

## **The Newspaper Link to Literacy and Healthful Living**

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**Second Edition produced October 2005**

# The Newspaper Link to Literacy and Healthful Living



According to the NC Standard Course of Study, “the Healthful Living Education program promotes behaviors that contribute to a healthful lifestyle and improved quality of life for all students.” Healthful Living includes two components, health and physical education and supports the integration of both in other subject areas. This curriculum, *The Newspaper Link to Literacy and Healthful Living*, focuses on the development and application of literacy skills to health content that appears in print and online newspapers and presents one model for integrating health education into other subject areas through the most current and readily available informational texts, daily and community newspapers.

## Getting Acquainted with Newspapers

Before beginning with newspapers, teachers should survey students to find out if they’ve used newspapers before in their classrooms. Students who have not should spend time becoming familiar with the organization of the newspaper and students with a working knowledge of newspapers need to learn how to spot health coverage. For example, teachers should point out that newspapers are divided by sections and labeled (A, B, C etc), and page numbers refer to the sections (A1, A2, A3, B1, B2, B3 etc.) Sections also carry content labels such as Sports, Local and Editorial. Items such as comics, weather and editorials run in the same location each day so that readers can easily find them. The front page index also assists readers in finding specific content. Some newspapers use “skyboxes” above the name of the newspaper on the front page to lead readers to stories inside the newspaper. The glossary and labeled pages in the Appendix of this curriculum guide define front and editorial page terms, such as dateline, byline and letter to the editor.

The first section of this curriculum provides activities that will acquaint students with newspapers. They will learn how to use section headings called “flags,” indexes, headlines, photos and graphs and distinguish facts, interpretation and opinion. They will identify sections that raise health questions, such as Food sections that run in Wednesday or Thursday newspapers, and local and syndicated writers whose health columns appear in their newspaper. Students will learn when (day of the week) and where (section of the paper) the sections and columns devoted to health appear. They will distinguish between and use both news/editorial and advertising content.

Because of the central importance of health in everyone’s life, newspapers and other media cover health heavily, devoting considerable time and space to the subject. The more familiar readers become with the paper, the better they will be at spotting health topics and identifying columnists and other writers who cover health.

## Ordering Newspapers

Teachers should determine the extent of health coverage in their newspapers before ordering them for classroom use. For example, teachers may choose to order newspapers on the day of the week when the Health or Food sections appear. Teachers who order newspapers for classroom use generally order a class set so that each student has a copy. To order newspapers, they should contact the person who manages the Newspaper in Education program or the circulation manager or publisher. Newspapers offer schools a reduced rate or sponsored copies for any newspapers ordered in bulk. Teachers should order at least two weeks in advance. Many coordinate orders with others who teach at their grade level or school. Staffers who work in the office or others who open the



school doors should be told to expect newspaper bundles and advised on how to get them intact to the teachers who ordered them. Students often assist their teachers by carrying bundles to classrooms on newspaper days.

## Assessment

Health assignments involving newspapers can be scored. The scoring may be based on students' completing the assignments and answering questions correctly. Information gained from reading the newspaper can be included on tests. Teachers often award points for completion of projects, and projects can include newspaper content. Students may also keep logs in which they summarize what they read about health in the newspaper and state how that information can benefit them and others. Logs provide teachers with opportunities to evaluate student writing and give feedback. Broad-based school efforts to address health issues often require students to keep track of what they eat and how much they exercise. The Appendix includes a sample log. Similar logs can be used to help students evaluate their relationships (social and emotional health) in and out of the classroom and develop their ability to work together effectively.

Students should fill in the calendar during selected weeks throughout the year and compare their first weekly log with their last log and consider whether their eating and exercise habits improved over the year. Students should be applauded for any improvement in eating well-balanced meals, no matter how small. For example, teachers can give away pencils or healthy snacks as rewards. Ultimately, students' behaviors are the measure of success for any health initiative, so all health-related activities can be evaluated best by having students assess their own behavior.

Students can also keep track of health information on calendars. For example, teachers may ask students to identify news/editorial content and advertising that enables them to make better choices.

In April 2005, the U.S. Department of Agriculture announced that the latest nutritional guidelines provide for twelve, personalized food pyramids to replace the single food pyramid adopted in 1992. Details were published on the Web site: [www.mypyramid.gov](http://www.mypyramid.gov). The site explains the different food groups and offers tools to help individuals assess and plan their eating and exercise. Look for MyPyramidPlan and MyPyramid Tracker on the front page of the Web site. Both aid with planning and assessment. The Web site provides a variety of assessment tools.

## More Tips for Teachers

- In some way, help students differentiate between news/editorial and advertising content. Give directions, such as: Cut out examples of each, news/editorial and advertising. Cut out all advertising from a section or the entire newspaper, have students see the size of the hole and explain that advertising dollars pay for most of the newspaper. Talk about the purpose of advertising (to sell or promote, written for or by the advertiser) and news (to inform) and editorial (to stimulate discussion and advocate for or advise against certain actions, written by professional journalists at the newspaper). Have students spot ads placed by readers in classifieds and opinions offered by readers in letters to the editor and columns.



- When choosing health content, be sensitive to the age group with whom you are working. Before handing out newspapers and making an assignment, spend a few minutes reading headlines and subheadings to make sure the article, column or advertisement deals with a topic you want to explore with your students. Don't assign in-depth reading of an article without knowing its main idea. Don't assume the top story on the front page (or on the front page of sports, food or health sections) should be the focus.
- Deal with the current news and editorial content first. Get the news value from the newspaper on the day it arrives. Features and columns can be saved for later use.
- Be flexible. Look for the teachable moment. Work with the strongest content in any day's newspaper. Match the activity with the content.
- To complete activities, encourage younger students to use the visual aids that newspapers provide, such as photos, illustrations and large type and high interest sections, such as comics and sports.
- Have students reduce the number of pages they must manage by pulling out sections they will use in class and setting aside the rest.
- Encourage younger students who have difficulty keeping the newspaper together to staple the corners of sections or the entire paper.
- Use the newspaper for activities that involve students in creating visual displays. Once newspapers are read, have students cut them up, and use the content to complete projects. Use the projects to assess whether students understand health topics and/or basic language skills.
- Use newspapers to integrate subjects. Take advantage of opportunities to reinforce math skills when having students shop for food and other items, social studies when teaching about relationships, and science when considering medical research and career-technical when evaluating health careers.
- Create a Health in the Newspaper Center. Refer students to that center for free reading, assigned activities or activities for extra credit. The center may focus on activities that show the integration of health with other subjects (scientific research about foods and medicines or social and economic costs of disease or poor health habits) or the center can be used to help students become familiar with the sections of the newspaper that carry health information. In the Appendix, see the sketch of a Health in the Newspaper Center.
- Promote the reading habit at home and school. Allow students some free reading time with the newspaper. Send newspapers and activities home for students to share with their families. Let families know you are working with newspapers as part of an initiative to make students aware of good health practices and develop their language skills.
- Encourage students to make connections between what they read in the newspaper and their own lives and see ways that people's health, individually and collectively, affects social, political and legal systems.



## North Carolina Standard Course of Study (NCSCS)

Because this curriculum focuses on the integration of health and literacy, the Table of Contents identifies goals from the Healthful Living and English/ Language Arts sections of NCSCS that apply to the activities. Goals in other subject areas also apply but are not listed. To access the North Carolina Standard Course of Study, click on curriculum at [www.ncpublicschools.org](http://www.ncpublicschools.org). The Table of Contents of this curriculum refers to the twelve competency goals that define Healthful Living:

- To direct personal health behaviors in accordance with own health status and susceptibility to major health risks.
- To apply the skills of stress management to the prevention of serious health risks for self and others.
- To interpret health risks for self and others and corresponding protection measures.
- To apply relationship skills to the promotion of health and the prevention of risk.
- To apply behavior management skills to nutrition-related health concerns.
- To choose not to participate in substance use.
- To achieve and maintain an acceptable level of health-related fitness.
- To exhibit a physically active lifestyle.
- To demonstrate an understanding and respect for differences among people in physical activity settings.
- To demonstrate responsible personal and social behavior in physical activity settings.
- To participate successfully in a variety of movement forms and gain competence towards lifetime physical activities.
- To demonstrate a competent level of physical activity, sport, and fitness literacy.

Throughout North Carolina's English/ Language Arts curriculum, teachers are encouraged to have students make personal connections. This health curriculum encourages students to question choices they make. The Table of Contents refers to other goals from the English/ Language Arts curriculum, summarized below:

**Expressive:** To use language to express individual perspectives drawn from personal or related experience and in response to personal, social, cultural, and historical issues.

**Informational:** To explore, analyze, synthesize, use and evaluate information from a variety of sources.

**Argumentative:** To examine the foundations, refine the understanding and use of argument.

**Critical:** To use and refine critical thinking skills and create criteria to evaluate text and multimedia.

**Literary:** To respond to various literary genres using interpretive and evaluative processes.

**Grammar and Language Usage:** To apply conventions of grammar and language usage.

*Special thanks to Michele Wallen, health consultant, NC Department of Public Instruction, and Dr. Cynthia Balik, Professor of Eating Disorders, UNC-CH for their close reading and evaluation of this curriculum.*





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52. Cause and Effect	Preparatory	Informational



## Health Strands

## ELA Goals

### Nutrition

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60. A Plate Filled with Good Food	Nutrition/Weight Management	Informational
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65. Snack for Good Health	Nutrition/Weight Management	Informational
66. Party Foods	Nutrition/Weight Management	Expressive, Informational
67. Feeding a Family	Nutrition/Weight Management	Expressive, Informational, Critical
68. Comparing Costs	Nutrition/Weight Management	Informational, Critical
69. Healthful Choices	Nutrition/Weight Management	Informational, Critical
70. Shopping Wisely	Nutrition/Weight Management	Expressive, Informational, Critical
71. Shopping Aisles	Nutrition/Weight Management	Informational
72. Thoughtful Choices	Nutrition/Weight Management	Expressive, Informational, Argumentative
73. A Good Food Story	Nutrition/Weight Management	Informational
74. Wants and Needs	Nutrition/Weight Management	Expressive, Informational
75. Appealing to the Senses	Protecting Self/Others Nutrition/Weight Management	Informational, Critical
76-77. Nourishing the Body (2 pages)	Nutrition/Weight Management	Informational
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79. Foods in Season	Nutrition/Weight Management	Informational
80. Recipe Analysis	Nutrition/Weight Management	Expressive, Informational
81. Nutrition Labels	Nutrition/Weight Management	Informational
82. Recipe Rewrite	Nutrition/Weight Management	Expressive, Informational
83. Restaurant Ads	Nutrition/Weight Management	Expressive, Informational

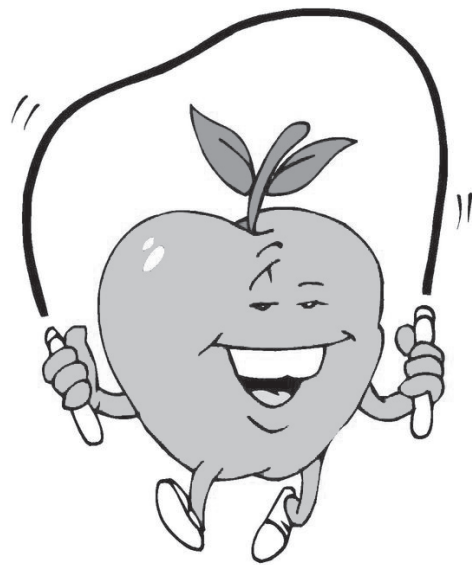




	<b>Health Strands</b>	<b>ELA Goals</b>
<b>Evaluating Advertisements</b>		
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85. Promotion and Advocacy: Fitness and Sports	All	Expressive, Informational
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90. Exercise Pyramid	Fitness, Sports Literacy	Expressive, Informational
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92. Activities I Enjoy	Personal Fitness, Healthful Lifestyles	Expressive, Informational, Critical
93. Why I Choose Activities	Personal Fitness, Sports Literacy	Expressive, Informational, Critical
94. Safety in Sports	Social Wellness, Sports Literacy	Informational
95. Rules for Sports	Social Wellness, Sports Literacy	Expressive, Informational
96. Good Sportsmanship	Social Wellness, Sports Literacy	Expressive, Informational
97. Resolving Conflicts	Social Wellness, Sports Literacy	Expressive, Informational
98. Diversity in Fitness and Sports	Diversity, Sports Literacy	Expressive, Informational
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104. Personal vs. Public	All	Informational
105. Health Care	All	Informational, Argumentative
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<b>Appendix</b>	<b>Pages</b>	<b>Activity Number</b>
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Labeled Editorial Page	A2	Intro
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Bingo Card: Photo Scavenger Hunt	A11	1
Bingo Card: Different Faces of Emotion	A12	31
Restaurant Ads (Web Site Information)	A13	87
<b>Bibliography</b>		



# Getting Started with the Newspaper

# Photo Scavenger Hunt



**Directions:** Locate the items shown in newspaper photos, ads and illustrations. Check off items as you find them and/or write their numbers on the newspapers.

1. A healthy snack
2. A favorite vegetable
3. A food rich in complex carbohydrates
4. A food your family enjoys
5. A food associated with another country
6. Someone resting
7. Someone exercising
8. Items used for cleaning your body or your teeth
9. Someone expressing happiness
10. Someone expressing sadness or sorrow
11. People who are getting along
12. Item used to keep people safe
13. Article of clothing that protects from the weather
14. Harsh weather condition
15. A family
16. Firefighter, policeman or another person who helps in emergencies
17. A doctor, nurse or other person who works in a health field
18. Something to say “no” to
19. An item that you both want AND need
20. A picture that makes you want a sugary, salty or fatty food
21. A medicine
22. Someone participating in an activity you enjoy
23. Someone participating in a team sport
24. Someone in another country whose health or safety is at risk

**Follow-Up:** Over time collect the items in a scrapbook or display them around the room. Or fill in the Bingo card on page A11. Have a classmate who finds an item sign his or her name in the space.

# Health Scavenger Hunt



**Directions:** To prove that health makes news, find the items listed below. Look for other health related stories, columns, ads and features and add those to the list. You may work in groups to find the items or discuss what you find in groups.

1. Someone with a health problem
2. A risky behavior
3. A place where health and safety are issues
4. A columnist who answers questions about health
5. A person asking for advice about health issues
6. An ad for a health product or program
7. A person who is physically fit
8. Someone who works in a health career
9. A help wanted ad for a health professional
10. A stock listing for a pharmaceutical or other company that sells health goods and services
11. A restaurant ad
12. A grocery ad that includes a favorite food item
13. A recipe that is low in calories and fat (and appeals to you)
14. A comic dealing with child/ parent relationship
15. A sports story involving an employee/ employer, such as player and coach or manager or coach or manager and owner
16. A story where the parties are attempting to resolve a conflict
17. An example of positive communication



# Grocery Scavenger Hunt



**Directions:** Take a trip to the grocery store and complete this scavenger hunt. Find and keep a list of the following:

1. Ten foods that have 5% fat or less (the recommendation of the American Heart Association).
2. Cereals that have 10 grams of sugar per serving
3. Two drinks with less than 10 grams of sugar per serving
4. Three foods that supply folate
5. Four sources of calcium
6. Two substitutes for something you eat now that is high in calories and fat
7. Three foods or snacks high in fiber

**Follow-Up:** Circle the ones you'd be willing to try.

# Fitness and Sports Scavenger Hunt



**Directions:** Search for sports and fitness information throughout your newspaper.

1. A sports score
2. A win-loss record
3. A word that indicates the team won
4. An action photo
5. A rule governing a sport
6. A local high school sports team
7. Reports on college teams in your state
8. An individual sport
9. An indoor sport
10. A favorite sports team (high school, collegiate, professional, national or international)
11. A personal sports hero
12. An achievement in sports
13. An inspirational quote from an athlete
14. An example of perseverance in fitness and sports
15. A game in which a team had to come from behind to win
16. A dispute involving sports players, coaches and/or owners
17. A reference to the owner(s) of a professional team
18. An activity other than sports that promotes fitness
19. An activity or business set up to encourage exercise
20. The salary of a professional player
21. A schedule of sporting events in your area
22. A sports columnist
23. A comic character involved in an activity involving fitness or sports
24. Two TV programs dealing with fitness and/or sports
25. Two jobs in classifieds involving fitness and/or sports
26. Two companies listed on Stock Market that buy or sell goods or services for fitness or sports
27. Ads aimed at people concerned with fitness and sports
28. Ads that promote or feature merchandise of area teams
29. Someone offering an opinion about sports on the editorial or opposite editorial pages of the newspaper
30. A fitness or sports activity about which you know a lot (You're an expert!)

**Follow-Up:** Look for similar items in other media, such as magazines or on Web sites. Share information that interests you with a classmate, friend or family member.

# What's in a Newspaper?



**Directions:** Find, cut and paste items in the boxes below or use bigger paper and label each item you cut. Try to identify items related to health in each of the sections.

<p><b>News</b></p> <p>The <u>headline</u> of a news story</p>	<p><b>Comics</b></p> <p>A <u>comic character</u> with a complaint</p>
<p><b>Sports</b></p> <p>The <u>face</u> of a sports player</p>	<p><b>Classifieds</b></p> <p><u>Something to buy or sell</u> that could affect someone's health</p>

**Follow-Up:** Explain how each item you chose relates to health.

# What's in a Newspaper?



**Directions:** Find, cut and paste items in the boxes below or use bigger paper and label each item you cut. Try to identify items related to health in each of the sections.

<p><b>Editorial/Opinion</b> A <u>letter to the editor</u></p>	<p><b>Advertising</b> <u>Something to buy or sell</u> designed to improve someone's health</p>
<p><b>Weather</b> The <u>temperature</u> in a city</p>	<p><b>Entertainment</b> The name of a <u>TV show</u> or <u>movie</u> showing at a theatre</p>

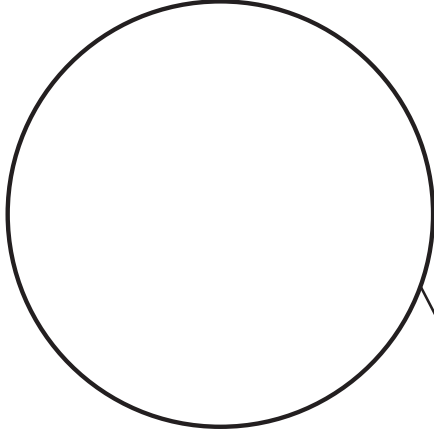
**Follow-Up:** Explain how each item you chose relates to health.

# Scanning for Health Content



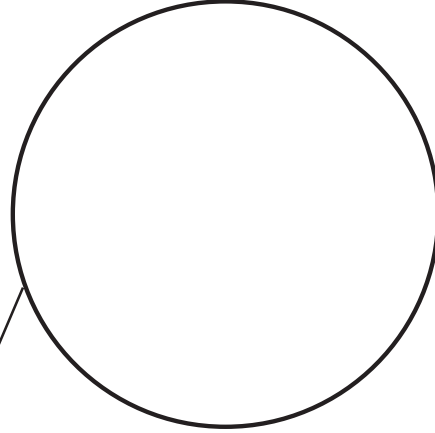
**Directions:** Find something about health in each day's newspaper.  
Look in different sections.

