

Eatfit Components

In addition to this classroom curriculum, there are several other components available to the teacher, including:

- www.eatfit.net
- Student workbook
- Student eating analysis
- On-line teacher training
- In-person training workshop

EatFit Funders

Expanded Food & Nutrition Education Program
Food Stamp Nutrition Education Program
U. S. Department of Agriculture
University of California, Agriculture and Natural Resources, Cooperative Extension
American Distance Education Consortium
UCD School/University Partnership
The Center for Advanced Studies in Nutrition and Social Marketing, UCD

EatFit Ordering

If you qualify for complimentary materials, and would like additional copies, contact your EFNEP/FSNEP county representative.

To find a representative in your area, visit:
<http://efnep.ucdavis.edu>
<http://fsnep.ucdavis.edu>

If you are interested in purchasing materials, telephone 1-800-994-8849
<http://anrcatalog.ucdavis.edu>



This publication has been anonymously peer reviewed for technical accuracy by University of California scientists and other qualified professionals. This review process was managed by the ANR Associate Editor for Food and Nutrition.

Other than photocopying of designated reproducibles, no part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the written permission of the publisher and the authors.

To simplify information, trade names of products have been used. No endorsement of named or illustrated products is intended, nor is criticism implied of similar products that are not mentioned or illustrated.

The University of California prohibits discrimination against or harassment of any person employed by or seeking employment with the University on the basis of race, color, national origin, religion, sex, physical or mental disability, medical condition (cancer-related or genetic characteristics), ancestry, marital status, age, sexual orientation, citizenship, or status as a covered veteran (special disabled veteran, Vietnam-era veteran or any other veteran who served on active duty during a war or in a campaign or expedition for which a campaign badge has been authorized). University Policy is intended to be consistent with the provisions of applicable State and Federal laws. Inquiries regarding the University's nondiscrimination policies may be directed to the Affirmative Action/Staff Personnel Services Director, University of California, Agriculture and Natural Resources, 300 Lakeside Drive, 6th floor, Oakland, CA 94612-3550; (510) 987-0096.

Publication 3424

300-rep-9/07-AS/VJG

Lesson Enhancements

Lesson 1- Fast Food Game, EatFit Tag, Cross Contamination Demonstration	85
Lesson 2 - Historical Goal-Setter Report, Team Building Science Experiment	88
Lesson 3 - Math Problems, Body Art, Sphygmamewhat	89
Lesson 4 - The Bean Bag, Counseling Session	90
Lesson 5 - Egyptian Labels, Supermarket Scavenger Hunt, Taste Bud Tricking Taste Test, Nutrients: What They Do and Where To Get Them	91
Lesson 6 - Build a Breakfast, Breakfast Advocacy, Breakfast Cookbook, Breakfast Labels	93
Lesson 7 - Guest Speaker, Comic Strip Revelation, A Cultural Exercise	95
Lesson 8 - A Soda Nightmare, Student Advocacy	96
Lesson 9 - Infomercial, Collage Cue, Debate Yourself, EatFit Final Quiz	97

Recipes and Shopping Lists

Pizza on a Roll	100
Quick Minestrone Soup	102
Tostadas	104
Fruit Pizza	106
Mexican Omelet	108
Fruit Smoothie	110
Fast Mix	112
Peanut Butter Energy Balls	114
Sweet Chips	116
Salad Shaker	118

References 120

Standards

Summary	125
By Lessons	126

Workbook Answer Sheets 134

Foreword

Today's teens are more obsessed with diet and weight than any other generation. Girls and boys alike are trying to gain or lose pounds and inches. While we are reaching epidemic proportions of adolescents who are overweight or obese, most 11 to 14 year olds are a healthy weight, with a small percentage being underweight. The question of weight change may come up in class, students are interested in the topic. Most have some knowledge of fad diets and basic nutrition, however skewed it may be. But weight loss is not a focus of the EatFit program.

Adolescents are inundated with messages telling them to be thinner or stronger. Television, commercials, magazines, newspapers, movies, music, and even comics, focus on the image of a thin woman and the image of a strong man. Students need adults who are accepting of all body shapes and sizes, and who accept them the way they are. Each and every student is special, wonderful and gifted. They possess the power to make their own decisions and grow to be healthy, happy and productive members of society. That is our focus.

