DAIRY COUNCIL of CALIFORNIA®
Healthy Eating Made Easier®

EXERCISE YOUR OPTIONS

A Food and Physical Activity Program

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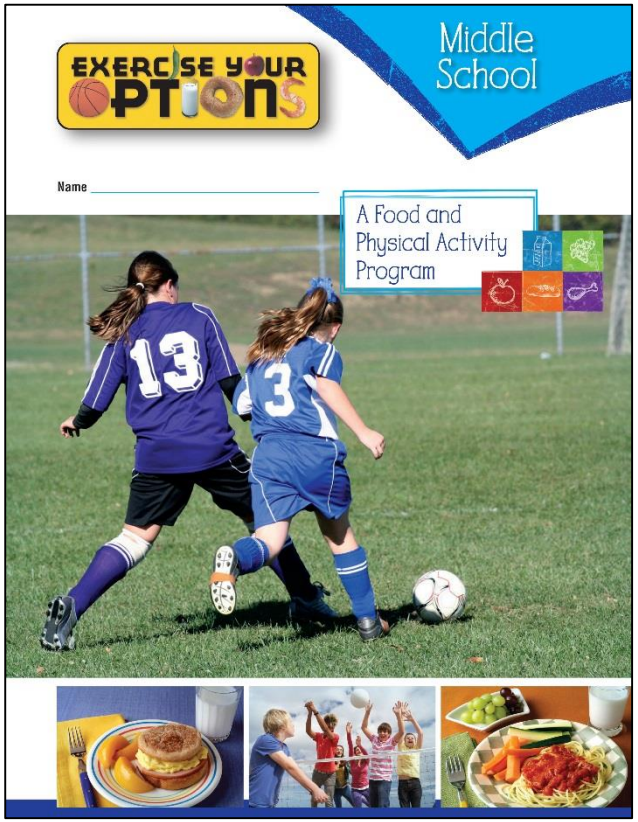


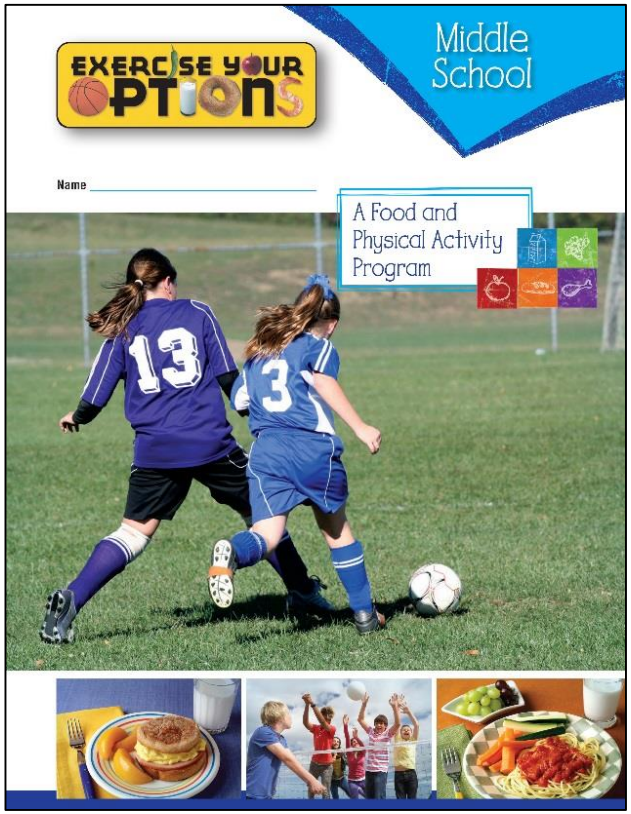
Go to lesson 1

Pre-Assessment

Options … Choices … Decisions

Lesson Introduction

- For the next few days, we will be working on a program that focuses on food and physical-activity choices.
- How do you decide what you are going to eat and what activities you are going to do each day?
- As part of the program activities you will be:
  - watching short video clips,
  - participating in class discussion and presentations,
  - completing written activities in your Student Workbook.



Options … Choices … Decisions

- Let's take a look at some of the common myths about food and activity choices.

Test Your Knowledge

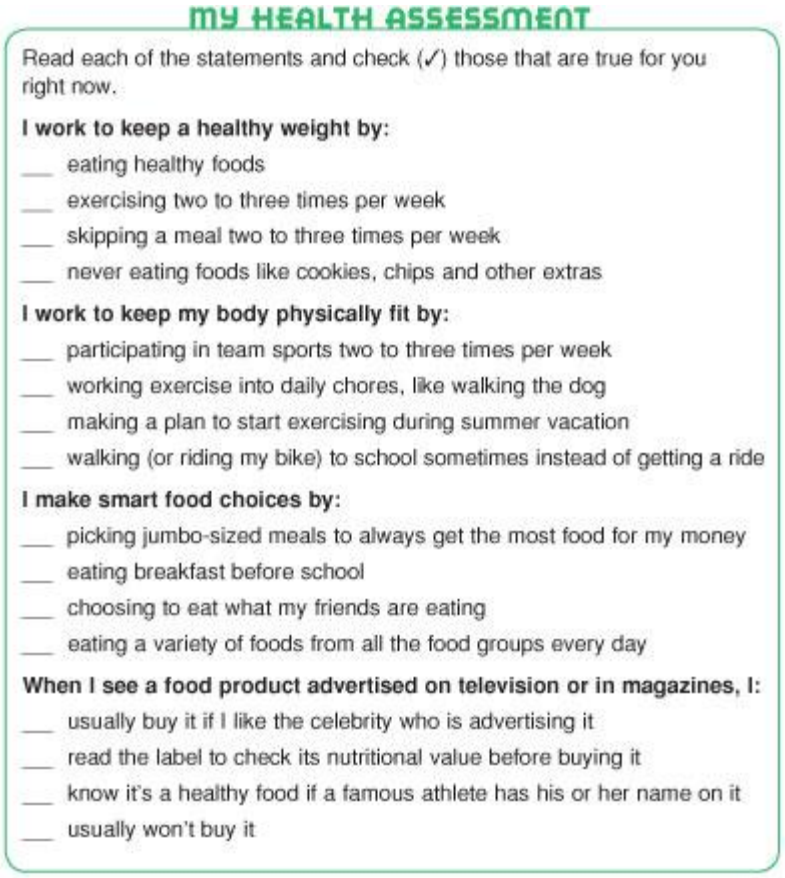
- Complete Page 2 of your workbook.
- Let's take a class poll
  - How many voted True?
  - How many voted False?

TEST YOUR KNOWLEDGE

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, Breads & Cereals group, the Fruits OR Vegetables group and the Milk & Milk Products OR the Meat, Beans & Nuts 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 *good* or *bad* for my body.		

My Health Assessment

- Read the instructions on Page 3, **My Health Assessment.**
  - What decisions have you made today?
- Complete list on your own, marking all items that are true for you today.
- Share some of your responses.



MY HEALTH ASSESSMENT

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

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

Meet the Students Video

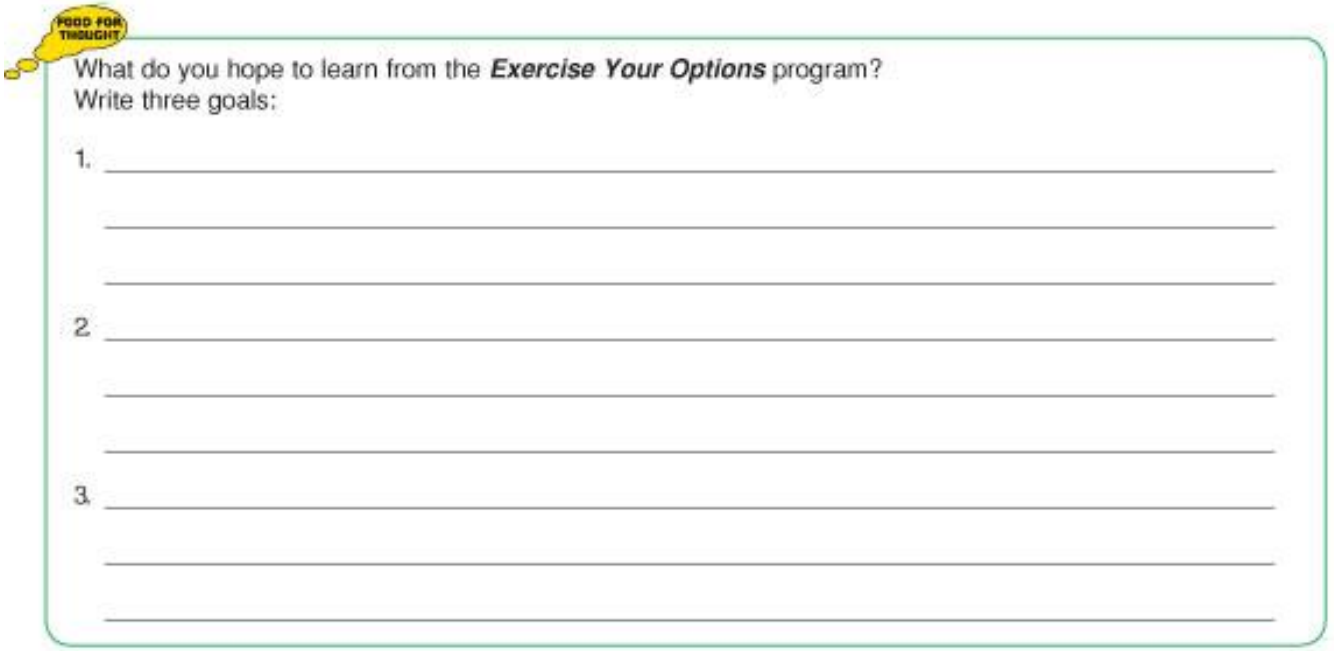
- Pre-Assessment *Meet the Students* video—introduces five adolescents who are dealing with real-life lifestyle issues that affect all adolescents.
- Let's watch!: *Meet the Students* video.

- <u>Keep in mind these two questions</u>
  - What is the video's main story line or plot?
  - What is each student's primary food or physical-activity challenge?

Meet the Students Video

Food for Thought

- Write three goals or expectations you hope to learn from this program.

