

# **Destination: Wellness**

## **You're in the Driver's Seat**

### **Nutrition Education Tool Kit for High School Students**

This Tool Kit was written by  
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# Destination: Wellness You're in the Driver's Seat

## Nutrition Education Tool Kit for High School Students

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#### **Lesson 1** **16**

##### **Navigating the Net: Avoiding Wrong Turns on the Information Superhighway**

Health information is one of the most accessed types of information on the World Wide Web. Millions of Internet sites provide health information. This lesson focuses on how to successfully navigate the Internet to find reliable and accurate information. Students learn how to determine which web sites are scientifically credible sites and which ones provide misinformation or promote questionable products.

#### **Lesson 2** **32**

##### **Take a Scientific Road Trip: Use the Map and Follow the Signs**

This lesson focuses on gaining an understanding of the scientific inquiry process as it applies to our knowledge of nutrition and fitness. Students learn to discern fact from fallacy based on an ability to understand and interpret current research. Fallacies or misconceptions about nutrition and fitness are often due to a perception that particular foods, nutrients, or behaviors will either kill you or cure you. This "all or nothing" mentality is in contrast to the philosophy of moderation. Use "hot" topics in nutrition and fitness (fad diets, dietary/fitness supplements, good/bad fats, cancer-causing and cancer-preventing food components, organic food, biotechnology, vegetarianism, etc.), to help your students discover how research uncovers nutrition facts and how scientific understanding determines current recommendations for health.

#### **Lesson 3** **48**

##### **What's Your Make and Model? Taking Care of Your "Vehicle"**

This lesson focuses on how body image is developed and what factors contribute to a positive versus negative body image. Students consider how the "ideal" body image has changed historically and how it varies with age, gender, and culture. The impact of the media and advertising on body image is discussed with an emphasis on how to counteract the negative impact. This lesson also includes a discussion of the difference between normal and dysfunctional eating behaviors and an activity to review eating disorders (including some information about less well-known disorders), and resources for students and teachers to access help and more information. Students will appreciate the importance of a healthy body image and a healthy relationship with food and eating and will work towards ways to promote a healthy body image among their peers.

**Lesson 4****70****Check Under the Hood: Optimize Performance with the Maintenance Check List**

Weight management is one of the top concerns of adolescents. This lesson helps teens understand what it means to achieve and maintain a healthy weight. This lesson helps them focus less on the number on the scale and more on optimizing their personal health, allowing their body to achieve a healthy weight as a result. Students learn how energy balance is measured, how to determine a healthy weight, what affects body composition and energy balance (genetics, gender, age, activity, diet, etc.) and how they can make informed decisions about what eating and activity behaviors help them achieve optimum health and a healthy weight.

**Lesson 5****100****On the Road Trip of Life: What's Your Itinerary? What are your Potholes, Detours, and Scenic Rest Stops?**

Our food choices and activity habits are influenced by our personal preferences, priorities and values, habits and traditions, knowledge and beliefs, relationships, and the environments in which we work, play, and live. This lesson examines these influences and how to maximize the positive and counteract the negative. The influence of the media and advertising is the focus of the next lesson.

