

Teacher Guide

Middle
School

A Food and Physical
Activity Program



EXERCISE YOUR OPTIONS

What an important opportunity you, as a middle school teacher, have in influencing the lives of students in a positive way. Healthy eating and physical activity are among the personal responsibilities children in middle school are developing. **Exercise Your Options** is designed to assist you in teaching these important skills and habits to your students.

The program has been designed with fun and learning in mind, in order to blend well with your usual instructional sequence and pacing. The program is skills-based to help students apply problem-solving, reasoning and critical-thinking skills. **Exercise Your Options** is designed to help middle school students make healthier food and physical-activity choices on a daily basis. Identifying problems, considering options and developing plans to solve the problems are important skills. **Exercise Your Options** allows students to practice these skills on an important issue—the choices they make that affect their health. This program represents the fifth generation of Dairy Council curriculum for middle school since our first program was introduced in the late 1970s. We certainly don't need to tell you about the challenges of developing a middle school curriculum that is meaningful to students and that results in changed behavior. Our personal challenge was to create a nutrition education program that began with a focus on the uniqueness of each student. A second challenge was to develop a program that could be used in an integrated or traditional middle school setting. We were guided by the California and National Health and Physical Education Standards, as well as extensive interviews with students, teachers, curriculum specialists and adolescent medical and behavioral experts.

The program provides sixth, seventh or eighth grade teachers with instructional materials and procedures to help students make healthy food and physical-activity choices on a daily basis. In the broader context, we know that healthy, well-nourished children perform better in the classroom. The program is aligned to the California Common Core Standards and National Education Content Standards. These alignments are located at HealthyEating.org/EYO. The lessons can be graded throughout the program after the Pre-Assessment has been completed.

The development of the *Exercise Your Options* program was guided by several key principles:

- Utilize the best nutrition science and education methodology available.
- Design learning that directly supports grade-level standards.
- Engage students in learning that is developmentally appropriate, relevant and fun.
- Foster development of personal responsibility and healthy choices that will lead to lifelong good health.
- Support the inherent link between well-nourished children and improved classroom achievement.
- Strive to ensure success for all students.

- Contribute to the whole health of students, including physical health as well as emotional, mental, cultural and social well-being.
- Provide the opportunity to develop decision-making skills while respecting the natural ability of people to solve problems.

This program's nutrition content is consistent with the principles advanced through USDA's food guidance system as well as the Dietary Guidelines for Americans.



Thank you for including *Exercise Your Options* in your curriculum.

Program Student Outcomes

1. Students will recognize that they are unique and will apply their individual perspective to the decisions they make every day that influence their health, specifically their food and activity choices.
2. Students will organize and analyze their food choices and make a personal plan for improvement utilizing the USDA's current food guidance system.
3. Students will identify the connections among physical activity, food choices and good health, and then make a plan to include activity in their choices each day.
4. Students will acquire skills to make better choices when presented with a range of real-world issues frequently encountered in middle school.

Program Student Learning Objectives

Upon completion of the lessons, the student will be able to:

Pre-Assessment: Options ... Choices ... Decisions

1. Understand how to determine realistic food and physical-activity choices.
2. Identify personal behaviors related to food and physical-activity choices.
3. Set outcome goals.

Lesson 1—Day 1: Food-Group Experts

1. Identify the five food groups plus “extras” foods, and classify individual foods into the correct food group.
2. Identify the main nutrient for each food group.
3. Explain the body function that each main nutrient supports.
4. Identify the amount needed from each food group daily.
5. Choose the right serving size for foods representing all five food groups.

Lesson 1 – Day 2: Food-Group Experts

1. Analyze food-group foods.
2. Identify the nutrients in food-group foods and their relationship to health.
3. Describe the benefits of eating a variety of foods.
4. Describe the contributions “extra” foods make to the diet.

Lesson 2: Lunch at the Mall

1. Evaluate external influences on food choices.
2. Choose healthy foods in a variety of settings.
3. Set a goal to improve their choice when eating out.

Lesson 3: Power Up for Breakfast

1. Explain the importance of eating a balanced breakfast every day.
2. Evaluate their personal breakfast choices.
3. Create a plan to improve their daily breakfast choices.
4. Select healthy food choices, per the “3 out of 5” model, outside of the home.

Lesson 4: Food Records

1. Evaluate food choices.
2. Evaluate daily food intake to make healthier choices.
3. Create a plan to improve one’s daily food intake.
4. Understand how to read a food label.

Lesson 5: Keep Moving, Keep Fit!

1. Recall the amount of moderate-vigorous level physical activities needed each day.
2. Classify a variety of activities as low level or moderate-vigorous level.
3. Explain how to increase heart rate by trading low levels of physical activity for higher levels of physical activity.
4. Evaluate a record of their personal physical activities.
5. Create a plan for increasing physical activity levels to meet the daily recommendation.

Lesson 6: Overcoming Obstacles

1. Demonstrate the ability to make healthy food choices.
2. Evaluate internal and external influences on food choices.
3. Evaluate daily food intake.
4. Make a plan to improve daily food intake.

Post-Assessment: A Brand-New Day

1. Understand how to determine realistic food and physical-activity choices.
2. Identify personal behaviors related to food and physical-activity choices.
3. Set outcome goals.

The Teacher Materials Provided Are:

The teacher materials provided are to be retained and used year after year and include:

- Teacher Guide
- DVD
 - Lesson Video Segments
 - PowerPoint Presentation
 - Standards Alignments
 - Expanded Opportunities/Making Connections
 - Additional Resources
 - Keep Moving, Keep Fit ... Nutrition and Sports
 - When Food Becomes More Than Something to Eat

Note: All materials on DVD are also available for download on your login page at HealthyEating.org.

Teacher Training Module

Please visit Dairy Council of California’s Teacher Training Program at HealthyEating.org/Teacher-Training/. This 25-minute professional-development program will provide you with a basic overview of nutrition information to help you feel comfortable and confident to teach nutrition in your classroom. You will also learn from teachers who have taught Dairy Council’s nutrition education programs. These teachers will provide an overview of the content of the program, review student outcomes, show the materials that are provided to you and share best practices of how to best implement the program in your classroom.

EACH TEACHER GUIDE LESSON INCLUDES:

- Overview of the Lesson
- Nutrition Facts
- Student Objectives
- Level of Cognition
- Materials
- Preparation
- Length of Lesson
- Anticipatory Set
- Step-by-Step Procedures With Guided Practice
- Check for Understanding
- Assessment

Program Organization

Time Requirements

The program is divided into six lessons and a Pre- and Post-Assessment. Each lesson covers a specific aspect of the program and, except for Lessons 1 and 4, will require approximately 50 minutes. Lesson 1 is divided into two days, as students will need one 50-minute session to prepare and another 50-minute session to present. Lesson 4 requires “homework” and sharing of results in the next class session. Thus, the core activities of the program can be completed in ten 50-minute sessions.

PowerPoint Presentation

A PowerPoint presentation has been developed to help you teach the program. By utilizing this tool, teaching the program will be turnkey, self-contained and engaging for the students. The presentation provides step-by-step teaching points with detailed instructions in the notes section for the Pre- and Post-Assessment and each of the lessons, as well as embedded links to the video clips for each lesson.

Videos: Classroom Management

Each lesson has one related video clip on the DVD that is embedded into the teacher PowerPoint presentation. In all lessons, including the Post-Assessment, students watch the lesson's video first, before completing Student Workbook activities and participating in subsequent class discussion. For the Pre-Assessment, the lesson's video is watched by the students after completing the Student Workbook activity. Students can view the video clips alone, in small groups, or as a whole class, depending on your class configuration. Various ways the video can be displayed include:

- clicking on the embedded links within the teacher PowerPoint presentation, as instructed in the notes section of the presentation;
- television with DVD player in small groups or as a whole class;
- one computer or multiple computers in a classroom in small groups or connected to a television or other large-screen system as a whole class;
- computer lab individually or small groups;
- via Internet access on the Dairy Council of California website at HealthyEating.org/Intractivities/;
- students without computer access can still complete *Exercise Your Options* in its entirety through each lesson's video script, you can download from your login page at HealthyEating.org. Have students either read the scripts individually or together. Script reading can be done during class, in the time students would normally be watching the video, or as a homework assignment prior to each lesson.

The Student Materials Provided Are:

- **Student workbooks**—Student workbooks have been provided and will need to be re-ordered each year for your students at no cost.

Student Assessment

Since *Exercise Your Options* is focused on behavior change, true assessment of students' achievement lies in the comparison of their responses in the Pre- and Post-Assessments. Furthermore, their analysis of their own Food Records and Physical Activity Records will show that progress is being made. Various other activities in the program can be used as part of a student's overall assessment portfolio. For example, students may be assessed on:

- their food-group presentations
- their nutrient chart evaluations (Page 6 in their Student Workbook)

- their plans to better meet recommended daily amounts in a specific food group
- their plans to get more physical activity
- their responses to Food for Thought writing prompts

Grading: This program encourages students to answer personal questions and respond to writing prompts truthfully. Teachers may choose not to assign numeric or letter grades as a way to evaluate students' food and physical-activity choices. If students are graded based on such judgments, they may be less than truthful in their responses in an effort to receive better grades. Any grading of students' work should focus solely on demonstrated competence and mastery of academic skills.

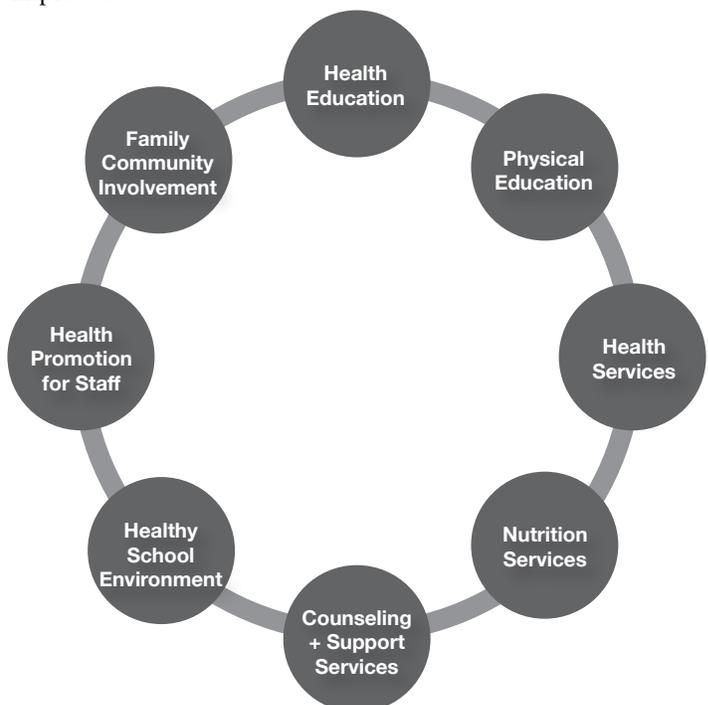
Expanded Opportunities/Making Connections:

Included on the DVD and your login page on the website for each lesson are suggestions for expanding health instruction and connecting the information to other disciplines, including Language Arts, Health, Physical Education, Science, Math and Social Studies. These suggested activities can be incorporated into the lessons, thus extending the program length; or they can be used throughout the year to reinforce the messages and skills presented in the program.

Coordinated School Health

Coordinated School Health (CSH) is recommended by CDC as a strategy for improving students' health and learning in our nation's schools. This coordinated school health framework centers around eight critical, interrelated components:

Individually, each of these components can contribute to students' health and well-being. However, when all of the individual components work together to support adoption of health-enhancing behaviors, students' health and learning are improved.



For California Teachers Only Please:

How to Order Additional Free Student Workbooks

To assist you with your commitment to improve the health of your students, several options are available to obtain Student Workbooks:

1. Call Dairy Council of California at 877.324.7901.
2. Visit the schools section of our website at HealthyEating.org/Schools/.
3. Complete and return the order card that is periodically sent to you at your school.
4. Complete and return the order form that is periodically emailed or faxed to you.

Materials will not be automatically sent. You need to request your additional free student materials annually.

Outside of California, please call 866.572.1359.

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PRE-ASSESSMENT: OPTIONS ... CHOICES ... DECISIONS

Teacher Note

Before you begin implementation of *Exercise Your Options* in your classroom, you might want to take a few minutes and consider your own nutrition knowledge and beliefs. They could knowingly, or unwittingly, impact the information you impart to students as they work in the program. It is important to be able to separate “fact from fiction” when it comes to nutrition and physical activity information.

Overview of Lesson

The program begins with a look at some of the common myths about food and activity choices that students often think are true, and asks them to take a closer look at some of the decisions they make daily that affect their lives and their health. The Pre-Assessment *Meet the Students* video introduces five adolescents who are dealing with real-life lifestyle issues that affect all adolescents. The “Expert” (who appears in all of the lessons’ videos) serves to guide students to develop an awareness of and begin a conversation about the similarities and differences in people, and how food and activity choices are unique to each individual.

Nutrition Facts

- Key themes of *Exercise Your Options* include the connection among physical activity, food choices and good health.
- In addition to the nutrition facts given within each lesson, a **More for Teachers** section can be found on the DVD and your login page on the website. This section includes in-depth information regarding adolescent health and nutrition issues.

Student Objectives

1. Understand how to determine realistic food and physical-activity choices.
2. Identify personal behaviors related to food and physical-activity choices.
3. Set outcome goals.

Level of Cognition

Objective 1: Comprehension

Objective 2: Knowledge

Objective 3: Synthesis

Materials

Student Workbooks, Pages 2 and 3

Exercise Your Options DVD,
Pre-Assessment: *Meet the Students* Video
PowerPoint Presentation

Additional resources available on your login page at HealthyEating.org.

Preparation

1. Review the Pre-Assessment activity in the Student Workbook to familiarize yourself with the program and so you can provide clarifying instructions to students if necessary.
2. Gather materials.
3. Set up PowerPoint presentation.