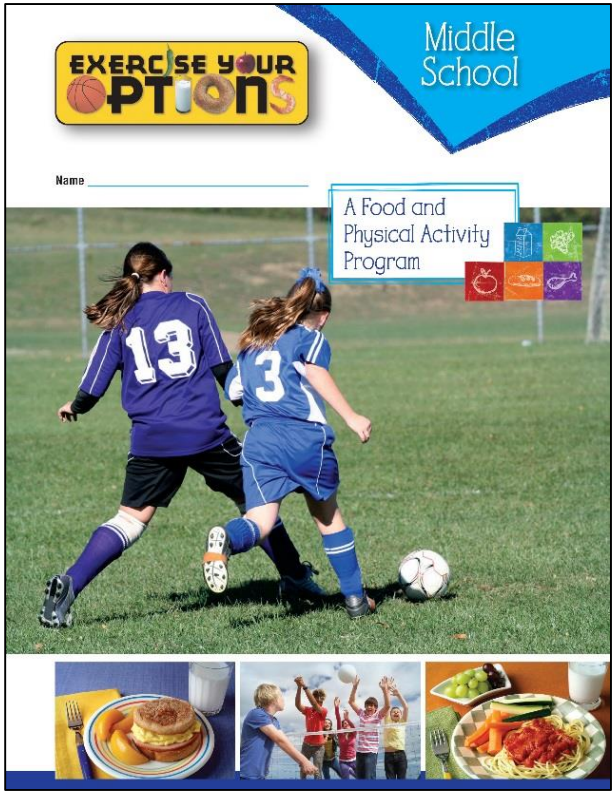


Food Group Experts

Day 1

Food Group Experts

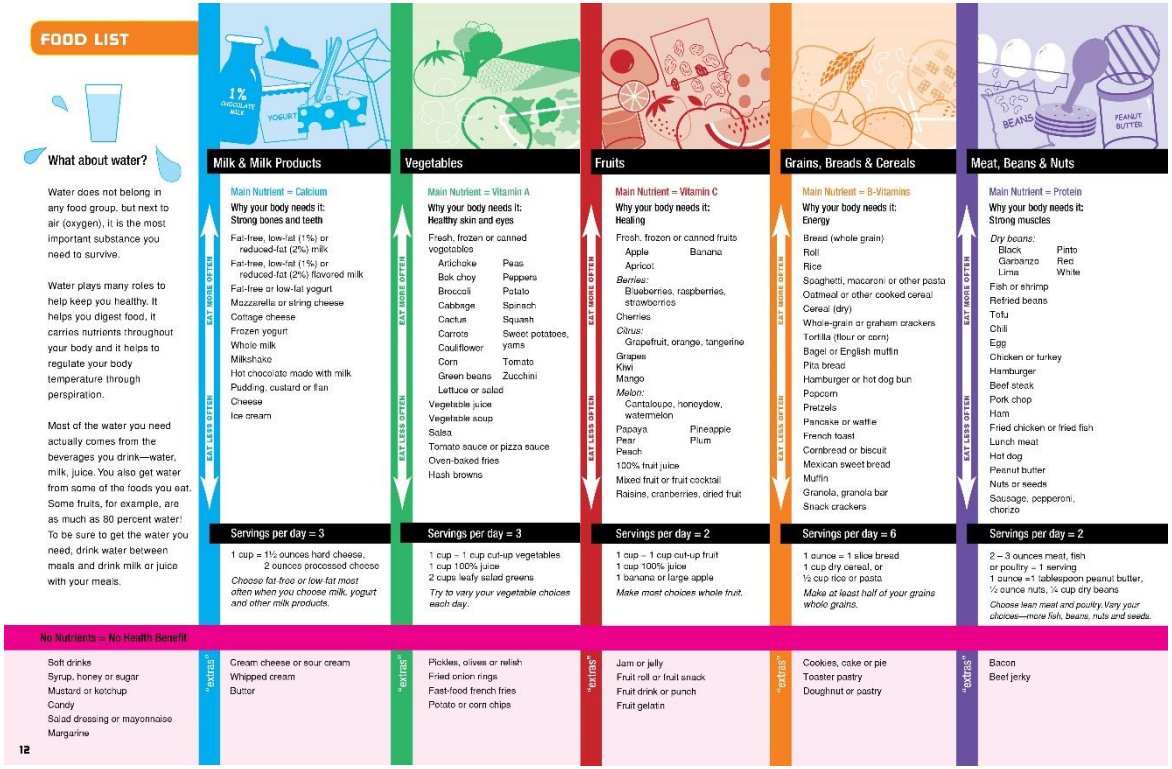
- What we will be learning:
- Introduction to USDA's food guidance system.
- Become "experts" about one of the five food groups.



Food Group Chart

Let's take a closer look at the major food groups and at a system to help organize your options.

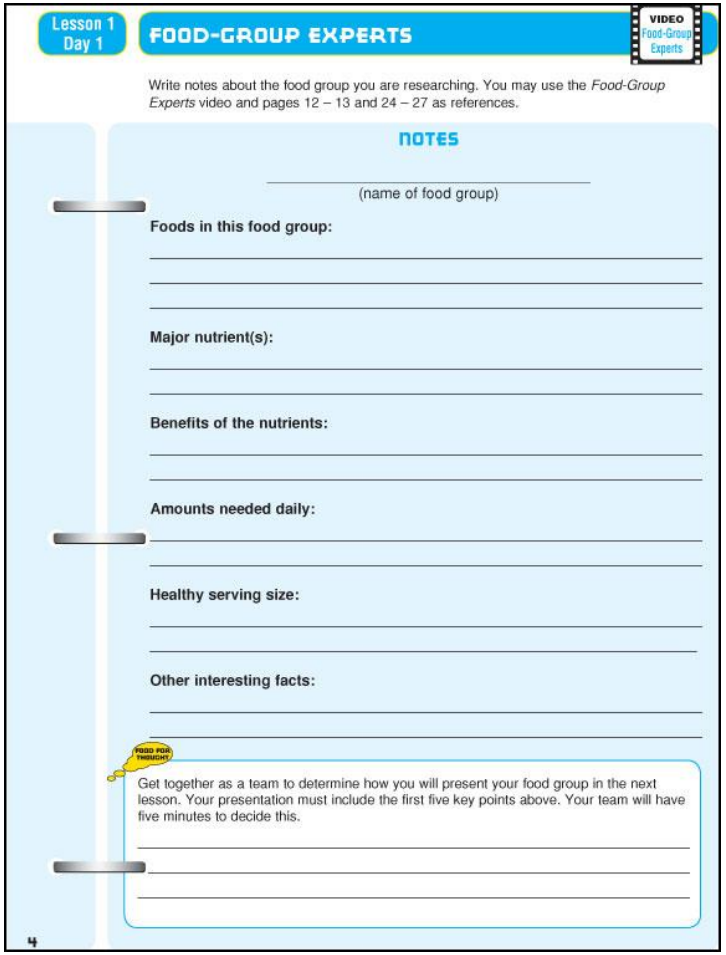
- Milk + Milk Products
- Vegetables
- Fruits
- Grains, Breads + Cereals
- Meat, Beans + Nuts



Food Group Experts Video

Keep in mind as you watch the video:

- Summarize the video's main plot.
- Summarize the main nutrition concepts dramatized by the students and addressed by the Expert.



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:

Major nutrient(s):

Benefits of the nutrients:

Amounts needed daily:

Healthy serving size:

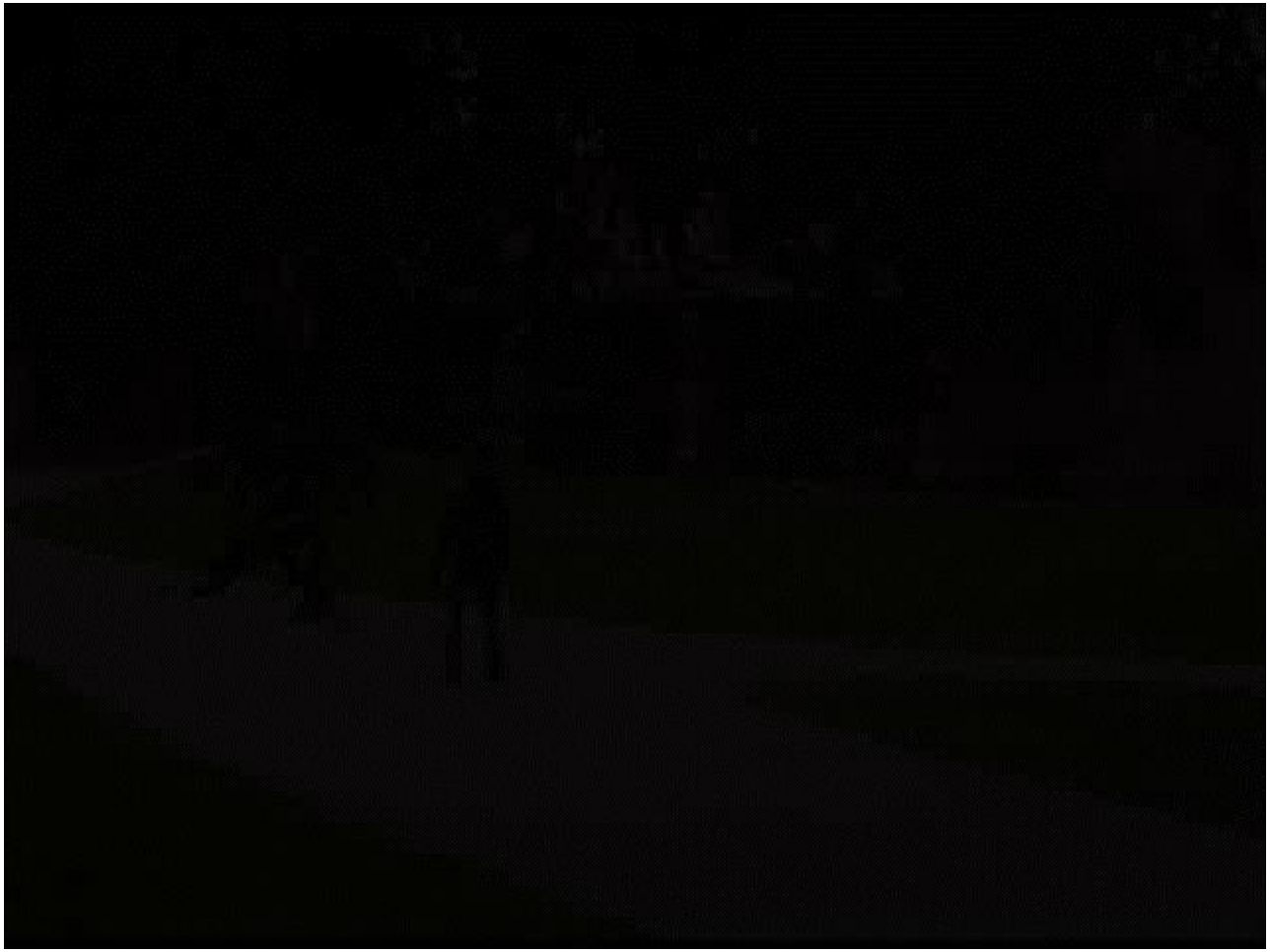
Other interesting facts:

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

Food Group Experts Video



Food Group Experts Video

Food-Group Experts Video Summary

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

Food Group Experts Video

Food-Group Experts Video Summary

Mike:
Kids should eat 5½ to 6 ounces each day from the Meat, Beans + Nuts food group, which includes protein-filled foods such as beef, chicken, fish, pork, eggs, beans and nuts.

Food Group Experts Video

Food-Group Experts Video Summary

Drew:
Milk + Milk Products include 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. The daily recommended amount from the Milk + Milk Products food group is 3 cups.

Food Group Experts Video

Food-Group Experts Video Summary

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.

Food Group Experts Video

Food-Group Experts Video Summary

Gabe:
Kids are supposed to eat 2 cups daily of foods from the Fruits group, which provide vitamin C to help bodies heal.

Food Group Experts Video

Food-Group Experts Video Summary

Sarah:
Foods in the Grains, Breads + Cereals food group, including breads, cereals, pasta and rice, provide complex carbohydrates, which provide our bodies with an important source of B-vitamins for energy.

Food Group Experts Video

Food-Group Experts Video Summary

- "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.

Serving Sizes

- It is convenient to use hand symbols to approximate serving sizes.

