

revitup

Lesson 9

Mission Possible!



**SOUTH DAKOTA STATE
UNIVERSITY EXTENSION**



RUTGERS®

Lesson 9: Mission Possible!

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Core Curriculum Area: Dietary Quality, Physical Activity

Objectives

Teens taking this class will:

1. Choose healthy snacks from 4 of the 5 MyPlate food groups.
2. Identify healthy snacks that meet teens' tastes and health needs.
3. Add MVPA to their day by dancing.

Behavioral Focus

This lesson prompts teens to:

1. Identify healthy snacks that they are willing to eat instead of high-calorie snack foods.
2. Use dance to increase their MVPA.

Background

What do teens need to know about healthy snacks?

Over the past 30 years, snacking among U.S. children has increased a lot!¹ Child obesity rates have risen, too.² While snacking has increased among all children, low-income children ate twice as many snack calories in 2014 than in 1977!¹ Between 2015 – 2016, snacks made up 22% of teen boys' total calorie intake, 34% of their total sugar intake, and 21% of their fat intake.³ Among teen girls, snacks made up 21% of their total calorie intake, 31% of their total sugar intake, and 22% of their fat intake.³

From Lesson 6: *Veg Out!*, you already know that most of the snacks teens eat are not very healthy. When low-income teens buy snacks, they often choose foods like sugary drinks, chips, cookies, and ice cream.⁴ Teens learned in *Veg Out!* that veggies are healthy snacks that can fill them up for much fewer calories. But there are healthy snacks from the other food groups too!

The *Dietary Guidelines for Americans* name which foods from each of the other food groups are best.⁵ Note that they are only great snacks when the version of the food eaten is low in added sugars, sodium, and saturated fats.⁵

- **Fruits:** Whole fruits (versus fruit juice).
- **Dairy:** Low-fat and fat-free dairy products.
- **Grain foods:** Foods made with whole grains (versus refined grains).

- **Protein foods:** Seafood, lean meats, poultry, eggs, legumes, nuts, seeds, and soy products.

How does Rev It Up! teach teens about healthy snacks?

In *Mission Possible!*, teens pretend to be secret agents who are working for the Rev It Up! Teen Bureau. This is kind of like the Federal Bureau of Investigation (FBI) or the Central Intelligence Agency (CIA). But of course, the Rev It Up! Teen Bureau is just make-believe. The secret agents who work for the Rev It Up! Teen Bureau have been charged with finding ways to save teens who are having "snack attacks." Snack attacks are when someone craves a snack all of a sudden! The secret agents must save the teens by finding snacks that both meet the teens' health and taste needs.

To help the teens dealing with snack attacks, the secret agents must choose the most fitting healthy snacks for each teen's situation from among a group of choices. If a teen needs something crunchy, she might get an apple! Or a teen who needs a gluten-free snack may get string cheese. By choosing snacks for fictional teens, the teens you teach will be using problem solving skills they can apply the next time they have a snack attack of their own!

What about today's MVPA?

By now your teens know you pretty well. After having walked as a group so many times, they are likely no longer afraid to get up and move around with you and their classmates – even in broad daylight. So, today's activity is a dance. They won't know that when you start, but they will soon find out and have a great time! Research has shown that dancing is one MVPA activity that less active teens have said they love to do!⁶

Works Cited

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Materials Needed

Activity 1: Mission Snack Attack!

- ☐ Computer, projector, and speakers (or) SMART Board®
- ☐ Mission Possible! Presentation
- ☐ Mission Possible! Tip Sheet, 2 copies
- ☐ Mission Possible! Case Folders, 1 per team (see “Preparing to Teach”)
- ☐ Timer or stopwatch (you may use your phone)

Activity 2: Simon Says

- ☐ Audio file for “Cupid Shuffle” or another line dance song

Prepare to Teach

1. Download the Mission Possible! Presentation
2. Download and print the Mission Possible! Tip Sheet.
3. To create the Mission Possible! Case Folders, you will need to download and print the Mission Possible! Food Cards.
 - Cut the cards along the borders and glue them to 4-by-6-inch index cards. Or you may print the cards on card stock. Then, laminate the cards for future use.
 - Create card sets for 4-6 teams, depending on the size of your class. Put each set of cards into a manila file folder. Use a paper clip or binder clip to hold the cards together.