**Lesson 6****117****Outsmart Those Smooth Talkers: Save Your Money, Your Health, and Your Self-Respect**

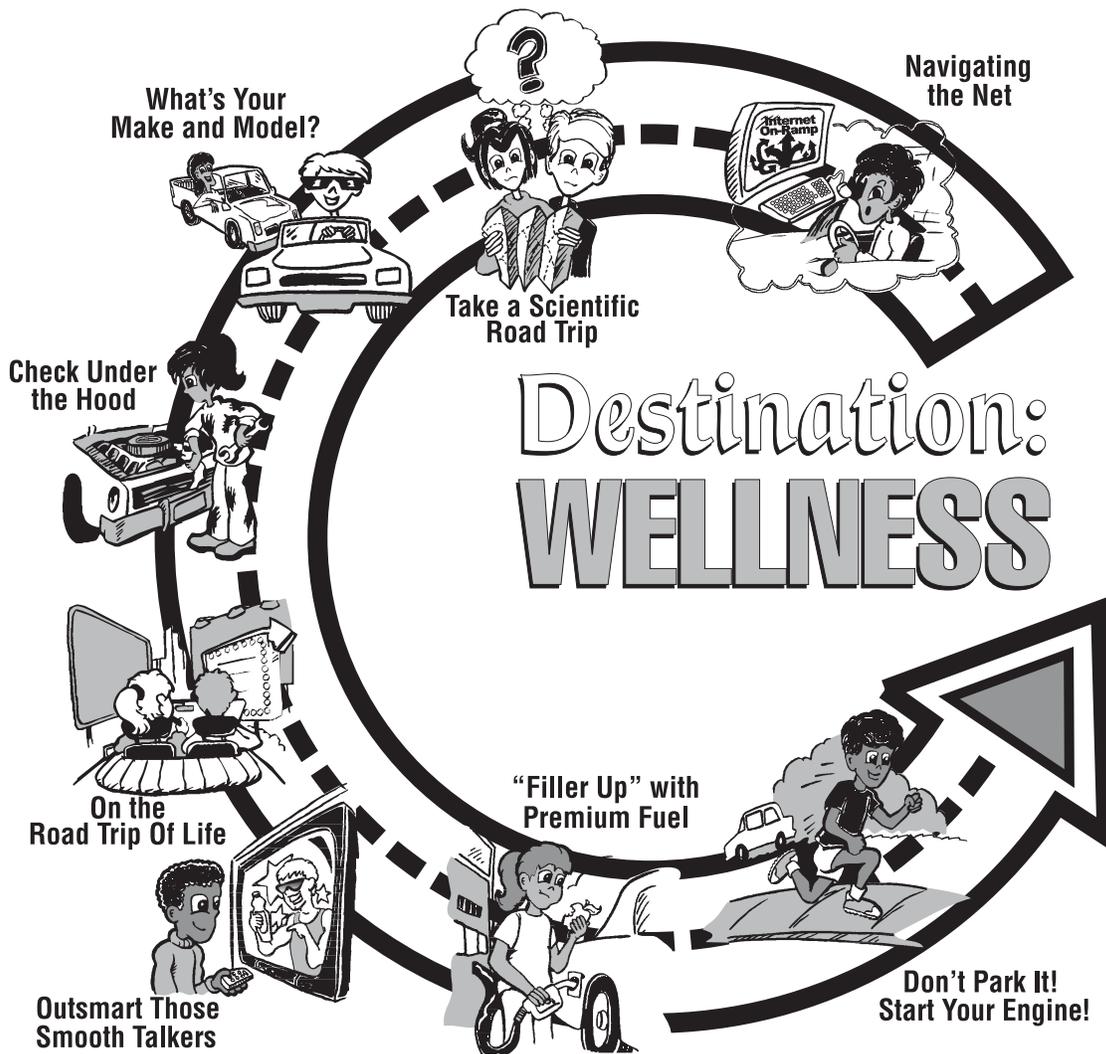
Children and teens spend on average at least four hours every day exposed to various media and advertising. This lesson examines the impact that the media, especially advertisements, has on adolescent nutrition and physical activity choices and behaviors. Students learn how to minimize the negative impact of this media exposure and advertising, and consider ways they could use advertising principles to promote healthful behaviors.

**Lesson 7****135****"Filler-Up" with Premium Fuel: Don't Run on Empty, Enjoy Regular Pit Stops**

Students begin this lesson by assessing their current eating behaviors and food choices. Students have the opportunity to investigate nutrition guidelines and recommendations and present what they learn to their class. Based on their assessment of current habits, they determine which areas they would like to improve to reach goals for good nutrition. Using goal-setting strategies based on the Stages of Change Model, students design personal nutrition plans, follow them, and self-monitor their progress.