**Monday**



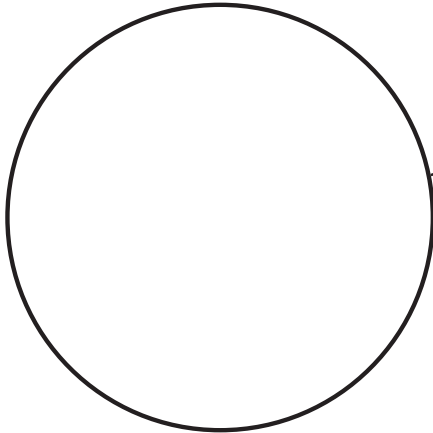
What section? \_\_\_\_\_

**Tuesday**



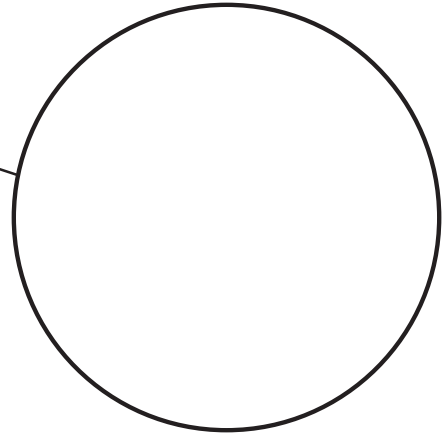
What section? \_\_\_\_\_

**Wednesday**



What section? \_\_\_\_\_

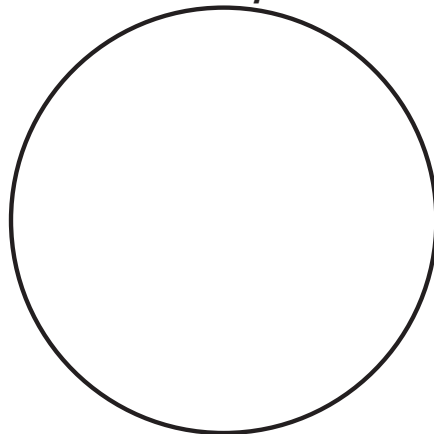
**Thursday**



What section? \_\_\_\_\_

**Health  
in the News**

**Friday**



What section? \_\_\_\_\_

**Follow-Up:** On which day(s) did you find health information that you can use?



# Preparing to Read



**Directions:** Write the clues and make a prediction for a health story.

**Photo or Illustration Clues**

**Clues from Headline and Subheading**

**Graphs or Map Clues**

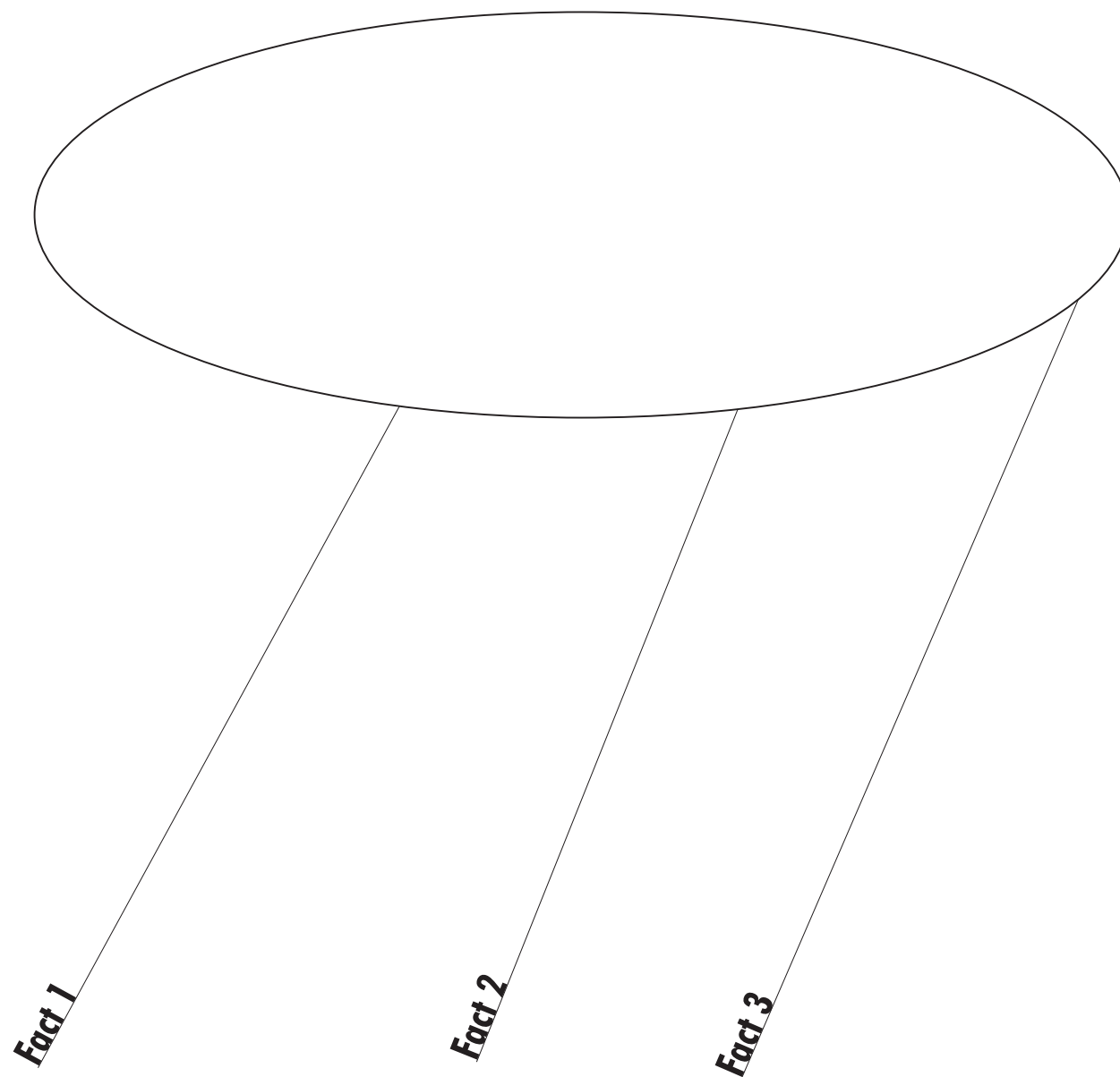
**Other Clues**

**My Prediction About the Story**

# Bubble Quiz



**Directions:** Write clues or facts about a health topic in the newspaper and have a classmate figure out the topic.



**Follow-Up:** After each of you complete the bubble quiz, talk about why you chose the stories that you did. Were they interesting or important? Ask if the facts you chose seemed important and helpful or insignificant and too difficult to find. Come up with guidelines for choosing facts and share those with the class. Refer to the guidelines each time you complete the activity.

## A cartoon illustration of a smiling apple character with a face, arms, and legs, jumping rope. The apple is holding the handles of a jump rope and is in mid-air. The entire illustration is enclosed within a circular frame.

[illegible]

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# Questions and Answers



**Directions:** Choose a question /answer column. Write or cut out the questions. Write your answer, and compare it with the columnist's answer.

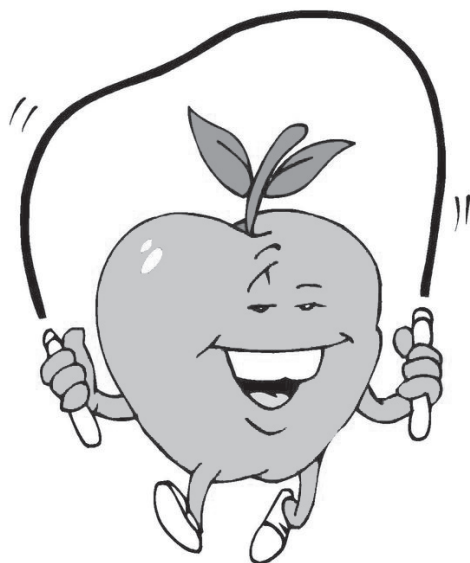
Columnist:

Question:

My Answer:

Columnist's Answer:

**Follow-Up:** How is your answer similar to and different from the columnist's?



# Defining Health



# Moderation and Balance



**Directions:** Nutritionists and other health experts use the terms “moderation” and “balance.” Define “moderation” and find examples in the newspaper to complete the chart below and on the next page:

	Moderation	
<b>What is it? (definition)</b>		<b>What is it like?</b>
	<b>What are some examples?</b>	

**Follow-Up:** Think about your health habits. Which are examples of moderation?

# Moderation and Balance



**Directions:** Nutritionists and other health experts use the terms “moderation” and “balance.” Define “balance” and find examples in the newspaper to complete the chart below and on the previous page:

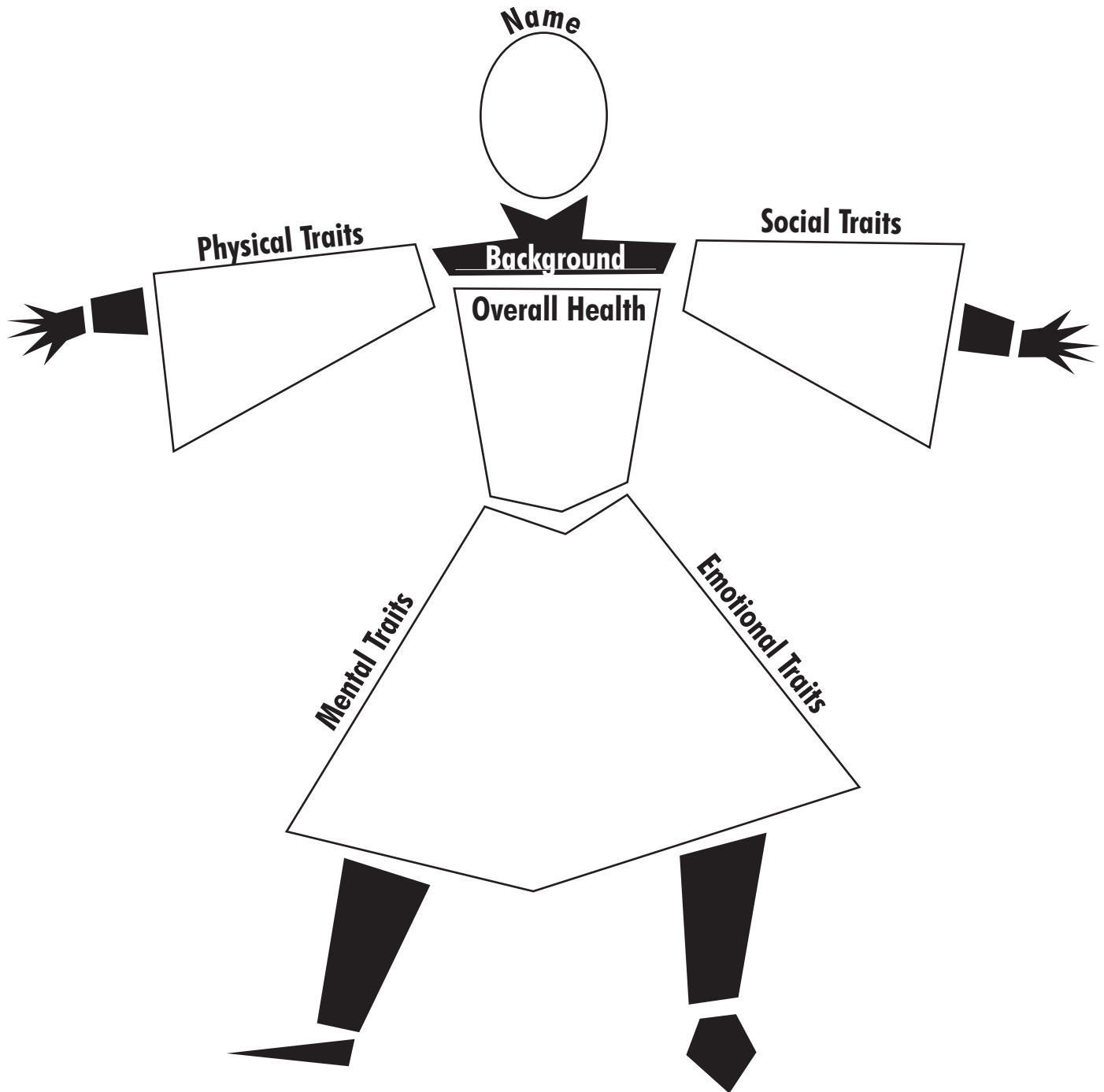
	Balance	
<b>What is it? (definition)</b>		<b>What is it like?</b>
	<b>What are some examples?</b>	

**Follow-Up:** Think about your eating habits. Is your diet balanced?

# Character Clues



**Directions:** Find out as much as you can about someone in the newspaper. Choose someone who is in the newspaper on a regular basis. You can choose someone in the comics or a world leader. Fill in the drawing with information you learn about the person. Save the articles (or comics) on which you base your description.



**Follow-Up:** Use the chart above to evaluate your own health. Be specific when describing feelings, thoughts and actions that belong in each category. Facts may belong in more than one area.

# Dimensions of Health



**Directions:** In newspapers, find photos, illustrations, words or phrases that represent the factors that determine a person's health or wellness. Photos, illustrations, words and phrases will belong in more than one area. At the bottom, explain ways that each factor and the examples you find contribute to wellness.

Physical health	Social health	Mental/Emotional health

**Follow-Up:** Circle any of your choices that represent ways to improve health and mark out any that might damage health.

# Marks of Good Health



**Directions:** Write the name of the person or persons and the dates when the articles appeared.

## Marking Good Health

**Person**

**Date**

- |  |       |       |
|--|-------|-------|
| 1. Participates in regular physical exercise | _____ | _____ |
| 2. Has a positive self-esteem                | _____ | _____ |
| 3. Has a strong system of values             | _____ | _____ |
| 4. Is open-minded and accepting              | _____ | _____ |
| 5. Has a positive attitude                   | _____ | _____ |
| 6. Manages stress in positive ways           | _____ | _____ |
| 7. Is safety conscious                       | _____ | _____ |
| 8. Makes healthy food choices                | _____ | _____ |
| 9. Is a lifelong learner                     | _____ | _____ |
| 10. Asks questions                           | _____ | _____ |
| 11. Can be independent                       | _____ | _____ |
| 12. Is involved in the community             | _____ | _____ |
| 13. Practices self examinations              | _____ | _____ |
| 14. Enjoys learning from others              | _____ | _____ |
| 15. Is nurturing toward others*              | _____ | _____ |

**Follow-Up:** Score yourself. Place checks (✓) beside marks you consider strengths, minuses (-) besides ones that you consider weaknesses. If you believe you are making progress in specific areas, write **MP**. Use the list to set goals for yourself.

*\*Healthful Living Section, NCDPI*

# Signs of Good Health



**Directions:** Write the name and/or clip a photo of a person from the newspaper.

**Name and/or photo of person** \_\_\_\_\_

## Signs of Good Health

\_\_\_ Optimistic attitude

\_\_\_ Energetic

\_\_\_ Sleeps well

\_\_\_ Clear, bright eyes

\_\_\_ Healthy gums and teeth

\_\_\_ Clean, shiny hair

\_\_\_ Clean, smooth, natural skin

\_\_\_ Firm, solid muscles

\_\_\_ Erect posture

\_\_\_ Normal weight for height, sex, age bone structure\*

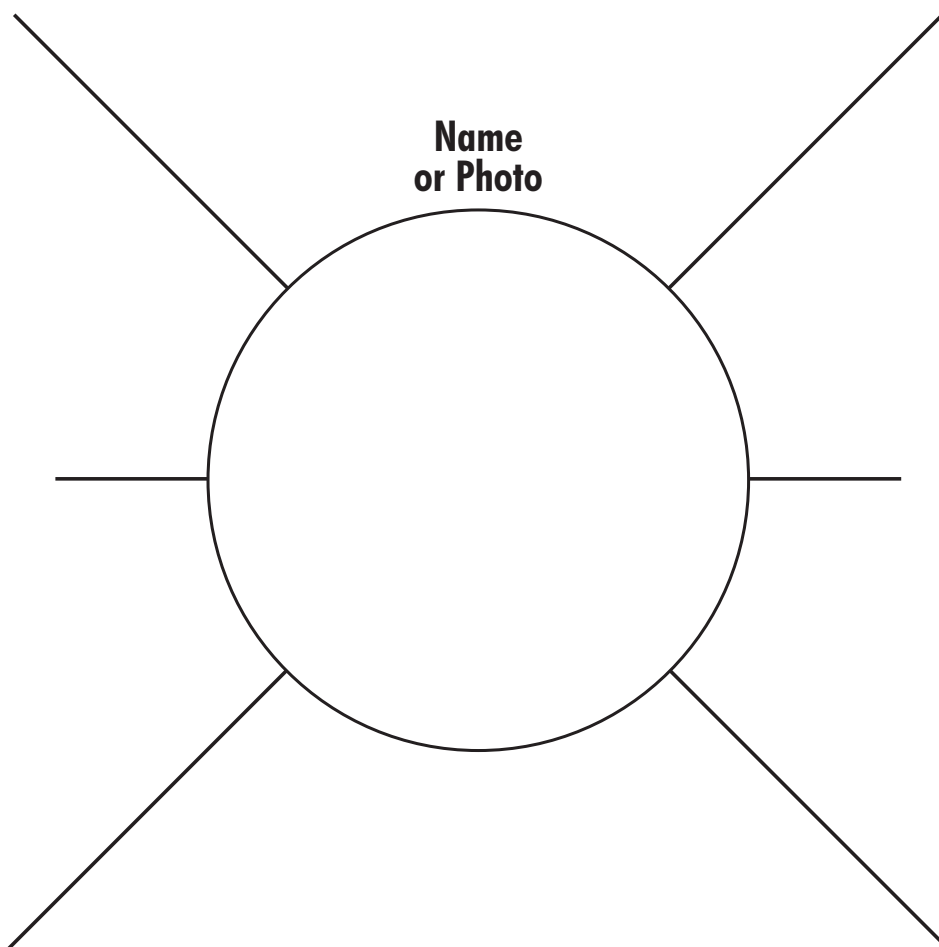
**Follow-Up:** Which of the signs of good health are hardest to identify? Why? Score yourself on the signs of good health. Which of the signs do you need to improve? What one thing can you do to improve?

\*[www.uen.org/utablink.lp\\_res/nutri112.htm](http://www.uen.org/utablink.lp_res/nutri112.htm)

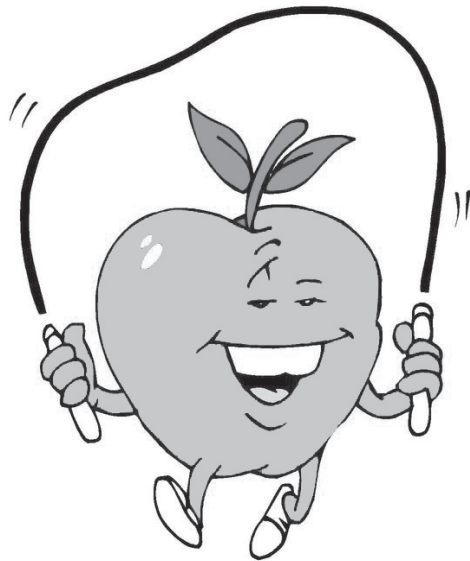
# A Person's Health



**Directions:** Write or illustrate with pictures or drawings what you learn about a person's health from the newspaper.



**Follow-Up:** What actions does the person take to promote good health? Are any actions damaging to his/her health in any way? Describe the relationship of each aspect of health to the others.



## **Stress Management / Relationship Skills / Social Wellness**



# Relate to the Newspaper



**Directions:** Fill in the spaces with items you find in the newspaper. Find classmates who share your choices.

**Name**

**Things that are  
easy for me:**

**Things I like:**

**Things I'm good at:**

**Things that are  
hard for me:**

**Things I've  
accomplished:**

**In the future I want to:**

**Follow-Up:** Use a Venn diagram to show the ways in which you are alike and ways you are different from one person in your class.

# Coat of Arms



**Directions:** Cutting from newspapers, design a coat of arms. Display your choices, and see what you have in common with your classmates. Explain ways that each contributes to physical, mental, social and/or emotional health.

**My Name:**

---

<b>My Goals and Dreams</b>	<b>Things I am Proud of</b>
<b>Things I Like to Do and See</b>	<b>People Whom I Admire</b>

# The Best in Me



**Directions:** Use the newspaper to complete the sentences.

**I am...**

**I'd buy...**

**I'd work for...**

**I value in a friend...**

**I'd like to be more like...**

**I believe in...**

**Follow-Up:** Explain your choices in a conversation with another student or in writing.

## Reader Responses



**Directions:** Complete with anything you find in the newspaper. Focus in particular on the Food section and other sections of the paper that deal with health issues.

1. I learned... \_\_\_\_\_
2. I want to know more about... \_\_\_\_\_
3. I didn't know... \_\_\_\_\_
4. I was surprised when/ by... \_\_\_\_\_
5. I was confused when/ by... \_\_\_\_\_
6. I like... \_\_\_\_\_
7. I dislike... \_\_\_\_\_
8. I feel... \_\_\_\_\_
9. I think... \_\_\_\_\_
10. I propose... \_\_\_\_\_
11. I will use this information to... \_\_\_\_\_
12. I agree with and why... \_\_\_\_\_
13. I disagree with and why... \_\_\_\_\_

**Follow-Up:** Respond regularly to the open-ended sentences. Save what you write in a journal or calendar.

## A cartoon illustration of a smiling apple character with a green leaf, jumping rope. The apple is anthropomorphic, with arms and legs, and is shown in a dynamic jumping pose within a circular frame.

**Person:** \_\_\_\_\_ **Section of the newspaper:** \_\_\_\_\_

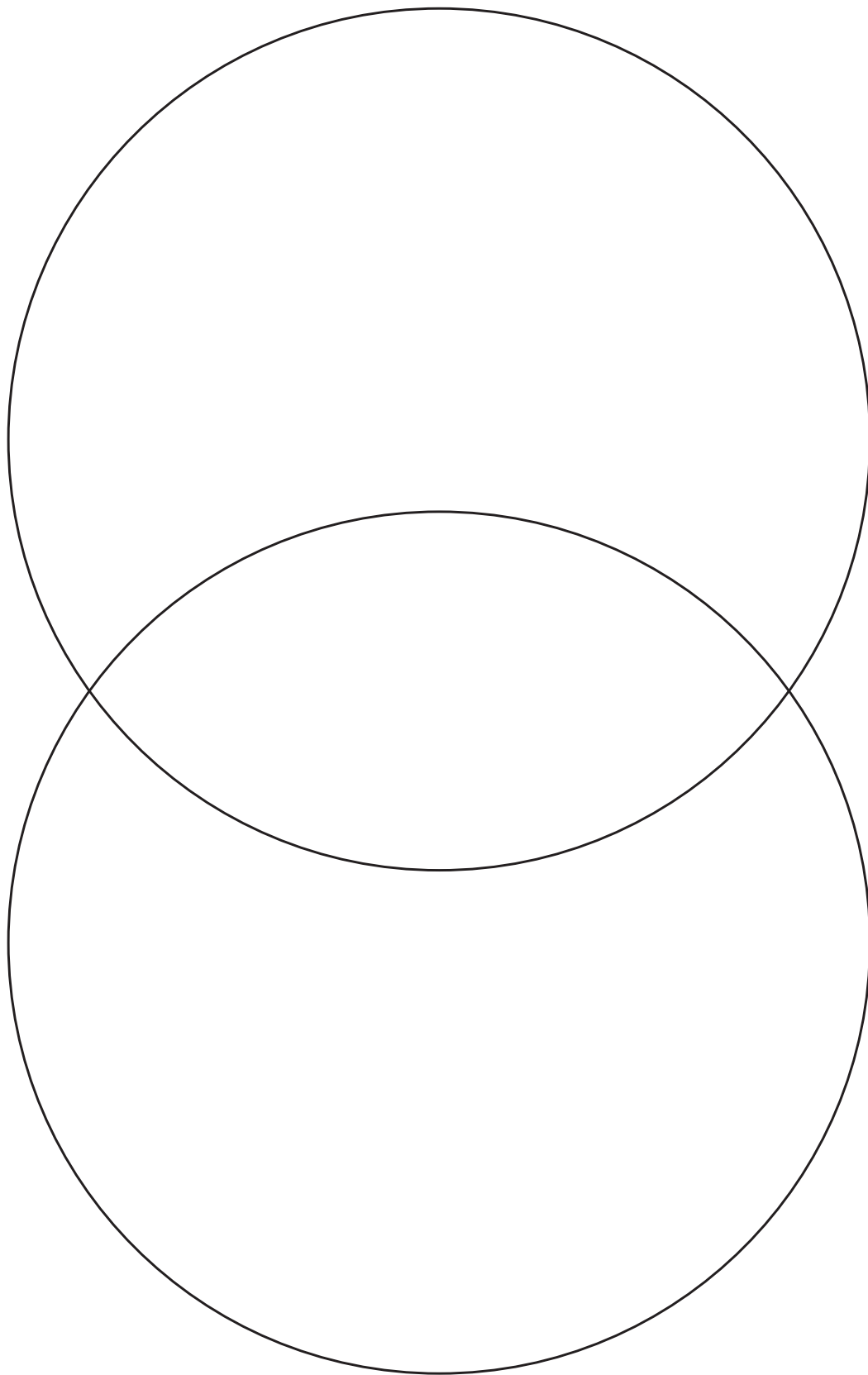
## What I want to do and why

**Follow-Up:** Why do people fail to do what they “ought to do” regarding health? What stands in their way?



## Alike and Different

**Directions:** Choose someone from the newspaper who is like you in some way. Identify ways you are alike and different and present those in the Venn diagram.



