

Manual 2

Education Guide

To find files for the writers, contributors, and acknowledgements for this manual—and all three other manuals—on this web resource, go to the Manuals folder.

Introduction

You can use the materials on the *Eat Well & Keep Moving* Web Resource to make nutrition and physical activity a school-wide and community-wide priority. The classroom activities and physical education lessons are powerful teaching tools in their own right, but when the *Eat Well & Keep Moving* messages are expanded to the wider school community—as suggested by the Centers for Disease Control and Prevention—their effect on students becomes even greater.

Food Services

Outside of physical education, there is no clearer tie-in to *Eat Well & Keep Moving* than school food services. Every school day, students eat at least one meal at school, and this meal provides an excellent opportunity to reinforce the messages of *Eat Well & Keep Moving*. Working with food services can be as simple as teachers getting a cafeteria menu in advance and integrating it into their lessons or as involved as teachers working with the principal and food service manager of your school to make permanent healthful changes to the school breakfast and lunch menus.

The *Eat Well & Keep Moving* Web Resource materials provide detailed information for food service managers interested in making healthful changes to their school menus, including a food service guide (Manual 4) that contains preparation tips, promotional materials, and classroom tie-ins; recipes; and a staff training guide (Training 1). When implemented to its fullest, the food service component works very closely with the classroom component, as explained in the Classroom Promotions section of this manual.

The link between the classroom and food service components of *Eat Well & Keep Moving* can be strengthened if teachers and the cafeteria manager openly discuss promoting the messages of the program. Teachers can invite the food service manager to give presentations in the classroom (such as an Eat Well card), and the cafeteria manager can provide teachers with regular updates on scheduled lunch menus and periodically display on the serving line the Eat Well cards complementing the lunch items served.

Parent Involvement

Parent involvement in *Eat Well & Keep Moving* greatly bolsters the program's effectiveness. Encourage parents and family members to become involved in activities that complement the program messages that students learn in school. This reinforcement increases the probability that the dietary and lifestyle changes students make will become a regular part of family and daily life.

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Teachers can volunteer some of their time to organize parent activities around *Eat Well & Keep Moving* messages or can locate a parent volunteer or other teacher to spearhead such activities. The Parent and Community Involvement Guide (Manual 3) details different approaches to getting parents and family members involved in *Eat Well & Keep Moving*. As with all the other components of the program, your level of involvement can be as little as or as great as you like. The separate components of *Eat Well & Keep Moving* stand alone very well but become even stronger when brought together.

When implemented to its full extent, the parent involvement takes a unique approach: identifying community-based health organizations to offer nutrition, physical activity, and wellness programs to parents. Additional *Eat Well & Keep Moving* activities for involving parents include publishing nutrition and physical activity information in parent newsletters (see the Parent Newsletters folder on this web resource); sending home fact sheets (see the Fact Sheets folder on this web resource) on key nutrition and physical activity topics related to the *Eat Well & Keep Moving* curriculum; and hosting program-related family activities, such as Parent Fun Nights, that allow families to see exactly what their children are learning through the *Eat Well & Keep Moving* program.

Hopefully through these *Eat Well & Keep Moving* activities, parents and guardians will become models for their children and encourage healthy eating and active lifestyles for the entire family.

Other Web Resource Materials

In addition to food service and parent involvement materials, the web resource provides

- nutrition, physical activity, and wellness training sessions (Training 2) for teachers that also provide a comprehensive introduction to the curriculum, as well as a shorter version of the teacher training (Training 3);
- the complete fourth- and fifth-grade classroom and physical education lessons from the *Eat Well & Keep Moving*, 3rd Edition book;
- Web sites for developing, implementing, and measuring school wellness policies and improving the school food and physical activity environment;
- useful Web sites (located at www.EatWellAndKeepMoving.org) for additional resources on nutrition, physical activity, and other topics related to the *Eat Well & Keep Moving* program; and
- information for school administrators interested in *Eat Well & Keep Moving*.

The Classroom

The classroom component of *Eat Well & Keep Moving* combines lessons on nutrition and physical activity with physical education microunits, brief discussion cards (Eat Well cards and Keep Moving cards), and promotional activities to create a reinforcing and supportive learning environment for students (see table 2.1).

Most prominent in the classroom component are the lessons on nutrition and physical activity. The 28 multidisciplinary lessons for fourth and fifth grades (14 for each grade) provide students with the knowledge and skills they need to choose healthful eating patterns and be physically active. Developed with elementary school teachers, these lessons

- can be integrated into core subject areas (such as math and language arts),
- follow a format familiar to educators,

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► **TABLE 2.1 Eat Well & Keep Moving Education Components***

