TEEN CURRICULUM

ADDITIONAL LESSONS
PUBLIC SPEAKING

Did you know that public speaking is Americans’ #1 greatest fear? Teens can practice public speaking by running through a Culinary Camp lesson in front of their peers.

KEY OBJECTIVES

- Help teens become comfortable talking in front of a large group
- Practice public speaking with peers

LESSON PLAN IDEAS

This activity is a great tool if you’re training teens to lead a Culinary Camp lesson. Try encouraging teens to teach sections of the lesson first, with a goal of teaching an entire lesson (with adult support, as needed).

 DETAILS

- 60 min

MATERIALS NEEDED

- Culinary Camp Lesson Plans

SOURCES


NOTES
Teen Curriculum
PUBLIC SPEAKING

instructions:
• **Start by gauging everyone's comfort with public speaking:** ask the group to hold up the number of fingers that describe how they feel about talking to large groups (1 = “public speaking is awful”, raise all 5 fingers if you love public speaking). This is a quick way to check in with the group as a starting point.
• Next, review the **5 tips for public speaking.**

1. **BODY LANGUAGE MATTERS**
   Your physical behavior can help convey or express information, and help you feel and look more confident. 
   **A)** Stand with your head up, shoulders back, with your feet shoulder-width apart. Avoid crossing your legs or leaning on something that could make you unsteady. If you feel fidgety, try putting your hands in your pockets or holding your hands in front of you. 
   **B)** Use hand gestures to emphasize key points. When you stand with confidence, you tend to speak with confidence.

2. **SLOW DOWN, SPEEDY**
   It's natural to talk fast when you're nervous. If you find yourself speeding through your lesson, take a deep breath. Speak clearly, and enunciate your words. Take a pause during key moments to help emphasize an important point. You can also slow down by engaging the audience. Try asking questions or encouraging their participation in an activity.

3. **MAKE YOUR VOICE HEARD**
   Whether you’re in a big auditorium or a classroom, you need to make sure everyone can hear you. You don’t need to shout, but make sure you speak up and project your voice.

4. **PRACTICE, PRACTICE, PRACTICE**
   How you present yourself is one thing, but you also need to know your stuff. Try practicing with a close friend, in front of a mirror, or alone in a quiet room. The more you practice, the more comfortable you’ll become with the material.

5. **HAVE FUN!**
   Most importantly, have fun! If you look and sound relaxed and comfortable, the audience will too.

• **Time to practice!** Break the group into small groups of 2-3: each group will present a lesson from the Culinary Camp guide. Ask each group to choose a lesson. Each group will have 15 minutes to read through the lesson and plan how they will present the lesson to the large group.
• **Have each group come upto the front and present their lesson.** Encourage the other groups to listen and provide feedback at the end. Did they nail all five tips? Are there areas where they can improve?

Tip:
Want to mix it up? Have teens choose a lesson plan and have them draw a name/theme from a hat (news anchor, teacher, drill sergeant, etc.) to present their lesson as a different person. This added twist helps take the pressure off, and not take themselves too seriously.
READING FOOD LABELS

This lesson encourages teens to take a closer look at the nutrition label and decode what they’re reading. Learn what to look for on a label to make healthier choices.

KEY OBJECTIVES
• Feel more comfortable reading nutrition labels to make informed food choices
• Learn how to interpret calorie counts, serving sizes, and nutrients’ % of daily value

LESSON PLAN IDEAS
This activity is more fun with real food so people can snack throughout the lesson, but empty packages work too.

DETAILS

MATERIALS NEEDED
• Various food packages with nutrition labels
• Paper bowls, one per participant
• Measuring cups (optional)
• Spoons (optional)
• Markers

SOURCES
• Adapted from the FDA’s Labeling Nutrition https://www.fda.gov/downloads/Food/IngredientsPackagingLabeling/LabelingNutrition/UCM410659.pdf
• www.fda.gov/nutritioneducation

Tip:
Grab a mix of healthy and not-so-healthy snacks. Think cereal, popcorn, pretzels, cookies, trail mix, potato chips, etc.
If your target calorie count is 2,000 calories per day, an easy rule-of-thumb is 40 to 400; 40 is low, and 400 is high. Tip: Challenge each group to create a theme song or jingle to remember “40 to 400” and ask everyone to share their songs.

Ask each group to look at their labels. What items were low? High? Within the range?

Review Percentage Daily Value (%DV). %DV is used to describe the amounts of nutrients recommended for you to eat each day. The percentage listed on the label tells you how much of a nutrient is in one serving of food. Use this rule of thumb: 5 %DV is low, 20 %DV is high.

Make a list (or note cards) of typical nutrients listed on a label:

<table>
<thead>
<tr>
<th>Nutrient</th>
<th>(+)</th>
<th>(-)</th>
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<tbody>
<tr>
<td>Sodium</td>
<td></td>
<td>(-)</td>
</tr>
<tr>
<td>Saturated Fat</td>
<td>(-)</td>
<td>(+)</td>
</tr>
<tr>
<td>Vitamin A</td>
<td>(+)</td>
<td></td>
</tr>
<tr>
<td>Cholesterol</td>
<td>(-)</td>
<td>(+)</td>
</tr>
<tr>
<td>Iron</td>
<td>(+)</td>
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<tr>
<td>Calcium</td>
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<tr>
<td>Fiber</td>
<td>(+)</td>
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<tr>
<td>Potassium</td>
<td>(+)</td>
<td></td>
</tr>
<tr>
<td>Vitamin C</td>
<td>(+)</td>
<td></td>
</tr>
<tr>
<td>Sugar</td>
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<td>(-)</td>
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Have the group sort the items into two categories: things to get less of and things to get more of. Note: the answers are indicated above with (+) for more and (-) for less.