**Follow-Up:** Do you think you would get along with this person? Why or why not? As a friend, would this person encourage you to make good, healthy choices? Explain.

# Friendship



**Directions:** A friend is someone to whom you are attached by affection and respect, according to the dictionary. Friends often share hobbies and a network of acquaintances. Here is a definition that raises the standard for friendship: “Friends in the highest sense of the term are those who make conscientious efforts to take ethics and personal character seriously and inspire each other to be better – in thought, in action, in life.” (Russell Gough, *Character is Destiny*, September 1998)

## Good Friends

Find a comic, column or story in the newspaper that involves friends.

1. Who are the friends?
2. What do they share?
3. How do they influence each other?
4. Do they inspire each other to be better – in thought, in action in life? Explain.

## A Friend with a Problem

Find a newspaper story about someone with a problem.

1. Who has the problem and what is it?
2. How might a true friend step in to help this person?
3. How might a friend’s response be different from a newspaper advice columnist or counselor?

**Follow-Up:** Have you ever influenced a friend to make a positive choice? Has a friend ever influenced you to make a good decision? Explain.

# Friendship



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## A Friend in Trouble

Find a newspaper story about someone in trouble

1. Did a bad choice cause the trouble? What was it?
2. How did the personal decision affect his/her life?
3. Who or what influenced him or her?
4. How might a friend help this person make better choices, to be better in thought, in action and in life?

**Follow-Up:** Have you ever influenced a friend to make a positive choice? Has a friend ever influenced you to make a good decision? Explain.



# Improving Communication



**Directions:** Choose six comic strips and read them thoroughly. Then write a brief sentence below each box explaining how the characters involved could communicate better. Should any of the people apologize?

## 1. Arguing or Fighting

**Better way to communicate**

---

---

---

## 2. Making Fun of Someone

**Better way to communicate**

---

---

---

## 3. Complaining

**Better way to communicate**

---

---

---

# Improving Communication



**Directions:** Choose six comic strips and read them thoroughly. Then write a brief sentence below each box explaining how the characters involved could communicate better. Should any of the people apologize?

## 4. Embarrassing Someone

**Better way to communicate**

---

---

---

## 5. Giving incorrect information

**Better way to communicate**

---

---

---

## 6. Failing to listen

**Better way to communicate**

---

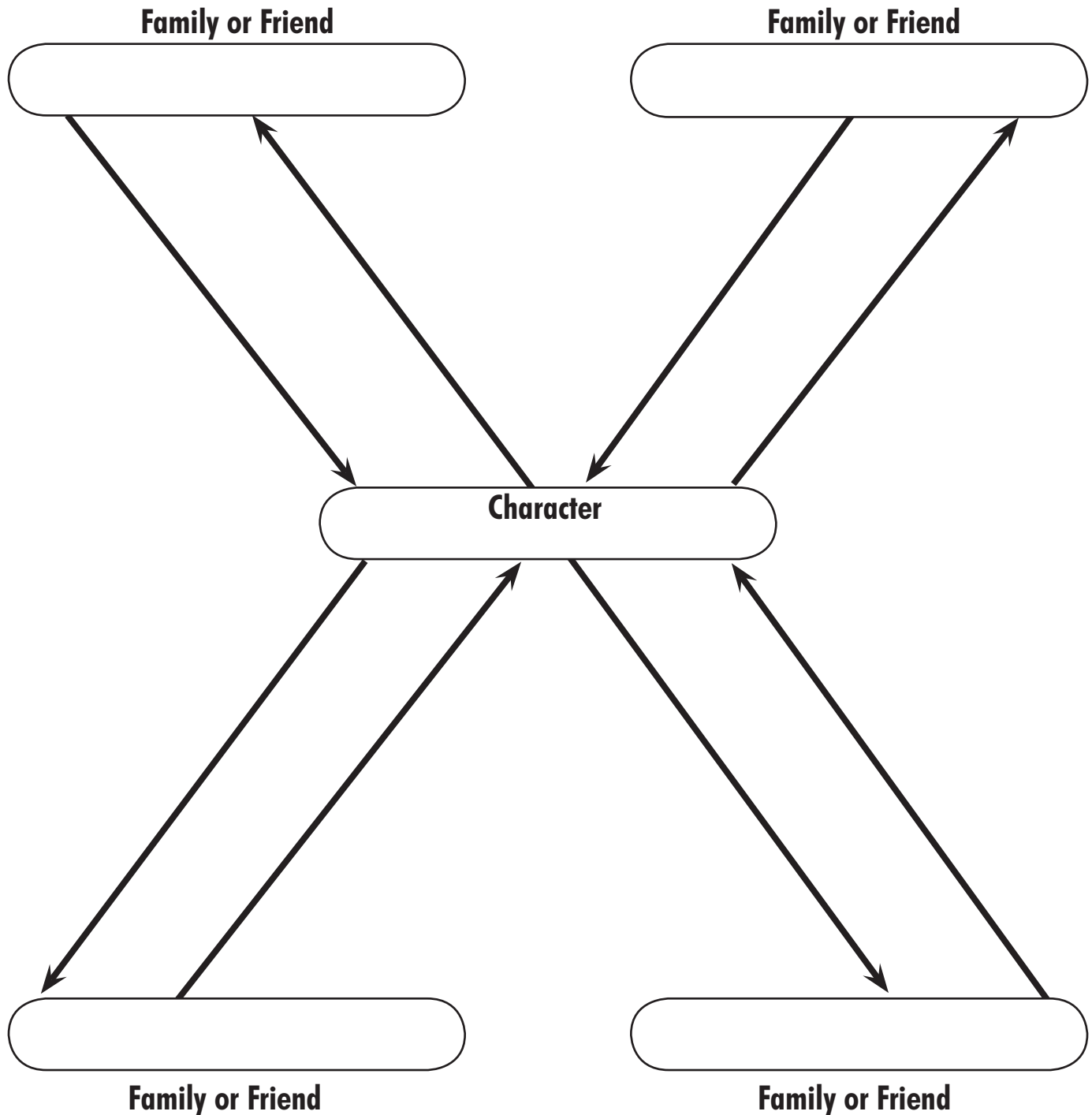
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# Getting Along in a Family



**Directions:** From comics or other parts of the paper, identify a main character and family members or friends. Explain how they feel and act toward each other on the lines.



**Follow-Up:** How well do they get along? How can they improve their relationships?

## Dealing with Feelings



**Directions:** Using the comics, news stories or advice columns, locate examples of ways people deal with, express and communicate their feelings. Fill in the chart below, checking off each method as constructive (C) or destructive (D).

Name of Comic Strip or Headline	Feeling (s) Being Dealt with	C	D

**Follow-Up:** If people in the news dealt with feelings in a destructive manner, describe some constructive alternatives.

# Working Out Conflicts



**Directions:** Describe a conflict and ways to settle it.

**What is the conflict? Who is involved?**

**How can it be settled?**

**Win-Win**

**Win-Lose**

**Lose-Lose**

**Follow-Up:** What do you think is the best way to resolve the conflict? How could the problem be solved in ways that minimize the health and safety risks?

# Different Faces Show Emotion



**Directions:** From your newspapers cut pictures to match words and faces with these expressions and emotions.

**Embarrassed**



**Sad**



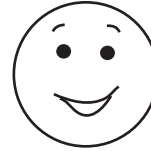
**Angry**



**Happy**



**Hopeful**



**Surprised**



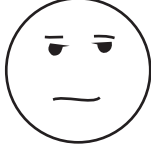
**Shy**



**Confused**



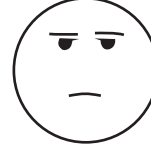
**Guilty**



**Frightened**



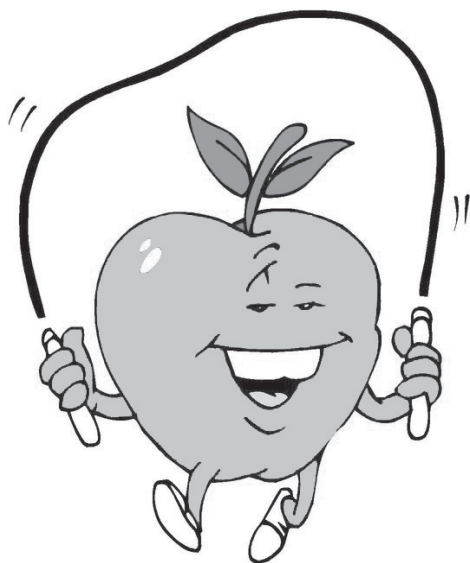
**Frustrated**



**Anxious**



**Follow-Up:** Think of situations in which you experienced the feelings. Did you express negative emotions in healthy ways?



# **Applying Literacy Strategies to Health Content**

# Understanding Health Words



**Directions:** Complete the chart with health-related words and phrases from the newspaper.

Word or Concept		
Definition		
Synonyms	The sentence in the newspaper where the word is used	Antonyms
	My sentence using the word	

**Follow-Up:** Do you think you will remember the word or concept? Try to use it in speaking and writing within the next week. Add it to a word wall.



# Low, Light and Free



**Directions:** Food labels often carry labels “low,” “light,” and “free.” Define each of the words, and find examples in the newspaper, your pantry and grocery store to complete the chart below:

## Low

What is it? (definition)

--

What are some examples?

--

--

--

## Light

What is it? (definition)

--

What are some examples?

--

--

--

## Free

What is it? (definition)

--

What are some examples?

--

--

--

**Follow-Up:** Look at foods labeled low, light and free. Visit Web sites that explain the nutritional value of foods. For example, if a fat free food is high in sugar or salt, should that affect your choice?

# Developing a Word Bank: Fitness and Sports



**Directions:** Keep a word bank of health-related words and phrases you find in the newspaper.

Date	Word	Definition
	1.	
	2.	
	1.	
	2.	
	1.	
	2.	
	1.	
	2.	
	1.	
	2.	
	1.	
	2.	
	1.	
	2.	
	1.	
	2.	
	1.	
	2.	
	1.	
	2.	

**Variation:** You may also want to create a bank of food or nutrition words.

## Action Words



**Directions:** Strong writers know that sentences build around the verbs or action verbs. In newspapers, sports sections provide examples of carefully chosen verbs.

Circle all the verbs in the headlines in several sports sections. Rate the intensity of the verbs you find in the newspaper. For example, the words “wins or won, loses or lost” are not as intense as “smashed and romped.” Write the words where you think they belong below the numbers on the scale below:

**Low intensity**

**High intensity**

**1**

**2**

**3**

**4**

**5**

**Follow-Up:** Cut out an interesting sports story and remove and save the headline. Exchange with a classmate and write headlines.

# Question Words



**Directions:** Answer the questions using cutlines and opening paragraphs of straight news stories.

**Who**  
committed the action?

---

---

---

---

---

---

**Where**  
did the action take place?

---

---

---

---

---

---

**Key Question**  
↓  
**What**  
is the action?

---

---

---

---

---

---

**When**  
did the action take place?

---

---

---

---

---

---

**Why**  
did the event happen?

---

---

---

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---

---

**How**  
did the events happen?

---

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---

**Hint:** To find the action and answer the key question, look for the main verb or predicate. The verb is the simple predicate, and the person, place or thing that committed the action is the simple subject.

# People in Need



**Directions:** Select a newspaper story about someone or group of people in need. Will the person's or persons' social, emotional, mental and/ or physical health be affected? Based on the story, answer the questions below:

**What  
do they need?**

**Who  
needs help?**

**Where  
is the person or people  
who need help?**

**When  
do they need help?**

**Why  
do they need help?**

**How  
can they get help?**

**Follow-Up:** Can you help in any way?

# The Importance of Facts



**Directions:** Choose a story in the newspaper that affects the health and well-being of people in your community. List the facts presented and explain why each fact is important. Then rank the facts in order of importance to you and then in order of importance to the local community.

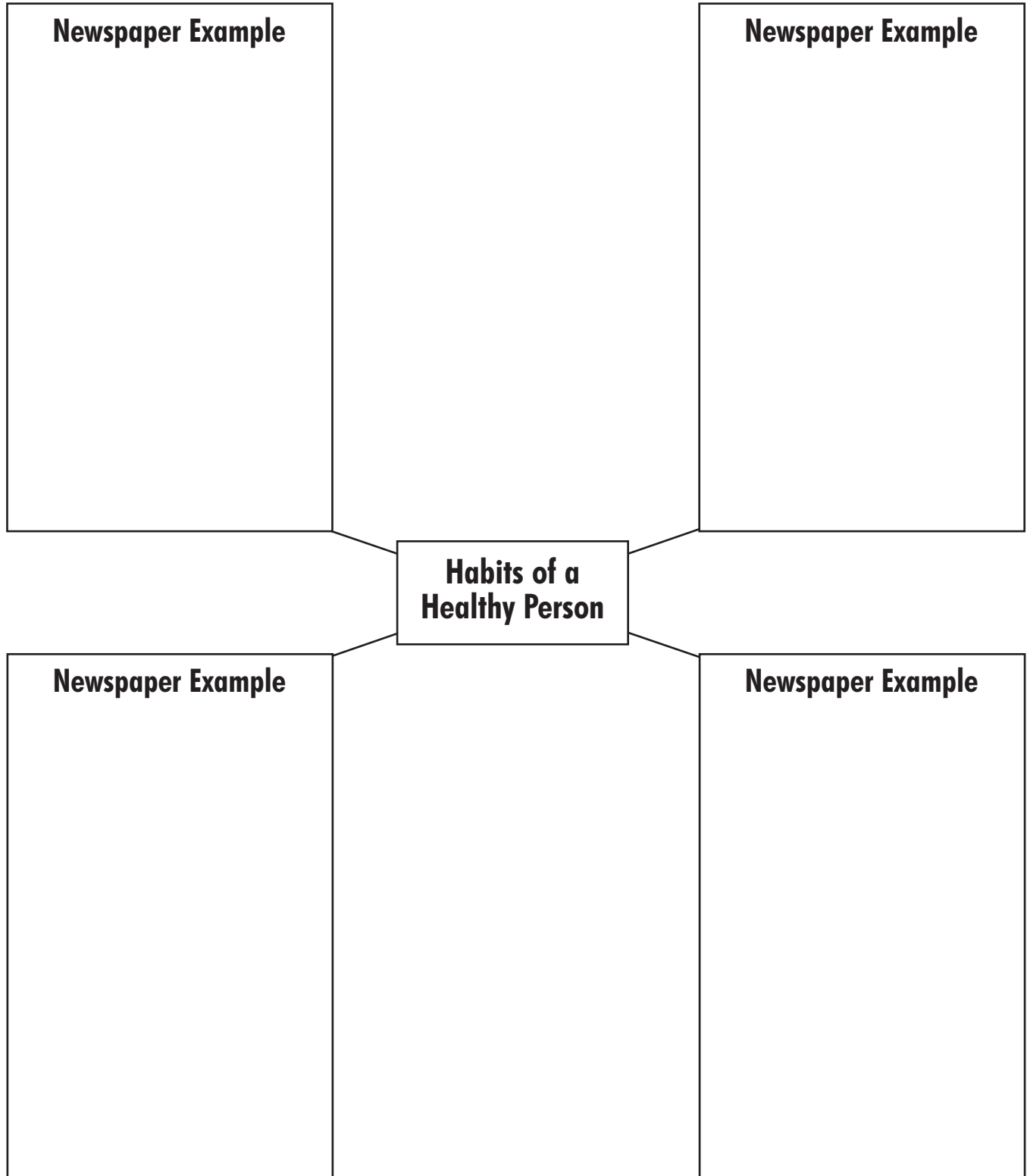
Fact	Why Important	Order of Importance	
		To me:	To others:

**Follow-Up:** In a paper, explain why certain facts and the situations they describe are more important to you than to other people and why other people may find certain information more significant than you do.

# A Positive Role Model



**Directions:** Look for people in the news who demonstrate the habits of a healthy person.



**Follow-Up:** What are your healthy habits?

# Character Traits



**Directions:** Name and explain a character trait or healthy behavior in the center. Then list four people from the newspaper who exhibit it and how they exhibit it in the outside ovals.

The diagram consists of a central oval. Four lines radiate from it to four intermediate ovals (top, bottom, left, right). Each of these intermediate ovals is connected to a vertical line. From each vertical line, three horizontal lines branch out to three outer ovals, for a total of 12 outer ovals (3 on each side).

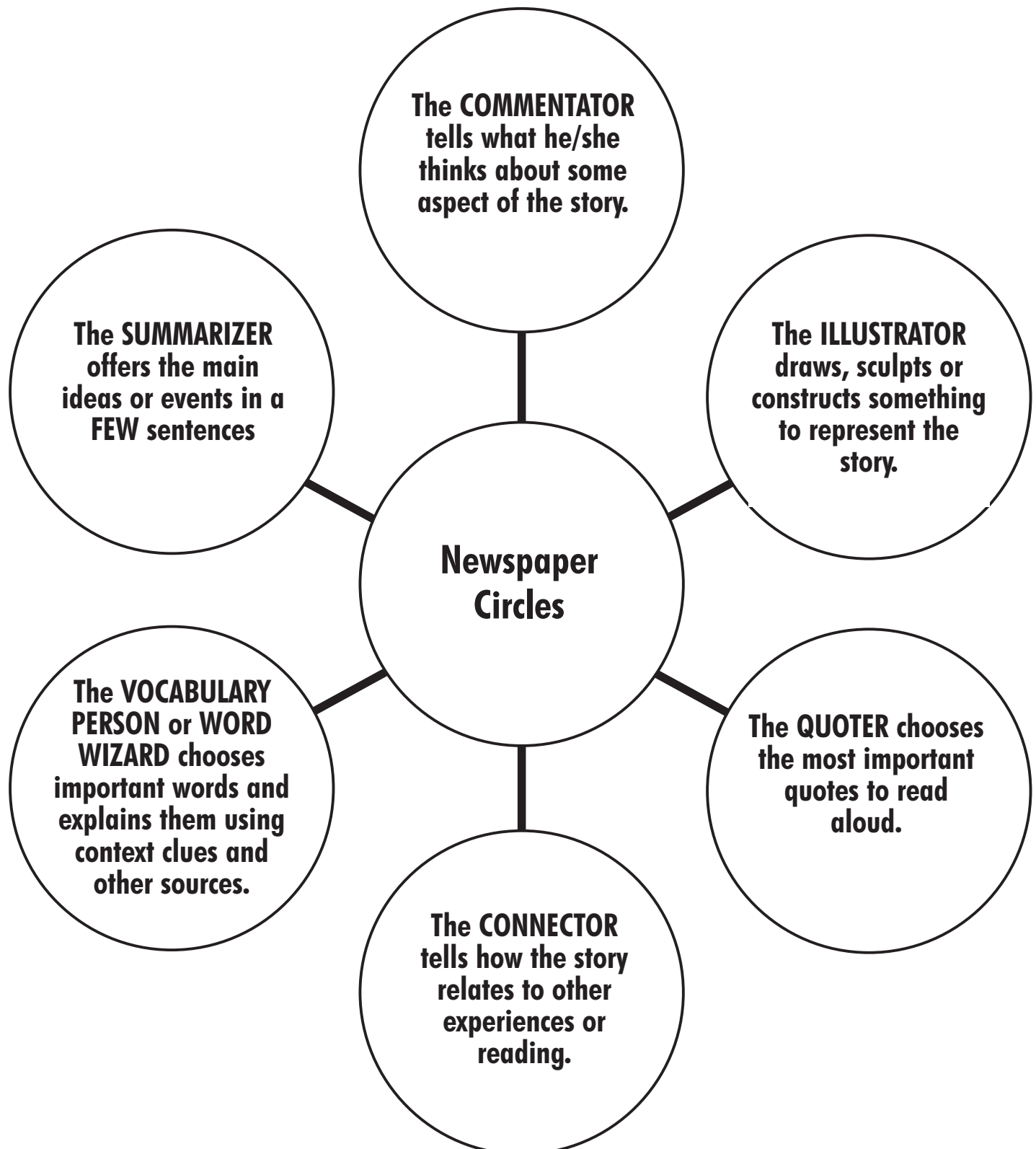
**Follow-Up:** Write a person's name in the center, then four traits or healthy behaviors and explanations for your choices on the outside ovals.





# Newspaper Circles

**Directions:** Organize a group of four or five students to present a story, column or other health-related item from the newspaper. Agree on roles for each person. Have the group choose someone to serve as group leader.