Classroom Activity	Quantity	Description
PARTS I AND II—CLASSROOM LESSONS		
Part I—fourth grade	14	Classroom lessons on wellness, the five food groups, the Kid's Healthy Eating Plate, sugary drinks, whole grains, foods with healthy fat, fruits and vegetables, snacking, limiting television and other recreational screen time, sleep, and the safe workout
Part II—fifth grade	14	Classroom lessons on wellness, the five food groups, the Kid's Healthy Eating Plate, sugary drinks, whole grains, foods with healthy fat, fruits and vegetables, snacking, limiting television and other recreational screen time, sleep, and the safe workout
PART III—PROMOTIONS FOR THE CLASSROOM		
Class Walking Clubs (lesson 31)	1	Yearlong class walking clubs
Freeze My TV (lesson 29)	1	Weeklong activity focusing on limiting television and other recreational screen time
Get 3 At School and 5+ A Day (lesson 30)	1	Weeklong activity focusing on getting at least 3 servings of fruits and vegetables while at school and 5 or more servings for the entire day
Tour de Health (lesson 32)	1	A question-and-answer game that helps reinforce the <i>Eat Well & Keep Moving</i> Principles of Healthy Living; includes the My Tour de Health booklet, which offers an opportunity for parent involvement
PART IV—PHYSICAL EDUCATION LESSONS		
Grades 4 and 5 lessons	5	Physical education lessons following the safe work-out format while also addressing nutrition issues
PART V—FITCHECK GUIDE		
Grades 4 and 5 FitCheck	2	Guides to the FitCheck, a tool for student self-assessment of activity and inactivity: one guide for teachers and one for students
PART VI—FITCHECK PHYSICAL EDUCATION MICROUNITS		
Grades 4 and 5 microunits	4	Brief 5 min. activities developed specifically for the FitCheck
PART VII—ADDITIONAL PHYSICAL EDUCATION MICROUNITS		
Grades 4 and 5 microunits	5	Brief 5 min. activities teaching a variety of nutrition and physical education topics
APPENDIX B—EAT WELL CARDS AND KEEP MOVING CARDS		
Eat Well cards	21	Brief discussions focusing on healthful foods can be used to highlight cafeteria selections
Keep Moving cards	2	Brief discussion of physical activity topics addressed in the classroom and physical education lessons

*If you are unable to link to the items in this table, go to the Book folder to find the components.

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- meet educational standards,
- require minimal teacher training, and
- are simple and easy to use.

To see how the *Eat Well & Keep Moving* classroom lessons are aligned with educational standards in health, math, language arts, science and technology, and social studies and history, visit the *Eat Well & Keep Moving* Web site, www.eatwellandkeepmoving.org.

Bolstering the lessons are promotional activities (such as class walking clubs and activities for fruit and vegetable tracking) that build on specific lessons and give the students an opportunity to put their knowledge into practice. Finally, brief discussion cards (Eat Well cards and Keep Moving cards) provide links to other important components of the program. Eat Well cards address nutrition issues and highlight healthful choices on the school lunch menu; Keep Moving cards address physical activity issues taught in physical education class. These cards, along with articles related to *Eat Well & Keep Moving* lesson topics, can also be reprinted in the school's parent newsletters (see the Parent Newsletters folder on this web resource). These newsletters help forge the link between home and school. Parent fact sheets (see the Fact Sheets folder on this web resource) on key *Eat Well & Keep Moving* messages can also be sent home with students.

Classroom Lessons on Nutrition and Physical Activity

The classroom lessons on nutrition and physical activity in part I of the *Eat Well & Keep Moving, 3rd Edition* book are the cornerstone of *Eat Well & Keep Moving*. The fourth- and fifth-grade lessons use multidisciplinary teaching and unique approaches to equip students with the knowledge and lifelong skills they need to choose a nutritious diet and be physically active.

Designed to fit easily into a school's curriculum, the lessons address a wide range of learning outcomes and can be taught across numerous subject areas (such as math, language arts, social studies, and visual arts). To see how the *Eat Well & Keep Moving* classroom lessons are aligned with your state's educational standards in health, math, language arts, science and technology, and social studies and history, visit the *Eat Well & Keep Moving* Web site, www.eatwellandkeepmoving.org.

Lesson Messages

The *Eat Well & Keep Moving* classroom lessons focus on the Principles of Healthy Living, which are six simple messages:

1. Make the switch from sugary drinks to water.
2. Choose colorful fruits and vegetables instead of junk food.
3. Choose whole-grain foods and limit foods with added sugar.
4. Choose foods with healthy fat, limit foods high in saturated fat, and avoid foods with trans fat.
5. Eat a nutritious breakfast every morning.
6. Be physically active every day for at least an hour.
7. Limit television and other recreational screen time to 2 hours or less per day.
8. Get enough sleep to give the brain and body the rest they need.

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Through lessons on overall health, the five food groups, and how to perform physical workouts safely, students learn why these Principles of Healthy Living are important and acquire the knowledge and skills to put them into practice.

Lesson Format

The *Eat Well & Keep Moving* lessons are very clear and easy to use. Each lesson is described step by step, and the beginning of each lesson provides background information for the teacher's use. Very few materials are needed aside from those included with the lessons. An overhead projector and copies made from the worksheet masters are two of the few exceptions.

The lessons can be integrated into various disciplines (e.g., language arts, math, science, health, social studies, and art). This not only allows the lesson to fit more easily into the class schedule but also spreads the program's message across all facets of the students' school day.

Teachers may want to begin collecting food pictures, food packages, and food labels for use in the classroom lessons. (For more information on collecting food pictures, see page 6.)

Physical Activity Lessons for the Classroom

One of the many unique aspects of the *Eat Well & Keep Moving* classroom lessons is that a number of the fourth- and fifth-grade lessons teach nutrition and physical activity issues while students are actually moving in the classroom. (See lessons 3, 9, 12, 17, 22, 25, and 27.) This approach was adopted for two reasons. First, it reinforces the importance of both eating a nutritious diet and being physically active. Addressing both issues simultaneously helps convey the link between them to students. Second, with the current trend of many school systems limiting or eliminating physical education classes, getting students moving in the classroom provides an opportunity for students to get at least some of the daily exercise they need to be healthy.

In no way are the physical activity lessons for the classroom meant to replace physical education classes. They are meant simply to supplement a school's physical education program.