**Lesson 8****153****Don't Park It! Start Your Engine! Take Yourself Where You Want to Go**

Students begin this lesson by assessing their current physical activity behaviors and level of fitness. Based on their assessment of current habits, they determine which areas they would like to improve to reach personal goals for physical fitness. Students then investigate fitness guidelines and recommendations. Using goal-setting strategies based on the Stages of Change Model, students design personal activity plans, follow them, and self-monitor their progress.



# Destination: Wellness You're in the Driver's Seat

Your students are entering adulthood and are increasingly in control over the decisions that determine their health and wellness. To a large extent they are responsible for what they eat and how active they are. They value this independence and the ability to choose for themselves. They are enjoying their growing freedom and are accepting more responsibility for their actions. One milestone for students this age is getting their driver's license and often their own car. An analogy of giving students "keys" in order that they can "take the wheel" serves as a metaphor for the overall theme of taking control of their personal nutrition and fitness.



# The Four "Keys"

You will give your students four keys to help them make knowledgeable and responsible decisions and choices in order to achieve wellness. Each of the four keys is covered in two lessons. The following page is a general description of these four keys in a format that can serve as an introductory handout for students. This is followed by a description of how each key is presented in the eight lessons.

**#1 The Key of Discernment**

**#2 The Key of Respect**

**#3 The Key of Direction**

**#4 The Key of Action**

# Destination: Wellness

## You're in the Driver's Seat

**O**ne milestone you may have reached, or may be approaching, is getting your driver's license. You not only have responsibilities and freedoms as you drive a car; you are increasingly in the "driver's seat" in making decisions that determine your health and wellness. As you enter adulthood, **you** are deciding what you eat and how active you are, rather than someone else making those choices for you. You value this independence and the ability to choose for yourself. You enjoy your growing freedom and can accept responsibility for your actions. Your choices will determine whether you achieve wellness, or reach a less healthy destination.

### The Four "Keys"

You will be given four keys to help you achieve wellness and help you make knowledgeable and responsible decisions and choices.



#### #1 The Key of Discernment

To drive the road to wellness, you need to know where to get reliable information and be able to sort fact from fallacy. Discernment is the ability to tell what is helpful from what is harmful. This key will help you plot your course and know where to go and how to get there.

#### #2 The Key of Respect

To drive the road to wellness you need to make the best use of the vehicle you're driving – your body. You must accept it, respect it, and give it the care needed for optimum performance on your journey.

#### #3 The Key of Direction

Many things influence our eating and activity choices and behaviors. This key helps you identify both positive and negative influences and build on those that motivate you to move toward wellness and steer clear or around the obstacles and barriers that move you away from wellness.

#### #4 The Key of Action

Knowledge without action has little purpose. This key will give you strategies to *use* what you have learned to make a lifelong difference in your health. You will identify what eating and activity behaviors need to be changed to achieve wellness and choose appropriate steps to reach your personal goals.

# The Four "Keys"



## #1 The Key of Discernment



### ***Lesson 1 - Topic: Using Technology*** **Navigating the Net:**

### **Avoiding Wrong Turns on the Information Superhighway**

You have been given a valuable key to help you navigate the net with wisdom. Discernment is the ability to tell what is helpful from what is harmful. You can now differentiate a credible resource on the Web from a site that provides misinformation or promotes questionable products or practices. Use this knowledge to begin finding useful information to help you make smart decisions. Make decisions that will steer you in a healthy direction and avoid wrong turns that could lead you to disaster.

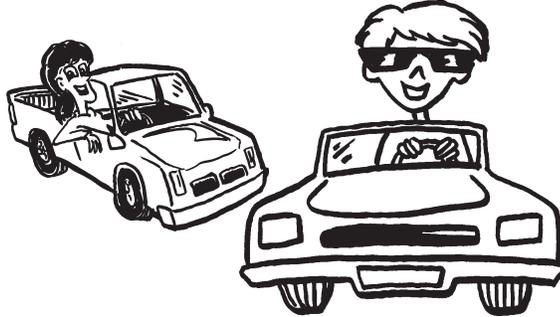


### ***Lesson 2 - Topic: Nutrition/Fitness Facts and Fallacies*** **A Scientific Road Trip:** **Use the Map and Follow the Signs**

You have been given a valuable key to help you evaluate news stories and articles you might read in a magazine or on an Internet web site. Discernment is the ability to separate fact from fallacy. You now have a better understanding of the process of scientific inquiry. Read the "research map" to help you determine truth from fiction and make smart decisions. Scientists and nutrition experts will provide "sign posts," or diet and exercise goals and recommendations based on research, to guide your way.