Length of Lesson: 45 – 50 minutes

Anticipatory Set

1. Introduce the Lesson.

- Utilize the PowerPoint presentation to introduce the program.
- Explain to students that for the next few days, they will be working on a program that focuses on the food and physical-activity choices they make. Ask students how they decide what they are going to eat and what activities they are going to do.
- Explain that the program activities will include watching short video clips, participating in class discussion and presentations, and completing written activities in a Student Workbook.
- Distribute Student Workbooks.
 - Point out that the name of the program is *Exercise Your Options*. Ask students what they think the title means. Explain that “options” are choices that they get to make individually based on their preferences.

Step-by-Step Procedures With Guided Practice

1. Have students complete the Test Your Knowledge checklist (Page 2).
 - Have students read the instructions before the checklist on Page 2. Briefly discuss the idea that different people often have very different ideas about things that affect their lives and their health. People get information from many different sources, including other people or the media, and then form opinions based on that information. Sometimes those opinions or ideas are true, but sometimes they are not. Have students work through the checklist on their own.
 - When complete, take a class poll to determine the number of true/false votes for each statement. Tell the students that while participating in the *Exercise Your Options* program, they will have the opportunity to discover the correct answers to all of the statements and to revisit this same checklist at the end of the program.

Pre-Assessment

OPTIONS ... CHOICES ... DECISIONS

VIDEO
Meet the
Students

TEST YOUR KNOWLEDGE

OPTIONS ... CHOICES ... DECISIONS

Different people have different ideas about things that affect their lives and their health. Some of those ideas are correct, but others are not.



Read each of these statements and check (✓) whether you think it is true or false.	True	False
1. Team sports, like basketball or soccer, are the best form of physical activity for students.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. It's important for teenagers to eat foods rich in calcium so they can have strong bones for their entire lives.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. A healthy breakfast should include foods from the Grains group, the Vegetables OR Fruits group and the Dairy OR the Protein group.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Eating a high-sugar snack is good way to get a quick burst of energy that will last all afternoon.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. It's almost always difficult to select healthy foods at a fast-food restaurant.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6. Diets that severely restrict the foods I can eat are not a good way to lose weight and keep it off.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. For normal-weight students, regular physical activity is unnecessary.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8. Famous athletes usually help advertise only healthy food products.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9. I should limit the number of carbohydrates I eat, as often as possible, to avoid gaining weight.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
10. Students who eat breakfast score higher on tests than students who don't eat breakfast.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11. Skipping a meal is a good way to avoid gaining weight.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
12. I will get fat if I eat foods with fat in them.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
13. Serving sizes have become much larger over the last 20 years.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14. All foods can be classified as either good or bad for my body.	<input type="checkbox"/>	<input checked="" type="checkbox"/>

During the *Exercise Your Options* program, you will discover which of these statements are true and which are not!

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PRE-ASSESSMENT: OPTIONS ... CHOICES ... DECISIONS | 7

2. Have students complete the My Health Assessment (Page 3).

- Have students read the instructions on Page 3, **My Health Assessment**. Briefly discuss the idea that they have many options in life; they have control over decisions about many things that affect their health and their lives. Ask about some of the decisions that they have made today.
- Have students work through their list on their own, marking all items that are true for their lives today. Explain that each person's checklist may be different. That is because some of their choices may be the same as others, while other choices may be quite different. Those differences make us unique, and that's a good thing!
- When complete, have students share some of their responses. Reinforce the idea that there is no one correct set of answers. There are, in fact, many different ways by which people keep a healthy weight, stay physically fit, make smart food choices and respond to food-product ads.

3. Have students watch Pre-Assessment: *Meet the Students* video.

4. Discuss the Pre-Assessment: *Meet the Students* video.

- Ask students to summarize aloud the video's main story line or plot, and then summarize each student's primary food or physical-activity challenge that was dramatized by the students and addressed by the Expert.
- The Pre-Assessment: *Meet the Students* video sets the stage for all lesson's videos because it outlines each student's primary food or physical-activity challenge.

Pre-Assessment: Meet the Students Video Summary

Plot: Five students make breakfast choices before school.

The **Expert** summarizes and asks the viewer to think about the student's individual challenges to making healthy food or activity choices:

- **Andrew's** kitchen isn't stocked with the variety of healthy food he wants, so instead he has to choose a toaster pastry high in fat and sugar.
- **Megan**, concerned about gaining weight, chooses not to eat any breakfast.
- **Mike**, a school athlete, chooses a high-sugar cereal because it is advertised by a famous athlete he admires.
- **Sarah** chooses a jumbo-sized breakfast sandwich from a convenience store instead of choosing from the wide assortment of healthy foods she has available at home.
- **Gabe** eats a healthy breakfast—(waffle, yogurt, fruit)—but rides in a car to school, as he always does, even though he lives within easy walking distance.

Pre-Assessment
OPTIONS ... CHOICES ... DECISIONS

VIDEO
Meet the
Students

MY HEALTH ASSESSMENT

Read each of the statements and check (✓) those that are true for you right now.

OPTIONS ... CHOICES ... DECISIONS

Exercise Your Options is a program that teaches about all the options you have for the foods you eat and for the physical activities you do. Since different options work best for different people, this program is about helping you decide which options will work best for YOU to be as healthy as you can.



I work to keep a healthy weight by:

- eating healthy foods
- exercising two to three times per week
- skipping a meal two to three times per week
- never eating foods like cookies, chips and other "extras"

I work to keep my body physically fit by:

- participating in team sports two to three times per week
- working exercise into daily chores, like walking the dog
- making a plan to start exercising during summer vacation
- walking (or riding my bike) to school sometimes instead of getting a ride

I make smart food choices by:

- picking jumbo-sized meals to always get the most food for my money
- eating breakfast before school
- choosing to eat what my friends are eating
- eating a variety of foods from all the food groups every day

When I see a food product advertised on television or in magazines, I:

- usually buy it if I like the celebrity who is advertising it
- read the label to check its nutritional value before buying it
- know it's a healthy food if a famous athlete has his or her name on it
- usually won't buy it

What do you hope to learn from the *Exercise Your Options* program?

Write three goals:

1. Goals will vary
2. _____
3. _____

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Check for Understanding

1. Reiterate to students that just like the students in the video:
 - They may have their own unique challenges to making better food and physical-activity choices;
 - They have control over important decisions every day that affect their health;
 - Some of their choices may be the same as other people's, and other choices may be quite different because each person is unique;
 - It's important that they exercise their options and make decisions that are best for them individually.

Assessment

1. Have students respond to the Food for Thought writing prompt (Page 3).
 - At the bottom of Page 3, have students write three goals for what they want to accomplish by the end of the program. (Students will revisit these goals at the end of the Post-Assessment to assess whether or not they have met them.)

LESSON 1—DAY 1: FOOD-GROUP EXPERTS

Overview of Lesson

In this lesson, students are introduced to USDA's food guidance system and become more familiar with it by becoming "experts" about one of the five food groups. The food guidance system emphasizes the major impact that small changes in food and physical-activity choices can make on overall health. This system blends consuming adequate amounts of nutrients with balancing food intake of fat and calories. More conscientious control of balancing food intake with energy expenditure will help promote healthier weights. To get students excited about their own options for class presentations, the Lesson 1—Day 1: *Food-Group Experts* Video shows the five students they met in the Pre-Assessment, doing the same assignment—each teaching their classmates, in a unique way, about an assigned food group. The video, therefore, serves not only to provide nutritional content, but also to model examples of creative and unique student presentation methods.

Nutrition Facts

- The five food groups are:
 - Dairy
 - Vegetables
 - Fruits
 - Grains
 - Protein
- Foods within a given food group contain significant amounts of the same main nutrient.
 - Most foods in a given food group can be counted on to provide that nutrient—they are roughly equivalent in terms of their nutritional benefit and can be exchanged one for the other.
 - For example, milk, yogurt and cheese (all in the Dairy group) contain significant amounts of calcium, which is needed for healthy bones.
 - However, there are differences in other nutrients that specific foods may contain. Therefore, eating a variety of foods within a food group is desirable.
- "Extra" foods have little or no nutritional value; there are no main nutrients associated with "extra" foods.

Food Group	Main Nutrient	Health Benefits
Dairy Milk, Yogurt, Cheese	Calcium	Strong bones and teeth
Vegetables	Vitamin A	Healthy skin and eyes
Fruits	Vitamin C	Healing of bodies
Grains Breads, Cereals, Pasta	B-vitamins	Energy
Protein Meat, Beans, Nuts	Protein	Strong muscles

- The recommended daily amount for each food group is:
 - Dairy—3 servings
 - Vegetables—3 servings
 - Fruits—2 servings
 - Grains—6 servings
 - Protein—2 servings

Student Objectives

1. Identify the five food groups plus "extra" foods and classify individual foods into the correct food group.
2. Identify the main nutrient for each food group.
3. Explain the body function that each main nutrient supports.
4. Identify the amount needed from each food group needed daily.
5. Choose the right serving size for foods representing all five food groups.

Level of Cognition

Objective 1: Knowledge

Objective 2: Knowledge

Objective 3: Comprehension

Objective 4: Knowledge

Objective 5: Application

Materials

Student Workbooks, Pages 4, 12 – 13, 24 – 27
Exercise Your Options DVD, Lesson 1—Day 1:
Food-Group Experts Video
PowerPoint Presentation
Additional resources available on your login page at HealthyEating.org.

Preparation

1. Familiarize yourself with the food groups and the foods that are classified into them.
2. Review the kinds of foods depicted as "extras."
3. Review main nutrients and their functions on the top of each food list on Pages 12 – 13 of the Student Workbook.
4. Gather materials.
5. Set up PowerPoint presentation.

Length of Lesson: 45 – 50 minutes

Anticipatory Set

1. Introduce the lesson.

- Utilize the PowerPoint presentation to introduce the program.
- Tell students that they are going to take a closer look at the major food groups and at a system to help them organize their options about the foods they eat.
- Point out the food-group chart (refer students to Pages 12 – 13 in their workbook) and explain that the chart contains foods from the five major food groups:
 - Dairy
 - Vegetables
 - Fruits
 - Grains
 - Protein
- Point out that “extra” foods are those that do not belong in any of the food groups, generally because of excessive amounts of fat and/or sugar. The food-grouping system outlines what amounts of foods from each food group are needed every day (for more information, refer to More for Teachers on the DVD, or your login page at HealthyEating.org).

FOOD LIST		Dairy: Milk, Yogurt, Cheese		Vegetables		Fruits		Grains: Breads, Cereals, Pasta		Protein: Meat, Beans, Nuts	
<p>What about water?</p> <p>Water does not belong in any food group, but next to air (oxygen), it is the most important substance you need to survive.</p> <p>Water plays many roles to help keep you healthy. It helps you digest food, it carries nutrients throughout your body and it helps to regulate your body temperature through perspiration.</p> <p>Most of the water you need actually comes from the beverages you drink—water, milk, juice. You also get water from some of the foods you eat. Some fruits, for example, are as much as 80 percent water! To be sure to get the water you need, drink water between meals and drink milk with your meals.</p>		<p>Main Nutrient = Calcium Why your body needs it: Strong bones and teeth</p> <p>Milk fat-free lactose free low-fat (1%) reduced fat (2%)</p> <p>Milk, flavored fat-free low-fat (1%) reduced fat (2%)</p> <p>Yogurt fat-free low-fat</p> <p>Cheese cheddar cheese cottage cheese Monterey Jack cheese mozzarella or string cheese</p> <p>Dairy Desserts frozen yogurt ice cream pudding, custard or flan</p> <p>Calcium-fortified soy beverages</p>		<p>Main Nutrient = Vitamin A Why your body needs it: Healthy skin and eyes</p> <p>Fresh, frozen or canned vegetables</p> <p>artichoke peas bok choy peppers broccoli potato cabbage spinach cactus squash carrots sweet potatoes, cauliflower yams corn tomato green beans zucchini lettuce or salad</p> <p>Hash browns Oven-baked fries Salsa Tomato sauce or pizza sauce Vegetable juice Vegetable soup</p>		<p>Main Nutrient = Vitamin C Why your body needs it: Healing</p> <p>Fresh, frozen or canned fruits</p> <p>apple apricot banana blueberries cantaloupe cherries grapefruit grapes honeydew kiwi mango orange papaya peach pear pineapple plum raspberries strawberries tangerine watermelon</p> <p>100% fruit juice Cranberries, raisins, dried fruit</p>		<p>Main Nutrient = B-Vitamins Why your body needs it: Energy</p> <p>Breads bagel or English muffin bun or roll cornbread or biscuit pita bread tortilla (flour or corn)</p> <p>Cereals cereal oatmeal other cooked cereal</p> <p>Pasta macaroni noodles spaghetti, other pasta</p> <p>Rice, brown or white</p> <p>Snack grains granola, granola bar pancake or waffle popcorn pretzels whole-grain or graham crackers</p> <p><i>*Whole-grains are best</i></p>		<p>Main Nutrient = Protein Why your body needs it: Strong muscles</p> <p>Meat beef, hamburger chicken or turkey fish or shrimp ham lunch meat pork chop</p> <p>Beans black pinto garbanzo refried beans kidney white</p> <p>Nuts almonds peanuts, peanut butter walnuts</p> <p>Seeds pumpkin sunflower</p> <p>Chili Eggs Hummus Tofu</p>	
		<p>Servings per day = 3</p> <p>1 cup = 1½ ounces hard cheese or 2 ounces processed cheese</p> <p><i>Choose fat-free or low-fat most often when you choose milk, yogurt and other dairy foods.</i></p>		<p>Servings per day = 3</p> <p>1 cup = 1 cup cut-up vegetables 1 cup 100% juice 2 cups leafy salad greens</p> <p><i>Try to vary your vegetable choices each day.</i></p>		<p>Servings per day = 2</p> <p>1 cup = 1 cup cut-up fruit 1 cup 100% juice 1 banana or large apple</p> <p><i>Make most choices whole fruit.</i></p>		<p>Servings per day = 6</p> <p>1 ounce = 1 slice bread 1 cup dry cereal, or ½ cup rice or pasta</p> <p><i>Make at least half of your grains whole grains.</i></p>		<p>Servings per day = 2</p> <p>2 – 3 ounces meat, fish or poultry = 1 serving 1 ounce = 1 tablespoon peanut butter, ½ ounce nuts, ¼ cup dry beans</p> <p><i>Choose lean meat and poultry. Vary your choices—more fish, beans, nuts and seeds.</i></p>	
<p>No Nutrients = No Health Benefit</p>											
<p>Soft drinks Syrup, honey or sugar Mustard or ketchup Candy Salad dressing or mayonnaise Margarine</p>		<p>“extras” Cream cheese or sour cream Whipped cream Butter</p>		<p>“extras” Pickles, olives or relish Fried onion rings Fast-food french fries Potato or corn chips</p>		<p>“extras” Jam or jelly Fruit roll or fruit snack Fruit drink or punch Fruit gelatin</p>		<p>“extras” Cookies, cake or pie Toaster pastry Doughnut or pastry</p>		<p>“extras” Bacon Beef jerky</p>	

Step-by-Step Procedures With Guided Practice

1. Divide students into six groups—one for each food group plus “extras.” Each group will work together to research their assigned group and then teach the class what they’ve learned.
2. Tell students to have their workbooks and pencils with them as they watch the Lesson 1—Day 1: *Food-Group Experts* video, so they can take notes on Page 4. (Each student should take his/her own notes in his/her own workbook, only about the food group he or she has been assigned. They will take notes about the other food groups in the next part of the lesson.)
3. Have students watch the Lesson 1—Day 1: *Food-Group Experts* video.
4. Discuss the Lesson 1: *Food-Group Experts* video.
 - Ask students to summarize aloud the video’s main plot and then summarize the main nutrition concepts dramatized by the students and addressed by the Expert.