The structure of the physical activity classroom lessons is based on a four-part framework called the *safe workout*. Essentially, the safe workout teaches students the safe way to be physically active. Students learn that before they begin any exercise, they need to warm up (step 1). After this, they do their main fitness activity (step 2), such as dancing or playing basketball. After the fitness activity, they perform a cool-down (step 3) and a stretch (step 4).

Each of the physical activity lessons leads the students through these four steps. During the main fitness activity (step 2), students perform an active game that involves a nutrition concept. After the cool-down stretch, students gather in the Stay Healthy Corner to review what they learned during the lesson.

Four Parts of the Safe Workout

Step 1: Warm-up

Step 2: Fitness activity

Step 3: Cool-down

Step 4: Stretch

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These safe workout lessons succeed in a variety of settings. While they work best in an area with open space (such as a gymnasium and cafeteria), they have been successfully taught in the classroom itself—usually with a slight rearranging of furniture.

One of the tools used in the physical activity lessons (as well as in some of the nutrition and physical education lessons) are pictures of various foods. Students use the pictures, for example, to practice categorizing foods or assembling a healthy diet. It is likely that students will find pictures of foods or empty food packages more interesting than black-and-white food labels.

To get a large, varied collection of food pictures, teachers can ask students to bring in a number of pictures (from magazines and so on) or empty packages in the weeks before the scheduled lessons. It is never too early to begin such a collection. The Healthy Kid's Challenge also produces cards for approximately 150 foods and beverages that can be purchased for \$15 U.S. and downloaded from healthykidschallenge.com/products/food-cards.

For a list of Web sites related to physical activity, see the Physical Activity section on www.EatWellAndKeepMoving.org.

Classroom Promotions

The four classroom promotions of *Eat Well & Keep Moving* build on the classroom lessons and provide students with the opportunity to put their nutrition and physical activity knowledge into practice.

Class Walking Clubs

The class walking clubs can run throughout the school year and arise directly from the fitness walking material in the fourth- and fifth-grade lessons. Classes are encouraged to chart walking routes around their school and to go on weekly (or more frequent) walks with their teacher (see lesson 31). To add interest to the club, classes are encouraged to “walk” across parts of the world. Each time they walk they can accrue a certain number of miles (for example, 100 miles, or 161 kilometers, for every 5 minutes or every 500 steps on an a pedometer) and mark their progress on a map. Classes can walk around the world, walk across America, walk across Africa, or even walk the circulatory system of the body.

In the recent Olympic year, walking clubs charted their progress on the route of the Olympic Torch Relay.

Freeze My TV

During the Freeze My TV week, the students keep track of and try to limit their television viewing and other recreational screen time. The Freeze My TV activity in lesson 29 ties directly to lessons 10 (fourth grade) and 23 (fifth grade). In addition to keeping track of the time they spend watching television, students also complete graphing activities, answer questions based on their graphs, and write daily entries in the Freeze My TV Journal.

Watching television and playing video games are the main contributors to a sedentary lifestyle. Getting students to limit the amount of television they watch frees up their time for physical activity, such as riding bikes or dancing, or for working on more worthwhile projects, such as drawing or reading.

For a supplemental art activity to Freeze My TV, students may create colorful posters with catchy slogans that display alternative activities to watching TV.

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For a list of Web sites related to reducing television viewing and screen time, see the Television section on www.EatWellAndKeepMoving.org.

Get 3 At School and 5+ A Day

During the Get 3 At School and 5+ A Day activity (described in lesson 30), students put their knowledge of healthful eating into practice by trying to consume at least 3 servings of fruits and vegetables while at school. This activity, which runs for a week, has students track on a large class graph their individual at-school fruit and vegetable consumption. In addition to getting at least 3 servings of fruits and vegetables at school, students try to eat 5 or more servings for the entire day, eating them in place of less nutritious foods. To help reach this goal, students take home materials that reinforce this message (such as tasty recipes for fruit and vegetables and the Go for 5+ Tracking Chart).

For a list of Web sites related to fruits and vegetables, see the Nutrition section on www.EatWellAndKeepMoving.org.

Tour de Health

Tour de Health turns the *Eat Well & Keep Moving* Principles of Healthy Living into a fun and edifying game. Played in groups or as an entire class, Tour de Health can serve as a daily review for the classroom and physical education lessons as well as an all-year refresher on the *Eat Well & Keep Moving* messages. The game consists of question cards covering the eight healthy living messages taught throughout the *Eat Well & Keep Moving* lessons; students also get a Tour de Health scorecard (which emphasizes the healthy living messages) and an Answer Cube (optional; see lesson 32). When students answer the nutrition and physical activity questions on the cards correctly, they receive points. The first student or group to reach 20 points (or the student or group with the highest point total when time runs out) wins the game. The optional extension to this game—the My Tour de Health booklet—is a great way to bring together all the messages of *Eat Well & Keep Moving* and to involve parents. The My Tour de Health booklet can be completed as a classroom activity, and the students can bring the completed booklets home to share their health-promoting ideas with their families. Alternatively, the students can complete the booklet at home as a homework assignment, with family input, and then bring it to the classroom to share ideas with their peers.

The Get 3 At School and 5+ A Day promotion is a fun school-wide activity that excites students about getting their recommended daily servings of fruits and vegetables. During this promotion in Baltimore, class tracking charts were displayed in school hallways, and one school dedicated an entire wall in the cafeteria to pictures and slogans related to the Get 3 At School and 5+ A Day themes. Schools also played catchy songs about fruits and vegetables over the cafeteria PA system.

Using Eat Well cards (described later in this manual) during the Get 3 At School and 5+ A Day activity can further motivate students to eat their fruits and vegetables. These cards, many of which concern fruits and vegetables, can be briefly discussed just before the students go to lunch during the Get 3 At School and 5+ A Day week.