# A Study Guide: Bloom's Taxonomy



**Directions:** Working in a group of two or three, choose a newspaper story about health to study carefully. Read the story. Fill in the questions below with details from your chosen article. Then answer the questions:

## Knowledge

Who committed the action? \_\_\_\_\_

What is the action? \_\_\_\_\_

When did the action take place? \_\_\_\_\_

Where did the action take place? \_\_\_\_\_

## Comprehension

Retell or give the main idea. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Application

Why is (the specific event) \_\_\_\_\_ significant?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Analysis

How does (the problem in the story) \_\_\_\_\_ compare with  
(another problem) \_\_\_\_\_?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Synthesis

What do you predict will happen? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Evaluation

Do you agree with (a viewpoint offered by someone in the story or the opinion expressed by the person writing the opinion) \_\_\_\_\_?

Or, what do you think? \_\_\_\_\_

\_\_\_\_\_

**Follow-Up:** Apply questions from North Carolina's Thinking and Reasoning chart to health stories. Find the chart in the Appendix.

## A cartoon illustration of a smiling apple character with a green leaf on its stem, jumping rope. The apple is holding the handles of a jump rope and is in mid-air, with its legs bent as if jumping. The entire character is enclosed within a thick black circular border.

[illegible]

**Alternative:** Take a simpler approach. Apply information in a story or other reading to yourself. An example might be: Should I eat more fresh fruit? Drawing from your reading, list reasons for why you should. In the “no” column, list reasons why it is difficult to eat more fresh fruit.



```
graph TD; C1[Cause] --> IHP[Illness or Health Problem]; C2[Cause] --> IHP; C3[Cause] --> IHP; IHP --> E1[Effect]; IHP --> E2[Effect]; IHP --> E3[Effect]; S[Possible Solutions];
```

**Cause**

**Cause**

**Cause**

**Illness or Health Problem**

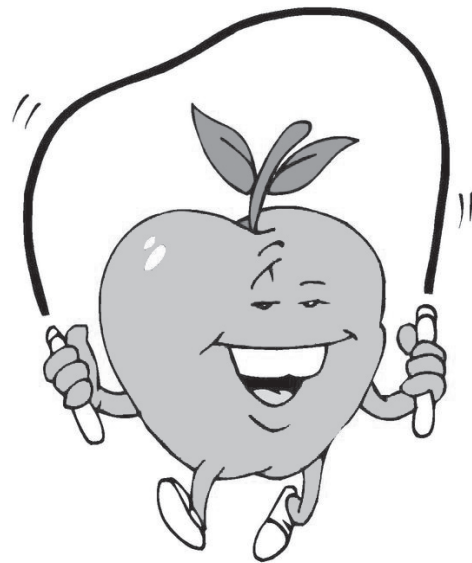
**Effect**

**Effect**

**Effect**

**Possible Solutions**

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## Health Risks

# Pollution



**Directions:** Identify someone in the newspaper who is expressing a concern about a pollution problem.

Who is the person?

What is the person saying?

If you could interview the person, what would you ask?

**Follow-Up:** Observe your environment. Can you identify pollution that affects your health or could affect your health in the future? Describe the problem, interview individuals in your community who may know more about the problem.

# Responsibility for Our Environment



**Directions:** Locate one consumer product or item for sale from the newspaper. Paste below. Answer the questions.

**Place word or picture here**

1. How do you use it? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. How can you do without it? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. What can you use in place of it and instead of buying a new item? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. How can you make repeated use of the item? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. How can the item be recycled for additional use? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Substance Abuse



**Directions:** Examine newspaper stories involving substance abuse. Select stories in which drugs and alcohol contribute to accidents, illnesses or crime or damage relationships at work or with family and friends.

## STORY ONE (Headline)

Date

Who is the person using drugs or alcohol?

What problems resulted?

Who else other than the “user” was affected by the use of drugs or alcohol? How?

Were you affected directly or indirectly? How?

**Follow-Up:** Over a period of time, keep track of the stories that involve drug and alcohol abuse. What lessons can be learned from the stories? What advice would you offer to others based on your reading? What advice will you use?

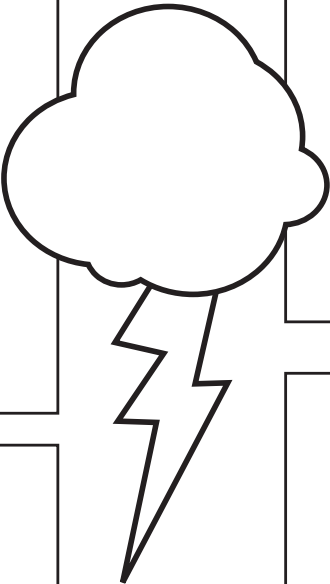




# Extreme Weather

**Directions:** Complete the following for a threatening weather condition that shows up in news reports.

<b>Dangerous Weather Conditions</b>	<b>Effects on people and property</b>
<b>Location</b>	<b>Ways to prevent or lessen the damaging effects</b>
<b>Causes</b>	

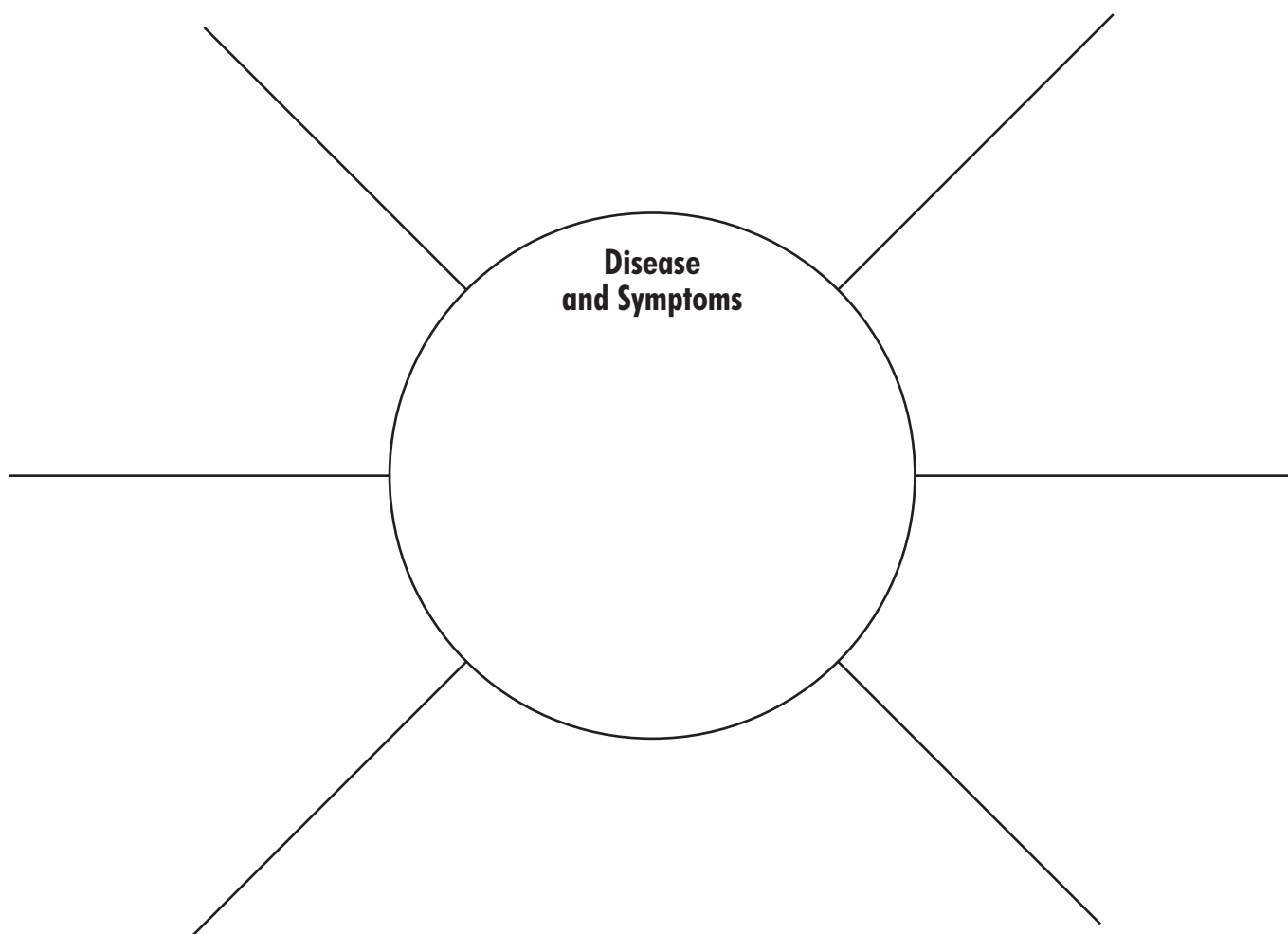


**Follow-Up:** On maps, locate the places affected by the damaging weather.

# Causes of Disease



**Directions:** Identify a story in the newspaper that tells about someone suffering from a disease. Write the disease and its symptoms in the circle and causes of the disease outside the circle.



**Follow-Up:** Doctors routinely ask about family history when discussing your health. Practice your interviewing skills. Interview your family members to find out if your parents, grandparents or other relatives suffered from disease. If you find that family members suffer from diabetes, heart disease or other problems, what can you do now to reduce your chances of getting the disease or condition? Talk to your doctor and conduct research to find out.

## Health Risks for Young People\*



**Directions:** Find evidence in the newspaper that the following are indeed health risks, not only for young people but also for adults. Organize what you find around the different risks and keep a scrapbook or display the stories on a poster or bulletin board.









1. Involvement in violent acts, including physical fighting, bullying and homicide and carrying weapons
2. Consuming too much fat, calories and sodium; and consuming too little fiber, folate and variety of foods
3. Eating too little, losing too much weight, having an eating disorder
4. Insufficient physical activity
5. Attempting suicide
6. Driving while under the influence of alcohol and/or other drugs, traveling as a passenger with a driver who is impaired, driving too fast, and not using passenger restraints
7. Not wearing bicycle helmets when riding
8. Using harmful or illegal substances, including alcohol and tobacco
9. Engaging in water-related recreation without appropriate floatation devices or supervision, or without skill in swimming and staying afloat, or while using alcohol and/or other drugs
10. Inadequately preventing or responding to fire emergencies
11. Participating in activity or sport without proper knowledge, supervision, and/or equipment

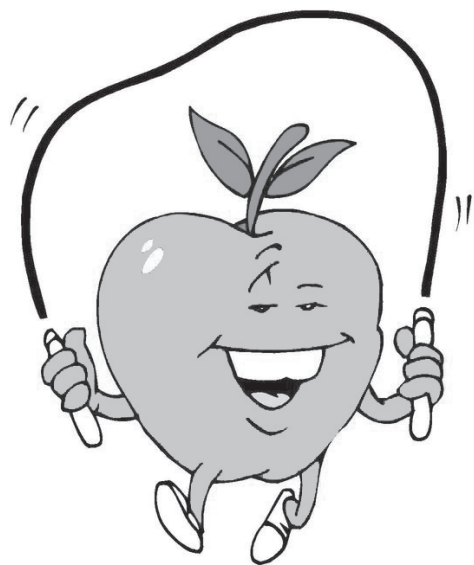
*\*Bob Frye, Health Living Section, NCDPI (based on major risks for mortality and morbidity identified by the Centers for Disease Control)*

# Cause and Effect



**Directions:** In the newspaper, identify events that cause injury or disease. Explain the causes and effects. Use as many parts of the newspaper as possible. Tear the pages from the newspaper where you find each example and attach them to this page or keep them in a folder.

	Cause	Effect
<b>Photo</b> 		
<b>Local or state news</b> 		
<b>National news</b> 		
<b>World news</b> 		
<b>Sports</b> 		
<b>Features</b> 		
<b>Columns</b> 		
<b>Entertainment</b> 		

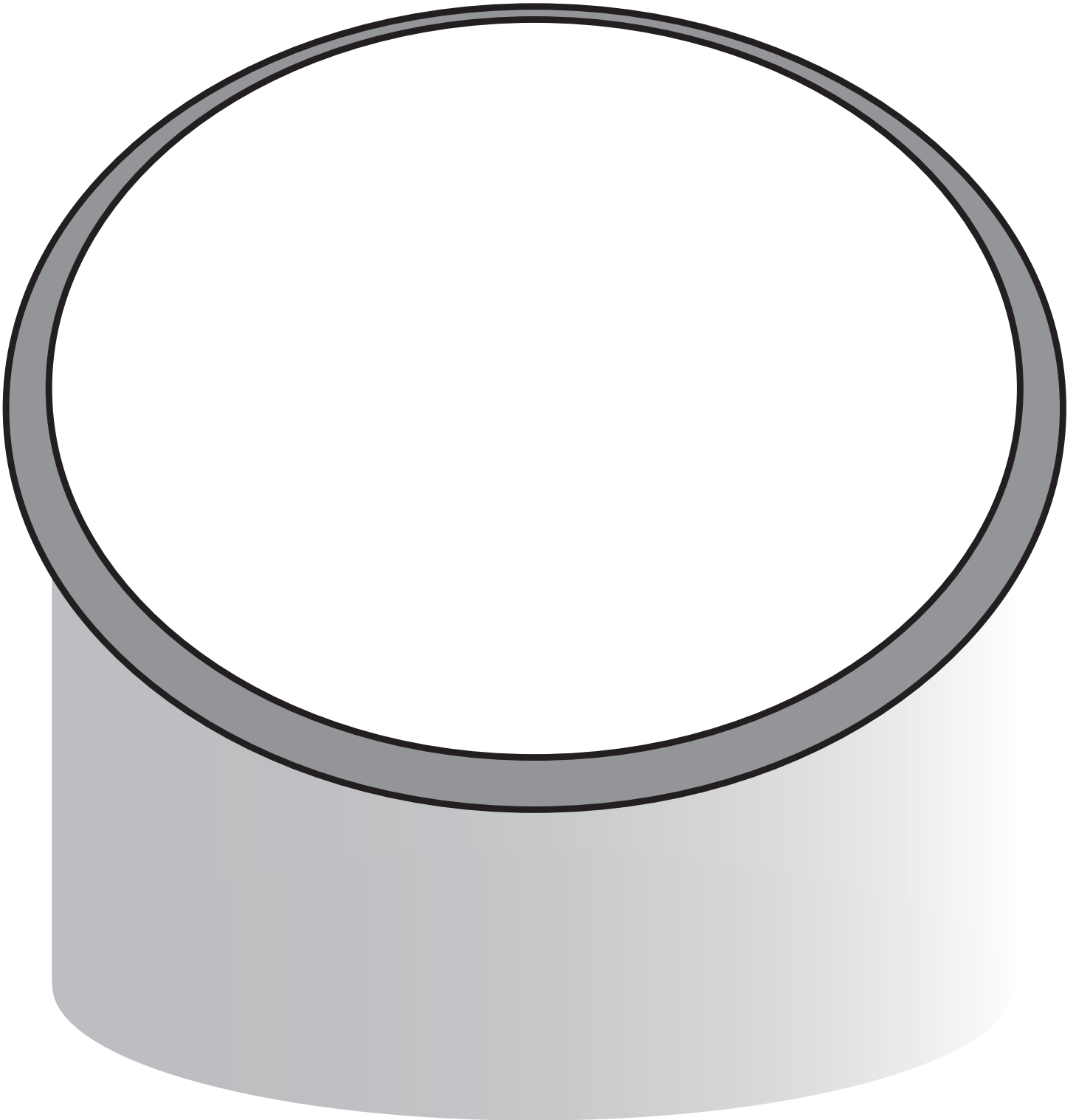


# Nutrition

# Soup



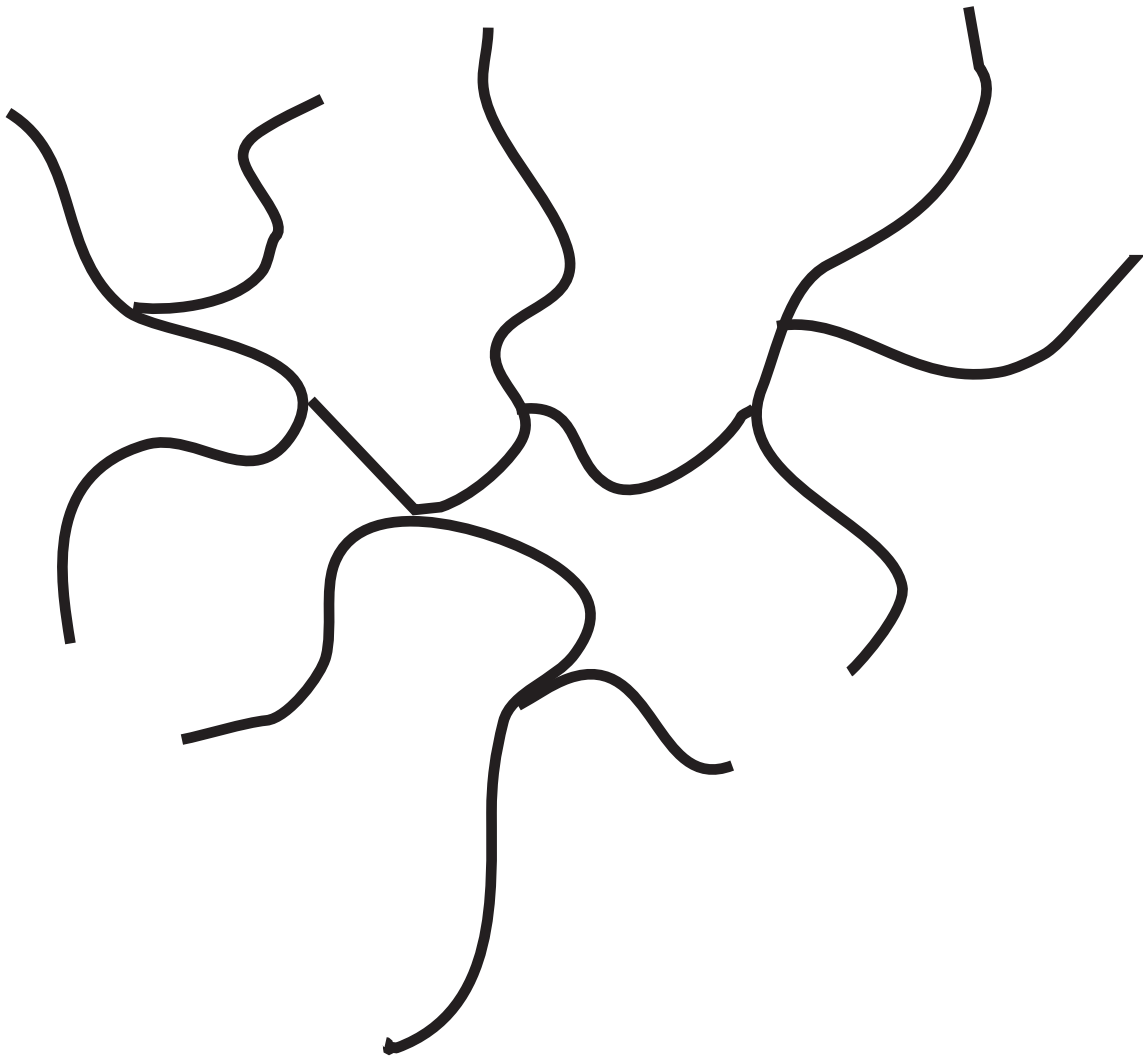
**Directions:** Create a recipe for a healthy, delicious soup by placing food items cut from the Food section into the pot. Make your soup rich with fresh vegetables.



# Fruits Galore!



**Directions:** Cut fruits from the newspaper and place one in each piece of the puzzle.

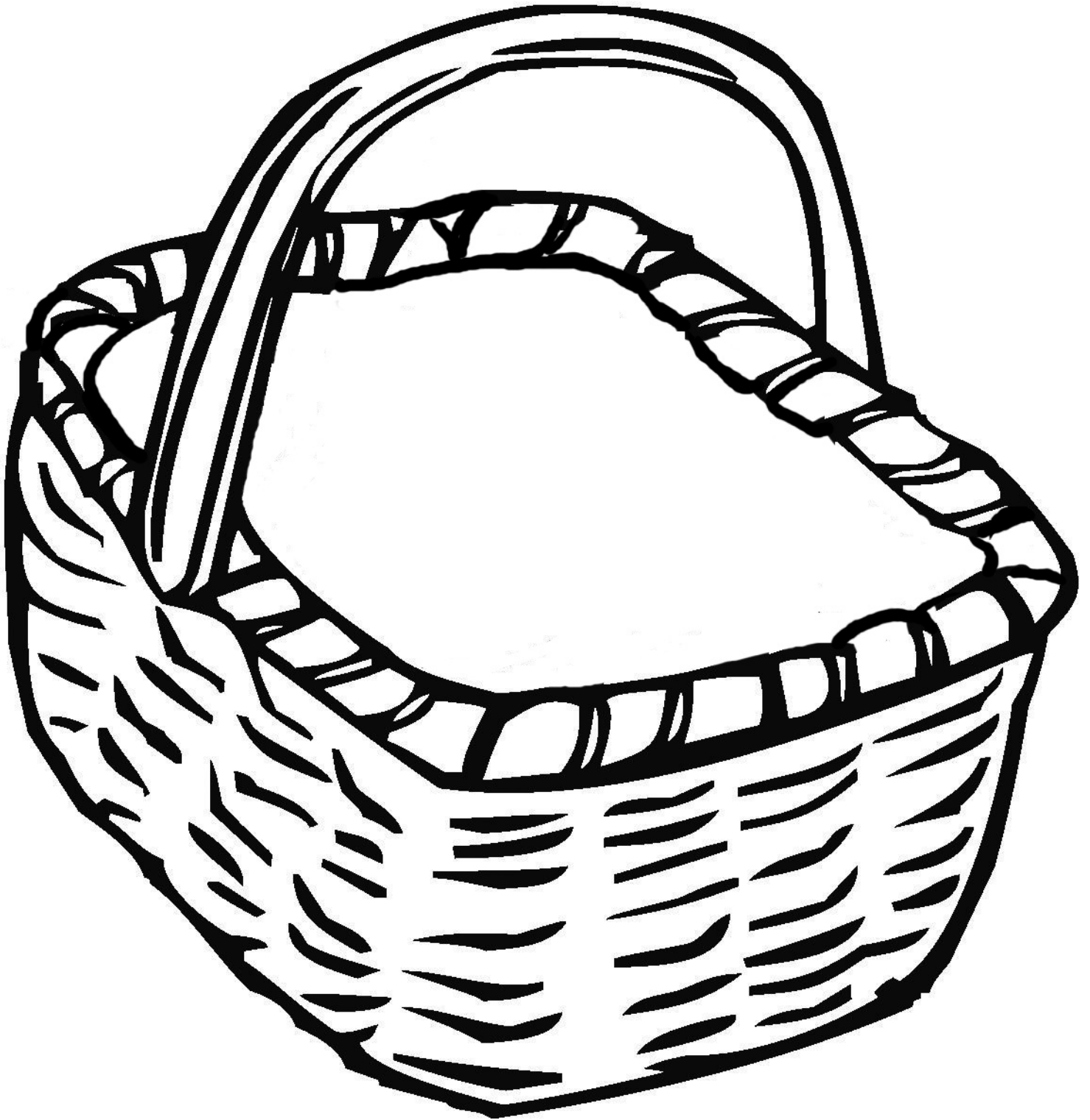


**Follow-Up:** Create your own puzzle. Draw a picture of your favorite fruit. When you go to the grocery store, identify all the fruits you can and write their names on your drawing. Cut up your drawing and give it to a friend to put back together. What did you find in the grocery store that you didn't find in the newspaper?

