

# **Eat Well and *Keep Moving* Teacher Workshop Presentation**

September 2005

## **Overview**

This workshop presentation is designed to provide a comprehensive overview of the latest in nutrition education and physical activity topics, as well as a detailed overview of the Eat Well and *Keep Moving* program. It is our goal that a teacher who has completed this workshop should be ready to make good use of the lessons in the Eat Well and *Keep Moving* program in their own schools and classrooms.

The slides in this presentation include notes (a script) for a presenter to read. Directions to the presenter for procuring, providing and distributing materials, and for facilitating and timing discussions and breaks, are also included in the presentation notes (in parentheses). A list of all necessary materials and handouts is compiled at the end.

## **Using this Presentation**

This set of slides is a presentation that can be given to groups of teachers. The presentation may be led by a health educator, or by a school's lead or master teacher, or health curriculum coordinator. Presenters not specialized in health may need some assistance with the technical information contained in the nutrition and physical activity sections.

If you are an individual teacher starting out to use Eat Well and *Keep Moving* on your own, you can become acquainted with basic concepts and background information from reading through the slides and notes. You will also need a copy of the Eat Well and *Keep Moving* book, and you will need to download and read the materials in the "Handouts for Participants" section below. Of course, you will not get the experience of the hands-on activities, reflection, and group discussion.

The workshop is divided up into six sections, and in a group presentation breaks can be taken between any two sections. As written, this workshop takes approximately five hours to complete. In the past, the workshop has been given in three hours with some materials omitted, or in two sessions of two and a half hours each. However, a single five and a half hour block of time (on a Saturday or professional development day), with one half hour break for lunch would also work well.

If your school is to implement this program fully, all 4<sup>th</sup> and 5<sup>th</sup> grade teachers and food service staff would be involved in the program, as well as physical education and/or health teachers. However, schools new to the program may want to pilot the curriculum on a smaller scale in the beginning by teaching a selection of lessons in one grade only; teaching lessons only in health and physical education settings; or teaching only selected

lessons that fit your current program best. This can work very well. Just keep in mind that effectiveness is likely to increase when school involvement increases.

The presentation notes assume that the presenter owns a copy of the *Eat Well and Keep Moving* book, and is familiar with its contents. This is particularly important for the specific lessons to be presented, and with the procedures, background information and talking points outlined in each of those lessons. The slide notes refer to page numbers in the text, and some participant handouts must be copied out of the book.

### ***Eat Well and Keep Moving* as Interdisciplinary Curriculum**

Teachers often strive to make connections for their students “across the curriculum”, seeking topics that can be taught in several subject areas at once. When this is done, students move from one subject area to the next, but they study the same topic, making the day more holistic and adding more depth and richness to the subject matter. This is the essence of “interdisciplinary curriculum”.

To facilitate the interdisciplinary nature of the *Eat Well and Keep Moving* program, the workshop includes a section for joint planning time. Ideally, teachers from different disciplines may want to teach related lessons during the same time frame. Time is set aside during this workshop for such plans to be made.

An *Eat Well and Keep Moving* “specialist” or school site coordinator, who might be the health education teacher or other teacher who would like to champion the program, can also be a great asset in coordinating the implementation of this curriculum. Several sessions of joint planning time over the course of the school year would also be of great benefit.

## The Six Workshop Sections

Section topics:	Slide numbers:	Estimated Time
1. Introduction; What is Eat Well and <i>Keep Moving</i> ?; Eat Well and <i>Keep Moving</i> 's Educational Approach; Discussion (Are you concerned about your students' habits?);	1 - 17	50 min.
2. The Health of Young People: Trends in Nutrition, Physical Activity, and Inactivity; Turning the Tables	18 - 43	90 min
3. Using the Eat Well and <i>Keep Moving</i> Curriculum: Fruits and Vegetables, Fat, Physical Activity, Inactivity and TV	44 - 72	90 min
4. Eat Well and <i>Keep Moving</i> Implementation Planning (activity)*	73	20 min
5. Talking to Youth About Nutrition and Physical Activity	74 - 79	20 min
6. How might your concerns/behaviors impact your delivery of the Eat Well and <i>Keep Moving</i> material?	80	10 min
<b>Total Time</b>		<b>~280 min</b>