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Food Service Promotions

When implemented to its fullest, the *Eat Well & Keep Moving* food service component works very closely with the classroom component. Two examples are the *Eat Well & Keep Moving* promotional days and the Eat Well cards.

Eat Well & Keep Moving Promotional Days

During the *Eat Well & Keep Moving* Promotional Days the entire school participates in *Eat Well & Keep Moving* activities. The focus of a given day is to promote a specific cafeteria food item as a healthy choice.

In Baltimore, the food service managers chose each Friday to highlight the *Eat Well & Keep Moving* menu items. These *Eat Well & Keep Moving* Fridays helped focus the promotional efforts of both the cafeteria and the classroom. For example, the cafeteria served an *Eat Well & Keep Moving* menu item, and the related Eat Well card was used in both the classroom and the cafeteria. When the classroom activities and cafeteria promotions work together, students receive positive reinforcement in multiple areas to try the healthful foods offered on the school's menu. For the Promotional Days, each school or school system should pick the day of the week that fits best in its schedule.

The key to Promotional Days is coordinating the classroom and the cafeteria. For each *Eat Well & Keep Moving* menu item served in the cafeteria, there is a related Eat Well card to discuss with students in the classroom. The teachers and the food service manager from each school should talk frequently about ways to promote these special menu items. Especially important is the sharing of the upcoming lunch menu (and any last-minute alterations) to ensure that teachers and managers promote the same items on the same day. A sample list of *Eat Well & Keep Moving* menu items appears on page 11. A poster promoting chicken stir-fry (to hang in the cafeteria) appears in figure 2.1 (see also the Menu Board folder on this web resource), and the related Eat Well card that can be discussed in the classroom appears in figure 2.2.

Eat Well Cards and Keep Moving Cards

Eat Well cards and Keep Moving cards link the classroom and the food service and physical education components (see table 2.2). Each card contains a mix of text and graphics that can be reviewed with students in as little as 3 minutes. Although brief, the Eat Well cards and Keep Moving cards play vital roles in helping students synthesize and put into practice the nutrition and physical activity information they learn through *Eat Well & Keep Moving*.

The cards present intriguing information to pique the interest of students. Students learn, for example, that the average American eats about 4.5 pounds of broccoli each year and that the peach is a symbol of life and renewal.

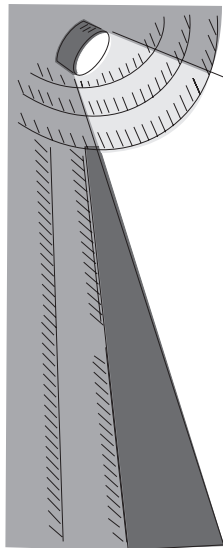
Teachers may want to obtain a copy of each month's school lunch menu to see which days would be best for teaching the Eat Well cards.

Eat Well Cards The Eat Well cards, found in the Eat Well Cards and Keep Moving Cards folder of this web resource, reinforce the nutrition messages of the classroom lessons and can be used to excite students about healthful choices on the cafeteria lunch menus. With their direct

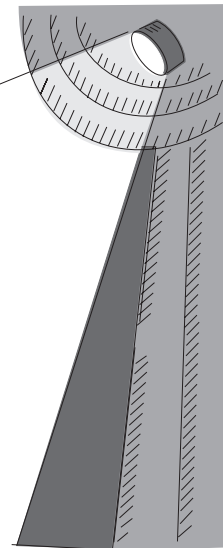
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Eat Well & Keep Moving Fridays



This Friday
presenting



► Figure 2.1 Eat Well & Keep Moving menu board.



Stir-Fry With Healthy Oils!

Stir-fry means to cook over high heat while briskly stirring the ingredients so that they cook evenly. Because the vegetables are cut into small pieces, they cook quickly, stay crisp and delicious, and retain most of their nutrients and fresh flavor.

Unlike foods fried in butter, which is high in saturated (unhealthy) fat, stir-fry dishes often have healthy fat, because they are often cooked in healthy oils like vegetable oil.



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► Figure 2.2 Eat Well card—Stir-Fry With Healthy Oils!

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► **TABLE 2.2** *Eat Well Cards and Keep Moving Cards*

Topic and/or *recipe	Title
Water	Cool Water
Healthy oils, *chicken stir-fry and vegetables on brown rice	Stir-Fry With Healthy Oils!
*Chunky vegetable stew	What's the New Food? It's Chunky Vegetable Stew
Fruits and vegetables	To Nourish Your Body as Well as Your Soul . . . Eating Fruits and Vegetables Instead of Junk Food Should Be Your Goal!
Calcium, dairy, dark leafy greens	Calcium Is Right for Pearly Whites!
Oranges	Oranges for Each Day's Journey
Fruits and vegetables	Punch Out Fruit Punch—Pick Whole Fruit
Oranges and other citrus fruits	Have You Ever Heard of Pineapple Oranges?
*Pizza primavera	Have a Little Slice of Spring
Peaches, *peach salsa	What a Treat to Eat a Sweet Peach!
Peppers	Pick Peppers
Broccoli, *herbed broccoli and cauliflower polonaise	A Message From Bobby Broccoli
Avocados, foods with healthy fat, roasted fish crispy slaw wrap, *purple power bean wrap	Awesome Avocados!
Sweet potatoes, *chunky vegetable stew	That's One Sweet Potato!
*Vegetable chili, *marinated black bean salad, *hummus, *Spanish chickpea stew, *lentils of the Southwest, *purple power bean wrap	Cool Beans Great Ways to Eat Beans
Bulgur, *tabouleh	Bulgur Facts What's the New Food? Tabouleh
*Brown rice pilaf, *Aztec grain salad, *Mediterranean quinoa salad	The Power of Whole Grains
Whole-grain and 100% whole-wheat bread, tortillas, pitas, pasta	Amber Waves of Grain Whole-Wheat Bread Versus White Bread

relationship to the cafeteria, Eat Well cards play an integral part of the Get 3 At School and 5+ A Day activity as well as support *Eat Well & Keep Moving* food service promotions.

