

Pre-Assessment - CHARACTER

INT. ANDREW'S KITCHEN - MORNING

ANDREW into the kitchen. He stops in front of a refrigerator in his kitchen, opens the door and looks inside. We hear his thoughts.

ANDREW (V.O.)
(yawning)
Mom's already left for work. I'm so
hungry... in the mood for... cereal!

ANDREW opens the refrigerator door and sees only a bottle or two of fruit-fruit flavored punch and a liter of diet soda as the only beverage options.

ANDREW (V.O.) (CONT'D)
(disappointed)
Oh man, there's no milk! Can't have
granola.

Looks through fridge and sees none.

ANDREW (CONT'D)
(frustrated)
Wish mom would get more stuff I
like for breakfast.
(sighs)
Guess I'll have to have one of
these.

Grabs toaster pastry out of cupboard and leaves for school.

INT. MEGAN'S KITCHEN - MORNING

MEGAN saunters into the kitchen, brushing her hair and holding a handheld mirror while applying makeup, signaling her interest in her appearance. She slips the brush and makeup into a purse sitting on top of a notebook and textbook.

Her mother greets her and points to the table where there is an open-faced, toasted bagel, spread with peanut butter and another plate next to it filled with fruit slices. Also on the table is a carton of 1% chocolate milk and a glass next to the plate.

MEGAN'S MOTHER

Honey, breakfast is ready. Dig in.

Megan eyes the breakfast on the table and makes a disgusted face.

MEGAN

Um, no thanks mom, I think I'll pass. Ya know, there are WAY too many carbs and a ton of fat in that. I can't eat that stuff!

(hesitating)

And... um, I'm really not hungry anyway. See ya.

Megan grabs her purse, notebook, and textbook, and walks quickly out of the kitchen

MEGAN'S MOTHER

But Megan, you need to eat something...

INT. MICHAEL'S KITCHEN - MORNING

Michael walks into the kitchen, while pumping hand weights and breathing in and out purposefully through his mouth. He puts the weights down on the counter, takes a bowl and spoon and puts it on the table. He pours a lot of cereal into the bowl (perhaps 2 servings worth). He opens the fridge, pulls out a carton of low fat milk and pours it on his cereal.

Michael sits down next to a basketball on top of an opened backpack, with a couple of spiral notebooks, school texts, and a pencil sticking out of it. He begins eating. He looks at the box of cereal. It has a photo of a very obvious athlete "celeb" on the front.

MICHAEL (V.O.)

Mmm... so good. HOLMAN is the world's best basketball player. If it's good enough for him, it's good enough for me! Heh, heh.

Turning the box while continuing to eat, he scans the nutrition label on the side of the box

MICHAEL (CONT'D)

Ewww... 30 grams of sugar in one bowl of this stuff?! Coach said that eating foods with lots of sugar can really ruin my game.

Michael stops chewing for a second, his spoon in the air over the bowl. He then digs right back in for another bite

MICHAEL (CONT'D)

Oh well, if a healthy guy like HOLMAN has his name on it, it's got to be okay.

INT. SARAH'S KITCHEN - MORNING

SARAH walks through the kitchen, quickly and bored, opening and shutting cupboards and the refrigerator door. Items can be seen such as: peanut butter, tortillas, whole wheat bread, bowl of bananas/ apples/grapes, milk, cheese, eggs, yogurt, tomato or orange juice, and some leftover item from previous dinner such as cold vegetarian pizza. It is obvious there are all sorts of tasty, healthy breakfast foods available to her, though she ignores them all as she opens looks through the fridge and cupboard.

SARAH (V.O.)

Nah... nothing in here. Nothing in here. Nothing in here. There's nothing good to eat for breakfast in this house!

Sarah groans and makes an annoyed face. Sarah's mom can be heard calling out from another room.

SARAH'S MOM (O.S.)

Sarah, do you want me to make you some breakfast or did you already get something yourself?

SARAH

(yelling)

There's nothing good to eat, mom. I'm gonna stop at the Corner Mart on the way to school. Bye!

While collecting her stuff to leave, Sara begins thinking about her breakfast options.

SARAH (V.O.) (CONT'D)

Gonna get one of those breakfast sandwiches I got last time... sausage and eggs on an English muffin. And no dishes.

INT. GABE'S KITCHEN - MORNING

Gabe walks into the kitchen where his father is already sitting and eating at the table. Gabe's eyes are glued to the PDA he's using, not looking up from it. His mother is making him a toaster waffle and serving it to them with yogurt and fruit on top.

GABE'S MOTHER

Gabe, put that thing down and eat some breakfast before it gets cold. You're gonna be late.

Gabe is lost in the world of his electronic device. He sets it down at the table, but does not take his eyes off of it.

GABE

Wonder if they've released version 2.0 yet?

Gabe's mother eyes Gabe while he his lost in his techno-haze.

GABE (CONT'D)

'Sorry Mom.

After finishing breakfast, Gabe's Dad gets up to leave indicating it's time for Gabe to go too.

GABE'S FATHER

C'mon Gabe...

GABE

I'm gonna be late... bye.

Scene ends with Gabe boarding his dad's car which has just pulled up to the curb outside his house. The viewer sees the car pulls away from the curb and drives down 1/2 block or so to the school. Gabe gets off.

Pre-Assessment - EXPERT

INT. BLANK WHITE ROOM

The EXPERT appears in a blank white room. He addresses the viewer directly, inviting them to listen to the information he is about to present.

EXPERT

Hit or Miss? There is a lot of information out there about what a healthy body looks like, what kinds of foods we may want to be eating, and how much physical activity we might be doing... and what you've heard may not necessarily always be the truth!

(beat)

You've just seen five students who all look different, have different personalities, and different body types. Each one is a "normal" student, and like all normal students, each has challenges to exercising their own options, or making smart decisions, on ways to improve their food and activity choices every day.

motions with hand to invite viewer

EXPERT (CONT'D)

Come on, let's take a quick look.

The EXPERT then steps off camera out of frame.

INT. ANDREW'S KITCHEN - DAY

The EXPERT steps into frame within Andrew's kitchen. The background shows ANDREW silently going through the previously seen morning.

EXPERT

Andrew was all set to have a good breakfast, but he didn't find a lot of healthy options in his kitchen. Dairy foods are his favorite, but there was no milk to put on his

cereal and there wasn't any more yogurt left either. In the end, Andrew didn't have much of a choice, so he grabbed a toaster pastry. Probably doesn't matter much that the pastry is filled with a lot of sugar, fat, and not much else. Right? Was this breakfast decision a hit or a miss?

INT. MEGAN'S KITCHEN - DAY

The EXPERT steps into frame within Megan's kitchen with Megan's morning scene in the background.

EXPERT

Megan is constantly dieting and thinking about her body size, shape, and weight. She reads about fad diets in magazines that claim there are good and bad foods and that by skipping meals she'll be able to keep her weight under control. What do YOU think?

(beat)

The truth is that when Megan skips meals, her body misses out on the vitamins, minerals, and other nutrients it needs that come from a wide range of foods from **ALL** food groups. Because she gets so hungry, she will often overeat later in the day, grabbing foods that aren't necessarily healthy at all.

INT. MICHAEL'S KITCHEN - DAY

The EXPERT steps into frame within Michael's kitchen with Michael's morning scene in the background.

EXPERT

Michael's on the school basketball team.

Picks up basketball sitting by his backpack and dribbles it, chuckling

EXPERT (CONT'D)

Can you tell? He's in great shape and he learns a LOT about being a healthy athlete from his coach, but sometimes he chooses not to listen to all the good information he gets.

(beat)

Like this morning when he decided to eat some cereal that had too much sugar in it and not much else. Mike thinks that eating food products advertised by the professional athletes he admires is always the healthiest choice. What do YOU think?

INT. SARAH'S KITCHEN - DAY

The EXPERT steps into frame within Sarah's kitchen with Sarah's morning scene in the background.

EXPERT

Sarah does what so many people do. She just doesn't really take the time to think about the meals and snacks she eats every day, and about how big the portions are at each meal.

Montage of various good food choices visible in Sarah's fridge and cabinets that she didn't choose at home.

EXPERT (CONT'D)

Sarah had so many good breakfast options in her own kitchen, but she decided to eat a fast, jumbo-sized breakfast sandwich instead.

Sarah holds up breakfast sandwich from Corner Mart

EXPERT (CONT'D)

That's quite a breakfast... for two people, not one! Is that the best way for her to exercise her food options?

INT. GABE'S KITCHEN - DAY

The EXPERT steps into frame within Gabe's kitchen with Gabe's morning scene in the background.

EXPERT

(Smiling as he
speaks)

Gabe is not a guy who likes to move
much! He loves his electronic
gadgets,

(picks up Gabe's
PAD)

And watching TV in his spare time.
But hey, he's not overweight so he
doesn't have to exercise or
anything. Right?