Resources

HEALTHY SERVING SIZES

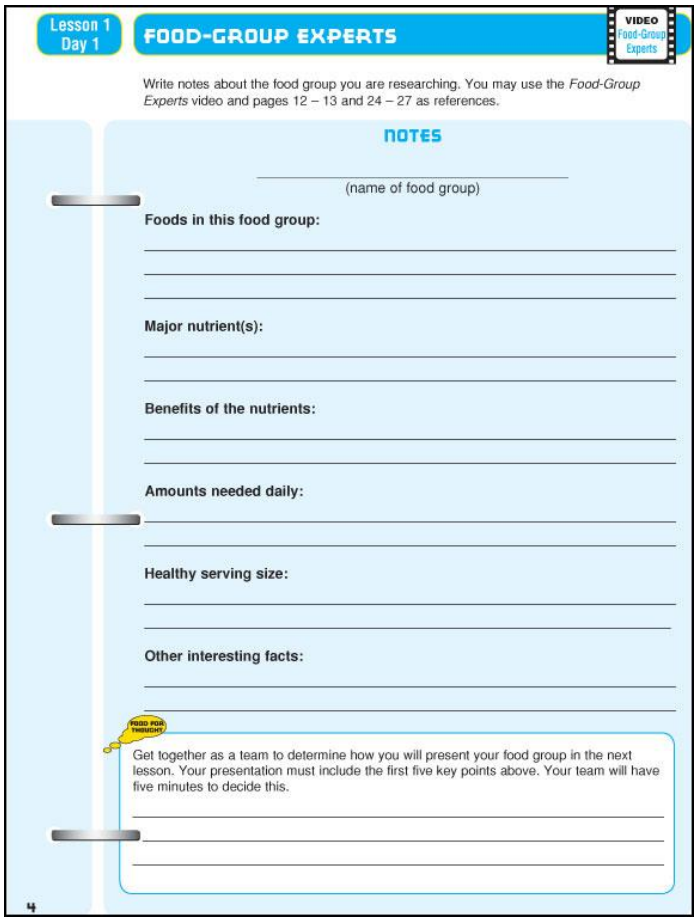
FOOD	SYMBOL	COMPARISON	SERVING SIZE
Milk & Milk Products			
Cheese (string cheese)		Pointer finger	1½ ounces
Milk and yogurt (glass of milk)		One fist	1 cup
Fruits			
Apple		One fist	1 medium
Canned peaches		One fist	1 cup
Vegetables			
Cooked carrots		One fist	1 cup
Salad (bowl of salad)		Two fists	2 cups
Grains, Breads & Cereals			
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
Meat, Beans & Nuts			
Chicken, beef, fish, pork (chicken breast)		Palm	3 ounces
Peanut butter (spoon of peanut butter)		Thumb	1 tablespoon

Food Group Experts

Now it's your turn to be the Food Group Expert!

- 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

Each research group should combine their individual notes—started on Page 4—while watching the video.



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:

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

Lesson 1
Day 1

“Classroom Feud”

- What are the five food groups?
- What are the five main nutrients in the five food groups?
- What are the five health benefits of the five main nutrients?
- What are five examples of hand symbols used to measure serving sizes?
- What are the recommended number of daily servings for each food group?

Food Group Presentations

- Decide, as a team, how best to present your researched information to the rest of the class. Each team will have approximately five minutes to make your presentation to the class tomorrow (or the next class session).
- Presentation method options: poster collage, computer slideshow, fictional game show, put on a skit, create a rap or poem, make up slogans, create an advertisement or Public Service Announcement [PSA], paint a mural.

Food Group Experts

Day 2

Group Presentations

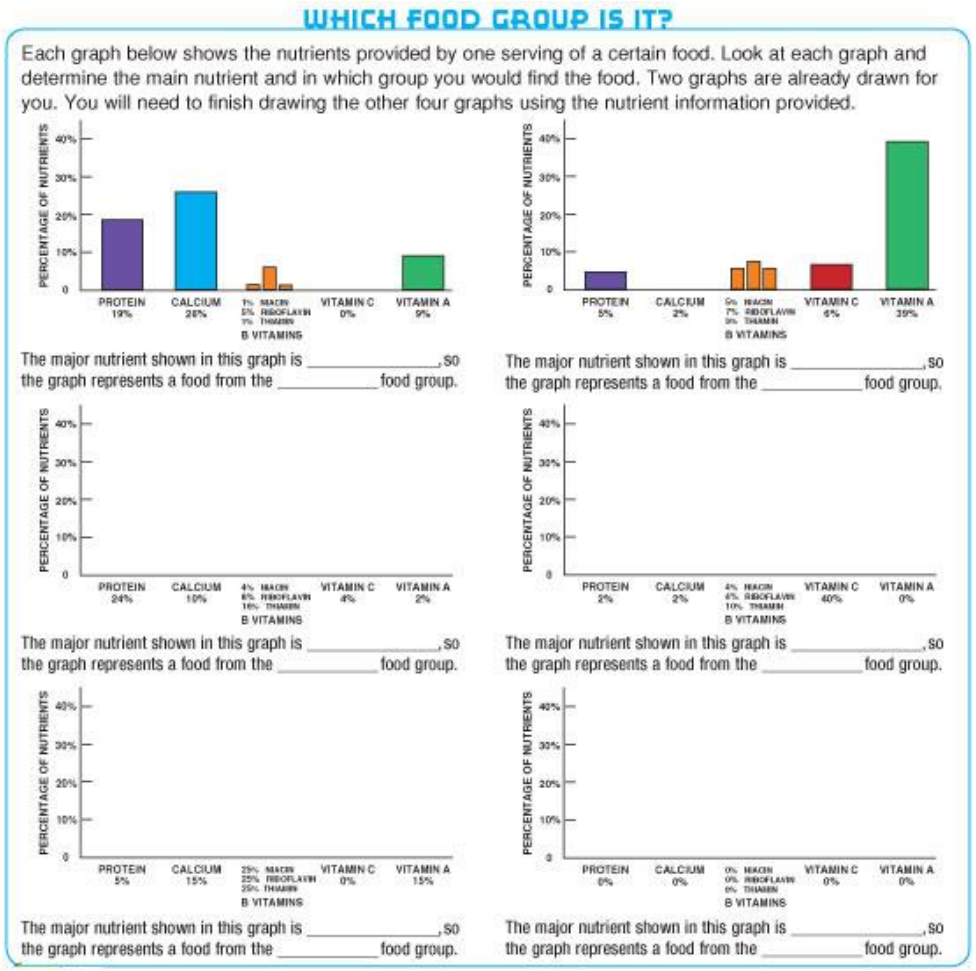
Food Group	Milk + Milk Products	Vegetables	Fruits	Grains, Breads + Cereals	Meat, Beans + Nuts	"extras"
Amounts						
Serving Size						
Nutrient						
Health Benefit						

Group Presentations

- You have now learned about the major nutrients in each food group.
- It is important to have a combination of all the nutrients to be healthy.
- Has everyone learned enough information from the presentations to complete their notes.
- Did any food-group presentation leave out critical content?

Which Food Group Is It?

* Complete the remaining four graphs.



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 _____, so the graph represents a food from the _____ food group.

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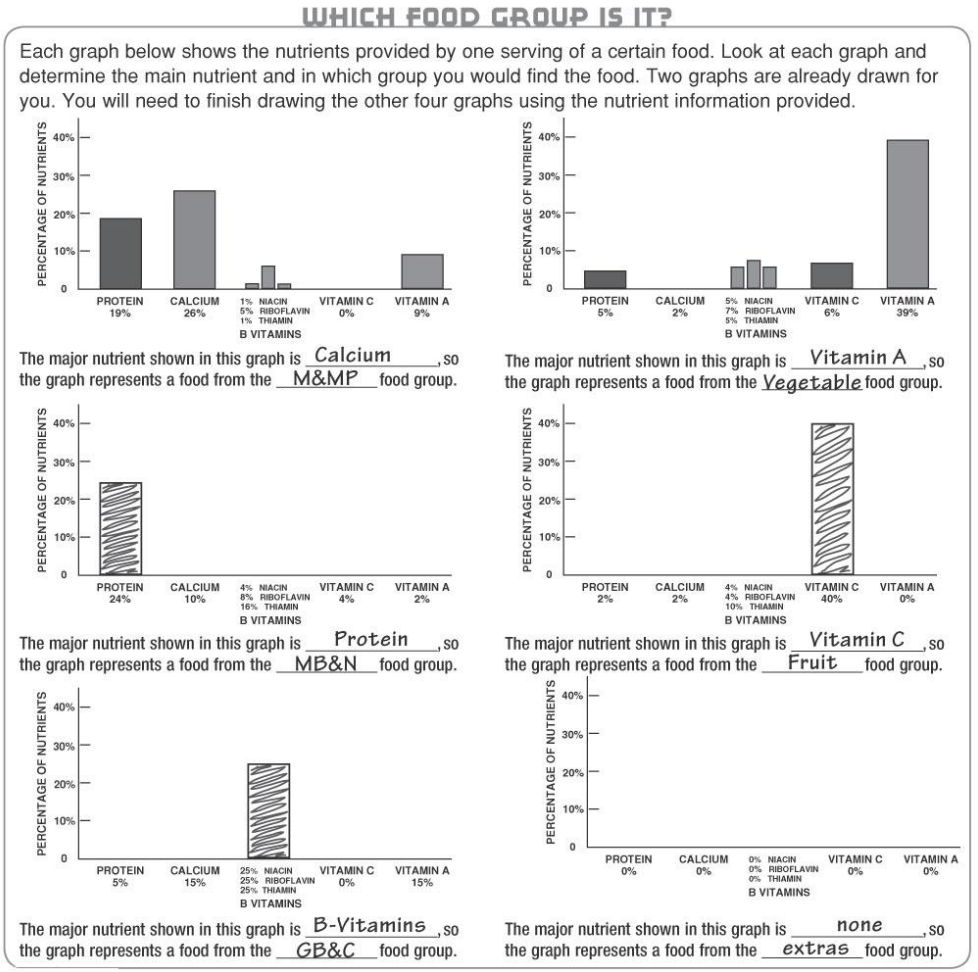
The major nutrient shown in this graph is _____, so the graph represents a food from the _____ food group.

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

Which Food Group Is It?

- Predict which foods you think are depicted in the graphs.



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 M&MP food group.

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

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

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

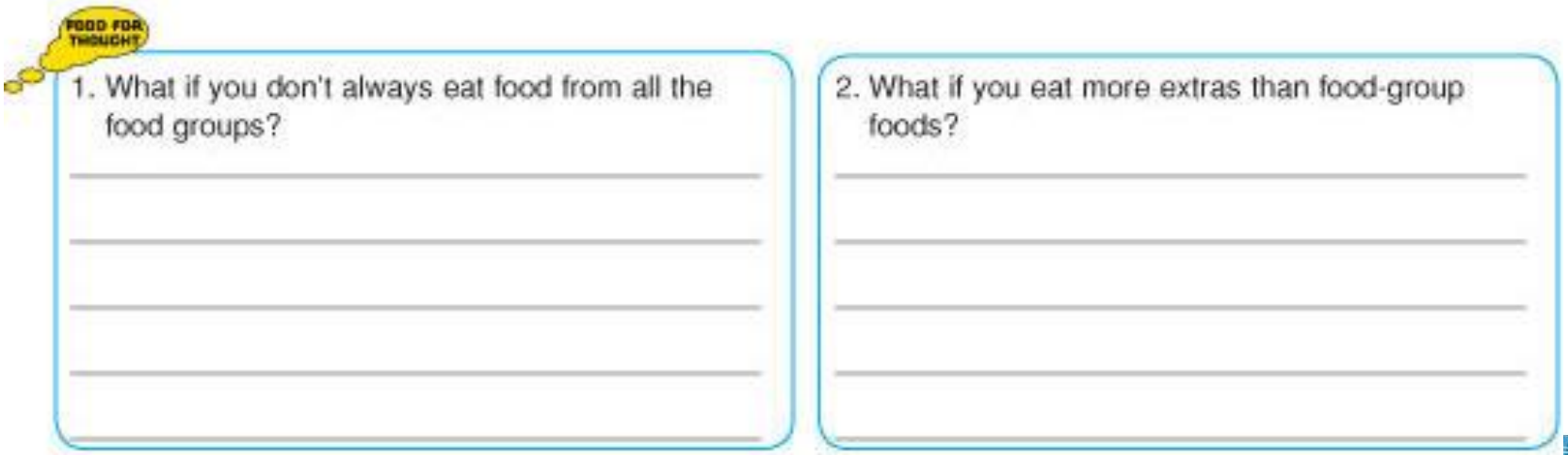
The major nutrient shown in this graph is B-Vitamins, so the graph represents a food from the GB&C food group.

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

Food For thought

- What if you do not eat foods from any one food group?
- What if you eat more “extra” foods than anything else?

- Write your response to the two “What if” questions in the Food for Thought section at the bottom of Page 6 in your Student workbooks.