Review with students.

- The following examples are meant to give students ideas on ways they can create their own presentation, not to be followed in its entirety.

Lesson 1—Day 1: *Food-Group Experts* Video Summary

Plot: Five students make creative class presentations about the food groups.

- **Mike:** Kids should eat 5½ to 6 ounces each day from the Protein food group, which includes protein-filled foods such as beef, chicken, fish, pork, eggs, beans and nuts.
- **Drew:** Dairy includes milk and foods made from milk, like cheese and yogurt. We need to store as much calcium as we can between the ages of 10 and 20 to keep bones strong and to prevent osteoporosis.
- **Megan:** Vegetables, whether canned, dried or frozen, provide our bodies’ main source of vitamin A, which helps keep eyes and skin healthy. Other nutrients found in vegetables are also key to good health.
- **Gabe:** Kids are supposed to eat 2 cups daily of foods from the Fruits group, which provide vitamin C to help bodies repair cells and that work with iron (provided by foods from the Protein group). Some fruits also provide vitamin A and fiber.
- **Sarah:** Foods in the Grains food group, including breads, cereals, pasta and rice, provide complex carbohydrates, which provide our bodies with an important source of B-vitamins for energy.

The Expert discusses “extras” and serving sizes:

- “Extras” are foods that don’t fit into the five food groups because they are higher in sugar or fat and/or don’t contain important nutrients.
- “Extras” can be part of healthy food choices as long as they’re not eaten in excess or not eaten instead of food-group foods.
- We should eat regular-sized, healthy servings instead of jumbo-sized servings.
- We can use hand symbols to help us recognize how much food is contained in a healthy serving size.

Lesson 1
Day 1

FOOD-GROUP EXPERTS

VIDEO
Food-Group
Experts

Write notes about the food group you are researching. You may use the *Food-Group Experts* video and Pages 12 – 13 and 24 – 27 as references.

NOTES

_____ (name of food group)

Foods in this food group:
Notes will vary _____

Major nutrient(s):

Benefits of the nutrients:

Amounts needed daily:

Healthy serving size:

Other interesting facts:

FOOD FOR THOUGHT

Get together as a team to determine how you will present your food group in the next lesson. Your presentation must include the first five key points above. Your team will have five minutes to decide this.

4

5. Discuss serving sizes using the Healthy Serving Sizes chart on Page 11 in workbook.

- **Explain** to students that it is convenient to use hand symbols to approximate serving sizes. For example, the palm of your hand approximates the appropriate serving size for a piece of meat. For the recommended number of daily servings for each food group, see Pages 12 – 13 in their workbook. *Note: There is not a hand-symbol equivalent for every food students many choose. The examples used are simply to provide guidance.*

6. Have students become “Food-Group Experts” (Page 4).

- Note that the video showed only a very small amount of information about each food group and “extras.” Students must now continue to research their assigned food group so they can teach the rest of the class. Each group’s presentation must include five key points:
 - Examples of foods in the food group
 - The major nutrient(s) of foods in the group
 - The major health benefit(s) of the nutrient(s)
 - Recommended amount to be eaten daily
 - Healthy serving size
 - Other interesting facts

7. Tell students that each research group should combine their individual notes—started on Page 4 while watching the video—and then continue researching more about their assigned food group on Pages 24 – 27 in their workbooks. Students may also wish to refer to the food lists on Pages 12 – 13.

- Students can find additional information on Functional Foods at the Dairy Council website: HealthyEating.org. In addition, for students with the Dairy group, refer them to HealthyEating.org/Milk-Dairy/ for additional information.

Check for Understanding

1. **Explain** to students that becoming an “Expert” doesn’t happen overnight; practice makes perfect.
2. **Ask** students to get into two teams.
3. **Explain** to students that they are going to play “Classroom Feud.” A question will be asked and they have to come up with the correct five answers as a team to win points.
4. First question: What are the five food groups?
5. Second question: What are the five main nutrients in the five food groups?
6. Third question: What are the five health benefits of the five main nutrients?
7. Fourth question: What are five examples of hand symbols used to measure serving sizes?
8. The final question to declare the winning team: What are the recommended number of daily servings for each food group?

Assessment

1. Students must decide, as a team, how best to present their researched information to the rest of the class. Each team will have approximately five minutes to make their presentation to the class tomorrow (or the next class session—see **Lesson 1—Day 2**).
 - Students may wish to use a presentation method they saw modeled in the video (i.e., poster collage, computer slideshow, fictional game show) or select another method (e.g., put on a skit, create a rap or poem, make up slogans, create an advertisement or Public Service Announcement [PSA], paint a mural).
 - *Note: If scheduling constraints prevent students from doing creative presentations, they can still complete research independently or in small groups and either do very brief oral reports for their peers or just complete the Lesson 1—Day 1 workbook activities.*

Resources		HEALTHY SERVING SIZES		
FOOD	SYMBOL	COMPARISON	SERVING SIZE	
Dairy: Milk, Yogurt, Cheese				
Cheese (string cheese)			Pointer finger	1½ ounces
Milk and yogurt (glass of milk)			One fist	1 cup
Vegetables				
Cooked carrots			One fist	1 cup
Salad (bowl of salad)			Two fists	2 cups
Fruits				
Apple			One fist	1 medium
Canned peaches			One fist	1 cup
Grains: Breads, Cereals, Pasta				
Dry cereal (bowl of cereal)			One fist	1 cup
Noodles, rice, oatmeal (bowl of noodles)			Handful	½ cup
Slice of whole wheat bread			Flat hand	1 slice
Protein: Meat, Beans, Nuts				
Chicken, beef, fish, pork (chicken breast)			Palm	3 ounces
Peanut butter (spoon of peanut butter)			Thumb	1 tablespoon

LESSON 1—DAY 2: FOOD-GROUP EXPERTS

Overview of Lesson

This lesson relies on the instructional strategy of having “students teach students.” The lesson guides students to acquire specific information about each of the food groups and information that they will use later to assess their options. Students begin to see what foods build their own healthy choices, and they continue to see that each of them is unique in the choices they make. Additionally, students have the opportunity to learn about specific nutrients, provided by food-group foods, which are critical to good health. It is the **combination of all the nutrients** in the foods we eat that keeps us healthy.

Nutrition Facts

- Reference Page 11 in Teacher Guide Lesson 1—Day 1 for any nutrition information needed for this lesson.

Student Objectives

1. Analyze food-group foods.
2. Identify the nutrients in food-group foods and their relationship to health.
3. Describe the benefits of eating a variety of foods.
4. Describe the contributions “extra” foods make to the diet.

Level of Cognition

Objective 1: Analysis

Objective 2: Knowledge

Objective 3: Knowledge

Objective 4: Knowledge

Materials

Student Workbooks, Pages 5 and 6

Exercise Your Options DVD, Lesson 1—Day 1:
Food-Group Experts Video

PowerPoint Presentation

Additional resources available on your login page at HealthyEating.org.

Preparation

1. Review the answer key on Page 6 in the Student Workbook to prepare yourself for any questions students may have.

Length of Lesson: 60 minutes

(Time may vary based on length of student presentations.)



Anticipatory Set

1. Introduce the lesson.

- Utilize the PowerPoint presentation to introduce the program.
- Tell students that today they will make their food-group presentations.
- Have students read the instructions on Page 5 in their Student Workbooks. Tell them **after** each of the presentations, they will complete Page 5, one food group at a time.

Step-by-Step Procedures With Guided Practice

1. Have students give their food-group presentation (Page 5).

- Have each “expert group” present to the whole class information about their food group. Remind students to listen carefully for the information that they will need to complete Page 5 and to learn as much as they can about each food group.
- After each presentation, ask students to fill in the information about that food group on Page 5 in their workbooks. *Note: As a class, discuss any obvious misinformation you noticed students may have given during their presentations.*
 - After the presentation on “extras,” students will notice that there isn’t any room on the page to fill in the key nutrient information. Reinforce that “extras” are just that—extra—and provide few nutrients or health benefits.
 - Reinforce that while students have learned about the major nutrients in each food group, foods in each group provide a variety of important nutrients. Health professionals suggest that it is the **combination** of all the nutrients in the foods we eat that keeps us healthy.
- After students have completed Page 5, ask if everyone learned enough information from the presentations to complete their notes. Did any food-group presentation leave out critical content? If so, ask students to determine where they could find the missing information.

2. Have students determine “which food group is it?” (Page 6).

- Have students review Page 6 in their workbooks and explain that each of the graphs shows the nutrients provided by one serving of an unidentified food.
- Students should look at the two graphs already drawn for them, determine what the major nutrient is, and then from that information, determine which food group this food belongs to.
- Finally, students should complete the remaining four graphs by drawing the bars using the nutrient information provided on the page. *Note: Students can either work independently or in pairs to complete the graphs.*

Lesson 1
Day 2

FOOD-GROUP EXPERTS

VIDEO
Food-Group
Experts

The food-grouping system is an easy way to organize the foods you eat. Think about what you learned about each of the food groups. Then, for each food group below, write in:

- the recommended amount you need each day
- a healthy serving size
(for example: 1 cup milk, 1 apple, 1 slice whole-grain bread)
- the major nutrient provided by foods in that group
- the main health benefit of the nutrient

You may use the *Food-Group Experts* video and Pages 12 – 13 and 24 – 27 as references.

Food Group	Dairy: Milk, Yogurt, Cheese	Vegetables	Fruits	Grains: Breads, Cereals, Pasta	Protein: Meat, Beans, Nuts	“extras”
Amounts	3	3	2	6	2	Do not need
Serving Size	Fist, 1 cup or pointer finger	Fist or 1 cup	Fist or 1 cup	Handful or flat hand	Palm of hand	
Nutrient	Calcium	Vitamin C	Vitamin A	B-vitamins	Protein	
Health Benefit	Strong bones and teeth	Healing	Healthy eyes and skin	Energy	Strong muscle	

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3. Review “Which food group is it?” (Page 6).

- Review correct shading of graphs with students. Ask them to predict which foods they think are depicted in the graphs.

Answer Key: The graphs, shown from left to right, actually depict the following foods:

- Dairy: mozzarella cheese
- Vegetables: mixed vegetables
- Fruits: pineapple
- Grains: raisin bran
- Protein: pinto beans
- “extras”: fruit roll

4. Discuss students’ answers.

Check for Understanding

1. Ask students: What happens if they do not eat foods from any one food group?

Answer: They will probably not be getting an adequate amount of the major nutrient provided by that food group. For example, without foods from the Dairy group, they would probably not get the calcium they need to build strong bones today—nor the calcium they need to store for strong bones as they get older (peak bone mass).

2. Ask students: What happens if they eat more “extra” foods than anything else?

Answer: They are not eating the recommended amounts of foods in the food groups and are not, therefore, getting the nutrients they need. Also, by eating mostly “extra” foods, they are probably getting excess amounts of fat, sugar and/or calories.

3. Address other “What if ...” questions if students have them. For example:

- What if I’m a vegetarian and don’t eat meat? Even though they may choose not to eat meat, there are many other foods to choose from that fit into the Protein group—nuts, beans, eggs, peanut butter. If a student is a strict vegetarian who consumes no animal products at all, encourage him or her to consult a dietitian to help plan ways of getting adequate nutrients for growth and development.
- What if I don’t drink milk? There are many other dairy foods from which to choose. If they don’t drink milk because they have trouble digesting lactose, or milk sugar, suggest they drink milk in smaller amounts with meals, or that they try lactose-reduced milk. Also, yogurt and some hard cheeses, such as cheddar, are usually easier to digest than milk. (For more information on lactose intolerance, see additional resources on the DVD or on your login page at HealthyEating.org.)

Assessment

1. Have students respond to the Food for Thought writing prompts (Page 6).

- Reinforce the idea that when they consider options, questions will often arise: “What if I do this?” or “What if I do that?” Have students write their responses to the two “What if ...” questions at the bottom of Page 6.

Lesson 1
Day 2

FOOD-GROUP EXPERTS

VIDEO
Food-Group
Experts

WHICH FOOD GROUP IS IT?

