

PARADE classroom®

TEACHER'S GUIDE

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October 9-15, 2005

JEBRELL/AP/WIDE WORLD



An Iraqi woman prepares to cast her vote for the Iraq elections in January 2005.

► This Week's Focus:

Iraq Now

In this week's guide, we look at the current situation in Iraq. On October 15, its citizens will vote on a new constitution. Will this document help solve the war-torn country's problems—or lead to new ones? Ask your students to decide. Elsewhere in the guide, we focus on schools that are eliminating junk food from their cafeterias and vending machines. Would students like similar programs in their own schools? Finally, we consider a fitness problem that concerns many young women—ligament tears in the knees. We'd also like to remind you about our teen poetry contest. You'll find details on the Skills Sheet on p. 6 as well as on our Web site, www.paradeclassroom.com.

Everyday Newspaper Activity

Activity #7: Prediction. Distribute newspapers to your students. Then have them use the front-page headlines and photos to predict what will appear in those stories. How well do the photos and headlines convey what the content will be? Are there any surprises? Do students have ideas for alternative headlines or photos?

Coming Up Next Week

Prepare for a special issue! We'll be bringing you news about The Great American Bake Sale.® This annual event, presented by PARADE and Share Our Strength, gives you and your students the chance to plan service projects to benefit hungry and homeless children, including the victims of Hurricane Katrina.

► **In the News:**
Schools Dump Junk Food; Iraq Now p.2

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► **Skills Sheets: Teens in the Headlines p.4; Using Your Food Pyramid p.5; More Poetry Starters p.6**

Iraq Now

Curriculum links: Current events, social studies, civics

Briefing: A popular vote on Iraq's newly-drafted constitution is set for October 15. The constitution—which has the support of the Shiites and the Kurds, but not the Sunnis—is controversial. It includes “federalism”—specific regional districts for the Shiites and Kurds. The Sunnis believe this will lead to the break-up of the country along ethnic lines and give Iran too much influence in the south. Other critics point to provisions making Islam Iraq's official religion. The constitution cites Islam as “a main source” of law and says that no laws may contradict the religion. While other provisions appear to counter this by stating that no laws may contradict democracy, critics worry that the Islamic provisions will create a theocracy. What's more, the laws could be used to cut back the rights of Iraqi women. After the vote on the constitution, Iraq plans to begin the trial of former dictator Saddam Hussein on Oct. 19. A parliamentary election is currently on tap for December 15. Meanwhile, a deadly insurgency continues in this war-torn nation.

Newspaper activity: Ask students to search the paper for coverage of any trials. How will Hussein's trial resemble these trials? How will it be different?

Resources: Books: Andrea Nakaya's *Iraq* (Greenhaven, 2004), Charles Shield's *Saddam Hussein* (Chelsea House, 2005). Web sites: Read the text of the Iraqi constitution as well as related news analysis.*

Classroom Debates

• **Is the proposed Iraq constitution a good one?** Why or why not? What are the pros and cons of making Islam the state religion? How might this affect the status of women? How might it affect non-Muslims? What is a theocracy? Should the U.S. support Iraq if it becomes one? Why or why not? Can the government work effectively if the Sunnis do not support the constitution? What might be the consequences? Is Iraq better off now than it was under Saddam Hussein? Explain. Have the war and the capture of Hussein made U.S. citizens safer?

Schools Dump Junk Food

Curriculum links: Health, physical education, social studies, family and consumer science

Briefing: Under a new California law, students in elementary, middle and high schools won't be able to buy candy bars and soft drinks on campus. The law, which goes into effect in 2007, sets limits on sugar and fat content of items sold in school vending machines and cafeterias. And California isn't alone. States across the country are banning, or considering banning, junk food sales in public schools. Even Congress has two bills pending that would directly affect what foods you can buy at school. Why? Lawmakers are concerned about childhood obesity in America, which is leading to a rise in longterm health problems. The politicians think that changing the foods that schools offer can help reverse the trend. In fact, according to a recent GAO report, nine out of 10 schools sell candy, fries, pizza and other snacks that compete with more nutritious offerings. Under the new California law, schools won't shut down their vending machines. Instead, they'll fill them with healthier options such as fruit juice, low-fat milk, bottled water and granola bars.

Newspaper activity: Cigarette advertising must contain warnings about health effects. Should newspaper ads for soft drinks and junk food contain information about any health effects as well? Why or why not?

Resources: Books: Marjolijn Bijlefeld's *Food and You: A Guide to Healthy Habits for Teens* (Greenwood Press, 2001), Karen Bellenir's *Diet Information for Teens* (Omnigraphics, 2001), David Heber's *What Color Is Your Diet?* (Regan, 2002) and Walter Willett's *Eat, Drink and Be Healthy* (Fireside, 2002). Web sites: Read about the GAO report. See news reports about California and the nation.*

Classroom Debates

• **Should junk food sales be eliminated in elementary schools?** Middle schools? High schools? If your school sold no junk food, what would you do? Eat the healthier offerings? Buy junk food elsewhere and bring it to school? Eat more junk food at home? Can schools help teach you to eat healthier? Are there other ways that schools could address teen weight problems? If so, how? Should the state legislature or Congress decide what foods are sold in your school?