## #2 The Key of Respect



### ***Lesson 3 - Topic: Body Image/Eating Disorders*** **What's Your Make and Model?** **Taking Care of Your "Vehicle"**

A healthy body image begins with a healthy respect for the "make and model" of your body. Your size and shape are primarily determined by genetics. To respect your "vehicle" is to take care of your body and keep it running well so it can take you everywhere you want to go. Accept and appreciate your physical attributes. Practice a healthy lifestyle. Eating well and being moderately active every day allows you to be healthy at any size, whether that is thinner or fatter than society's definition of "ideal." Respect also involves reducing the negative effects of the messages we receive from the media, ourselves, and others. It means promoting body acceptance in ourselves, our families, our schools and our communities.



### ***Lesson 4 - Topic: Weight Control*** **Check Under the Hood:**

### **Optimize Performance with this Maintenance Check List**

Taking care of your car means more than just filling it with gas and then driving it until the tank is empty. A well-running vehicle requires regular maintenance and proper care. In the same way, taking care of your personal vehicle (your body) involves practicing all of the healthy behaviors on your maintenance check list: eating healthfully, being active, getting adequate rest, and having good mental and physical health. A healthy body weight is the weight that your body achieves and maintains when you take care of yourself in all of these ways. By "optimizing performance" in each of these areas, your body can maintain a healthy proportion and distribution of body fat, meaning you will be at a "healthy weight," regardless of the number on the scale. A healthy body can take you where you want to go.

# The Four "Keys"



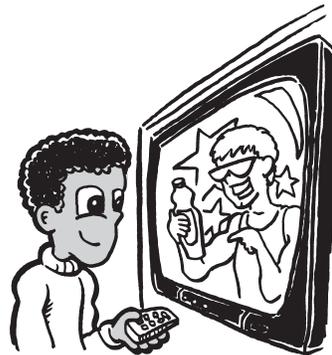
## #3 The Key of Direction



### ***Lesson 5 - Topic: Influences on Nutrition/Physical Activity Choices and Behavior***

#### **On the Road Trip of Life: What's Your Itinerary? What are your Potholes, Detours, and Scenic Rest Stops?**

The road to wellness is filled with obstacles and detours as well as smooth roads and shortcuts. Positive influences, or motivators, help us along the way. We need to maximize their impact on our eating and activity choices. Negative influences are barriers to good health. We need to minimize their impact. We must clearly see these motivators and barriers along our way and recognize how they influence our progress so we can proceed in the direction we want to go.



### ***Lesson 6 - Topic: Effects of Advertising on Nutrition/Physical Activity Choices***

#### **Outsmart those Smooth Talkers: Save your money, your health, and your self-respect**

The road to wellness is lined with flashing billboards enticing us to purchase many products. The majority of these products are high-calorie, low-nutrient choices. We need to lessen the negative impact of advertising, so we can make healthy choices that take us in the direction of wellness. In addition to advertising, our use of various media affects our eating and activity choices and behaviors, primarily due to the huge amount of time we spend with media. Although media can be a source of information, we must minimize its negative effects by limiting our exposure and practicing healthy eating and activity behaviors.

## The Four "Keys"



### #4 The Key of Action



#### ***Lesson 7 - Topic: How to Design a Personal Nutrition Plan*** **"Filler-Up" with Premium Fuel:** **Don't Run on Empty, Enjoy Regular Pit Stops**

Now is the time to take action. You know what eating behaviors and food choices will help you reach wellness and which ones are preventing you from reaching that destination. You have determined how ready you are to take action and have selected areas you want to make changes in. You are ready to set goals and create a realistic action plan. Knowledge is power, power to take you where you want to go. But, knowledge without action is only potentially powerful. Take action! "Filler-up" with premium fuel. It's time for the "tire to hit the street" and be on your way to a lifetime of wellness!



