

Back in Whack for Teens Group Program Facilitator's Guide

2025 Edition

**Healthy Lifestyle and Nutrition Program
That Helps Teens Adopt Healthier Habits
and Achieve a Healthy Weight**

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BIW4TEENS GROUP FACILITATOR GUIDE

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This 2025 version of Back in Whack for Teens **[BiW4Teens] Group Program Facilitator's Guide. This guide goes with** the Third Edition of the workbook and the second edition of the program videos.

Back in Whack for Teens is a Positive Patterns for Life Program.

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Back in Whack for Teens (BiW4Teens) is a research-based, pediatrician approved, effective weight management program for teens/tweens. Expert guidelines from the American Academy of Pediatrics, Academy of Nutrition and Dietetics, National Institute of Health, Dietary Guidelines for Americans 2010, plus several more have been utilized in the development of this program.

Fourteen of the **BiW4Teens** healthy habits are proven to reduce risk of developing diabetes, heart disease and some forms of cancer as proven by the American Diabetes Association, American Heart Association, American Cancer Association, and the Centers for Disease Control.

BiW4Teens received the *National Association of Nutrition Professionals 2015 Community Award* for being a program that is having a positive impact on the health of our nation. This award winning program has also received national recognition from the Centers of Disease Control for being an effective weight management intervention for youth.

The Back in Whack Program has been helping youth adopt healthier habits - lower their BMIs - improve overall health since 2013.

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Group Program Implementation Checklist

STEP ONE – Establish Program Champion & Health Coach(es) for the BiW4Teens Program

- ☐ Establish which staff member will serve as program champion – provides program oversight.
- ☐ Establish which staff member(s) will serve as health coaches for the program.
- ☐ Decide which staff members will complete the training to become a Certified Back in Whack Coach (CBIWC). Ideally all program health coaches will complete this training.

STEP TWO – Complete BiW4Teens Program Orientation for Staff

- ☐ Ideally all staff members who will be helping the BiW4Teens Program should complete four-part program orientation for staff. Staff may complete the training as a group or individually.
 - Print the following materials and become familiar with the content, prior to watching the program orientation videos:
 - ___ *BiW4Teens Program Curriculum*
 - ___ *BiW4Teens Habit Explanation Cue Card*
 - ___ *BiW4Teens Program Outline*
 - ___ *BiW4Teens Group Brochure*
 - Watch the four-part program orientation videos which are online and on-demand:
 - ___ Overview of childhood obesity (health issues related to childhood obesity and key habits that impact a child's weight).
 - ___ Overview of *BiW4Teens* program components and program outcomes.
 - ___ Detailed description of the behavioral change component of the program.
 - ___ Detailed description of other four program components (nutrition, physical activity, parent training, and lifestyle habits).
- ☐ If your organization has **front desk staff** who will be talking to parents and preteens/teens about the program and/or will be helping enroll youth in the program, make sure to provide training which includes:
 - Watching BiW4Teens Training Video *Part II – The Program: Segment 1 Program Overview*.
 - Becoming familiar with the *BiW4Teens Group Program Brochure* as a way to learn verbiage to use when talking to parents and youth about the program.
 - Keeping several copies of the *BiW4Teens Group Program Brochure* at their desk.
 - Knowing program details like group meeting location, dates, times, length of program and health coach(es).
 - Knowing how to sign youth up for the program.

STEP THREE – Health Coaches Complete Training for CBIWC

- ☐ Each health coach should have a printed copy of the *BiW4Teens Workbook*.
- ☐ Work through the BiW4Teens program sessions (27 videos and workbook sessions) per instructions found on the CBIWC exam.
- ☐ Staff who are completing the CBIWC training, can continue working through the training materials as

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steps FOUR through SIX are being completed. It is ideal if the program supervisor completes this training.

STEP FOUR – Establish Location for Group Sessions

- ☐ First, decide the number of youth you would like to enroll in the program. A group 10 – 20 youth is the sweet spot. If you believe there will be a large dropout rate, open the class to 30 participants.
- ☐ Find the ideal location which should include all of the following:
 - ☐ A space that allows weekly meetings for 6 months
 - ☐ Internet strong enough to stream videos
 - ☐ Large screen TV that can accommodate viewing by 20 people plus
 ___ is a smart TV with internet capabilities OR
 ___ has a port that a computer can be connected which can access the internet
 - ☐ Consider space to exercise
 - ☐ Consider space for cooking activities
- ☐ Locate space to keep program materials – if group sessions are off site, find a location in your office building to store program materials between group sessions.

STEP FIVE – Establish Dates & Time Group Will Meet

- ☐ A minimum of eight weeks prior to the start date of the group program:
 - ☐ Decide best day of the week and time of day for group to meet
 - ☐ Choose start date and map out weekly meeting dates for 6 months
- ☐ Write / type location – start date – meeting time on the BiW4Teens Group Brochures – both with and without the Prescription for a Healthy Weight. Add this information to program posters.

STEP SIX – Advertise the BiW4Teens Program

- ☐ First – print copies of the following:
 - ☐ *BiW4Teens posters*
 - ☐ *BiW4Teens Group Program Brochure* **without** prescription for a healthy weight
 - ☐ *BiW4Teens Group Program Brochure* **with** prescription for a healthy weight
- ☐ Meet with the local healthcare clinic(s):
 - ☐ Ideal if you can have time during a staff meeting to briefly explain the program
 - ☐ Leave *BiW4Teens posters* and ask if they can be put up in clinic waiting & exam rooms
 - ☐ Leave *BiW4Teens Group Program Brochure* **with** prescription for a healthy weight to be used by healthcare providers who want to refer youth to the program
 - ☐ Leave *BiW4Teens Group Program Brochure* **without** prescription for a healthy weight to be given to parents and/or youth who ask for more information about the program
- ☐ Contact organizations and agencies that work with youth and families (i.e. schools, Boys & Girls Club, YMCA, Department Family Services, counseling services, public health, WIC, physical therapy, etc.):
 - ☐ Tell agency and/or organization staff about the *BiW4Teens Group Program*
 - ☐ Leave *BiW4Teens posters* and ask if they can be put up in areas where parents/youth will see Them

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- ☐ Leave *BiW4Teens Group Program Brochure* **without** the prescription for a healthy weight to be given to parents and/or youth who ask for more information about the program
- ☐ Contact local newspapers and ask if they would like to do a news release about the *BiW4Teens Group Program*. Use the *BiW4Teens news article template*.
- ☐ Put posters up around town where parents/youth would see them (i.e. post office, grocery stores, gas stations, library, etc.).

STEP SEVEN – Obtain/Prepare BiW4Teens Program Materials Prior to Program Start Date

- ☐ Begin this process 3 weeks prior to program start date _____
- ☐ Choose version of BiW4Teens workbook to be used – purchase and/or produce workbooks:
 - ☐ Printed PDF version of the complete BiW4Teens Workbook
 - ___ Obtain copy paper (100 sheets per workbook)
 - ___ Obtain one-inch 3-ring binders
 - ___ Download PDF version of the workbook
 - ___ Print copies of the workbook for each participant and place in 3-ring binder
 - ☐ Printed PDF version of BiW4Teens Workbook broke into 13 weeks
 - ___ Obtain copy paper (100 sheets per workbook)
 - ___ Obtain one-inch 3-ring binders
 - ___ Download PDF versions of the workbook per each week (13 weeks)
 - ___ Print copies of the workbook materials for each week and place in organized files labeled by week
 - ☐ Paperback version of BiW4Teens Workbook - order from Amazon.com
- ☐ Print copies of the *BiW4Teens Parent Support Pack + Resources for Working with Doctor* to be given to parents at the first group session (BiW4Teens Program Introduction)
- ☐ Obtain participant materials:
 - ☐ Pens or pencils
 - ☐ Highlighters
 - ☐ Special bracelets (optional – week 1)
 - ☐ Journals (week 2):
 - ___ Option 1 – Purchase simple blank journals or small notebooks
 - ___ Option 2 - If using printed PDF workbook, you can insert 10 blank sheets of paper in with the journaling session of the workbook (Session Four)
 - ☐ Soft plastic measuring tapes:
 - ___ One per participant
 - ___ Reusable single measuring tape
 - ☐ Scale (one)
 - ☐ Method to measure height (one)
 - ☐ Pad of sticky notes for Mighty Messages (week 5)
 - ☐ Plastic sleeve protectors (used to protect nutrition plan)

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- ☐ Print copies of forms used during by the health coach during group sessions:
 - Print copy of teen/parent sign in sheet for initial group
 - *Parent-Teen Program Commitment Contract* (two copies per each teen/parent pair to be used during group session 1 only)
 - *BiW4Teens Individual Participant Progress Log* (one per participant)
 - *BiW4Teens Multi-Participant Log*

STEP EIGHT – Prepare for the first BiW4Teens group session

- ☐ Begin this process one week prior to the first group
- ☐ Contact parents of youth who have signed up. Inform parents/guardians that they need to attend Week 1 – Program Introduction with their teen/tween.
- ☐ Refer to the *BiW4Teens Group Facilitators Program Guide* for Week One (page 9)

STEP NINE – Obtain/Prepare BiW4Teens Program Materials for Later Group Sessions

- ☐ Secure program materials prior to Week 8:
 - Collect labels to practice label reading during weeks 8 through 10 (OPTIONAL)
 - Set of measuring cups for each youth to take home (OPTIONAL)
 - Program
- ☐ Secure program materials prior to Week 11:
 - Bite size chocolate for ‘savor the flavor’ activity (OPTIONAL)
 - Program
 - Program
- ☐ Secure program materials prior to Week 14:
 - Set of measuring cups for cooking activities (optional – only needed if planning cooking activities).
 - Gift packets – to be given to youth who complete all 27 program sessions and recorded all 14 *Wacky Words*.
- ☐ Secure program materials prior to Week 26:
 - Program completion gift – given to youth who attend ____ % of group sessions for 6-month duration of the program (optional)
 - Consider throwing a graduation party (see group facilitator guide)
 - Consider giving Certificate of Completion (see group facilitator guide)

INSTRUCTION PLAN**PROGRAM INTRODUCTION (VIDEO SESSION 1)**

1. Define BMI;
2. Explain negative health impacts of a high BMI;
3. List multiple health benefits of the BiW4Teens Program;
4. List program components;
5. Explain health coaching methods utilized in the program;
6. List important life skills included in the program;
7. Briefly describe parts 1, 2, 3, and 4 of the BiW4Teens program;
8. Explain the implementation and maintenance phases of the program;
9. Describe how change starts in the brain;
10. Define program power tools (habit change tools and skills);
11. Introduce the first power tool – Make Healthy Changes Bracelet;
12. Explain appropriate safe weight loss goals for preteens and teens;
13. Explain how to take body measurements;
14. Describe the *BiW4Teens Parents Support Pack*;
15. Describe how to complete the BiW Program Commitment Contract with parents;
16. Explain importance of working the doctor during the program and where to find *Resources for Working with Your Doctor*.

1 DAY BEFORE GROUP**ENSURE MEETING ROOM IS AVAILABLE**

- ☐ Meeting room available
- ☐ Internet is working in meeting room
- ☐ Internet compatible, large audio-visual screen working
- ☐ Private space available to measure weight

GATHER MATERIALS FOR GROUP

- ☐ BiW4Teens Video Session One - Program Introduction (14 minutes)
- ☐ Scale
- ☐ Parent / Teen sign in sheet
- ☐ *BiW4Teens Multi-Participant Log* (to be filled in after group dismissed)

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GATHER MATERIALS FOR EACH PARTICIPANT

- ☐ Workbook in 1 of following 3 formats:
 - ☐ Complete printed PDF workbook in 3-ring binder
 - ☐ Complete paperback workbook from Amazon
 - ☐ Printed PDF version of BiW4Teens Workbook broke into 13 weeks
 - ___ Participant materials for Program Introduction (pages i through 8)
 - ___ Appendix A – Wacky Words Form
 - ___ 3-ring binder
- ☐ Parent Support Pack + Resources for Working with Your Doctor
- ☐ Parent-Teen Group Program Commitment Contract
- ☐ BiW4Teens Individual Participant Progress Logs
- ☐ Pens or Pencils
- ☐ Blank sheet of paper
- ☐ Highlighters
- ☐ Name tags
- ☐ Special bracelets (optional)

READING FOR GROUP LEADER'S PREPARATION

- ☐ Review this Group Facilitator Guide for this week.
- ☐ Review the Workbook Sessions for this week.
- ☐ Make sure you understand both thoroughly.

DAY OF GROUP

ARRIVE EARLY

- ☐ Set up chairs in a formation that invites discussion, such as a circle.
- ☐ Set up private area to weigh participants.
- ☐ Put up a sign on the door of the meeting room – BiW4Teens Group.
- ☐ Organize participant materials so they will be easy to handout.

AS EACH PARTICIPANT ARRIVES:

- ☐ Greet participants
- ☐ Have parent/guardian and teen/tween sign in
- ☐ Ask participants to fill out and wear a nametag
- ☐ Ask participants to sit down

OPENING

WELCOME

Introduce the program:

Welcome to the first week of the Back in Whack for Teens Group. This program is specially designed to help teens and tweens get their energy balance back in whack and lower their high BMI. It is an EFFECTIVE, PEDIATRICIAN APPROVED, RESEARCH-BASED, WEIGHT MANAGEMENT PROGRAM designed specifically for teens and tweens.

Introduce yourself and any other group leaders:

My name is _____. I'm so excited to be working with you over the next 6 months! (Briefly tell the class about your background. Share your title/role in your organization, clinical area in which you work - if applicable.)

(Next, introduce other group leaders, if applicable.)

Explain this icebreaker:

Before we watch the Program Introduction video, we are going to do an icebreaker. This simple activity is fun, and helps the kids and leaders get to know more about each other. The icebreaker we are going to use is called Fact or Fiction. Here is what we are going to do.

(Give everyone a piece of blank paper and a pen or pencil.)

Write three things about yourself which may not be known to the others in the group. Two of the things should be true and one is not. After everyone is done writing down their 3 things, we will take turns and read out the three things you wrote about yourself. The rest of the group will vote which things they think are FACT or FICTION about you. All of the youth are encouraged to participate, however it is not a requirement.

HAND OUT WORKBOOKS

- Option 1 – Handout entire printed PDF workbook in a 3-ring binder to each youth
- Option 2 – Handout paperback workbook purchased from Amazon
- Option 3 – Give participants week 1 workbook sessions (pages i through 8, Appendix A)

Ask participants to open workbooks to page 2 – Welcome Letter to Teens/Tweens.

Read the welcome letter to the group.

PROGRAM INTRODUCTION VIDEO (1)

START PROGRAM INTRODUCTION VIDEO

Ask participants to turn to session page 1.2 in their workbooks.

Play the entire video. There are no scheduled pauses during the video, so pause the video as needed for discussion and questions.

POST VIDEO DISCUSSION

Say in your own words:

Please turn to Appendix A in your workbook. Here you will find the Wacky Words form. You will be writing Wacky Words on this form during the next 13 weeks of the program. It is time to write your first Wacky Words on the form.

(Get out the *Parent Support Pack plus Resources for Working with Your Doctor* and hand them out to the parent/guardians.)

I am handing out the *Parent Support Pack plus Resources for Working with Your Doctor*. As you heard on the video, the parents support pack contains information to help parents understand how they can help their teen/tween be successful during habit change. The Parents Support Pack also includes the parent teen discussion guide. It is important that you and teen/tween visit about each session, whether or not you have watched the video session together.

Please turn to page Appendix B-1.

(Read the Parents Welcome letter out loud. When you read about the 6 videos that parents are required to watch, tell parents/guardians to write in the last part of the weblink, which you will give them.) <https://positivpatterns4life.com/>_____

When done reading the letter, ask, "Does anyone have questions about the welcome letter?"

Explain how to sign the *Parent-Teen Group Program Commitment Contract*:

Next, you will read and sign the *Parent-Teen Group Program Commitment Contract*. This contract helps you understand expectations of program participation. One very important statement on the contract, that youth need to take serious, is that each teen/tween agree to be kind, helpful, and respectful of other youth in the BiW4Teens group.

Teens/tweens pair up with your parents/guardians. (Hand out the *Parent-Teen Group Program Commitment Contracts*. Give each parent/teen pair two contracts.)

I am giving you two copies on the contract. One is to sign and give back to me. The other is for you to keep. Read through the contract together and sign/initial in your given area. Let me know if you have any questions. (Collect signed contracts when they are done.)

MEASURE YOUTH

Explain activity to youth:

The next thing we are going to do is get weights on all the youth. You will be weighed in a private area. Next week we will get the rest of your measurements. I will be taking weights every 3 weeks.

Please take off your shoes and jackets. I will call you one at a time to get weighed.