On the *Eat Well & Keep Moving* Promotional Days (described previously), a healthful food dish is highlighted in both the cafeteria and the classroom. Throughout the week, the dish is promoted to students in the cafeteria through table tents and posters; on the day the dish is prepared, teachers present the appropriate Eat Well card just before students go to lunch.

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Sample Eat Well & Keep Moving Promotional Day Menu Items

Caribbean chicken on brown rice
 Pizza primavera
 Chicken stir-fry on brown rice with vegetables
 Chunky vegetable stew
 Steamed broccoli

Eat Well cards also remind students to eat their fruits and vegetables during the Get 3 At School and 5+ A Day promotion. During the week of this promotion, teachers are encouraged to review with the students the Eat Well cards that address fruits and vegetables and the promotion theme.

Ideas for using Eat Well cards in the classroom include the following:

- Review cards with students just before lunch on an appropriate day.
- Quiz students about the information contained in the card.
- Post the Eat Well cards on a bulletin board.
- Have a group of students review a card and present the information to the entire class.
- Have the cafeteria manager present a card to the class and talk about how food is prepared in the cafeteria.

Keep Moving Cards The Keep Moving cards are similar to Eat Well cards but discuss physical activity issues rather than nutrition issues. Topics covered by Keep Moving cards include warming up and physical activity recommendations. Like Eat Well cards, Keep Moving cards bolster the messages students receive outside of the classroom, in this case in the physical education class.

Ideas for using Keep Moving cards in the classroom include the following:

- Review the cards with students just before physical education class.
- Quiz students about the information contained in the card.
- Post the Keep Moving cards on a bulletin board.
- Have the physical education teacher come to class to present a card to the students.
- Have a group of students review a card and present the information to the entire class.

Partnering With Food Service Managers

The link between the classroom and food service components of *Eat Well & Keep Moving* and can be strengthened if teachers and the cafeteria manager openly discuss promoting the messages of the program. Teachers can invite the food service manager to give presentations in the classroom (such as an Eat Well card), and the cafeteria manager can provide teachers with regular updates on scheduled lunch menus.

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Physical Education

The *Eat Well & Keep Moving* program includes five physical education lessons (lessons 33-37, found in part IV of the book) and nine physical education microunits (found in parts VI and VII of the book) that complement a school's existing physical education curriculum. These lessons help students develop a lifetime habit of physical activity. The lessons not only provide students with the skills for a safe workout but also emphasize the importance of combining good nutrition and physical activity—a concept taught throughout the program's classroom lessons.

Although similar in format to the physical activity classroom lessons, the five physical education lessons are intended to be taught by the school's physical education teacher.

For a list of Web sites related to physical activity, see the Physical Activity section on www.EatWellAndKeepMoving.org.

Lesson Format

The physical education lessons are clear and easy to use. Each lesson is described step by step and begins with background information. In addition, the lessons address safety concerns, and, where appropriate, include a line diagram.

The structure of the physical education lessons is based on a four-part framework called the *safe workout*, a workout that teaches students the safe way to be physically active. Students learn that before starting any exercise they need to warm up (step 1). After this, they perform their main endurance fitness activity (step 2), such as dancing or playing basketball. After the fitness activity, they perform a cool-down (step 3) and a stretch (step 4).

Four Parts of the Safe Workout

Step 1: Warm-up

Step 2: Fitness activity

Step 3: Cool-down

Step 4: Stretch

Each of the physical education lessons leads the students through these four steps. During the main endurance fitness activity (step 2), the students perform an active game that involves a nutrition concept.

If the endurance activity outlined in the lessons is less vigorous than the students are used to, they can begin each endurance fitness activity with a jog or walk according to the following schedule:

Lesson 33: Begin with a 4-minute jog or fast walk.

Lesson 34: Begin with a 4-minute jog or fast walk.

Lesson 35: Begin with a 5-minute jog or fast walk.

Lesson 36: Begin with a 5-minute jog or fast walk.

Lesson 37: Begin with a 6-minute jog or fast walk.

Because each of the *Eat Well & Keep Moving* physical education lessons addresses a nutrition topic, the physical education teacher may want to begin collecting food pictures, packages, and labels. Students can help by bringing in items from home. Having access to such a collection will

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make the endurance fitness activities more engaging for students. Physical education teachers and classroom teachers may wish to pool their collections.

Teachers may want to begin collecting food pictures, food packages, and food labels for use in the lessons. Ask students to bring in items from home to help build the collection.

The FitCheck and Microunits

The FitCheck (found in part V of the book) is a tool for self-assessment of activity and inactivity, one that teachers and students can use to evaluate how students are progressing. The nine microunits (four in part VI of the book that are designed to be used with the FitCheck materials, and five in part VII of the book that relate to other physical education topics) are brief 5-minute lessons that cover a wide range of physical activity and nutrition topics. On days when full-length *Eat Well & Keep Moving* physical education lessons aren't being taught, a microunit can be presented at the beginning of class. Topics range from setting fitness goals to brainstorming ways to cut back on television or other screen time.