(beat)

Gabe's got part of it right. His
breakfast food choices were a **hit**
but his activity choices are a
definite **miss**. He needs to be more
physically active to build his
muscles, have stronger bones, and
even keep his brain sharper for all
of that cool computer stuff he's
always doing!

INT. BLANK WHITE ROOM

The EXPERT appears in a blank white room. He addresses the
viewer directly.

EXPERT

So, you'll have a chance to see
each of these students many times
again to see how they choose to
exercise their food and activity
options in different situations.
And, you'll see me again too, so
I'll catch ya later.

LESSON 1 - CHARACTER

INT. CLASSROOM - DAY

A few seconds before the bells rings, kids are talking to one another, turned around in their desks, organizing papers, pulling stuff from backpacks, etc. There's lots of classroom "noise" as everyone gets settled. The teacher is up front writing "FOOD GROUPS" on the class chalkboard.

The bell rings (signaling the start of class) and in runs MICHAEL a few moments afterward. He jumps over a chair and throws down his backpack onto his desk. Michael pulls things out of his backpack, attempting to get settled for class without the teacher noticing his tardiness. He is out of breath, but smiling at his friend GABE who turns to talk to him.

GABE

(whispering loudly)

Hey, Mike, did you finish your presentation?

MICHAEL

Yeah, barely though, I just hope I don't have to go first.

Michael looks up to see the teacher standing right in front of his desk, smiling, with arms crossed.

TEACHER

Mike, so nice of you to make it on time today! You're up first.

MICHAEL

(quietly to himself)

Auggghh...

Michael slumps out of his desk and makes his way to the front of the classroom, still out of breath and disheveled. He smiles at Gabe while other students can be heard snickering at Mike's selection to go first. The class hushes as the teacher begins speaking.

TEACHER

Okay, everyone should be ready to present the food group that they researched. Take out your activity

booklets so that you can take notes.

The teacher holds up a workbook very similar to the EYO activity booklet lessons are based on.

DISSOLVE
TO:

INT. CLASSROOM - DAY

Michael is in front of the classroom holding a piece of notebook paper while standing next to a mural made on muslin paper. The mural contains images of foods from meats, beans, and nuts, displayed on a table, as well as pictures of a runner and a batter or pitcher, and possibly a person lifting weights or making muscle. He smiles while tucking in his shirt to make himself more presentable.

MICHAEL

Ok, so I bet you're all wondering why I've asked you here today. Heh, heh. Well, it's to talk to you about the Meats, Beans, and Nuts food group!

Points to mural and glances down at notes.

MICHAEL (CONT'D)

So, I made a mural to show some things I researched.

Points to section of mural showing some meats.

MICHAEL (CONT'D)

Meats are foods like beef, chicken, fish, and pork.

Points to section of mural showing sample beans and nuts.

MICHAEL (CONT'D)

Beans include dry beans, like pinto beans, and split peas. And foods made from nuts, like my personal fave... peanut butter.

Points to section of mural depicting basket of eggs.

MICHAEL (CONT'D)

And, of course, eggs.

ANONYMOUS STUDENT (O.S.)

Um, I think eggs are in the dairy food group, Mike.

MICHAEL

Nope. They're part of Meats, Beans, and Nuts, even though grocery stores put them in the dairy section. But eggs come from chickens... and have lots of protein in them.

(smiles)

Which brings me to the reason we need to eat foods from this food group. Kids our age are supposed to eat 6 ounces each day from this food group 'cuz they give us the majority of the protein we eat.

DISSOLVE
TO:

INT. CLASSROOM - DAY

ANDREW is seen giving his presentation in front of the class. He is giving a traditional oral report facing the class. He also has prepared a version of the demo of the bone lab. The lab is a series of 5 clear glass jars lined up side-by-side on a table that the whole class could conceivably see. The jars are each filled with varying amounts of flour; amounts, in grams, are clearly labeled on the jar. The jars are lined up on a table, in sequence: Jar #1: 27 gm; Jar #2: 400 gm; Jar #3: 800 gm; Jar #4: 1200 gm; Jar #5: 750 gm.

ANDREW

Ok, so Öum, I researched the Milk and Milk Products food group. Milk is in this food group, of course, and so are foods made from milk, like yogurt and cheese. All of the foods in this food group give us calcium, which is one of the minerals that helps build strong bones and teeth.

(beat)

And um, I also found out that it's really important for us to get as much calcium as we can NOW because the calcium we can store in our bones from the time we're about 10 to 20 years old, is the amount we'll have to use for the rest of our lives! If we don't get enough calcium now, we can get osteoporosis when we're older, which is a disease that makes bones really weak so that they can break and can even curve your spine.

Background sounds of classmates can be heard quietly whispering, "Ewww," "Gross" and/or "Owww."

ANDREW (CONT'D)

I know, gross huh? Freaked me out so much that I kept drinking milk while I was researching this food group!

(in front of jars)

Ok, so I made this model to show how much calcium we have in our bodies at different times in our lives. I used flour to represent calcium. The first jar shows how much calcium is in us when we're born. When we're 10 years old, we have this much, and by 15 years old, we have this much. When we're adults we have our maximum amount. But an adult who has osteoporosis has lost calcium down to this level. Big difference, huh?

DISSOLVE
TO:

INT. CLASSROOM - DAY

MEGAN is in front of the classroom, standing on one side. She will be dramatizing a TV investigative reporter-type story on the Vegetables food group. But her presentation is actually started by her friend/classmate, SARAH, who is sitting at a table on the other side of the front of the

class, pretending to be news anchor. Sarah holds a piece of paper with "breaking news" bulletin written on it from which she reads.

SARAH

This just in! Investigative reporter, Megan, is LIVE, on the scene right now. Megan, what can you tell us?"

Chuckles from the classroom can be heard as Sarah sits down and Megan makes her way to the front of the classroom. She is holding a mock microphone and wearing a light raincoat or other obvious outerwear to suggest she's reporting from outside. She has the following props displayed: ear of corn, bottle or can of tomato juice, and salsa in a bowl with a couple of chips sticking out.

MEGAN

(zany reporter style)

Thanks, Sarah. I'm standing in front of the downtown Farmer's Market. Experts have announced that vegetables are our main source of vitamin A! And, they are now telling us that vitamin A is particularly good for our eyes and skin.

(quick breath)

In fact, I've been able to confirm through my sources that even though vitamin A is the main nutrient in vegetables, it is the combination of ALL the nutrients like potassium and fiber which is thought to be what is really good for us! And we can get vegetables fresh, like this fabulous corn from the Farmer's Market.

Points to ear of corn.

MEGAN (CONT'D)

Or, in juice...

Points to juice.

MEGAN (CONT'D)

Like this tomato juice. Or even
canned, dried, or frozen. Even
this salsa.

Dips chip into salsa and takes a bite.

MEGAN (CONT'D)

Mmm... delicious!

DISSOLVE
TO:

INT. CLASSROOM - DAY

GABE is in front of the classroom. He is doing a
PowerPoint-type of presentation on the Fruits food group.
He appears the most rehearsed. He's created near-perfect
slides, using his techno skills, and speaks as if he's
practiced his presentation. He is facing the class with a
laptop computer, which he is manipulating. The "slides"
appear on a pull-down film screen or TV on a cart facing
the class behind him.

GABE

Okay. I've made this slide show
about the Fruits food group.

He talks in front of slide one.

GABE (CONT'D)

So, some fruits are in grocery
stores all the time, like apples
and bananas, but there are some
that you might not have eaten or
even seen before, like kiwi and
guava.

Clicks mouse or presses key on keyboard to move to slide 2

GABE (CONT'D)

So there are four main reasons we
need to eat 2 cups of fruits every
day.

Points to #1 info on slide.

GABE (CONT'D)

First, fruits are our main source of Vitamin C. If you cut your finger, it's Vitamin C that helps your body grow new cells so the cut heals. Vitamin C also helps your body use the iron you get from other foods, like hamburger, from the Meats, Beans and Nuts food group.

Points to #2 info on slide.

GABE (CONT'D)

Some fruits also give us Vitamin, which is important for healthy eyes and skin.

DISSOLVE
TO:

INT. CLASSROOM - DAY

Sarah is in front of the classroom, presenting Grains & Breads via an "interactive" game show with herself as the stereotypical host. On the chalkboard, one column is marked "Breads and Grains." Pieces of paper are taped down the column vertically. Each piece of paper has a point amount written on it starting with 10 on top and ending with 80 in increments of 10. She starts the game by purposely calling on friend Megan, since the two of them prepared this together so that Megan would model the right answer and help the game get underway.

SARAH

(over the top)

Welcome to everyone's favorite game show: *THE BREAD BASKET!* I'm your host, Sarah. Are you ready to play, contestants?

Sarah turns to contestants.

SARAH (CONT'D)

Okay, each contestant picks one of these answers and then must come up with the correct question. Ready? Let's start with you, contestant

Megan. Make a selection from the board, please.

MEGAN

(perfectly
rehearsed)

I'll take Grains, Breads and Cereal Food Group for 10 points, Sarah.