(Use the sign in sheet to call their names.)

(You will need the *BiW4Teens Individual Participant Progress Log* to record weights. Make sure to write their name on the top before you weigh the youth. Turn over the progress log after their weight is recorded to ensure no one else sees it.)

CLOSING COMMENTS

Clarify appropriate weight loss goals for teens/tweens:

Can anyone tell me what an appropriate weight loss goal is for an older teen who is done growing taller? (An appropriate weight loss goal for older teens who are done growing taller would be slow steady weight loss of 2 to 4 pounds per month.)

Can anyone tell me what an appropriate weight loss goal is for a young teen or tween who is still growing taller? (An appropriate weight loss goal for young teens and tweens who are still growing taller is to primarily stabilize their weight as they continue to grow taller. By doing this, the body will use up stored energy and trim down as the body grows taller.)

Overview of how the program works:

Before we finish today, I want to make sure everyone understands how the program works.

The first 13 weeks of the program the youth will be watching videos similar to the one we just watched. Along with the video, youth will complete self-discovery activities, participate in group activities, use their power tools, plus they will be given home projects to complete between groups. Some home projects will include the parent/guardian and sometimes the whole family will be asked to join in.

By the time youth have completed the first 13 weeks of the program, they will have developed their own individualized healthy habits program. They will continue to follow their program until their BMI is low enough to be considered a healthy weight.

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During weeks 14 through 26 youth will continue to attend BiW4Teens group weekly. At these group sessions youth will do a variety of nutrition activities and physical activities together. This participation will provide motivation and support for the youth as they continue to work on adopting lifelong healthier habits.

I want to remind parents/guardians that during the first 13 weeks of the program, that it is expected that parents/guardians sit down and talk with their teen/tween about what was covered in each group session. The discussion guide is found in your Parent Support Pack. Parents are also asked to watch 6 important video sessions, which are listed in your welcome letter.

HOME PROJECT FOR WEEK 1

Explain home projects for week 1:

1. Read, discuss and sign teen parent contract in Appendix B-3.
2. Explain BiW4Teens program to other family members.
3. Offer to show family members the Program Introduction video on Positive Patterns for Life website located at <https://positivepatterns4life.com/services/programs>
4. If parents were not able to attend – they can watch the Program Introduction video on the Positive Patterns for Life website.

DISMISS THE GROUP

In your own words:

I will see all the kids next week. Parents/guardians if you need to get ahold of me – here is my contact information: _____

AFTER GROUP LEADER TASKS

- ☐ Put *BiW4Teens Individual Participant Progress Logs* in a 3-ring binder.
- ☐ Write all the teens/tweens names on the *BiW4Teens Multi-Participant Log*. Place it in the front of the binder with the *BiW4Teens Individual Participant Progress Logs*. Now you are prepared to take attendance next week and the weeks after.

INSTRUCTION PLAN**PEAK HEALTH (VIDEO SESSION 2)**

1. Explain peak health;
2. List 7 categories of peak health;
3. Describe how habit change is like a journey.

BODY APPRECIATION (VIDEO SESSION 3)

1. Explore multiple ways that the human body is truly amazing;
2. Define body appreciation;
3. Explain how body appreciation supports habit change;
4. Explain how habitual thoughts affect the health of the body;
5. Introduce the *Body Love Hug* power tool.

JOURNALING (VIDEO SESSION 4)

1. List multiple benefits of journaling;
2. Explain body appreciation journaling;
3. Explain body awareness journaling;
4. Explain gratitude journaling;
5. Describe how gratitude journaling can have a positive effect on the emotional center of the brain;
6. Explain journey journaling.

1 DAY BEFORE GROUP**ENSURE MEETING ROOM IS AVAILABLE**

- ☐ Meeting room available
- ☐ Internet is working in meeting room
- ☐ Internet compatible, large audio-visual screen working
- ☐ Private space available to measure height & waist circumference

GATHER MATERIALS FOR GROUP

- ☐ BiW4Teens Video Session Two - Peak Health (5 minutes)
- ☐ BiW4Teens Video Session Three - Body Appreciation (8 minutes)
- ☐ BiW4Teens Video Session Four – Journaling (8 minutes)
- ☐ Measuring tape(s):
 - ☐ One per participant
 - ☐ Reusable plastic measuring tape with disinfection wipes to be used between participants
- ☐ Method to measure height
- ☐ BiW4Teens Multi-Participant Log (participant names written on log)

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GATHER MATERIALS FOR EACH PARTICIPANT

- ☐ If using BiW4Teens Workbook broke into 13 weeks then:
 - ☐ Participant materials for Peak Health (session pages 2.1 to 2.3)
 - ☐ Participant materials for Body Appreciation (session pages 3.1 to 3.2)
 - ☐ Participant materials for Journaling (session pages 4.1 to 4.3)
- ☐ Journals:
 - ☐ Option 1 – Purchase simple blank journals or small notebooks
 - ☐ Option 2 - If using printed PDF workbook, you can insert 10 blank sheets of paper in with the journaling session of the workbook (Session Four)
- ☐ BiW4Teens Individual Participant Progress Logs (names should be on logs from week 1)
- ☐ Pens or Pencils
- ☐ Highlighters
- ☐ Name tags

READING FOR GROUP LEADER'S PREPARATION

- ☐ Review this Group Facilitator Guide for this week.
- ☐ Review the Workbook Sessions for this week.
- ☐ Make sure you understand both thoroughly.

DAY OF GROUP

ARRIVE EARLY

- ☐ Set up chairs in a formation that invites discussion, such as a circle.
- ☐ Set up private area to measure height and waist circumference.
- ☐ Put up a sign on the door of the meeting room – BiW4Teens Group.
- ☐ Organize participant materials so they will be easy to handout.

AS EACH PARTICIPANT ARRIVES:

- ☐ Greet participants.
- ☐ Ask participants to fill out and wear a nametag.
- ☐ Ask participants to sit down.
- ☐ Take attendance once everyone is seated, using the Multi-Participant Log.

OPENING

WELCOME

Say in your own words:

Welcome to week 2 of the BiW4Teens Program. Today we are going to be learning about peak health, body appreciation, and journaling. Before we watch our first video we are going to do an icebreaker.

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ICEBREAKER

Explain how participants are to do the following icebreaker. When you are done explaining the activity, ask if anyone has questions about the icebreaker.

- ✚ The group leader picks a participant and says, "I went to the supermarket to buy an **apple** (or any other object you can buy in a supermarket that begins with an 'A')." I gave _____ (name of participant) the apple and sent him/her to the _____ (name a different location like farm, school, playground, etc.).
- ✚ NEXT - This participant turns to the person sitting next to them and says, "I went to the _____ (location leader told them to go to) and got a _____ (object that begins with a **B**). I gave the _____ (object that begins with a **B**) to _____ (name of person sitting next to them) and sent him/her to _____ (name a new location).
- ✚ NOW - This person turns to the person sitting next to them and says, "I went to the _____ (location they were told to go to) and got a _____ (object that begins with a **C**). I gave the _____ (object that begins with a **C**) to _____ (name of person sitting next to them) and sent him/her to _____ (another new location).
- ✚ CONTINUE – As far as the group would like through the alphabet, thinking of an object for each letter of the alphabet with each participant's turn. Encourage participants to think of different locations but also know that the same location may be used multiple times. Make sure all participants get an equal number of turns.

PRE-VIDEO DISCUSSION

Follow this discussion guide:

Let's take a few minutes to talk about how things went with completing your home projects this past week.

1. How many of you read and signed the Back in Whack Program Commitment Contract with your parent/guardian?
2. For those of you who didn't have a chance to get this done, are you and your parent/guardian planning to do this soon?
3. Who had a chance to talk to other family members about the BiW4Teens program?
4. Does anyone want to share how this conversation went with the family?

GET WORKBOOKS OUT

- Option 1 – If participants took workbooks home, get them out
- Option 2 – If workbooks were left with group leader, leader hands them out
- Option 3 – Give participants workbook sessions for week 2 (2 through 4)

PEAK HEALTH VIDEO (2)

Ask participants to open workbooks to Peak Health - session page 2.2

START PEAK HEALTH VIDEO

Benefits of a Body in Peak Health

1. When instructed to do so - pause video.
2. Turn to session page 2.2. Read instructions to teens.
3. Ask the participants to complete the self-discovery activity.

Note: The group leader can read through the list of *Benefits of a Body in Peak Health* together or the participants to read through the list themselves.

What is waiting for you at the top of Peak Health?

When video stops, read the 2 paragraphs at the bottom of session page 2.3.

Ask participants to follow instructions on page 2.3 and complete this activity.

PEAK HEALTH DISCUSSION QUESTIONS

Ask participants the following discussion questions:

1. How would you define Peak Health? [\[Peak health means that you have a super healthy body and brain.\]](#)
2. How many benefits of Peak Health can you list? [\[See page 2.2\]](#)

BODY APPRECIATION VIDEO (3)

START BODY APPRECIATION VIDEO

Ask participants to turn to session page 3.2 in their workbooks.

When instructed to do so - pause video:

1. During 1st pause, complete 1st part of self-discovery exercise - rating body appreciation.
2. During the 2nd pause, answer 4 questions about a fully functioning body.
 - Ask volunteers to share their answers.
3. During 3rd pause have teens to make a list of things that they like about their body.

BODY APPRECIATION DISCUSSION QUESTIONS

Ask participants the following discussion questions:

1. Record the wacky words for session 3 in Appendix A.
2. Think of different ways that the human body is truly amazing. [\[Look at page 3.2\]](#)
3. Explain how body appreciation supports habit change. [\[It is easier to take good care of something you like and appreciate. It is hard to take good care of something you don't like. It makes it easier to take care of your body and to adopt new health habits when you like and appreciate your body.\]](#)

JOURNALING VIDEO (4)

START JOURNALING VIDEO

Ask participants to turn to session page 4.2 in their workbooks.

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Play the entire video.

1. There are no scheduled pauses during the video, so pause the video as needed for discussion and questions.
2. Give participants their journals or show them where the journaling pages are located in the workbook.
3. Ask participants to take 5 minutes to write (journal) something on their 1st journal page.

JOURNALING DISCUSSION QUESTIONS

Ask participants the following discussion questions:

1. Record wacky words for session 4 in Appendix A.
2. Can you list several benefits of journaling? [\[See page 4.2\]](#)
3. What are the 4 types of journaling that support habit change? [\[See page 4.2 & 4.3\]](#)
4. What type of journaling did you do on your 1st journal page?

MEASURE YOUTH

Explain activity to youth:

There is one more thing we are going to do before I tell you about the home projects for week 2. We are going to get waist circumference and height on all of you. You will be measured in a private area.

Please take off your shoes and jackets. I will call you one at a time to get measured.

(You will need the *BiW4Teens Individual Participant Progress Log* to record measurements. Turn over the progress log after their measurements are recorded to ensure no one else sees it.)

HOME PROJECTS FOR WEEK 2

Explain home projects for week 2:

1. Talk to your parent/guardian about WEEK 2 discussion questions in the Parent Support Pack.
2. Practice Body love hug.
3. Put up the peak health poster where you will see it every day.
4. Write in your journal at least 3 times this week.

NOTE: If you forget what your home projects are for the week, you can find them written in the Parent Support Pack.

INSTRUCTION PLAN**UNHEALTHY HABITS (VIDEO SESSION 5)**

1. List 25 key unhealthy habits that cause energy balance to get out of whack;
2. Explain how each of the 25 unhealthy habits causes the body to store excess energy.

FOOD CRAVINGS (VIDEO SESSION 6)

1. Define food craving;
2. List lifestyle habits that promote and prevent food cravings;
3. List common triggers for food cravings;
4. Provided examples of actions that minimize food craving triggers;
5. Explore healthy substitutions for food cravings.

1 DAY BEFORE GROUP**ENSURE MEETING ROOM IS AVAILABLE**

- ☐ Meeting room available.
- ☐ Internet is working in meeting room.
- ☐ Internet compatible, large audio-visual screen working.

GATHER MATERIALS FOR GROUP

- ☐ BiW4Teens Video Session Five - Unhealthy Habits (11 minutes)
- ☐ BiW4Teens Video Session Six - Food Cravings (8 minutes)
- ☐ BiW4Teens Multi-Participant Log

GATHER MATERIALS FOR EACH PARTICIPANT

- ☐ If using BiW4Teens Workbook broke into 13 weeks then:
 - ☐ Participant materials for Unhealthy Habits (session pages 5.1 to 5.2)
 - ☐ Participant materials for Craving Management (session pages 6.1 to 6.5)
- ☐ Pens or Pencils
- ☐ Highlighters
- ☐ Name tags
- ☐ Blank piece of paper

READING FOR GROUP LEADER'S PREPARATION

- ☐ Review this Group Facilitator Guide for this week.
- ☐ Review the Workbook Sessions for this week.
- ☐ Make sure you understand both thoroughly.

DAY OF GROUP

ARRIVE EARLY

- ☐ Set up chairs in a formation that invites discussion, such as a circle.
- ☐ Put up a sign on the door of the meeting room – BiW4Teens Group.
- ☐ Organize participant materials so they will be easy to handout.

AS EACH PARTICIPANT ARRIVES:

- ☐ Greet participants.
- ☐ Ask participants to fill out and wear a nametag.
- ☐ Ask participants to sit down.
- ☐ Take attendance once everyone is seated, using the Multi-Participant Log.

OPENING

WELCOME

Say in your own words:

Welcome to week 3 of the BiW4Teens Program. Today we are going to be learning about unhealthy habits that cause our body's energy balance to get out of whack and we will learn about ways we can combat food cravings.

PRE-VIDEO DISCUSSION

Follow this discussion guide:

Let's take a few minutes to talk about how things went with completing your home projects this past week.

1. Raise your hands if you visited with parent/guardian about peak health.
2. Raise your hands if you visited with parent/guardian about body appreciation.
3. Raise your hands if you visited with parent/guardian about journaling.
4. Where did you put your peak health poster?
5. Did anyone practice the body love hug? How did it make you feel?
6. How many of you wrote in your journals this past week?

UNHEALTHY HABITS VIDEO (5)

GET WORKBOOKS OUT

- Option 1 – If participants took workbooks home, get them out
- Option 2 – If workbooks were left with group leader, leader hands them out
- Option 3 – Give participants workbook sessions for week 3 (5 and 6)

Ask participants to open workbooks to Peak Health - session page 5.2.

1. Read the instructions for the Self-Discovery Exercise – Unhealthy Habits for Teens.
2. Tell the participants that they will complete this self-discovery exercise as they watch

the video.

START UNHEALTHY HABITS VIDEO

Play the entire video.

1. There are no scheduled pauses during the video, so pause the video as needed for discussion and questions.
2. When the video has ended, give each participant a high lighter.
3. Have them highlight every unhealthy habit that they gave a rating of 2 or 3.

UNHEALTHY HABITS DISCUSSION QUESTIONS

Ask participants the following discussion questions:

1. Record the wacky words for session 5 in Appendix A.
2. Each person, share one of your unhealthy habits and explain how it causes your energy balance to get out of whack.

FOOD CRAVINGS VIDEO (6)

START FOOD CRAVINGS VIDEO

Ask participants to turn to session page 6.2 in their workbooks.

When instructed to do so - pause video and complete activities as instructed:

1. **During 1st pause,** ask participants to explain what a food craving is [\[See page 6.2\]](#)
 - Ask them if any of them have food cravings?
 - If any answer yes, ask them to write their cravings in the space provided on page 6.2. titled "Do you have any unhealthy foods that you crave?"
 - Start the video when participants are done writing down their food cravings.
2. **During the 2nd pause,** read the instructions for the activity titled "Lifestyle Habits That Affect Food Cravings."
 - Read through the list of lifestyle habits that help prevent food cravings.
 - Participants should be checking boxes in front of their habits.
 - After you have read through the list, have participants go back through the list and highlight lifestyle habits that do **NOT** have a check mark in front of them.
 - When they are done highlighting, tell the group this, "if you struggle with food cravings, these highlighted habits are habits that you should consider adopting. Even adopting just a few highlighted habits may be a big help."
 - Ask if anyone has questions about this activity.
 - Start the video.
3. **During the 3rd pause,** give participants these instructions, "As you read through this list of possible triggers, ask yourself, 'Is this a trigger for me?' If you answer YES to any of the statements below, explain why you answered yes."
 - NOTE - the group leader can choose to read each trigger and have participants respond or participants can complete the activity on their own.
 - Ask if there are any questions, when activity is completed.

BIW4TEENS GROUP FACILITATOR GUIDE

➤ Start the video.

4. **During the 4th pause**, give participants a blank sheet of paper. Tell them to, “Make a list of 10 POSITIVE things you can do to distract yourself when you are having a food craving. This list will be your DISTRACTION ACTION PLAN!”