## The Gift of Fruit



**Directions:** Fill the fruit basket below with items cut from the newspaper.  
Make it colorful!

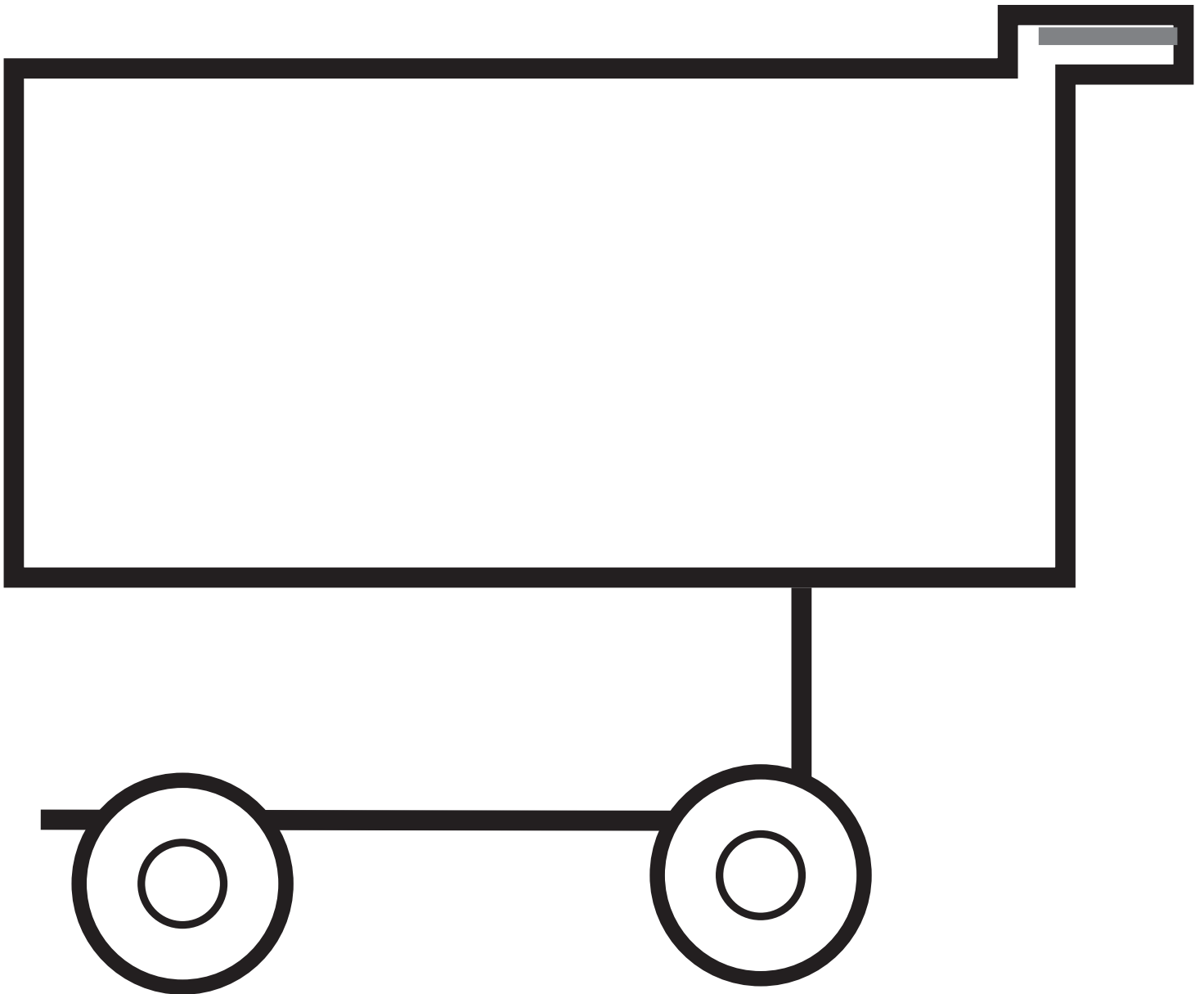




# A Full Grocery Cart



**Directions:** Cut out items from the food sections and grocery ads. Fill your basket with foods you enjoy and are good for you.



# Kinds of Foods



**Directions:** From the newspaper, cut and paste a food that belongs in each group.

Lean meat, Fish and Poultry



Low-Fat Milk Products



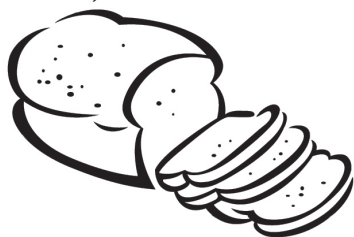
Fruits



Vegetables



Cereal, Breads and Pastas



**Follow-Up:** Can you find a recipe in the newspaper that contains foods from two or more groups?



## Food Groups in a Cart

**Directions:** From the newspaper, cut out food items that belong in the different food groups and place them in the designated compartments in the food cart.

<b>Fats, Oils and Sweets</b>
<b>Milk, Yogurt, and Cheese</b>
<b>Meat, Poultry, Fish, Dry Beans, Eggs, and Nuts</b>
<b>Vegetable</b>
<b>Fruit</b>
<b>Bread, Cereal, Rice and Pasta</b>

# Plan a Party



**Directions:** Pretend you are planning a party for friends. Use grocery ads. What foods do your friends like? Choose the ones that are both good tasting and good for you. One approach is to provide choices. You may include foods that are high in sodium, fat and/or sugar but also serve fresh fruit, vegetables and healthful dip. Serve these healthier foods first and arrange them attractively.

**Food Items**

**Cost**

**Total**

**Follow-Up:** Try to eliminate soft drinks that are high in sugar. What can you serve besides soft drinks that will not bust your budget and are low in sugar?

When you visit a grocery store, check prices that you cannot find in the newspaper, look for alternative foods that reduce sodium or salt, sugar and fat.

## A Plate Filled with Good Food



**Directions:** Plan a balanced meal. Get ideas from food sections of your newspaper. To display your choices, paste food items cut from the newspaper on a paper plate.

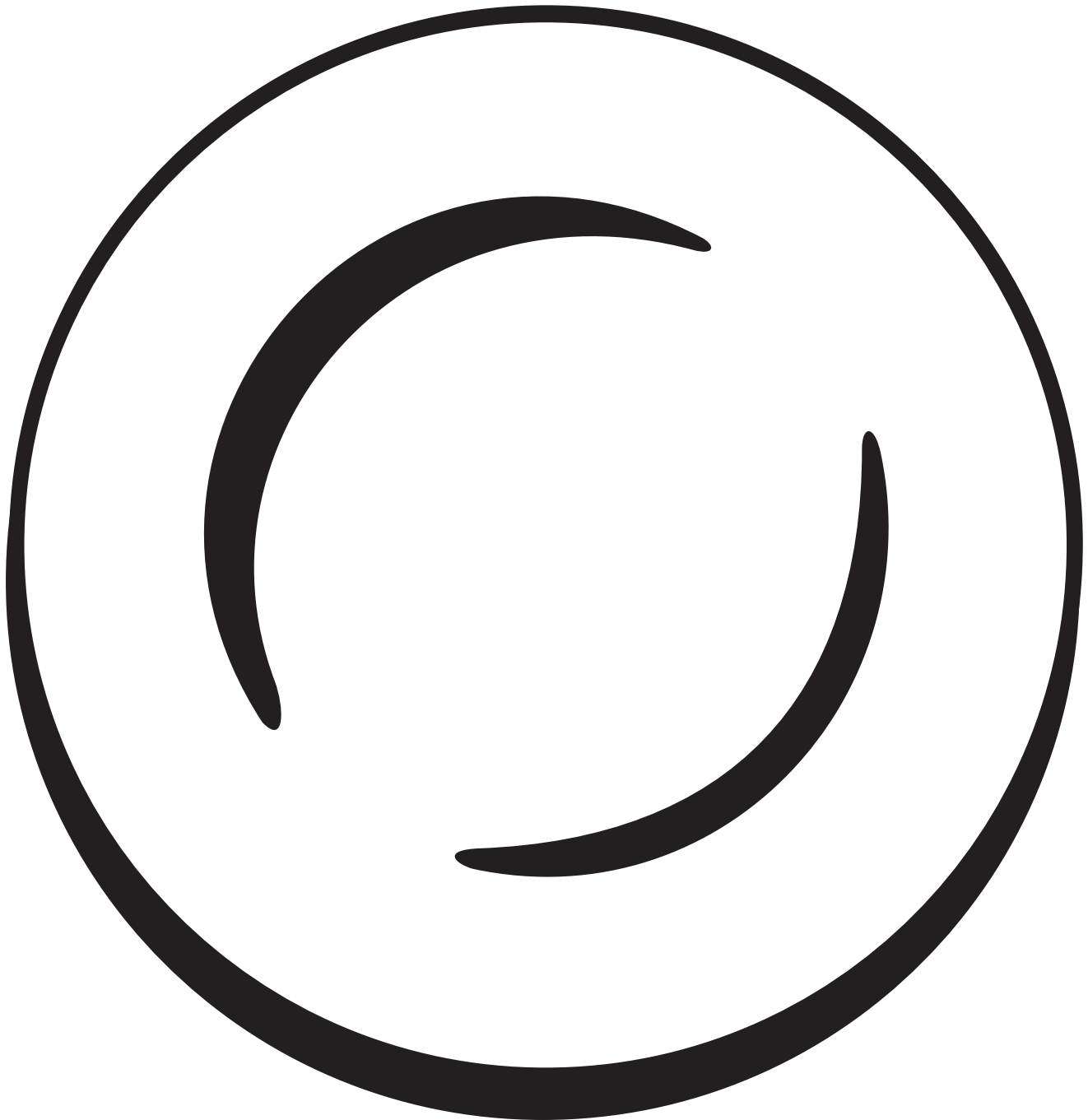


# Colors and Foods



**Directions:** Cut items from Food sections that show the variety of colors of foods. From what you cut out, choose foods from each color group. Paste the variety of foods on a paper plate. In making selections, look for foods that you enjoy.

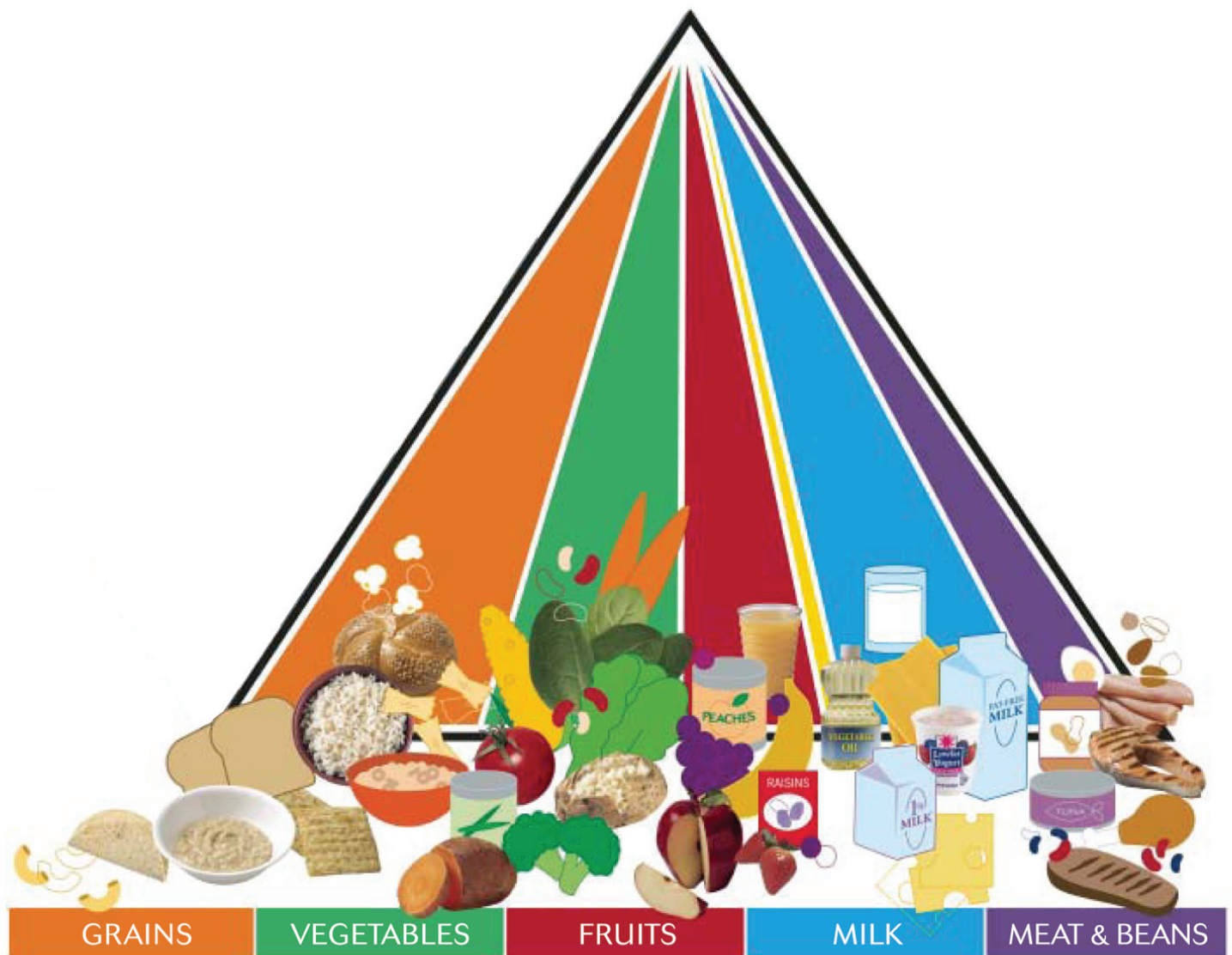
Write the nutritional value of the different foods on the back of each plate.





# Food Pyramids

**Directions:** Cut out foods from the grocery ads and Food sections of your newspaper that illustrate the food on each part of the pyramid. Display the foods on a larger pyramid you draw on other paper.



**Follow-Up:** Identify foods that you like from all groups on the pyramid. Discuss your preferences with other students. Through your discussions, identify foods your classmates like that you'd be willing to try.

[www.mypyramid.gov](http://www.mypyramid.gov)

# The Food Trade



**Directions:** Display food from the newspaper on index cards. Collect and trade your cards to plan different meals.

## FRONT

**Name of Food**

**Picture or Drawing of Food**

**Meal(s)**



# Snacks



**Directions:** Use the newspaper to identify snack foods that fall into one of two categories:

## Healthful snacks

---

---

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## Snacks that are not healthful

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Circle the snack foods that are both tasty and good for you.

Underline any of the healthful, tasty snacks that are affordable.



# Snack for Good Health!

Directions: Rate the snacks you find advertised in the newspaper.

1.....	5.....	10.....
Low in nutrients; high in fats and/ or sugars	Some nutrients; some fats and/ or sugars	Rich in nutrients; little fat and/ or sugar

Follow-Up: Will you change your choice of snacks based on your findings?

# Party Foods



**Directions:** Plan a party for your friends. What is the occasion? How many people will attend the party?

Shop grocery ads for three different menus.

## Party One

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

## Party Two

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<hr/>	<hr/>
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## Party Three

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## Answer the questions:

1. Which costs the least? The most?
2. Which is healthiest?
3. Which is the party that your friends are most likely to enjoy?
4. Is there one of the parties that features healthful foods and is sure to please your friends?



# Feeding a Family

**Directions:** Use the food section of the newspaper to plan three dinner menus for a family of four or for your family.



**Menu 1**



**Menu 2**



**Menu 3**



## Comparing Costs

**Directions:** Compare the cost of foods advertised in grocery ads, listing the same foods and their prices at various grocery stores.

	Grocery Store #1	Grocery Store #2	Grocery Store #3
Item	Cost	Cost	Cost
1. _____	_____	_____	_____
2. _____	_____	_____	_____
3. _____	_____	_____	_____
4. _____	_____	_____	_____
5. _____	_____	_____	_____
6. _____	_____	_____	_____

**Follow-Up:** In deciding what to buy, what should you consider besides cost?

# Healthful Choices



**Directions:** Cut out foods from the newspaper for breakfast, lunch and dinner.  
Circle the most healthful choices.

## Breakfast



## Lunch



## Dinner



**Follow-Up:** Explain why some choices are more healthful than others.

# Shopping Wisely



**Directions:** Write your name in the center and then, from the newspaper, choose food items that you like under each category given in the diagram. Circle the foods that are good for you.

<b>Breakfast</b>		<b>Lunch</b>
<b>Snacks</b>		<b>Dinner</b>

Follow-Up: What influences your choice of foods? Parents? Friends? Cost? Popular choices? Convenience? Availability? Personal taste? What should influence your food choices?

# Shopping Aisles



**Directions:** From your newspaper, locate food items that belong on the grocery aisles.

## Aisle 1

Fresh fruit      Fresh vegetables      Deli meats      Bakery      Flowers

## Aisle 2

Soup      Pasta      Pasta Sauce      Canned meat  
Mexican/Asian/Other Ethnic      Prepared Dinners

## Aisle 3

Cereal      Toys      Juice      Kool Aid  
Breakfast Bars      Pancake Mix

## Aisle 4

Jello      Candy      Cake Mix  
Coffee/Tea      Sugar/spices      Baking Needs

## Aisle 5

Lunch Boxes      Cookies      Packaged Snacks      Crackers  
Soft Drinks      Popcorn/ Nuts

## Aisle 6

Packaged Water      Frozen Foods      TV Dinners

## Aisle 7

Frozen Desserts      Eggs      Milk, Yogurt and other dairy  
Butter/Margarine      Frozen, canned juices

**Follow-Up:** After a trip to the grocery store, discuss these questions:  
Are healthier foods or high sugar, flavored foods at eye level?  
What items are placed near check out lines?



# Thoughtful Choices



**Directions:** Select foods or recipes from the food section that appeal to you. In the rectangles, write three facts that are important information about the food item or recipe. In the large box, write whether the facts support the food as a good choice.

**Item Chosen** \_\_\_\_\_



**Follow-Up:** Write an argumentative paper in support of your choices.

# A Good Food Story



**Directions:** Newspaper reporters who write about food look for good stories, as do all other journalists. Most often the stories focus on people with an interest in food.

Identify a story in your newspaper about someone who has a special interest in food:

1. Who is that person?
2. What is the person's interest in food?
3. What did you know about the person or food before reading the story?
4. What did you learn?
5. Is the story interesting to you?
6. Do you know someone with an interest in food for a newspaper story? Interview that person and write a story.

**Follow-Up:** Illustrate the story with photos or drawings.

## Wants and Needs



**Directions:** Cut out foods and recipes from the newspaper that fall into the two categories. Be sure to include foods from all food groups in the “Needs” column.

