

## Lesson

## 1



## EatFit Foundation

how much do you really know?



## Overview

Making better choices about what to eat and choosing to participate in fitness activities have many immediate and long-term benefits. These include improved academic performance, increased energy levels, and improved body image. The purpose of this lesson is to introduce students to these benefits and to the reasons why they should choose to participate in EatFit.



## Timeline

Lesson question: 1 minute  
 Opening discussion: 5 minutes  
 Activities: EatFit Jeopardy - 15 minutes  
 and How Many Game - 15 minutes  
 Closing discussion: 5 minutes  
 Explain take home:  
 Eating Record - 5 minutes



## Objectives

Students will be familiar with the nutrition and fitness concepts that are used throughout the program and complete a 24-hour Eating Record.



## Getting Ready

- Write the lesson question on the board.
- Draw Jeopardy game board on chalk board or make an overhead.
- Bring a clock or watch with a second hand.
- Bring foods, models, measuring cups, or spoons to demonstrate portion sizes.



## Standards

Math- 6: AF 2.3, SDAP 1.1; 8: PS 8.0  
 Nutrition- 2, 5, 8, all Introduce  
 Health- 1  
 P.E.- 6:3, 8:3 & 4

## Lesson Question

Why should I choose to eat better?

Why should I choose to increase my fitness activities?

## Opening Discussion

Read lesson question aloud, and explain the process for investigating the answer.

Introduce the EatFit program, including:

- program objectives
  - increased energy
  - improved appearance
  - a more fit body for students
- your expectations of students
- classroom logistics
- workbooks
  - hand out to students
  - write name on cover
  - expectations for bringing to class

What does EatFit mean?

*no wrong answers*

How do you choose the foods you eat?

*availability, cost, taste, peer pressure*

How could you improve your eating?

How do you choose your fitness activities?

*PE class, sports teams, older siblings, skills*

How could you improve your fitness?



## Activities

### *EatFit Jeopardy*

1. Activity sheets are found at the end of the lesson.
2. Draw game board on chalkboard or make an overhead.
3. Divide class into two teams.
4. To begin, choose a student from the first team. This student chooses a category and dollar amount from a space on the board or overhead (rotate students each time, so that everyone gets a chance to choose and respond).
5. Read the "Jeopardy Teacher Prompt" for the chosen space on the game sheet provided.
6. The team quietly discusses the response, with the chosen student making the final response.
7. The answer key is located on the "Jeopardy Student Response" sheet. The chosen student must format the response as a question. For example, the student would choose "food specs for 100," the teacher would then read "the amount of rice in a fist-size portion." The correct response from the student is, "How much is one cup?"
8. Points are awarded for correct responses.
9. If the first team responds incorrectly, the second team is given a chance to respond to the same question. If no one responds correctly, the points are forfeited.
10. Continue until all game board spaces are chosen.
11. The team with the most points wins.

### *How Many Game*

1. Have students turn to the How Many activity in the workbook.
2. Demonstrate the exercises before asking students to perform them (see Background Information in this lesson). Start with the aerobic category.
3. Give the students 30 seconds per exercise to count how many repetitions they can do.
4. Talk students through the activity and time the drills for them.
5. Ask for student feedback at the end of each activity section.
6. Be sure students understand the benefits to each type of activity (see Background Information).
7. If time permits, have students compute class averages and graph the distribution of data.



page 4



## Closing Discussion

Could you increase the number of repetitions you did for each of the How Many activities?

What could you do to increase those numbers?

What are some benefits of eating better?

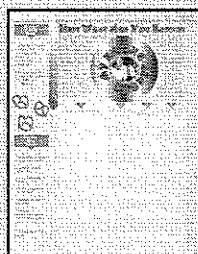
## Take Home Activity

### *Eating Record*

Demonstrate food portion sizes using real foods, models, measuring cups, or spoons. Hold up an item and ask students to guess the amount. For example, hold up a beverage cup and ask how many ounces it holds.

Have students turn to the Eating Record in the workbook and demonstrate how to complete the record. The record should be filled out for a 24-hour period, and consist of all foods, beverages, snacks, and treats eaten during the time period. This Eating Record will be used in the next lesson, therefore, it needs to be completed before beginning lesson 2.