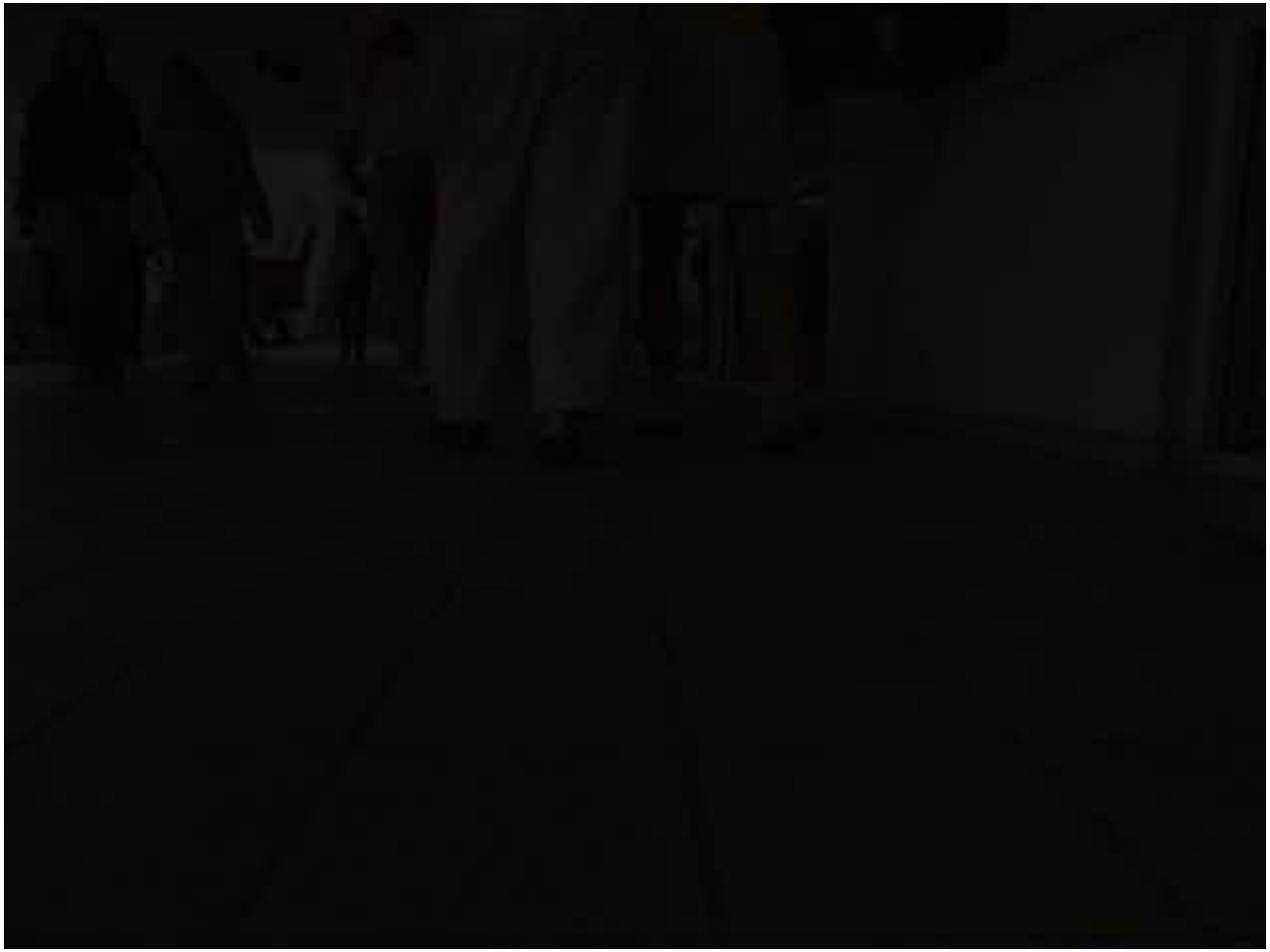
Lunch at the Mall

Lunch at the Mall Video

What we will be learning:

- Exercising smart choices—at home and away from home—by selecting a variety of food-group foods.
- Be aware of how much you are actually eating.

Lunch at the Mall Video



Lunch at the Mall Video

Lunch at the Mall Video Summary

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

Lunch at the Mall Video

Lunch at the Mall Video Summary

- Although **Megan** initially chose to skip lunch, she eventually chooses well: one serving each from Meat, Beans + Nuts (chicken), Vegetables (salad) and Milk + Milk Products (yogurt parfait).

- **Gabe** chooses well: one serving each from Meat, Beans + Nuts (teriyaki chicken), Grains, Breads + Cereals (rice), Milk + Milk Products (milk) and Vegetables.

Lunch at the Mall Video

Lunch at the Mall Video Summary

- **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 Meat, Beans + Nuts (jumbo-sized hamburger), Grains, Breads + Cereals (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.

Lunch at the Mall Video

Lunch at the Mall Video Summary

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.

Healthy Serving Sizes

- Review Healthy Serving Sizes on Page 11 in your Student Workbooks.
- Discuss rule #1: Most foods you eat count as one serving.
- Discuss rule # 2: When foods are combined with other foods, they often count as one-half or two servings.

Resources

HEALTHY SERVING SIZES

FOOD	SYMBOL	COMPARISON	SERVING SIZE
Milk & Milk Products			
Cheese (string cheese)		Pointer finger	1½ ounces
Milk and yogurt (glass of milk)		One fist	1 cup
Fruits			
Apple		One fist	1 medium
Canned peaches		One fist	1 cup
Vegetables			
Cooked carrots		One fist	1 cup
Salad (bowl of salad)		Two fists	2 cups
Grains, Breads & Cereals			
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
Meat, Beans & Nuts			
Chicken, beef, fish, pork (chicken breast)		Palm	3 ounces
Peanut butter (spoon of peanut butter)		Thumb	1 tablespoon

Lunch at the Mall

- A healthy lunch includes foods from the “5 out of 5” model.
- Use the “5 out of 5” model – that is, choose at least one food from each of the five food groups.
- Order a fictional lunch at the mall.

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:
- Milk & Milk Products
- Fruits
- Vegetables
- Grains, Breads & Cereals
- Meat, Beans & Nuts

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
TOTAL		

FOOD FOR THOUGHT

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

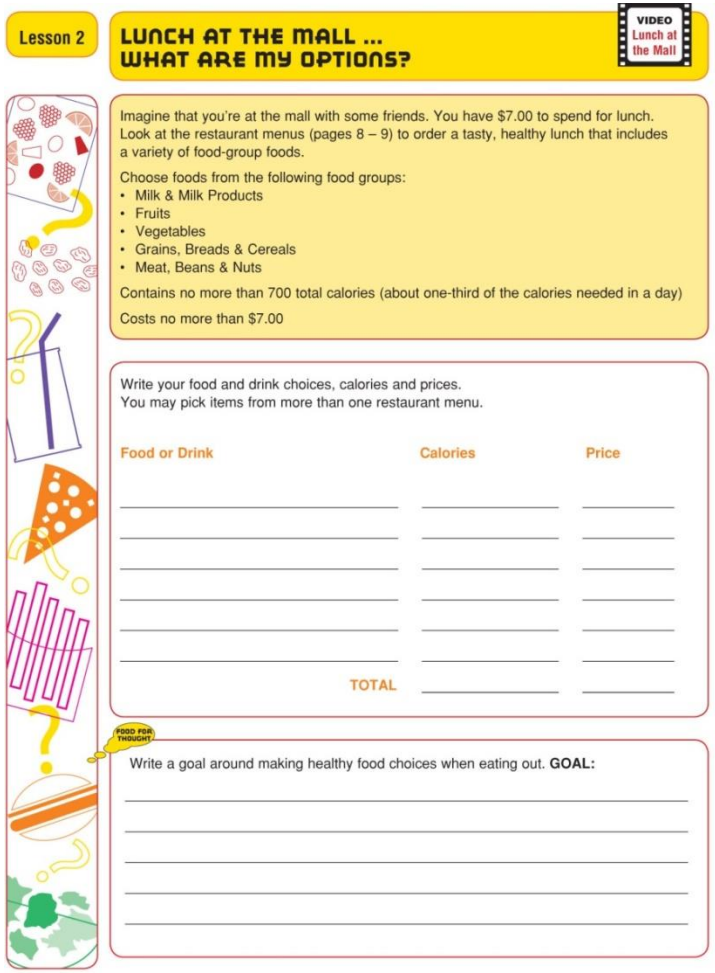
Lunch at the Mall

- Sample Menu Selection
  - Milk + Milk Products: 8 oz. low-fat milk—102 calories, $1.25
  - Meat, Beans + Nuts, Vegetables and Grains, Breads + Cereals: 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

Discuss

- Share some of your lunch choices.
- Summarize your method for picking healthy food options.
  - Did you choose items you would choose in real life, or did you select using other criteria?
  - Did anything surprise you about some of the calorie counts? Why?

How might you use what you learned in this lesson the next time you order meals away from home?



Lesson 2

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

Food or Drink	Calories	Price
TOTAL		

FOOD FOR THOUGHT

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

Sign That Serving

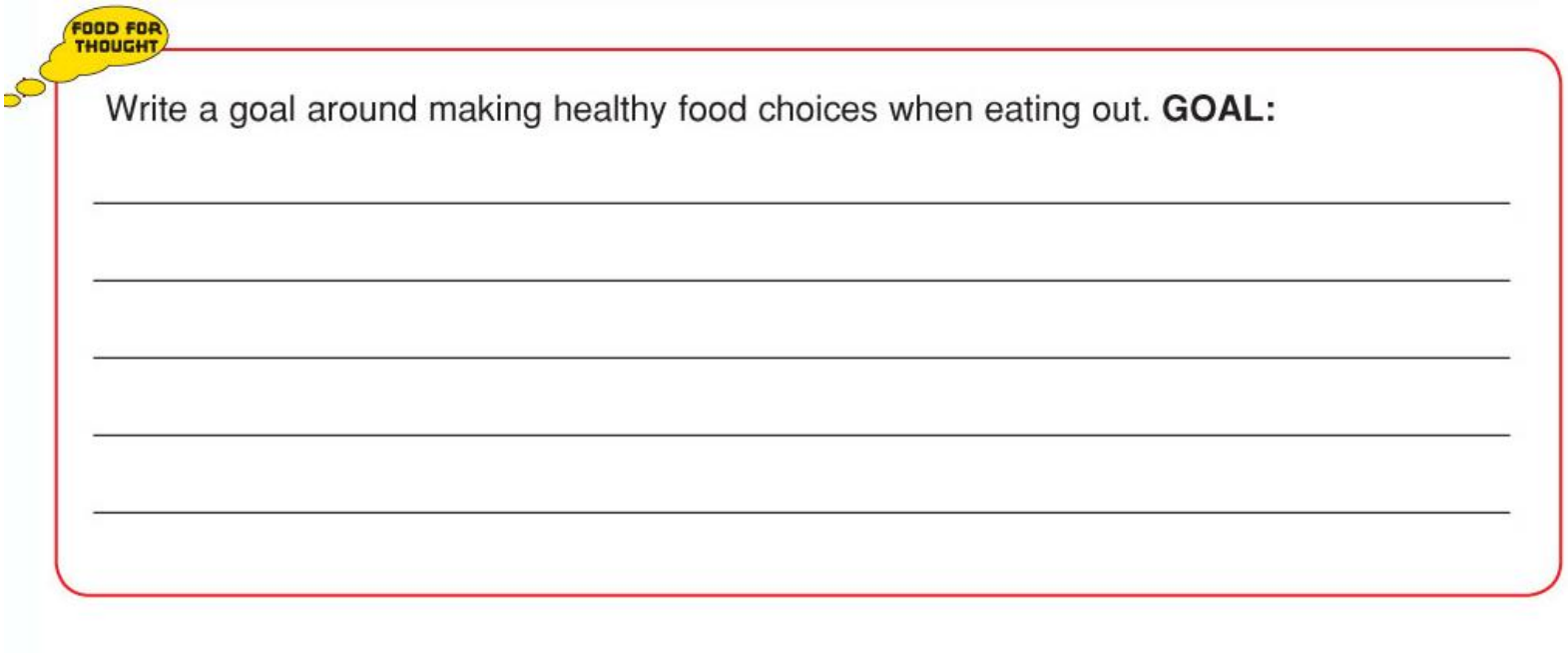
Bonus question: As a group, write down the number of servings needed each day for each of the food groups on a piece of paper.