➤ Start the video and watch till the end.

FOOD CRAVING DISCUSSION QUESTIONS

Ask participants the following discussion questions:

1. Share 1 thing on your Distraction Action Plan list.
2. Share unhealthy foods you frequently crave.
3. Now, explore healthy substitutions for these food cravings as a group.
4. Point out that in the middle of session page 6.4 there is space provided for participants to down ideas they have to prevent food cravings.

HOME PROJECTS FOR WEEK 3

Explain home projects for week 3:

1. Talk to your parent/guardian about WEEK 3 discussion questions in the Parent Support Pack.
2. Use ideas on your Action Distraction Plan when you have a food craving or try a healthy substitute for an unhealthy food you crave.
3. Remind your parent/guardian to watch video session 5 – Unhealthy Habits.

NOTE: If you forget what your home projects are for the week, you can find them written in the Parent Support Pack.

INSTRUCTION PLAN**HEALTHY HABITS (VIDEO SESSION 7)**

1. List 28 key healthy habits that promote a healthy energy balance;
2. Explain how each of the 28 healthy habits support a healthy energy balance.

PHYSICAL ACTIVITY (VIDEO SESSION 8)

1. Define and give examples of strengthening – lifestyle – aerobic activities;
2. Describe how aerobic activity helps support a healthy energy balance;
3. List multiple health benefits of aerobic activity;
4. Define physical activity recommendation for teens and tweens;
5. Explain what the BiW 360 Goal is;
6. Describe how sedentary teens and tweens can gradually increase physical activity until they getting the recommended amount of daily physical activity;
7. Discuss things that can derail an exercise plan;
8. List actions that support an exercise program.

1 DAY BEFORE GROUP**ENSURE MEETING ROOM IS AVAILABLE**

- ☐ Meeting room available
- ☐ Internet is working in meeting room
- ☐ Internet compatible, large audio-visual screen working
- ☐ Private space available to weigh participants

GATHER MATERIALS FOR GROUP

- ☐ BiW4Teens Video Session Seven - Healthy Habits (11 minutes)
- ☐ BiW4Teens Video Session Eight - Physical Activity (9 minutes)
- ☐ Scale
- ☐ BiW4Teens Multi-Participant Log

GATHER MATERIALS FOR EACH PARTICIPANT

- ☐ If using BiW4Teens Workbook broke into 13 weeks then:
 - ☐ Participant materials for Healthy Habits (session pages 7.1 to 7.10)
 - ☐ Participant materials for Physical Activity (session pages 8.1 to 8.7)
- ☐ BiW4Teens Individual Participant Progress Logs (to record participant weights)
- ☐ Pens or Pencils
- ☐ Highlighters
- ☐ Name tags (optional by week 4)

BIW4TEENS GROUP FACILITATOR GUIDE

READING FOR GROUP LEADER'S PREPARATION

- ☐ Review this Group Facilitator Guide for this week.
- ☐ Review the Workbook Sessions for this week.
- ☐ Make sure you understand both thoroughly.

DAY OF GROUP

ARRIVE EARLY

- ☐ Set up chairs in a formation that invites discussion, such as a circle.
- ☐ Set up private area to weigh participants.
- ☐ Put up a sign on the door of the meeting room – BiW4Teens Group.
- ☐ Organize participant materials so they will be easy to handout.

AS EACH PARTICIPANT ARRIVES:

- ☐ Greet participants.
- ☐ Ask participants to fill out and wear a nametag. (Optional after week 4)
- ☐ Ask participants to sit down.
- ☐ Take attendance once everyone is seated, using the Multi-Participant Log.

OPENING

WELCOME

Say in your own words:

Welcome to week 4 of the BiW4Teens Program. Today we are going to be learning about healthy habits and how to get moving more. You will learn how physical activity helps get your energy balance back in whack and about lots of other ways that it helps keep your body healthy and feeling good.

PRE-VIDEO DISCUSSION

Follow this discussion guide:

Let's take a few minutes to talk about how things went with completing your home projects this past week.

1. What have you done this week to help manage food cravings?
2. Has anyone used anything from their Distraction Action Plan?
3. Did your parents watch the Unhealth Habits video?
4. Did you talk to your parents about unhealthy habits you discovered you have?

HEALTHY HABITS VIDEO (7)

GET WORKBOOKS OUT

- Option 1 – If participants took workbooks home, get them out

BIW4TEENS GROUP FACILITATOR GUIDE

- Option 2 – If workbooks were left with group leader, leader hands them out
- Option 3 – Give participants workbook sessions for week 4 (7 and 8)

Ask participants to open workbooks to session page 5.2.

1. Instruct them to pull page 5.2 out of their workbook.
2. Next, turn to session page 7.2. Lay page 5.2 beside page 7.2.
3. Read the paragraph to the group found at the top of page 7.2.
4. Then, tell participants they to highlight each healthy habit on page 7.2, that corresponds to each of their unhealthy habits found on page 5.2.

START HEALTHY HABITS VIDEO

Start the video. Play the entire video. There are no scheduled pauses during the video, so pause the video as needed for discussion and questions.

When the video is over, turn to session page 7.3.

1. Read the title of this page 'Eat More Fruit & Veggies.' Tell participants if there is anyone who needs help with eating more fruits and veggie, to highlight the title of this page.
2. Do the same for pages 7.4 through 7.10 – asking participants to highlight titles (habits) of pages they need more help with:
 - a. Page 7.4 - Quick Healthy Breakfasts
 - b. Page 7.5 - Enjoy Your Food While Eating Fewer Calories
 - c. Page 7.6 - Big Benefits of Family Meals
 - d. Page 7.7 - Tips for Eating Healthy Away from Home
 - e. Page 7.8 - Ideas for Healthy Snacks
 - f. Page 7.9- Make Better Beverage Choices
 - g. Page 7.10 - 16 Ways to Decrease Fat in Your Diet

PHYSICAL ACTIVITY VIDEO (8)

START PHYSICAL ACTIVITY VIDEO

Ask participants to turn to session page 8.2 in their workbooks.

When instructed to do so - pause video and complete activities as instructed:

1. There is one unprompted pause. Listen for when Laurie reads the list of benefits of aerobic exercise.
 - Pause the video after Laurie reads this list.
 - Tell participants you are going to read all the benefits listed on page 8.2.
 - As you do, you want them to highlight every benefit that they would like to personally experience.
2. Next check out calories burned during physical activity on session page 8.3.
 - Explain that the calories in brackets [] are calories burned from stored energy.
 - Calories that are not in brackets, are the total amount of calories burned during 1 hour of this particular physical activity.

BIW4TEENS GROUP FACILITATOR GUIDE

- Ask participants to highlight physical activities that they do and make note of how many calories can be burnt during 1 hour of exercise.
- When done with this activity, start the video again.
- 3. Pause the video when instructed to do so.
 - Complete activities on session pages 8.4. Walk around the room during this activity to see if any participants need help.
 - Start the video when everyone is done.
- 4. Pause the video when instructed to do so.
 - Complete activities on session pages 8.5. Walk around the room during this activity to see if any participants need help.
 - Start the video when everyone is done.
- 5. When video ends, ask if anyone has questions.

PHYSICAL ACTIVITY DISCUSSION QUESTIONS

Ask participants the following discussion questions:

1. Record the wacky words for session 8 in Appendix A.
2. Ask if does anyone needs help coming up with ideas to get more exercise.

MEASURE YOUTH

Explain activity to youth:

There is one more thing we are going to do before I tell you about the home projects for week 4. We are going to get weights on all of you. You will be weighed in a private area.

Please take off your shoes and jackets. I will call you one at a time to get measured.

(You will need the *BiW4Teens Individual Participant Progress Log* to record weights. Turn over the progress log after their weights are recorded to ensure no one else sees it.)

HOME PROJECTS FOR WEEK 4

Explain home projects for week 4:

1. Talk to your parent about WEEK 4 discussion questions in the Parent Support Pack.
2. Read 35 Ways to Help Your Teen Reach Their BiW 360 Goal with your parent/guardian.
3. Ask if it could be read to the whole family.
4. It is time to start thinking about healthy habits you would like to adopt.
5. Talk to your parents about the healthy habits you want to adopt.
6. Do they think these healthy habits are realistic for you?

INSTRUCTION PLAN**GOAL SETTING (VIDEO SESSION 9)**

1. Explain how to set realistic goals;
2. Describe factors that affect goal achievement;
3. Explain how to use the *Habit Tracker*;
4. List several ways that the *Habit Tracker* supports habit change;
5. Explain science of how long it takes for new habits to develop and become established habits.

MIGHTY MESSAGES (VIDEO SESSION 10)

1. Define mighty message (positive affirmation);
2. List 6 rules for writing an effective mighty message;
3. Explain 4 keys to practicing an effective mighty message;
4. Demonstrate how to practice an effective mighty message;
5. Explain how mighty messages facilitate habit change in the brain;
6. Explain and demonstrate technique to stop automatic negative thoughts.

1 DAY BEFORE GROUP**ENSURE MEETING ROOM IS AVAILABLE**

- ☐ Meeting room available
- ☐ Internet is working in meeting room
- ☐ Internet compatible, large audio-visual screen working

GATHER MATERIALS FOR GROUP

- ☐ BiW4Teens Video Session Nine - Setting Goals (9 minutes)
- ☐ BiW4Teens Video Session Ten - Mighty Messages (8 minutes)
- ☐ BiW4Teens Multi-Participant Log

GATHER MATERIALS FOR EACH PARTICIPANT

- ☐ If using BiW4Teens Workbook broke into 13 weeks then:
 - ☐ Participant materials for Setting Goals (session pages 9.1 to 9.3)
 - ☐ Appendix G – *BiW4Teens Habit Tracker*
 - ☐ Participant materials for Mighty Messages (session pages 10.1 to 10.4)
- ☐ BiW4Teens Individual Participant Progress Logs (use to document health goals)
- ☐ Pens or Pencils
- ☐ Highlighters
- ☐ Pad of sticky notes
- ☐ Name tags (Optional after session 4)

READING FOR GROUP LEADER'S PREPARATION

- ☐ Review this Group Facilitator Guide for this week.
- ☐ Review the Workbook Sessions for this week.
- ☐ Make sure you understand both thoroughly.

DAY OF GROUP

ARRIVE EARLY

- ☐ Set up chairs in a formation that invites discussion, such as a circle.
- ☐ Put up a sign on the door of the meeting room – BiW4Teens Group.
- ☐ Organize participant materials so they will be easy to handout.

AS EACH PARTICIPANT ARRIVES:

- ☐ Greet participants.
- ☐ Ask participants to fill out and wear a nametag. (Optional after week 4)
- ☐ Ask participants to sit down.
- ☐ Take attendance once everyone is seated, using the Multi-Participant Log.

OPENING

WELCOME

Say in your own words:

Welcome to week 5 of the BiW4Teens Program. Today we are going to be learning about goal setting. You will be choosing 2 to 3 healthy habits to start working on and you will be introduced to the Habit Tracker. You will also learn a new power tool – Mighty Messages.

PRE-VIDEO DISCUSSION

Follow this discussion guide:

Let's take a few minutes to talk about how things went with completing your home projects this past week.

1. Has anyone tried any ideas from the Healthy Habit session?
2. Who has talked to parents/guardians about healthy habits they would like to work on adopting?
3. Did every one read *35 Ways to Help Your Teen Reach Their BiW360 Goal* with their parent/guardian.
4. Did anyone read it with the whole family?
5. Did anyone do more physical activity this week than they usually do?

SETTING GOALS VIDEO (9)

GET WORKBOOKS OUT

- Option 1 – If participants took workbooks home, get them out
- Option 2 – If workbooks were left with group leader, leader hands them out
- Option 3 – Give participants workbook sessions for week 5 (9 and 10)

START SETTING GOALS VIDEO

Ask participants to turn to session page 7.2 in their workbooks.

When instructed to do so - pause video and complete activities as instructed:

1. **During 1st pause**, tell participants to circle 2 to 3 highlighted habits, on page 7.2, that they would like to start working on.
 - Start the video when participants are done choosing their healthy habits.
2. **During 2nd pause**, ask participants if they think that the healthy habit goals they have chosen are realistic?
 - Reinforce the importance of talking to parents/guardians about the healthy habits they want to adopt.
 - Start the video
3. **During 3rd pause**, ask participants if they were to start working on their new health habits today, would they have everything they need to be successful? (i.e. If the goal is to eat more veggies, do you have veggies in the house to eat.)
 - Reinforce the importance of talking to their parents/guardians so they can come up with a plan on how and when they will have what they need to be successful on the day they chosen to start working on their new habits.
 - Tell participants to tear out session page 7.2 and turn to Appendix G.
 - Start the video.
4. Follow video instructions on how to set up the habit tracker.

SETTING GOALS DISCUSSION QUESTIONS

Ask participants the following discussion questions:

1. Record the Wacky Words for session 9 in Appendix A.
2. Tell participants to leave session page 7.2 with the Habit Track section.
3. Ask if everyone knows WHAT they need to be successful to begin practicing their new healthy habits.
4. Ask participants if they HAVE everything needed to start new health habits.
5. For the participants who don't have everything they need, what needs to happen so that they will be ready to start their new habit(s)?

SETTING GOALS ACTIVITY

Healthy habits recorded for group leader:

(Handout page 3 from *BiW4Teens Individual Participant Progress Log*.)

1. Please write your name at the top of this log.
2. Then lay the list of healthy habits from session page 7.2 beside it.
3. Go through the list of highlight healthy habits on page 7.2 and highlight these same habits on your Participant Progress Log.
4. Hand the Participant Progress Log when you have finished.

MORE DISCUSSION

Ask the following questions:

1. Ask who knows how long it takes for the body and brain to start getting used to a new habit? (3 weeks)
2. How long does it take for a new habit to become an established habit. (12 weeks or 3 months)
3. You will add 1 or 2 new habits to their habit tracker in how many weeks from now? (3 weeks)

MIGHTY MESSAGES VIDEO (10)

START MIGHTY MESSAGES VIDEO

Ask participants to turn to session page 10.2 in their workbooks.

When instructed to do so - pause video and complete activities as instructed:

1. **During 1st pause**, give each participant 2 or 3 sticky notes.
 - Ask participants to write at least one mighty message for each of their healthy habit goals.
 - Page 10.3 and 10.4 have sample Mighty Messages that participants may want to use.
 - After participants have completed this activity, ask if anyone would like to share a Mighty Message that they have written and which healthy habit the Mighty Message is paired with.
 - Tell participants they are going to learn how to practice Mighty Messages.
2. Start the video again and play it till the end.
3. Pause the video as needed for discussion and questions.

MIGHTY MESSAGE DISCUSSION QUESTIONS

Ask participants the following discussion questions:

1. What is a Mighty Message? ([Top of session page 10.3](#))
2. Who can list the 4 keys to practicing an effective mighty message? ([See it, Hear it, Feel it, Repeat it](#))
3. Can anyone explain how mighty messages support habit change in the brain? ([Top of session page 10.3 titled *The Brain is the Boss of the Body*](#))
4. Who can explain a technique used to stop automatic negative thoughts. ([Middle of session page 10.3](#))
5. Ask the group to work together to create a group Mighty Message that can be practiced at the beginning of each group session. ([OPTIONAL ACTIVITY](#))

HOME PROJECTS FOR WEEK 5

Explain home projects for week 5:

1. Talk to your parent/guardian about WEEK 5 discussion questions.
2. Talk to parents about healthy habits you have chosen, if you haven't done this yet.
3. Make sure you have everything you need to be successful when starting your new healthy habits, if you haven't done this yet.
4. Practice your Mighty Messages.

NOTE: If you forget what your home projects are for the week, you can find them written in the Parent Support Pack.

INSTRUCTION PLAN**MINI MOVIES (VIDEO SESSION 11)**

1. Define mini movie (visualization);
2. Explain how mini movies facilitate habit change in the brain;
3. List 5 parts of an effective mini movie;
4. Demonstrate how to develop an effective mini movie;
5. Explain 8 keys to practicing an effective mini movie;
6. Explain ways mini movies can be used to support physical and emotional health.

SUPPORT NEW HABITS (VIDEO SESSION 12)

1. Define positive focus;
2. Explain how a positive focus has a positive effect on the emotional center of the brain;
3. Explain how a positive focus supports habit change;
4. Define mindset;
5. Explain how a positive mindset supports habit change;
6. List examples of positive mindset;
7. Define positive reinforcements;
8. Explain how positive reinforcements support habit change;
9. List examples of positive reinforcements;
10. Define rewards;
11. List examples of rewards that support habit change;
12. Explain how to use the BiW *Habit Change Contact*;
13. List examples of habit change agreements;
14. List 10 program power tools youth learned about in Part 2 of the program and encourage the use of these power tools.

