

Back in Whack for Teens Program Curriculum

2021 Edition

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

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BIW4TEENS PROGRAM CURRICULUM

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This 2021 version of **Back in Whack for Teens [BiW4Teens]** is the Third Edition of the work book 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.

SESSION ONE – PROGRAM INTRODUCTION

INSTRUCTIONAL PLAN

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 *BiW 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*.

LEARNING OBJECTIVES

1. Participant will verbalize understanding how the program works;
2. Participant will be able to list several ways that a high BMI can hurt the body;
3. Participant will list several program benefits;
4. Participant will describe the implementation and maintenance phases of the program;
5. Participant will verbalize understanding that habit change starts in the brain;
6. Participant will explain what a program power tool is;
7. Participant will verbalize understanding healthy weight loss goals for teens and tweens;
8. Participant will sign *BiW Program Commitment Contract* with their parent(s).

PARTICIPANT MATERIALS

- BiW4Teens Video Session One - Program Introduction
- Teen/Tween Welcome Letter
- Workbook Session One – Program Introduction for Teens and Parents
- Appendix B – *Parents Support Pack*
 - Parent Welcome Letter
 - Handout - Actions Parents Can Take to Support Healthy Habits
 - BiW Program Commitment Contract
 - Discussion Guide
- Appendix F - *Resources for Working with Your Doctor*
 - Doctor's Program Explanation Letter
 - Initial Doctor's Visit Form
 - Program Update for Doctor Form

SESSION TWO – PEAK HEALTH

INSTRUCTIONAL PLAN

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

LEARNING OBJECTIVES

1. Participant will define Peak Health;
2. Participant will list benefits of a body and mind in Peak Health;
3. Participant will list benefits of Peak Health that they would like to achieve;
4. Participant will identify the most important thing that they would like to achieve when they reach the top of Peak Health.

PARTICIPANT MATERIALS

- BiW4Teens Video Session Two - Peak Health
- Workbook Session Two – Peak Health
- Self-Discovery Exercise – Benefits of a Body in Peak Health
- Peak Health Mini Poster

SESSION THREE – BODY APPRECIATION

INSTRUCTIONAL PLAN

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.

LEARNING OBJECTIVES

1. Participant will verbalize understanding body appreciation;
2. Participant will identify their level of body appreciation;
3. Participant will verbalize understanding why it is important to appreciate your body;
4. Participant will list 10 things they like about your body;
5. Participant will practice the *Body Love Hug*.

PARTICIPANT MATERIALS

- BiW4Teens Video Session Three - Body Appreciation
- Workbook Session Three - Body Appreciation
- Self-Discovery Exercise - Body Appreciation

SESSION FOUR – JOURNALING

INSTRUCTIONAL PLAN

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;

LEARNING OBJECTIVES

1. Participant will list several benefits of journaling;
2. Participant will describe 4 types of journaling that can support habit change;
3. Participant will explain how to journal to support positive changes.

PARTICIPANT MATERIALS

- BiW4Teens Video Session Four - Journaling
- Workbook Session Four - Journaling
- Journaling pages

SESSION FIVE – UNHEALTHY HABITS

INSTRUCTIONAL PLAN

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.

LEARNING OBJECTIVES

1. Participant will list habits that cause energy balance to get out of whack;
2. Participant will identify their unhealthy habits;
3. Participant will verbalize understanding how their unhealthy habits have caused their body to store excess energy.

PARTICIPANT MATERIALS

- BiW4Teens Video Session Five - Unhealthy Habits
- Workbook Session Five - Unhealthy Habits
- Self-Discovery Exercise – Unhealthy Habits for Teens

SESSION SIX – FOOD CRAVINGS

INSTRUCTIONAL PLAN

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.

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LEARNING OBJECTIVES

1. Participant will be able to list several causes of food cravings;
2. Participant will list several lifestyle habits that prevent food cravings;
3. Participant will identify their food craving triggers;
4. Participant will list healthy substitutions for food cravings;
5. Participant will develop a personalized craving management plan.

PARTICIPANT MATERIALS

- BiW4Teens Video Session Six - Food Cravings
- Workbook Session Six - Food Cravings
- Activity – Identify Unhealthy Foods You Crave
- Activity – Identify Food Craving Triggers
- Activity – Develop a Distraction Action Plan

SESSION SEVEN – HEALTHY HABITS

INSTRUCTIONAL PLAN

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.

LEARNING OBJECTIVES

1. Participant will list habits that help get the body's energy balance back in whack;
2. Participant will identify ideas to help them change their unhealthy habits into healthier habits.