In addition to receiving copies of the physical education lessons and microunits, physical educators should also have access to and become familiar with the program's fourth- and fifth-grade classroom lessons. This will help teachers directly link physical education and classroom education. In addition, having access to the classroom lessons will allow physical educators to be a resource for classroom teachers who have questions about physical activity issues discussed in the classroom modules.

For a link to Web sites on physical activity, see the Physical Activity section on www.EatWellAndKeepMoving.org.

Putting It All Together

All the components of *Eat Well & Keep Moving* complement each other. Although each component can be used independently, the power of *Eat Well & Keep Moving* is in the integration of the various components.

The tables on pages 14-19 offer a guide to integrating the various fourth- and fifth-grade education components. Remember that they are only a guide—the best way to integrate the program may differ from school to school, depending on each school's situation.

From L.W.Y. Cheung, H. Dart, S. Kalin, B. Otis, and S.L. Gortmaker, 2016, *Eat Well & Keep Moving*, 3rd ed. (Champaign, IL: Human Kinetics).

(continued)

► **TABLE 2.3 Fourth-Grade Implementation Grid**

Classroom lessons	Promotions	Eat Well cards and Keep Moving cards	Physical education lessons*	Sample cafeteria activities***	Parent involvement
1. Healthy Living	32. Tour de Health		34. Five-Foods Countdown		<ul style="list-style-type: none"> • Reprint “Food Groups and the Kid’s Healthy Eating Plate at a Glance” in the parent newsletter. • Print and send home “The Principles of Healthy Living.”
2. Carb Smart		The Power of Whole Grains Amber Waves of Grain What’s the New Food? Tabouleh	35. Musical Fare	<ul style="list-style-type: none"> • Promotional menu item: tabouleh • Discuss the Eat Well cards before lunch. • Post the Eat Well cards and tabouleh food oval on the menu board and throughout the cafeteria. 	<ul style="list-style-type: none"> • Reprint the Eat Well cards and the “Whole Grains” article in the parent newsletter. • Send home the “Eat More Whole Grains” parent fact sheet.**
3. Safe Workout: An Introduction		Be Wise . . . Warm Up for 5 Before You Exercise			<ul style="list-style-type: none"> • Reprint the Keep Moving card and “Keep Moving!” article in the parent newsletter. • Send home the “Activate Your Family” parent fact sheet.**
4. Balancing Act					
5. Fast-Food Frenzy		Stir-Fry With Healthy Oils!		<ul style="list-style-type: none"> • Promotional menu item: chicken stir-fry with vegetables on brown rice • Discuss the Eat Well cards before lunch. • Post the Eat Well cards and chicken stir-fry food oval on the menu board and throughout the cafeteria. 	<ul style="list-style-type: none"> • Reprint the Eat Well card and the “Fat in Foods” article in the parent newsletter. • Send home the “Healthy Fats” parent fact sheet.**

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► TABLE 2.3 Fourth-Grade Implementation Grid (continued)

Classroom lessons	Promotions	Eat Well cards and Keep Moving cards	Physical education lessons*	Sample cafeteria activities***	Parent involvement
6. Snack Attack			36. Bowling for Snacks		<ul style="list-style-type: none"> • Reprint the “Super Snacks” article in the parent news-letter. • Send home the “Super Snacks” parent fact sheet.**
7. Sugar Water: Think About Your Drink		Punch Out Fruit Punch—Pick Whole Fruit		<ul style="list-style-type: none"> • Discuss the Eat Well card before lunch. • Display the Eat Well card near fruit options. 	<ul style="list-style-type: none"> • Reprint the “Be Sugar Smart” arti-cle in the parent newsletter. • Send home the “Hydration” parent fact sheet.**
8. Water Water Everywhere . . . And It’s the Thing to Drink		Cool Water		<ul style="list-style-type: none"> • Discuss the Eat Well card before lunch. • Display the Eat Well card near water fountains and throughout the cafeteria. 	<ul style="list-style-type: none"> • Reprint the Keep Moving card and “Stay Cool” arti-cle in the parent newsletter. • Send home the “Hydration” parent fact sheet (if not already sent).**
9. Safe Work-out: Snacking’s Just Fine, If You Choose the Right Kind		Be Wise . . . Warm Up for 5 Before You Exercise	33. Three Kinds of Fitness Fun: Endurance, Strength, and Flexibility		<ul style="list-style-type: none"> • Reprint the Keep Moving card in the parent news-letter.
10. Prime-Time Smartness	29. Freeze My TV	A Piece of the Pie?			<ul style="list-style-type: none"> • Reprint the Keep Moving card in the parent news-letter. • Reprint the “Tune Out the TV” arti-cle in the parent newsletter. • Send home the “Take Control of TV” and “Sleep” parent fact sheets.**

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► **TABLE 2.3** Fourth-Grade Implementation Grid (continued)