- Milk + Milk Products
  - Answer: 3
- Vegetables
  - Answer: 3
- Fruits
  - Answer: 2
- Grains, Breads + Cereals
  - Answer: 6
- Meat, Beans + Nuts
  - Answer: 2

Group discussion: What hand symbol represents your answer?

Food For Thought

- Write a goal at the bottom of Page 7 about what you will do to make healthy food choices when you eat out.



Power Up For Breakfast

What's for Breakfast Video

What we will be learning:

- Why is eating breakfast such an important thing to do every day.

Let's take a class poll—

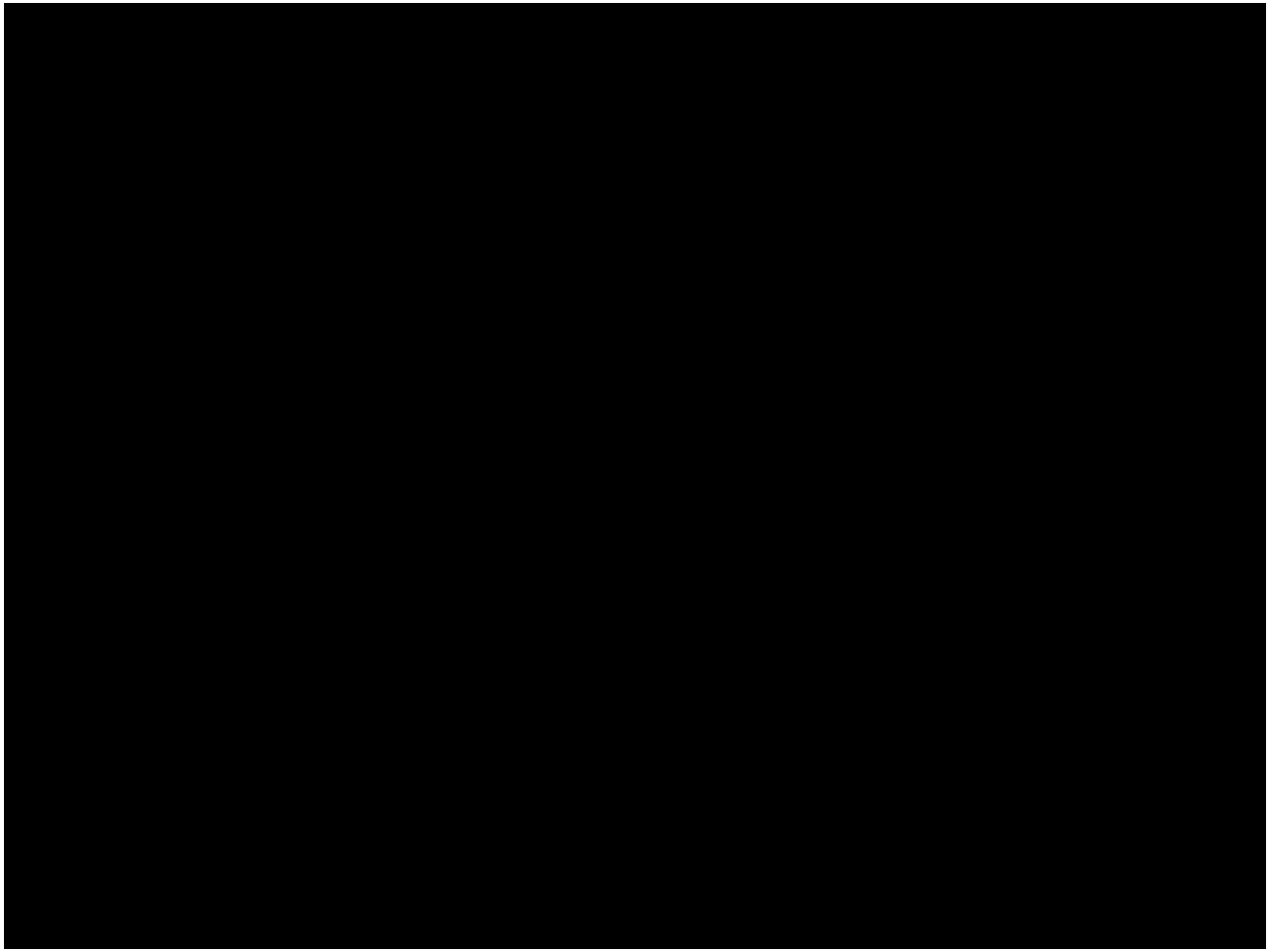
- How many students ate breakfast this morning?
- How many did not?
  - Of those who ate breakfast, what did you have and why?
  - Did your breakfast contain food-group foods, "extra" foods (e.g., doughnut, fruit roll) or both?
  - Did you or a parent prepare your breakfast?
  - Did you eat at school?
  - Did you buy something to eat on the way to school?
  - Do you eat the same foods on most days or do you vary your breakfast foods each day?

What's for Breakfast Video

Keep in mind as you watch the video:

- The video's main plot.
- The main health concepts that were dramatized by the students and addressed by the Expert.

What's for Breakfast Video



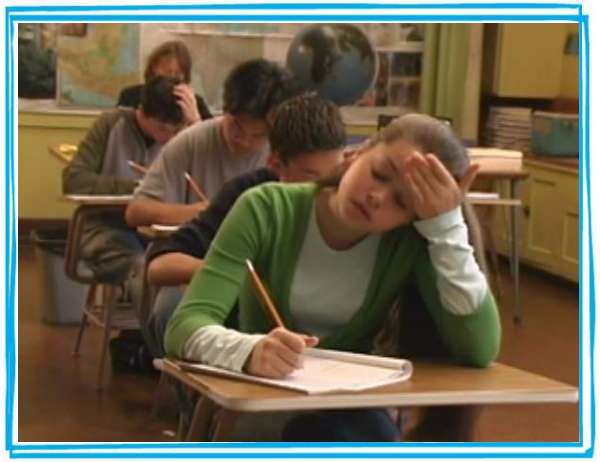
What's for Breakfast Video

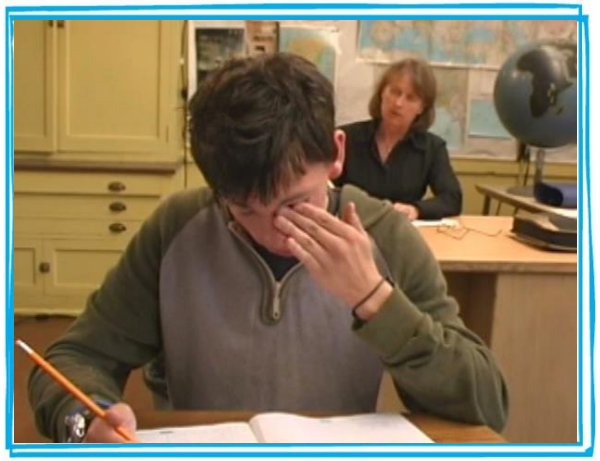
What's For Breakfast Video Summary

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

What's for Breakfast Video

What's For Breakfast Video Summary



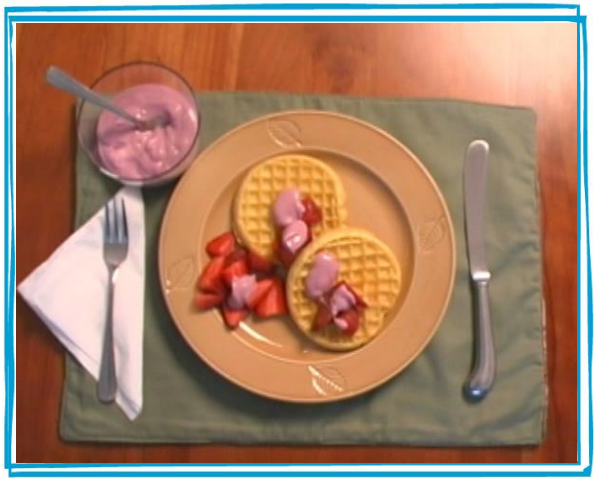


- **Megan** skipped breakfast altogether, leaving her with a headache and unable to focus on the test, even though she had studied the night before and felt prepared.

- **Drew**'s toaster-pastry breakfast gave him a quick surge of energy, but soon after, left him feeling sleepy and unable to concentrate.

What's for Breakfast Video

What's For Breakfast Video Summary



- **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, Breads + Cereals), topped with strawberries (Fruits) and yogurt (Milk + Milk Products).

Healthy Breakfast Options

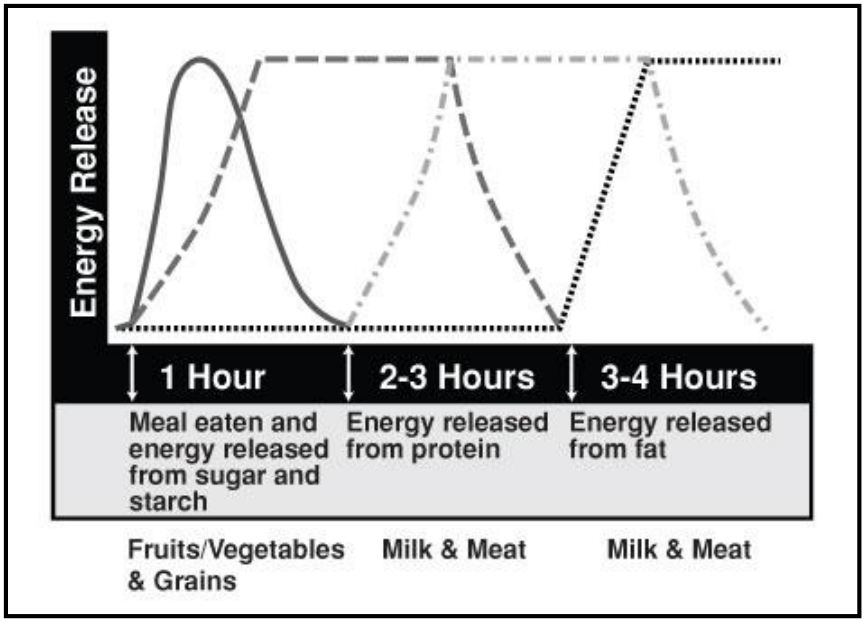
- A healthy breakfast includes foods from the “3 out of 5” model.
- The combination of foods that provides this balance is called the “3 out of 5” model:

Choose One		Choose One		Choose One
• Grains, Breads + Cereals	+	• Vegetables OR • Fruits	+	• Milk + Milk Products OR • Meat, Beans + Nuts

- Skipping breakfast is actually bad for your bones.

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.



Evaluate Your Breakfast

- Complete Page 10 in your workbooks.
- Record your breakfast foods and beverages.
- Evaluate your choices.
- Write ways you might improve your choices tomorrow.

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

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, Breads & Cereals
Group #2—Fruits **OR** Vegetables
Group #3—Milk & Milk Products **OR** Meat, Beans & Nuts

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, Breads & Cereals • Fruits **OR** Vegetables • Milk & Milk Products **OR** Meat, Beans & Nuts		
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

Review and Discuss Breakfast Records

- Share some of your breakfast choices and your ideas for improving them.
- Make sure that your plans for improving your breakfast meals follow the “3 out of 5” model.