Knee Knowledge for Girls

Curriculum links: Language arts, poetry appreciation, personal development

Briefing: Women—in particular, young athletic women between 15 and 25—are two to eight times more likely than men to hurt their ACLs. What's an ACL? According to Mike O'Shea in the Oct. 9 PARADE, the ACL is the anterior cruciate ligament. It is one of four ligaments that stabilize the knee and join the thigh to the shin. Why are women more prone to this injury? One reason may be that the ligaments in women's knees are smaller and looser than men's. Women's wider hips also affect the angle at which legs extend from the hip and make the knees more prone to turning inward. Weak lower-body muscles may also contribute. "Non-contact ACL tears almost always happen with a rapid movement of the knee joint during a landing from a jump, a rapid stop or pivoting with the knee and hip extended almost straight," says Dr. Letha Griffin of Georgia State University. There's good news, however. Strength, balance and movement training can help women adopt movement patterns that will help them move, stop and land with a bend in the knee. This will cut down on knee injuries. Exercises to strengthen the quadriceps and hamstrings can also help stabilize the knee, experts say. Other ways to prevent injury: Develop strong muscles, especially in the hip, low back, ankles, calves and core region. Try one-legged squats, step exercises and core-strengthening routines.

Classroom Debates

- Can you think of any sports stars (e.g., basketball player Sheryl Swoopes) who have had to sit on the bench due to ACL problems? What can you do to avoid ACL problems? Why are athletes more prone to these injuries than others? Why are they more common among women than men? Why are they more common among younger women than older women?

Newspaper activity: Ask students to read the sports section. Can they find stories about athletes sidelined by injuries? What types of injuries are mentioned? Do any stories concern women athletes and ACL problems?

Resources: Books: Brian Halpern's *The Knee Crisis Handbook* (Rodale, 2003). Web sites: Visit the American Academy of Orthopaedic Surgeons, ESPN and others.*

ASK MARILYN

Brainteaser

Question: What do the following numerals signify: 1 1 1 1 1 2 1 1 1 3 2 2 2 2 2 3 2 2 2?

Answer: They indicate the number of syllables in each spoken number from 1 through 20 (e.g., One has one syllable. Seven has two syllables.)

Interact: Do students have questions or comments for Marilyn? Send them to Ask Marilyn, 711 Third Avenue, New York, NY 10017, or e-mail marilyn@parade.com.

Answer Key:

Teens in the Headlines (p. 4): Answers will vary.

Using Your Food Pyramid (p. 5): 1. The need for exercise; 2. 2400, 800; 3. 8 ounces, 4; 4. 3 cups, 2 cups. 5. Exercise more.

More Poetry Starters (p. 6): Answers will vary.

Teens in the Headlines

Teens do a lot of good in the world, from working for human rights, to volunteering in animal shelters, to raising money for the victims of Hurricane Katrina. Yet many teens think that the news media makes them look bad. What about your local paper? Is it fair to teens? Use this chart to find out. Read the paper closely for a few days and find stories that involve teenagers. Then write down the page on which each story appears. (That's called placement. The closer a story is to the front page, or the beginning of a section, the more important it is to the editors.) Then write down the subject of the piece. Finally, give it a rating between 1 and 5, with 1 being a story that gives a very negative impression of teens ("Teens Start Terrorist Group") and 5 being a story that gives a very positive impression of teens ("Local Teen Prevents Nuclear War").

Page	Subject	Rating
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
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_____	_____	_____
_____	_____	_____

1. How many stories about teenagers did you give a positive rating (rated 4 or 5)? What was positive about them?

2. How many stories did you give a negative rating (rated 1 or 2)? What was negative about them?

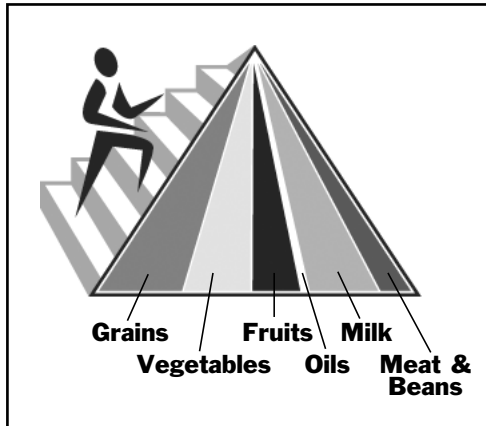
3. Which stories about teens got better placement — positive or negative ones?

4. If you had never been to your city, what impression would you get about local teens and their behavior from reading the news? Is this impression fair? Why or why not?

* **EXTRA CREDIT:** Repeat your analysis with other publications. Or try it with your favorite TV news program.

Using Your Food Pyramid

A 16-year-old boy who hardly ever exercises wanted to customize his food pyramid. He went to the government's Web site (www.mypyramid.gov) and entered some information about himself. Seconds later, he had his own "pyramid plan" which tells him the amounts of the different food groups he should eat daily. Look at his plan and then answer the questions below.