Classroom lessons	Promotions	Eat Well cards and Keep Moving cards	Physical education lessons*	Sample cafeteria activities***	Parent involvement
11. Chain Five	30. Get 3 At School and 5+ A Day	To Nourish Your Body as Well as Your Soul . . . Eating Fruits and Vegetables Instead of Junk Food Should Be Your Goal! What's the New Food? It's Chunky Vegetable Stew	37. Fruits and Vegetables	<ul style="list-style-type: none"> Promotional menu item: chunky vegetable stew Discuss the Eat Well cards before lunch. Post the Eat Well cards and chunky vegetable stew food oval on the menu board and throughout the cafeteria. 	<ul style="list-style-type: none"> Reprint the Eat Well cards in the parent newsletter.
12. Alphabet Fruit (and Vegetables)		Punch Out Fruit Punch—Pick Whole Fruit Have You Ever Heard of Pineapple Oranges? Oranges for Each Day's Journey		<ul style="list-style-type: none"> Discuss the Eat Well cards before lunch. Display the Eat Well cards near the fruit options and throughout the cafeteria. 	<ul style="list-style-type: none"> Reprint the “Fruits and Veggies” article in the parent newsletter. Send home the “Fruits and Vegetables” parent fact sheet.**
13. Brilliant Breakfast	32. Tour de Health (repeat)				<ul style="list-style-type: none"> Reprint the “Whole Grains” article in the parent newsletter.
14. Fitness Walking	31. Class Walking Clubs				<ul style="list-style-type: none"> Reprint the “Keep Moving!” article in the parent newsletter.

*Teaching FitCheck, the FitCheck microunits, and the additional physical education microunits: Use the FitCheck student self-assessment tool if it matches your students' abilities and fits into your curriculum. If you decide to use it, we recommend scheduling FitChecks two or three times during the school year (try to make one time close to the end of the school year). The FitCheck introduction (lesson 39) and the four FitCheck microunits (lessons 40-43) build on one another and are best taught sequentially as a set. The additional physical education microunits (lessons 44-48) are also designed to build on one another and are best taught sequentially as a set. However, the microunits can also be used intermittently, such as on days when no full-length Eat Well & Keep Moving physical education lesson is taught, as long as the units are taught in the correct order.

**The parent fact sheet is also available in Spanish.

***The cafeteria activities listed are just a sample of the many opportunities for promotion between the classroom and food service. Manuals 2 and 4 on the web resource provide detailed information for implementing the food service component.

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► **TABLE 2.4 Fifth-Grade Implementation Grid**

Classroom lessons	Promotions	Eat Well cards and Keep Moving cards	Physical education lessons*	Sample cafeteria activities***	Parent involvement
15. Healthy Living, Healthy Eating	32. Tour de Health	The Power of Whole Grains Amber Waves of Grain What's the New Food? Tabouleh	34. Five-Foods Countdown	<ul style="list-style-type: none"> Promotional menu item: tabouleh Discuss the Eat Well cards before lunch. Post the Eat Well cards and tabouleh food oval on the menu board and throughout the cafeteria. 	<ul style="list-style-type: none"> Reprint "Food Groups and the Kid's Healthy Eating Plate at a Glance" in the parent newsletter. Reprint the "Whole Grains" article in the parent newsletter. Send home the "Eat More Whole Grains" parent fact sheet.** Print and send home "The Principles of Healthy Living."
16. Keeping the Balance					
17. Safe Work-out: A Review		Be Wise . . . Warm Up for 5 Before You Exercise			<ul style="list-style-type: none"> Reprint the Keep Moving card and the "Keep Moving" article in the parent newsletter. Send home the "Activate Your Family" parent fact sheet.**
18. Hunting for Healthy Fat		Stir-Fry With Healthy Oils!		<ul style="list-style-type: none"> Promotional menu item: chicken stir-fry with vegetables on brown rice Discuss the Eat Well cards before lunch. Post the Eat Well cards and chicken stir-fry food oval on the menu board and throughout the cafeteria. 	<ul style="list-style-type: none"> Reprint the Eat Well card and the "Fat in Foods" article in the parent newsletter. Send home the "Healthy Fats" parent fact sheet.**

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► **TABLE 2.4** Fifth-Grade Implementation Grid (continued)

Classroom lessons	Promotions	Eat Well cards and Keep Moving cards	Physical education lessons*	Sample cafeteria activities***	Parent involvement
19. Beverage Buzz: Sack the Sugar		Punch Out Fruit Punch—Pick Whole Fruit		<ul style="list-style-type: none"> • Discuss the Eat Well card before lunch. • Display the Eat Well card near fruit options. 	<ul style="list-style-type: none"> • Reprint the “Be Sugar Smart” article in the parent newsletter. • Send home the “Hydration” parent fact sheet.**
20. Go for H ₂ O		Cool Water		<ul style="list-style-type: none"> • Discuss the Eat Well card before lunch. • Display the Eat Well card near water fountains and throughout the cafeteria. 	<ul style="list-style-type: none"> • Reprint the Keep Moving card and the “Stay Cool” article in the parent newsletter. • Send home the “Hydration” parent fact sheet (if not already sent).**
21. Snack Decisions			35. Musical Fare		<ul style="list-style-type: none"> • Reprint the “Super Snacks” article in the parent newsletter. • Send home the “Super Snacks” parent fact sheet.**
22. Snacking and Inactivity		A Piece of the Pie?	36. Bowling for Snacks		<ul style="list-style-type: none"> • Reprint the Keep Moving card in the parent newsletter.
23. Freeze My TV	29. Freeze My TV				<ul style="list-style-type: none"> • Reprint the excerpt from the Freeze My TV Journal in the parent newsletter. • Reprint the “Tune Out the TV” article in the parent newsletter. • Send home the “Take Control of TV” and “Sleep” parent fact sheets.**
24. Menu Monitoring					

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► **TABLE 2.4** **Fifth-Grade Implementation Grid** (continued)