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

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, Breads & Cereals
Group #2—Fruits **OR** Vegetables
Group #3—Milk & Milk Products **OR** Meat, Beans & Nuts

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, Breads & Cereals • Fruits **OR** Vegetables • Milk & Milk Products **OR** Meat, Beans & Nuts		
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

True or False

Each team: Select a person who will serve as the team spokesperson.

- **Question 1:** Students who eat breakfast feel better, but tend to be less attentive and more distracted in class.
- **Question 2:** Breakfast gives you the energy you need to get through a morning of learning.
- **Question 3:** A healthy breakfast, according to the “3 out of 5” model, contains foods from each of the following:
  - Milk + Milk Products OR Grains, Breads + Cereals
  - Vegetables OR Fruits
  - Meat, Beans + Nuts
- **Question 4:** The macronutrients that the “3 out of 5” model provides are: protein, fat and carbohydrate.

True or False

- **Question 5:** The following breakfast meets the “3 out of 5” model:
  - Fresh sliced melon
  - Poppy seed bagel with jam
  - Carton of low-fat yogurt
- **Question 6:** The following breakfast meets the “3 out of 5” model:
  - Tomato juice
  - Scrambled eggs
  - Glass of low-fat milk
- **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.

Food for Thought

- Write your answer to the question below “If you had to choose breakfast at a convenience store or a fast-food restaurant, what would you choose to order and why?”
- Did you meet a “3 out of 5” model?
- Were you conscious of avoiding high-sugar breakfast choices?

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?

_____

_____

_____

Food Records

Today I Ate … Video

- Use food record on Page 14.
- Choose one of the three characters and watch only that character's segment a second time.
- You 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.

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)	Milk & Milk Products	Vegetables	Fruits	Grains, Breads & Cereals	Meat, Beans & Nuts	"extras"
BEFORE SCHOOL	carton of low-fat yogurt	1 cup					
	toaster pastry						✓
	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: ☐ ☐ ☐ ☐ ☐

Food Records

What we will be learning:

- Observe, record and then analyze the food choices of the students in the video.
- Analyze your own food choices. Think and compare your food choices to those food choices of the students in the video.
- Consider how other factors in our lives (e.g., time constraints, types of restaurants, lack of availability of certain foods) might affect the food choice we make.

Food Records

Food Records

- Fill in the type and amount eaten in the appropriate food-group columns for the foods and beverages your student had.
- Refer to Page 11, Healthy Serving Sizes.
- Refer to Pages 12 - 13 , Food Lists.

Example:

Mike's tuna sandwich

bread = 2 servings of Grains, Breads + Cereals

tuna = 1 serving of Meat, Beans + Nuts

lettuce = ½ serving of Vegetables

mayonnaise = "extras"

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)	Milk & Milk Products	Vegetables	Fruits	Grains, Breads & Cereals	Meat, Beans & Nuts	"extras"
BEFORE SCHOOL	carton of low-fat yogurt	1 cup					
	toaster pastry						✓
	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: ☐ ☐ ☐ ☐ ☐

Today I Ate … Video

- Summarize the video's main plot.
- Summarize the main nutrition concepts dramatized by the students and addressed by the Expert.

Drew's choices:	Mike's choices:	Sarah's choices:
Breakfast: toaster pastry	**Breakfast:** high-sugar cereal, milk	**Breakfast:** jumbo-sized breakfast sandwich (sausage, egg, English muffin)
Lunch: hot dog, canned fruit, brownie, low-fat milk	**Lunch:** tuna sandwich, orange, carrot sticks, low-fat chocolate milk	**Lunch:** (from school vending machine): pretzels, granola bar, water
Snack: fruit smoothie (yogurt, juice, frozen berries, ice)	**Snack:** sports drink	**Dinner:** steak, rice, peas, fruit salad, low-fat strawberry milk
Dinner: salad, chicken, pasta, pudding	**Dinner:** chimichangas, beans, rice, chips, churros, soda	

Analyze Student Food Records

- Analyze, on Page 14 of your workbooks, the choices made by the student you selected.

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)	Milk & Milk Products	Vegetables	Fruits	Grains, Breads & Cereals	Meat, Beans & Nuts	"extras"
BEFORE SCHOOL	carton of low-fat yogurt	1 cup					
	toaster pastry						✓
	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: ☐ ☐ ☐ ☐ ☐

Discuss Student Food Records

- Share some of the meal and snack choices made by the students in the video.
- Share whether or not you think the student chose well and how they might improve.
- Look for gaps in the student's food-group columns.
  - Why might this be a problem?
  - What about excessive amounts in a food group?

- "Extra" foods can be part of healthful food choices, but we need to limit how often and how much of "extra" foods we eat.
- If your student ate many "extras", what food-group food could he or she trade for a healthier choice?

- "3 out of 5" model for breakfast and the "5 out of 5" model for lunch and dinner are important tools to help us eat balanced meals.
- If your student did not follow these models, what could he or she add or trade to make the meal(s) complete?

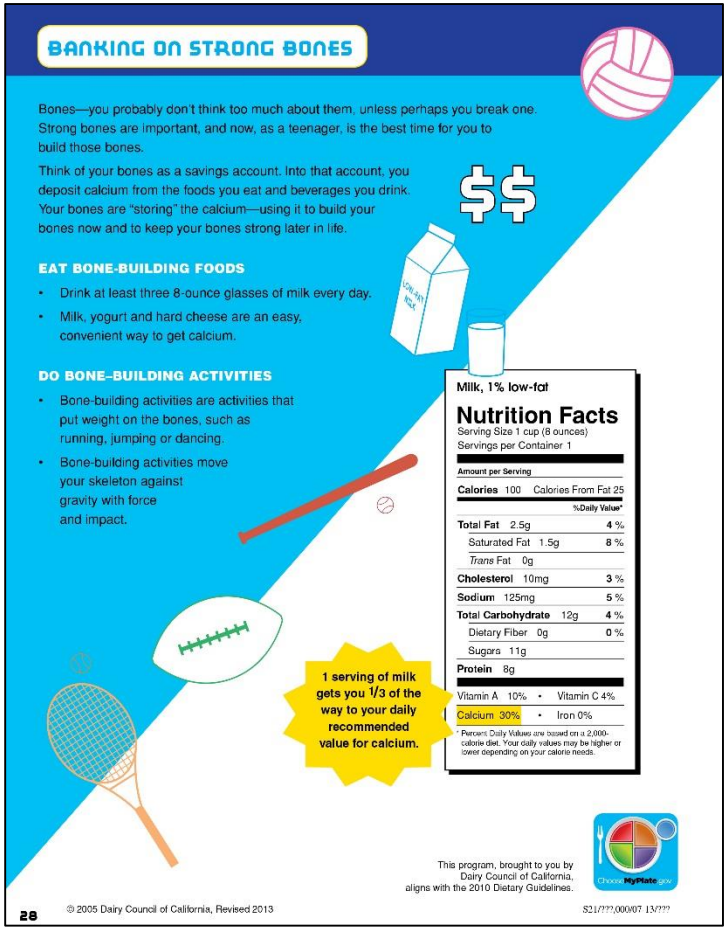
Nutrition Facts labels

"Serving Size"

- What is the healthy serving size for one person?

"Servings Per Container"

- What is the total number of servings inside the container or package of food or beverage?



Create Your Own Nutrition Label

- Each label must include the following:
  - serving size
  - serving per container
  - total calories
  - total fat, carbohydrates and protein
  - vitamin and mineral section
- Share your label.
- What food does the label represent?

Milk, 1% low-fat

Nutrition Facts

Serving Size 1 cup (8 ounces)
Servings per Container 1

Amount per Serving

Calories 100 Calories From Fat 25

%Daily Value*

Total Fat	2.5g	**4 %**
Saturated Fat	1.5g	**8 %**
Trans Fat	0g	
Cholesterol	10mg	**3 %**
Sodium	125mg	**5 %**
Total Carbohydrate	12g	**4 %**
Dietary Fiber	0g	**0 %**
Sugars	11g	
Protein	8g	

Vitamin A	10%	•	Vitamin C 4%
Calcium 30%		•	Iron 0%

* Percent Daily Values are based on a 2,000-calorie diet. Your daily values may be higher or lower depending on your calorie needs.

Day One of Personal Food Records

- Turn to Page 15 of your Student Workbooks.
- Record all of the foods you eat and drink in one day—today—starting from when you woke up and ending when you go to sleep tonight.
- Keep your food records with you 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.

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

MY FOOD RECORD

	FOODS (INCLUDE THE AMOUNTS EATEN)	Milk & Milk Products	Vegetables	Fruits	Grains, Breads & Cereals	Meat, Beans & Nuts	"extras"
BEFORE SCHOOL							
	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: ☐ ☐ ☐ ☐ ☐

Keep Moving, Keep Fit

Keep Moving, Keep Fit

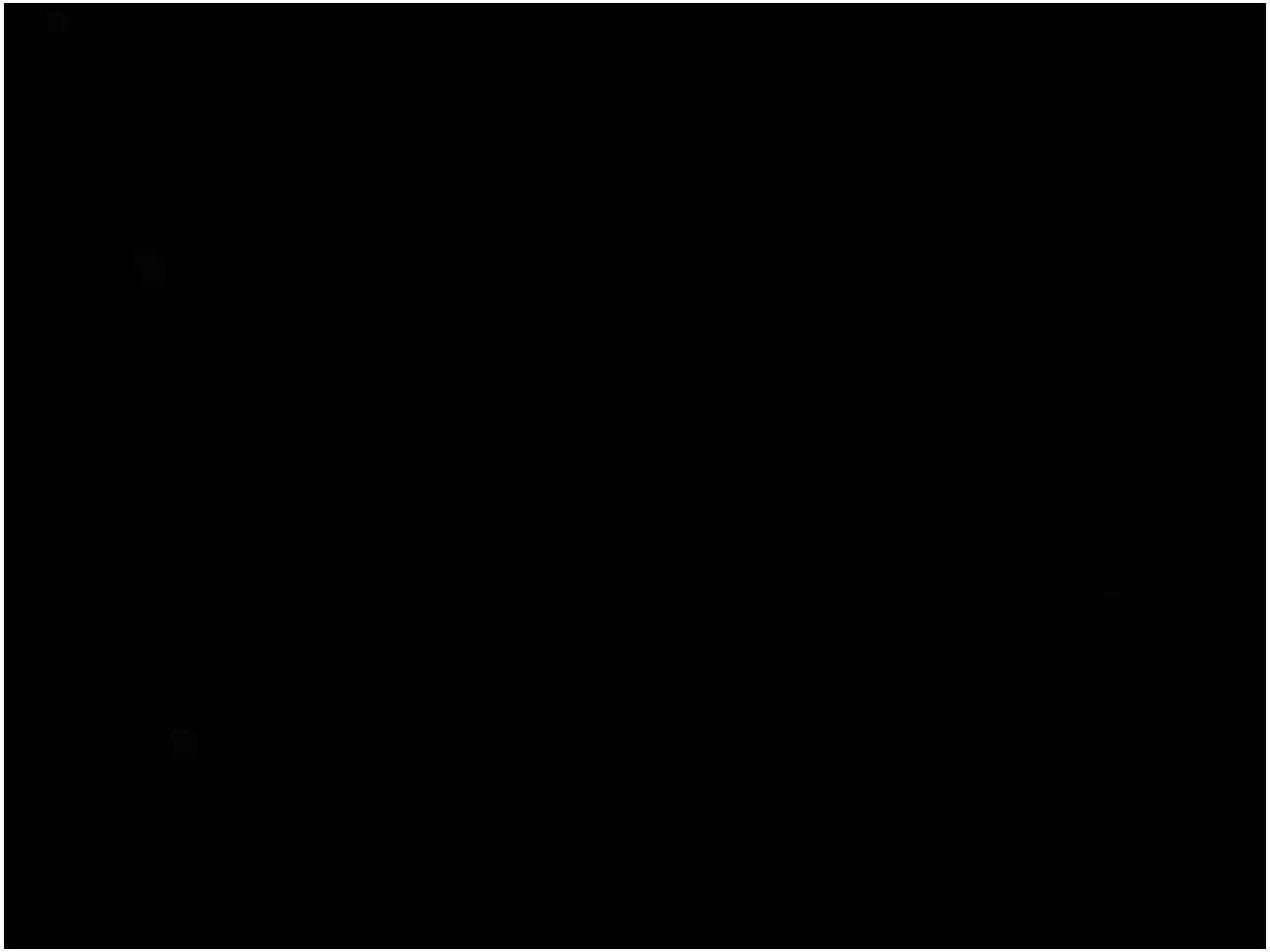
Why physical activity?