1 DAY BEFORE GROUP**ENSURE MEETING ROOM IS AVAILABLE**

- ☐ Meeting room available
- ☐ Internet is working in meeting room
- ☐ Internet compatible, large audio-visual screen working

GATHER MATERIALS FOR GROUP

- ☐ BiW4Teens Video Session Eleven - Mini Movies (9 minutes)
- ☐ BiW4Teens Video Session Twelve - Support New Habits (9 minutes)
- ☐ BiW4Teens Multi-Participant Log
- ☐ Poster board or white board with marker(s)

BIW4TEENS GROUP FACILITATOR GUIDE

GATHER MATERIALS FOR EACH PARTICIPANT

- ☐ If using BiW4Teens Workbook broke into 13 weeks then:
 - ☐ Participant materials for Mini Movies (session pages 11.1 to 11.3)
 - ☐ Participant materials for Support New Habits (session pages 12.1 to 12.3)
- ☐ Pens or Pencils
- ☐ Highlighters
- ☐ Blank piece of paper

READING FOR GROUP LEADER'S PREPARATION

- ☐ Review this Group Facilitator Guide for this week.
- ☐ Review the Workbook Sessions for this week.
- ☐ Make sure you understand both thoroughly.

DAY OF GROUP

ARRIVE EARLY

- ☐ Set up chairs in a formation that invites discussion, such as a circle.
- ☐ Put up a sign on the door of the meeting room – BiW4Teens Group.
- ☐ Organize participant materials so they will be easy to handout.

AS EACH PARTICIPANT ARRIVES:

- ☐ Greet participants.
- ☐ Ask participants to sit down.
- ☐ Take attendance once everyone is seated, using the Multi-Participant Log.

OPENING

WELCOME

Say in your own words:

Welcome to week 6 of the BiW4Teens Program. Today we are going to be learning about a powerful new power tool – Mini Movies. We are also going to learn about things we can do or think, which will support habit change and increase success.

PRE-VIDEO DISCUSSION

Follow this discussion guide:

Let's take a few minutes to talk about how things went with completing your home projects this past week.

1. Did you all talk to parents/guardians about the healthy habits you have chosen?
2. As of today, do you all have everything you need for a successful start with your new healthy habits?
3. Has anyone started working on their new healthy habits? How is it going so far?
4. Who practiced their Mighty Messages and how did it go?

PRACTICE GROUP MIGHTY MESSAGE (OPTIONAL)

Before we watch our first video, let's practice our group Mighty Message together. (Have the group repeat the group Mighty Message 3 to 5 times together.)

GET WORKBOOKS OUT

- Option 1 – If participants took workbooks home, get them out
- Option 2 – If workbooks were left with group leader, leader hands them out
- Option 3 – Give participants workbook sessions for week 6 (11 and 12))

MINI MOVIES VIDEO (11)

START MINI MOVIES VIDEO

Ask participants to open workbooks to Mini Movies - session page 11.2

When instructed to do so - pause video and complete activities as instructed:

1. **During 1st pause**, ask participants to think about a place that they love to go and/or that they feel peaceful and safe.
 - Ask if anyone wants to share places that they thought of.
 - Next, tell them to develop a mini movie using the half page worksheet on the top of session page 11.3.
 - Walk around the room and help participants develop descriptions of their mini movies.
2. Prepare to watch the second half of the video.
 - Tell participants they will be practicing a mini movie.
 - Tell participants find a comfortable position.
 - They can stay in their chair and lay their head on the table. They can sit or lay on the floor. They can sit propped up against the wall.
3. Start the video and play it to the end. Pause the video as needed for discussion and questions.

MINI MOVIES DISCUSSION QUESTIONS

Ask participants the following discussion questions:

1. What is a mini movie? ([Top of session page 11.2](#))
2. How do mini movies support habit change in the brain? ([Top of session page 11.2](#))
3. List 5 parts of an effective mini movie. ([Bottom of session page 11.2](#))

SUPPORT NEW HABITS VIDEO (12)

START SUPPORT NEW HABITS VIDEO

Ask participants to turn to session page 12.2 in their workbooks.

Play the entire video. There are no scheduled pauses during the video, so pause the video as needed for discussion and questions.

ADDITIONAL GROUP ACTIVITY

Explain the group activity:

1. Think about ways you would like to be rewarded for your success.
2. Come up with ideas that are fun and realistic.
3. I need someone to volunteer to write these ideas on a board or large poster paper.
4. When we are done coming up with ideas together, write down ideas that you would like to try yourself.

SUPPORT NEW HABITS DISCUSSION QUESTIONS

Ask participants the following discussion questions:

1. Record the wacky words for session 12 in Appendix A.
2. What kind of healthy habit contract agreements do you want to write with your parent/guardian? (i.e. *It health goal is to stop drinking pop, ask parent not to bring pop home.*)
3. How does a positive focus support habit change? (*paragraph 2 on session page 12.2*)
4. In the video, 7 positive mindsets were listed which support success when working on adopting new habits. Name as many as you can. (*paragraph 3 on session page 12.2*)
5. At this time in the program you have learned 10 power tools. Can you name all 10? (*Bracelet, Journal, Mighty Messages, Stomp ANTs, Mini Movies, Habit Tracker, Positive Rewards, Action Distraction Plan for food cravings, Peak Health poster*)
6. What is your favorite power tool(s)?

HOME PROJECTS FOR WEEK 6

Explain home projects for week 6:

1. Talk to your parent/guardian about WEEK 6 discussion questions in the Parent Support Pack.
2. Practice your mini movie
3. Sit down with your parent/guardian as soon as possible and complete the Habit Change Contract on session page 12.5. The discussion guide for this session will help make this conversation easier and more productive.
4. Think about if there any positive reinforcements you like to try (i.e. put a token in a jar every time you accomplish a daily goal). Talk to your parents about your idea(s) and ask for their support.
5. Think about if you would like set up a positive reward system (i.e. when you accomplish your healthy habit goals for 3 weeks, we can do something special together). Talk to your parents about your idea(s) and ask for their support.
6. Remind your parents to watch the Support New Habits video (session 12).

NOTE: If you forget what your home projects are for the week, you can find them written in the Parent Support Pack.

INSTRUCTION PLAN**NUTRITION PLAN (VIDEO SESSION 13)**

1. Explain that the nutrition plan is a guideline for healthy eating for youth with high BMIs;
2. Explain that the nutrition plan supports good health and meets the body's nutritional needs for ongoing growth and development;
3. List 7 food categories and provide examples of foods and serving sizes in each category;
4. List 4 food categories that are the primary energy sources in the diet;
5. Describe fluid requirements of the body;
6. Explain the "servings per day" column on the nutrition plan;
7. Explain and demonstrate how to use the *Nutrition Plan Worksheet*;
8. Explain and demonstrate how to use the *Food and Activity Log*;
9. List different power tools that can be used to support nutrition plan.

FOOD AND ENERGY BALANCE (VIDEO SESSION 14)

1. Define quick-release energy foods and explain how they effect energy balance and health;
2. Define refined foods and explain how they effect energy balance and health;
3. Define empty calorie foods and explain how they effect energy balance;
4. Define slow-release energy foods and explain how they effect energy balance and health;
5. Define whole foods and explain how they effect energy balance and health;
6. Define fiber and explain how it effects energy balance and health;
7. Explain what vitamins are and list several vitamins including their key actions;
8. Explain what minerals are and list several minerals including key actions;
9. Define probiotics and explain how they effect health and energy balance;
10. Explain how nutrition deficiencies can contribute to energy imbalance;
11. List and explain 9 habits that support good digestion.

1 DAY BEFORE GROUP**ENSURE MEETING ROOM IS AVAILABLE**

- ☐ Meeting room available.
- ☐ Internet is working in meeting room.
- ☐ Internet compatible, large audio-visual screen working.
- ☐ Private space available to weigh participants.

GATHER MATERIALS FOR GROUP

- ☐ BiW4Teens Video Session Thirteen - Nutrition Plan (10 minutes)
- ☐ BiW4Teens Video Session Fourteen - Food and Energy Balance (13 minutes)
- ☐ Scale
- ☐ BiW4Teens Multi-Participant Log

GATHER MATERIALS FOR EACH PARTICIPANT

- ☐ If using BiW4Teens Workbook broke into 13 weeks then:
 - ☐ Participant materials for Nutrition Plan (session pages 13.1 to 13.7)
 - ☐ Participant materials for Food and Energy Balance (session pages 14.1 to 14.10)
 - ☐ Appendix C – *Personalized Nutrition Plans*
 - ☐ Appendix D – *Nutrition Plan Worksheets*
 - ☐ Appendix E – Food and Activity Log
- ☐ BiW4Teens Individual Participant Progress Log (needed for recording weights)
- ☐ Pens or Pencils
- ☐ Highlighters
- ☐ Plastic sleeve for each participant to place their nutrition plan in

READING FOR GROUP LEADER'S PREPARATION

- ☐ Review this Group Facilitator Guide for this week.
- ☐ Review the Workbook Sessions for this week.
- ☐ Make sure you understand both thoroughly.

DAY OF GROUP

ARRIVE EARLY

- ☐ Set up chairs in a formation that invites discussion, such as a circle.
- ☐ Set up private area to weigh participants.
- ☐ Put up a sign on the door of the meeting room – BiW4Teens Group.
- ☐ Organize participant materials so they will be easy to handout.

AS EACH PARTICIPANT ARRIVES:

- ☐ Greet participants.
- ☐ Ask participants to sit down.
- ☐ Take attendance once everyone is seated, using the Multi-Participant Log.

OPENING

WELCOME

Say in your own words:

Welcome to week 7 of the BiW4Teens Program. Today we are going to be learning about your nutrition plan and you will receive your individualized nutrition plan. You will also learn about different factors that support a healthy energy balance.

PRE-VIDEO DISCUSSION

Follow this discussion guide:

Let's take a few minutes to talk about how things went with completing your home projects this past week.

1. Did anyone practice your mini movie? What was it like?
2. Did anyone come up with positive reinforcements or a positive reward system? Did you talk to your parents about your idea(s) and ask for their support?

PRACTICE GROUP MIGHTY MESSAGE (OPTIONAL)

Before we watch our first video, let's practice our group Mighty Message together. (Have the group repeat the group Mighty Message 3 to 5 times together.)

GET WORKBOOKS OUT

- Option 1 – If participants took workbooks home, get them out
- Option 2 – If workbooks were left with group leader, leader hands them out
- Option 3 – Give participants workbook sessions for week 7 (13 and 14)

NUTRITION PLAN VIDEO (13)

START NUTRITION PLAN VIDEO

Ask participants to open workbooks to Nutrition Plan - session page 13.2

Play the entire video. There are no scheduled pauses during the video, so pause the video as needed for discussion and questions.

When the video has ended, ask participants to remove their individualized nutrition plan from their workbook and place it in the plastic sleeve.

TAKE A NUTRITION PLAN POLL

Take a poll and find out how many participants will be using each nutrition plan. Record on the chart below. Make 3 copies of nutrition plan worksheet for each participant for the upcoming weeks.

Nutrition Plan Worksheet	Number of Participants Using the Plan	Multiply by 3	Total number of nutrition plan worksheet
1,400			
1,600			
1,800			
2,000			
2,200			
2,400			

NUTRITION PLAN DISCUSSION QUESTIONS

Ask participants the following discussion questions:

1. Did Laurie say that you must strictly follow your nutrition plan? (Answer in 1st paragraph on session page 13.2)
2. List 7 food categories and provide examples of foods and serving sizes in each category. (Look at a nutrition plan in Appendix C)
3. List 4 food categories that are the primary energy sources in the diet. (Look at a nutrition plan in Appendix C – primary energy foods are titled in black bars instead of gray)
4. How do you calculate fluid requirements of the body? (Look at a nutrition plan in Appendix C – see OTHER section at the bottom)
5. Name power tools that can be used to help you follow your nutrition plan. (See session page 13.7)

FOOD AND ENERGY BALANCE VIDEO (14)

START FOOD AND ENERGY BALANCE VIDEO

Ask participants to turn to session page 14.2 in their workbooks.

Play the entire video. There are no scheduled pauses during the video, so pause the video as needed for discussion and questions.

When the video has ended, read session page 14.9 (drinking water) with the participants.

FOOD AND ENERGY BALANCE DISCUSSION QUESTIONS

Ask participants the following discussion questions:

1. Record the wacky words for session 14 in Appendix A.
(Answers to questions 2 – 8 are found on session pages 14.2 through 14.3)
2. Define quick-release energy foods and explain how they affect energy balance and health.
3. Define refined foods and explain how they affect energy balance and health.
4. Define empty calorie foods and explain how they affect energy balance.
5. Define slow-release energy foods and explain how they affect energy balance and health.
6. Define whole foods and explain how they affect energy balance and health.
7. Define fiber and explain how it effects energy balance and health.
8. What is protein used for in the body?
9. List 5 nutritional deficiencies that can contribute to energy imbalance. (See session page 14.4)

MEASURE YOUTH

Explain activity to youth:

There is one more thing we are going to do before I tell you about the home projects for week 7. We are going to get weights on all of you. You will be weighed in a private area.

Please take off your shoes and jackets. I will call you one at a time to get measured.

(You will need the *BiW4Teens Individual Participant Progress Log* to record weights. Turn over the progress log after their weights are recorded to ensure no one else sees it.)

HOME PROJECTS FOR WEEK 7

Explain home projects for week 7:

1. Talk to your parent/guardian about WEEK 7 discussion questions in the Parent Support Pack.
2. Show your parent/guardian your nutrition plan and explain it to them.
3. Find a place to put your nutrition plan where you will see it every day.
4. Keep track of food intake and physical activity on the Food and Activity Log for 6 days.
5. Remind your parents to watch videos 2 videos from this week – Nutrition Plan (13) and Food and Energy Balance (14).

REMEMBER: If you forget the home projects for the week, they can be found in the Parent Support Pack.

AFTER GROUP LEADER TASKS

- ☐ Consider collecting food labels for grain products for week 8.
- ☐ Make 3 copies of nutrition plan worksheet for each participant.

NUTRITION PLAN WORKSHEETS

ATTACHED NUTRITION PLAN WORKSHEETS

Attached you will find Nutrition Plan Worksheets that can be copied and given to youth who would like to continue using this worksheet longer than a week. There is also the Food and Activity Log for youth who prefer this log to the worksheet.