Since the teens will be secret agents for this game, you may want to write “TOP SECRET” on the file folders in red marker.

4. Find an audio file for a line dance song for Activity 2. You can download an MP3 file, use YouTube, or use a music streaming app, like Spotify. So long as you use the song only for educational purposes at one lesson it is legal to do this.

We use “Cupid Shuffle” by Cupid. You can also try “Watch Me (Whip/Nae Nae)” by Silentó, “Wobble” by V.I.C. or “Cotton Eye Joe” by Rednex. One plus of the “Cupid Shuffle” is that the instructions are right in the song lyrics!

Practice until the activity lengths are:

- **Introduction:** 2 minutes
- **Mission Snack Attack!:** 15 minutes
- **Simon Says:** 15 minutes
- **Wrap up:** 3 minutes

This will allow for the lesson to be taught in 35 minutes.

Lesson Plan

Set-up

1. Remind the teacher:
 - You will need his or her help keeping score for the game. Also, you may need their help motivating teens to dance with you for the 2nd activity.
 - Give the teacher one of the Mission Possible! Tip Sheets to help them keep score.
2. Set up the computer and projector or SMART Board® and load the Mission Possible! Presentation.
3. Have the Mission Possible! Case Folders and the 2nd Tip Sheet nearby so you can get to them when you need them.
4. Have the song for Activity 2 ready to play. Test your device to make sure it works.

You can use the classroom computer, or you may want to bring portable speakers. Even a cell phone with good speakers will work!

Introduction (2 minutes)

1. Greet the teens as they walk in.
2. Ask if anyone can remember the hand-washing steps from last class. Have someone recite them if he/she can.

Activity 1: Mission Snack Attack! (15 minutes)

1. Start with the PowerPoint® at Slide 1. Say that you will be talking about snacks again. This time, instead of just learning about veggie snacks, they will be learning about snacks from the other food groups.
2. Move to Slide 2. Ask the teens if they know what a “snack attack” is. Take a few answers then click to show the answer. Explain that a snack attack is any time during the day that they suddenly crave something quick to eat.
 - We all get snack attacks from time to time! Snacks can help us keep up our energy in between meals. But some snacks can lead to weight gain and poor health. These include snacks that have tons of sugar or fat, and not much nutrition.
 - Ask the teens if they can think of foods that would be healthy snacks. They may remember veggie snacks, from “Veg Out!” Healthy snacks may also come from the other 4 food groups: fruits, protein foods, grain foods, and low-fat dairy foods and drinks.

3. Move to Slide 3. Mention that today, you are not just a nutrition educator – you are Secret Agent [your name] with the Rev It Up! Teen Bureau.
 - Tell the teens you are enlisting their help today to help you put a healthy end to some teens' snack attacks.
 - Move to Slide 4. Tell the teens they will be creating Snack Attack Survival Kits to help each teen.

If you want, dress up in a black suit coat and sunglasses for this lesson, to look like a secret agent! It will be really silly, and it may further engage the teens.

4. Split the class into teams of 4-6 teens each. Assign 1 teen in each team to be the team captain and give each team a Mission Possible! Case Folder.
5. Move to Slide 5 and explain the game's rules:
 - You will read a case file for each teen. Then, after you say "GO!" the teams will have 30 seconds to pick the snacks for the Survival Kits.
 - Only the best answers will be accepted. Look for clues in the cases!
 - When time is up, the captains will present the answers for their teams.
 - Each team receives 1 point for a correct answer and no points for a wrong answer.
6. Move to Slide 6. Say you'll use this case as a practice round, and no one will get points for this round.
 - Read Hakeem's case out loud. Then, tell the teens to find which snacks in their folders will be best for him.
 - Set 30 seconds on your timer/stopwatch and then say, "On your marks, get set, GO!" When time is up, have each captain present their team's answers.
 - Move to Slide 7 to reveal the answers. Use the Mission Possible! Tip Sheet to reveal the key words for the clue and read the tip out loud.
7. Tell them that since they now know how to play, you will play for real now. Move on to Slide 8 and keep following Step 6 for each case.
 - As the captains say their answers, have the teacher add up each team's score using his/her copy of the Mission Possible! Tip Sheet. Have him or her reveal the scores after the answers are revealed.
8. Go through as many cases as you can while still leaving time for Activity 2. There are 12 cases in total.
9. At the end of the game, have the teacher announce which team won. Give them a round of applause.