**I want to eat and why...**

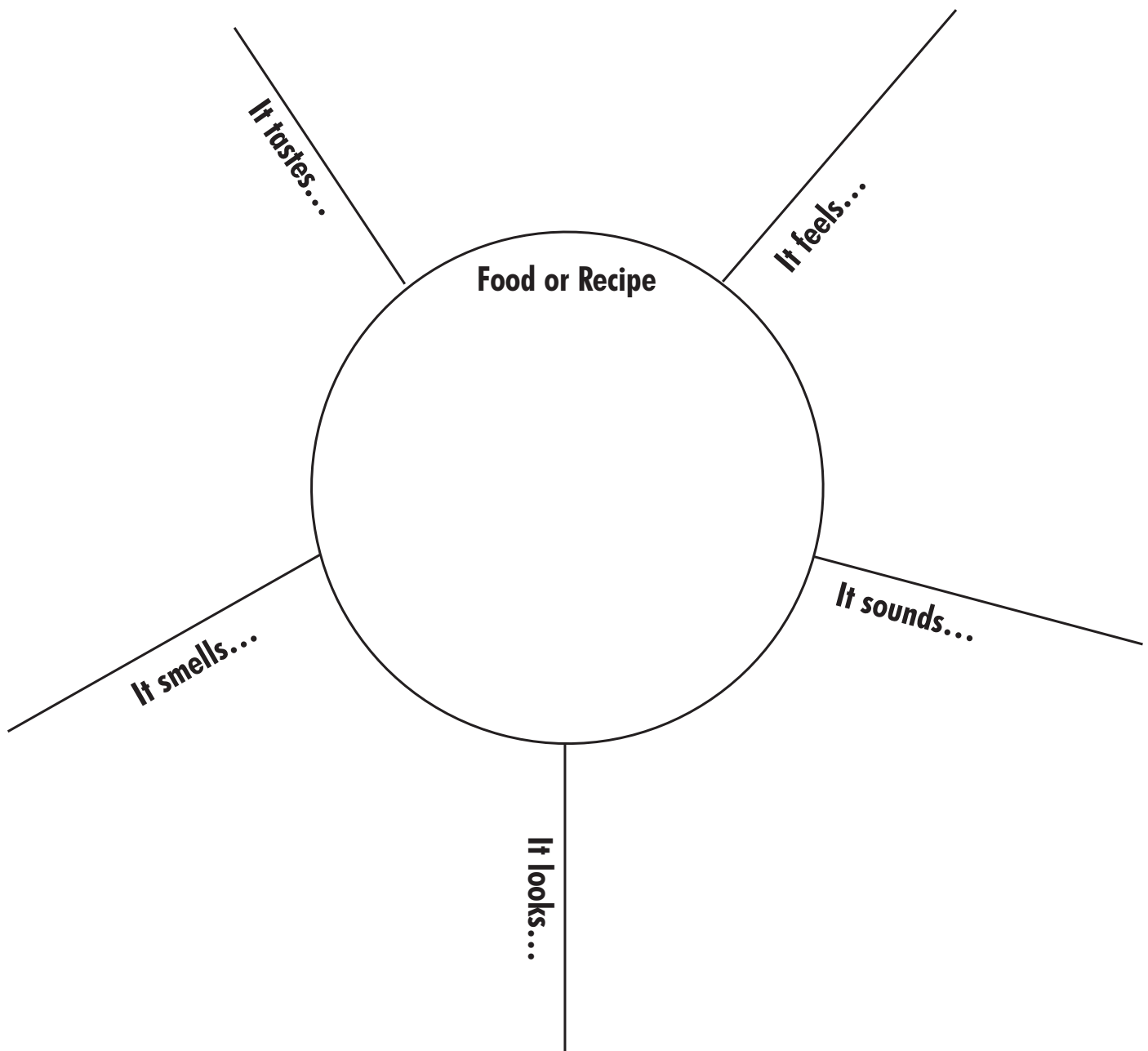
**I need or ought to eat and why...**

**Follow-Up:** Use a Venn diagram to show the foods or recipes that belong in both columns. Try to choose those during the coming week, so you will be eating foods you enjoy and also are good for you.



## Appealing to the Senses

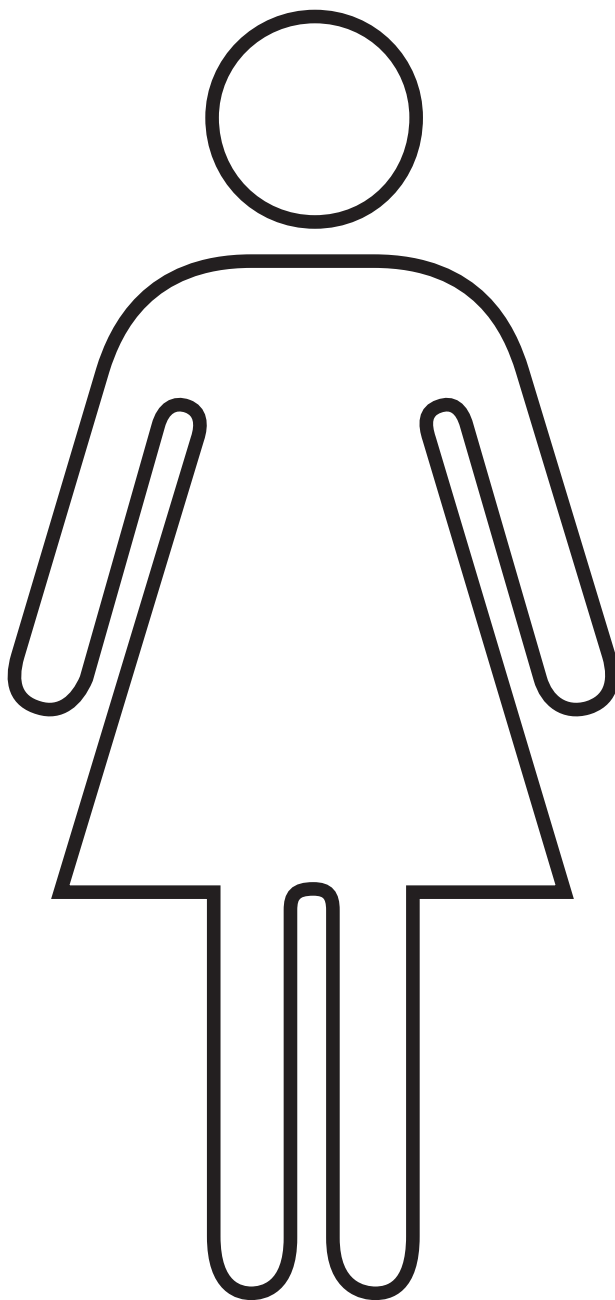
**Directions:** Foods appeal to all of the senses. Cut out and paste a food or recipe from the newspaper in the center of the circle and describe it on the lines.



# Nourishing the Body



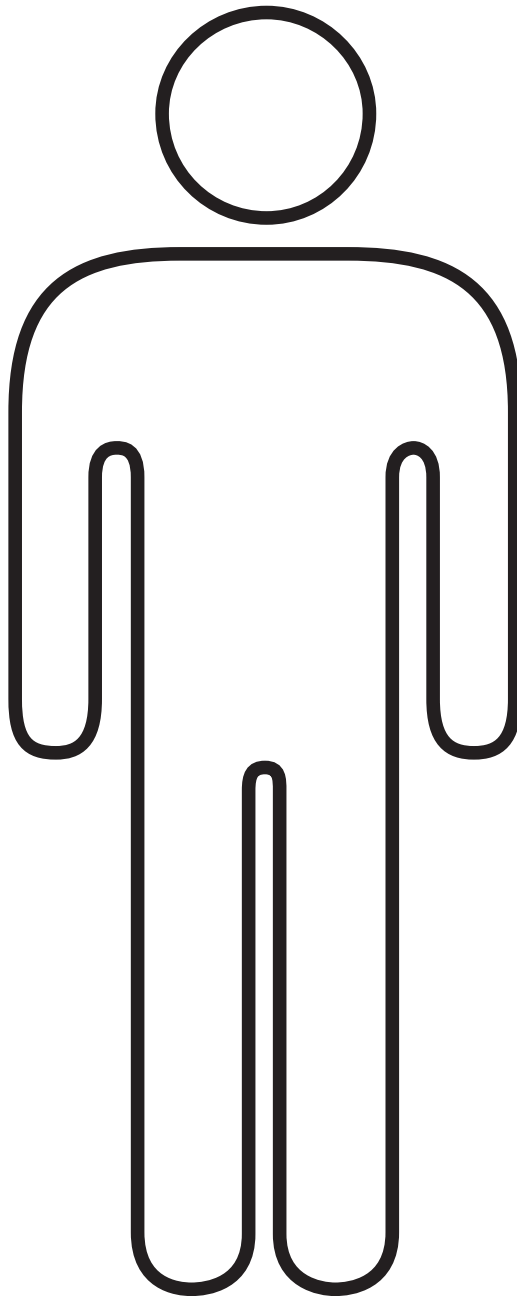
**Directions:** In the body, draw major organs, bones, teeth, eyes, ears etc. Cut out foods from the newspaper and place them along the outside of the body. Use lines to show which foods build and strengthen different parts of the body.



# Nourishing the Body



**Directions:** In the body, draw major organs, bones, teeth, eyes, ears etc. Cut out foods from the newspaper and place them along the outside of the body. Use lines to show which foods build and strengthen different parts of the body.





## Full of Alliteration\*

**Directions:** As your teacher reads aloud the poem, see if you can work out a pattern that each line of the poem is making.

Turn to the grocery ads in the newspaper, and cut out pictures of foods you can find, name them and arrange them in alphabetical order.

Now continue the poem using the foods you found as inspiration. Illustrate your poem with the pictures. (You might find it difficult to find something for Xavier to eat, x and bacon, perhaps?)

### We Ate the Alphabet

You know how Peter picked a peck of pickled peppers?

Well...

Anna ate an abundance of apples,

Billy boiled a bunch of broccoli,

Candace cooked a carrot casserole,

And...

David devoured a delicious dessert.\*

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**Follow-Up:** Which lines in the poem refer to healthy foods?

*\*Jennifer Hind, Royal Gazette, Bermuda.*

# Foods in Season



**Directions:** In newspapers, identify grocery ads and recipes you associate with the season.

**Season**

**Foods and/or recipes**

**Follow-Up:** Using grocery ads, come up with a shopping list for your next special occasion. Try to include items from all food groups on your list.





## Recipe Analysis

**Directions:** Clip a recipe from the Food section of the newspaper and analyze its nutritional value.

**Paste Recipe Here**

**Follow-Up:** What did you find out about one or more of the following:

Calories

Fat

Percent of calories from fat

Cholesterol

Sugar

Protein

Fiber

Sodium

Carbohydrates

Is this recipe worth keeping or giving to a friend? Does it include foods you enjoy?  
Is it healthful?

# Nutrition Labels



**Directions:** Choose a recipe from the newspaper and look at the nutritional analysis at the end of the recipe.

Take it to the grocery story with you and shop for the items on the list. Keep track of costs and add up the calories, fat, sodium and carbohydrates and protein in the ingredients you find. Compare your totals with those listed on the recipe.

Items in recipe	Costs	Calories	Fat	Sodium	Carbohydrates	Protein

**Follow-Up:** Do you need to substitute any items to make this recipe healthier for you? Check out the spices and herbs in *The Spice Alphabet Book* by Jerry Pallota.



## Recipe Rewrite

**Directions:** Rewrite a recipe to serve more or fewer people.

**The original recipe  
serves \_\_\_\_\_ people.**

**The rewritten recipe serves \_\_\_\_\_ people.**

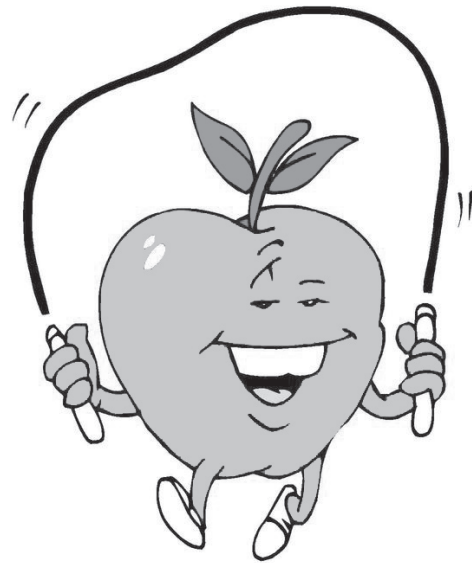
## Restaurant Ads



**Directions:** Sometimes restaurants advertise in the newspaper, and some include menus. Search the newspaper for restaurant ads and paste one below. Does one of the meals appeal to your taste? Is any meal(s) good for you *and* tasty?

**Paste Restaurant Ad Here**

**Follow-Up:** Refer to Web sites that provide information about the nutritional value of restaurant foods.



# Evaluating Advertisements

# Analyzing Ads



**Directions:** Focus on ads that deal with goods or services that affect people's health. Use classroom newspapers and other media to identify ads that target specific groups. Pay particular attention to ads that appeal to your age group. Below, describe the product and tell where you read, saw or heard the advertisement. If the ad is in print, clip and save it to use in classroom discussions.

	<b>Good or service</b>	<b>Medium/ date found</b>
<b>Children</b>		
<b>Teen-agers</b>		
<b>Women</b>		
<b>Men</b>		
<b>Budget conscious people</b>		
<b>People on certain diets</b>		
<b>People with health concernssuch as diabetes or high blood pressure</b>		

**Follow-Up:** Did any ads use white space and strong headings to draw attention?

## Promotion and Advocacy: Fitness and Sports



**Background:** Look for ways that fitness and sports are promoted and/or used to promote other products. As you drive around, observe billboards, bumper stickers and flags. Watch TV, listen to radio, spend time on the Internet, play video games and shop. Discuss what you identify that relates to fitness and sports.

**Directions:** Using your favorite ads as models, design an ad to promote a favorite player, team or event, or design an ad that promotes fitness.

**Follow-Up:** Opinion pages in the newspapers include statements for and against issues related to sports. Over several days or weeks, find an example of each of these: An editorial dealing with fitness or sports, An editorial column, A letter to the editor and A political cartoon. Save the pages where you find the examples.

## Advertising Appeals to Young People



**Directions:** Identify ads related to health in newspapers and other media. Match the advertising appeal below with the health ads that you find.

1. **Brand loyalty:** to continue buying the established brands, especially those from older, well-established businesses.
2. **Conformity:** the bandwagon approach. “Everyone is buying this item or doing this particular thing.”
3. **Hero worship:** the endorsement of a product by a big name in entertainment or sports.
4. **Status:** an appeal to the buyer’s class-consciousness.
5. **Humor:** entertaining, but deceptive; says little about the product.
6. **General attractiveness:** a wishful thinking ad; appealing to individuals who want to look good or beautiful; suggests one right (ideal or perfect) way to look (for example, point out the use of young, thin models in ads for clothes).
7. **Style changes:** the buyer’s self-image, ego gratification. The buyer’s happiness is placed first in importance.
8. **Vanity:** appeals to the buyer’s self-image, ego gratification. The buyer’s happiness is placed first in importance.
9. **Economy:** economizing while spending.
10. **Luxury:** symbol of wealth and success.
11. **Convenience:** work and time saver.
12. **Creativity:** can add personal touch to product’s use.
13. **Security:** emotional, social, financial, physical safety.

**Follow-Up:** Explain ways the ads appeal to young people. What should determine your choices?



# Body Image



**Directions:** Do different media influence your perception of a desirable body size and shape? Look for images and messages in advertising that might influence people to eat too much or too little.

**Newspapers**

**Magazines**

**TV**

**Other (Internet, Billboards, etc.)**

**Follow-Up:** Look for ads that promote sound health practices.

## Measuring Change



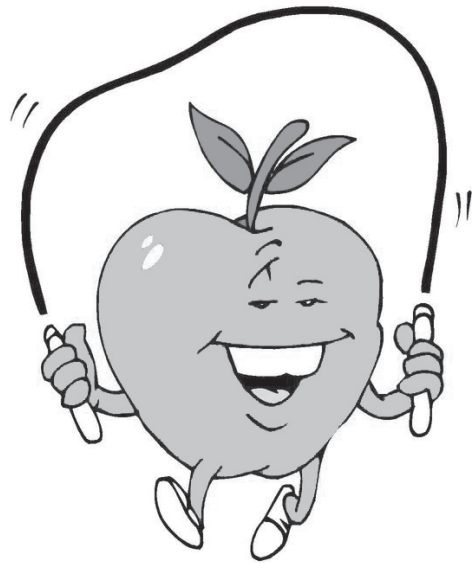
**Directions:** In the newspaper, find a chart, perhaps for a business, that shows growth or change of some kind. How is the growth measured? Attach the chart below.

How is change measured and represented on the stock market page? Cut and paste a section here and indicate where change is shown.

**Follow-Up:** Compare ways of measuring change. How do you measure changes in what and how you eat and how you exercise? What would you like to change about the way you eat and exercise?

On the back, create a chart you can use to show how the changes in eating and exercise affect you.\*

*\*Nancy Hoover, 4th grade teacher, Winston-Salem Forsyth Public Schools*



# Fitness and Sports Literacy

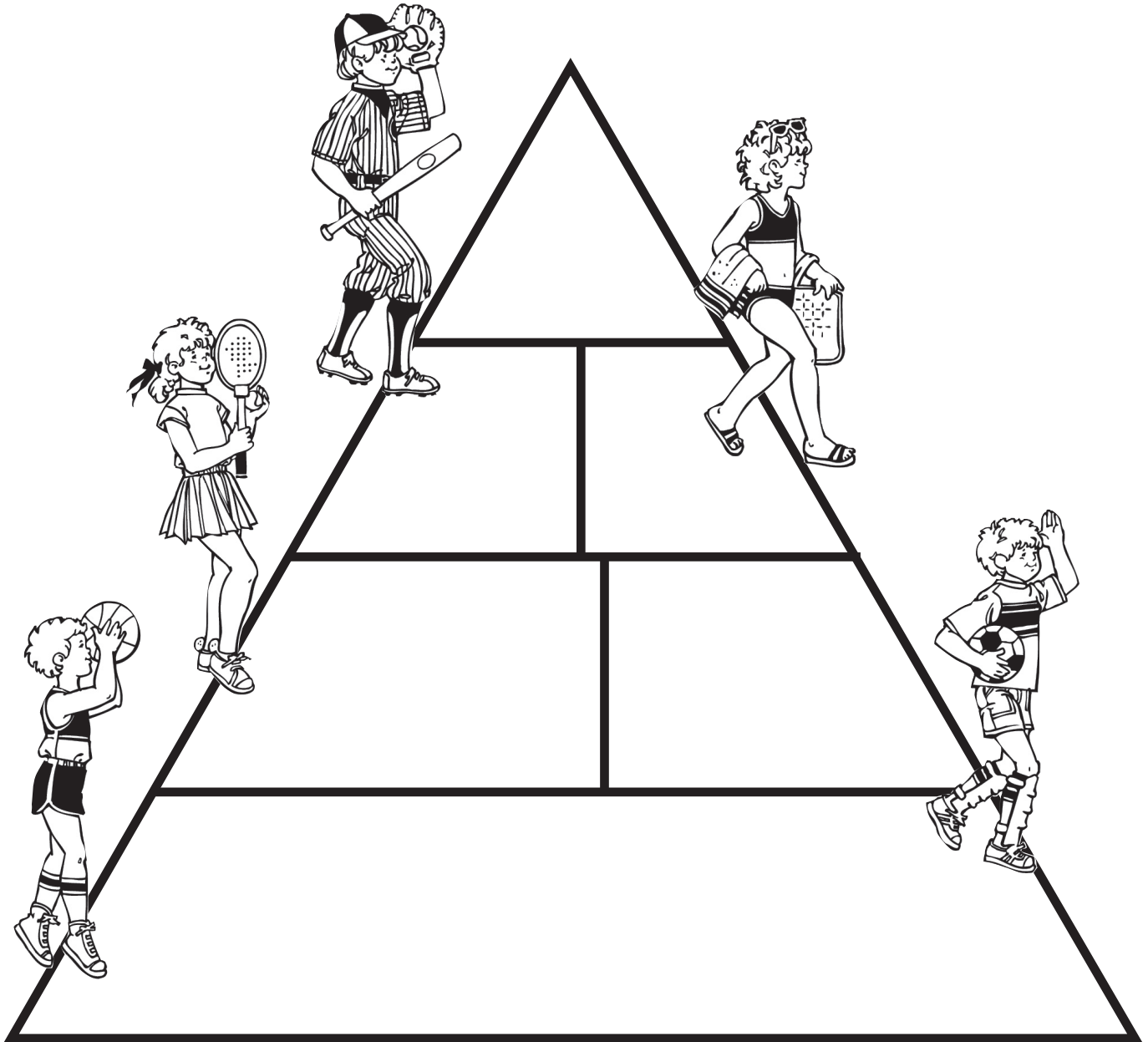
# Move!



**Directions:** You need to exercise 30 to 45 minutes a day. What can you do to get that exercise? Who is moving in the newspaper? Find photos and stories about those people. Circle ones that provide the most exercise. Write what you find below and/or display your photos on the blank exercise pyramid. Use the exercise pyramid on the next page as a guide.