A new concept introduced to students is the hunger-rating scale used on the Eating Record. This is a numerical scale that helps students quantify their level of hunger. It is a 10-point scale, with 1 being the greatest appetite and 10 being the least. This number corresponds to how students feel before they begin to eat. Discuss this concept with students so they can accurately complete their Eating Record. See the workbook for a detailed breakdown of the scale.



page 5

### Recipe

Pizza on a Roll p.100

### Lesson Enrichments

Fast Forward Food Game	p.85
EatFit Tag	
Cross-Contamination Demonstration	



Nutrition and fitness education is challenging because students are asked to change their behaviors, not just their knowledge. To accomplish this, students need to know the immediate benefits of making healthy choices. The benefits most important to adolescents include increased energy, gained independence, and improved appearance. Listed below are additional benefits that, while important to adults, may not motivate adolescents. They are included for your information and do not need to be discussed with students.

**Eating Habits** Adolescents are encouraged to drink 64 fluid ounces (8 cups) of water per day. On average, adolescent females eat between 1,800 and 2,500 calories and adolescent males eat between 2,300 and 2,700 calories. Calorie requirements can vary greatly as growth, onset of puberty, and activity levels affect metabolism.

Adolescents are encouraged to eat breakfast everyday. Students with good eating habits are less likely to experience an unhealthy weight, delayed or accelerated maturation, absenteeism, tardiness, hyperactivity, fatigue, and poor concentration.

**Iron** On average, males and females 9 to 13 years old should consume 8 mg of iron per day. Very low iron levels (referred to as iron deficiency anemia) have been associated with poor academic performance, fatigue, headaches, decreased attention span, pallor, and poor muscle development.

**Calcium** On average, males and females 9 to 13 years old should consume 1,300 mg of calcium per day. Low calcium intake has been associated with osteoporosis in later life. Calcium also plays a role in muscle development and tooth strength.

**Fruits and Vegetables** Adolescents should consume no fewer than 5 servings of combined fruits and vegetables per day. These foods are high in vitamins A, C, and other antioxidants. The vitamin A recommendation is 600 ug for 9-to 13-year-old males and females. The vitamin C recommendation for adolescents is 45 mg daily. Low intake of fruits and vegetables has been associated with obesity, cancer, and heart disease.

**Fat** No more than 30 percent of dietary calories should come from fat. This is equivalent to 73 grams of fat per day, based on a daily 2,200-calorie diet. Reducing fat intake decreases the likelihood of obesity, heart disease, and cancer. In addition, when consuming a low-fat diet, the intake of calcium, iron, fruits, and vegetables usually increases, thus reducing the likelihood of health problems related to the low intake of such foods.

**Sugar** Limit intake of foods and beverages high in added sugar. Lowering sugar intake decreases the likelihood of dental cavities and the potential for obesity. Foods typically high in added sugar, such as soda, fruit flavored drinks, candy, and pastries contain excess calories and are low in vitamins and minerals. Reducing sugar intake leaves more room in the diet for foods that are high in calcium, iron, and other vitamins and minerals.



**Aerobic Activity** Aerobic activities increase heart and breathing rates. Examples include running, jogging, playing high-intensity sports (basketball, soccer, etc.), climbing stairs, aerobic dancing, and other pulse-raising, moderately strenuous exercises. Moderate to strenuous aerobic activities 30 to 60 minutes a day on most, if not all, days of the week are recommended. Increasing aerobic activities may increase energy, stamina, and muscle tone, and improve mental performance and self-esteem. It may improve weight control, lower stress, reduce colds and flus, and reduce the likelihood of certain chronic diseases.

**Stretching** These activities increase range of motion and flexibility. Any static lengthening of muscles is considered stretching. Common stretches include a cat stretch for the back or an overhead triceps stretch for the arms. Performing stretching exercises for each muscle group 2 to 3 days a week is recommended. Stretching decreases the risk of strains, sprains and soreness, and improves range-of-motion.

**Strength Training** Strength training increases muscle strength and/or size. Such movements include moving weights above a normal load. Examples include pushing the upper body with arm extensions (a push-up), pulling the upper body forward with abdominal contractions (sit up), holding the body in a sitting position against a wall (wall squat), and other such strength activities. Performing strength-building activities for each major muscle group 2 to 3 days a week is recommended. Exercises should be done on non-consecutive days, doing 2 to 3 sets of 10 to 15 repetitions. Strength training activities increase stamina and strength, reduce stress, improve weight control, improve muscle tone, and decrease risk of osteoporosis.