Sarah turns over the paper so that the viewer can read it.

SARAH

And the answer is: Whole grains, Breads, cereals, pasta, and rice.

MEGAN

(pretending to
think)

Hmm... What are foods in the Grains, Breads and Cereal food group?

SARAH

Well done! Brilliant contestant!
Ok, who's up next?
(scanning the room)
Yes, you Andrew.

ANDREW

I pick the next one... um, 20.

Sarah turns over another card and reads aloud.

SARAH

And the answer is: An important source of energy found in breads and grains.

ANDREW

I think it's... Uh, I mean... What is...
(hesitates and
pauses)
Protein?

SARAH

(makes buzzer sound)

Zzzzz Ö. No, I'm sorry, sir. The correct question would have been "What are complex carbohydrates?"

LESSON 1- EXPERT

INT. CLASSROOM - DAY

The EXPERT is seen in the same classroom as the characters, however the room is empty. The Expert is addressing the viewer directly.

EXPERT

So, you've learned some things about the five food groups and why you need foods from each of them to stay healthy.

(sly smile)

But, let's be honest. Unless someone has recently made chocolate into a sixth food group, not all of the foods you probably eat fit into the five food groups! Am I right?!

The Expert points to superimposed image of Extra foods.

EXPERT (CONT'D)

Foods that don't fit into the five food groups are called Extra foods. Extra foods normally don't contain many important nutrients and/or they are higher in sugar or fat, like cookies, donuts, soda, or potato chips. Some Extras might start out as food-group foods, but during processing, fat and/or sugar is added to them so that their nutrient value decreases

(points thumb down)

And their fat or sugar content increases

(points thumb up)

...and voila... the food-group food becomes an Extra!

As the Expert continues, images of the foods he mentions are superimposed on the screen. Bacon moves its way from the Meat, Beans, and Nuts group to the extras.

EXPERT (CONT'D)

Here is an example: Even though bacon is made from meat, the amount

of fat it has in it outweighs the amount of protein it provides, so it's not included in the Meats, Beans, and Nuts food group.

(beat)

But remember that there are no "good" foods or "bad" foods. That means, ALL foods, even extra foods, can be a part of your food choices. It's all about how much and how often! The next time you're thinking about grabbing a bag of chips for a snack, grab a favorite, good tasting food group food, like string cheese. Or, a handful of almonds instead of a candy bar.

LESSON 2 - CHARACTER

INT. MALL INTERIOR -- DAY

Gabe walks into the mall and goes somewhat out of his way to take the escalator to the upstairs food court area as opposed to taking the stairs which are closest to him. In the background, as Gabe takes the escalator, Sarah and Megan are seen carrying store bags and purses while walking and talking together up the stairs to the same food court area.

CUT
TO:

INT. MALL FOOD COURT -- MOMENTS LATER

Gabe is sitting down at a table in a mall food court, eating a teriyaki chicken vegetable rice bowl. He plays with an electronic game-boy type of handheld game.

Megan and Sarah in the background, standing together at food court burger stand. Sarah is purchasing a jumbo-sized meal, named *Lunch Meal Deal*, that is advertised on a large sign, listing large hamburger, large fries, large soda, and a dessert of choice: cookie or fruit pie

SARAH

(points to sign)

I'd like the Lunch Meal Deal with a cookie.

Sarah carries tray and sits down at a table with Megan. Megan has no food and looks at the food on Sarah's tray and has a look of disgust on her face.

MEGAN

Gross! I can't believe you're going to eat all of that. It's so fattening! Everything here is, like, pure carbs and fat!

SARAH

(rolling her eyes)

Gimme a break. Just eat something, for a change, 'kay? There's lots of stuff that you can get here.

ANNA, a normal weight, college-age woman who is warm and confident, walks by and greets Megan, looking surprised that she's run into her.

ANNA

Megan? Hey! What are you doing here?

MEGAN

(surprised and happy)

Hi Anna! We were just shopping. Hey, Sarah... this is my neighbor Anna who goes to the University.

SARAH

(smiling)

Oh yeah... hi.

ANNA

Hi, Sarah. Nice to meet you.
(pause, smiling)
So, did I interrupt something?

Anna begins to sit down in an empty chair, joining Megan and Sarah.

MEGAN

Nah, I was just telling Sarah that I thought her lunch was totally gross,
(points to tray)
It's, like, all fat and carbs!

SARAH

And I was just telling Megan here to eat something for lunch herself, instead of judging my lunch!

Anna smiles and begins speaking to the ladies. She is informative, but does not appear to lecture Megan. She rather is just candidly sharing her own experiences with Megan, who she sees as a kind of younger sister. Sarah continues to eat her meal.

ANNA

Well... ya know, I used to diet all the time too. I really wanted to be

a model and I thought that if I just stopped eating some meals, I'd have the perfect body to be one.

(rolls her eyes)

'Course I used to get so hungry that I'd just binge on cookies or something, ya know?

Laughs and Megan and Sarah laugh with her.

ANNA (CONT'D)

But the thing is, I started to feel kind of sick a lot. I was so tired sometimes and I started having headaches and stomach problems. My mom made me go to the doctor who told me I was really messing myself up. The doctor told me things like you don't get fat just from eating a food that has fat in it! Did you know that?

Megan shakes her head no, listening intently as Anna continues.

ANNA (CONT'D)

It's only when I eat more calories than my body needs, whether they're coming from fat, carbs, or protein, that makes my body store fat. I also didn't eat some foods AT ALL. Like, bread, or potatoes 'cuz I thought they had too many carbs that would make me fat.

Megan nods head, in agreement; this is sounding very familiar to her.

SARAH

(interrupting)

Yeah, you and Megan both!

ANNA

(kindly)

Well, no breads... then none of the nutrients that bread provides.

SARAH
(after chewing a
bite)
See, I TOLD you so.

Megan gives Sarah a friendly smirk as if to say, "Enough already, I get the point."

ANNA
The doctor said if I ate the right
amount of healthy foods and
exercise every day I won't have to
eliminate foods to try to lose
weight. He was right!

Anna turns to look at the counter, then turns back,
speaking directly to Megan.

ANNA (CONT'D)
So, ya know this place has really
good food with LOTS of choices
(pauses)
In fact... I'm kind of hungry myself!
(smiles, winking)
C'mon, wanna go up and order
something with me?

MEGAN
(smiling)
Okay, you convinced me.
(to Sarah)
Be right back.

Sarah nods, bites into her burger, and stays at the table while Anna and Megan (both carrying their purses) get up and walk to the counter together. The scene ends with Megan placing her order. Anna is by her side or maybe standing behind her, waiting to order next.

MEGAN (CONT'D)
Can I have the chicken salad and
yogurt parfait, please?

LESSON 2 - EXPERT

INT. MALL FOOD COURT -- DAY

The EXPERT appears in the same food court as the character video.

EXPERT

Megan's neighbor, Anna, was right. Megan's hurting her body by not eating a wide variety of foods from all the food groups every day. BUT Megan sure made a great start to improving the way she eats by choosing a really healthy lunch today.

The Expert steps off of frame and reappears in front of Gabe who is eating the lunch he had previously.

EXPERT (CONT'D)

Gabe chose a great lunch today. He found a place that served a teriyaki chicken vegetable rice bowl. Even in a place like a mall, there are lots of ways to make good tasting and healthy food choices, just as Gabe did.

The Expert then returns to the three ladies from previous. He focuses on Sarah's meal.

EXPERT (CONT'D)

Sarah, like a lot of people, tends to eat larger portions of food than her body needs. Sarah buys jumbo-sized meals because they sometimes cost a little less or because a friend might be ordering it too. But when Sarah eats a jumbo-sized meal, she's usually eating enough fat and calories for more than one person!

As the Expert begins discussing portion sizes, he holds up a variety of food objects for a basis of comparison.

EXPERT (CONT'D)

Did you know that over the years,
food portion sizes have gotten
bigger and bigger?

Expert opens his arms wide, in increments, to emphasize
larger portions.

EXPERT (CONT'D)

Check it out: If Sarah had ordered
fries about 20 years ago, she would
have been given about this much.

Expert holds up 2.4 oz container of fries

EXPERT (CONT'D)

Today, she got served this much!

The Expert holds up a 6.9 oz container of fries.

EXPERT (CONT'D)

That's almost 3 times as many
fries!

(beat)

So what, right? Well, the problem
with eating such a large portion of
fries is that in this regular-sized
portion

(shows 2.4 oz
container)

There is about 11 grams, or this
much fat.

The Expert holds up 1 Tablespoon of Crisco.

EXPERT (CONT'D)

But in THIS super-sized portion
(shows 6.9 oz
container)

There is about 29 grams, or this
much fat.

The Expert holds up 2.5 Tablespoons of Crisco.

EXPERT (CONT'D)

Sarah could have made a much
smarter choice by picking the
regular-sized portion. And, If
Sarah bought a soda about 20 years

ago, it would have been served to her in this.