#### ***Lesson 8 - Topic: How to Design a Personal Fitness Plan*** **Don't Park It! Start Your Engine!** **Take Yourself Where You Want to Go**

Now is the time to take action. You know what activity behaviors and fitness choices will help you reach wellness and which ones are preventing you from reaching that destination. You have determined how ready you are to take action and have selected areas you want to make changes in. You are ready to set goals and create a realistic action plan. Knowledge is power, but knowledge without action is only potentially powerful. Take action! Start your engine! Take yourself where you want to go. Destination: Wellness.

# Using the Tool Kit

## Planning and Preparing to use the Tool Kit

This Tool Kit contains eight lessons, which meet the national standards for health education in nutrition for high school students. The kit can be used by health teachers, school nurses and health educators, Family and Consumer Science teachers, coaches, and others. These lessons can supplement textbooks already in use, but no other textbooks are required to teach the lessons, as the content is complete and fully referenced. Teachers with minimal background in nutrition will find the information complete and suggested resources are listed for additional information. Lessons can continue to be current and contemporary by accessing the most up-to-date news and information as suggested within each lesson.

Lesson topics relate to each other and flow from beginning to end, and yet lessons can stand alone. The first two lessons relate well to all areas of health education and may work well early in the semester even if the remaining lessons are completed later. These lessons teach students how to use the Internet for accessing information and how to use the scientific inquiry process. The overall content of the first two lessons may be a review from other classes; however in this curriculum they are presented from the perspective of nutrition.

The eight lessons are interactive and include a variety of hands-on activities. Students are responsible for their own learning via opportunities for discovery learning, with the teacher acting as a facilitator. A unique and popular feature of the Tool Kit lessons is the inclusion of student assignment options for before, during, and after class. The lessons also have a flexible design allowing for different lengths of classes and/or use in one or more class periods.

### Why a “Tool Kit”?

### Teachers need “tools” for building “responsible drivers”

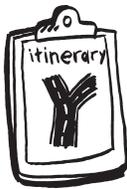
- clear focus for instruction  
(destination = healthy students able to make smart choices)
- flexibility and choices for lesson components (itinerary with trip options)
- knowledge and facts, plus access to more information  
(a road map to follow)
- strategies for teaching that promote active student participation and application of lesson content  
(giving students the “keys” rather than being the chauffeur; giving students opportunities to use the information inside and outside of class, “test drives” and “take the wheel” assignments)
- resources for teaching (tool kit and spare tires)

## Toolkit lesson components:



### Learning objectives = **Destination**

Each lesson lists one overarching goal and 3 clear and achievable objectives. The national health education objectives covered in the Tool Kit are listed in the next section beginning on page 11.



### Teaching Plan = **Itinerary/Teaching Road Map**

Lessons include three “trip” options:

- A “shortcut” lesson that goes over the essentials in a brief 30 minute period.
- A standard lesson that can be completed in one regular 45-50 minute class period.
- An extended version that can take a longer block period or two class periods totaling approximately 90 minutes.

The overall plan for the lesson is the Teaching Road Map, which includes everything from pre-class assignments through the lesson plan to take-home assignment options.



### Teaching Materials List/Advance Preparation = **Packing for the Journey**

A list of advance preparations and teaching materials needed is provided at the beginning of each lesson.



### Pre-Class Assignment = **Learner's Permit**

Every lesson includes a suggested pre-class assignment. The lesson can be done without using the assignment, but it is highly recommended. This assignment accomplishes several purposes: It gets students to think about the topic, it provides material for in-class discussions and activities, and it personalizes the topic for the student. In some cases this assignment can be done at the beginning of class (in extended periods). To assure completion of the assignment it might be necessary to assign credit. The assignment would not need “grading,” but a recording of completion, which earns a designated number of points.