Classroom lessons	Promotions	Eat Well cards and Keep Moving cards	Physical education lessons*	Sample cafeteria activities***	Parent involvement
25. Veggiemania	30. Get 3 At School and 5+ A Day	To Nourish Your Body as Well as Your Soul . . . Eating Fruits and Vegetables Instead of Junk Food Should Be Your Goal! What's the New Food? It's Chunky Vegetable Stew	37. Fruits and Vegetables	<ul style="list-style-type: none"> Promotional menu item: chunky vegetable stew Discuss the Eat Well cards before lunch. Post the Eat Well cards and chunky vegetable stew food oval on the menu board and throughout the cafeteria. 	<ul style="list-style-type: none"> Reprint the Eat Well cards in the parent newsletter. Reprint the "Fruits and Veggies" article in the parent newsletter. Send home the "Fruits and Vegetables" parent fact sheet.**
26. Breakfast Bonanza					
27. Foods From Around the World	32. Tour de Health (repeat)			<ul style="list-style-type: none"> Promotional menu item: Mediterranean quinoa salad Post the Mediterranean quinoa salad food oval on the menu board and throughout the cafeteria. 	
28. Fitness Walking	31. Class Walking Clubs		33. Three Kinds of Fitness Fun: Endurance, Strength, and Flexibility		<ul style="list-style-type: none"> Reprint the "Keep Moving!" article in the parent newsletter.

*Teaching FitCheck, the FitCheck microunits, and the additional physical education microunits: Use the FitCheck student self-assessment tool if it matches your students' abilities and fits into your curriculum. If you decide to use it, we recommend scheduling FitChecks two or three times during the school year (try to make one time close to the end of the school year). The FitCheck introduction (lesson 39) and the four FitCheck microunits (lessons 40-43) build on one another and are best taught sequentially as a set. The additional physical education microunits (lessons 44-48) are also designed to build on one another and are best taught sequentially as a set. However, the microunits can also be used intermittently, such as on days when no full-length Eat Well & Keep Moving physical education lesson is taught, as long as the units are taught in the correct order.

**The parent fact sheet is also available in Spanish.

***The cafeteria activities listed are just a sample of the many opportunities for promotion between the classroom and food service. Manuals 2 and 4 on the web resource provide detailed information for implementing the food service component.

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Teacher Training

While the *Eat Well & Keep Moving* education materials were designed so that they could be taught without training, short training sessions may help teachers master the lessons, promotions, and Eat Well cards and Keep Moving cards. Because many of the physical activity issues in the lessons may be new to classroom teachers, reviewing these specific lessons may provide the greatest benefit from such training sessions.

Following is information about the two teacher training workshops.

Training 2: The Classroom

This workshop's six training sessions summarize the latest topics in nutrition education and physical activity as well as provide a detailed overview of the Eat Well & Keep Moving program. This teacher workshop was used throughout the 4-year pilot program in Baltimore and has been updated for the third edition of *Eat Well & Keep Moving*.

Session 1 of the teacher workshop summarizes the *Eat Well & Keep Moving* program. Session 2 introduces wellness and the concept of overall health and teaches that personal wellness helps promote student wellness. Session 3, session 4, and session 5 all focus on the nutrition and physical activity information that appears throughout the classroom materials, covering topics such as the *Dietary Guidelines for Americans 2015*, the *Eat Well & Keep Moving* Principles of Healthy Living, and the safe workout. Finally, session 6 reviews the *Eat Well & Keep Moving* classroom materials in detail.

These training sessions are designed to be used by a school system's health curriculum training personnel. The sessions may also be led by a school's lead or master teacher, although this person may need some assistance with the technical information contained in the nutrition and physical activity sessions.

Training 3: Teacher Workshop (Short Version)

This four-hour workshop also takes teachers through the background material on which *Eat Well & Keep Moving* is based and provides a comprehensive introduction to the curriculum. It is designed to be used by a trainer of groups of teachers, and it can be delivered in one session or spread over two sessions. Individual teachers can also use this slide presentation to gain background information on *Eat Well & Keep Moving* and familiarize themselves with the lessons. The original version of this training has been used to train teachers in the Boston Public Schools on *Eat Well & Keep Moving*.

Faculty and Staff Wellness Workshops

All faculty and staff involved with the *Eat Well & Keep Moving* program should feel empowered about their own health. If they can learn the skills necessary for making healthful lifestyle choices, they will be excellent, motivated role models for students. Through wellness workshops on stress management (see the Wellness Session PowerPoint in the Additional Resources folder on this web resource) and on overall health, nutrition, and physical activity (Training 2), faculty and staff not only become empowered regarding their own health but also become familiar with the topics of the classroom components.

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For a list of Web sites related to workplace wellness and stress management, see the Staff Wellness section on www.EatWellAndKeepMoving.org.

One way to fit wellness into regular staff development is to begin in-service programs, such as curriculum training workshops, with a short session on wellness.

A wellness program must address the needs of the school's faculty and staff. If the workshop topics hold little interest for people, the wellness program will not be very effective. Therefore, determine the wellness needs of the school's faculty and staff. One way to do this is with a needs assessment questionnaire (see Needs Assessment in the Additional Resources folder on this web resource) that asks staff members which health topics they would most like to see in a wellness program. If the questionnaire is too formal, you may want to take a poll at a faculty and staff meeting by listing topics named by faculty and staff.

Using a needs assessment questionnaire, Baltimore teachers ranked stress management, healthful eating, and physical activity as the top three areas they wanted a wellness program to address. Wellness sessions integrated into curriculum training workshops focused on these three areas.

Once topics of interest are determined, qualified individuals or institutions can be brought in to run wellness workshops and give presentations. Most large public school systems run a wellness program for employees, and program staff may be able to come to your school to give workshops or presentations at no cost. Community health organizations may also run wellness workshops for free or at an affordable cost.

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