Activity 2: Simon Says (15 minutes)

1. Switch gears by telling the teens that you have a secret to share with them. Tell them you are an undefeated champion of ... **Simon Says!** Say you're going to play a quick game with them today.
2. Ask them if they know the rules. Explain them just in case:
 - You will pretend to be "Simon" and tell the teens what to do.
 - The teens must do anything you tell them to do that begins with "Simon Says." If "Simon Says, touch your nose," everyone must touch his or her nose.
 - If you don't say "Simon Says," then they don't do anything. So, if you just say "Jump," nobody should jump.
 - Normally, if someone does something when "Simon Says" was not said, they would be out. Tell the teens that no one will get out today, just keep playing!
3. If everyone understands, tell the teens to stand up and face you.
4. Start the game slow by saying some Simon Says commands, like "Simon Says, arm circles in front" or "Simon Says, twist your body." Speed up as the teens get more comfortable. Be creative and get them moving in different ways!
5. Once in a while, give a command that doesn't start with "Simon Says." Call out any teens that did the command without the "Simon Says," but let them keep playing!
6. Keep up the Simon Says game for a few minutes to make sure everyone is being active. Start going even faster to make it more fun.
7. Finally, start giving Simon Says commands for the Cupid Shuffle (or whatever dance you chose). For example:
 - Simon Says, take 4 steps to the right.
 - Simon Says, take 4 steps to the left.
 - Simon Says, kick with your right leg.
 - Simon Says, kick with your left leg.
 - Simon Says, kick with your right leg.
 - Simon Says, kick with your left leg.
 - Simon Says, walk it around.
8. Say, "Hm, that last bit seemed familiar ... let me try it again." Repeat the instructions but closer to the

song lyrics. (“Simon Says, to the left, to the left, to the left, to the left.”)

- After you finish say, “Has anyone heard this before?” They might get it right. Say, “How about we do those steps one more time ... but with a little music!”

We wait until Lesson 9 to do the dance with the teens because it takes time for the teens to get comfortable with the educator. By the end of the series, the teens are much more willing to dance than they are at the beginning.

9. Turn the audio for the song on and have the teens do the dance. Have the teacher help you if some teens are not participating.
10. After the song is done, have the teens return to their seat. Ask how they feel. Perhaps it's like they feel after the walking videos. Tell them that dancing is another great way to get your MVPA!
 - Ask if there are other songs they like dancing to that they might try at home to be more active.

Wrap up (3 minutes)

1. Wrap up the lesson by reminding the class about what to do during a snack attack – find a snack from 1 of the food groups that is just as satisfying as the less healthy foods.
2. Let them know that next time is the final lesson, and you saved the best for last – the Rev It Up! World Games!

After the lesson is over, remind the teacher what her/his role will be for the next lesson. You may want to send an email like this:

I can't believe we're almost up to the last lesson! It's been so much fun working with you and your class. I hope the teens are now picking healthier snacks each time they have a snack attack! For the last lesson, I will need help passing out exercise bands for our last game. I will also need help with passing out and collecting surveys, like we did at the first lesson. Thanks SO much for all the help you have provided! I'm looking forward to our time together again next week.



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This work is supported by the Expanded Food and Nutrition Education Program from the USDA National Institute of Food and Agriculture. USDA is an equal opportunity provider.

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