Recap the end of the session with a few discussion questions:

- Where do you find the serving size on the label?
- Why is it important to read nutrition labels?
- What should you consider when counting about the calories on a nutrition label?
- On average, how many calories should you consume in one day?
- Name 3 nutrients to get more of and 3 to get less of.

Encourage students to test what they learned by looking at the labels from at least two foods over the next week.
SUMMER FOOD SAFETY

Test teens’ knowledge of summer food safety by taking a true-false quiz. An Activity Sheet is included!

KEY OBJECTIVES
- Demonstrate knowledge of food handling and food safety during the summer.

LESSON PLAN IDEAS
This activity is more fun with real food so people can snack throughout the lesson, but empty packages work too.

DETAILS
- 20 min

MATERIALS NEEDED
- Pencils or pens
- Food safety quiz (printable Activity Sheet)
- Computers with internet access or printouts of information from the website listed below:
  Picnic Safety Tips (whatscookingamerica.net/picnic.htm)

SOURCES

directions:
1. Ask students what they and their families do when preparing food for a picnic. Tell students they will check their knowledge about summer food safety by taking a short quiz.
2. After students have completed the quiz, divide the class into pairs to exchange worksheets and check each other’s answers using information from Picnic Safety Tips (whatscookingamerica.net/picnic.htm).
FOOD SAFETY QUIZ

Read each statement below.
Circle True if you think the statement is true. Circle False if you think the statement is false.

1. You do not need to wash your hands before preparing food.
   True   False

2. Do not put cooked food on the same plate that held raw meat or fish.
   True   False

3. Put cold drinks in a cooler separate from meat or fish.
   True   False

4. A partially packed cooler does not need extra ice to keep a cold temperature.
   True   False

5. A container of potato salad sat in a cooler without any ice for a couple of hours.
   The potato salad is OK to eat.
   True   False

6. You can partially grill chicken at home, then finish cooking it later at the picnic.
   True   False

7. Pack raw meat, fish, or chicken at the top of a cooler.
   True   False

8. Pack perishable picnic food right from the refrigerator.
   True   False

Exchange papers with your partner.
Give 1 point for each correct answer.
BUDGET GROCERY SHOPPING

This interactive game teaches teens how to shop for healthy meals on a limited budget by having students plan a meal.

KEY OBJECTIVES

• Teens will learn how to shop for a healthy meal on a limited budget.

LESSON PLAN IDEAS

This is a great activity to follow the “Reading Nutrition Labels” (page 4) activity.

DETAILS

30 min

MATERIALS NEEDED

• Budget Grocery Shopping Activity Sheet (page 9-10)
• Pens or pencils

SOURCES

• Adapted from https://www.shfb.org/docs/drives/GroupActivity.pdf

ADDITIONAL SOURCES

• https://www.healthyeating.org/Schools/Classroom-Programs/Nutrition-Lesson-Plans-for-Teens
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BUDGET GROCERY SHOPPING

instructions:

1. **Introduce the lesson by asking students if anyone uses a budget.** What is it? Why is it important to have a budget? Discuss as a class.

2. Inform students that they’ll be learning how to build a budget by **planning a meal** and “shopping” for healthy foods.

3. Have students work together in groups or individually to **plan breakfast** for a group of 4 friends that costs $15 or less.

4. Use the **sample Breakfast Foods menu** (page 10) (or make/add your own) to create a meal plan within the $15 budget. Encourage students to make healthy choices. Reference MyPlate for guidance. [https://www.choosemyplate.gov/ten-tips-build-healthy-meal](https://www.choosemyplate.gov/ten-tips-build-healthy-meal)

5. **Add up the totals** in the Budget Grocery Shopping ACtivity Sheet (page X). Use the budget worksheet to add up your total grocery bill.

6. To give your students insight into what a healthy and nutritious meal looks like, **points are awarded for every healthy item.** Ask students to award themselves one point for each item their menu includes:
   - One dairy item
   - Two fruits and/or vegetables
   - One whole-grain item
   - A food that is high in fiber
   - A food that is high in protein

7. **Discuss as a class:** what surprised you about this activity? What are some ways you can save money while eating healthy?

**What is a budget?**

A budget is a plan that shows how much income you will have, how much money you will spend, and how much money, if any, will be left over. It is an important tool for saving and investing money because it helps you stretch your money, save for things you cannot afford to buy right away, and can show you where to cut down on buying things you don’t really need.
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BUDGET GROCERY SHOPPING

Sample Breakfast Food Menu

- **Corn Flakes and 2% Milk**
  - $5.00
  - 12 servings

- **Eggs**
  - $1.25
  - 12 servings

- **Turkey Sausage Links**
  - $3.75
  - 4 servings

- **Yogurt and Strawberries**
  - $5.99
  - 4 servings

- **Frozen Waffles**
  - $3.75
  - 4 servings

- **Eggs**
  - $1.25
  - 12 servings

- **Turkey Sausage Links**
  - $3.75
  - 4 servings

- **Oranges**
  - $1.75
  - 8 servings

- **Doughnut**
  - $1.00
  - 1 serving

- **Whole-Wheat Bagels**
  - $2.75
  - 6 servings

- **Whole-Wheat Toast with PB and Banana**
  - $1.20
  - 1 serving

- **Cinnamon Rolls**
  - $2.99
  - 6 servings

- **Toaster Pastries**
  - $2.20
  - 8 servings

- **Fruit and Cereal Bars**
  - $3.96
  - 8 servings

- **Whole Wheat Bagels**
  - $2.75
  - 6 servings

- **Doughnut**
  - $1.00
  - 1 serving

Leak Protein

High Fiber

Photos provided by freedigitalphotos.net
# BUDGET GROCERY SHOPPING

## budget breakdown:

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