Each graph below shows the nutrients provided by one serving of a certain food. Look at each graph and determine the main nutrient and in which group you would find the food. Two graphs are already drawn for you. You will need to finish drawing the other four graphs using the nutrient information provided.

The major nutrient shown in this graph is calcium, so the graph represents a food from the Dairy food group.

The major nutrient shown in this graph is vitamin A, so the graph represents a food from the Vegetables food group.

The major nutrient shown in this graph is vitamin C, so the graph represents a food from the Fruits food group.

The major nutrient shown in this graph is B-vitamins, so the graph represents a food from the Grains food group.

The major nutrient shown in this graph is protein, so the graph represents a food from the Protein food group.

The major nutrient shown in this graph is none, so the graph represents a food from the “extras” food group.

FOOD FOR THOUGHT

1. What if you don't always eat food from all the food groups?

 You will not get the variety of nutrients that your body needs.
2. What if you eat more “extras” than food-group foods?

 You will not get the nutrients your body needs to grow and stay healthy.

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LESSON 2: LUNCH AT THE MALL

Overview of Lesson

It is a common myth that healthy foods can't readily be found in "fast-food" restaurants. In past decades that was often true, but today, the truth is that many fast-food venues—including restaurants, convenience stores and shopping mall "food courts"—offer healthy menu options. On the Lesson 2: *Lunch at the Mall* video, three students eat lunch at a mall food court. Their lunch **options** and ultimate choices provide the core discussion for the lesson. Since traditional fast foods tend to be high in calories and fat and tend to be served in jumbo-sized servings, this lesson teaches that knowing **how much** to eat is just as important as knowing **what** to eat. The lesson reinforces the idea that students can **exercise their options** to make smart food decisions, even when eating away from home.

Nutrition Facts

- Serving size is a term referenced in the California Health Education standards to denote an appropriate amount of a given food to eat at a meal or snack. This is the amount that provides a significant quantity of the main nutrient contributed by a given food group.
- The recommended number of servings for each of the food groups is:
 - Dairy—3 servings
 - Vegetables—3 servings
 - Fruits—2 servings
 - Grains—6 servings
 - Protein—2 servings
- These represent the minimum number of servings needed for growth and development. Individual student needs can vary, depending on body size and activity levels.

Note: These serving numbers are based on the total amounts of foods from each food group recommended in USDA's food guidance system.
- A serving size that is too small may not provide enough nutrients needed for growth or adequate calories for energy. On the other hand, a serving size that is too large may contain too many calories and could fill students up so they don't eat the variety of food-group foods they should.
- In some instances it may be appropriate to eat more than one serving of food at a meal. In some cases, only a half serving may be eaten.
 - For example, a whole sandwich with two slices of bread is equal to two servings from the Grains food group.
 - Only a half serving of milk may be used on top of dry cereal.
- Most adults as well as children have difficulty estimating an appropriate serving size.
 - Serving sizes are generally referenced as household measures (e.g., ½ cup, 1 cup, 1 tablespoon, etc.) or hand symbols.

Note: Refer to the Healthy Serving Size document on the DVD or on your login page at HealthyEating.org.

- It is convenient to use hand symbols to approximate serving sizes. For example, the palm of your hand approximates the appropriate serving size for a piece of meat; a cupped handful for a serving of pasta or rice; your pointer finger for a serving of cheese.

Note: There is not a hand-symbol equivalent for every food students may choose. The examples used are simply to provide guidance.

Student Objectives

1. Evaluate external influences on food choices.
2. Choose healthy foods in a variety of settings.
3. Set a goal to improve one's choice when eating out.

Level of Cognition

Objective 1: Evaluation

Objective 2: Application

Objective 3: Synthesis

Materials

Student Workbooks

Exercise Your Options DVD,
Lesson 2: Lunch at the Mall Video

PowerPoint Presentation

Additional resources available on your login page at HealthyEating.org.

Preparation

1. Review the Serving-Size Comparison Chart from the DVD and PowerPoint presentation; this reviews key information you will need to successfully implement the lesson.
2. Gather materials.
3. Set up PowerPoint presentation.

Length of Lesson: 45 – 50 minutes



Anticipatory Set

1. Introduce the lesson.

- Utilize the PowerPoint presentation to introduce the program.
- Tell students that this lesson will help them learn that exercising smart food choices—at home and away from home—includes selecting a variety of food-group foods and being aware of how much they are actually eating.

2. Have students watch the Lesson 2: *Lunch at the Mall* video.

3. Discuss the Lesson 2: *Lunch at the Mall* video.

- Ask the students to summarize aloud the video's main plot, and then summarize the main health concepts that were dramatized by the students and addressed by the Expert.
- Reinforce the idea that, just as they saw in the video, it's a myth that good-tasting, healthy food choices aren't available at malls and other fast-food restaurants.

Lesson 2: *Lunch at the Mall* Video Summary

Plot: Three students eat lunch at a mall food court.

The Expert evaluates the students' lunch choices:

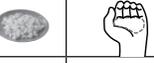
- Gabe chooses well: one serving each from Protein (teriyaki chicken), Grains (rice) and Vegetables.
- Although Megan initially chose to skip lunch, she eventually chooses well: one serving each from Protein (chicken), Vegetables (salad) and Dairy (yogurt parfait).
- Sarah chooses a jumbo-sized meal, thereby eating multiple servings of food-group foods and “extras” that contain added fat, sugar and calories. She has multiple servings from Protein (jumbo-sized hamburger), Grains (jumbo-sized bun) and “extras” (jumbo-sized soda and jumbo-sized french fries and a dessert).
- Anna, Megan's neighbor, explains to Megan how she is hurting her body by skipping meals and/or avoiding certain food groups.

The Expert uses Sarah's lunch as an example of how jumbo-sized servings often contain enough fat and calories for more than one person.

Step-by-Step Procedures With Guided Practice

Review Healthy Serving Sizes (Page 11).

1. Have students review Healthy Serving Sizes on Page 11 in their Student Workbooks.
2. Discuss rule #1: Most foods you eat count as one serving.
 - Explain that most of the time, the amount of food served counts as one serving. Review the examples shown (a glass of milk, a slice of bread, etc.) and then ask students for other examples of foods that would count as one serving.
 - Each food group has a standard reference amount. “One serving” of any food group guarantees that it contains a certain amount of the food group's major nutrient. “Half a serving” indicates that a food provides only one-half the standard amount of nutrients. For example, a slice or two of tomato on a sandwich is equal to a one-half serving.
3. Discuss rule # 2: When foods are combined with other foods, they often count as one-half or two servings.
 - Explain that this rule really addresses mixed foods—that is, foods that contain food from more than one food group, such as a taco or pizza.

Resources HEALTHY SERVING SIZES			
FOOD	SYMBOL	COMPARISON	SERVING SIZE
Dairy: Milk, Yogurt, Cheese			
Cheese (string cheese)		Pointer finger	1½ ounces
Milk and yogurt (glass of milk)		One fist	1 cup
Vegetables			
Cooked carrots		One fist	1 cup
Salad (bowl of salad)		Two fists	2 cups
Fruits			
Apple		One fist	1 medium
Canned peaches		One fist	1 cup
Grains: Breads, Cereals, Pasta			
Dry cereal (bowl of cereal)		One fist	1 cup
Noodles, rice, oatmeal (bowl of noodles)		Handful	½ cup
Slice of whole wheat bread		Flat hand	1 slice
Protein: Meat, Beans, Nuts			
Chicken, beef, fish, pork (chicken breast)		Palm	3 ounces
Peanut butter (spoon of peanut butter)		Thumb	1 tablespoon

4. If desired, review again Healthy Serving Sizes, Page 11 in workbook, previously discussed in Lesson 1, Day 1.
- Write the sample meal below on the board and review with students to demonstrate the next activity in the workbook.
 - Dairy: 8 oz. low-fat milk—102 calories, \$1.25
 - Protein, Vegetables and Grains: tofu with vegetables and steamed rice—362 calories, \$3.50
 - Fruit: fresh fruit cup—137 calories, \$2.00
 - Total calories: 601
 - Total cost: \$6.75

5. Have students order a fictional lunch at the mall (Pages 7 – 9).
- Have students read the directions on Page 7 in their workbooks. Then ask them to scan Pages 8 and 9 to see the menus for four mall fast-food restaurants.
 - Ask students to envision they are at a mall, ordering lunch just as the students in the video did. Review the specific lunch ordering criteria listed on Page 7: nutritional guidelines, calorie and price limits.
 - Explain that it is important to eat a balanced lunch and dinner every day so that they eat from all five food groups, giving them all the main nutrients and calories, or energy, they need—especially for learning and to be physically active.

- When eating at these locations, many items are “extras” foods. Remind students that if most of their foods are “extras,” they should trade them for food-group foods.
- Have students order their lunches and write their selections on Page 7, along with the calorie and price totals. Remind students that they can mix and match, selecting from more than one menu if desired.

6. Discuss students’ fictional lunch orders.
- Have students share aloud some of their lunch choices.
 - Ask them to summarize their methods for picking healthy food options. Did they choose items they would choose in real life, or did they select using other criteria? Did anything surprise them about some of the calorie counts? Why?
 - Ask students how they might use what they learned in this lesson the next time they order meals away from home.



TODAY'S SPECIALS

Item	Calories	Price
Super Burger Meal Deal (Super Burger, large french fries, large soda, your choice of cookie or pie)	1579	\$3.50
You Choose Meal Deal (Your choice of a regular hamburger or cheeseburger, side salad or baked potato, small drink)	638	\$3.00
Burgers		
Hamburger	272	\$2.25
Cheeseburger	295	\$2.45
Fried Fish Burger	710	\$2.95
Sandwiches		
All sandwiches served on 6-inch sub roll with lettuce, tomatoes, pickles, mustard and mayonnaise		
Roast Beef	264	\$3.50
Vegetable and Cheese	200	\$3.50
The Super Sub (ham, turkey, cheese and bacon)	350	\$4.65
OTHER ENTREES		
Crispy Chicken Strips (fried, breaded chicken strips with dipping sauce)	380	\$3.50
Hot Dog	295	\$2.25
Salads		
Garden Salad (with vinaigrette dressing)	190	\$2.50
Grilled Shrimp Salad (with ranch dressing)	540	\$2.25
Caesar Salad (romaine lettuce, parmesan cheese, croutons, Caesar dressing)	338	\$3.95
Side Dishes		
Small French Fries	210	\$1.75
Large French Fries	540	\$2.25
Baked Potato	310	\$2.25
Chili Bowl (with crackers)	226	\$1.95
Desserts		
Apple or Cherry Pie	260	\$1.00
Large Cookie	170	\$1.00
Frozen Yogurt (chocolate)	230	\$1.50
Fresh Fruit Cup	137	\$1.50
Beverages		
Small Soda (12 oz.)	175	\$1.25
Large Soda (24 oz.)	349	\$1.95
Super Soda (42 oz.) <i>Keep the cup! Free refills!</i>	611	\$1.85
1% Low-Fat Milk (8 oz.)	102	\$1.25
1% Low-Fat Chocolate Milk (8 oz.)	158	\$1.25
Lemonade (8 oz.)	99	\$1.25



Main Dishes

Item	Calories	Price
Burrito (flour tortilla, refried beans, cheese)	189	\$3.25
Chicken Chimichanga (fried burrito)	559	\$3.25
Quesadilla (flour tortilla, melted cheese)	183	\$2.95
Fajita (flour tortilla, grilled chicken, grilled vegetables)	363	\$3.95
Taco Salad (chicken, lettuce, cheese, beans, avocado, tomatoes served in a taco-shell bowl)	740	\$4.00
Side Dishes		
Chips and Salsa	445	\$1.95
House Salad (with ranch dressing)	240	\$1.95
Guacamole (avocado, tomato, spices)	225	\$1.65
Refried Beans	238	\$1.65
Desserts		
Churros (two deep-fried dough strips, dipped in sugar)	332	\$2.00
Fian (caramel custard)	225	\$2.25
Aroz con Leche (rice pudding)	200	\$2.25
Drinks		
Soda (12 oz.)	175	\$1.25
Diet Soda (12 oz.)	1.5	\$1.25
1% Low-Fat Milk (8 oz.)	102	\$1.25
Sweetened Iced Tea (12 oz.)	135	\$1.25



LUNCH SPECIALS

Item	Calories	Price
Sweet and Sour Pork (batter-dipped pork, fried and tossed with pineapple, red pepper, onion, in a sweet and sour sauce) with Fried Rice	696	\$3.50
Kung Pao Chicken (stir-fried spicy chicken, peanuts, red pepper) with Steamed Rice	1104	\$3.50
Chow Mein (stir-fried noodles, cabbage, celery in soy sauce)	216	\$3.95
Tofu With Vegetables (tofu cubes simmered in chicken broth, tossed with a blend of broccoli, mushrooms, carrots and green pepper) with Steamed Rice	362	\$3.50
Steamed Fish Fillet With Vegetables and Steamed Rice	401	\$3.95
Spring Rolls (mixed vegetables wrapped inside two fried flour wraps) with Fried Rice	637	\$3.00
Chinese Chicken Salad	180	\$3.50
DRINKS		
Hot Tea (8 oz.)	2	\$1.25
Sweetened Iced Tea (12 oz.)	135	\$1.25
Cola (12 oz.)	175	\$1.25
Diet Cola (12 oz.)	1.5	\$1.25
Bottled Water (6 oz.)	0	\$1.00
DESSERTS		
Fresh Fruit Cup	137	\$2.00
Frozen Yogurt (Vanilla)	229	\$2.00
Almond Cookies (2)	75	\$1.75



Pizza By The Slice

All of Pete's pizzas are made with homemade tomato sauce, fresh herbs and spices and the best imported cheeses.