- ☐ 1400 Calorie Nutrition Plan Worksheet
- ☐ 1600 Calorie Nutrition Plan Worksheet
- ☐ 1800 Calorie Nutrition Plan Worksheet
- ☐ 2000 Calorie Nutrition Plan Worksheet
- ☐ 2200 Calorie Nutrition Plan Worksheet
- ☐ 2400 Calorie Nutrition Plan Worksheet
- ☐ Food and Activity Log

1400 Calorie Nutrition Plan Worksheet

STARCH: Grains, Legumes, Starchy Veggies		DATE→							
		SERVING SIZES							
100% whole grain bread	1 ounce	☐	☐	☐	☐	☐	☐	☐	☐
dry, unsweetened cereal	¾ cup	☐	☐	☐	☐	☐	☐	☐	☐
cooked cereal	½ cup	☐	☐	☐	☐	☐	☐	☐	☐
whole grain snack crackers	4 to 5	☐	☐	☐	☐	☐	☐	☐	☐
pasta	½ cup	☐	☐	☐	☐	☐	☐	☐	☐
cooked rice or whole grains	1/3 cup								
stuffing	1/3 cup								
broth based soup	1 cup	EXTRA	EXTRA	EXTRA	EXTRA	EXTRA	EXTRA	EXTRA	EXTRA
popcorn without added fat	3 cups	○	○	○	○	○	○	○	○
carbohydrates on food label	15 grams	○	○	○	○	○	○	○	○
cooked beans & lentils	1/3 cup	○	○	○	○	○	○	○	○
starchy veggie (potatoes, squash, yams, peas)	½ cup	○	○	○	○	○	○	○	○
		○	○	○	○	○	○	○	○
FRUIT		SERVING SIZES							
piece of fresh fruit	1 small to medium	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
canned fruit	½ cup	☐	☐	☐	☐	☐	☐	☐	☐
100% fruit juice	½ cup or 4 oz								
cut up fruit (fresh or frozen)	1 cup	EXTRA	EXTRA	EXTRA	EXTRA	EXTRA	EXTRA	EXTRA	EXTRA
dried fruit	¼ cup	○ ○	○ ○	○ ○	○ ○	○ ○	○ ○	○ ○	○ ○
DAIRY		SERVING SIZES							
milk (skim, 1% or 2%)	1 cup or 8 oz	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
plain non-fat yogurt	8 ounces	☐	☐	☐	☐	☐	☐	☐	☐
flavored yogurt	6 ounces	EXTRA	EXTRA	EXTRA	EXTRA	EXTRA	EXTRA	EXTRA	EXTRA
cheese	1 ounce	○ ○	○ ○	○ ○	○ ○	○ ○	○ ○	○ ○	○ ○
NON-STARCHY VEGGIE		SERVING SIZES							
cooked vegetable	½ cup	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
vegetable juice	½ cup								
raw vegetable	1 cup								
PROTEIN (1 ounce)		SERVING SIZES							
meat, fish, poultry	1 ounce	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
egg	1 egg or 2 egg whites	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
**seed/nut butter	2 tbsp	EXTRA	EXTRA	EXTRA	EXTRA	EXTRA	EXTRA	EXTRA	EXTRA
**seeds/nuts	¼ cup	○ ○	○ ○	○ ○	○ ○	○ ○	○ ○	○ ○	○ ○
FAT		SERVING SIZES							
oil, butter	1 teaspoon	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
salad dressing	1 tablespoon	☐	☐	☐	☐	☐	☐	☐	☐
sour cream, mayonnaise	1 tablespoon								
**seed/nut butter	2 tbsp	EXTRA	EXTRA	EXTRA	EXTRA	EXTRA	EXTRA	EXTRA	EXTRA
**seeds/nuts	¼ cup	▽ ▽	▽ ▽	▽ ▽	▽ ▽	▽ ▽	▽ ▽	▽ ▽	▽ ▽
EMPTY CALORIES		SERVING SIZES							
chips, candy, ice cream, soda, sugar drinks, etc.	per package	▽ ▽	▽ ▽	▽ ▽	▽ ▽	▽ ▽	▽ ▽	▽ ▽	▽ ▽
		▽ ▽	▽ ▽	▽ ▽	▽ ▽	▽ ▽	▽ ▽	▽ ▽	▽ ▽
OTHER									
Multivitamin		☐	☐	☐	☐	☐	☐	☐	☐
Omega 3 fatty acid		☐	☐	☐	☐	☐	☐	☐	☐
Ate food from each food group		☐	☐	☐	☐	☐	☐	☐	☐
Ate appropriate amount energy food		☐	☐	☐	☐	☐	☐	☐	☐

☐ = Prescribed healthy serving
 ○ = Extra food, healthy choice
 ▽ = Extra food, unhealthy choice

BIW4TEENS GROUP FACILITATOR GUIDE

1600 Calorie Nutrition Plan Worksheet

STARCH: Grains, Legumes, Starchy Veggies		DATE→						
		SERVING SIZES						
100% whole grain bread	1 ounce	☐	☐	☐	☐	☐	☐	☐
dry, unsweetened cereal	¾ cup	☐	☐	☐	☐	☐	☐	☐
cooked cereal	½ cup	☐	☐	☐	☐	☐	☐	☐
whole grain snack crackers	4 to 5	☐	☐	☐	☐	☐	☐	☐
pasta	½ cup	☐	☐	☐	☐	☐	☐	☐
cooked rice or whole grains	1/3 cup	☐	☐	☐	☐	☐	☐	☐
stuffing	1/3 cup	EXTRA	EXTRA	EXTRA	EXTRA	EXTRA	EXTRA	EXTRA
broth based soup	1 cup	○	○	○	○	○	○	○
popcorn without added fat	3 cups	○	○	○	○	○	○	○
carbohydrates on food label	15 grams							
cooked beans & lentils	1/3 cup	○	○	○	○	○	○	○
starchy veggie (potatoes, squash, yams, peas)	½ cup	○	○	○	○	○	○	○
		○	○	○	○	○	○	○
FRUIT		SERVING SIZES						
piece of fresh fruit	1 small to medium	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
canned fruit	½ cup	☐	☐	☐	☐	☐	☐	☐
100% fruit juice	½ cup or 4 oz							
cut up fruit (fresh or frozen)	1 cup	EXTRA	EXTRA	EXTRA	EXTRA	EXTRA	EXTRA	EXTRA
dried fruit	¼ cup	○ ○	○ ○	○ ○	○ ○	○ ○	○ ○	○ ○
DAIRY		SERVING SIZES						
milk (skim, 1% or 2%)	1 cup or 8 oz	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
plain non-fat yogurt	8 ounces	☐	☐	☐	☐	☐	☐	☐
flavored yogurt	6 ounces	EXTRA	EXTRA	EXTRA	EXTRA	EXTRA	EXTRA	EXTRA
cheese	1 ounce	○ ○	○ ○	○ ○	○ ○	○ ○	○ ○	○ ○
NON-STARCHY VEGGIE		SERVING SIZES						
cooked vegetable	½ cup	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
vegetable juice	½ cup	☐	☐	☐	☐	☐	☐	☐
raw vegetable	1 cup							
PROTEIN (1 ounce)		SERVING SIZES						
meat, fish, poultry	1 ounce	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
egg	1 egg or 2 egg whites	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
**seed/nut butter	2 tbsp	EXTRA	EXTRA	EXTRA	EXTRA	EXTRA	EXTRA	EXTRA
**seeds/nuts	¼ cup	○ ○	○ ○	○ ○	○ ○	○ ○	○ ○	○ ○
FAT		SERVING SIZES						
oil, butter	1 teaspoon	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
salad dressing	1 tablespoon	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
sour cream, mayonnaise	1 tablespoon							
**seed/nut butter	2 tbsp	EXTRA	EXTRA	EXTRA	EXTRA	EXTRA	EXTRA	EXTRA
**seeds/nuts	¼ cup	▽ ▽	▽ ▽	▽ ▽	▽ ▽	▽ ▽	▽ ▽	▽ ▽
EMPTY CALORIES		SERVING SIZES						
chips, candy, ice cream, soda, sugar drinks, etc.	per package	▽ ▽	▽ ▽	▽ ▽	▽ ▽	▽ ▽	▽ ▽	▽ ▽
		▽ ▽	▽ ▽	▽ ▽	▽ ▽	▽ ▽	▽ ▽	▽ ▽
OTHER								
Multivitamin		☐	☐	☐	☐	☐	☐	☐
Omega 3 fatty acid		☐	☐	☐	☐	☐	☐	☐
Ate food from each food group		☐	☐	☐	☐	☐	☐	☐
Ate appropriate amount energy food		☐	☐	☐	☐	☐	☐	☐

☐ = Prescribed healthy serving
○ = Extra food, healthy choice
▽ = Extra food, unhealthy choice

1800 Calorie Nutrition Plan Worksheet

STARCH: Grains, Legumes, Starchy Veggies	DATE→							
SERVING SIZES								
100% whole grain bread	1 ounce	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
dry, unsweetened cereal	¾ cup	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
cooked cereal	½ cup	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
whole grain snack crackers	4 to 5	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
pasta	½ cup							
cooked rice or whole grains	1/3 cup							
stuffing	1/3 cup							
broth based soup	1 cup	EXTRA	EXTRA	EXTRA	EXTRA	EXTRA	EXTRA	EXTRA
popcorn without added fat	3 cups	○	○	○	○	○	○	○
carbohydrates on food label	15 grams							
cooked beans & lentils	1/3 cup	○	○	○	○	○	○	○
starchy veggie (potatoes, squash, yams, peas)	½ cup	○	○	○	○	○	○	○
		○	○	○	○	○	○	○
FRUIT	SERVING SIZES							
piece of fresh fruit	1 small to medium	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
canned fruit	½ cup	☐	☐	☐	☐	☐	☐	☐
100% fruit juice	½ cup or 4 oz							
cut up fruit (fresh or frozen)	1 cup	EXTRA	EXTRA	EXTRA	EXTRA	EXTRA	EXTRA	EXTRA
dried fruit	¼ cup	○ ○	○ ○	○ ○	○ ○	○ ○	○ ○	○ ○
DAIRY	SERVING SIZES							
milk (skim, 1% or 2%)	1 cup or 8 oz	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
plain non-fat yogurt	8 ounces	☐	☐	☐	☐	☐	☐	☐
flavored yogurt	6 ounces	EXTRA	EXTRA	EXTRA	EXTRA	EXTRA	EXTRA	EXTRA
cheese	1 ounce	○ ○	○ ○	○ ○	○ ○	○ ○	○ ○	○ ○
NON-STARCHY VEGGIE	SERVING SIZES							
cooked vegetable	½ cup	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
vegetable juice	½ cup	☐	☐	☐	☐	☐	☐	☐
raw vegetable	1 cup							
PROTEIN (1 ounce)	SERVING SIZES							
meat, fish, poultry	1 ounce	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
egg	1 egg or 2 egg whites	☐	☐	☐	☐	☐	☐	☐
**seed/nut butter	2 tbsp	EXTRA	EXTRA	EXTRA	EXTRA	EXTRA	EXTRA	EXTRA
**seeds/nuts	¼ cup	○ ○	○ ○	○ ○	○ ○	○ ○	○ ○	○ ○
FAT	SERVING SIZES							
oil, butter	1 teaspoon	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
salad dressing	1 tablespoon	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
sour cream, mayonnaise	1 tablespoon	☐	☐	☐	☐	☐	☐	☐
**seed/nut butter	2 tbsp	EXTRA	EXTRA	EXTRA	EXTRA	EXTRA	EXTRA	EXTRA
**seeds/nuts	¼ cup	▽ ▽	▽ ▽	▽ ▽	▽ ▽	▽ ▽	▽ ▽	▽ ▽
EMPTY CALORIES	SERVING SIZES							
chips, candy, ice cream, soda, sugar drinks, etc.	per package	▽ ▽	▽ ▽	▽ ▽	▽ ▽	▽ ▽	▽ ▽	▽ ▽
		▽ ▽	▽ ▽	▽ ▽	▽ ▽	▽ ▽	▽ ▽	▽ ▽
OTHER								
Multivitamin		☐	☐	☐	☐	☐	☐	☐
Omega 3 fatty acid		☐	☐	☐	☐	☐	☐	☐
Ate food from each food group		☐	☐	☐	☐	☐	☐	☐
Ate appropriate amount energy food		☐	☐	☐	☐	☐	☐	☐
☐ = Prescribed healthy serving ☐ = Extra food, healthy choice ☐ = Extra food, unhealthy choice								

BIW4TEENS GROUP FACILITATOR GUIDE

2000 Calorie Nutrition Plan Worksheet

STARCH: Grains, Legumes, Starchy Veggies		DATE→							
		SERVING SIZES							
100% whole grain bread	1 ounce	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
dry, unsweetened cereal	¾ cup	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
cooked cereal	½ cup	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
whole grain snack crackers	4 to 5	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
pasta	½ cup								
cooked rice or whole grains	1/3 cup								
stuffing	1/3 cup								
broth based soup	1 cup	EXTRA	EXTRA	EXTRA	EXTRA	EXTRA	EXTRA	EXTRA	EXTRA
popcorn without added fat	3 cups	○	○	○	○	○	○	○	○
carbohydrates on food label	15 grams								
cooked beans & lentils	1/3 cup	○	○	○	○	○	○	○	○
starchy veggie (potatoes, squash, yams, peas)	½ cup	○	○	○	○	○	○	○	○
FRUIT		SERVING SIZES							
piece of fresh fruit	1 small to medium	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
canned fruit	½ cup	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
100% fruit juice	½ cup or 4 oz								
cut up fruit (fresh or frozen)	1 cup	EXTRA	EXTRA	EXTRA	EXTRA	EXTRA	EXTRA	EXTRA	EXTRA
dried fruit	¼ cup	○ ○	○ ○	○ ○	○ ○	○ ○	○ ○	○ ○	○ ○
DAIRY		SERVING SIZES							
milk (skim, 1% or 2%)	1 cup or 8 oz	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
plain non-fat yogurt	8 ounces	☐	☐	☐	☐	☐	☐	☐	☐
flavored yogurt	6 ounces	EXTRA	EXTRA	EXTRA	EXTRA	EXTRA	EXTRA	EXTRA	EXTRA
cheese	1 ounce	○ ○	○ ○	○ ○	○ ○	○ ○	○ ○	○ ○	○ ○
NON-STARCHY VEGGIE		SERVING SIZES							
cooked vegetable	½ cup	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
vegetable juice	½ cup	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
raw vegetable	1 cup								
PROTEIN (1 ounce)		SERVING SIZES							
meat, fish, poultry	1 ounce	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
egg	1 egg or 2 egg whites	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
**seed/nut butter	2 tbsp	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
**seeds/nuts	¼ cup	EXTRA	EXTRA	EXTRA	EXTRA	EXTRA	EXTRA	EXTRA	EXTRA
		○ ○	○ ○	○ ○	○ ○	○ ○	○ ○	○ ○	○ ○
FAT		SERVING SIZES							
oil, butter	1 teaspoon	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
salad dressing	1 tablespoon	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
sour cream, mayonnaise	1 tablespoon	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
**seed/nut butter	2 tbsp	EXTRA	EXTRA	EXTRA	EXTRA	EXTRA	EXTRA	EXTRA	EXTRA
**seeds/nuts	¼ cup	▽ ▽	▽ ▽	▽ ▽	▽ ▽	▽ ▽	▽ ▽	▽ ▽	▽ ▽
EMPTY CALORIES		SERVING SIZES							
chips, candy, ice cream, soda, sugar drinks, etc.	per package	▽ ▽	▽ ▽	▽ ▽	▽ ▽	▽ ▽	▽ ▽	▽ ▽	▽ ▽
		▽ ▽	▽ ▽	▽ ▽	▽ ▽	▽ ▽	▽ ▽	▽ ▽	▽ ▽
OTHER									
Multivitamin		☐	☐	☐	☐	☐	☐	☐	☐
Omega 3 fatty acid		☐	☐	☐	☐	☐	☐	☐	☐
Ate food from each food group		☐	☐	☐	☐	☐	☐	☐	☐
Ate appropriate amount energy food		☐	☐	☐	☐	☐	☐	☐	☐
☐ = Prescribed healthy serving ○ = Extra food, healthy choice ▽ = Extra food, unhealthy choice									

2200 Calorie Nutrition Plan Worksheet

STARCH: Grains, Legumes, Starchy Veggies		DATE→							
		SERVING SIZES							
100% whole grain bread	1 ounce	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
dry, unsweetened cereal	¾ cup	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
cooked cereal	½ cup	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
whole grain snack crackers	4 to 5	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
pasta	½ cup	☐	☐	☐	☐	☐	☐	☐	☐
cooked rice or whole grains	1/3 cup								
stuffing	1/3 cup	EXTRA	EXTRA	EXTRA	EXTRA	EXTRA	EXTRA	EXTRA	EXTRA
broth based soup	1 cup	○	○	○	○	○	○	○	○
popcorn without added fat	3 cups	○	○	○	○	○	○	○	○
carbohydrates on food label	15 grams								
cooked beans & lentils	1/3 cup	○	○	○	○	○	○	○	○
starchy veggie (potatoes, squash, yams, peas)	½ cup	○	○	○	○	○	○	○	○
FRUIT		SERVING SIZES							
piece of fresh fruit	1 small to medium	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
canned fruit	½ cup	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
100% fruit juice	½ cup or 4 oz								
cut up fruit (fresh or frozen)	1 cup	EXTRA	EXTRA	EXTRA	EXTRA	EXTRA	EXTRA	EXTRA	EXTRA
dried fruit	¼ cup	○ ○	○ ○	○ ○	○ ○	○ ○	○ ○	○ ○	○ ○
DAIRY		SERVING SIZES							
milk (skim, 1% or 2%)	1 cup or 8 oz	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
plain non-fat yogurt	8 ounces	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
flavored yogurt	6 ounces	EXTRA	EXTRA	EXTRA	EXTRA	EXTRA	EXTRA	EXTRA	EXTRA
cheese	1 ounce	○ ○	○ ○	○ ○	○ ○	○ ○	○ ○	○ ○	○ ○
NON-STARCHY VEGGIE		SERVING SIZES							
cooked vegetable	½ cup	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
vegetable juice	½ cup	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
raw vegetable	1 cup								
PROTEIN (1 ounce)		SERVING SIZES							
meat, fish, poultry	1 ounce	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
egg	1 egg or 2 egg whites	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
**seed/nut butter	2 tbsp	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
**seeds/nuts	¼ cup	EXTRA	EXTRA	EXTRA	EXTRA	EXTRA	EXTRA	EXTRA	EXTRA
		○ ○	○ ○	○ ○	○ ○	○ ○	○ ○	○ ○	○ ○
FAT		SERVING SIZES							
oil, butter	1 teaspoon	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
salad dressing	1 tablespoon	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
sour cream, mayonnaise	1 tablespoon	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
**seed/nut butter	2 tbsp	EXTRA	EXTRA	EXTRA	EXTRA	EXTRA	EXTRA	EXTRA	EXTRA
**seeds/nuts	¼ cup	▽ ▽	▽ ▽	▽ ▽	▽ ▽	▽ ▽	▽ ▽	▽ ▽	▽ ▽
EMPTY CALORIES		SERVING SIZES							
chips, candy, ice cream, soda, sugar drinks, etc.	per package	▽ ▽	▽ ▽	▽ ▽	▽ ▽	▽ ▽	▽ ▽	▽ ▽	▽ ▽
OTHER									
Multivitamin		☐	☐	☐	☐	☐	☐	☐	☐
Omega 3 fatty acid		☐	☐	☐	☐	☐	☐	☐	☐
Ate food from each food group		☐	☐	☐	☐	☐	☐	☐	☐
Ate appropriate amount energy food		☐	☐	☐	☐	☐	☐	☐	☐
☐ = Prescribed healthy serving ○ = Extra food, healthy choice ▽ = Extra food, unhealthy choice									