The Expert shows the viewer a 6.5 oz. cup of soda. The fluid ounces are clearly marked on each of the cups the Expert shows.

EXPERT (CONT'D)

Today, these are the choices:

The Experts shows the 16 oz cup.

EXPERT (CONT'D)

This is a small.

The Experts shows the 20 oz cup.

EXPERT (CONT'D)

That's a medium.

The Expert shows the 42 oz cup.(Shows 42 oz.)

EXPERT (CONT'D)

And, this is the large soda Sarah got with her lunch today. Whoa!

The Expert holds up the 6.5 oz cup next to the 42 ounce cup to show how dramatic the difference is.

EXPERT (CONT'D)

That's SIX times the size of what people used to drink! Not only that, but check THIS out...

The Expert begins to pour out the soda from Sarah's cup. As it falls, the liquid morphs into granules of sugar piling up on the top of a table.

EXPERT (CONT'D)

Did you know that there is about one teaspoon of sugar in every ounce of soda that you drink? Sarah drank 42 ounces!

42 teaspoons of sugar are seen surrounding the 42 oz container of soda Sarah had.

EXPERT (CONT'D)

So, how could Sarah have eaten the foods she wanted to eat AND reduced the amount of fat, sugar, and calories she ate? Well, I can think of two ways:

The Expert holds up one finger to emphasize the bullet point.

EXPERT (CONT'D)

One, she, Megan, and Anna could have shared the meal.

The Expert holds up two fingers to emphasize the bullet point.

EXPERT (CONT'D)

Two, she could have ordered a regular- sized hamburger, small fries, and low fat milk or juice.

EXPERT (CONT'D)

(talking to viewer)

Remember, exercising smart food choices is all about selecting a variety of food-group foods AND being aware of your portion sizes, or how much food you're actually eating.

LESSON 3 - CHARACTER

INT. HALLWAY OUTSIDE CLASSROOM -- DAY

The school bell rings and a crowd of students pour out of a classroom. Slowly walking out amidst the crowd are GABE and MEGAN. They pause outside the door away from the general flow of traffic. Megan looks very unhappy and a bit angry while Gabe is smiling and whistling a tune softly to himself.

MEGAN

I totally don't get it! You and I both studied together like crazy for that test and I knew I was ready, but I couldn't concentrate at all in there.

A quick flashback is seen while Megan narrates. We see her frustrated while struggling to take the test.

MEGAN (CONT'D)

It was like I just forgot so much of the stuff I thought I knew last night, ya know?!

(rubbing her forehead)

And, I have the worst headache, too.

GABE

(surprised)

Really? I think I nailed that test!

A quick flashback is seen while Gabe narrates. We see him flying through the test cheerfully.

GABE (CONT'D)

I thought we studied enough, don't you?

(beat)

Sorry you've got a headache.

Megan shrugs and begins walking away with the rest of the crowds. ANDREW is then seen slumping out of the classroom door. He pauses at Gabe, propping his body against the school wall. He drops his backpack as if it weighed a ton. He yawns with great exaggeration.

ANDREW

Well, that was fun... NOT!!

Gabe laughs at Andrew.

ANDREW (CONT'D)

I thought I was gonna fall asleep
half way through the test!

A quick flashback is seen while he narrates of Andrew propping his head up with his hand to keep himself awake in an exaggerated and humorous manner.

ANDREW (CONT'D)

I could barely keep my eyes opened.
Test wasn't hard or anything, but I
really had to concentrate hard to
write all the answers. Weird. If
the bell hadn't rung, I'm sure I'd
still be in there, asleep with my
face smashed on the desk.

GABE

Megan said she thinks she blew it
too, but I studied with her and we
quizzed each other a lot, so I KNOW
she was as ready as I was... and I
think I did great.

(shrugs)

I don't get it.

A bell rings and the boys begin to walk together toward their next class.

ANDREW

(exhausted)

Bell. Let's hope I can actually
stay awake in Algebra. If you see
me slumpin' over the desk, pinch me
or something.

They chuckle and walk away.

LESSON 3 - EXPERT

INT. HALLWAY OUTSIDE OF CLASSROOM -- DAY

The EXPERT is seen in the same hallways as the characters in lesson 4. However, the hallway is empty. He addresses the viewer directly.

EXPERT

Hmmm...

(strokes chin)

Three different students, all of whom studied hard for this morning's test, but each one had a very different experience. Strange.

(smiling, a bit cynical)

Maybe we can discover what was goin' on with Andrew, Megan, and Gabe prior to the test? C'mon, let's check it out.

The Expert makes a motion with his hand as if to invite the viewer to join.

INT. ANDREW'S KITCHEN -- MORNING

The Expert is in Andrew's kitchen from lesson 1. Andrew is in the background silently replaying what was seen in the first lesson.

EXPERT

Andrew tried to make himself a good breakfast but he discovered there was no milk for his cereal, remember? So, because he didn't have better options, he ate a toaster pastry filled with a LOT of refined sugar and few nutrients.

As the Expert describes the quick boost of energy, a superimposed graph appears of the energy release found in a sugary meal. Animated lines signal the rise and fall of energy throughout the day based on this breakfast.

EXPERT (V.O.) (CONT'D)

That gave him a quick burst of energy right after he ate it, but

about an hour or two later, right about the time he was taking the test this morning, he got really sleepy. His energy level rose really quickly after eating the pastry, but then fell just as quickly and made him tired.

EXPERT (CONT'D)

Since Drew's mom leaves for work early, he's usually on his own to make breakfast, so he might want to talk to her about stocking the kitchen with some better breakfast choices.

A second graph is superimposed on top of the first graph to show the energy release of a balanced breakfast.

EXPERT (V.O.) (CONT'D)

If Drew had eaten foods from three of the five food groups, his energy level would have stayed strong and steady all through the morning so that he wouldn't have gotten so tired during the test and had to struggle so hard to concentrate.

EXPERT (CONT'D)

So, what kinds of balanced breakfasts could Drew have in the future?

Pictures of food items appear.

EXPERT (CONT'D)

He could ask his mom to buy more milk so he could have cereal with milk and some fruit. Another good breakfast would be cheese, melted on toast and orange juice... or even some leftover spaghetti with meat sauce.

A title emphasizing three out of the five appears.

EXPERT (CONT'D)

Each breakfast has a portion of food from three of the five food groups and should give him a steady stream of energy all morning.

INT. MEGAN'S KITCHEN -- MORNING

The Expert steps into Megan's kitchen from lesson 1. Megan is in the background silently replaying what was seen in the first lesson.

EXPERT

Megan left home this morning without eating anything for breakfast. Remember?

The Expert points to Megan who can be seen refusing the breakfast laid out for her in the background.

EXPERT (CONT'D)

Megan said she had trouble concentrating during the test and remembering important facts. Bet she didn't know that kids who eat breakfast are actually able to concentrate better, score higher on tests, and remember things better than kids who don't eat breakfast. So even though Megan really did study hard for the test, she didn't have enough morning fuel to keep her brain charged during the test. IF Megan had eaten what her mom was offering, she would have gotten the perfect combination of foods to keep her body and brain energized all morning:

The Expert points to the individual foods that were laid out for Megan.

EXPERT (CONT'D)

Bagel, from the grains and breads group, peanut butter, filled with protein and some healthy fat, fruit, and chocolate milk, a delicious source of calcium.

INT. GABE'S KITCHEN -- MORNING

The Expert steps into Gabe's kitchen from lesson 1. Gabe is in the background silently replaying what was seen in the first lesson.

EXPERT

There's a reason Gabriel knows he nailed that test! Although he studied for the test the same amount of time as Megan did, he had an extra edge. He ate a balanced breakfast that allowed him to concentrate and focus on the test! Remember what he ate?

The Expert begins pointing out the food items on Gabe's breakfast table.

EXPERT (CONT'D)

He had one portion from three of the five food groups: a waffle, topped with yogurt and strawberries.

The graph is shown again depicting the energy release of a balanced breakfast.

EXPERT (CONT'D)

That combination of foods gave his body the steady release of energy he needed to get through the entire morning without being hungry and to stay alert and focused on the test. Way to go, Gabe!

CUT
TO:

INT. GABE'S KITCHEN -- MORNING

The Expert is now sitting at a breakfast table of his own. In front of him are hot oatmeal, a glass of milk, and a banana.

EXPERT

Alright, all of this talk about breakfasts is making me hungry!

(looks down at food)
Time for my breakfast favorites!

LESSON 4 - COMBINED

INT. WHITE ROOM -- DAY

The EXPERT is seen sitting in a chair in a completely white room. He addresses the viewer directly.

EXPERT

So we've looked at the breakfast choices that the group has made, and we've seen what Sarah, Megan, and Gabe chose to eat for lunch when they were out at the mall.

(beat)

But now we're going to follow a few of them to get a picture of what an entire day's food choices might look like. Pay close attention to their food choices for each meal and snack AND pay attention to where they are eating. Are they at home, at school, at a restaurant or mall?

