

# PARADE classroom®

TEACHER'S GUIDE

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January 1-7, 2006

DEUTSCH/ZEFA/CORBIS (MODEL POSED FOR ILLUSTRATIVE PURPOSES ONLY)



*You can help your students prepare a list of achievable goals and resolutions for 2006.*

► This Week's Focus:

## Resolutions

**Happy New Year! To welcome you to 2006, this week's guide contains a lesson plan on how you and your students can keep your New Year's resolutions. (Hint: Don't make too many!) Another lesson plan looks at some breaking news: The Center for Science in the Public Interest has filed a class-action lawsuit against soft-drink manufacturers who sell their products in schools. Is this a good idea? Finally, we look at how one American family has been affected by hunger—and how your class can help address this growing problem by joining the Great American Bake Sale. But hurry! The program ends Jan. 29.**

### Everyday Newspaper Activity

**Activity #18: Writing the Future.** Ask students to predict what the world will be like in 10 years. Have them pretend they're reading the paper in 2016 and list five stories that might appear that year. For each story, have them write a headline and a lead paragraph. Have them repeat the exercise for the year 2106, projecting 100 years in the future.

### Coming Up Next Week

- Remembering Martin Luther King Jr.
- The End of the Prom?
- Teens and Fitness

► **In the News: New Year's Resolutions; Soft Drinks at School**  
p.2

► **In PARADE: Ending Childhood Hunger**  
p.3

► **Skills Sheets: Understanding Cause and Effect** p.4; **New Year's Goals** p.5

## New Year's Resolutions

**Curriculum links:** Personal development, psychology, family and consumer science

**Briefing:** Jan. 1-7 is New Year's Resolution Week. Most people make New Year's resolutions, but few keep them. Still, some simple tips can keep your resolutions going for as long as you need them! First, don't make too many commitments. Choose the one, two or (at most) three that are most important to you. Don't make them all goals that take away from you (e.g., I will eat no more than 1,200 calories a day). Make sure some of them are things you'd really like to do (e.g., I will learn to play electric guitar). Be sure to write the resolutions down—as well as a plan for accomplishing them. Break the goals into measurable steps so you'll know when you've achieved them. When you do, reward yourself (e.g., go to a movie or buy a CD—whatever makes you happy that doesn't go against your resolution). Let friends know about your resolution so they can support you. Finally, be forgiving if you mess up. Remind yourself that the resolution is for the whole year. Then get back on track!

**Newspaper activity:** Ask students to look for newsmakers in the paper. What resolutions do they think these people should make for the new year? How should they tackle these goals? Are any columnists writing about their resolutions?

**Resources:** Books: Sean Covey's *The 7 Habits of Highly Effective Teens* (Little Brown, 1998), Gary Blair's *Goal Setting 101* (Blair, 2000) and Keith Ellis' *The Magic Lamp* (Three Rivers, 1998). Web sites: Find advice on keeping your resolutions from *eHow.com*, *Mygoals.com* and others.\*

### Classroom Debates

• **Have you ever made any New Year's resolutions?** If so, what were they? Did you keep them? If you did, what steps did you take to reach these goals? If not, what tripped you up? Are you making resolutions for 2006? What are they? How realistic do you think they are? Have you learned anything from past experience that might make it easier to keep resolutions this year? Generally speaking, do you think it is easier to start a good new habit (e.g., exercising) or to eliminate a bad one (e.g., overeating)? What are you looking forward to in the new year? Does anything make you nervous? What was the most important thing you learned last year?

## Soft Drinks at School

**Curriculum links:** Health, science, social studies, family & consumer science, law

**Briefing:** Are colas at school bad for your health? The Center for Science in the Public Interest thinks so, and it is putting manufacturers on trial. The Center has filed a class-action suit against soda-makers who sell their products in schools. CSPI has been growing concerned that ready access to cola at school is contributing to the obesity epidemic among children and teens. Many schools agree, but for them the matter is more complicated: About half of all public schools have contracts with soda-makers that help fund school programs. Still, a study by Community Health Partnership found that this income amounts to only .06% of the school budget. Meanwhile, the soft-drink industry funded a study that found the typical high school student drinks only one full-calorie soda at school per week. CSPI counters that the majority of such beverages are bought at school—by captive consumers.

**Newspaper activity:** Cigarette ads must contain warnings about health effects. Should newspaper ads for soft drinks and fast food contain information about health effects as well? Why or why not? Should soft drinks carry warning labels?

**Resources:** Books: Ellen Shanley's *Fueling the Teen Machine* (Bull Publishing, 2001), Joy Bauer's *Complete Idiot's Guide to Total Nutrition* (Alpha, 2002) and David Heber's *What Color Is Your Diet?* (Regan, 2002). Web sites: Read news coverage of the suit. Visit CSPI and the American Beverage Association.\*

### Classroom Debates

• **Are schools that sell soda sending the message that it is a healthy beverage to drink?** How many sodas do you consume at school in a typical week? How many do you drink outside of school? Should schools offer alternative beverages, such as bottled water, juice and milk? Would you drink them? What would you do if your school banned soda? Would you drink something healthier? How much do soft drinks contribute to teen weight problems? What are some other causes? How could a school address these issues? If you were a principal, what would you do?