PARTICIPANT MATERIALS

- BiW4Teens Video Session Seven - Healthy Habits
- Workbook Session Seven - Healthy Habits
- Handout - Eat More Fruit & Veggies
- Handout - Quick Healthy Breakfasts
- Handout - Enjoy Your Food While Eating Fewer Calories
- Handout - Big Benefits of Family Meals
- Handout - Tips for Eating Healthy Away from Home
- Handout - Ideas for Healthy Snacks
- Handout - Make Better Beverage Choices
- Handout - 16 Ways to Decrease Fat in Your Diet

SESSION EIGHT – PHYSICAL ACTIVITY

INSTRUCTIONAL PLAN

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;

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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.

LEARNING OBJECTIVES

1. Participant will define 3 types of physical activity and give several examples of each type;
2. Participant will describe how physical activity can help get their energy balance back in whack;
3. Participant will list different ways physical activity supports the health of the body and brain;
4. Participant will identify how many calories a body will burn during different types of physical activities;
5. Participant will develop their own personal activity pyramid.

PARTICIPANT MATERIALS

- BiW4Teens Video Session Eight - Physical Activity
- Workbook Session Eight - Physical Activity
- Activity - BiW 360 Goal
- Activity - My BiW Activity Pyramid
- Handout - 35 Ways to Help Your Teen Reach Their BiW 360 Goal

SESSION NINE – SETTING GOALS

INSTRUCTIONAL PLAN

1. Explain how to set realistic goals;
2. Describe factors that effect 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.

LEARNING OBJECTIVES

1. Participant will choose 2 to 3 healthy habit goals to start working on;
2. Participant will set up their *BiW4Teens Habit Tracker*;
3. Participant will verbalize understanding how to use the *Habit Tracker* to support successful habit change;
4. Participant will explain how the *Habit Tracker* is vital to their success with the BiW4Teens Program;
5. Participant will verbalize when to add new habits and how long each new habit needs tracked in the *Habit Tracker*.

PARTICIPANT MATERIALS

- BiW4Teens Video Session Nine - Setting Goals
- Workbook Session Nine - Setting Goals
- Activity - Choose Healthy Habit Goals
- Appendix G – *BiW4Teens Habit Tracker*

SESSION TEN – MIGHTY MESSAGES

INSTRUCTIONAL PLAN

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.

LEARNING OBJECTIVES

1. Participant will explain what a mighty message is;
2. Participant will verbalize how mighty messages can be used to support habit change;
3. Participant will write their own personal mighty message(s);
4. Participant will effectively practice a mighty message;
5. Participant will explain technique to stop automatic negative thoughts.

PARTICIPANT MATERIALS

- BiW4Teens Video Session Ten - Mighty Messages
- Workbook Session Ten - Mighty Messages
- Activity – Write a Might Message for a Health Goal

SESSION ELEVEN – MINI MOVIES

INSTRUCTIONAL PLAN

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;

LEARNING OBJECTIVES

1. Participant will describe what a mini movie is and how it works;
2. Participant will develop their own personal mini movie to support habit change;
3. Participant will list different ways they can use mini movies to support physical and emotional health.

PARTICIPANT MATERIALS

- BiW4Teens Video Session Eleven - Mini Movies
- Workbook Session Eleven - Mini Movies
- Activity – Write Details for Your Mini Movie

SESSION TWELVE – SUPPORT NEW HABITS

INSTRUCTIONAL PLAN

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 Contract*;
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.

LEARNING OBJECTIVES

1. Participant will explain how a positive focus supports habit change;
2. Participant will describe a positive mindset;
3. Participant will explain the difference between positive reinforcements and rewards;
4. Participant will list examples of positive reinforcements and rewards;
5. Participant will verbalize how a habit change contract can decrease stress during the habit change process;
6. Participant will complete the *BiW Habit Change Contract* with their parent(s).

PARTICIPANT MATERIALS

- BiW4Teens Video Session Twelve - Support New Habits
- Workbook Session Twelve - Support New Habits
- *BiW Habit Change Contract*

SESSION THIRTEEN – NUTRITION PLAN

INSTRUCTIONAL PLAN

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.

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LEARNING OBJECTIVES

1. Participant will list 7 food categories on the nutrition plan;
2. Participant will identify number of servings their body needs from each food category;
3. Participant will list the 4 energy food categories;
4. Participant will identify serving sizes for different foods;
5. Participant will explain how to use the *Nutrition Plan Worksheet*;
6. Participant will describe how to use the *Food and Activity Log*.

PARTICIPANT MATERIALS

- BiW4Teens Video Session Thirteen - Nutrition Plan
- Workbook Session Thirteen - Nutrition Plan
- Activity – Find Your Personalized Nutrition Plan
- Appendix C – *Personalized Nutrition Plans*
- Appendix D – *Nutrition Plan Worksheets*
- Appendix E – *Food and Activity Log*

SESSION FOURTEEN – FOOD AND ENERGY BALANCE

INSTRUCTIONAL PLAN

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.