(beat)

Also, think about what else might be going on. Like, if someone is at school and doesn't have a lot of time to eat, are they making food choices based on being rushed? When you think about all the factors in a day that steer the way we make food choices, you just might be surprised!

(beat)

So, let's start by taking a look at the meal and snack choices that Drew made today.

INT. ANDREW'S KITCHEN -- MORNING

A visual clip is shown of Andrew eating breakfast from lesson 1. He eats a toaster pastry

INT. SCHOOL CAFETERIA -- DAY

Andrew is waiting in a very long cafeteria line for lunch. He makes it to the front of the line and begins ordering his meal.

ANDREW

(to server)

I want the hog dog, canned fruit,
and brownie.

(pause)

Um, and I would like milk too.
Thanks.

INT. ANDREW'S KITCHEN -- AFTERNOON

Andrew is preparing himself a snack after school. He takes from the refrigerator and freezer: yogurt, juice, frozen fruit, and ice. He begins to add all ingredients into a blender when the phone rings. He picks it up and talks, while continuing to put ingredients in blender.

ANDREW

Hello? Oh, hi mom.

(listening to mom)

Makin' a smoothie for snack 'fore I
start science homework.

(Pauses)

Yeah, I know... school was fine
nothing earth shaking... kay... bye.

Andrew hangs up the phone, turns the blender on, then pours his smoothie out. He sits at his kitchen table with his notebook and textbook. He takes a first sip of the smoothie.

ANDREW (CONT'D)

Mmmm... okay, photosynthesis awaits.

INT. ANDREW'S KITCHEN -- EVENING

Dinner has been brought home in a "take away bag" by ANDREW'S MOM. The meal consists of containers of mixed salad, a whole chicken (roasted, not fried), a pasta dish, and pudding. There is also another bag with a container of low fat milk in it. Andrew walks to the kitchen table and notices the unpacked dinner.

ANDREW

What's for dinner, mom?

ANDREW'S MOM

Can you help me unpack the bags? I
brought home salad, pasta salad,

chicken, and pudding, for dessert.
Oh also, there's milk in that other
bag. Please put that on the table
too.

ANDREW

(while unpacking)

Finally... milk! Hey mom, we were
out of milk again this morning so I
couldn't have cereal. Could you
make sure we have more stuff for
breakfast and snacks 'round here?

ANDREW'S MOM

Sure. What kinds of things don't
we have that you want?

ANDREW

Well, milk, for one. And, like,
string cheese would be good. I like
to munch on cashews sometimes. And,
different kinds of fruit would be
good too, like pears or grapes.
And, more of those containers of
fruit yogurt you sometimes buy.

ANDREW'S MOM

Tell ya what... why don't you help me
make a list tonight after dinner?
Then I can pick 'em up this weekend
when I go shopping.

ANDREW

Sounds good.

(pauses, grinning)

Oh... one more thing for the list..
how 'bout that home audio system?

ANDREW'S MOM

Nice try! Now go wash up.

DISSOLVE
TO:

INT. MICHAEL'S KITCHEN -- MORNING

The Expert steps into frame.

EXPERT

Now take a look at the meal and
snack choices that Mike made today.

The Expert steps off camera. A visual clip is shown of Michael eating breakfast from lesson 1. He eats the high sugar, athlete endorsed cereal from earlier.

EXT. GRASSY AREA OF SCHOOL -- DAY

Michael is eating a brown bag lunch with his friend. A basketball rests right next to Mike. Mike lays out lunch on top of flattened bag a tuna sandwich on whole grain bread, an orange, carrot sticks, and a chocolate low-fat milk chug. MICHAEL'S FRIEND pulls out a chilled Thermos type of container.

MICHAEL'S FRIEND

Yo, Mike. Wanna trade your tuna sandwich for my chili?

MICHAEL

Nope. Tuna's one of my favorites.

Michael smiles and bites into his sandwich teasingly.

MICHAEL (CONT'D)

Soooo good.

Michael smirks at his friend, but pulls out a bag of carrot sticks and offers them.

MICHAEL (CONT'D)

Here, want one?

Michael's friend takes and bites a carrot stick and the boys keep interacting. A loud whistle is heard off camera as well as the sound of basketball being played in a gym. The voice of the COACH is heard off-camera.

COACH (O.S.)

Okay boys... break time!

INT. SCHOOL GYM -- DAY

The COACH is seen later in the day talking to two or three players at an after school practice. One of the players is holding a half-eaten energy bar with label still wrapped around bottom.

COACH
(talking to players)
Watcha eating?

Player 1 hands Coach energy bar to show him.

PLAYER 1
It's the new energy bar I saw
Holman advertising, so it's gotta
be good for you.

COACH
Hey, remember guys, just because
one of our favorite athletes is
advertising an energy bar or cereal
or a sports drink, it doesn't mean
that we have to eat it! It might
not be the healthiest choice. You
can read the Nutrition Facts labels
on all foods because those are
FACTS, not clever ads.

The Coach looks at his watch.

COACH (CONT'D)
Ok guys, let's start practice soon.

As the rest of the boys go to practice, Michael is seen
looking at the nutrition facts located on the label of his
drink. He appears engaged in thought as he becomes
concerned about the implications of what he sees.

MICHAEL
Hmmm...

INT. MEXICAN RESTAURANT -- EVENING

Michael and his family (GRANDPA, DAD) are at a fast-food
Mexican restaurant. The waiter serves them a plate of
chimichangas, basket of chips, and plate of churros. Sodas
for all family members are already on the table, but as the
wait person serves the chimichangas and churros, he tells
the family what she is serving.

WAITER
Ok, hope everyone is hungry! Here
are your chimichangas: deep-fried

burritos filled with beef for you
two... and chicken for you.

(puts down churros)

And here are your churros, for
dessert.

MICHAEL

What are churros?

WAITER

They're deep fried strips of dough
that are dipped in sugar while
they're still really hot! Enjoy
your meal!

EXT. OUTSIDE OF CONVENIENCE STORE -- MORNING

The Expert steps into frame.

EXPERT

And now, take a look at the meal
and snack choices that Sarah made
today.

The Expert steps off camera. A visual clip is shown of
Sarah eating breakfast from lesson 1. She eats the
breakfast sandwich from earlier.

INT. SCHOOL CAFETERIA -- DAY

Sarah is selecting lunch from a school vending machine
after seeing how long the cafeteria line is. She selects a
large bag of pretzels, granola bar, and water.

SARAH (V.O.)

(thinking to
herself)

No way am I wasting part of lunch
waiting on that line! I'll just eat
here instead.

Sarah smiles to herself as if solving a big problem. She
inserts coins into the machine, presses buttons, and a
close-up shot of each food item is seen as it comes out of
vending machine chute.

SARAH (V.O.) (CONT'D)
(thinks as food
drops)
Not a lot of variety, but... don't
have much time and this will fill
me up quick.

Sarah bites in the granola bar and sips her water as she leans against the vending machine.

INT. CONVENIENCE STORE -- AFTERNOON

On her way home after school, Sarah is in the same convenience store where she purchased her breakfast sandwich. She strolls through the aisles thinking about what she wants to get for a snack.

SARAH (V.O.)
Could get a chocolate bar or
licorice whips. Or, maybe a fruit
roll...
(pause as thinks)
Hmm... I didn't eat much from any of
the food groups at lunch. Not good.

While perusing the aisles, Sarah looks up as if straining to remember something.

SARAH (CONT'D)
Haven't had any milk products
today.
(pause)
I know!
(turns around)
cheese!

Sarah goes to the refrigerated food items and grabs a string cheese package.

SARAH (CONT'D)
Perfect snack.

INT. SARAH'S DINNER TABLE -- EVENING

Sarah is at home with her parents, and siblings. A healthy, home-cooked dinner is on the table: flank or round steak, rice, peas, fruit salad. The glasses of Sarah and siblings

are filled with milk. Sarah serves herself, while her parents serve the youngest sibling.

SARAH'S DAD
Okay, somebody pass the salad,
please.
(speaking to
sibling)
Carrie, did you get some peas?

SARAH'S MOM
So, how was school today, guys?

SARAH
Fine.

SARAH'S SIBLING #1
Fine.

SARAH'S SIBLING #2
Fine.

SARAH'S DAD
Well, what exactly did you do
today?

SARAH
Nothin'

SARAH'S SIBLING #1
Nothin'

SARAH'S SIBLING #2
Nothin'

The family begins to laugh at the uniformity of everyone's response.

SARAH'S DAD
(to Sarah's Mom)
So dear, how was YOUR day at work?

SARAH'S MOM
Fine.

The girls begin to giggle.

SARAH'S DAD
And, what did you do?

SARAH'S MOM

Nothin'!

The scene ends with the family laughing while continuing to eat their meal together.