Item	Calories	Price
Cheese Pizza (1 slice)	140	\$2.25
Pepperoni Pizza (1 slice)	181	\$2.55
Mushroom and Olive Pizza (1 slice)	235	\$2.45
Vegetable Pizza (1 slice)	192	\$2.45
The Everything-on-It Pizza (1 slice with pepperoni, ham, bacon, anchovies, mushrooms and olives)	390	\$2.95
Side Dishes		
Side Salad (with ranch dressing)	281	\$2.25
Fried Breadsticks (2)	232	\$1.95
Minestrone Soup (with crackers)	108	\$2.25
Desserts		
Gelato (ice cream)	178	\$2.00
Dessert Pizza (sweet dough with butter, cinnamon, sugar topping)	260	\$2.45
Beverages		
Cola (12 oz.)	175	\$1.25
Root Beer (12 oz.)	152	\$1.25
1% Low-Fat Milk (8 oz.)	102	\$1.25
Mineral Water (12 oz.)	0	\$1.25
Orange Juice (8 oz.)	112	\$1.25

Check for Understanding

1. Project the Healthy Serving Sizes document from the DVD or on your login page at HealthyEating.org and ask students to look at it with you.
2. Tell the students that they are going to play a game called “Sign That Serving.”
3. Divide students up into two groups—Group #1 and Group #2.
4. Assign a leader to each group.
5. Write Group #1 and Group #2 on the board to help keep score.
6. Use the chart to the right to play the game.
7. Explain to students that you will ask Group #1 a question about a serving size of a food from one of the five food groups and they need to, as a group, discuss what hand symbol represents their answer. The leader will share the group’s answer. If the answer is correct, Group #1 gets a point. If the answer is not correct, Group #2 gets a chance to steal the point by answering correctly. If neither group answers correctly, then no points are awarded.

8. Continue until all foods have been played.
9. Bonus question worth 10 points for each group: As a group, write down the number of servings needed each day for each of the food groups on a piece of paper. Ask the leader to bring their group’s answer sheet to you and check the answers against the table in Step-by-Step instructions #2.
10. Review both groups’ answers and discuss as a class. Reward points if all answers for the group were correct.

Food Group	Food-Group Food	Serving Size	Comparison
Dairy: Milk, Yogurt, Cheese	String cheese	1 serving	1 pointer finger
	Yogurt	½ serving	½ fist or ½ cup
Vegetables	Broccoli	½ serving	½ fist or ½ cup
	Salad	1 serving	2 fists or 2 cups
Fruits	Orange	2 servings	2 fists or 2 cups
	Apple juice	1 serving	1 fist or 1 cup
Grains: Breads, Cereals, Pasta	Sliced bread	2 servings	2 flat hands
	Cooked oatmeal	1 serving	handful or ½ cup
Protein: Meat, Beans, Nuts	Peanut butter	1 serving	1 tablespoon or 1 thumb
	Hamburger	½ serving	½ palm
Mixed Food	Peanut butter + jelly sandwich	1 whole • Bread = 2 servings • Peanut butter = 1 serving	Bread = 2 flat hands Peanut butter = 1 tablespoon or 1 thumb

Lesson 2

LUNCH AT THE MALL ... WHAT ARE MY OPTIONS?

VIDEO
Lunch at the Mall

Imagine that you’re at the mall with some friends. You have \$7.00 to spend for lunch. Look at the restaurant menus (Pages 8 – 9) to order a tasty, healthy lunch that includes a variety of food-group foods.

Choose foods from the following food groups:

- Dairy
- Vegetables
- Fruits
- Grains
- Protein

Contains no more than 700 total calories (about one-third of the calories needed in a day)
Costs no more than \$7.00

Write your food and drink choices, calories and prices.
You may pick items from more than one restaurant menu.

Food or Drink	Calories	Price
Goals will vary		
TOTAL		

Write a goal around making healthy food choices when eating out. GOAL:

Menus will vary

7

Assessment

1. Have students respond to the Food for Thought prompt (Page 7).
 - Have students write a goal at the bottom of Page 7 about what they will do to make healthy food choices when they are eating out.

LESSON 3: POWER UP FOR BREAKFAST

Overview

Research has shown that classroom attention, attendance and achievement improve when students eat breakfast. When students are hungry, their time-on-task is reduced and their scores on tests and other performance outcomes are lower. Hungry students also find it difficult to concentrate and often exhibit unacceptable behaviors that require more disciplinary intervention by teachers.

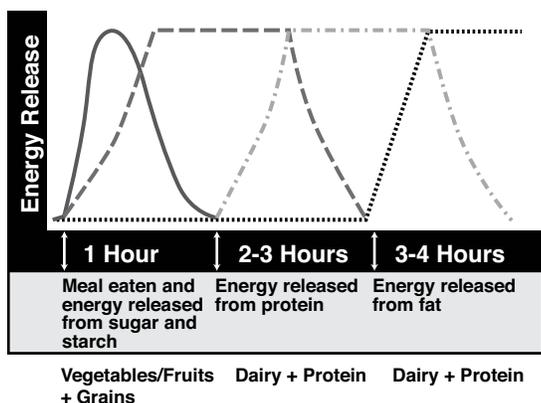
A healthy breakfast—one that contains protein, carbohydrate and fat—provides the first fuel of the day for our bodies and a sustained release of energy, delaying hunger for several hours. But, as students will learn by watching the Lesson 3: *What's for Breakfast* video, a person's choice of breakfast foods is just as critical as the choice to eat breakfast at all. The video shows the direct connection between breakfast and achievement.

Nutrition Facts

- A breakfast is considered balanced if it contains “3 out of 5” of the following food groupings:
 - Grains (complex carbohydrates that are used by the body more slowly)
 - Vegetables OR Fruits (simpler carbohydrates that supply quick energy)
 - Dairy OR Protein (protein and fat, for sustained energy release and to promote satiety)

A breakfast comprised of these food groups will have the macronutrients—protein, fat and carbohydrates—to provide for sustained energy release throughout the morning.

- The combination of foods in this “3 out of 5” model contains simple and complex carbohydrates, protein and fat, which releases energy for several hours, leading to less short-term hunger. See the chart below.



- Hunger is not a socioeconomic issue. Any student who skips or has no access to breakfast can suffer learning and health deficits. Families do not eat together as often for breakfast as they do for other meals, and children are often left to eat alone. School breakfast is the best option to provide students a balanced meal every school morning.

- The consequences of skipping breakfast or of having a breakfast that is not balanced can include:
 - Physical symptoms
 - a. Stomach ache, headache
 - b. Lacking energy to participate in physical activities
 - c. Inability to concentrate, sleepiness, fatigue
 - Psychological symptoms
 - a. Anger and hostility
 - b. Restlessness, fidgety, unacceptable behaviors
 - c. Anxiety, nervousness, confusion

Student Objectives

1. Explain the importance of eating a balanced breakfast every day.
2. Evaluate their personal breakfast choices.
3. Create a plan to improve their daily breakfast choices.
4. Select healthy food choices, per the “3 out of 5” model, outside of the home.

Level of Cognition

Objective 1: Comprehension

Objective 2: Evaluation

Objective 3: Synthesis

Objective 4: Application

Materials

Student Workbooks

Pencil

8 – 12 Pieces of White Construction Paper

Exercise Your Options DVD

Lesson 3: *What's for Breakfast* Video

PowerPoint Presentation

Additional resources available on your login page at HealthyEating.org.

Preparation

1. Review the “3 out of 5” model for a healthy breakfast.
2. Gather materials.
3. Prepare 6 sets of construction paper—label half with a marker, “True”; label the other half, “False.”
4. Set up PowerPoint presentation.

Length of Lesson: 45 – 50 minutes

Anticipatory Set

1. Introduce the lesson.

- Utilize the PowerPoint presentation to introduce the program.
- Tell students that this lesson will help them learn why eating breakfast is such an important thing to do every day.
 - Take a quick class poll to learn how many students ate breakfast this morning and how many did not. Of those who ate breakfast, what did they have and why? Did their breakfast contain food-group foods, “extra” foods (e.g., doughnut, fruit roll) or both? Did they or a parent prepare their breakfast, did they eat at school, or did they buy something to eat on the way to school? Do they eat the same foods on most days or do they vary their breakfast foods each day?

2. Have students watch the Lesson 3: *What’s for Breakfast* video.

- Direct students to pay particular attention to the breakfast choices of each of the three students as they watch the video.
- Review the summary below with students after showing the video.

Lesson 3: *What’s for Breakfast* Video Summary

Plot: Three students take a school test in the morning and experience the direct physical effects of their breakfast choices.

- Drew’s toaster-pastry breakfast gave him a quick surge of energy, but soon after, left him feeling sleepy and unable to concentrate.
- Megan skipped breakfast altogether, leaving her with a headache and unable to focus on the test, even though she had studied the night before and felt prepared.
- Gabe’s brain and body were both well-fueled for school because he ate one serving from each of three food groups, the “3 out of 5” model: waffle (Grains), topped with strawberries (Fruits) and yogurt (Dairy).

3. Discuss the Lesson 3: *What’s for Breakfast* video.

- Ask students to summarize aloud the video’s main plot, and then summarize the main health concepts that were dramatized by the students and addressed by the Expert.

The Expert Summarizes:

- A healthy breakfast includes foods from the “3 out of 5” model. These provide a steady release of energy all morning so that you don’t get hungry;
- High-sugar breakfasts, like Drew’s, provide a quick surge of energy, then a quick drop of energy, leaving you feeling hungry and tired;
- Students who eat breakfast learn better, are more attentive and score better on tests.

Step-by-Step Procedures With Guided Practice

1. Discuss healthy breakfast options.

- Help students understand that by eating foods from three of the five food groups, their bodies are getting the necessary combination of carbohydrate, protein and fat that they need to provide a steady release of energy all morning. The combination of foods that provides this balance is called the “3 out of 5” model:
 - Grains
 - Vegetables OR Fruits
 - Dairy OR Protein
- Tell students that a healthy breakfast does not have to include only “typical” breakfast foods, such as cereal or toast. In fact, they can have fun mixing and matching all sorts of foods. Share some examples of typical healthy breakfasts and have students evaluate each one to identify the food groups contained in each.
- Reinforce the importance of “fueling up” each morning so that they have sufficient energy to sustain them through physical activities and classroom learning.
- Tell students that skipping breakfast is actually bad for their bones! Students who skip breakfast don’t get enough calcium and fiber in their diets, which leaves them at a greater risk for osteoporosis, the bone-thinning disease they learned about in Lesson 1, *Food-Group Experts*. (See *More for Teachers* on the DVD or on your login page at HealthyEating.org.)

2. Have students record and evaluate their own breakfasts (Page 10).

- Have students read the directions and then complete Page 10 in their workbooks. They are to record their breakfast foods and beverages, evaluate them and then write ways they might improve their choices tomorrow.

3. Review and discuss breakfast records (Page 10).

- Have volunteers share aloud some of their breakfast choices and their ideas for improving them.
- Check to be sure that the students' plans for improving their breakfast meals follow the "3 out of 5" model.

Check for Understanding

1. Divide students into four to six teams (approximately six students each).
 - Ask each team to select a student who will serve as the team spokesperson.
2. Hand each team spokesperson two pieces of construction paper—one labeled "True"; one labeled "False."
3. Explain to students that you will pose the following seven questions to all of the groups. One point will be awarded to each team who responds with the correct answer.
 - Question 1: Students who eat breakfast feel better, but tend to be less attentive and more distracted in class. *(False: Students would be more attentive and able to concentrate better.)*
 - Question 2: Breakfast gives you the energy you need to get through a morning of learning. *(True)*
 - Question 3: A healthy breakfast, according to the "3 out of 5" model, contains foods from each of the following:
 - Dairy OR Grains
 - Vegetables OR Fruits
 - Protein*(False: Grains are one of the groups; Dairy OR Protein are a second grouping.)*
 - Question 4: The macronutrients that the "3 out of 5" model provides are: protein, fat and carbohydrate. *(True)*
 - Question 5: The following breakfast meets the "3 out of 5" model:
 - Fresh sliced melon
 - Poppyseed bagel with jam
 - Carton of low-fat yogurt*(True)*
 - Question 6: The following breakfast meets the "3 out of 5" model:
 - Tomato juice
 - Scrambled eggs
 - Glass of low-fat milk*(False: There is no food from the Grains group.)*

Lesson 3
POWER UP FOR BREAKFAST

VIDEO
 What's for Breakfast?

You've learned why breakfast is important and what combination of foods make a healthy breakfast. Write what you ate for breakfast this morning.

Food or Drink	Food Group
Answers will vary	

A balanced breakfast includes one food from each of the three groupings below—this is called the "3 out of 5" model.
 Group #1—Grains
 Group #2—Vegetables OR Fruits
 Group #3—Dairy OR Protein

My breakfast included: Evaluate whether or not you had a healthy breakfast by checking (✓) Yes or No next to each statement:	Yes	No
Foods from all food-group categories using the "3 out of 5" model: • Grains • Vegetables OR Fruits • Dairy OR Protein		
Foods that were filled with nutrients to give my body a steady stream of energy all morning.		
Foods that were not filled with a lot of added sugar or fat.		

Did you answer NO to any of the statements? How could you change your breakfast tomorrow morning so that your checklist is filled with only YES answers?
 Tomorrow, I can exercise healthier breakfast options if I eat:

Food or Drink	Food Group

FOOD FOR THOUGHT

If you had to choose breakfast at a convenience store or a fast-food restaurant, what would you choose to order and why?

Answers will vary

-
- Question 7: A breakfast filled with sugary foods (e.g., doughnuts, fruit rolls, soda) causes blood sugar and energy levels to rise rapidly and then fall rapidly, causing you to feel hungry. (*True*)
4. Tally the votes and announce a winning team!
 5. If there is a tie, have a showdown with the following challenge below.
 - Create a “3 out of 5” breakfast.

Assessment

1. Have students respond to the Food for Thought writing prompt (Page 10).
 - Have students write their responses at the bottom of Page 10: “If you had to choose breakfast at a convenience store or a fast-food restaurant, what would you choose to order and why?”
 - Have some volunteers share aloud some of their planned methods for selecting healthy breakfast foods away from home. Did they meet a “3 out of 5” model? Were they conscious of avoiding high-sugar breakfast choices?