LEARNING OBJECTIVES

1. Participant will describe meanings of important nutrition words;
2. Participant will verbalize how different foods effect energy balance;
3. Participant will list nutritional deficiencies that could cause their energy balance to get out of whack;
4. Participant will list several important nutrients that help support energy balance;
5. Participant will verbalize how digestion effects energy balance;
6. Participant will list several actions to take to support healthy digestion;
7. Participant will explain why water is so important for health and energy balance.

PARTICIPANT MATERIALS

- BiW4Teens Video Session Fourteen - Food and Energy Balance
- Workbook Session Fourteen - Food and Energy Balance

SESSION FIFTEEN – GRAINS

INSTRUCTIONAL PLAN

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.

LEARNING OBJECTIVES

1. Participant will list foods in the grain group;
2. Participant will verbalize that grains are part of the starch group;
3. Participant will verbalize that grains are one of the 4 energy food categories;
4. Participant will describe the difference between whole grains and refined grains;
5. Participant will explain why whole grains are better for your health and how they support energy balance;
6. Participant will identify refined and whole grains by reading the food label.

PARTICIPANT MATERIALS

- BiW4Teens Video Session Fifteen - Grains
- Workbook Session Fifteen – Grains
- Family Activity – Find Healthy Whole Grains
- Activity – Measure Grain Products to Learn Serving Sizes

SESSION SIXTEEN – LABEL READING

INSTRUCTIONAL PLAN

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*.

LEARNING OBJECTIVES

1. Participant will list and understand key parts of nutrition labels;
2. Participant will list examples healthy food choices;
3. Participant will identify unhealthy food choices.

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PARTICIPANT MATERIALS

- BiW4Teens Video Session Sixteen - Label Reading
- Workbook Session Sixteen - Label Reading
- Activity – Label Reading Treasure Hunt

SESSION SEVENTEEN – LEGUMES AND VEGGIES

INSTRUCTIONAL PLAN

1. Define legume;
2. List 2 macronutrients and key vitamins and minerals found in legumes;
3. Explain how legumes supports 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.

LEARNING OBJECTIVES

1. Participant will verbalize how veggies and legumes help support health;
2. Participant will verbalize how veggies and legumes help balance energy;
3. Participant will identify one veggie that is a quick release energy food;
4. Participant will list veggies that are in the starch group;
5. Participant will list veggies that are low in calories and dense in nutrients;
6. Participant will verbalize the healthiest ways to cook and eat veggies.

PARTICIPANT MATERIALS

- BiW4Teens Video Session Seventeen - Legumes and Veggies
- Workbook Session Seventeen - Legumes and Veggies
- Family Activity – Find Legumes
- Family Activity – Find Veggies
- Activity - Measure Legumes to Learn Serving Sizes
- Activity - Measure Veggies to Learn Serving Sizes

SESSION EIGHTEEN – FRUIT

INSTRUCTIONAL PLAN

1. Define fruit;
2. List 1 macronutrient and key vitamins and minerals found in fruits;

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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.

LEARNING OBJECTIVES

1. Participant will list reasons why fruit helps support health;
2. Participant will verbalize how fruit helps balance energy;
3. Participant will identify one fruit that is a quick release energy food;
4. Participant will describe the healthiest ways to eat fruit.

PARTICIPANT MATERIALS

- BiW4Teens Video Session Eighteen - Fruit
- Workbook Session Eighteen - Fruit
- Family Activity – Find Fruit
- Activity - Measure Fruits to Learn Serving Sizes

SESSION NINETEEN – DAIRY

INSTRUCTIONAL PLAN

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.

LEARNING OBJECTIVES

1. Participant will list important nutrients in dairy products;
2. Participant will list healthy dairy choices;
3. Participant will list unhealthy dairy choices.

PARTICIPANT MATERIALS

- BiW4Teens Video Session Nineteen - Dairy
- Workbook Session Nineteen - Dairy
- Family Activity – Find Dairy Products
- Activity - Measure Dairy Products to Learn Serving Sizes

SESSION TWENTY – PROTEIN AND MEAT

INSTRUCTIONAL PLAN

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.

LEARNING OBJECTIVES

1. Participant will list protein rich foods;
2. Participant will verbalize how protein supports a healthy body;
3. Participant will explain how protein effects energy balance;
4. Participant will identify healthy and unhealthy protein choices;
5. Participant will list protein sources that also count as a fat serving.

PARTICIPANT MATERIALS

- BiW4Teens Video Session Twenty - Protein and Meat
- Workbook Session Twenty – Protein and Meat
- Family Activity – Find Protein and Meat
- Activity - Measure Protein and Meat to Learn Serving Sizes

TWENTY-ONE – FATS

INSTRUCTIONAL PLAN

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.