LESSON 5 - CHARACTER

EXT. SCHOOL BLACKTOP AREA -- AFTERNOON

A black-top area on school grounds, where there is a basketball hoop and an area for sitting with bleachers. The bleacher area has backpacks, notebooks, and textbooks piled on as a visual clue that students will meet there after school for some reason. Andrew is circling on a skateboard, by himself. Gabe is sitting on a nearby bleacher, using an electronic gizmo. Some music plays from a laptop next to him on the table.

Michael is close by, shooting hoops and working up quite a sweat. At one point, he stops to catch his breath, while still dribbling the ball and turns to yell to Gabe who is thoroughly engrossed using his handheld device.

MICHAEL

Hey, Gabe! Maybe you could, like, tear yourself away from cyberspace for a minute to play a game of one-on-one. C'mon... I'll even spot you 10 points, bud!

Gabe looks up when he hears his name called, puts down the electronic gadget and walks over to Mike.

GABE

(walking up to Mike)
Okay, Mike ... I've only played it in gym a couple of times.

MICHAEL

(serious and surprised)
Really? How come you don't play basketball a lot?

GABE

(shrugs)
Well, I'm just not really good at sports, ya know?

MICHAEL

Well, you don't have to be on a team or anything. You could just shoot hoops, or skate like Drew...

Michael looks over his shoulder at a skateboarding Drew.
Mike bounces the ball to Gabe.

MICHAEL (CONT'D)

Coach says everybody our age needs
to do *something* to move every day.
Sweatin' feels good, man!

GABE

(catches the
basketball,
grinning)
Yeah, you're probably right.

MICHAEL

Okay, let's play.

A brief montage is seen of the two boys playing together to
imply a passage of time. Gabe struggles to make a single
shot.

Sarah and Megan enter the scene together as the boys play.
Megan puts her purse and notebook down and Sarah puts
backpack down in the area where Gabe was sitting.

Megan is wearing a workout outfit: running shorts or pants
and zipped jogging jacket. She begins to stretch
intensely, holding onto the edge of the table, as she
speaks to Sarah.

MEGAN

So how long do you think this is
gonna take? I really don't have
much time 'cuz I HAVE to go for my
run before it gets too late.

(mumbling)

Gotta burn off all the calories I
ate today.

SARAH

Not long, but we should get going.
(yells to the boys)
Hey, you guys! C'mon... let's start.

Gabe and Mike stop playing. Mike dribbles the ball over to where Sarah and Megan are standing, wiping sweat from his forehead.

Gabe plops down hard, out of breath, taking a swig of water from a bottle in his backpack. He appears cheerful after playing with Mike.

Mike takes a swig from a sports drink bottle sitting next to his backpack. Gabe turns the music down.

Simultaneously, Andrew stops skateboarding and carries his board over to table area.

Megan keeps stretching, as their meeting starts, but she is listening and participating.

Sarah has a notebook and pen in hand. She takes a leadership role as she scribbles notes while others talk

GABE

(out of breath)

Ok, so how should we start this thing? Our Community Project is to help third graders design and plant a vegetable garden, right?

SARAH

Right. So, here's the deal. We're gonna go over to their school on Friday. So we should decide what we need to do first to help the kids make the garden.

ANDREW

Maybe we could come up with a list of what they could plant.

MEGAN

(interjecting)

We could get them to plant vegetables that grow really fast so they get excited about taking care of their garden and then can eat the stuff, ya know?

SARAH

(distracted by
Mike's dribbling
ball)
Michael, if you don't stop
dribbling that ball...

MICHAEL
(smiling, bashful)
Oops... sorry...
(passing ball to
Gabe)
Get rid of this thing for me Gabe,
will ya?!

Gabe sitting down catches the ball and looks at it puzzled.

GABE
(figuring out what
to do)
Uh... sure thing...

Not knowing what to do with the ball, Gabe simply shrugs and decides to toss it back onto the blacktop. Casually tossing the ball over the shoulder, we see the ball make a perfect arch right into a distant basketball hoop. The rest of the students look at Gabe bewildered.

GABE (CONT'D)
What?!

The camera pulls away as the rest of the students erupt in laughter while Gabe remains confused.

LESSON 5 - EXPERT

EXT. SCHOOL BLACK TOP AREA -- AFTERNOON

EXPERT

Helping young kids plant a school garden. Cool project, huh? Gardening is actually a great way to get a body moving. So why all the worry about staying active? Well, think of it this way: You eat food to give you energy, which allows you to be active and keep moving, which allows you to eat more food to get more energy. Get the picture?

(Smiles)

The bottom line is that being healthy is NOT just about what we eat. Being active is another big part of being healthy because it's good for your heart, your muscles, and it uses the energy you get from food.

(beat)

Good news is that we get to make decisions, or exercise our options, about how active we are every day.

(beat)

So, how active does someone have to be? Well, health professionals recommend that middle school students get at LEAST 60 minutes of moderate-to-hard activity every single day. Here are just a few examples.

A list is superimposed on the screen displaying 6 different activity types, ranging from inactive to active. The Expert runs his finger from top to bottom, pointing down the list.

EXPERT (CONT'D)

The FIT formula that you'll learn about, teaches you about activity choices like, "how often", "how long", and "how hard."

Michael playing basketball.

EXPERT (CONT'D)

Let's face it. We can't all be athletes like Mike, over there.

(smiles)

Mr. Basketball!

Andrew skating.

EXPERT (CONT'D)

But, check out Drew. He's also getting a great workout just by doing something he already loves to do: skateboarding!

Sarah dancing.

EXPERT (CONT'D)

Sarah too. She's been taking dance classes ever since she was a young kid. Dance is a great way to get a body moving.

Megan running in same outfit as seen in character video of Lesson 6.

EXPERT (CONT'D)

Megan's a runner, so she certainly gets regular exercise. But is Megan running for the right reasons? She feels she need to burn off every calorie she eats. However, she's missing out on how good exercise can help you feel. It's fun.

Mike and Gabe walking back after playing basketball from earlier. Gabe is out of breath.

EXPERT (CONT'D)

And finally, there's Gabe. He sure was out of breath when he played the game with Mike because his body isn't used to workin' up a sweat. Let's face it. Gabe REALLY needs to

think about trading some of his
intense sitting time for activities
that require him to move!

CUT
TO:

EXT. OUTSIDE GABE'S HOME -- MORNING

The Expert appears in the scene from Lesson 1, with Gabe getting in, then immediately out of the car.

EXPERT

Remember how Gabe gets to school?
He rides in a car, but he only
lives a block from the school! I'm
thinkin' he could .. uh, walk in
order to trade some inactive time
for active time.

CUT
TO:

EXT. SCHOOL BLACK TOP AREA -- DAY

EXPERT

So remember, you can do more of
what you're already doing or add
new activities that you've always
wanted to try.

The Expert picks up Drew's helmet and skateboard.

EXPERT (CONT'D)

Maybe I'll give this a try.

The Expert begins to attempt skateboarding as the lesson ends.

LESSON 6 - COMBINED

INT. WHITE ROOM -- DAY

The EXPERT is seen standing in a white room. He addresses the viewer directly.

EXPERT

So, we've seen that our friends have each begun to learn how they can take some small steps to improving their food choices or to becoming more active.

(smiling)

But, we all know that sometimes making a plan is a lot easier than actually carrying it out! Sometimes obstacles or roadblocks can get in the way of doing what we've planned. Like, what if the foods we plan to eat aren't available? Or, what if you want to eat something, but your friends are all choosing something else and you just want to feel like one of the group? Or, maybe you think you are just too busy or too tired to add more exercise into your day?

(beat)

You're about to see how some common roadblocks might get in the way of plans to exercise better food or activity options. As you watch, think about some alternative ways that each person might be able to work around their roadblocks.

INT. FAST FOOD RESTAURANT -- DAY

Sarah is at a fast food restaurant with her friends, one male, one female. Her friends have both already ordered the Super Meal Deal, advertised on a large sign and are walking away from the counter carrying their trays. (Super Meal Deal: large burger, large fries, large soda, single fruit pie.) Sarah is scanning the menu trying to decide what to eat.

SARAH

(looking at her
friends)
'Kay... Nicole and Eric got the Super
Meal Deal. I could get that too.
(scans menu prices)
Let's see, I can save more than a
dollar... and I'm getting the BIGGER
burger, fries, and drink with it.
Nice!
(pause)
But, there is all that stuff we
learned from Mrs. Warner about
portion sizes, when we did our food
group reports, but how can I not
order a deal like this?

Sarah turns to counter to place her order with the cashier.

SARAH (CONT'D)
Um, I guess I'll just get the...
Hmmm...

CUT
TO:

INT. GABE'S LIVING ROOM -- EVENING

Gabe is at home with his Dad in the evening, around dusk, but it's still light enough outside that the one can get a sense that it's a perfect evening to be outside.

The TV in Gabe's house is on and his dad is lying on the couch watching TV with the siblings and munching on chips. Gabe is at a nearby computer playing a video game in the same room, by a window.