LESSON 4: FOOD RECORDS

Overview

It is a challenge for many adolescents to honestly discuss and assess their own food choices without feeling self-conscious, especially in front of peers. This lesson, therefore, gives students the opportunity to first observe, record, analyze and critique—as outsiders “looking in”—the food choices made by three students in the Lesson 4: *Today I Ate ...* video. Once they feel comfortable critiquing the meals and snacks of the students portrayed in the video, they will keep, analyze and assess their own three-day food records.

The process of analyzing their own food records is important for several reasons. It helps establish relevance for each student; it motivates students to create and implement a plan to improve; and it underscores that they already make food choices. Analyzing food choices is really a matter of three basic questions: What do you eat, how much do you eat, and when do you eat? And consider this: What is a healthy serving of food? The ability to estimate serving sizes is a critical enabling skill for students to be successful in analyzing their food choices and developing meaningful plans for improvement. The last part of the lesson helps students sort out their options for improvement by identifying which changes will make the most difference for them. The lesson reinforces the idea that small changes add up to significant improvements. So, if a student gets closer to meeting the recommended amounts of food each day, or if he or she begins to eat smaller, healthy servings instead of jumbo-sized servings, then those are certainly measures of success.

Nutrition Facts

“3 out of 5” model

- A breakfast is considered balanced if it contains “3 out of 5” of the following food groupings:
 - Grains (complex carbohydrates that are used by the body more slowly)
 - Vegetables OR Fruits (simple carbohydrates that supply quick energy)
 - Dairy OR Protein (protein and fat, for sustained energy release and to promote satiety)

“5 out of 5” model

- A lunch and dinner is considered balanced if it contains “5 out of 5” of the food groups:
 - Dairy
 - Vegetables
 - Fruits
 - Grains
 - Protein

Food labels

- Particular items on the food label to emphasize include:
 - the serving size,
 - number of servings per container,
 - calories per serving,
 - percent daily values of key nutrients like vitamins and minerals we need to promote.

Low-fat vanilla yogurt

Nutrition Facts		
Serving Size 1 cup (245g)		
Servings Per Container 1		
Amount Per Serving		
Calories	220	Calories from Fat 40
<hr/>		
%Daily Value*		
Total Fat	4.5g	7 %
Saturated Fat	3g	15 %
Trans Fat	0g	
Cholesterol	15mg	4 %
Sodium	140mg	6 %
Total Carbohydrate	38g	13 %
Dietary Fiber	0g	0 %
Sugars	34g	
Protein	10g	
<hr/>		
Vitamin A	6%	• Vitamin C 4%
Calcium	30%	• Iron 0%
<small>* Percent Daily Values are based on a 2,000 calorie diet.</small>		

- The information on food labels regarding the number of servings in a package is very important. The information on the nutrition facts food label about calories, vitamins and minerals applies to a single serving of the food, not the entire package or bag.
- For more detailed information on the components of a food label, review the Anatomy of a Food Label resource on the DVD or on your login page at HealthyEating.org.
- Some packaged food products are made with sugar substitutes or non-nutritive sweeteners. The fact that they are lower in sugar and/or calories does not necessarily make them healthier options. The Nutrition Facts label should still be checked to see what nutrients are contained in the food.
- Note that there are many healthy food choices that do not have food labels (e.g., fresh produce, meats). Generally, labels appear on packaged foods that are stocked primarily in the center aisles of grocery stores.

Serving sizes

- Serving size is a term referenced in the California Health Education standards to denote an appropriate amount of a given food to eat at a meal or snack. This is the amount that provides a significant quantity of the main nutrient contributed by a given food group.
- The recommended number of servings for each of the food groups is:
 - Dairy—3 servings
 - Vegetables—3 servings
 - Fruits—2 servings
 - Grains—6 servings
 - Protein—2 servings

These represent the minimum number of servings needed for growth and development. Individual student needs can vary, depending on their body size and activity levels.

Note: These serving numbers are based on the total amounts of foods from each food group recommended by USDA's Dietary Guidelines.

- A serving size that is too small may not provide enough nutrients needed for growth or adequate calories for energy. On the other hand, a serving size that is too large may contain too many calories and could fill students up so they don't eat the variety of food-group foods they should.
- In some instances it may be appropriate to eat more than one serving of food at a meal. In some cases, only a half serving may be eaten.
 - For example, a whole sandwich with two slices of bread is equal to two servings from the Grains food group.
 - Only a half-serving of milk may be used on top of dry cereal.
- Most adults as well as children have difficulty estimating an appropriate serving size.
 - Serving sizes are generally referenced as household measures (e.g., ½ cup, 1 cup, 1 tablespoon, etc.) or hand symbols.
 - It is convenient to use hand symbols to approximate serving sizes. For example, the palm of your hand approximates the appropriate serving size for a piece of meat; a cupped handful for a serving of pasta or rice; your pointer finger for a serving of cheese.

Note: There is not a hand-symbol equivalent for every food students may choose. The examples used are simply to provide guidance.

Preparation

1. Review food groups, serving sizes, nutrients and health benefits for each food group.
2. Gather materials.
3. Set up PowerPoint presentation.

Length of Lesson: 50 – 60 minutes

Student Objectives

1. Evaluate food choices.
2. Evaluate daily food intake to make healthier choices.
3. Create a plan to improve one's daily food intake.
4. Understand how to read a food label.

Level of Cognition

Objective 1: Evaluation

Objective 2: Evaluation

Objective 3: Synthesis

Objective 4: Comprehension

Materials

Student Workbooks

Pencil

Exercise Your Options DVD, Lesson 4:

Today I Ate ... Video

PowerPoint Presentation

Additional resources available on your login page at HealthyEating.org.

Anticipatory Set

1. Introduce the lesson.

- Utilize the PowerPoint presentation to introduce the program.
- Tell students that they will have the opportunity to observe, record and then **analyze** the food choices of students in the video and then do the same thing for their own food choices.
 - Tell students that oftentimes our food choices are steered by other things going on in our lives. For example, if they don't have a lot of time to eat lunch, they might make food choices based on being rushed.
 - Ask students to share examples of how other factors in their lives (e.g., time constraints, types of restaurants, lack of availability of certain foods) might have affected a food choice for a meal or snack.
 - Tell students to bring their workbooks and pencils with them to the computer.

2. Have students watch the Lesson 4: *Today I Ate ...* video.

- Students should first watch the entire video segment, which tracks the food choices of three students over a one-day period. Then, **tell** them each to choose one of the three characters and watch only that character's segment a **second time**. They should pay attention to **what** the student is eating, where he or she is eating (e.g., at home, school, in a restaurant) and **how much** the student is eating.
- Students should begin the food record on Page 14 of their Student Workbook, recording the food choices of their chosen student in the video.

3. Discuss the Lesson 4: *Today I Ate ...* video.

- Ask students to summarize aloud the video's main plot and then **summarize** the main nutrition concepts dramatized by the students and addressed by the Expert.

Lesson 4: *Today I Ate ...* Video Summary

Plot: Three students make meal and snack choices during a one-day period.

The Expert introduces the video, pointing out that there are multiple factors in a day that may steer the way we make food choices. Factors include time constraints, whether we're eating at home or away from home and food availability.

Drew's choices:

- Breakfast: toaster pastry
- Lunch: hot dog, canned fruit, brownie, low-fat milk
- Snack: fruit smoothie (yogurt, juice, frozen berries, ice)
- Dinner: salad, chicken, pasta, pudding

Mike's choices:

- Breakfast: high-sugar cereal, milk
- Lunch: tuna sandwich, orange, carrot sticks, low-fat chocolate milk
- Snack: sports drink
- Dinner: chimichangas, beans, rice, chips, churros, soda

Sarah's choices:

- Breakfast: jumbo-sized breakfast sandwich (sausage, egg, English muffin)
- Lunch: (from school vending machine): pretzels, granola bar, water
- Dinner: steak, rice, peas, fruit salad, low-fat strawberry milk

Lesson 4
FOOD RECORDS

VIDEO
Today
I Ate...

Select one student in the *Today I Ate ...* video and list everything he or she eats and drinks in one day. Be sure to include the amounts.

_____ 'S FOOD RECORD
(name of student in video)

	FOODS (INCLUDE THE AMOUNTS EATEN)	Dairy: Milk, Yogurt, Cheese	Vegetables	Fruits	Grains: Breads, Cereals, Pasta	Protein: Meat, Beans, Nuts	"extras"
BEFORE SCHOOL	carton of low-fat yogurt	1 cup					
	toaster pastry						✓
	Records will vary						
AT SCHOOL	BEVERAGE						
	BEVERAGE						
AFTER SCHOOL							
	BEVERAGE						
DINNER							
	BEVERAGE						
(TOTAL AMOUNTS)							
Daily Recommended Number of Servings		3	3	2	6	2	

For each glass of water consumed, check a box:

Step-by-Step Procedures With Guided Practice

1. Have students complete a food record for one student in the video (Page 14).

- After watching and discussing the video, students continue to record all the food and beverage choices of the student they chose to track in the video.
- Tell students it's important to be specific about the kind of food and about the *amount* of food eaten. Example: “low-fat chocolate milk” instead of just “milk” or “two carrot sticks,” not just “carrots.”
- Tell students to fill in the amount eaten in the appropriate food-group columns for the foods and beverages they recorded. **Point out** that only check marks should be put in the “extras” column because there are no recommended amounts for “extras.”

Students should use Page 11, **Healthy Serving Sizes** and the **Food Lists**, Pages 12 – 13, as references, if needed.

- If desired, demonstrate one example with the whole class before students work independently:

Mike's tuna sandwich

bread = 2 servings of Grains

tuna = 1 serving of Protein

lettuce = ½ serving of Vegetables

mayonnaise = “extras”

2. Analyze video student food records (Page 14).

- Once all foods and beverages have been recorded, have students analyze, on Page 14 of their workbooks, the choices made by the student in the video.

Lesson 4
FOOD RECORDS

VIDEO Today I Ate...

Select one student in the *Today I Ate...* video and list everything he or she eats and drinks in one day. Be sure to include the amounts.

_____ 'S FOOD RECORD
(name of student in video)

	FOODS <small>(INCLUDE THE AMOUNTS EATEN)</small>	Dairy: Milk, Yogurt, Cheese	Vegetables	Fruits	Grains: Breads, Cereals, Pasta	Protein: Meat, Beans, Nuts	“extras”
BEFORE SCHOOL	carton of low-fat yogurt	1 cup					
	toaster pastry						✓
	Records will vary						
AT SCHOOL	BEVERAGE						
AFTER SCHOOL	BEVERAGE						
DINNER	BEVERAGE						
(TOTAL AMOUNTS)							
Daily Recommended Number of Servings		3	3	2	6	2	

For each glass of water consumed, check a box:

3. Discuss video student food records.

- Ask students to share aloud some of the meal and snack choices made by the students in the video and tell whether or not they think the student chose well and how they might improve. (See *Lesson 4: Today I Ate ... Video Summary for all meal and snack choices.*)
- Ask students to look for gaps in the student's food-group columns. If there are blanks in some food groups, why might this be a problem? What about excessive amounts in a food group?
- Review with the class each of the meal and snack choices depicted in the video. Make sure students understand that "extra" foods can be part of healthful food choices, but that we need to limit **how often** and **how much** of "extra" foods we eat.
- Review the video student's food record to determine if he or she followed the "3 out of 5" model for breakfast and the "5 out of 5" model for lunch and dinner.

Teacher Facts

- A breakfast is considered balanced if it contains "3 out of 5" of the following food groupings:
- Grains (complex carbohydrates that are used by the body more slowly)
- Vegetables OR Fruits (simple carbohydrates that supply quick energy)
- Dairy OR Protein (protein and fat, for sustained energy release and to promote satiety)

Teacher Fact

- A lunch and dinner is considered balanced if it contains "5 out of 5"; food from all five food groups:
 - Dairy
 - Vegetables
 - Fruits
 - Grains
 - Protein
- If they did not follow these models, what could they add or trade to make the meals complete?
- Review the snacks to determine if their video student had food-group foods for snacks.
 - If he or she did not, what food-group food could he or she trade for a healthier choice?

Lesson 4: *Today I Ate ...* Video

Good choices that contain a variety of food-group foods:

- Drew's lunch, snack, dinner
- Mike's lunch
- Sarah's snack and dinner

Choices that need improvement; choices that are high in added sugar or fat:

- Drew's breakfast is an "extra" food, not a food-group food.
- Mike's breakfast and snack are both high in added sugar. His dinner is high in fat (chimichangas and chips) and sugar (beverage and dessert).
- Sarah's jumbo-sized (multiple servings) breakfast sandwich contains excessive calories and fat, and her vending-machine lunch contains foods from only one food group (granola bar and pretzels—Grains).

4. Discuss Nutrition Facts Labels (Back Cover).

- In the video, Mike's coach talks about reading Nutrition Facts labels on packaged food products to determine what and how much one is eating.
- Have the students look at the **Nutrition Facts** label on the back cover of their workbooks, and point out the top line, "Serving Size," which is the healthy serving size for one person. Next, point out the "Servings Per Container," which is the total number of servings inside the container or package of food or beverage. Repeat this process for all sections of the label that are pulled out and explain the purpose.
- Remind students that reading Nutrition Facts labels is a smart way to know what's contained in the foods they eat and to know how many servings are contained in each package.

Check for Understanding

- Assign students into groups of two.
- Each group will need one piece of paper.
- Each group will create (draw) their own food label of a food of their choice.
- Each label must include the following:
 - serving size,
 - serving per container,
 - total calories,
 - total fat, carbohydrates and protein,
 - vitamin and mineral section.
- Let the students know that you have sample labels for them to look at, or they can turn to the back cover of their workbooks to look at the label provided.
- Students will guess what amount of nutrients their food will have based on what they have learned about food groups and nutrients in previous lessons.
- There aren't any wrong labels—this is their creation!
- Once students have finished, call on a couple groups to share their label and have the class guess for what food they made the label.