- Why do you think it makes sense to talk about food choices and physical activity at the same time?
  - Both the foods we eat and the activities we do influence our health.
- What do you think is meant by “calories in calories out?”
  - 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.

Get Moving! Video

- Pay particular attention to the activity choices of the five students as you watch the video.

Get Moving! Video



Get Moving! Video

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

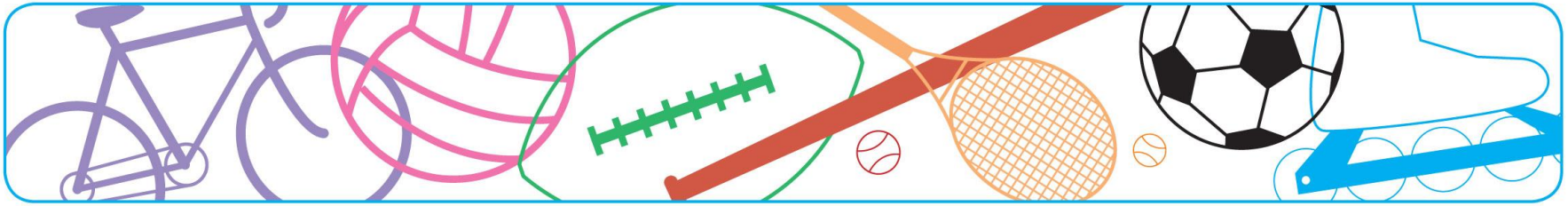
Get Moving! Video

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.

Activity Records

- Name some of your favorite physical activities.
- How they think these activities keep you healthy?



FITT

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.

FITT

- **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.

FITT

- Complete activity records on Page 19.
- Cross out all activities where you have noted the intensity as “low.”
- Total the time you spent each day doing “moderate” or “vigorous” activities and record those numbers at the bottom of the chart.

TYPE OF ACTIVITY	INTENSITY	FREQUENCY & TIME						
		MON	TUE	WED	THU	FRI	SAT	SUN
EXAMPLE: rollerblade after school	moderate	15	15	15	15	15		
Total only MODERATE-LEVEL or VIGOROUS-LEVEL activities. (Cross out LOW-LEVEL activities.)								

Asses Current Physical Activity

- Complete Page 20 of your workbook.
- Describe what you could do and then what you realistically will do.
- Your decisions are unique to you.
- It is up to you to carry out your decisions.

So, how much activity do you need to do? Health professionals recommend that middle school students get at least **60 minutes** of moderate-to-vigorous activity **every day.**

On your activity record, circle the totals for any days that are **under** 60 minutes—that is, the days you got less than 60 minutes of moderate to vigorous activity. Then answer the questions below:

1. Do I get at least 60 minutes of moderate to vigorous activity every day? ___ **YES** ____ **NO**
2. If not, on which days do I need more activity and how much do I need?

Day: _____ Time needed: _____
Day: _____ Time needed: _____
Day: _____ Time needed: _____

WHAT ARE MY ACTIVITY OPTIONS?

Just as you had options with your food choices, you also have options to make sure you get the activity time you need. You could:

- trade some of your easier activities for activities with more intensity, like riding your bike instead of playing video games
- do more of what you're already doing, like rollerblading for 30 minutes instead of 15 or working harder during PE or soccer practice
- add new activities, like walking to school instead of getting a ride.

EXAMPLE:
I could rollerblade instead of playing video games
(when?) When I get home from school

I could _____ instead of _____
(when?) _____

I could _____ instead of _____
(when?) _____

I could _____ instead of _____
(when?) _____

THE OPTIONS I CHOOSE ...

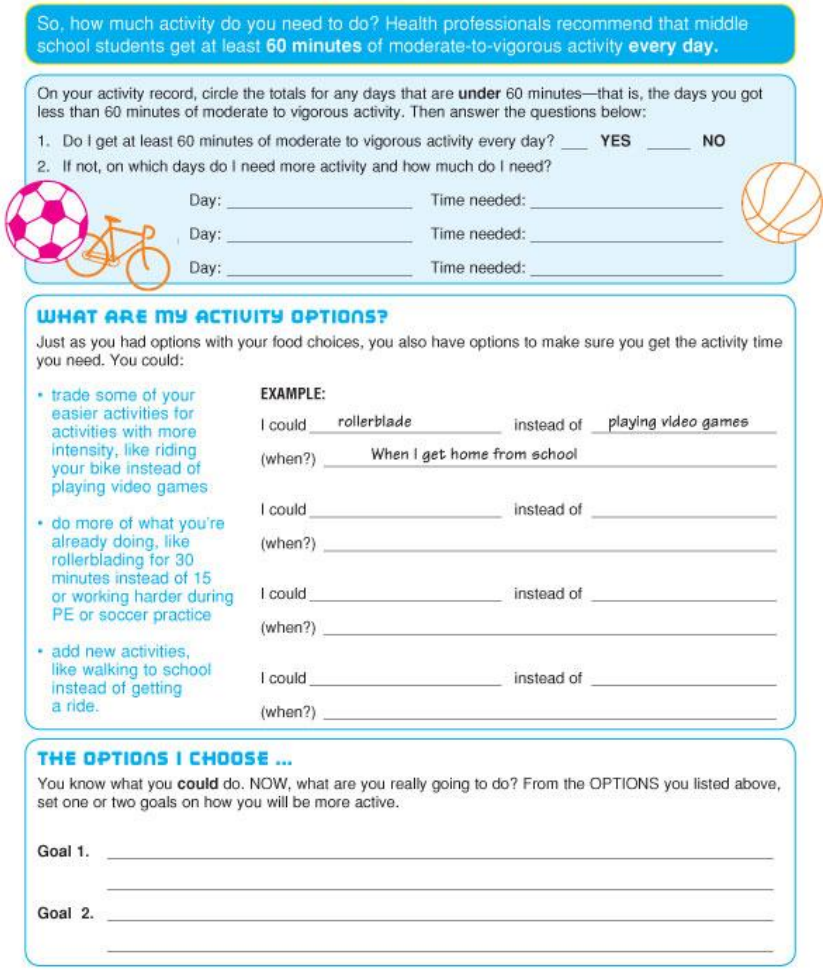
You know what you **could** do. NOW, what are you really going to do? From the OPTIONS you listed above, set one or two goals on how you will be more active.

Goal 1. _____

Goal 2. _____

Asses Current Physical Activity

- What activities are you currently doing that they could do more of?
- What activities could you add to your day?
- What new physical activities would you like to try?
- Share some of you new physical-activity options.



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On your activity record, circle the totals for any days that are **under** 60 minutes—that is, the days you got less than 60 minutes of moderate to vigorous activity. Then answer the questions below:

1. Do I get at least 60 minutes of moderate to vigorous activity every day? ___ **YES** ____ **NO**
2. If not, on which days do I need more activity and how much do I need?

Day: _____ Time needed: _____
Day: _____ Time needed: _____
Day: _____ Time needed: _____

WHAT ARE MY ACTIVITY OPTIONS?

Just as you had options with your food choices, you also have options to make sure you get the activity time you need. You could:

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EXAMPLE:
I could rollerblade instead of playing video games
(when?) When I get home from school

I could _____ instead of _____
(when?) _____

I could _____ instead of _____
(when?) _____

I could _____ instead of _____
(when?) _____

THE OPTIONS I CHOOSE ...

You know what you **could** do. NOW, what are you really going to do? From the OPTIONS you listed above, set one or two goals on how you will be more active.

Goal 1. _____

Goal 2. _____

FITT Experts

Physical Activity Groups

- Basketball
- Listening to music
- Walking the dog
- Jazz dance class
- Swimming
- Playing video games

You have five minutes to brainstorm the following points about your activity:

- What type of activity is it? Cardio … strength … stretching/flexibility?
- Is your activity low level or moderate-vigorous level intensity?
- If it's low level, what moderate-vigorous level activity could you "trade up" for to increase your activity?
- Describe when you would do this more intense activity … and for how long at a given time would you do this activity?
- Does this single activity (for the stated length of time) meet your daily requirements? If not, how much more moderate-vigorous level activity do you need?

Select one student to give a one-minute report to the class on your group's selected physical activity.

Day Two of Personal Food Records

- Fill in your food records for Day 2 on Page 16 of your workbooks.
- Keep the records with you for the rest of the day.
- Record all of the food and beverages, including what is eaten at school and after school, at home or a restaurant.

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

MY FOOD RECORD

	FOODS (INCLUDE THE AMOUNTS EATEN)	Milk & Milk Products	Vegetables	Fruits	Grains, Breads & Cereals	Meat, Beans & Nuts	"extras"
BEFORE SCHOOL							
	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 6

Overcoming Obstacles

Overcoming Obstacles

- Sometimes creating a plan or making a decision is easier than carrying it out.
- Sometimes situations can (and often do) get in the way of doing what we've planned.
- Take a look at obstacles that might get in the way of your plans and then brainstorm ways to "get around" these obstacles so you can stick to your plans to improve your food and activity choices.
- In the video, you 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.
- After watching the video, you will get to be the "Expert" yourselves as you work together to brainstorm alternative solutions to each student's obstacle.

Overcoming Obstacles Video

- First, watch the entire video segment.
- Choose one of the three characters and watch only that character's segment a second time.
- 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.
- Pay attention to what the student is doing and if they are being physically active or not.

Overcoming Obstacles Video

Overcoming Obstacles Video

Overcoming Obstacles Video Summary

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

Overcoming Obstacles Video

Overcoming Obstacles Video Summary

- **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.

Overcoming Obstacles Video

Overcoming Obstacles Video Summary

* **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.

Overcoming Obstacles Video

Overcoming Obstacles Video Summary

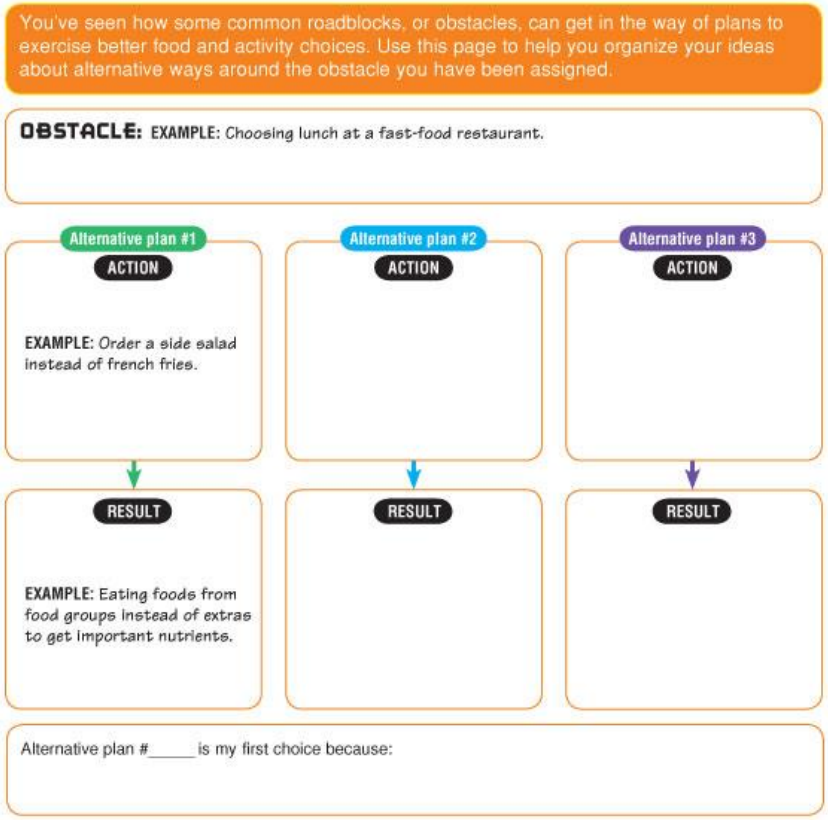
- The **Expert** suggests two alternative solutions to Sarah's obstacle:

  – 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).