Gabe hears laughter and the sound of a bouncing ball outside. He looks out the window at neighbors in their front yard. The neighbors' mom is playing basketball with her kids and the father is mowing the lawn.

Gabe turns to talk to his father who is glued to the TV.

GABE
Hey dad, look... the Smiths put up
one of those basketball hoops.
They're all shootin' hoops over

there with their mom while their
dad is mowing the lawn.

GABE'S DAD

(eyes glued to TV)

Hmm? That's nice. Oh, that reminds
me, would you go ask you mom what
day the gardener is coming to mow
this week?

GABE

(starts to get up)

Yeah...

Gabe starts to get up, but then pauses, and sits back down.
He instead yells to his mother.

GABE (CONT'D)

(yelling)

Mom! Dad wants to ask you
something!

Gabe is back staring at his computer, while his Dad stares
at the TV. Nothing has changed and nobody has moved an
inch. He looks outside the window at the neighbors playing
ball.

GABE (CONT'D)

Hmmm...

CUT
TO:

INT. SCHOOL CAFETERIA -- DAY

Andrew is thinking to himself while standing in a really
long cafeteria line at school, waiting to get his lunch. A
vending machine is visible in the background.

ANDREW (V.O.)

(frustrated)

I can't believe this line. AGAIN.

(makes audible sigh)

Same as yesterday.

(looks at watch,
groans)

By the time I get my food, the
bell's gonna ring and lunch is
gonna be over.

Drew puts his hand into his pocket and pulls out bills and
change. He stares at money in palm of his hand.

ANDREW (V.O.) (CONT'D)
(looking at machine)
No line in front of the Vending
machine. I could just get some food
from there. Wouldn't have to waste
my entire lunch standing here.
Hmmm...

He looks again at watch, money and bites lip, pondering
what he's going to do.

CUT
TO:

INT. MEGAN'S KITCHEN -- AFTERNOON

Megan is flipping through a teen fashion magazine. Her eyes
widen when she sees an article about a new diet. She stops
flipping pages and begins to read aloud.

MEGAN
(excited, out loud)
"The Ultimate Diet Sensation That's
Sweeping the Nation! Keep the
weight off forever while still
eating your favorite foods!"

Megan begins thinking about the article as she scans the
pages.

MEGAN (V.O.) (CONT'D)
Wow! If I started doing this diet
today I could lose a bunch of
weight before the dance next month!

Megan pauses, scanning the page intently, perhaps with her
finger, moving line by line.

MEGAN (CONT'D)
Hmm... diet looks pretty extreme
though. And Anna said that really

strict diets aren't the best way to
lose weight and be healthy.

(another pause)

But... this one promises great
results without giving up a lot of
foods I like.

Megan tears the page from magazine and gets up.

MEGAN (V.O.) (CONT'D)

Gotta show mom; wonder if she'd do
the diet with me. Hmmm...

(out loud, getting
up)

Mommm!

CUT
TO:

INT. MICHAEL'S HOME -- AFTERNOON

Michael is watching TV at home. An ad plays about a new
product: "Mega Crunch." Information about the product is
gleaned by listening to the commercial. The narrator's is
excited with a great deal of energy. Mike reacts with lots
of interest as he watches.

TV NARRATOR (O.S.)

The new, incredible Mega Crunch
snack gives you all the energy your
body needs! Filled with protein
and vitamins, each yummy serving
packs a punch! Four out of five
athletes choose Mega Crunch,
including quarterback Billy
Barbells.

BILLY BARBELLS (O.S.)

(monotone, stilted)

Mega Crunch Snacks gives me the
energy to work out on the field all
day long, Frank. Do yourself a
favor. Try Mega Crunch today.

MICHAEL (V.O.)

(thinking to
himself)

Mmm... that's what the guys were talking about at practice yesterday. Billy Barbells is amazing. I'll have to try that sometime.

MICHAEL (V.O.) (CONT'D)

Huh, wonder what Coach thinks of Mega Crunch? Thought he said we don't really need special foods to get the nutrition we need to perform on the field.

(pauses again)

But Billy Barbells... come on! Hmmm...

CUT
TO:

INT. WHITE ROOM -- DAY

The Expert steps into the white room again. He addresses the viewer directly.

EXPERT

What did I tell ya? Everyone knows what happens to the best laid plans when roadblocks get in the way! As we just saw, everyone had a roadblock that might get in the way of their plans to improve their food and activity choices.

CUT
TO:

INT. FAST FOOD RESTAURANT -- DAY

EXPERT

Sarah's challenge all along has been to make healthier food choices, but once again, a fast-food super-sized meal has been thrown into her path.

CUT
TO:

INT. GABE'S LIVING ROOM -- EVENING

EXPERT

Gabe's challenge has been to trade some inactive time for active time each day. But did you see his Dad on the sofa? Could be a roadblock?

CUT
TO:

INT. SCHOOL CAFETERIA -- DAY

EXPERT

Drew's roadblock is that really long cafeteria line at lunch and a vending machine calling out to him.

CUT
TO:

INT. MEGAN'S KITCHEN -- AFTERNOON

EXPERT

Megan's roadblock is one she's faced before because she reads lots of magazines that are filled with ads and articles about the latest fad diets... and here comes another fad diet.

CUT
TO:

INT. MICHAEL'S HOME -- AFTERNOON

EXPERT

Mike's roadblock is also one he's faced many times before. He sure admires famous athletes, but he also admires his Coach who's taught him a lot about making smart food choices.

CUT
TO:

INT. WHITE ROOM -- DAY

The Expert again appears in a white room. He addresses the viewer directly.

EXPERT

So what can they do about the roadblocks they're each facing? Well, it's really helpful to have some alternative plans in mind for ways to work around roadblocks.

(beat)

Let's look at what's happenin' with Sarah.

CUT
TO:

INT. FAST FOOD RESTAURANT -- AFTERNOON

EXPERT

Although she's been learning in school about making smarter food choices, she finds herself having to make another decision about what to order. Should she get the jumbo-sized meal because that's what her friends got and because she'll save a little money? Should she get some healthier choices instead?

(beat)

There is no one right way around that roadblock. BUT, I can think of a few different ways that Sarah could work around it:

The Expert points to different foods while visually the comparisons and replacements are made.

EXPERT (CONT'D)

She could order the same types of foods her friends got, but instead of the jumbo-sized portions, she could order the regular-sized portions, which are the right-sized portions for one person.

The Expert shows a jumbo-sized meal next to a regular sized meal.

EXPERT (CONT'D)

She could also order milk as her drink, instead of the soda.

The milk replaces the soda on the regular sized tray.

EXPERT (CONT'D)

Another way around the roadblock would be for Sarah to pick healthier options from the menu. So, along with a regular sized hamburger, she could choose the fruit and yogurt parfait (instead of the fried fruit pie).

Visually, the fruit and yogurt parfait is added to the regular sized meal tray.

EXPERT

Or, she could choose the side salad instead of the French fries.

Visually, the salad replaces the fries.

EXPERT (CONT'D)

By making different choices, she would cut WAY down on the amount of fat, sugar, and calories she would get in the jumbo-sized meal.

(beat)

These are just a few ideas. Can you think of more ways?

A photo montage is shown of each of the other four characters in their roadblock scenarios is shown as the Expert speaks.

EXPERT (CONT'D)

And what about the roadblocks you saw facing Gabe, Drew, Megan, and Mike? What kinds of different solutions, or alternate plans can you think of that would help them to work around each of their roadblocks?

Post-Assessment - CHARACTER

INT. ANDREW'S KITCHEN - MORNING

ANDREW stands in front of an open refrigerator similar to the scenario in lesson 1.

ANDREW (V.O.)

(yawning)

Can't believe mom had to leave so
early for work. Bummer for her!

Andrew goes to the cupboard and takes out granola. Pours it in a bowl, gets milk from fridge, pours it on top. He slices a banana on top and sits down to eat.

ANDREW (V.O.) (CONT'D)

(enthused)

Yes! We got milk! Life is so
gooooood!!

Andrew begins eating his breakfast.

ANDREW (CONT'D)

(content)

Glad I talked to mom about more
foods in the house. Way to go mom!
I should do my dishes or somethin'...
Well, at least put them in the
sink!

Andrew puts the dishes in the sink, gets his backpack and skateboard, and heads off to school.

INT. MEGAN'S KITCHEN - MORNING

MEGAN saunters into the kitchen as in lesson 1, brushing her hair and holding a handheld mirror while applying makeup, signaling her interest in her appearance. She slips the brush and makeup into a purse sitting on top of a notebook and textbook.

Her mother greets her, as she walks into the kitchen and points to the table where there is yogurt with fruit and a sprinkle of granola on top. Megan sits down and joins her mother as they eat breakfast together.

MEGAN

Thanks, mom. Looks good. Is that vanilla yogurt? I like the strawberry kind you got last week too.

MEGAN'S MOTHER

(smiling)

Well then I'll get some more of that. Nice to see you eating breakfast.