# A Last Chance to Help

**Curriculum links:** Social studies, family and consumer science, civics and government

**Briefing:** You and your class can help fight childhood hunger in America. How? Join the The Great American Bake Sale ([greatamericanbakesale.org](http://greatamericanbakesale.org)) program. It's simple: You hold a bake sale and donate the proceeds to the anti-hunger organization Share Our Strength. But hurry, the program ends Jan. 29. When you participate, you can help people like Jessica Culp and her young sons Ricki and Skylar. Jessica, a divorced mother who had returned to college to complete a degree, never expected to find herself in line at The Vineyard Church Food Pantry in Urbana, Ill., writes David Relin in the Jan. 1 issue of PARADE. But Jessica, who worked four shifts a week at a local restaurant, had nothing left for food after she paid her student loan, utilities, medical bills and the mortgage on her trailer. And she was not alone. In 2004, for the fifth straight year, the number of American children facing "food insecurity"—lacking enough nutrition to lead a healthy life—rose to 13.9 million. And while inflation continued, average household income actually declined 2.8% from 2003 to 2004. The help that Jessica received from the food bank made her want to give back. She became the director of development for the Eastern Illinois Food Bank, which delivers 4.5 million pounds of food a year to 180 children's centers, pantries and soup kitchens. You can give back too, by holding a bake sale. Share Our Strength and PARADE will send the proceeds to food banks in your state and to those most affected by last year's hurricanes.

## Classroom Debates

- **What types of things can the government do to fight child hunger?** Should it be an important government priority? Explain. How can you let your representatives know your opinion? What can you, your class, or another group do personally to help hungry children? Would you write to your Senator or Representative? Would you consider holding a bake sale? Why or why not? When would be the best time? Where would be the best place?

**Newspaper activity:** Check your newspaper. What is the government doing to address the hunger problems caused by Hurricane Katrina? What about other hunger problems? Can you find evidence of any hunger problems in your own area?

**Resources:** Books: Loretta Schwartz-Nobel's *Growing Up Empty: The Hunger Epidemic in America* (HarperCollins, 2002), David Shipler's *The Working Poor: Invisible in America* (Vintage, 2005) and Jeff Bridges' *Cooking Up an End to Childhood Hunger in America* (Time, 2001). Web sites: Check out typical emergency food banks. Learn more about how your class can help end childhood hunger through the Great American Bake Sale program.\*

## ASK MARILYN

### Wordteaser

**Question:** This week's word is: **Slabby**. What's the definition?

- A) A really irritable old man.
- B) Sloppy, like warm jelly.
- C) A colloquial term for a coroner's assistant.
- D) A poorly respected crewman on a pirate ship.
- E) An obese cat, especially one resembling a pot roast.

**Answer:** B

**Interact:** Do students have questions or comments for Marilyn? Send them to Ask Marilyn, 711 Third Avenue, New York, N.Y. 10017, or e-mail [marilyn@parade.com](mailto:marilyn@parade.com).

## Answer Key:

**Understanding Cause and Effect (p. 4):**

**1. slipped; 2. her head hit the locker. Other answers will vary.**

**Go for the Goal (p. 5):**  
**Answers will vary.**

## Understanding Cause and Effect

**You know about cause and effect in your everyday life.** For example, your friend stayed up all night and then slept through the history test. In this case, staying up all night is the cause, and the effect is sleeping through the test.

Reports on cause and effect are prominent in the news as well. For example, the U.S. was angry with North Korea because it had a secret program to develop nuclear weapons. In this case, the nuclear weapons program was the cause and the U.S. government's anger was the effect, or result. And, of course, U.S. anger may have had some effects of its own. For more examples, take a look at the brief news item below and fill in the blanks.

### Student Body President in Hospital

Alice Pryor, Yourtown High School's student body president, was admitted to Yourtown Hospital today with a concussion. "It was just a freak accident," she said. "When the bell rang at the end of the day, I was so excited I ran down the hall. I didn't know that the floor had just been waxed. When I tried to stop, I slid headfirst into my locker." Dr. Alan Winger added, "She'll be just fine. I'm just recommending that she wear a helmet in the future."

**This article contains several cause-and-effect relationships, including:**

1. Alice \_\_\_\_\_ (effect) because she was running on a newly waxed floor (cause).
2. Alice had a concussion (effect) because \_\_\_\_\_ (cause).

### Cause and Effect in the News

Pick out two different stories in the newspaper that describe local or national problems. For each one, write a brief summary of the problem. Then determine at least one cause and one effect.

**Problem 1:** \_\_\_\_\_

**Cause:** \_\_\_\_\_  
\_\_\_\_\_

**Effect:** \_\_\_\_\_  
\_\_\_\_\_

**Problem 2:** \_\_\_\_\_

**Cause:** \_\_\_\_\_  
\_\_\_\_\_

**Effect:** \_\_\_\_\_  
\_\_\_\_\_

## New Year's Goals

The New Year is a good time to think about setting new goals. What do you want to accomplish this year? What really interests you? What would make you proud? Pick goals that are very specific and measurable. That way you won't have any doubt about whether or not you've met them.

Once you've zeroed in on a goal, divide it into smaller goals or steps. That way, it will be easier to accomplish—one step at a time.

For example, let's say you want to do better in biology.  
Choose a measurable goal:

**Sample goal:** Make at least a B in biology.

Divide your goal into smaller goals or steps.

A. Study biology for at least one hour each night.

B. Answer at least one question in class each day.

C. Do an extra-credit project on endangered animals.

**What are your goals? Pick three and divide each one into steps.**

**Goal # 1** \_\_\_\_\_

(Is it measurable?)

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

**Goal # 2** \_\_\_\_\_

(Is it measurable?)

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

**Goal # 3** \_\_\_\_\_

(Is it measurable?)

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

**EXTRA CREDIT:** Choose someone who is featured in a news story. What goals do you think this person should make for the coming year? Break the goals into steps.