Assessment

1. Begin Day 1 of personal food records (Page 15).
 - Tell students they are going to repeat the same food record activity they just completed for Drew, Mike or Sarah, but this time **they** are going to record all of the foods they eat and drink in one day—today—starting from when they woke up and ending when they go to sleep tonight.
 - Students will need to keep their food records with them for the rest of the day in order to record all of the food and beverages, including what is consumed at school and after school, at home or a restaurant. **IMPORTANT—** Remind students to bring their workbooks back to class tomorrow.
 - Students will be keeping track of the food and beverages they consume for a total of three days.
 - If necessary, review the same rules as before, making sure students know how to complete their food records. Remind students that they can use Page 11, **Healthy Serving Sizes** and the **Food Lists**, Pages 12 – 13, as references, if needed.

Lesson 4 FOOD RECORD: DAY 1

List everything you eat and drink in one day. Be sure to include the amounts.

MY FOOD RECORD

		FOODS (INCLUDE THE AMOUNTS EATEN)	Dairy: Milk, Yogurt, Cheese	Vegetables	Fruits	Grains: Breads, Cereals, Pasta	Protein: Meat, Beans, Nuts	"extras"
BEFORE SCHOOL	Records will vary							
	BEVERAGE							
AT SCHOOL								
	BEVERAGE							
AFTER SCHOOL								
	BEVERAGE							
DINNER								
	BEVERAGE							
		(TOTAL AMOUNTS)						
		Daily Recommended Number of Servings	3	3	2	6	2	

For each glass of water consumed, check a box:

LESSON 5: KEEP MOVING, KEEP FIT!

Overview

Physical activity has many benefits—cardiovascular fitness, coordination, endurance, flexibility, strength, weight control, appearance and fun! This lesson focuses on the link between physical activity and food choices. While many lifestyle choices influence health, food choices and physical activity are inextricably linked. The main “connection” is that the more physically active you are, the wider variety of foods you can eat. Physically active individuals need more energy (calories) and, therefore, can choose more “freely” from the entire range of foods available. In the Lesson 5: *Get Moving!* video, the five students meet to plan a school service project and while waiting for everyone to arrive, engage in various physical activities. The Expert discusses the many benefits of physical activity.

While this lesson only begins to scratch the surface, it is intended to provide students with a chance to view food and activity choices as two areas over which they often have much control—and areas where small improvements can often make a big difference in their health and appearance! The recommendation is 60 minutes of moderate-vigorous level physical activity each day.

Physical Activity Facts

- Physical activity can be classified as:
 - Low level—examples include playing video games, playing a board game or working at a computer.
 - Moderate-vigorous level—examples include brisk walking, skateboarding, tetherball, running, soccer, basketball. These activities increase heart rates.
- It is recommended that children and adolescents be physically active (moderate or vigorous levels) at least 60 minutes each day. That time can be accumulated all at once or in shorter segments of even 10 – 15 minutes.
- Physical activity helps keep bodies healthy and minds stay strong and healthy:
 - Physical activity makes people feel more energetic and increases fitness levels.
 - It can improve attentiveness and ability to concentrate.
 - It keeps hearts strong, builds strong muscles and bones by making bones and muscles work against gravity or push against something like the ground when running or jumping.
 - It also helps children, teens and adults maintain a healthy weight.
- The concept of trading active time for inactive time is a useful approach to increasing overall time spent in moderate-vigorous physical activity. While many low level physical activities are perfectly acceptable ways for students to spend their free time (eg., listening to music, reading), they may need to consider exchanging some of that time for moderate-vigorous level physical activity to work their heart and build up their fitness level.
- The FITT concept for steps to take to increase activity will be utilized: F—frequency; I—intensity; T—time; T—type. Adjusting any of these parameters can lead to improvements.

Student Objectives

1. Recall the amount of moderate-vigorous level physical activities needed each day.
2. Classify a variety of activities as low level or moderate-vigorous level.
3. Explain how to increase heart rate by trading low levels of physical activity for higher levels of physical activity.
4. Evaluate a record of their personal physical activities.
5. Create a plan for increasing physical-activity levels to meet the daily recommendation.

Level of Cognition

Objective 1: Knowledge

Objective 2: Comprehension

Objective 3: Comprehension

Objective 4: Evaluation

Objective 5: Synthesis

Materials

Student Workbooks

Pencil

Exercise Your Options DVD
Lesson 5: *Get Moving!* Video

PowerPoint Presentation

Additional resources available on your login page at HealthyEating.org.

Preparation

1. Review a variety of low level (sedentary) activities and moderate-vigorous level activities that students do just in the school setting.
2. Gather materials.
3. Set up PowerPoint presentation.

Length of Lesson: 50 minutes

Anticipatory Set

1. Introduce the lesson.

- Utilize the PowerPoint presentation to introduce the program.
- Explain to students that in this lesson they will be looking at another option they have for being healthy—physical activity.
- Ask students why they think it makes sense to talk about food choices and physical activity at the same time.

(Food eaten gives energy for physical activities that students do; food and activity are connected in that food eaten represents calories in; physical activity represents calories out.)

- Both the foods we eat and the activities we do influence our health, and both involve decisions that we can individually control. Food gives us the nutrients we need and the energy to be active, and the more active we are, the more foods we can eat.

2. Have students watch the Lesson 5: *Get Moving!* video.

- Direct students to pay particular attention to the activity choices of the five students as they watch the video.
- Review the summary below with students after showing the video.

Lesson 5: *Get Moving!* Video Summary

Plot: The students meet after school to discuss an upcoming community project—helping third graders design and build a garden at a local elementary school. Before everyone arrives, the students are engaged in various activities:

- Gabe is sedentary until Mike invites him to play basketball
- Drew skateboards
- Sarah practices dance steps
- Megan stretches for an upcoming run

The Expert summarizes the importance of physical activity:

- Being active is good for your heart, muscles, and it uses the energy you get from food.
- Middle school students should get at least 60 minutes of moderate-to-hard activity every day.
- We use the FITT formula to determine how often, how long, how hard, and what type of physical choices we should make.
- Gabe needs to increase his physical activity by trading inactive time (e.g., riding escalators, being driven to school) for active time (e.g., taking the stairs, walking to school).
- Megan needs to learn how to balance her regular running with better food choices so that her body is well-fueled.

3. Discuss the Lesson 5: *Get Moving!* video.

- Ask students to summarize aloud the video's main plot, and then summarize the main health concepts that were dramatized by the students and addressed by the Expert.

Step-by-Step Procedures With Guided Practice

1. Have students complete and analyze their activity records (Page 19).

- Have students read the text at the top of Page 19, above the section titled **Activity Record**. Explain that just as they recorded their food choices, they are going to record their activity choices. Ask them to name some of their favorite physical activities and how they think the activities keep them healthy.

- Write the letters FITT on the chalkboard and explain their meanings to students:

Frequency refers to how often you do this activity—every day? Twice a week? Only on weekends?

Intensity refers to how physically hard the activity is; that is, how much energy the activity requires.

Time refers to how long (or how many minutes) you do this activity.

Type refers to the kind of activity—strength vs. cardio vs. stretching.

- **Strength**—improving muscular strength by increasing the individual's ability to gradually resist more force.

Example: lifting weights

- **Cardio**—to increase your heart rate by performing moderate-vigorous levels of intense activity.

Example: dancing

- **Stretching**—to extend your limbs and body.

Example: bending over and touching your toes

- It is **important** to consider the **intensity** of these activities to determine if they are low, moderate or vigorous level.

- Read the example on the chart, Page 19, pointing out the indicated intensity and the amount of time the activity is performed each day.

- Review that vigorous (hard) activity is one that causes them to feel out of breath or breathe faster, makes their hearts beat faster and perhaps, start to sweat.

- Offer examples of low, moderate or vigorous intensity: walking between classes (low level), walking briskly to school (moderate level), walking extremely fast during a race or fitness test (vigorous level).

- Have students complete their activity records, applying the FITT formula to each activity. Remind them to think of all the activities they do in a week—ones that require a lot of energy (e.g., bicycling, playing soccer) as well as ones that don't require much energy at all (e.g., playing video games).

LESSON 6: OVERCOMING OBSTACLES

Overview

Everyone knows what happens to “the best laid plans” when roadblocks or obstacles get in the way. This lesson is intended to demonstrate that planning anything involves not only creating the plan, but also managing the obstacles to carrying it out. Students watch how the five teens on the Lesson 6: *Overcoming Obstacles* video experience potential roadblocks to improving food or activity choices. Then they work together to come up with alternative plans to detour around these real-life obstacles (common to middle school students) that they may face in improving their own food choices and being more active. For example, what if—like student Drew (in a prior video)—the foods they’ve planned to eat aren’t available? What if, like Gabe, they don’t think they’re good at sports? Or, what if, like Sarah, they feel some peer pressure to eat what their friends are eating, in order to “fit in”? This lesson will help students recognize that in addition to “Plan A,” it often helps to have a “Plan B”!

Nutrition Facts

Oftentimes as we make a plan to change our food choices, we run into obstacles that may make it difficult to fulfill our efforts to follow through with a healthy plan that we have created for ourselves. It is important to identify those obstacles and begin to recognize how to get around the obstacles that get in our way by making a plan to work around them.

Obstacles can come from many different places, such as family, friends, the media or simply circumstances beyond our control. It is important to learn to anticipate these obstacles, make a plan to help get around them and continue to follow through with our original plan. Practicing real-life situations that we can predict is a great way to begin to handle obstacles that arise that are beyond our control.

Student Objectives

1. Demonstrate the ability to make healthy food choices.
2. Evaluate internal and external influences on food choices.
3. Evaluate daily food intake.
4. Make a plan to improve daily food intake.

Level of Cognition

- Objective 1: Synthesis
Objective 2: Evaluation
Objective 3: Evaluation
Objective 4: Synthesis

Materials

Student Workbooks
Pencil
Poster Paper, Colored Pencils or Markers
Exercise Your Options DVD
Lesson 6: *Overcoming Obstacles* Video
PowerPoint Presentation
Additional resources available on your login page at HealthyEating.org.

Preparation

1. Review common obstacles that occurred in previous videos.
2. Gather materials.
3. Set up PowerPoint presentation.

Length of Lesson: 45 minutes

Anticipatory Set

1. Introduce the lesson.

- Utilize the PowerPoint presentation to introduce the program.
- Tell the students that sometimes creating a plan or making a decision is easier than carrying it out. Explain that situations can (and often do) get in the way of doing what we've planned.
- Tell students that in this lesson, they will first look at obstacles that might get in the way of their plans and then brainstorm ways to “get around” these obstacles so they can stick to their plans to improve their food and activity choices.
- Tell students that in the video, they will see each of the students facing an obstacle, but solutions to the obstacles will **not** be presented. Instead, the Expert will discuss only one set of alternative solutions to one student's obstacle.
- Tell students that after watching the video, they will get to be the “Expert” themselves as they work together to brainstorm alternative solutions to each student's obstacle.

2. Have students watch the Lesson 6: *Overcoming Obstacles* video.

- Students should first watch the entire video segment, which tracks the food choices of three students over a one-day period. Then, tell them each to choose **one** of the three characters and watch only that character's segment a **second time**. They should pay attention to **what** the student is eating, **where** he or she is eating (e.g., at home, school, in a restaurant) and **how much** the student is eating.

3. Discuss the Lesson 6: *Overcoming Obstacles* video.

- Ask the students to summarize aloud the video's main plot, and then summarize the obstacles that were dramatized by the students and addressed by the Expert.

Lesson 6: *Overcoming Obstacles* Video Summary

Plot: Each student is faced with an obstacle to improving his/her food or activity choices.

- **Sarah** must decide whether or not to order a jumbo-sized meal—high in fat, calories and sugar—at a fast-food restaurant.
- **Gabe's** sedentary lifestyle is a continual obstacle to his trading inactive time for active time.
- **Drew** is tired of waiting in long school cafeteria lines and is tempted to grab vending-machine “extra” foods for his lunch instead.
- **Megan** thinks about following another popular magazine's fad diet that promises big weight-loss results.
- Even though he's heard from his coach about media influences, **Mike** is tempted again to purchase a new food product advertised by a famous athlete he admires.
- The Expert suggests two alternative solutions to Sarah's obstacle:
 - She could order healthy-sized servings.
 - She could make better food choices (i.e., selecting milk instead of soda or yogurt parfait instead of pie).

Step-by-Step Procedures With Guided Practice

1. Have students map their ideas to get around an obstacle (Page 21).

- **Remind** students that at the end of the video, the Expert challenged them to come up with different solutions, or alternative plans that would help each of the students work around their obstacles to improving their food or activity choices.
- **Assign** students into five groups. Each group will represent the obstacle of one student from the video: Sarah, Gabe, Drew, Megan or Mike. See the Lesson 6: *Overcoming Obstacles* video summary for each student's obstacle.
- **Tell** the students for the first part of this assignment they will each brainstorm—by themselves—some alternative solutions to their assigned obstacle, which they will record on Page 21 of their workbooks. Once they complete Page 21, they will meet with others assigned to the same obstacle group.
- **Review** with students the directions at the top of Page 21 and point out each part of the blank graphic organizer where they are to organize their **own** thoughts about alternative plans for their assigned student's obstacle. (NOTE: All students assigned to Sarah's obstacle will need to come up with plans that are different from the two already discussed by the Expert in the video.)

– If desired, complete one example as a whole class to model how to complete Page 21. Sketch an empty graphic organizer on the board and write in the top box: **Obstacle:** I'm too busy to be physically active every day. Ask students to brainstorm one alternative solution to the obstacle (e.g., "I could walk home from school instead of taking the bus") and then tell a possible **result** that might happen if that **alternative** was followed (e.g., "I'd get more exercise," or "I wouldn't get to talk to Ben every day on the bus").

