



*(Note to the presenter: Comments in parentheses are instructions to follow while giving the presentation. Do not read these comments to participants. This convention will be followed throughout the notes in this slide show.)*

*(Display a complete set of Eat Well & Keep Moving classroom materials.)*

*(Give participants a copy of the presentation, obtained by printing the PDF version of these slides from the Training 2 folder on this CD-ROM.)*

Welcome back from break. You are now going to see how all the information from the previous sessions applies to the classroom. You are going to review classroom materials and report back to the group with suggestions on how best to use the lessons, promotions, and Eat Well and Keep Moving cards.

## ***Eat Well & Keep Moving Materials***

- **Classroom lessons**
  - The Safe Workout: An Introduction (fourth grade)
  - Snack Attack (fourth grade)
  - Keeping the Balance (fifth grade)
  - Beverage Buzz (fifth grade)
- **Promotions**
  - Freeze My TV
  - Get 3 At School and 5+ A Day
  - Class Walking Clubs
  - Tour de Health
- **Eat Well cards and Keep Moving cards**
  - What a Treat to Eat a Sweet Peach! (Eat Well card)
  - Stir-Fry With Healthy Fat! (Eat Well card)
  - A Piece of the Pie? (Keep Moving card)
  - Be Wise . . . Warm Up for 5 Before You Exercise (Keep Moving card)

Here are the materials we will be reviewing today.

*(Run through the list.)*

## ***Eat Well & Keep Moving Group Breakout Review***

- 1. Each group will review one *Eat Well & Keep Moving* lesson, promotion, and Eat Well or Keep Moving card.**
- 2. Each group will answer questions on the *Eat Well & Keep Moving Group Breakout Review Guide*.**

**Group leaders: Choose a note taker.**

*(Have participants form four groups, with about 5 to 6 people in each group, and have each group designate a group leader. The group leader can be the person who lives closest to the training sight. Depending on your preference, you may want participants to form groups based on the grade level they teach—fourth grade or fifth grade.)*

*(Distribute an *Eat Well & Keep Moving Group Breakout Review Guide* from the *Additional Resources* folder on this CD-ROM, a packet of lessons, promotions, and *Eat Well* and *Keep Moving* cards to each participant. Tell participants that the lessons and cards selected for the training represent the types of lessons and cards found in the complete *Eat Well & Keep Moving*.)*

*(Assign one lesson, one promotion, and one *Eat Well* or *Keep Moving* card to each group. Depending on the number of groups, more than one group may be reviewing the same materials.)*

*(Have groups take 45 to 60 minutes to review their assigned materials. Each group's leader should assign someone to take notes for the group.)*

## Reports From Each Breakout Group

- **Any perceived barriers?**
- **Any unique ideas for using the *Eat Well & Keep Moving* materials?**
- **Any ideas for linking materials with other activities at the school?**

*(At the end of the 45 to 60 minutes, each group will take approximately 10 minutes to report its answers to the Breakout Guide questions.)*

Let's report back. Each group should give a brief overview of its responses to the Breakout Guide questions. Try to highlight whether there are any possible barriers to implementing these lessons and other materials, whether you came up with any unique ideas for using the materials, and whether you have any ideas for linking materials with other activities at the school.

*(As the groups report back, write their comments on the flip chart. Try to keep the discussion focused on the points listed on the slide.)*



**Questions?**

Any final questions or comments?

Thank you all for completing the *Eat Well & Keep Moving* training session.