BIW4TEENS GROUP FACILITATOR GUIDE

2400 Calorie Nutrition Plan Worksheet

STARCH: Grains, Legumes, Starchy Veggies	DATE→							
SERVING SIZES								
100% whole grain bread	1 ounce	□ □	□ □	□ □	□ □	□ □	□ □	□ □
dry, unsweetened cereal	¾ cup	□ □	□ □	□ □	□ □	□ □	□ □	□ □
cooked cereal	½ cup	□ □	□ □	□ □	□ □	□ □	□ □	□ □
whole grain snack crackers	4 to 5	□ □	□ □	□ □	□ □	□ □	□ □	□ □
pasta	½ cup							
cooked rice or whole grains	1/3 cup							
stuffing	1/3 cup	EXTRA	EXTRA	EXTRA	EXTRA	EXTRA	EXTRA	EXTRA
broth based soup	1 cup	○	○	○	○	○	○	○
popcorn without added fat	3 cups	○	○	○	○	○	○	○
carbohydrates on food label	15 grams							
cooked beans & lentils	1/3 cup	○	○	○	○	○	○	○
starchy veggie (potatoes, squash, yams, peas)	½ cup	○	○	○	○	○	○	○
		○	○	○	○	○	○	○
FRUIT	SERVING SIZES							
piece of fresh fruit	1 small to medium	□ □	□ □	□ □	□ □	□ □	□ □	□ □
canned fruit	½ cup	□ □	□ □	□ □	□ □	□ □	□ □	□ □
100% fruit juice	½ cup or 4 oz							
cut up fruit (fresh or frozen)	1 cup	EXTRA	EXTRA	EXTRA	EXTRA	EXTRA	EXTRA	EXTRA
dried fruit	¼ cup	○ ○	○ ○	○ ○	○ ○	○ ○	○ ○	○ ○
DAIRY	SERVING SIZES							
milk (skim, 1% or 2%)	1 cup or 8 oz	□ □	□ □	□ □	□ □	□ □	□ □	□ □
plain non-fat yogurt	8 ounces	□	□	□	□	□	□	□
flavored yogurt	6 ounces	EXTRA	EXTRA	EXTRA	EXTRA	EXTRA	EXTRA	EXTRA
cheese	1 ounce	○ ○	○ ○	○ ○	○ ○	○ ○	○ ○	○ ○
NON-STARCHY VEGGIE	SERVING SIZES							
cooked vegetable	½ cup	□ □	□ □	□ □	□ □	□ □	□ □	□ □
vegetable juice	½ cup	□ □	□ □	□ □	□ □	□ □	□ □	□ □
raw vegetable	1 cup							
PROTEIN (1 ounce)	SERVING SIZES							
meat, fish, poultry	1 ounce	□ □	□ □	□ □	□ □	□ □	□ □	□ □
egg	1 egg or 2 egg whites	□ □	□ □	□ □	□ □	□ □	□ □	□ □
**seed/nut butter		□ □	□ □	□ □	□ □	□ □	□ □	□ □
**seeds/nuts	2 tbsp	□	□	□	□	□	□	□
	¼ cup	EXTRA	EXTRA	EXTRA	EXTRA	EXTRA	EXTRA	EXTRA
		○ ○	○ ○	○ ○	○ ○	○ ○	○ ○	○ ○
FAT	SERVING SIZES							
oil, butter	1 teaspoon	□ □	□ □	□ □	□ □	□ □	□ □	□ □
salad dressing	1 tablespoon	□ □	□ □	□ □	□ □	□ □	□ □	□ □
sour cream, mayonnaise	1 tablespoon	□ □	□ □	□ □	□ □	□ □	□ □	□ □
**seed/nut butter	2 tbsp	EXTRA	EXTRA	EXTRA	EXTRA	EXTRA	EXTRA	EXTRA
**seeds/nuts	¼ cup	▽ ▽	▽ ▽	▽ ▽	▽ ▽	▽ ▽	▽ ▽	▽ ▽
EMPTY CALORIES	SERVING SIZES							
chips, candy, ice cream, soda, sugar drinks, etc.	per package	▽ ▽	▽ ▽	▽ ▽	▽ ▽	▽ ▽	▽ ▽	▽ ▽
		▽ ▽	▽ ▽	▽ ▽	▽ ▽	▽ ▽	▽ ▽	▽ ▽
OTHER								
Multivitamin		□	□	□	□	□	□	□
Omega 3 fatty acid		□	□	□	□	□	□	□
Ate food from each food group		□	□	□	□	□	□	□
Ate appropriate amount energy food		□	□	□	□	□	□	□
□ = Prescribed healthy serving ○ = Extra food, healthy choice ▽ = Extra food, unhealthy choice								

Food and Activity Log

Date:			
Meal Time			
List Food & amount			
Include			
Fluids			
with			
Calories			
HLR			
Snack Time			
List Snack & amount			
HLR			
Meal Time			
List Food & amount			
Include			
Fluids			
with			
Calories			
HLR			
Snack Time			
List Snack & amount			
HLR			
Meal Time			
List Food & amount			
Include			
Fluids			
with			
Calories			
HLR			
Snack Time			
List Snack & amount			
HLR			
Supplements			
Activity			
Screen Time			

INSTRUCTION PLAN**GRAIN (VIDEO SESSION 15)**

1. Define grains;
2. List 2 macronutrients in grains and health supporting features of these macronutrients;
3. Explain simple and complex carbohydrates and describe how each effects energy balance;
4. Define whole grains and explain health supporting features;
5. List examples of whole grains and foods made with whole grains;
6. Define refined grains and explain negative effect on energy balance;
7. List examples of refined grains and foods made with refined grains;
8. Explain how to complete the Family Activity – Find Healthy Whole Grains;
9. Explain how to measure serving sizes of grain products.

LABEL READING (VIDEO SESSION 16)

1. Define key parts of the nutrition label and explain how each part can be used to determine nutritional value;
2. List unhealthy items to avoid – trans fat, hydrogenated oils, and high fructose corn syrup;
3. Explain that whole grains contain at least 2 grams of fiber per serving;
4. Demonstrate how to read nutrition label for several different kinds of foods;
5. Explain ingredients list and how it can be used to determine nutritional value;
6. List terms used to signify refined flour;
7. Explain how to complete the *Label Reading Treasure Hunt*.

1 DAY BEFORE GROUP**ENSURE MEETING ROOM IS AVAILABLE**

- ☐ Meeting room available
- ☐ Internet is working in meeting room
- ☐ Internet compatible, large audio-visual screen working

GATHER MATERIALS FOR GROUP

- ☐ BiW4Teens Video Session Fifteen – Grains (10 minutes)
- ☐ BiW4Teens Video Session Sixteen - Label Reading (8 minutes)
- ☐ BiW4Teens Multi-Participant Log
- ☐ Labels from grain products (OPTIONAL)

GATHER MATERIALS FOR EACH PARTICIPANT

- ☐ If using BiW4Teens Workbook broke into 13 weeks then:
 - ☐ Participant materials for Grains (session pages 15.1 to 15.5)
 - ☐ Participant materials for Label Reading (session pages 16.1 to 16.3)
- ☐ BiW4Teens Individual Participant Progress Log (adding new habit(s) today)

BIW4TEENS GROUP FACILITATOR GUIDE

- ☐ Pens or Pencils
- ☐ Highlighters

READING FOR GROUP LEADER'S PREPARATION

- ☐ Review this Group Facilitator Guide for this week.
- ☐ Review the Workbook Sessions for this week.
- ☐ Make sure you understand both thoroughly.

DAY OF GROUP

ARRIVE EARLY

- ☐ Set up chairs in a formation that invites discussion, such as a circle.
- ☐ Put up a sign on the door of the meeting room – BiW4Teens Group.
- ☐ Organize participant materials so they will be easy to handout.

AS EACH PARTICIPANT ARRIVES:

- ☐ Greet participants.
- ☐ Ask participants to sit down.
- ☐ Take attendance once everyone is seated, using the Multi-Participant Log.

OPENING

WELCOME

Say in your own words:

Welcome to week 8 of the BiW4Teens Program. Today we are going to be learning about grains and products made from grains. You will also learn how to read labels.

PRE-VIDEO DISCUSSION

Follow this discussion guide:

Let's take a few minutes to talk about how things went with completing your home projects this past week.

1. Did anyone show your parent/guardian your nutrition plan and explain it to them?
2. Did you find a place to put your nutrition plan where you will see it every day?
3. Did you keep track of food intake and physical activity on the Food and Activity Log for 6 days?

PRACTICE GROUP MIGHTY MESSAGE (OPTIONAL)

Before we watch our first video, let's practice our group Mighty Message together. (Have the group repeat the group Mighty Message 3 to 5 times together.)

GET WORKBOOKS OUT

- Option 1 – If participants took workbooks home, get them out
- Option 2 – If workbooks were left with group leader, leader hands them out
- Option 3 – Give participants workbook sessions for week 8 (15 and 16)

GRAINS VIDEO (15)

START GRAINS VIDEO

Ask participants to open workbooks to Grains - session page 15.2

Before starting the video, tell participants that the measuring activity and the *Family Activity – Find Healthy Whole Grains* are both activities to be done at home.

Start the video. Play the entire video. There are no scheduled pauses during the video, so pause the video as needed for discussion and questions.

GRAINS DISCUSSION QUESTIONS

Ask participants the following discussion questions:

1. What do grains look like when they are growing in a field? (Look like grass with blades and seeds that grow along a stem)
2. What 2 macronutrients are found in grains? (Carbohydrates and protein)
3. Define whole grains. (See session page 15.2)
4. Explain how whole grains support good health. (See session page 15.2)
5. List examples of whole grains and foods made with whole grains. (See session page 15.2 and 15.3)
6. Define refined grains. (See session page 15.2)
7. Explain how they have a negative effect on energy balance. (See session page 15.2)
8. List examples of refined grains and foods made with refined grains. (See session page 15.2 and 15.3)

LABEL READING VIDEO (16)

START LABEL READING VIDEO

Ask participants to turn to session page 16.2 in their workbooks.

Play the entire video. There are no scheduled pauses during the video, so pause the video as needed for discussion and questions.

When video is finished consider practicing label reading with grain product labels the group leader brought. (OPTIONAL ACTIVITY)

LABEL READING DISCUSSION QUESTIONS

Ask participants the following discussion questions:

1. When looking at an ingredients list, how do you know which ingredient is the largest amount? (First ingredient listed)
2. What unhealthy food ingredients should you try to avoid? (Trans fat, hydrogenated oils, and high fructose corn syrup, foods with lots of chemical listed in the ingredient list)

ADD NEW HABIT(S) THIS WEEK

Instruct participants how to add more healthy habit(s):

1. You have been working on your healthy habit goals for 3 weeks (21 days).
2. It is time to add 1 or 2 more healthy habits to your Habit Tracker.
3. Pull out session page 7.2 – Healthy Habits.
4. Choose 1 or 2 new healthy habits from your list of highlighted habits on page 7.2.
5. Open your Habit Tracker to week 4.
6. Add this habit(s) to your Habit Tracker by highlighting the new habits.
7. You will continue to work on your first 2 to 3 habits for another 9 weeks.
8. Remember, it takes about 12 weeks for a new habit to become a comfortable, automatic habit.

Use the Individual Participant Log to record everyone's new habits they are going to work on.

Explain addition actions that can be taken to support new habits:

1. Add to new agreements to Habit Change Contract with parent/guardian.
2. Write new Mighty Message for your new habit(s).
3. Create a new Mini Movie for your new habit(s).

HOME PROJECTS FOR WEEK 8

Explain home projects for week 8:

1. Talk to your parent about WEEK 8 discussion questions in the Parent Support Pack.
2. Add to new agreements to Habit Change Contract with parent/guardian.
3. Tell your parent/guardian about the new habit(s) you added to your Habit Tracker.
4. Measure grain products for 2 days (or more) so you can see what the different serving sizes look like.
5. Complete the Family Activity on session page 15.5
6. Complete the label reading treasure hunt on page 16.3. This will give you some great practice with label reading. See if you can get family members to help you do this treasure hunt.
7. Bring the Label Reading Treasure Hunt to next week's group and get the answers.
8. Use the Nutrition Plan Worksheet this upcoming week to track food intake and see how closely you're eating pattern matches your Individualized Nutrition Plan.
9. Remind your parents to watch 2 videos from this week – Grains (15) and Label Reading (16)

After group leader tasks – labels for week 9 – legumes, veggies, and fruit (OPTIONAL)

INSTRUCTION PLAN**LEGUMES & VEGGIES (VIDEO SESSION 17)**

1. Define legume;
2. List 2 macronutrients and key vitamins and minerals found in legumes;
3. Explain how legumes support health and effect energy balance;
4. Give examples of several different types of legumes and clarify serving sizes;
5. Explain how to cook legumes and provide example of dishes that use legumes;
6. Explain how to complete the Family Activity – Find Legumes;
7. Explain how to measure serving sizes of legumes;
8. Define starchy and non-starchy veggies;
9. Give examples of starchy and non-starchy veggies and clarify serving sizes;
10. List 2 macronutrients and key vitamins and minerals found in veggies;
11. Explain how veggies support health and effect energy balance;
12. Explain potatoes are a nutritious quick-release energy food;
13. Describe the healthiest ways to cook and eat veggies;
14. Explain how to complete the Family Activity – Find Veggies;
15. Explain how to measure serving sizes of veggies.

FRUIT (VIDEO SESSION 18)

1. Define fruit;
2. List 1 macronutrient and key vitamins and minerals found in fruits;
3. Explain how fruits support health and effect energy balance;
4. Explain bananas are a nutritious quick-release energy food;
5. Give examples of several different types of fruits and clarify serving sizes;
6. Describe how to clean fresh fruit and the healthiest ways to eat fruit;
7. Explain how to complete the Family Activity – Find Fruit;
8. Explain how to measure serving sizes of fruits.

1 DAY BEFORE GROUP**ENSURE MEETING ROOM IS AVAILABLE**

- ☐ Meeting room available.
- ☐ Internet is working in meeting room.
- ☐ Internet compatible, large audio-visual screen working.

GATHER MATERIALS FOR GROUP

- ☐ BiW4Teens Video Session Seventeen - Legumes and Veggies (11 minutes)
- ☐ BiW4Teens Video Session Eighteen – Fruit (8 minutes)
- ☐ BiW4Teens Multi-Participant Log
- ☐ Labels from legumes, veggies, and fruits (OPTIONAL)

BIW4TEENS GROUP FACILITATOR GUIDE

GATHER MATERIALS FOR EACH PARTICIPANT

- ☐ If using BiW4Teens Workbook broke into 13 weeks then:
 - ☐ Participant materials for Legumes and Veggies (session pages 11.1 to 17.6)
 - ☐ Participant materials for Fruit (session pages 18.1 to 18.3)
- ☐ Pens or Pencils
- ☐ Highlighters

READING FOR GROUP LEADER'S PREPARATION

- ☐ Review this Group Facilitator Guide for this week.
- ☐ Review the Workbook Sessions for this week.
- ☐ Make sure you understand both thoroughly.

DAY OF GROUP

ARRIVE EARLY

- ☐ Set up chairs in a formation that invites discussion, such as a circle.
- ☐ Put up a sign on the door of the meeting room – BiW4Teens Group.
- ☐ Organize participant materials so they will be easy to handout.

AS EACH PARTICIPANT ARRIVES:

- ☐ Greet participants.
- ☐ Ask participants to sit down.
- ☐ Take attendance once everyone is seated, using the Multi-Participant Log.

OPENING

WELCOME

Say in your own words:

Welcome to week 9 of the BiW4Teens Program. Today we are going to be learning about healthy veggies, legumes and fruit.