Megan nods her head as she eats a spoonful of yogurt.

MEGAN

Yeah, well Anna told me some things that really helped.

(eats another spoonful)

MEGAN'S MOTHER

(nodding, listening)

Uh-huh.

(points to food)

Finish up so you won't be late.

Megan's mother gets up from the table while Megan finishes up her breakfast. The phone rings and Megan answers.

MEGAN

Hello?

Megan listens and laughs while reacting to the phone call.

INT. MICHAEL'S KITCHEN - MORNING

Michael walks into the kitchen, while pumping hand weights and breathing in and out purposefully through his mouth. He puts the weights down on the counter, next to three cereal boxes that are lined up. He repeats this with the other two boxes and then chooses the one that is clearly healthiest.

MICHAEL (V.O.)

Ok, let's check the label.

He picks up the one that is celeb-endorsed, turns it and reads the Nutrition Facts label quickly.

MICHAEL (V.O.) (CONT'D)

(scanning box label)
Nah, that's got a ton of sugar.

He grabs the second box and reads the nutrition label.

MICHAEL (V.O.) (CONT'D)
This one isn't much better.

He grabs the third box and reads the nutrition label.

MICHAEL (CONT'D)
This looks good... whole grain, low
in added sugar. Yep.
(talks aloud to box)
You win!

He pours the cereal into a bowl, goes to refrigerator to get milk, which he pours on cereal. As he puts the milk back in the fridge, he sees a bowl of hard-boiled eggs. He grabs one egg and carries cereal and egg to table. He begins peeling the egg.

MICHAEL (V.O.) (CONT'D)
And Coach said adding some protein
for breakfast is smart 'cuz it's
what I need to build more muscle
and grow.

Michael's Dad calls from off-screen.

MICHAEL'S DAD (O.S.)
Mike? You're gonna be late! Ya want
a ride to school or are you taking
your bike?

MICHAEL
Bike!

Mike finishes eating, puts dishes in sink, grabs backpack, bike helmet, and basketball. He absent mindedly dribbles the ball in front of the door, inside the house, as he starts to open the door to leave.

MICHAEL'S DAD (O.S.)
Michael! Stop dribbling that ball
in the house!

MICHAEL
Oops, sorry, dad. I'm outta here.

Mike rushes out and closes the door behind him.

INT. SARAH'S KITCHEN - MORNING

SARAH walks through the kitchen, and makes herself a bagel smeared with peanut butter and pours herself a glass of milk. Sarah's mother's voice calls from another.

SARAH'S MOM (O.S.)

Sarah, did you make yourself something to eat?

SARAH

(mouth full)

Mmphff... yeah, mom.

SARAH (V.O.)

Mmmm... man, this peanut butter's got major crunch. Mmmmm. And quicker 'n walkin' to the store and better 'n havin' to eat a breakfast sandwich while I'm walking to school!

Sarah takes another bite and eyes the bagel as she thinks about her breakfast.

SARAH (V.O.) (CONT'D)

I gotta tell Megan to try this!

Sarah picks up a cordless phone that's sitting on the table and makes a call. Her words are a bit muffled 'cuz of the peanut butter on the roof of her mouth.

SARAH (CONT'D)

(into the phone)

Mwwegan? It's me.

MEGAN

(on other end)

Didn't your mother ever tell you not to talk with your mouth full?!

The girls begin to giggle.

SARAH

(sips milk,
giggling)

Wanna meet me at the curb on Pine
in, like, ten minutes, to walk
together?

MEGAN

(on other end)

Sure, I'm finishing breakfast. See
ya in ten.

INT. GABE'S KITCHEN - MORNING

Gabe walks into the kitchen where his father is already
sitting and eating at the table. Gabe's eyes are glued to
the PDA he's using, not looking up from it. His mother is
making him an English muffin with melted cheese and orange
juice

GABE'S MOTHER

Gabe, put that thing down and eat
some breakfast before it gets cold.

GABE

'Kay mom. I'm eating.

Gabe finishes breakfast and sees through a window that Drew
is walking up the block towards the house. He grabs his
backpack and heads out.

GABE (CONT'D)

Here comes Drew. Gotta go. See ya.

Gabe meets Drew at the curb and the two walk down the block
to school together, talking and laughing. Drew is carrying
his board as the two walk to school.

Post-Assessment - EXPERT

INT. WHITE ROOM -- DAY

The EXPERT appears in a blank white room. He addresses the viewer directly, inviting them to listen to the information he is about to present.

EXPERT

Small changes. Small steps. That's all it takes to exercise smarter options when it comes to food and activity choices!

The EXPERT then steps off camera out of frame.

INT. ANDREW'S KITCHEN -- MORNING

The background shows ANDREW silently going through the previously seen morning.

EXPERT

Take Drew, for instance. Although he already knew a lot about making smart food choices, he couldn't always find a good variety of food-group foods at home. So, he talked to his mom about having the kinds of breakfast and snack foods he wanted on hand. Now Drew's got plenty of healthy and tasty food choices that he can eat at home AND take to school for lunch or snacks.

INT. MEGAN'S KITCHEN - DAY

Megan's morning scene in the background.

EXPERT

The small changes that Megan has made have had a really positive effect on her. She's no longer skipping meals and she's no longer stopping herself from eating foods from certain food groups. She's feeling a lot better these days because instead of starving herself, she's just paying

attention to how much and how often she's eating.

(beat)

And, Megan continues to run regularly. She's discovered that it enables her to eat an even wider variety of foods without being concerned about the calories she's eating.

INT. MICHAEL'S KITCHEN - DAY

Michael's morning scene in the background.

EXPERT

Mike's taken small steps toward exercising better options too. Instead of believing that every product endorsed by his favorite athletes is always the healthiest choice, he took the good advice of his Coach instead. So now, Mike just checks the Nutrition Facts labels on the foods he eats to see what's really contained inside. Then he makes a decision based on those facts.

INT. SARAH'S KITCHEN - DAY

Sarah's morning scene in the background.

EXPERT

Sarah's also made a couple of important small changes in the way she handles food choices each day.

(beat)

Instead of always selecting the quickest, easiest, and least expensive foods, she's realized that she has the power to choose smarter, healthier options most of the time. Now, when she's eating at a fast food restaurant, she thinks about portion sizes.

(beat)

She's also learning to trade extras for food group foods at some of her

meals also. So now, instead of drinking sugary soda all the time, she alternates with milk or juice.

INT. GABE'S KITCHEN - DAY

Gabe's morning scene in the background.

EXPERT

Gabe's small step of trading some inactive time for active time each day has really added up to giant steps! Besides walking to school most days, Gabe now usually takes the stairs instead of escalators or elevators and he walks the family dog after school every day.

Visually, Gabe is then seen playing one-on-one basketball across the street.

EXPERT (CONT'D)

Gabe's even been joining his neighbors across the street every once in awhile for some one-on-one basketball.

INT. BLANK WHITE ROOM

The EXPERT appears in a blank white room. He addresses the viewer directly.

EXPERT

So there ya have it! They've all made some small changes in their food or activity choices. Over time, those small changes really make a big difference for each them! In fact...

(smiling broadly)

Before we end, let's peak in on each of our friends 20 years from now to see how they've been exercising their options through the years, shall we?

A montage of clips begins, showing scenes of each character from previous lessons. The scene then freezes into a still

photo as text appears over the image describing where the characters will be 20 years from now.

INT. CLASSROOM -- DAY

A scene of ANDREW skating on blacktop. Text appears over a freeze-frame saying:

"Professional Skateboarder... and because he drank a lot of milk, he never broke a bone."

INT. MEGAN'S KITCHEN -- MORNING

A scene of MEGAN looking at fashion magazines is seen. Text appears over a freeze-frame saying:

"Staff writer for A Healthy You magazine... insists on bringing healthy breakfast foods to share at all morning staff meetings."

INT. CLASSROOM -- DAY

A scene of MICHAEL dribbling basketball at home. Text appears over a freeze-frame saying:

"Coaches a basketball team.... has to continually remind his son to stop dribbling the ball in the house.

Text pauses for a second and then continues:

"...and he's still late for meetings."

INT. CLASSROOM -- DAY

A scene of SARAH giving her presentation as a game show host is seen. Text appears over a freeze-frame saying:

"Television game show host... Currently working on a show entitled "Bread Basket"

INT. GABE'S KITCHEN - DAY

A scene of GABE missing basketball shots. Text appears over a freeze-frame saying:

"Software engineer at a computer gaming company... still misses baskets every day while working out in the company's gym."

INT. BLANK WHITE ROOM -- DAY

The EXPERT appears in a blank white room. He addresses the viewer directly.

EXPERT

So, before I go, it's your turn!
What kinds of small steps can YOU
take, starting now, that will help
you to make food and activity
decisions that are best for you?

(beat)

How do you think that YOU will
EXERCISE YOUR OPTIONS today AND 20
years from today?

Expert turns and walks away from the viewer.