Map their Ideas

- Remember that at the end of the video, the Expert challenged you 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.
- Each group will represent the obstacle of one student from the video: Sarah, Gabe, Drew, Megan or Mike.
- Brainstorm—by yourself—some alternative solutions to their assigned obstacle and record your idea on Page 21 of your workbooks.
- After you complete Page 21, you will meet with others assigned to the same obstacle group.


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.

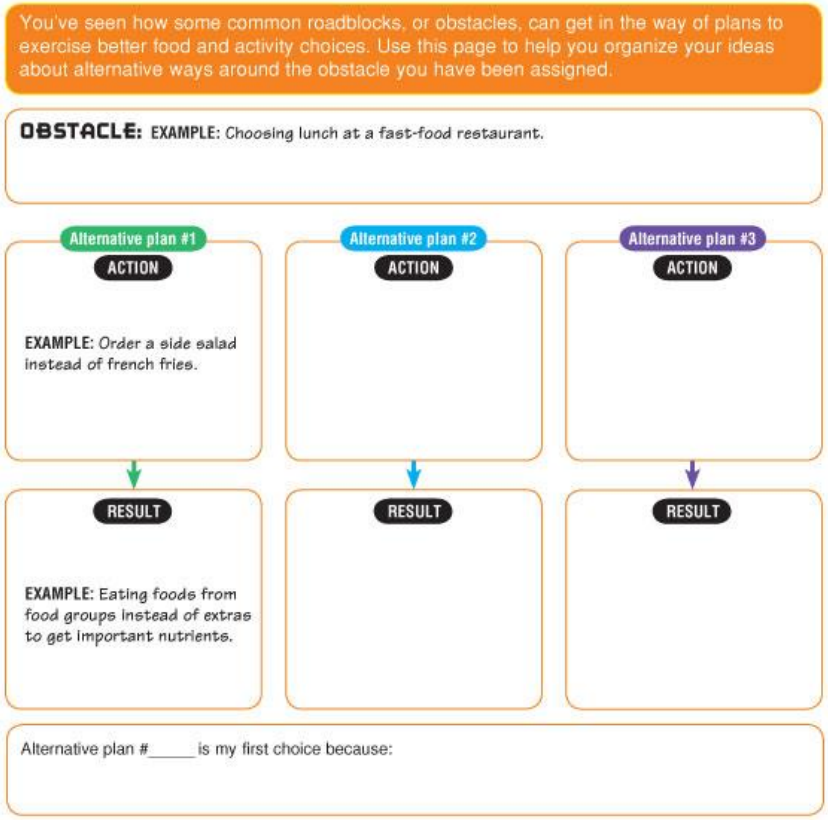
OBSTACLE: EXAMPLE: *Choosing lunch at a fast-food restaurant.*

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:

Alternative Solutions

- Meet together in one area of the classroom to compare and discuss your individual alternatives on Page 21.
- 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.
- Write (and illustrate, if desired) your groups two recommended alternative plans for your assigned obstacle.
- You will have 2-3 minutes to present your assigned obstacle and alternative solutions to the class.



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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

- Write about a personal obstacle you have faced when trying to carry out a plan to exercise smart food or activity options and how you worked around it.

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?

Role Playing

Classroom Charades:

- Let’s have two volunteers come up to front of the classroom.
- Just one of you read your personal obstacle you wrote about.
- Now, together, act out the scenario and how you could best handle that situation.
- As a class, give suggestions on other ways to handle the obstacle.

Day 3 of Personal Food Records

- Fill in your food records for Day 3 on Page 17 of your workbooks.
- Keep the records with you for the rest of the day.
- Record all of the food and beverages, including what is eaten at school and after school, at home or a restaurant.

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

MY FOOD RECORD

	FOODS (INCLUDE THE AMOUNTS EATEN)	Milk & Milk Products	Vegetables	Fruits	Grains, Breads & Cereals	Meat, Beans & Nuts	"extras"
BEFORE SCHOOL							
	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: ☐ ☐ ☐ ☐ ☐

Homework

- Take your food records home and finish filling them out tonight before going to bed.
- Homework: Complete Page 18 of your workbooks.

1. Use your 3-day records to fill out the chart below to determine where you could improve your daily food and beverage choices.
2. 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)
Milk & Milk Products						
Vegetables						
Fruits						
Grains, Breads & Cereals						
Meat, Beans & Nuts						
"extras"						

3. 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.

   _____

   _____

4. 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?** _____

5. 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** _____

6. Using the information above, write two goals for yourself that would help you make healthier food and beverage choices.

   Goal #1: _____

   Goal #2: _____

A Brand-New Day

A Brand-New Day

- What does “being healthy” mean?
- Small improvements to food and/or activity choices can lead to big results.

A Brand-New Day

A Brand-New Day

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.*

A Brand-New Day

A Brand New Day Video Summary

- **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.

A Brand-New Day

A Brand New Day Video Summary

- **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.

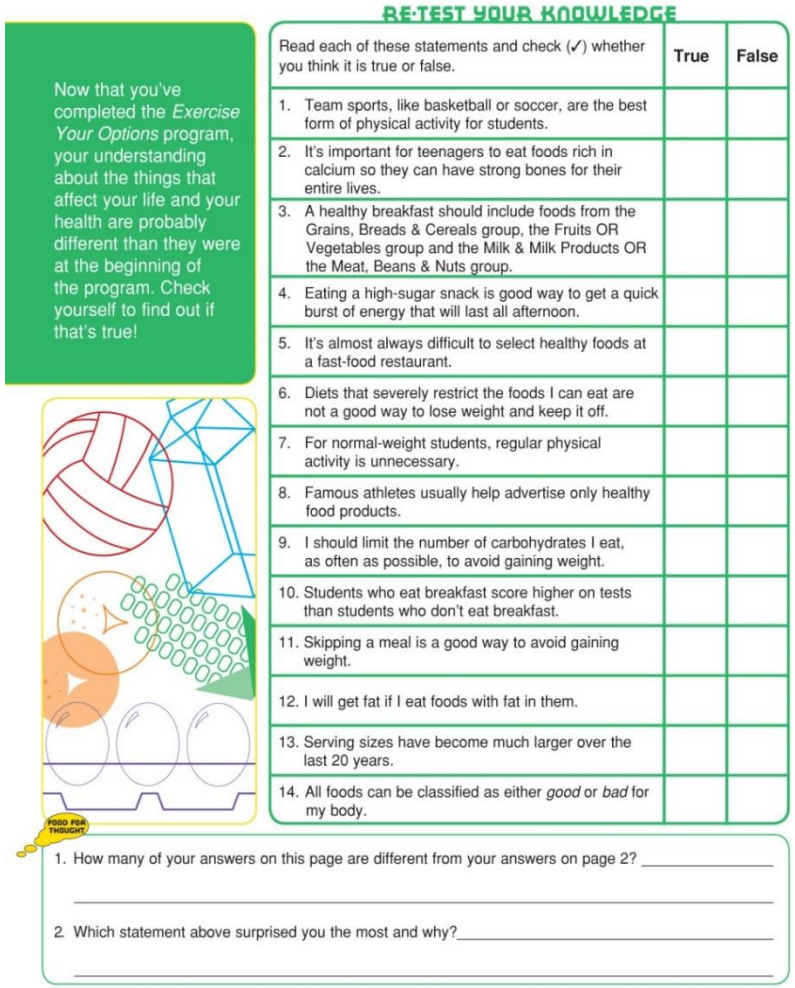
A Brand-New Day

A Brand New Day Video Summary

- 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.

Re-test Your Knowledge

- Complete Page 22 of your workbook.
- Do not look back at Page 2 of your workbook.



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, Breads & Cereals group, the Fruits OR Vegetables group and the Milk & Milk Products OR the Meat, Beans & Nuts 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 *good* or *bad* for my body.		

FOOD FOR THOUGHT

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

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

Food for Thought

- How many of your answers in this page are different from your answers on Page 2?
- Which statement surprised you the most?
- Why?
- Compare the two checklists (Pages 2 and 22).
- How many of you had different answers to the questions from the beginning of the program on Page 2 to the end of the program on Page 22?

FOOD FOR THOUGHT

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

Health Plan

- Evaluate each of three goals or expectations you identified in the pre-assessment.
- Explain your plan, including obstacles and solutions to overcome your obstacles.
- How did you met your goals or expectations?

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:

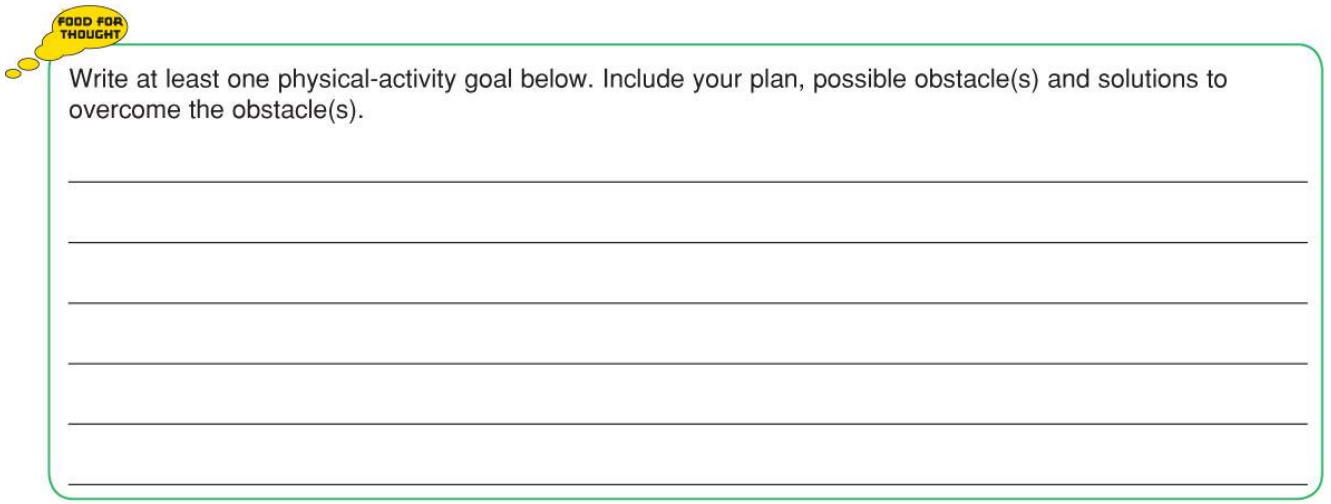
MY HEALTH PLAN

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. _____
2. _____
3. _____

Food for Thought

- Identify one physical-activity goal, along with obstacles and solutions to overcome the obstacles.
- Share some of your goals and solutions to overcome obstacles.



Exercise your Options

Review

- How many food groups are there?
- What are some common obstacles we identified throughout the program?
- How valuable was it for you to analyzed your own food and activity choices and personal obstacles, and planned ways to improve?

Remember

- Even small changes are a good start and can make a big difference.
- It's important that you occasionally take another look at your food and physical activity choices and reassess your options for improvement.
- It's up to **YOU** to "exercise **YOUR** options"!