### Introduction = **Put the Key in the Ignition**

The introduction to each lesson is a warm-up, designed to get students to think about the topic: What do they already know? What are their opinions? The introduction might introduce them to some interesting statistics or facts about the topic. Sometimes the results of the pre-class assignment are discussed as part of the introduction, otherwise they are discussed as part of Driver's Ed or a Test Drive (see next page).



Body = **Driver's Ed**

The main content of the lesson is covered in a lecture/discussion format with the aid of power point slides or overhead transparencies, as well as suggested visual aids. Information is provided in a format that can be used as a teaching script with easy to read bold print and less critical information in regular print.



In-Class Activity = **Test Drive**

Every lesson has one or more in-class activity options for students to experience hands-on application of the information presented. These activities can be done individually, in small groups, or as a class. All activities encourage critical thinking skills and decision making. Students evaluate web sites, design mini research studies, self-evaluate their body image and eating issues, play an eating disorder game, race to calculate energy differences, write slogans for positive influences, analyze advertising strategies, debate ways to reduce media influences, and practice goal setting. One or more handouts are provided to assist in completing the in-class activities.



Conclusion = **Take the Keys**

Lessons are summarized and reviewed with a brief look at the key points covered.



Take Home Assignment = **Take the Wheel**

Every lesson has a take-home handout that opens with a description of the key they received in that lesson. Several options of follow-up activities are listed that provide a variety of experiences for students with varying interests. Options include ideas for further study, discussion starters, food experiences, service projects, school/community activism, communication experiences, self-evaluation, and more. Teachers who choose to use these assignments can select which option they want students to complete or allow students to self select. More specific instructions can be provided, and teachers can designate how much credit the assignment receives.



Assessment = **Driver's Test**

A short 5-item multiple-choice assessment is included with each lesson. These questions can be used as a quiz at the end of the lesson or be incorporated into a unit quiz or test, as desired. Answers are provided. If the lesson is not taught in its entirety, all of the information covered by the questions may not have been taught.



Resources = **Spare tire**

Each lesson has a listing of further reading for the teacher, a list of web sites for reference, and a listing of videos and other supplemental teaching resources. All videos listed have been reviewed for currency and content accuracy.

A CD is included with the Tool Kit containing Power Point files of slide shows and overhead transparency masters.

# National Health Education Standards

- #1 Students will comprehend concepts related to health promotion and disease prevention.**  
Beginning in lesson 2, with an introduction to the scientific inquiry process, students use critical thinking skills to understand nutrition and fitness concepts to achieve wellness and avoid disease.
- #2 Students will demonstrate the ability to access valid information and health-promoting products and services.**  
The focus of lesson 1 is on accessing valid information and this knowledge is utilized in each subsequent lesson as students complete activities and assignments requiring them to research topics.
- #3 Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.**  
All lessons in the Tool Kit promote the practice of health-enhancing behaviors, including avoiding a negative body image and disordered eating in lesson 3, learning what health behaviors help maintain a healthy weight in lesson 4, and nutrition and fitness behaviors in lessons 7 and 8.
- #4 Students will analyze the influence of culture, media, technology and other factors on health.**  
Lessons 5 and 6 focus on these influences on nutrition and physical activity behaviors.
- #5 Students will demonstrate the ability to use interpersonal communication skills to enhance health.**  
All lessons provide opportunities in class discussions and activities as well as pre and post class assignments to use interpersonal communication skills to enhance health.
- #6 Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.**  
Goal-setting is the focus of lessons 7 and 8 as students create personal nutrition and activity plans. Decision-making activities are included in all lessons as students discern credible information from misinformation, fact from fallacy, identify negative behaviors, determine their healthy weight, and critically analyze outside influences on behaviors, such as the influence of advertising.
- #7 Students will demonstrate the ability to advocate for personal, family and community health.**  
Many opportunities for advocacy are included in both in-class and after-class activities including debates and health education campaigns.



## Teaching Resources

Each lesson includes a section titled: "Spare Tire" that lists lesson specific resources for the teacher. The list that follows is a general list of resources with information on how to obtain. Several of these items are included with the Tool Kit.