PRE-VIDEO DISCUSSION

Follow this discussion guide:

Let's take a few minutes to talk about how things went with completing your home projects this past week.

1. How many of you recorded food intake using the Nutrition Plan Worksheet?
2. How many of you measured grain products for 2 days (or more) this past week?
3. Did any of you complete the Family Activity on session page 15.5?
4. Did you complete the label reading treasure hunt on page 16.3?
5. Did anyone have family members help you do this treasure hunt?
6. Did you remember to bring you Label Reading Treasure Hunt to group today?

PRACTICE GROUP MIGHTY MESSAGE (OPTIONAL)

Before we watch our first video, let's practice our group Mighty Message together. (Have the group repeat the group Mighty Message 3 to 5 times together.)

GET WORKBOOKS OUT

- Option 1 – If participants took workbooks home, get them out
- Option 2 – If workbooks were left with group leader, leader hands them out
- Option 3 – Give participants workbook sessions for week 9 (17 and 18)

Have participants get out their completed Label Reading Treasure Hunt and open their workbook to session page 17.6. Compare and discuss the answers they got with the answers found on page 17.6

LEGUMES AND VEGGIES VIDEO (17)

START LEGUMES AND VEGGIES VIDEO

Ask participants to open workbooks to Peak Health - session page 17.2

Tell participants that the measuring activity and the family activity are both activities to be done at home.

Play the entire video. There are no scheduled pauses during the video, so pause the video as needed for discussion and questions.

When video finished consider practicing label reading with legume and vegetable labels the group leader brought. (OPTIONAL ACTIVITY)

LEGUMES AND VEGGIES DISCUSSION QUESTIONS

Ask participants the following discussion questions:

1. Record the wacky words for session 17 in Appendix A.
2. What make legumes a special veggie? (High in protein)
3. List 2 macronutrients found in legumes. (Protein and carbohydrates)
4. Explain how legumes effect energy balance. (Slow-release energy food, have a positive effect on energy balance)
5. Give examples of several different types of legumes plus their serving sizes. (See page 17.2)
6. What is the difference between starchy and non-starchy veggies? (See page 17.3)
7. List 2 macronutrients found in all kinds of veggies. (Carbohydrates and protein)
8. How do non-starchy veggies effect energy balance? (Slow-release energy food, have a positive effect on energy balance)
9. One starchy veggie is a nutritious quick-release energy food – which one is it? (Potato)
10. Describe the healthiest ways to cook and eat non-starchy veggies. (Steam, sauté, or eat raw)

FRUIT VIDEO (18)

START FRUIT VIDEO

Ask participants to turn to session page 18.2 in their workbooks.

Tell participants that the measuring activity and the family activity – are both activities to be done at home.

Play the entire video. There are no scheduled pauses during the video, so pause the video as needed for discussion and questions.

When video finished consider practicing label reading with fruit labels the group leader brought. (OPTIONAL ACTIVITY)

FRUIT DISCUSSION QUESTIONS

Ask participants the following discussion questions:

1. List 1 macronutrient and found in fruits. (Carbohydrate)
2. Are most fruits slow-release energy foods or quick release energy foods? (Slow-release energy)
3. Which one fruit is a nutritious quick-release energy food? (Banana)
4. Give examples of several different types of fruits plus their serving sizes. (See page 18.2)
5. Describe how to clean fresh fruit. (See middle of page 18.2)

HOME PROJECTS FOR WEEK 9

Explain home projects for week 9:

1. Who would like more copies of the Nutrition Plan Worksheet? If you don't want more copies today, you can always ask me for more another week. (Handout extra copies to everyone who would like them.)
2. Talk to your parent/guardian about WEEK 9 discussion questions in the Parent Support Pack.
3. Measure legumes for 2 days (or more) so you can see what the different serving sizes look like.
4. Complete the Family Activity on session page 17.3.
5. Measure veggies for 2 days (or more) so you can see what the different serving sizes look like.
6. Complete the Family Activity on session page 17.5.
7. Measure fruits for 2 days (or more) so you can see what the different serving sizes look like.
8. Complete the Family Activity on session page 18.3.

After group leader tasks – labels for week 10 – dairy, meat, protein (OPTIONAL)

INSTRUCTION PLAN**DAIRY (VIDEO SESSION 19)**

1. Define dairy products;
2. List 3 macronutrients and key vitamins and minerals found in dairy products;
3. Explain how dairy products support health and effect energy balance;
4. Describe 2 unhealthy things about some dairy – saturated fat and added sugars;
5. Explain how to avoid unhealthy dairy products;
6. Give examples of several different types of dairy products and clarify serving sizes;
7. Define lactose intolerance and milk allergy and list alternative sources of calcium;
8. Explain how to complete the Family Activity – Find Dairy Products;
9. Explain how to measure serving sizes of dairy products.

PROTEIN & MEAT (VIDEO SESSION 20)

1. Explain protein is a macronutrient;
2. Describe how protein provides important building blocks for the body;
3. Describe how protein has a positive effect on energy balance;
4. Explain that meat contains 2 macronutrients – protein and fat;
5. Give examples of different sources and forms of protein rich foods and clarify serving sizes;
6. Explain that one serving of nuts or seeds counts as an ounce of protein and a serving of fat;
7. Explain the healthiest ways to cook meat;
8. List unhealthy ways that some meat is prepared;
9. Explain how to complete the Family Activity – Find Protein and Meat;
10. Explain how to measure serving sizes of protein and meat.

1 DAY BEFORE GROUP**ENSURE MEETING ROOM IS AVAILABLE**

- ☐ Meeting room available.
- ☐ Internet is working in meeting room.
- ☐ Internet compatible, large audio-visual screen working.
- ☐ Private space available to weigh participants.

GATHER MATERIALS FOR GROUP

- ☐ BiW4Teens Video Session Nineteen – Dairy (6 minutes)
- ☐ BiW4Teens Video Session Twenty - Protein & Meat (8 minutes)
- ☐ Scale
- ☐ BiW4Teens Multi-Participant Log
- ☐ Food labels for dairy products, protein and meat (OPTIONAL)

BIW4TEENS GROUP FACILITATOR GUIDE

GATHER MATERIALS FOR EACH PARTICIPANT

- ☐ If using BiW4Teens Workbook broke into 13 weeks then:
 - ☐ Participant materials for Dairy (session pages 19.1 to 19.4)
 - ☐ Participant materials for Meat & Protein (session pages 20.1 to 20.3)
- ☐ BiW4Teens Individual Participant Progress Log (needed for recording weights)
- ☐ Pens or Pencils
- ☐ Highlighters

READING FOR GROUP LEADER'S PREPARATION

- ☐ Review this Group Facilitator Guide for this week.
- ☐ Review the Workbook Sessions for this week.
- ☐ Make sure you understand both thoroughly.

DAY OF GROUP

ARRIVE EARLY

- ☐ Set up chairs in a formation that invites discussion, such as a circle.
- ☐ Set up private area to weigh participants.
- ☐ Put up a sign on the door of the meeting room – BiW4Teens Group.
- ☐ Organize participant materials so they will be easy to handout.

AS EACH PARTICIPANT ARRIVES:

- ☐ Greet participants.
- ☐ Ask participants to sit down.
- ☐ Take attendance once everyone is seated, using the Multi-Participant Log.

OPENING

WELCOME

Say in your own words:

Welcome to week 10 of the BiW4Teens Program. Today we are going to be learning about dairy products, meat and protein.

PRE-VIDEO DISCUSSION

Follow this discussion guide:

Let's take a few minutes to talk about how things went with completing your home projects this past week.

1. Who had a chance to complete the Family Activity – Find Fruit?
2. How many of you measured serving sizes of fruits?
3. Who had a chance to complete the Family Activity – Find Veggies?
4. How many of you measured serving sizes of veggies for 2 days?
5. Who had a chance to complete the Family Activity – Find Legumes?
6. How many of you measured serving sizes of legumes for 2 days?

PRACTICE GROUP MIGHTY MESSAGE (OPTIONAL)

Before we watch our first video, let's practice our group Mighty Message together. (Have the group repeat the group Mighty Message 3 to 5 times together.)

GET WORKBOOKS OUT

- Option 1 – If participants took workbooks home, get them out
- Option 2 – If workbooks were left with group leader, leader hands them out
- Option 3 – Give participants workbook sessions for week 10 (19 and 20)

DAIRY VIDEO (19)

START DAIRY VIDEO

Ask participants to open workbooks to Dairy - session page 19.2

Tell participants that the measuring activity and the family activity – are both activities to be done at home.

Play the entire video. There are no scheduled pauses during the video, so pause the video as needed for discussion and questions.

When video finished consider practicing label reading with labels from dairy products that the group leader brought. (OPTIONAL ACTIVITY)

DAIRY DISCUSSION QUESTIONS

Ask participants the following discussion questions:

1. Record the wacky words for session 19 in Appendix A.
2. Explain what a dairy product is. (See page 19.2)
3. What 3 macronutrients are found in dairy products? (Carbohydrates, protein, fat)
4. Dairy products are well known for being the best source of an important mineral – what is that mineral? (Calcium)
5. List 2 unhealthy things about some dairy. (Saturated fat and added sugars)
6. How can you avoid unhealthy dairy products? (Read labels – look for low fat and little to no added sugar)
7. Give examples of several different types of dairy products plus their serving sizes. (See session page 19.2)
8. What is lactose intolerance? (Session page 19.3)
9. List alternative sources of calcium for someone with lactose intolerance. (Session page 19.3)
10. Explain what a is milk allergy? (Session page 19.3)
11. List alternative sources of calcium for people with a milk allergy. (Session page 19.3)

PROTEIN AND MEAT VIDEO (20)

START PROTEIN AND MEAT VIDEO

Ask participants to turn to session page 20.2 in their workbooks.

Tell participants that the measuring activity and the family activity – are both activities to be done at home.

Play the entire video. There are no scheduled pauses during the video, so pause the video as needed for discussion and questions.

When video finished consider practicing label reading with protein and meat labels the group leader brought. (OPTIONAL ACTIVITY)

PROTEIN AND MEAT DISCUSSION QUESTIONS

Ask participants the following discussion questions:

1. Record the wacky words for session 20 in Appendix A.
2. What 2 macronutrients does meat contain? (Protein and fat)
3. Give examples of different sources and forms of protein rich foods plus their serving sizes. (See page 20.2)
4. What measurement of nuts or seeds counts as an ounce of protein and a serving of fat? (session page 20.2)
5. Describe several healthy ways to cook meat. (See session page 20.2)
6. List unhealthy ways that some meat is prepared. (session page 20.3)

MEASURE YOUTH

Explain activity to youth:

There is one more thing we are going to do before I tell you about the home projects for week 10. We are going to get weights on all of you. You will be weighed in a private area.

Please take off your shoes and jackets. I will call you one at a time to get weighed.

(You will need the *BiW4Teens Individual Participant Progress Log* to record weights. Turn over the progress log after their weights are recorded to ensure no one else sees it.)

HOME PROJECTS FOR WEEK 10

Explain home projects for week 10:

1. Talk to your parent/guardian about WEEK 10 discussion questions in the Parent Support Pack.
2. Measure dairy products for 2 days (or more) so you can see what the different serving sizes look like.
3. Complete the Family Activity on session page 19.4.
4. Measure protein and meat for 2 days (or more) so you can see what the different serving sizes look like.
5. Complete the Family Activity on session page 20.3.

INSTRUCTION PLAN**FATS (VIDEO SESSION 21)**

1. Explain fat is a macronutrient that is a dense very slow-release energy source;
2. List important functions of fat in the body;
3. Define saturated fat;
4. List animal and plant sources of saturated fat and clarify serving sizes;
5. Define monounsaturated fat;
6. List health benefits of monounsaturated fat;
7. List sources of monounsaturated fat and clarify serving sizes;
8. Define two types of polyunsaturated fat – omega 3 and omega 6;
9. List health benefits of omega 3 fatty acid;
10. List sources of omega 3 fatty acids;
11. List sources of omega 6 fatty acids and clarify serving sizes;
12. Define cholesterol and explain where it comes from;
13. Explain problems high cholesterol levels can cause for the circulatory system and brain;
14. Define trans-fat, how it is produced and its harmful effects on the body.

WHAT ABOUT SUGAR (VIDEO SESSION 22)

1. List harmful effects that sugar has on the body;
2. Explain negative effect sugar has on brain and emotions;
3. Review how sugar negatively affects energy balance;
4. Discuss how to enjoy small serving sizes of sweet treats with mindful eating.

1 DAY BEFORE GROUP**ENSURE MEETING ROOM IS AVAILABLE**

- ☐ Meeting room available.
- ☐ Internet is working in meeting room.
- ☐ Internet compatible, large audio-visual screen working.

GATHER MATERIALS FOR GROUP

- ☐ BiW4Teens Video Session Twenty-One – Fats (8 minutes)
- ☐ BiW4Teens Video Session Twenty-Two – What About Sugar (5 minutes)
- ☐ BiW4Teens Multi-Participant Log

GATHER MATERIALS FOR EACH PARTICIPANT

- ☐ If using BiW4Teens Workbook broke into 13 weeks then:
 - ☐ Participant materials for Fats (session pages 21.1 to 21.5)
 - ☐ Participant materials for What About Sugar (session pages 22.1 to 22.3)

BIW4TEENS GROUP FACILITATOR GUIDE

- ☐ BiW4Teens Individual Participant Progress Log (add new habit(s) to habit tracker)
- ☐ Pens or Pencils
- ☐ Highlighters
- ☐ Bite size chocolates (OPTIONAL)

READING FOR GROUP LEADER'S PREPARATION

- ☐ Review this Group Facilitator Guide for this week.
- ☐ Review the Workbook Sessions for this week.
- ☐ Make sure you understand both thoroughly.

DAY OF GROUP

ARRIVE EARLY

- ☐ Set up chairs in a formation that invites discussion, such as a circle.
- ☐ Put up a sign on the door of the meeting room – BiW4Teens Group.
- ☐ Organize participant materials so they will be easy to handout.

AS EACH PARTICIPANT ARRIVES:

- ☐ Greet participants.
- ☐ Ask participants to sit down.
- ☐ Take attendance once everyone is seated, using the Multi-Participant Log.

OPENING

WELCOME

Say in your own words:

Welcome to week 11 of the BiW4Teens Program. Today we are going to be learning about healthy and unhealthy fats. You will also find out why it is best to avoid sugar or at least limit it in your diet.

PRE-VIDEO DISCUSSION

Follow this discussion guide:

Let's take a few minutes to talk about how things went with completing your home projects this past week.

1. Who completed the Family Activity – Find Dairy Products?
2. How many of you had a chance to measure serving sizes of dairy products?
3. Who completed the Family Activity – Find Protein and Meat?
4. How many of you had a chance to measure serving sizes of protein and meat.
5. Did anyone have family members that helped complete the family activities?

PRACTICE GROUP MIGHTY MESSAGE (OPTIONAL)

Before we watch our first video, let's practice our group Mighty Message together. (Have the group repeat the group Mighty Message 3 to 5 times together.)

GET WORKBOOKS OUT

- Option 1 – If participants took workbooks home, get them out
- Option 2 – If workbooks were left with group leader, leader hands them out
- Option 3 – Give participants workbook sessions for week 11 (21 and 22)

FAT VIDEO (21)

START FAT VIDEO

Ask participants to open workbooks to Fat - session page 21.2

Tell participants that the family activity is to be done at home.

Play the entire video. There are no scheduled pauses during the video, so pause the video as needed for discussion and questions.

FAT DISCUSSION QUESTIONS

Ask participants the following discussion questions:

1. Record wacky words for session 21 in Appendix A.
2. Since fat is a very slow-release energy food, is it ok to eat large amounts of fat? (No, because fat is also a dense energy source. A little has a lot of calories.)
3. List health benefits of monounsaturated fat. (See session page 21.3)
4. List sources of monounsaturated fat and clarify serving sizes. (See session page 21.2)
5. There are two types of polyunsaturated fat – what are they? (Omega 3 and omega 6)
6. Which polyunsaturated fat is healthiest for the body? (See session page 21.4)
7. List several health benefits of omega 3 fatty acid. (See session page 21.3)
8. What are some of the best sources of omega 3 fatty acids? (See session page 21.3)
9. What is saturated fat? (See session page 21.4)
10. What is trans-fat and how is it produced? (See session page 21.4)
11. List some ways trans-fat harms the body. (See session page 21.4 – 21.5)

WHAT ABOUT SUGAR VIDEO (22)

START WHAT ABOUT SUGAR VIDEO

Ask participants to turn to session page 22.2 in their workbooks.

Play the entire video. There are no scheduled pauses during the video, so pause the video as needed for discussion and questions.