Your results are based on a 2400 calorie pattern*

▶ Grains ¹	8 ounces
▶ Vegetables ²	3 cups
▶ Fruits	2 cups
▶ Milk	3 cups
▶ Meat & Beans	6.5 ounces

* This calorie level is only an estimate of your needs. Monitor your body weight to see if you need to adjust your calorie intake.

¹ Make Half Your Grains Whole

Aim for at least 4 whole grains a day

² Vary Your Veggies

Aim for this much every week:

Dark Green Vegetables = 3 cups weekly

Orange Vegetables = 2 cups weekly

Dry Beans & Peas = 3 cups weekly

Starchy Vegetables = 6 cups weekly

Other Vegetables = 7 cups weekly

Oils & Discretionary Calories

Aim for 7 teaspoons of oils a day

Limit your extras (extra fats & sugars) to 360 calories

1. On the food pyramid, what does the figure going up the steps represent?

2. A 16-year-old male who exercises more than an hour a day needs to take in about 3200 calories. About how many calories does a boy who exercises less than half an hour a day need to consume?

What is the difference in intake?

3. How many grains should this 16-year-old consume each day?

How many servings should be whole-grain?

4. The tips here urge varying your vegetables. How many dark green vegetables should this boy aim to eat each week?

How many orange vegetables?

5. If the boy wants to eat more than 2400 calories per day, what would he need to do?

Information adapted from www.mypyramid.gov.

Poetry Contest Starters

Sometimes the most difficult part of writing a poem—or anything else, for that matter—is getting started. Below, we've provided a list of topics and titles to help get your verses flowing. Pick a topic or a title—or both—and express yourself. Or throw out these ideas entirely and come up with your own. Either way, be sure to enter PARADE Classroom's poetry contest. The details are below.

Topics

friendship	school
parents	childhood memories
music	war
cars	sports
pets	feelings
winning and losing	a favorite object
goodbyes	pressure
secrets	the future

Titles

A Crack in the Sidewalk	Dial Tone
Too True	Honorable Mention
Repeat After Me	Life Lessons
The Benchwarmer	First Person Singular
A Secret Name	Source Unknown
How High Must I Jump?	Business as Usual
Home Free	Colors

CALLING ALL TEEN POETS! Submit your best poem to PARADE Classroom's poetry contest. If you win, you'll see your poem in print and get paid! The contest begins on Oct. 2, 2005 at 12:01 a.m. and ends on Dec. 31, 2005 at 11:59 p.m. ET. Your poem must be original and no longer than 20 lines. Send one poem along with name, age, address, teacher's name, school name and phone number to PARADE Poetry Contest, P. O. Box 5103, Grand Central Station, N.Y., N.Y. 10163-5103 or fax 212-450-7284. The first-place winner will have his or her poem published in PARADE and receive \$300. All entries must be received by 11:59 p.m., ET, on Dec. 31, 2005. See full rules below.

NO PURCHASE OR PAYMENT OF ANY KIND IS NECESSARY TO ENTER OR WIN THIS CONTEST

A purchase will not improve chances of winning. The contest begins on Oct. 2, 2005 at 12:01 a.m. and ends on Dec. 31, 2005 at 11:59 ET. Entrants must be 12 to 18 years old as of date of entry and a legal resident of one of the 50 United States or District of Columbia. The poem each student enters must be his or her own original work. All submissions become the property of PARADE, and no entries will be acknowledged or returned. Only one entry per person. We will not be responsible for entries that are lost, late, incomplete, illegible, misdirected, postage due or incompletely received for any reason, including by reason of hardware, software, browser, or network failure, malfunction, congestion or incompatibility at Sponsor's Web site or elsewhere. All entries must be received by 11:59 p.m. ET, on 12/31/05. Entries will be judged on their originality, creativity and literary merit on or about April 1, 2006. Finalists will be chosen by editors at PARADE. All decisions of the judges are final. The first-place winner will receive \$300, second-place winner will receive \$200, and third-place winner will receive \$100. In addition, the first-place winner will have his or her poem published in PARADE. Second- and third-place winners will be published in PARADE, in the PARADE Classroom Teacher's Guide or on the PARADE or Classroom Web sites. Acceptance of a prize constitutes consent to use the winners' names, likenesses and entries by PARADE for editorial, advertising, promotional and publicity purposes without further compensation or notification (except where prohibited by law). Winners may be required to sign an Affidavit of Eligibility and Liability/Publicity/Permission release, which must be returned within 14 days of receipt or an alternate winner will be selected. Void outside of the 50 United States and the District of Columbia and where prohibited. Subject to all federal, state and local laws and regulations. Income and other taxes, if any, are the sole responsibility of the winners. If winner is a minor, prize will be awarded to his or her parent or legal guardian who must sign necessary affidavits and releases. For a list of winners, send a SASE to Poetry Contest Winners P.O. Box 5103 Grand Central Station, N.Y., N.Y. 10163-5103 after April 1, 2006 but before Oct. 1, 2006.