### Curriculums:

**"Jump Start Teens"** is a curriculum developed by California Project LEAN and is available as a PDF file at: [www.californiaprojectlean.org/consumer/lesson.html](http://www.californiaprojectlean.org/consumer/lesson.html). Click on icon for "Jump Start Teens." A window will open describing the program. Click on the word lessons to link to a list of lessons. Each one can be downloaded separately.

**Generation Fit: Today's Generation Advocating for Good Health** is an Action Packet for community action/service projects that focus on nutrition and physical activity for youth aged 11-18. Order from: American Cancer Society, 1599 Clifton Road NE, Atlanta, GA 30329, 1-800-ACS-2345.

**Pyramid Plus: A Star-Studded Guide to Food Choices for Better Health** is a nutrition education program for teens based on the Food Guide Pyramid. Available from the Oregon Dairy Council: [www.oregondairycouncil.org](http://www.oregondairycouncil.org).

**YourSELF** is a middle school nutrition education curriculum developed as a TEAM Nutrition, USDA project. TEAM Nutrition schools will have copies. Copies can be ordered from the National Food Service Management Institute: [www.nfsmi.org](http://www.nfsmi.org) or call 1-800-321-3054.

**Exercise Your Options** is a Food Choice and Activity program for middle school students from the Dairy Council of California: [www.dairycouncilofca.org](http://www.dairycouncilofca.org).



## Teaching Resources

### General Resources:

***Dietary Guidelines for Americans (5<sup>th</sup> edition)*** is the most recent edition of the Dietary Guidelines. Publication #147-G. Order from the Federal Consumer Information Center: 1-888-878-3256.

***Food Guide Pyramid Posters and Tear Pads*** are available from the National Cattlemen's Beef Association: [www.teachfree.com](http://www.teachfree.com) or [www.beef.org](http://www.beef.org) or [www.beefnutrition.org](http://www.beefnutrition.org).

***Food Guide Pyramid – Activity Pyramid – 10 Tips to Healthy Eating and Physical Activity for You Poster*** available from USDA and USDHHS.

***Activity Pyramid Posters*** from Park Nicollet Health Source, can be ordered at [www.healthsource.org](http://www.healthsource.org) or 1-800-372-7776.

***Food Models and Comparison Cards*** show portion sizes and nutrient compositions of commonly-eaten foods. Available from the National Dairy Council: [www.nationaldairyCouncil.org](http://www.nationaldairyCouncil.org).

***Think Your Drink Posters*** and duplicating masters compare the nutrient compositions of 8 popular beverages. Available from the National Dairy Council: [www.nationaldairyCouncil.org](http://www.nationaldairyCouncil.org).

***Sports Nutrition Pyramid*** is a handout linking nutrition for fitness. Available from the National Dairy Council: [www.nationaldairyCouncil.org](http://www.nationaldairyCouncil.org).

***“What’s Normal Supposed to Look Like, Anyway?”*** are teen body image posters available from the Oregon Dairy Council: [www.oregondairyCouncil.org](http://www.oregondairyCouncil.org).

***5-A-Day Posters*** are available from [www.shop5aday.com](http://www.shop5aday.com) or 1-888-391-2100.

## About the Author and Artists:

**Barbara J. Mayfield, MS, RD**, wrote the eight lessons and created the Power Point files for the Tool Kit. Barb is a Registered Dietitian and Nutrition Educator specializing in early childhood nutrition, nutrition education, resource development, and staff training. She has authored curricula and textbooks ranging from preschool age through college. She is founder and president of Noteworthy Creations, Inc., and teaches part-time at Purdue University. At Purdue, she teaches foods and nutrition majors how to effectively communicate nutrition information to the public. She has also taught introductory nutrition to non-majors.

**Jeannie Byers** created the graphic design for the Tool Kit. Jeannie is a graduate of Purdue University. A freelance designer and business owner, she is also a landscape designer. Jeannie has designed project curricula for 4-H, and enjoys working with businesses and organizations in the Lafayette, Indiana area.

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# Destination: Wellness

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