WHAT ABOUT SUGAR DISCUSSION QUESTIONS

Ask participants the following discussion questions:

1. How does sugar negatively affect the brain and emotions? (See page 22.2, 1 – 6)
2. List several ways that sugar negatively effects energy balance. (See page 22.2, 7-11)
3. How can you eat a small serving of sweets and not feel deprived? (Savor the flavor. Take small bits. Pay attention to the flavor. Chew it slowly. By doing this you can make a bite size candy bar last as long as a large candy bar. Savoring the flavor of sweet treats can save you a lot of calories, but not deprive you of a lot of taste.)
4. Practice savoring the flavor – handout piece of bite size chocolate to each participant. Have a contest to see who can make the chocolate last the longest. (OPTIONAL ACTIVITY)

ADD NEW HABIT(S) THIS WEEK

Instruct participants how to add more healthy habit(s):

1. You have been working on your healthy habit goals for 6 weeks.
2. It is time to add 1 or 2 more healthy habits to your Habit Tracker.
3. Pull out session page 7.2 – Healthy Habits.
4. Choose 1 or 2 new healthy habits from your list of highlighted habits on page 7.2.
5. Open your Habit Tracker to week 7.
6. Add this habit(s) to your Habit Tracker by highlighting the new habit(s).
7. You will continue to work on your first 2 to 3 habits for another 6 weeks.
8. You will continue to work on your second 1 to 2 habits for another 9 weeks.
9. Remember, it takes about 12 weeks for a new habit to become a comfortable, automatic habit.

Explain addition actions that can be taken to support new habits:

1. Add to new agreements to Habit Change Contract with parent/guardian.
2. Write new Mighty Message for your new habit(s).
3. Create a new Mini Movie for your new habit(s).

HOME PROJECTS FOR WEEK 11

Explain home projects for week 11:

1. Talk to your parent/guardian about WEEK 11 discussion questions in the Parent Support Pack.
2. Tell your parent/guardian about the new habit(s) you added to your Habit Tracker.
3. Add to new agreements to Habit Change Contract with parent/guardian.
4. Complete the Family Activity – Fat Finding Mission on session page 21.6.
5. Read labels on foods in your home – looking for sweeteners listed that are not sugar. Use the Sugar Glossary on session page 22.3. Write down as many as you can find and bring this list to the next group.
6. Bring all your completed Family Activity – Food Finding worksheets to next week's group.

INSTRUCTION PLAN**HEALTHIER KITCHEN (VIDEO SESSION 23)**

1. Explain how to complete the *Blueprint for a Healthier Kitchen*;
2. Describe how to use the *Blueprint for a Healthier Kitchen* to replace unhealthy foods in their kitchen with healthier food choices;
3. Explain where and how to find the healthiest foods in the aisles of the grocery store;
4. List money saving tips for buying groceries. See pages 23.3 and 23.4.]

TEAM UP FOR MEAL PLANNING (VIDEO SESSION 24)

1. Describe food categories that make up a healthy balanced lunch and dinner plate;
2. Explain and demonstrate how to use the *Team Up for Meal Planning* worksheet;
3. Provide tips for making unhealthy family recipes healthier;
4. Describe activities that help get teens excited about eating healthier meals.

1 DAY BEFORE GROUP**ENSURE MEETING ROOM IS AVAILABLE**

- ☐ Meeting room available.
- ☐ Internet is working in meeting room.
- ☐ Internet compatible, large audio-visual screen working.

GATHER MATERIALS FOR GROUP

- ☐ BiW4Teens Video Session Twenty-Three - Healthier Kitchen (10 minutes)
- ☐ BiW4Teens Video Session Twenty-Four - Team Up for Meal Planning (7 minutes)
- ☐ BiW4Teens Multi-Participant Log

GATHER MATERIALS FOR EACH PARTICIPANT

- ☐ If using BiW4Teens Workbook broke into 13 weeks then:
 - ☐ Participant materials for Healthier Kitchen (session pages 23.1 to 23.4)
 - ☐ Participant materials for Team Up for Meal Planning (session pages 24.1 to 24.11)
- ☐ Pens or Pencils
- ☐ Highlighters

READING FOR GROUP LEADER'S PREPARATION

- ☐ Review this Group Facilitator Guide for this week.
- ☐ Review the Workbook Sessions for this week.
- ☐ Make sure you understand both thoroughly.

DAY OF GROUP

ARRIVE EARLY

- ☐ Set up chairs in a formation that invites discussion, such as a circle.
- ☐ Put up a sign on the door of the meeting room – BiW4Teens Group.
- ☐ Organize participant materials so they will be easy to handout.

AS EACH PARTICIPANT ARRIVES:

- ☐ Greet participants.
- ☐ Ask participants to sit down.
- ☐ Take attendance once everyone is seated, using the Multi-Participant Log.

OPENING

WELCOME

Say in your own words:

Welcome to week 12 of the BiW4Teens Program. Today we are going to be learning how to make a blueprint for a healthier kitchen. You will learn how to build a healthy meal and how to team up with family members for meal planning. Learn great tips for shopping for healthy food on a budget.

PRE-VIDEO DISCUSSION

Follow this discussion guide:

Let's take a few minutes to talk about how things went with completing your home projects this past week.

1. Who completed the Family Activity – Fat Finding Mission on session page 21.6?
2. Did anyone find sweeteners listed on food labels that are not sugar?
3. Did you bring your list of sweeteners found in your home?
4. Did everyone bring all your completed Family Activity – Food Finding worksheets for each food group?

PRACTICE GROUP MIGHTY MESSAGE (OPTIONAL)

Before we watch our first video, let's practice our group Mighty Message together. (Have the group repeat the group Mighty Message 3 to 5 times together.)

GET WORKBOOKS OUT

- Option 1 – If participants took workbooks home, get them out
- Option 2 – If workbooks were left with group leader, leader hands them out
- Option 3 – Give participants workbook sessions for week 12 (23 through 24)

HEALTHIER KITCHEN VIDEO (23)

START HEALTHIER KITCHEN VIDEO

Ask participants to get out all of their completed *Family Activity – Food Finding* worksheets and turn to session page 23.2.

NOTE: There are no scheduled pauses during the video, however you will need to pause the video after Laurie has instructed participants to write all the unhealthy foods they found and recorded on family activities from session 15 – grains, session 17 – veggies; session 19 – dairy, and session 20 – meat and protein.

Start the video.

- Pause the video after Laurie has instructed participants to write unhealthy foods on the *Blueprint for a Healthier Kitchen*.
- Tell participants to fill in the left column on the Blueprint with unhealthy foods they found in their kitchens. Walk around the room and assist participants with this activity.
- Tell them they will be completing the second half of this Blueprint with their parent/guardian. It is important that parents/guardians have input about healthy foods to replace unhealthy foods.

Start the video. Play the rest of the video. Pause the video as needed for discussion and questions.

HEALTHIER KITCHEN DISCUSSION QUESTIONS

Ask participants the following discussion questions:

1. Explain how you can use the *Blueprint for a Healthier Kitchen* to replace unhealthy food with healthy food. (See page 23.2)
2. Explain where and how to find the healthiest foods in the aisles of the grocery store. (Most of the healthiest foods are located along the outside edges of the grocery store.)
3. How many smart tips for buying groceries can you list? (See pages 23.3 and 23.4.)

TEAM UP FOR MEAL PLANNING VIDEO (24)

START TEAM UP FOR MEAL PLANNING VIDEO

Ask participants to turn to session page 24.2 in their workbooks.

Play the entire video. There are no scheduled pauses during the video, however there are a few times when it will be helpful to pause the video. Pause the video as needed for discussion, complete an activity, to clarify instructions on the video or to answer questions.

TEAM UP FOR MEAL PLANNING DISCUSSION QUESTIONS

Ask participants the following discussion questions:

1. Look at each of these pages (24.3 - 24.4 - 24.5 - 24.7 - 24.8 - 24.9 - 29.10) with participants and read the title of each.
2. Read session page 24.6 together. Ask participants to highlight ideas that they like.

HOME PROJECTS FOR WEEK 12

Explain home projects for week 2:

1. Talk to your parent/guardian about WEEK 12 discussion questions in the Parent Support Pack.
2. Start working on the second half of the Blueprint for a Healthier Kitchen with your parent/guardian. It may take several weeks to complete this project.
3. Ask parent/guardian and family if they would sit down and fill out the Team Up for Meal Planning Worksheet with you. Make sure to read the instructions for this activity which is on session page 24.7.
4. Ask parents if they would read the following pages:
 - Handout – *Smart Tips for Shopping*
 - Handout – *Build a Healthy Meal*
 - Handout – *Liven Up Your Meals with Veggies and Fruit*
 - Handout – *Make Healthier Holiday Choices*
 - Handout – *Tips for Healthier Recipes*
 - Worksheet – *Healthy Foods Shopping List*
 - *Tips for Getting Teens Excited about Healthy Eating* (Handout in Parent Support Pack)

AFTER GROUP LEADER TASKS

- ☐ Consider saving video 27 (Staying Motivated) to watch at week 14 of group.

INSTRUCTION PLAN**PROBLEM SOLVING (VIDEO SESSION 25)**

1. Explain the problem solving process;
2. List and describe 5 steps in problem solving process;
3. Provide scenario of a problem and demonstrate how to use 5 problem solving steps;
4. Provide 3 separate problem scenarios for participant to practice problem solving steps;
5. Review possible solutions for each problem scenario.

GETTING AROUND PATH BLOCKERS (VIDEO SESSION 26)

1. Explain what a path blocker is;
2. Provide examples of path blocking scenarios for and explore solutions for each scenario.

STAYING MOTIVATED (VIDEO SESSION 27)

1. Explain that the maintenance phase begins when this session is completed;
2. Explain maintenance phase involves continuing to practice healthy habits they have started during the implementation phase of the program, continue to adopt additional healthy habits on their list, follow their nutrition plan, and use program power tools to support new habits;
3. List and review program power tools that support and facilitate habit change;
4. Describe how stress can derail habit change efforts;
5. List 5 power tools that can be used to help manage stress;
6. Define options for length of maintenance phase.

1 DAY BEFORE GROUP**ENSURE MEETING ROOM IS AVAILABLE**

- ☐ Meeting room available.
- ☐ Internet is working in meeting room.
- ☐ Internet compatible, large audio-visual screen working.
- ☐ Private space available to measure weight, height & waist circumference.

GATHER MATERIALS FOR GROUP

- ☐ BiW4Teens Video Session Twenty-Five - Problem Solving (11 minutes)
- ☐ BiW4Teens Video Session Twenty-Six - Getting Around Path Blockers (6 minutes)
- ☐ BiW4Teens Video Session Twenty-Seven – Staying Motivated (6 minutes)
- ☐ Measuring tape(s):
 - ☐ One per participant
 - ☐ Reusable plastic measuring tape with disinfection wipes to be used between Participants

BIW4TEENS GROUP FACILITATOR GUIDE

- ☐ Method to measure height
- ☐ Scale
- ☐ BiW4Teens Multi-Participant Log

GATHER MATERIALS FOR EACH PARTICIPANT

- ☐ If using BiW4Teens Workbook broke into 13 weeks then:
 - ☐ Participant materials for Problem Solving (session pages 25.1 to 25.4)
 - ☐ Participant materials for Getting Around Path Blocker (session pages 26.1 to 26.2)
 - ☐ Participant materials for Staying Motivated (session pages 27.1 to 27.5)
- ☐ BiW4Teens Individual Participant Progress Log (needed for recording measurements)
- ☐ Pens or Pencils
- ☐ Highlighters

READING FOR GROUP LEADER'S PREPARATION

- ☐ Review this Group Facilitator Guide for this week.
- ☐ Review the Workbook Sessions for this week.
- ☐ Make sure you understand both thoroughly.

DAY OF GROUP

ARRIVE EARLY

- ☐ Set up chairs in a formation that invites discussion, such as a circle.
- ☐ Set up private area to measure weigh, height and waist circumference.
- ☐ Put up a sign on the door of the meeting room – BiW4Teens Group.
- ☐ Organize participant materials so they will be easy to handout.

AS EACH PARTICIPANT ARRIVES:

- ☐ Greet participants.
- ☐ Ask participants to sit down.
- ☐ Take attendance once everyone is seated, using the Multi-Participant Log.

OPENING

WELCOME

Say in your own words:

Welcome to week 13 of the BiW4Teens Program. Today we are going to be learning how to problem solve and how to get around path blockers. We will wrap up this week exploring ways we can stay motivated and keep on track with the Back in Whack.

PRE-VIDEO DISCUSSION

Follow this discussion guide:

Let's take a few minutes to talk about how things went with completing your home projects this past week.

1. Has anyone started working on the second half of the Blueprint for a Healthier Kitchen with your parent/guardian? Remember it may take several weeks to complete this project.
2. Did you ask your parent/guardian and family if they would sit down and complete the Team Up for Meal Planning Worksheet with you.
3. Did any of your parents/guardians read the handouts in sessions 23 and 24?

PRACTICE GROUP MIGHTY MESSAGE (OPTIONAL)

Before we watch our first video, let's practice our group Mighty Message together. (Have the group repeat the group Mighty Message 3 to 5 times together.)

GET WORKBOOKS OUT

- Option 1 – If participants took workbooks home, get them out
- Option 2 – If workbooks were left with group leader, leader hands them out
- Option 3 – Give participants workbook sessions for week 13 (25 through 27)

PROBLEM SOLVING VIDEO (25)

START PROBLEM SOLVING VIDEO

Ask participants to open workbooks to Problem Solving - session page 25.2

Start the video!

When instructed to do so - pause video and allow participants to fill out each problem solving practice session. There are 3 problem solving practice sessions.

PROBLEM SOLVING DISCUSSION QUESTIONS

Ask participants the following discussion questions:

1. Record the wacky words for session 25 in Appendix A.
2. What are the 5 steps in problem solving process? ([See session page 25.2](#))

GETTING AROUND PATH BLOCKERS VIDEO (26)

START GETTING AROUND PATH BLOCKERS VIDEO

Ask participants to turn to session page 26.2 in their workbooks.

Play the entire video. There are no scheduled pauses during the video, so pause the video as needed for discussion and questions.

GETTING AROUND PATH BLOCKERS DISCUSSION QUESTIONS

Ask participants the following activity:

- Ask participants to complete *Explore Path Blockers in Your Journey* on session page 26.2 as a group.
- Read each question on this page and allow discussion after each question before moving on to the next question.

STAYING MOTIVATED VIDEO (27)

START STAYING MOTIVATED VIDEO

Ask participants to turn to session page 27.2 in their workbooks.

Play the entire video. There are no scheduled pauses during the video, so pause the video as needed for discussion and questions.

STAYING MOTIVATED DISCUSSION QUESTIONS

Ask participants the following discussion questions:

1. Record the wacky words for session 27 in Appendix A.
2. How would you explain the maintenance phase of the program? (Continue to practice healthy habits you have started during the implementation phase of the program, continue to adopt additional healthy habits on their list, follow your nutrition plan, and use program power tools to support new habits.)
3. Can you list all of the program power tools? (See session page 27.3, not listed are positive thinking, Action Distraction Plan for food cravings, and Body Love Hug)
4. How can stress effect habit change efforts? (Stress can derail habit change efforts)
5. List 5 power tools that can be used to help manage stress. ([1] Deflating balloon exercise you learned about in session 11 can be used to help you relax you when you feel stressed; [2]Make up a Mini movie – that takes you to your happy place; [3]Stomp ANTs to help stop negative thoughts produced by stressed; [4] Journey journaling can help you reduce anxiety produced by stress; [5] If problems are causing stress – use problem solving.)
6. Do you think the fun fact at the bottom of session page 27.2 is true – why or why not?

MEASURE YOUTH

Explain activity to youth:

There is one more thing we are going to do before I tell you about the home projects for week 13. We are going to get weight, height, and waist circumference on all of you. You will be measured in a private area.

Please take off your shoes and jackets. I will call you one at a time to get measured.

(You will need the *BiW4Teens Individual Participant Progress Log* to record weights. Turn over the progress log after their weights are recorded to ensure no one else sees it.)

HOME PROJECTS FOR WEEK 13

Explain home projects for week 13:

Talk to your parent/guardian about WEEK 27 discussion questions in the Parent Support Pack.

AFTER GROUP LEADER TASKS

- ☐ Secure program materials prior to Group Session 14:
 - ☐ Gift packets to be given to youth who complete all 27 program sessions (Please note some youth may have missed a group or two, and watched the video sessions at home. Ask for Wacky Words in those cases to verify they did watch the videos.)
 - ☐ Consider celebrating that the group has completed the implementation phase of the program. Bring healthy drinks and snacks, and play games.