### Equipment and Materials Needed for Presentation:

1. A copy of the Eat Well and *Keep Moving* book for the presenter is required, and recommended for each participant.
2. Overhead projector and screen or white wall
3. Slides of the Eat Well and *Keep Moving* presentation
4. Print out of notes in the Powerpoint presentation, which include Procedure and Talking points slide by slide for presenter.
5. A display board, set up as described in notes on slide 4 (FGP).
6. A white board or flip chart and markers, or a blackboard and chalk
7. Food cards (from New England Dairy and Food Council <http://www.newenglanddairycouncil.org/> or magazines) (*optional*; could be used in "Chain Five" activity described on slide 50).
8. Materials for Lesson 9 "Chain-Five" activity described on slide 50 (a pencil case), listed on page 106 of the book.
9. Labels from cookies, baked goods, margarine, canned fruit, soup, etc., suggested in notes on slide 57 and page 190 of the book, Lesson 16 "Hunting for Hidden Fat"

## Handouts for participants:

1. Workshop Agenda (text on slides 2 and 3)
2. Paper copies of Eat Well and *Keep Moving* transparencies (optional)
3. Teacher Resources for Nutrition and Physical Activity on the Web (download this document from the Eat Well and *Keep Moving* web page)
4. Slide 20 – Health of Young People questionnaire
5. Fat handout (from Eat Well and Keep Moving: p. 186-87)
6. Worksheet #1 p. 112, from “Chain Five”
7. Implementation Grid (from Eat Well and Keep Moving: pp. xx-xxi)
8. Question strips (slide 75-76) (optional)

Download and print these handouts and Facts Sheets:

Dietary Guidelines for Americans 2005  
<http://www.health.gov/dietaryguidelines/>

Physical Activity and Health - Adolescents and Young Adults  
<http://www.cdc.gov/nccdphp/sgr/pdf/adoles.pdf>

Physical Activity and Health - Adults  
<http://www.cdc.gov/nccdphp/sgr/pdf/adults.pdf>

Physical Activity and Health – The Link Between Physical Activity and Morbidity and Mortality  
<http://www.cdc.gov/nccdphp/sgr/pdf/mm.pdf>

Overweight in Children and Adolescents  
<http://www.surgeongeneral.gov/topics/obesity/calltoaction/factsheet06.pdf>  
<http://www.healthinschools.org/sh/obesityfs.pdf>

Body Mass Index for Children and Teens (used to assess overweight)  
<http://www.cdc.gov/nccdphp/dnpa/bmi/bmi-for-age.htm>  
Executive Summary of Action for Healthy Kids report, *The Learning Connection: The Value of Improving Nutrition and Physical Activity in Our Schools*  
[http://actionforhealthykids.org/pdf/LC\\_BW\\_Executive\\_Summary.pdf](http://actionforhealthykids.org/pdf/LC_BW_Executive_Summary.pdf)

School Health Index brochure  
<http://apps.nccd.cdc.gov/shi/HealthyYouth/pdf/SHI-brochure.pdf>

Massachusetts Curriculum Frameworks connections in EWAKM  
[http://www.hsph.harvard.edu/prc/proj\\_eat\\_MaA\\_CurrFrame.pdf](http://www.hsph.harvard.edu/prc/proj_eat_MaA_CurrFrame.pdf)  
[http://www.hsph.harvard.edu/prc/proj\\_eat\\_MA\\_CurrFrame.doc](http://www.hsph.harvard.edu/prc/proj_eat_MA_CurrFrame.doc)