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LEARNING OBJECTIVES

1. Participant will list different types of fat;
2. Participant will describe different jobs fat has in the body;
3. Participant will verbalize how omega 3 fatty acids are vital to good health and a healthy energy balance;
4. Participant will list several healthy fats;
5. Participant will list several unhealthy fats;
6. Participant will verbalize that fat is a dense energy source.

PARTICIPANT MATERIALS

- BiW4Teens Video Session Twenty-One - Fats
- Workbook Session Twenty-One - Fats
- Family Activity – Fat Finding Mission
- Activity - Measure Fats to Learn Serving Sizes

SESSION TWENTY-TWO – WHAT ABOUT SUGAR

INSTRUCTIONAL PLAN

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 effects energy balance;
4. Discuss how to enjoy small serving sizes of sweet treats with mindful eating;

LEARNING OBJECTIVES

1. Participant will list several harmful effects that sugar has on the body;
2. Participant will verbalize how sugar negatively impacts energy balance;
3. Participant will list negative effects that sugar has on the brain and emotions;
4. Participant will verbalize how sugar promotes overeating and binging.

PARTICIPANT MATERIALS

- BiW4Teens Video Session Twenty-Two - What About Sugar
- Workbook Session Twenty-Two - What About Sugar
- Handout – Sugar Glossary

SESSION TWENTY-THREE – HEALTHIER KITCHEN

INSTRUCTIONAL PLAN

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 isles of the grocery store;
4. List money saving tips for buying groceries.

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LEARNING OBJECTIVES

1. Participant will make a plan to replace unhealthy foods in their kitchen with healthier foods;
2. Participant will describe where to look in the grocery store to find the healthiest food choices;
3. Participant will verbalize how to find reasonably priced healthy food at the grocery store.

PARTICIPANT MATERIALS

- BiW4Teens Video Session Twenty-Three - Healthier Kitchen
- Workbook Session Twenty-Three - Healthier Kitchen
- Activity – *Blueprint for a Healthier Kitchen*
- Handout – *Smart Tips for Shopping*

SESSION TWENTY-FOUR – TEAM UP FOR MEAL PLANNING

INSTRUCTIONAL PLAN

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.

LEARNING OBJECTIVES

1. Participant will be able to plan a healthy balanced meal;
2. Participant will verbalize how to adjust unhealthy recipes and make them healthier;
3. Participant will be able to write a menu for a week;
4. Participant will be able to make out a grocery list for several meals.

PARTICIPANT MATERIALS

- BiW4Teens Video Session Twenty-Four - Team Up for Meal Planning
- Workbook Session Twenty-Four - Team Up for Meal Planning
- 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 – *Team Up for Meal Planning*
- Worksheet – *Healthy Foods Shopping List*
- Handout – *Tips for Getting Teens Excited about Healthy Eating*

SESSION TWENTY-FIVE – PROBLEM SOLVING

INSTRUCTIONAL PLAN

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.

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LEARNING OBJECTIVES

1. Participant will be able to identify problems and brainstorm solutions;
2. Participant will list problem solving steps;
3. Participant will be able to develop problem solving plan and put it into action;
4. Participant will be able to evaluate how well their plan worked.

PARTICIPANT MATERIALS

- BiW4Teens Video Session Twenty-Five - Problem Solving
- Workbook Session Twenty-Five - Problem Solving
- Worksheet – Problem Solve Situation 1
- Worksheet – Problem Solve Situation 2
- Worksheet – Problem Solve Situation 3

SESSION TWENTY-SIX – GETTING AROUND PATH BLOCKERS

INSTRUCTIONAL PLAN

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

LEARNING OBJECTIVES

1. Participant will describe what a path blocker is;
2. Participant will identify path blockers in their life;
3. Participant will be able to evaluate if their path blocker is something they can get around;
4. Participant will be able to recognize when to develop a new health goal for a path blocker that they can't get around.

PARTICIPANT MATERIALS

- BiW4Teens Video Session Twenty-Six - Getting Around Path Blockers
- Workbook Session Twenty-Six - Getting Around Path Blockers
- Worksheet – Explore Path Blockers on Your Journey

SESSION TWENTY-SEVEN – STAYING MOTIVATED

INSTRUCTIONAL PLAN

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.

BIW4TEENS PROGRAM CURRICULUM

LEARNING OBJECTIVES

1. Participant will identify several ways to stay motivated;
2. Participant will list actions they can take to stay on track during the maintenance phase of the BiW4Teens program;
3. Participant will list power tools that can be used to help manage stress.

PARTICIPANT MATERIALS

- BiW4Teens Video Session Twenty-Seven – Staying Motivated
- Workbook Session Twenty-Seven – Staying Motivated