## Activity

Example: Swimming

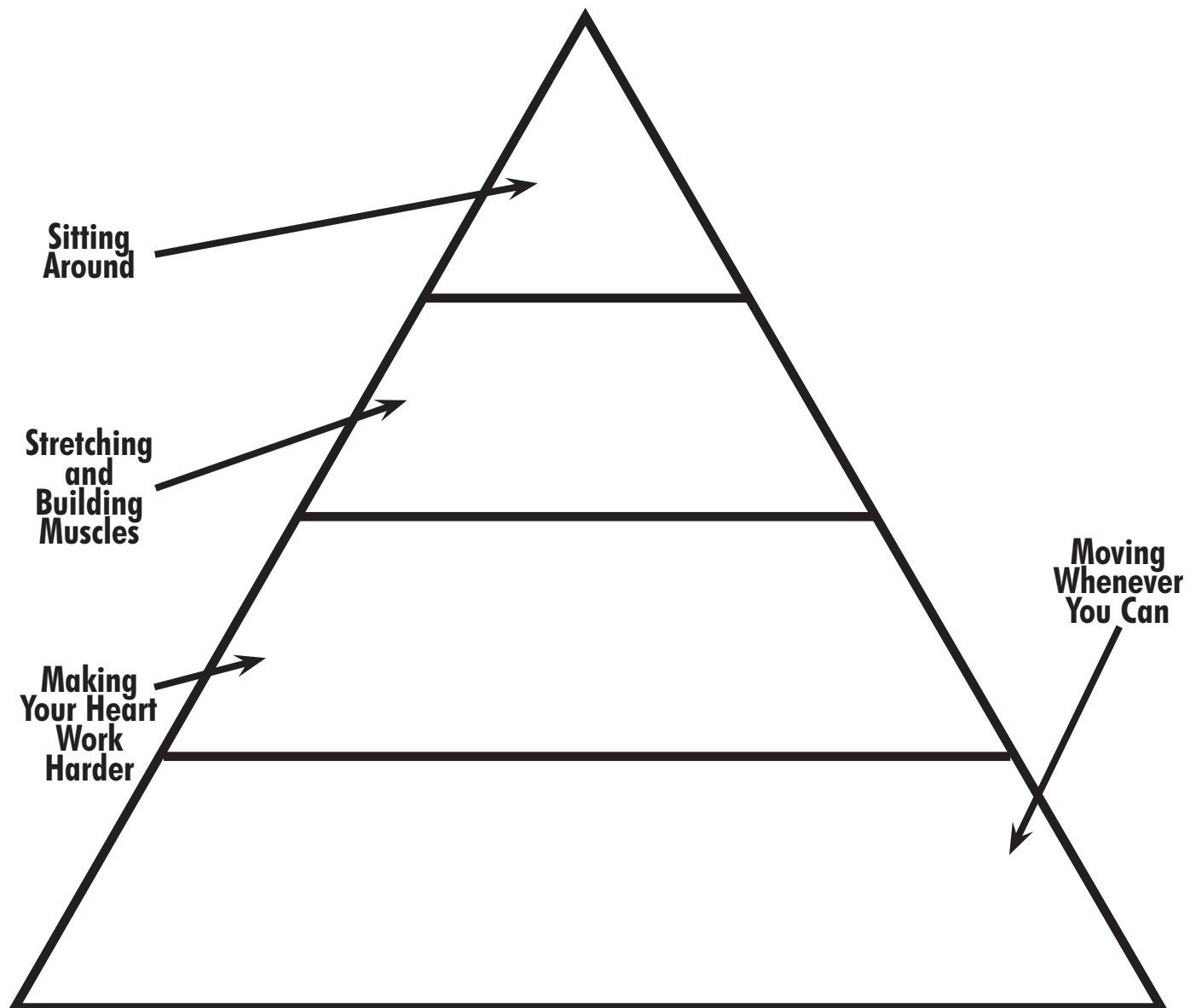


**Follow-Up:** Which activities have you tried? Which are you willing to try? Tell how often you'd be willing to do each activity. How often? How many minutes each day? Each week? Will you be exercising 30 to 45 minutes each day?

# Exercise Pyramid



**Directions:** Use activities from the newspaper to illustrate the different levels on the exercise pyramid.



**Follow-Up:** How much do you move each day? How does diet affect the exercise you should get?



# Why Exercise?

**Directions:** Why do you think people exercise? Find examples in the newspaper that illustrate these reasons:

To look good

To be healthy

To feel good

To have fun

**Follow-Up:** Think about the activities you choose for exercise. Explain why you do them. What would cause you to do more?



## Activities I Enjoy

**Directions:** Choose sports and other physical activities from the newspaper that fall in the following categories:

**Sports or physical activities  
I enjoy**

**Sports or physical activities  
I don't enjoy as much**

Discuss reasons why you enjoy some activities and don't enjoy others.

Rate the sports and activities on a scale from 1 to 5. Number "1" should be assigned to sports you enjoy the most and "5" to the sports and activities you enjoy the least.

Sports or activities	Enjoy				Don't enjoy	
	1	2	3	4	5	
	1	2	3	4	5	
	1	2	3	4	5	
	1	2	3	4	5	
	1	2	3	4	5	
	1	2	3	4	5	

**Follow-Up:** Compare your choices with classmates, compile and graph results. Which are the most popular sports and activities? Why?



## Why I Choose Activities

**Directions:** What do you look for when choosing a fitness or sports activity? Evaluate a sport covered in the newspaper. From what you read and know about it already, why do athletes choose it?

Use the following checklist to evaluate the sport mentioned in the newspaper.

Sports or fitness activity \_\_\_\_\_

- |                           |                                    |
|---------------------------|------------------------------------|
| _____ 1. Skillful         | _____ 10. Recreational             |
| _____ 2. Interested       | _____ 11. Preferred Season         |
| _____ 3. Lots of Fun      | _____ 12. Lots of Exercise         |
| _____ 4. Involves Friends | _____ 13. Play Over a Lifetime     |
| _____ 5. Individual Sport | _____ 14. Lots of Physical Contact |
| _____ 6. Team Sport       | _____ 15. Little Physical Contact  |
| _____ 7. Indoor           | _____ 16. Very Competitive         |
| _____ 8. Outdoor          | _____ 17. Little Competition       |
| _____ 9. School-based     | _____ 18. Weight Control           |

**Follow-Up:** Search newspapers for ways to get exercise other than competitive sports and rate the activities according to the criteria above.



# Safety in Sports



**Directions:** Look for ads for sports equipment. How can each be used safely? Are any safety devices, such as pads or helmets, designed to protect those who play the sport?

**Sports Equipment**

**Purpose**


**Follow-Up:** What are the consequences of failure to use sports equipment properly? If possible, interview someone who specializes in sports medicine.

# Rules for Sports



**Directions:** Look in the newspaper for references to the rules that govern sports and help prevent and/or manage conflicts that result from competition. What do you find?

**Sport:** \_\_\_\_\_

**Rule:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Sport:** \_\_\_\_\_

**Rule:** \_\_\_\_\_

\_\_\_\_\_

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**Sport:** \_\_\_\_\_

**Rule:** \_\_\_\_\_

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**Sport:** \_\_\_\_\_

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**Sport:** \_\_\_\_\_

**Rule:** \_\_\_\_\_

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\_\_\_\_\_

**Sport:** \_\_\_\_\_

**Rule:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Follow-Up: What would happen without rules?

# Good Sportsmanship



**Directions:** Write “Good Sportsmanship” in the center square and write newspaper examples in the four surrounding squares.


**Follow-Up:** Do you think that professional athletes influence school athletes? Which athletes do you consider good role models? Why?



## Resolving Conflicts

**Directions:** Sports involve competition, and disagreements arise involving players, coaches, managers, owners, commissioners fans and others.

Such conflicts end in one of three ways. Both sides win; one loses and the other wins; and both lose. Identify a conflict in the newspaper and describe how it might be resolved, with one explanation for each category.

**Who is involved in the conflict?**

--

**What is at stake?**

--

**How might it be resolved?**

**Win-Win**

--

**Win-Lose**

--

**Lose-Lose**

--

**Follow-Up:** What do you consider the “right” way to settle the disagreement? Do you think one side should win or not? Did you read about a situation in which all parties seem to be losing? What stands in the way of their resolving the conflict?



## Diversity in Fitness and Sports

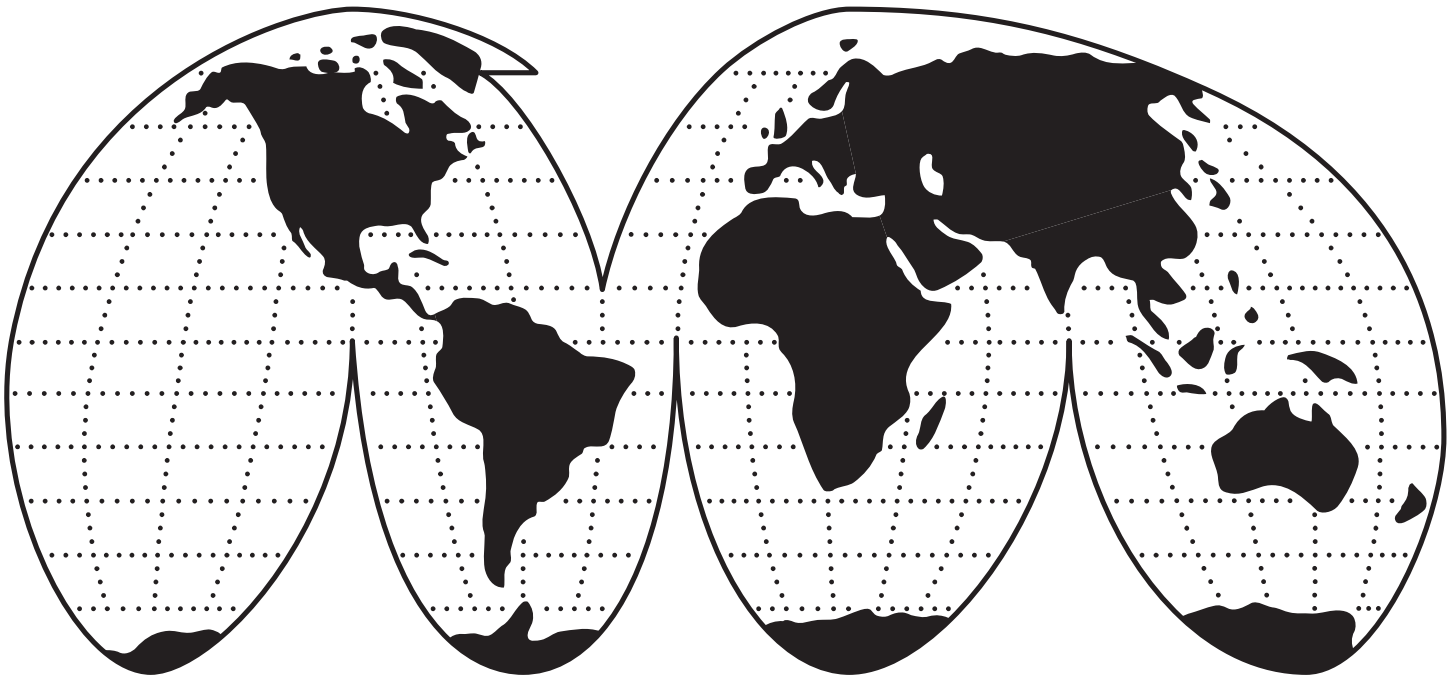
**Directions:** Using photos and words, create a collage below or on other paper that shows the diversity in sports. Choose people of different sexes, ages, races and nationalities to include in your collage. Discuss why and how sports bring together people from different backgrounds.

**Follow-Up:** Use a Venn diagram to show how two people you select for your collage are alike in their appreciation and involvement in sports, yet different in other ways.

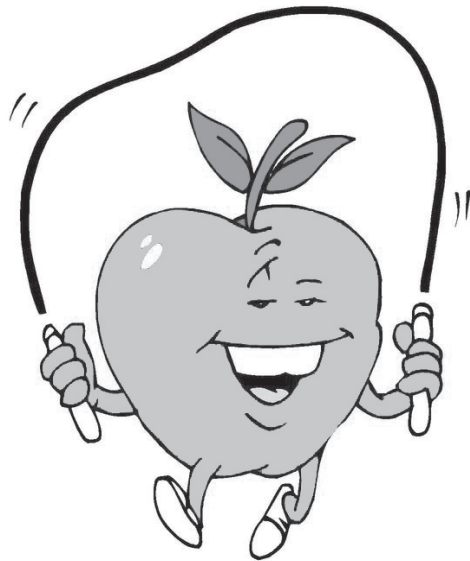
# World Sports



**Directions:** Sports are played around the world. Identify sports covered in sports pages. Locate the places mentioned on maps, such as the one below.



**Follow-Up:** Identify athletes from different countries and place their photos or names on the map.



# Politics and Economics of Health

# Jobs and Responsibilities



**Directions:** Look in news, features and editorial for people with health careers. Read to find one or more job responsibilities for each person you identify.

## BY NAME, JOB and RESPONSIBILITIES

Person's name: \_\_\_\_\_ Job title: \_\_\_\_\_

Responsibilities: \_\_\_\_\_

\_\_\_\_\_

Person's name: \_\_\_\_\_ Job title: \_\_\_\_\_

Responsibilities: \_\_\_\_\_

\_\_\_\_\_

Check out the Employment ads in the Classifieds section and elsewhere in the newspaper for descriptions of jobs.

## BY JOB, QUALIFICATIONS and RESPONSIBILITIES

Job: \_\_\_\_\_

Qualifications: \_\_\_\_\_

Responsibilities: \_\_\_\_\_

\_\_\_\_\_

Job: \_\_\_\_\_

Qualifications: \_\_\_\_\_

Responsibilities: \_\_\_\_\_

\_\_\_\_\_





## Help Wanted

**Directions:** Paste the classified ads for four health careers below:

1

2

3

4

### **Read about the careers:**

1. Highlight the job that requires the most formal education.
2. Box the job that requires the most experience.
3. Underline the job that earns the highest salary.
4. Circle the job that puts the person in the public eye.
5. Star ★ the job that appeals the most to you.

**Follow-Up:** Explain the appeal of the job you chose.

# Careers in Health



**Directions:** Answer questions about people in the news who work in health careers.

	<b>First Person</b>	<b>Second Person</b>
Who are they?		
What do they do?		
Where do they work?		
Why is their work important?		
Would I enjoy their work? Why?		

**Follow-Up:** Interview someone who works as a health professional. Take careful notes. Record the best quotes. Write a story about the person in journalistic style.



## Profile of a Researcher

**Directions:** Today's scientists work together. Identify scientists who are making news.

1. Who are the scientists?

2. What are their fields of study?

3. How does working together benefit the scientists?

**Follow-Up:** Today's researchers build on the work of past scientists. In the news stories, are scientists from the past or their findings mentioned?

# Personal vs. Public



**Directions:** Through stories in newspapers, show that the choices individuals make regarding their health and safety affect other people.

**Story:** \_\_\_\_\_

**Choices**

A large, empty rounded rectangular box with a black border, intended for writing choices.

**Effects on Others**

A large, empty rounded rectangular box with a black border, intended for writing effects on others.

**Story:** \_\_\_\_\_

**Choices**

A large, empty rounded rectangular box with a black border, intended for writing choices.

**Effects on Others**

A large, empty rounded rectangular box with a black border, intended for writing effects on others.

**Story:** \_\_\_\_\_

**Choices**

A large, empty rounded rectangular box with a black border, intended for writing choices.

**Effects on Others**

A large, empty rounded rectangular box with a black border, intended for writing effects on others.

**Follow-Up:** Which choices had positive consequences?  
Which choices had negative consequences?

# Health Care

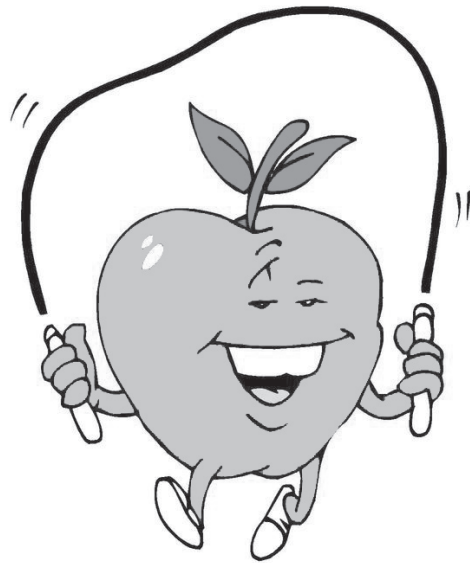


**Directions:** Health care is a critical issue. Using newspapers and other media, identify the individuals and organizations or institutions that deliver health care in your community.

1. What do the individuals do?

2. What do the organizations or institutions do?

**Follow-Up:** Did any newspaper articles deal with problems related to health care? Were any reforms or changes proposed? If you held a public office, what would you propose doing to improve health care? As a newspaper editor, what would you write about?



# Appendix







# Labeled Editorial Page

THE NEWS | 11A | TODAY'S DATE

## The News

J. Somebody, Publisher  
T. Anotherperson, Editor/Associate Publisher  
R. Humanbeing, Editorial Page Editor

## OPINIONS

### [ EDITORIALS ]

### Sen. Soles' moment of truth

The people of Pender County are waiting to see whether their new state senator represents them. R.C. Soles Jr. may or he may represent a secretive few whose spending on state elections including him is still a sizable bill supported by the County Commissioners, the Planning Board, the Pledgites Association and state Rep. Carolyn Taylor.

House Bill 70 would give Pender County needed legal tools to help build its future. They are the same tools that scores of other counties already have.

But because Pender lacks them, its residents must be badly designed and built. That means roads, water, sewer and electric lines to connect properties such as just shopping and stores to answer for residents and fire trucks.

Resisting Pender's promise to protect itself from such

threats and dangers was the first priority of the newly elected Rep. Justice, a former Pender County Commissioner. The N.C. House promptly passed her bill and sent it to the Senate.

But when some residents quietly went to Sen. Soles, he got the bill taken from the Local Government Committee, where it belonged, and sent to his Commerce Committee, where its fate depends on him.

The bill supporters, who they are, have enough money to buy misleading newspaper advertisements directed at enlightening Pender residents.

There's one reason to be frightened of the bill. There is reason to be worried that a few shadowy people could enlist the help of an influential senator to thwart the will of Pender's elected officials and undermine its future.

Whether that tactic works is up to Sen. Soles.

### Keep this killer out of society

A murderer imprisoned in Pender County for 20 years on May 13, he shot a 25-year-old jogger in the stomach - including in the head, to make sure she was dead.

For that, Anthony George Simpson was sentenced to life imprisonment. But under the circumstances in effect at the time, he could be considered for parole in 10 years.

It is inconceivable that he would get it. But it is conceivable - and a waste of time and money - that the question should come up now and in the future.

This cold killer did not even have the money to pay for his shot in death in Chapel Hill on July 15, 1970. Though he confessed and though the prosecutor sought the death penalty, commanding he murdered Kristin Ann Luch-Miller when she resisted his attempt to rape her, the jury could not agree that the shooting was premeditated.

His conviction for second-degree murder saved Mr. Simpson a "life" sentence who was actually getting away with it. The Pender County Board of Prisoners would depend on the Pender County Board of Prisoners to be, perhaps, on how considered the prisoners have to be.

He should get out now. At 27, he's in the prime of his predatory years.

For his life sentence he has been imprisoned since going behind bars, he's accumulated 28 "incentives," including a second offense, but Christmases. Christmas.

The Pender County Board of Prisoners is not scheduled to speak to the Pender County Board today, but it should not lose their heads and know what it should do.

Prison isn't just the right place for this thing. It's the only place.

### OTHER VIEWS

### Wanted: Men who shop

For those who haven't seen the magazine, the concept is pretty simple. It's not shopping. Period. There's this idea in this idea, giving magazine for staff to buy No. 10 envelopes, to make sure they are distributed from the all-around to the people. They're even included a page of color-coded stickers - for "shoppers" and "non-shoppers" - so that readers can compare their shopping habits with the shopping habits of the people.

Need we add that the magazine is for women? Didn't think so.

So, the first with women, the publishers of the magazine are giving a new's version of the magazine, expected to launch in 2004.

Finally! A way to keep track of all our assumptions (and our stereotypes) about gender differences in the shopping habits.

Chicago Tribune



### [ LETTERS TO THE EDITOR ]

#### Clinton's misdeeds gets to stay

EDITOR: The handwriting was on the wall when the President's second term began. It was only a matter of time before the world would see the truth about the man who was elected President of the United States.

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### Rating the odds of the Carolina nine

Highlight of the joint appearance of nine declared Democratic presidential candidates at the South Carolina debate was when the moderator, George Stephanopoulos, asked Sen. Joe Lieberman if he was "the vice" to be president.

That type of question about a candidate's "vice" is a bit odd, but it's not the only one that's odd.

The debate program began at 8 p.m. Saturday in the East, at the end of the evening's longest hour.

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### Masthead

### Flag

### Syndicated Column

### Political Cartoon

### Letters to the Editor

### Editorials

### Syndicated Column





# Broad Types of Writing in the Newspaper

<b>TYPE</b> <b>A. News</b> <b>1. Breaking news</b>	<b>Purpose</b> Informs about specific events; always timely, not been told before, gives immediate information.	<b>Angle (not the subject)</b> Focuses on one particular aspect of an event; i.e. the battle, not the war.	<b>Style</b> a) usually hard news lead b) inverted pyramid c) short sentences d) objective
<b>2. News analysis</b>	Gives background, adds facts and figures that explain the news; puts the events in context and goes beyond strictly reporting the day's events; usually labeled "analysis," "commentary," or "interpretation." a Examines the total picture surrounding a particular	news event, including the background which led to the event; i.e. the war. Deals with causes and effects, long-term implications.	a) objective b) usually hard news lead, but may vary c) uses a specific news event to move into a discussion of the overall picture i.e. one specific battle and its implications for the entire war
<b>B.Feature</b>	Informs about background or mood of event; if timely, only in a sense of recent or in terms of a trend. Often informs about an event that is not newsworthy in itself; also provides information about something the reader can do, i.e. how to cope personally. Can take the form of a news feature that takes a more detailed, descriptive approach to a news event.	Focuses either on one aspect or on bringing several things together into a meaningful whole, i.e. news stories tell of five children killed in five different accidents; the feature is on child safety. Unfolds a story chronologically with great detail to give readers more information	a) soft lead b) any organization c) much more picturesque; uses metaphors that are more appropriate for the topic d) many more quotes e) should have tone f) longer sentences if appropriate g) reflects writing ability in that the way it is written is almost as important as what is written h) may incorporate techniques for storytelling
<b>C. Editorial</b>	Presents the newspaper's view and stimulates thinking on the subject; also tries to convince the reader to share the view. To balance the newspaper's view, editorial pages include letters to the editor; the opposite editorial (op-ed) page presents a variety of opinions from columnists.	Gives specific opinion on specific subjects; i.e. why the battle should not have been fought at dawn.	a) logical b) essay organization c) non-emotional d) short and direct e) no anecdotes usually f) very brief examples g) factual
<b>D. Columns</b>	Present the writer's view point; attribution (phone and byline) and name of column indicate the topic and who is responsible for it. There are many types of columns which vary in purpose. One type of column analyzes politics and government. Others are more like features spotlighting interesting people and places. Some columns, like <i>Dear Abby</i> , offer advice on specific topics or answer questions from readers. In addition, most newspapers contain one other type of column, reviews which evaluate books, theatrical or musical performances, paintings or other	works of art. Gives specific opinion on specific subjects; i.e. school board members' actions, and volunteer efforts in a community or feelings about more abstract topic; i.e. guilt.	a) personal, may use "I" b) can be either emotional or logical or combination depending on the writer

# Glossary of Newspaper Terms (Front and Editorial Pages)



**AP or Associated Press** – the largest wire service, operating world wide, in large and small communities.

**banner** – a headline running across the entire width of the page, above the fold, AND having the biggest, boldest type; also an ad running across the page of the newspaper; on a Web site usually an animated ad.