2. Have students brainstorm and then present alternative solutions to their assigned obstacles.

- Once their individual ideas are recorded on Page 21 of the workbooks, **have** students who were assigned the same obstacle meet together in one area of the classroom to compare and discuss their individual alternatives on Page 21.
- Students should read through all alternative plans, come up with additional plans that nobody on the team has yet thought about, and then select the top two to present to the class.
- **Distribute** to each team a piece of poster paper and have them use markers to write (and illustrate, if desired) their two recommended alternative plans for their assigned obstacle.
- **Give** each team two or three minutes to present their assigned obstacle and alternative solutions to the class. If desired, have each team ask the audience if they can offer any other solutions not yet mentioned.

3. Have students respond to the Food for Thought writing prompt (Page 21).

- Students write about a personal obstacle they've faced when trying to carry out a plan to exercise smart food or activity options and how they worked around it.

Lesson 6
OVERCOMING OBSTACLES

VIDEO
Obstacle
Busters

You've seen how some common roadblocks, or obstacles, can get in the way of plans to exercise better food and activity choices. Use this page to help you organize your ideas about alternative ways around the obstacle you have been assigned.

OBSTACLE: EXAMPLE: Choosing lunch at a fast-food restaurant.

Obstacles and plans will vary

Alternative plan #1	Alternative plan #2	Alternative plan #3
ACTION	ACTION	ACTION
EXAMPLE: Order a side salad instead of french fries.		
RESULT	RESULT	RESULT
EXAMPLE: Eating foods from food groups instead of "extras" to get important nutrients.		

Alternative plan #_____ is my first choice because:

FOOD FOR THOUGHT

Have you ever been faced with an obstacle when trying to carry out a plan to exercise smart food or physical-activity options? What was the obstacle, and how did you get around it?

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Check for Understanding

- Let the students know you are going to do a role-playing exercise to practice responding to obstacles.
- Ask for two volunteers to come up to the front of the class.
- Have one student read the personal obstacle he or she wrote about in the “Food For Thought” section on Page 21 of the Student Workbook.
- The students will then act out the scenario and how they could best handle that situation. (If the teacher prefers—you can utilize the video scenarios.)
- Have the class give suggestions on other ways the obstacle could be handled.
- Repeat this exercise with a different set of students as many times as you feel is needed.

Assessment

1. Begin Day 3 of personal food records (Page 17).

- Students will need to fill in their food records for Day 3 of their three-day records. Students will need to keep the records with them for the rest of the day in order to record all of the food and beverages, including what is eaten at school and after school, at home or a restaurant. **IMPORTANT:** Remind students to bring their workbooks back to class tomorrow.

- If necessary, review the same rules as before, making sure students know how to complete their food records. Remind students that they can use Page 11, **Healthy Serving Sizes** and the **Food Lists**, Pages 12 – 13, as references, if needed.

Homework

1. Analyze personal three-day food records.

- Have students take their food records home and finish filling them out tonight before going to bed.
- To complete an analysis of their personal food records, have students complete Page 18 of their workbooks. Explain that their answers to these questions will help them consider how they could improve their daily food and beverage choices.
 - Review that “extras” are not bad foods; they are just extra. “Extras” are a problem only when they are eaten in large amounts or when they are eaten in place of food-group foods.

Lesson 4 FOOD RECORD: DAY 3

List everything you eat and drink in one day. Be sure to include the amounts.

MY FOOD RECORD

		Dairy: Milk, Yogurt, Cheese	Vegetables	Fruits	Grains: Breads, Cereals, Pasta	Protein: Meat, Beans, Nuts	“extras”
BEFORE SCHOOL	FOODS (INCLUDE THE AMOUNTS EATEN)						
	BEVERAGE						
AT SCHOOL	FOODS						
	BEVERAGE						
AFTER SCHOOL	FOODS						
	BEVERAGE						
DINNER	FOODS						
	BEVERAGE						
(TOTAL AMOUNTS)							
Daily Recommended Number of Servings		3	3	2	6	2	

For each glass of water consumed, check a box:

Lesson 4 FOOD RECORDS + GOAL SETTING

- Use your 3-day records to fill out the chart below to determine where you could improve your daily food and beverage choices.
- Use the chart below to answer the questions on the bottom half of the page.

Food Group / “extras”	Day 1	Day 2	Day 3	Average intake for all three days (Day 1 + Day 2 + Day 3 ÷ 3 = average)	Recommended number of daily servings	Additions, as needed, to meet requirements (recommended minus average)
Dairy						
Vegetables						
Fruits						
Grains						
Protein						
“extras”						

- Look at the chart above and write the name of the food groups for which you did not consume the recommended number of daily servings.
 Answers will vary
- Using the chart above, name some foods you could ADD to give you the servings you need in the food groups in which you are low.
 Add _____ When? _____
 Add _____ When? _____
- Did you eat a lot of “extras” instead of food-group foods? What are some of the foods you could TRADE for food-group foods that would help you meet the daily recommended serving amounts?
 Trade _____ for _____
 Trade _____ for _____
- Using the information above, write two goals for yourself that would help you make healthier food and beverage choices.
 Goal #1: _____
 Goal #2: _____

POST-ASSESSMENT: A BRAND-NEW DAY

Overview of Lesson

Being healthy does not come from one day's food choices or one day of intense physical activity; it is something that happens over time. This final lesson is intended to demonstrate that taking small steps to improving food and physical-activity choices can lead students to a well-earned sense of accomplishment. The Post-Assessment: *A Brand-New Day* video shows each of the five students going through their morning routines, just as they did in the Pre-Assessment. But this time around, each of the students has had small but significant attitude and/or behavior changes that demonstrates how making improvements in one's life does not mean having to make dramatic lifestyle changes. It means learning new ways to make small changes around food and physical-activity choices in order to see big results. Students will end the program with the same assessment checklist they completed in the Pre-Assessment, and will compare the two checklists in order to assess what they have learned. They will also revisit their initial goals or expectations for what they wanted to learn in the program. Finally, they will write about how they will exercise their activity options today.

Nutrition Facts

- This program's nutrition content is consistent with the principles advanced through USDA's food guidance system as well as the Dietary Guidelines for Americans.
- Key themes of *Exercise Your Options* include the connection among physical activity, food choices and good health.
- In addition to the nutrition facts given within each lesson, a **More for Teachers** section can be found on the DVD and website. This section includes in-depth information regarding adolescent health and nutrition issues.

Student Objectives

1. Understand how to determine realistic food and physical-activity choices.
2. Identify personal behaviors related to food and physical-activity choices.
3. Set outcome goals.

Level of Cognition

Objective 1: Comprehension

Objective 2: Application

Objective 3: Synthesis

Materials

Student Workbooks, Pages 22 and 23

Exercise Your Options DVD,
Post-Assessment: *A Brand-New Day* Video

PowerPoint Presentation

Additional resources available on your login page at HealthyEating.org.

Preparation

1. Review the Post-Assessment activity in the Student Workbook to familiarize yourself with the program and so you can provide clarifying instructions to students if necessary.
2. Gather materials.
3. Set up PowerPoint presentation.

Length of Lesson: 45 – 50 minutes

Anticipatory Set

1. Introduce the lesson.

- Utilize the PowerPoint presentation to introduce the program.
- **Emphasize** to students that “being healthy” does not come from one day’s food choices or one day of intense physical activity or even one week of paying attention to what you eat and what you do. “Being healthy” also does not mean doing exactly the same activities or eating the exactly the same foods every day. Being healthy is something that happens over time.
- **Reinforce** the idea that making small improvements to food and/or activity choices can lead to big results.

2. Have students watch the Post-Assessment: A Brand New Day video.

3. Discuss the Post-Assessment: A Brand-New Day video.

- Ask students to summarize aloud the video’s plot and health concepts dramatized by the students and then addressed by the Expert.

Step-by-Step Procedures With Guided Practice

1. Have students complete the “Re-Test Your Knowledge” checklist on Page 22 in their workbooks. Students will notice that this is the exact same checklist they completed in the Pre-Assessment (Page 2). Tell them not to peek at their previous answers on Page 2. They will compare the two lists after they finish.

Key statements #2, 3, 6, 10 and 13 are true.

2. Have students respond to the Food for Thought writing prompts (Page 22).

- Have students write their responses to the two questions at the bottom of Page 22: **How many of your answers in this page are different from your answers on Page 2? Which statement surprised you the most?**

Post-Assessment: A Brand-New Day Video Summary

Plot: The five students are getting ready for school, just as they were in the Pre-Assessment, but this time they’ve each made a small change.

- **Drew** finds the foods he enjoys for a healthy breakfast (granola, milk, banana) available.
- **Megan** chooses to eat breakfast (yogurt with fruit and granola) today and most days.
- **Mike** checks Nutrition Facts labels and then chooses a whole-grain, low-sugar cereal with milk and a hard-boiled egg.
- **Sarah** eats a healthy, regular-sized serving of breakfast at home (peanut butter on a bagel and milk) instead of grabbing a jumbo-sized breakfast sandwich at a convenience store as she used to.
- **Gabe** eats a healthy breakfast (English muffin with melted cheese and orange juice) but this time, he chooses to walk to school with Drew instead of getting a ride.

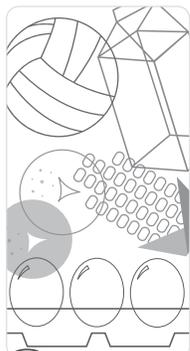
The Expert makes final observations:

- By communicating with his mother, **Drew** now has a good variety of food-group foods for breakfast, school lunches and after-school snacks.
- **Megan** no longer skips meals. She eats food-group foods and pays attention to how much and how often she’s eating. She also continues to enjoy running and realizes that regular exercise enables her to eat an even wider variety of foods without being unduly concerned about calories.
- **Mike** is no longer falling for clever, celebrity-endorsed food ads. He now reads Nutrition Facts labels and makes food choices based on those facts.
- **Sarah** no longer chooses foods by whether they’re quick and simple to prepare or the least expensive to buy. She now considers serving size and has begun to trade “extras” for food-group foods at some of her meals.
- No longer as inactive, **Gabe** has begun to incorporate physical activity into his daily routines, including taking the stairs and walking the dog.

Post-Assessment
A BRAND-NEW DAY
VIDEO
A Brand-New Day

RE-TEST YOUR KNOWLEDGE

Now that you’ve completed the *Exercise Your Options* program, your understanding about the things that affect your life and your health are probably different than they were at the beginning of the program. Check yourself to find out if that’s true!



Read each of these statements and check (✓) whether you think it is true or false.	True	False
1. Team sports, like basketball or soccer, are the best form of physical activity for students.		✓
2. It’s important for teenagers to eat foods rich in calcium so they can have strong bones for their entire lives.	✓	
3. A healthy breakfast should include foods from the Grains group, the Vegetables OR Fruits group and the Dairy OR the Protein group.	✓	
4. Eating a high-sugar snack is good way to get a quick burst of energy that will last all afternoon.		✓
5. It’s almost always difficult to select healthy foods at a fast-food restaurant.		✓
6. Diets that severely restrict the foods I can eat are not a good way to lose weight and keep it off.	✓	
7. For normal-weight students, regular physical activity is unnecessary.		✓
8. Famous athletes usually help advertise only healthy food products.		✓
9. I should limit the number of carbohydrates I eat, as often as possible, to avoid gaining weight.		✓
10. Students who eat breakfast score higher on tests than students who don’t eat breakfast.	✓	
11. Skipping a meal is a good way to avoid gaining weight.		✓
12. I will get fat if I eat foods with fat in them.		✓
13. Serving sizes have become much larger over the last 20 years.	✓	
14. All foods can be classified as either <i>good</i> or <i>bad</i> for my body.		✓

1. How many of your answers on this page are different from your answers on Page 2? _____

Answers will vary

2. Which statement above surprised you the most and why? _____

- Have students compare the two checklists (Pages 2 and 22). Take a quick class poll to determine for which Test Your Knowledge statements there were the most changes between the Pre-Assessment and the Post-Assessment. Why? Which statements that they learned during the program surprised them the most? Why?
- If the students are still not sure why a statement is true or false, have them review previous lessons in which the information was covered.

- Even small changes are a good start and can make a big difference;
- It's important that they occasionally take another look at their food and activity choices and reassess their options for improvement;
- It's up to them to “exercise their options”!

3. Have students create their **Health Plan** (Page 23).
- Students are to **evaluate** each of three goals or expectations they identified in the Pre-Assessment.
 - Have students **explain** their plan, including obstacles and solutions to overcome their obstacles.
 - Ask students how they met their goals or expectations.

Assessment

1. Have students respond to the **Food for Thought** section (Page 23).
 - Students will identify one physical-activity goal, along with obstacles and solutions to overcome the obstacles.
 - Ask for students to volunteer to share some of their goals and solutions to overcome obstacles.

Check for Understanding

1. Reiterate to students that:
 - They've accomplished a lot during the program: they've learned about the foods in the five food groups, observed (in the videos) other students making important food and activity choices and facing common obstacles, analyzed their own food and activity choices and personal obstacles, and planned ways to improve;

Closing

- Continue to discuss the concepts covered in *Exercise Your Options* throughout the year to reinforce learning and application. Have students periodically share their progress towards goals through classroom discussion or writing activities.

Post-Assessment
A BRAND-NEW DAY

VIDEO
A Brand-New Day



During the *Exercise Your Options* program, you have learned about all the choices you can make in the foods you eat and in your physical-activity options. Now it's time to *exercise your options* and make your own health plan:

MY HEALTH PLAN

Evaluate each of the three goals or expectations you identified in the pre-assessment. How well did you meet your goals or expectations? If you did not meet your goals or expectations, explain your plan, including obstacles and solutions to overcome the obstacles.

1. Results will vary
2. _____
3. _____

Write at least one physical-activity goal below. Include your plan, possible obstacle(s) and solutions to overcome the obstacle(s).

Goals will vary

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K - 12 Curriculum



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