**Lifestyle Activity** Lifestyle activities include everyday active tasks and low-intensity leisure activities. Examples include walking to a destination or while doing errands (such as going to school or a friend's house or walking around the mall), taking the stairs instead of the elevator, playing Frisbee, bowling, playing ping pong, doing housework or yard work, or choosing to move instead of being sedentary. Performing lifestyle activities most, if not all, days of the week in place of more sedentary activities is recommended. Increasing lifestyle activities may improve weight control and energy levels.

These recommendations were extrapolated from national health authorities, including Centers for Disease Control and Prevention, National Institutes of Health, American Heart Association, American Cancer Society, American College of Sports Medicine, National Institute on Aging, National Association for Sport and Physical Education, and the International Consensus Conference on Physical Activity Guidelines for Adolescents.



# Game Board

## Jeopardy

Food specifications	Instead of...	Fitness fundamentals	Food perks	Avoidance	Fitness benefits
100	100	100	100	100	100
200	200	200	200	200	200
300	300	300	300	300	300
400	400	400	400	400	400
500	500	500	500	500	500



# Teacher Prompts

## Jeopardy

Food specifications	Instead of...	Fitness fundamentals	Food perks	Avoidance	Fitness benefits
The amount of rice in a fist-size portion.	Instead of regular mayonnaise, you could eat this to cut down the fat.	The type of fitness that increases your heart rate and breathing and burns a lot of calories.	This mineral helps make your bones and teeth stronger.	A reason to avoid foods high in fat.	A benefit of aerobic activity.
The amount of butter in a thumb-size portion.	Instead of soda, you could drink this to cut sugar and calories.	The type of fitness that helps you build bigger muscles.	This mineral, found in red meats and beans, helps give you energy.	A reason to avoid foods high in sugar.	A benefit of strength training.
The number of ounces in a 7 Eleven Big Gulp.	Instead of frying, you could do this to food to save fat and calories.	The type of fitness that helps you to prevent injury and increases your range of motion.	Eating a little, instead of a lot, will help prevent cavities and stabilize your energy levels. Hint: sucrose.	This is what happens when you avoid eating fruits and vegetables.	A benefit of stretching.
The number of ounces in a portion of meat the size of a computer mouse.	Instead of taking the bus to school, you could do this and get some exercise.	The type of fitness that is incorporated into everyday activity, such as taking the stairs.	A diet low in this will help you control your weight. Hint: lipid.	This is what happens when you avoid exercising.	A benefit of adding more exercise to your life.
The term for smaller meals of single-serving foods eaten throughout the day.	Instead of chips, you could choose this for a better snack.	The number of minutes a day you should be moderately active.	Drinking a lot of this fluid will help your skin glow, your eyes sparkle, and your body run well.	This is what happens when you eat too much food.	A benefit of setting fitness-related goals.

# Correct Responses

## Jeopardy

Food specifications	Instead of...	Fitness fundamentals	Food perks	Avoidance	Fitness benefits
How much is 1 cup?	What is mustard/ketchup/nonfat mayonnaise?	What is aerobic activity?	What is calcium?	What is a more fit body?	What is increased energy/more fit body/better concentration/better athletic performance?
How much is 1 tablespoon?	What is water or diet soda?	What is strength training?	What is iron?	What is more energy/more fit body/stronger teeth?	What is a more fit body/being stronger/improved athletic performance?
How much is 32 fluid ounces?	What is baking/broiling/grilling/steaming?	What is flexibility?	What is sugar?	What is increased likelihood of getting sick/decreased energy/unhealthy skin and hair?	What is an increased range of motion/decreased soreness after exercise?
How much is 3 ounces?	What is riding your bike/walking?	What is lifestyle activity?	What is fat?	What is tiredness/flabby muscles/out of shape?	What is weight control/more energy/a more fit body/better mood?
What are snacks?	What is pretzels/fruit/vegetables/etc.?	What is 60?	What is water?	What is excess weight gain/stomach aches/tiredness?	What is ...(varies)?