**byline** – the name of the writer printed at the top of the story.

**caption or photcaption** – explanatory phrase in larger type over a cut (photo) or cutline; serves as a headline for the photo and cutline.

**column** – the arrangement of horizontal lines of type in the newspaper; also an article expressing the personal experience or opinion of its author, the columnist; identified by its title or the name and photo of the columnist who writes it.

**cutline** – the identifying information that appears under photographs or illustrations; typically answers the who, what, when and where questions about the photo.

**dateline** – the opening words of a story, usually in bold type, which give the location from where the story was submitted something gives the date; or indicates the location of the reporter when he/ she filed the story.

**ears** – the space or position at the top of the front page on each side of the newspaper's name, used for weather, index, circulation figures or calling attention to some special features in the newspaper.

**editorial** – a statement of opinion, reflecting the institution's position, i.e. publisher and or owner. Editorials run on the left side of the editorial page.

**5Ws** – who, what, when, where and why (sometimes H for how is added); the main questions a reporter asks and answers when following up and writing a news story; often who, what, when and where are answered in the opening paragraph of a straight news story.

**flag** – the newspaper's logo or name on the front page and the names of other sections, such as City/ State, Sports, and Business that alert readers to the content of different parts of the paper.

**headline** – the large type above a story stating its main idea.

**index** – front page feature that provides information to help the reader locate items in the newspaper

**jumpline** – information at the end of stories that tells the page numbers for the rest of the story.

**lead paragraph** – the first few sentences or paragraph of a story; in a straight news story, usually answering all or most of the basic questions who, what, when where, why and how, called a hard lead; infrequently but historically spelled "lede." (see soft lead)

**letters to the editor** – signed letters sent by readers to the newspaper for publication on its editorial or opposite editorial pages; meets criteria set by the newspaper for publication in terms of length and appropriateness of content.

**masthead** – the formal statement of paper's name, officers, point of publication and other information , usually found on the editorial page.

**op-ed page** – the page opposite the editorial page devoted to the opinions of syndicated columnists and others.

**political cartoons** – signed statements of opinion that relies heavily on images; appears on editorial on opposite editorial pages; developed by local and/ or syndicated cartoonists.

**publisher** – the chief executive and sometimes owner of the newspaper.

**skybox** – images and text directly above the logo or flag (name of the newspaper) promoting articles or special sections within the newspaper.

**soft lead** – a feature-style lead intended to entice readers into stories; colorful, dramatic opening paragraph in contrast to straight news leads that answer who, what, when and where questions.

**subheads** – appearing below the headline and above the story; combines with the headline to give the main idea of the story.

**syndicate** – an association that buys and sells stories, features, columns and other materials for publication in newspapers.

**wire service** – a national international news service that sells and distributes news and photos by means of wire communication.

# Glossary of Character Education Terms



Many schools have developed character education programs and identified traits for teachers to integrate into their instructional programs. The terms below represent a compilation of traits adopted by Wake, Cumberland, Mecklenburg and Onslow County Schools and can be used as references, along with the traits adopted by other school systems.

**Character** – moral and ethical strength.

**Character education** – the teaching of traditional civic and moral concepts of respect, responsibility, integrity, caring, self-discipline, trustworthiness, fairness and citizenship.

**Caring** – to demonstrate kindness, consideration and compassion; showing concern for the well being of others.

**Citizenship** – to honor and contribute to the laws, policies and human rights of the land; being an informed, responsible and caring participant in your community.

**Cooperation** – respect for diversity, teamwork within the home, school and community.

**Courage** – having the determination to do the right thing even when others don't; the strength to follow your conscience rather than the crowd. Attempting difficult things that are worthwhile.

**Fairness** – to be impartial and equitable.

**Good Judgment** – choosing worthy goals and setting proper priorities; thinking through the consequences of your actions; basing decisions on practical wisdom and good sense.

**Honesty** – being truthful in words and action.

**Integrity** – having the inner strength to be truthful, trustworthy, and honest in all things; acting justly and honorably; to have the inner strength to adhere to high ethical standards.

**Justice and Fairness** – demonstrating impartial, unbiased and equitable treatment for all.

**Kindness** – being considerate, courteous, helpful, and understanding of others; showing care, compassion, friendship and generosity. Treating others as you would like to be treated.

**Perseverance** – being persistent in pursuit of worthy objectives in spite of difficulty, opposition or discouragement. Exhibiting patience and having the fortitude to try again when confronted with delays, mistakes or failures; staying with a task and not giving up.

**Respect** – to act with courtesy, tolerance, and dignity; showing high regard for self, other people and property; showing high regard for authority, for other people, for self, for property, and for country; understanding that all people have value as human beings.

**Responsibility** – to be dependable and accountable for one's actions; being accountable for your own behavior; being dependable in carrying out obligations and duties; showing reliability and consistency in words and conduct; being accountable for your own actions; being committed to active involvement in your community.

**Self-discipline** – to exercise positive self-control; demonstrating hard work and commitment to purpose; regulating yourself for improvement and refraining from inappropriate behaviors; being in proper control of your words, actions, impulses and desires; choosing abstinence from premarital sex, drugs, alcohol, tobacco, and other harmful substances and behaviors; doing your best in all situations.

**Trustworthiness** – to be worthy of confidence; being honest and reliable in carrying out commitments, obligations and duties.

**Work Ethic** – demonstrating commitment, pride and a positive attitude in completing tasks.

# North Carolina Levels of Thinking and Reasoning



Knowing	Organizing	Applying	Analyzing	Generating	Integrating	Evaluating
<p>Useful verbs:</p> <p>List</p> <p>Name</p> <p>Label</p> <p>Recall</p> <p>Identify</p> <p>Match</p> <p>Choose</p>	<p>Useful verbs:</p> <p>Categorize</p> <p>Group</p> <p>Classify</p> <p>Compare</p> <p>Contrast</p>	<p>Useful verbs:</p> <p>Apply</p> <p>Make</p> <p>Show</p> <p>Record</p> <p>Construct</p> <p>Demonstrate</p> <p>Illustrate</p>	<p>Useful verbs:</p> <p>Outline</p> <p>Diagram</p> <p>Differentiate</p> <p>Analyze</p>	<p>Useful verbs:</p> <p>Conclude</p> <p>Predict</p> <p>Explain</p> <p>Elaborate</p> <p>Infer</p>	<p>Useful verbs:</p> <p>Combine</p> <p>Summarize</p> <p>Design</p> <p>Imagine</p> <p>Generalize</p>	<p>Useful verbs:</p> <p>Judge</p> <p>Evaluate</p> <p>Rate</p> <p>Verify</p> <p>Access</p> <p>Define criteria</p>
<p>Sample question stems:</p> <p>When was...?</p> <p>Who did it?</p> <p>Define the word _____.</p> <p>What is a _____?</p> <p>Label the following.</p> <p>Identify the _____ in _____.</p> <p>the _____.</p>	<p>Sample question stems:</p> <p>What conclusion have you reached about _____?</p> <p>Explain the main idea and illustrate it.</p> <p>What do the characters have in common?</p> <p>What traits best describe the hero in the story?</p> <p>In your own words, tell _____.</p> <p>How else might you say _____?</p> <p>What is the purpose of _____?</p> <p>Which picture shows _____?</p> <p>Describe. Show how... Compare...</p> <p>Tell what you think...</p> <p>Is _____ greater than _____?</p> <p>Why is it called _____?</p> <p>Explain why _____ caused _____?</p>	<p>Sample question stems:</p> <p>What is _____?</p> <p>What evidence is there that _____?</p> <p>In what way might _____?</p> <p>Give some instances which _____?</p> <p>Which of these words...?</p> <p>How would you use this information to start a program yourself?</p> <p>Write what you have learned and how you can use this information in your life?</p>	<p>Sample question stems:</p> <p>What part of this could be real? Make believe?</p> <p>What would be a good title for...?</p> <p>What are the functions of...?</p> <p>Categorize the _____ of _____?</p> <p>Sort the _____.</p> <p>What is the order of the steps in _____?</p> <p>Compare _____ to _____.</p> <p>How _____.</p> <p>Are they alike? Different?</p> <p>Now that we have studied this, what can be concluded about _____.</p>	<p>Sample question stems:</p> <p>If you had been... what would you have differently?</p> <p>How many ways can you think of to...?</p> <p>What would happen if _____?</p> <p>Predict what would be true if _____?</p> <p>How can you explain...?</p> <p>Hypothesize what would happen if...</p>	<p>Sample question stems:</p> <p>How many ways can you think of...?</p> <p>Conclude what the result would be if...</p> <p>Summarize the story in your own words.</p> <p>Devise a plan to</p>	<p>Sample question stems:</p> <p>What would you do?</p> <p>Judge what would be the best way...</p> <p>Evaluate whether you would...</p> <p>Should _____ be permitted to...? Why or why not?</p> <p>Is _____ accurate?</p> <p>Yes or no?</p> <p>What do you think...?</p> <p>Was it right or wrong for...? Explain.</p> <p>How well did...?</p> <p>What is the most important?</p> <p>Why?</p> <p>Which of the following...?</p> <p>How effective was...?</p> <p>What could have been different?</p> <p>Based on your previous answer, do you think you could have... Tell how.</p>



## Health Log: Nutrition

**Directions:** Keep track of your eating over the course of a week. At the end of each week, evaluate your habits. Circle the foods that were healthful choices and cross out ones that were not.

Set a goal based on what you learn about your eating habits. Follow up by completing the log at a later time. Note any improvements, no matter how small.

Name \_\_\_\_\_ Week \_\_\_\_\_

	Breakfast	Lunch	Dinner	Snacks
Sunday				
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				

**Follow-Up:** What information and/or advice did you obtain from newspapers that helped you make better food choices? What other sources of health information benefited you? Did any friends or family members influence you to make better choices? Did you encourage anyone else to take action to improve his or her health?



## Health Log: Exercise and Sleep

**Directions:** Keep track of your exercise and sleep over the course of a week. At the end of each week, evaluate your habits. Highlight the times when you exercised for 20 minutes and slept eight hours.

Set a goal based on what you learn about your habits. Follow up by completing the log one week each month. Note any improvements month to month, no matter how small. Compare your first and last logs and see what progress you made over the course of the year.

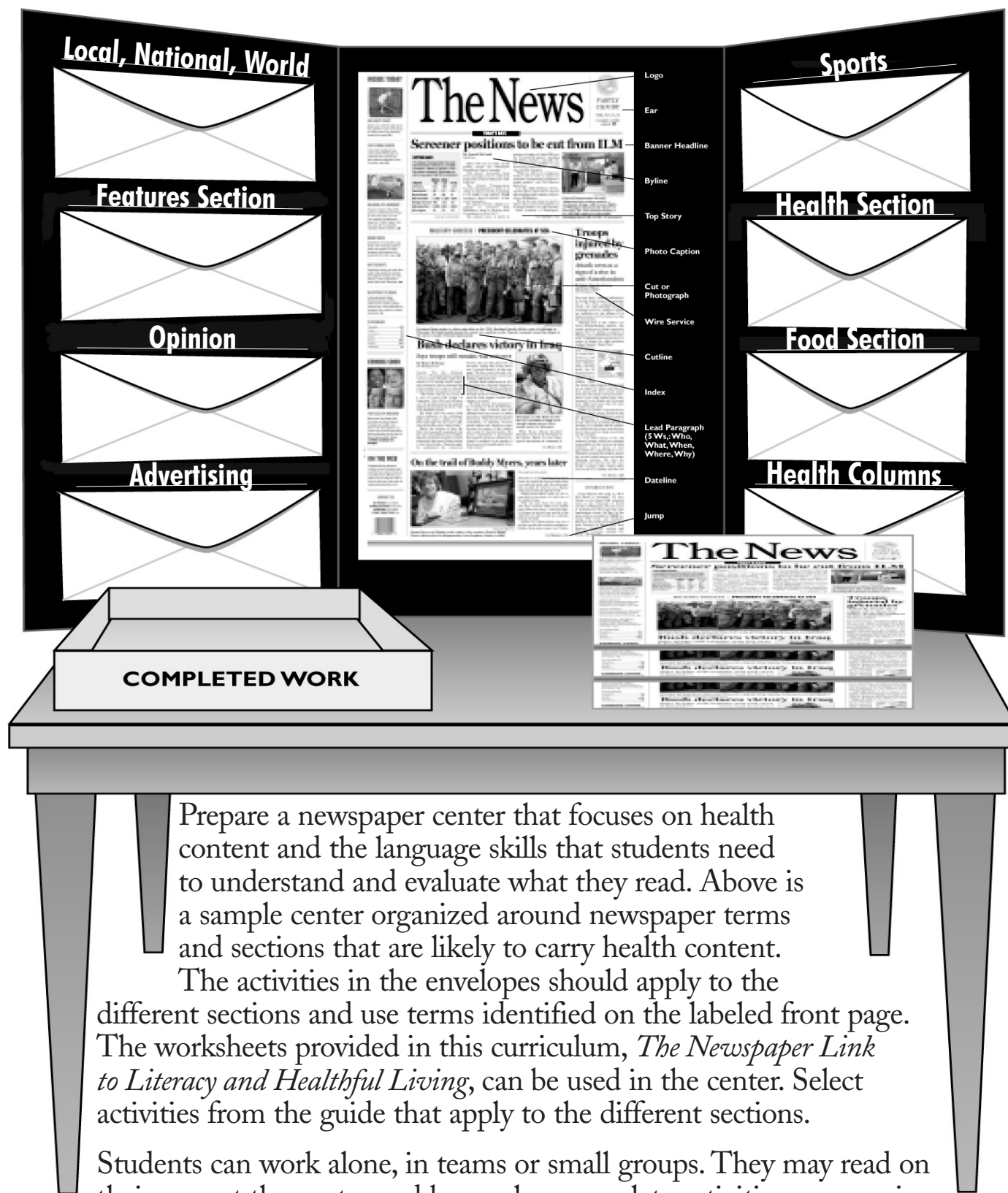
**Name** \_\_\_\_\_ **Week** \_\_\_\_\_

	<b>What Exercise Did You Do?</b>	<b>How Long Did You Exercise?</b>	<b>Where Did You Exercise?</b>	<b>How Long Did You Sleep?</b>
<b>Sunday</b>				
<b>Monday</b>				
<b>Tuesday</b>				
<b>Wednesday</b>				
<b>Thursday</b>				
<b>Friday</b>				
<b>Saturday</b>				

**Follow-Up:** What information and/or advice did you obtain from newspapers that helped you make better choices? What other sources of health information benefited you? Did any friends or family members influence you to make better choices? Did you encourage anyone else to take action to improve his or her health?



# Health in the Newspaper Center



Prepare a newspaper center that focuses on health content and the language skills that students need to understand and evaluate what they read. Above is a sample center organized around newspaper terms and sections that are likely to carry health content.

The activities in the envelopes should apply to the different sections and use terms identified on the labeled front page. The worksheets provided in this curriculum, *The Newspaper Link to Literacy and Healthful Living*, can be used in the center. Select activities from the guide that apply to the different sections.

Students can work alone, in teams or small groups. They may read on their own at the center and keep a log, complete activities you require or receive extra credit. To help students understand directions and work independently, have models or samples of completed activities at the center.

# Bingo



**Directions:** Use words and photos and facts from the newspaper to play bingo.

		<b>FREE</b>		





## Bingo: Photo Scavenger Hunt







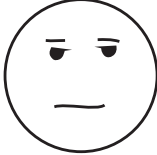

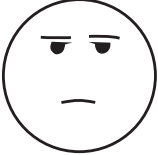







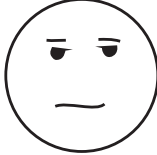




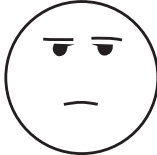


**Directions:** Use words and photos and facts from the newspaper to play bingo. Find the items or write the names of classmates who find the items.

<b>A healthy snack</b>	<b>A favorite vegetable</b>	<b>A food rich in complex carbohydrates</b>	<b>A food your family enjoys</b>	<b>A food associated with another country</b>
<b>Someone resting</b>	<b>Someone exercising</b>	<b>Items used for cleaning your body or your teeth</b>	<b>Someone expressing happiness</b>	<b>Someone expressing sadness or sorrow</b>
<b>People who are getting along</b>	<b>Item used to keep people safe</b>	<b>FREE</b>	<b>Article of clothing that protects from the weather</b>	<b>Harsh weather condition</b>
<b>A family</b>	<b>Firefighter, policeman or another person who helps in emergencies</b>	<b>A doctor, nurse or other person who works in a health field</b>	<b>Something to say "no" to</b>	<b>An item that you both want AND need</b>
<b>A picture that makes you want a sugary snack</b>	<b>A medicine</b>	<b>Someone participating in an activity you enjoy</b>	<b>Someone participating in a team sport</b>	<b>Someone in another country whose health or safety is at risk</b>



## Bingo: Different Faces of Emotion

**Directions:** Use the bingo card below to record the signature of someone who found the emotion and the page number where the person found it in the newspaper. mark one square and move to another person.

<b>Embarrassed</b> 	<b>Sad</b> 	<b>Angry</b> 	<b>Happy</b> 	<b>Hopeful</b> 
<b>Confused</b> 	<b>Guilty</b> 	<b>Frightened</b> 	<b>Frustrated</b> 	<b>Surprised</b> 
<b>Shy</b> 	<b>Happy</b> 	<b>FREE</b>	<b>Sad</b> 	<b>Anxious</b> 
<b>Hopeful</b> 	<b>Angry</b> 	<b>Guilty</b> 	<b>Angry</b> 	<b>Confused</b> 
<b>Embarrassed</b> 	<b>Frightened</b> 	<b>Frustrated</b> 	<b>Surprised</b> 	<b>Shy</b> 



## Restaurant Ads

### **Web Site Information** (activity titled Restaurant Ads)

<http://www.onlinemenus.com/>

<http://www.amazon.com/exec/obidos/tg/browse/-/913908/103-3693042-2306221>

### **For fast food menus:**

Burger King: <http://www.burgerking.com>

Subway: <http://www.subway.com>

Wendy's: <http://www.wendys.com>

McDonald's: <http://www.mcdonalds.com>

Taco Bell: <http://tacobell.com>

Kentucky Fried Chicken: <http://www.kfc.com>

Long John Silver: <http://www.longjohnsilver.com>

Pizza Hut: <http://pizzahut.com>

Dominos: <http://dominos.com>

Hardee's: <http://hardees.com>

Sonic: <http://sonicdrivein.com>

Dairy Queen: <http://dairyqueen.com>

Arby's: <http://arbys.com>

Chick-fil-A: <http://www.chickfila.com/>

The Fast Food Nutrition Explorer: <http://www.fatcalories.com>

Fast Food & Calories: [http://www.chowbaby.com/10\\_2000/fastfood/fast\\_food\\_nutrition.asp](http://www.chowbaby.com/10_2000/fastfood/fast_food_nutrition.asp)

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Dietary Guidelines for Americans 2005 <a href="http://www.health.gov/dietaryguidelines/dga2005/document/default.htm">http://www.health.gov/dietaryguidelines/dga2005/document/default.htm</a> (accessed February 2005)	
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International Food Information Foundation. <a href="http://www.ific.org/publications/other/tnfiles3.cfm">www.ific.org/publications/other/tnfiles3.cfm</a> , July 2004 (accessed November 2004).	Activity 79
International Food Information Foundation. <a href="http://www.ific.org/publications/other/upload/What-s-New-About-the-New-Food-Label-Poster.pdf">www.ific.org/publications/other/upload/What-s-New-About-the-New-Food-Label-Poster.pdf</a> (accessed November 2004).	Activity 79
Maslow, Abraham H. "A Theory of Human Motivation." <i>Psychological Review</i> , 1943. pp 46-66.	Activity 36
North Carolina Department of Public Instruction. <a href="http://www.ncpublicschools.org">www.ncpublicschools.org</a> . Click on curriculum. Click on Healthful Living.	Table of Contents
North Carolina Press Association. <a href="http://www.ncpress.com">www.ncpress.com</a> Click on Online Newspapers. Look for Health index and/or search using the keyword "health" and more specific health terms such as "obesity". Also search using the names of columnists who write about health.	Activity 104
Rock and Wrap It Up! Elementary School Lesson 1. <a href="http://www.rockandwrapitup.org/school1.html">www.rockandwrapitup.org/school1.html</a>	
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U.S. Department of Agriculture <a href="http://www.fns.usda.gov/tn/Resources/DearStudents2.pdf">www.fns.usda.gov/tn/Resources/DearStudents2.pdf</a> (accessed November 2004) Student reproducible, p. 5. Visit the Web site for the most up-to-date information. <a href="http://www.mypyramid.gov">www.mypyramid.gov</a> for most up-to-date food pyramid	Activity 61
Utah Education Network. <a href="http://www.uen.org/Lessonplan/preview.cgi?LPid=1254">http://www.uen.org/Lessonplan/preview.cgi?LPid=1254</a> (accessed January 2004)	Activity 17
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"What makes a good ad?" <a href="http://www.hru.uts.edu.au/recruitment/attracting/advert.html">http://www.hru.uts.edu.au/recruitment/attracting/advert.html</a>	Activities 82 and 84

**NOTE! Visit all Web sites for the most up-to-date information.**