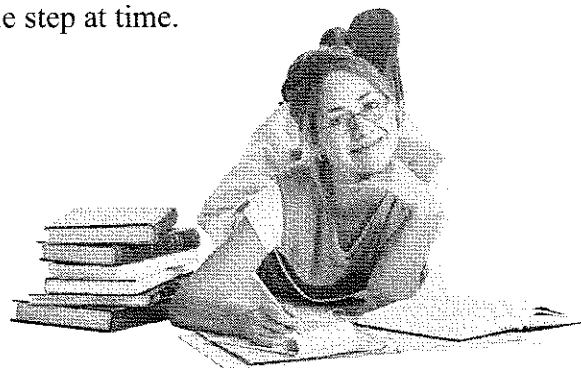
Adolescence is a time to begin exerting independence, finding out where to fit in with peers, and learning life skills needed as an adult. Making healthy eating and fitness choices is one of these life skills. If the seeds can be planted now, then they can grow over time.

Goals give students motivation to strive towards their potential. This may be a more fit body (meaning healthier, more toned, and improved physical condition, regardless of weight), more energy, an improved appearance, or a sense of more independence. These are motivators of behavior change and can be a catalyst to get students working. Long term, abstract concepts, such as cancer prevention, increased longevity or better health generally do not prompt students to want to change their eating and fitness habits.

Cultural sensitivity is also a concern. America is a diverse nation. We have people from nearly every country, speaking many different languages. While this is a wonderful asset, it can also be a challenge. Many teachers have classrooms filled with students speaking many different languages, representing diverse experiences and cultures. This curriculum was developed to be sensitive to these differences. You may need to adjust the curriculum to better fit the individual needs of your students. We encourage you to make those changes.

It is our hope that with the tools and activities in the EatFit curriculum, you will be able to improve the lives of the adolescents with whom you work, one step at a time.

Marcel Horowitz, M.S.,
the EatFit Team, Cooperative Extension,
and University of California - Davis, Department of Nutrition



EatFit is designed to improve the eating and fitness choices of middle school adolescents. National surveys show that a high prevalence of nutritional deficiencies occur during adolescence and that physical activity declines steadily beginning at this age. Some of the consequences of unhealthy eating and fitness choices are poor school performance, low energy levels, obesity, osteoporosis, heart disease and cancer. According to McGinnis and Foege (1993), physical inactivity and unhealthy eating are the second leading causes of death among adults in the United States.

According to the 1999 Center for Disease Control's Youth Risk Behavior Surveillance and the 1998 California Teen Eating, Exercise, and Nutrition Survey (CalTEENS):

- Teens spent twice as much time watching television or playing video games as being physically active.
- Only 29 percent of adolescents reported getting the recommended minimum of one hour of vigorous physical activity daily.
- Almost half of all teens reported eating no vegetables on a typical day.
- Over three-quarters of high school students reported not eating the recommended five servings of fruits and vegetables a day.
- Ten percent of students were overweight and 16 percent were at risk for becoming overweight.
- Eighty-two percent of students drank less than the recommended three glasses of milk a day.
- One-third of adolescents reported eating at least one meal or snack at a fast food restaurant daily.
- Forty-three percent of students were trying to lose weight.

It is clear that our adolescent population would benefit from improved eating and fitness choices. The lessons in this curriculum were carefully

selected to include issues most important to this age group. The lessons include nutrition basics, web-based diet analysis, information about energy and calories, label reading, exercise, fast food, breakfast, and media influence.

In this curriculum, students are given feedback on their eating and fitness habits. After analyzing their personal eating and fitness levels, students have the freedom to choose which aspects they would like to change. Based on current nutrition and physical activity research, the following are the major eating and fitness goals students are offered from which a goal can be chosen.

Students may choose eating goals that:

- improve eating habits
- increase calcium
- increase iron
- increase fruits and vegetables
- reduce fat
- reduce sugar.

Students may increase their fitness by choosing goals to:

- increase aerobic activity
- increase lifestyle activity
- increase strength training activity
- increase stretching activity.

Goal setting is used as a strategy to promote dietary and physical activity behavior changes. Setting and accomplishing a goal increases motivation and confidence to perform a particular behavior. When students set dietary and physical activity goals, effort, persistence and concentration are elicited. Students who set goals are less distracted and often persevere in their effort longer than students who do not set goals. The goal setting skills learned in the EatFit program can be transferred to academic and personal life.

Program Components

The EatFit program consists of:

- a curriculum
- a student workbook
- a website with a dietary analysis and goal setting program

The curriculum consists of nine lesson plans, lesson enhancements, recipes, educational standards, references and workbook answer sheets.

The student workbook is a 20-page, magazine-style booklet that contains activity sheets for students. Each student is to receive their own copy at the beginning of the program.

The website address is www.eatfit.net. The electronic eating analysis is available on this site, as well as the winners of the EatFit recipe contest and success stories.

The eating analysis is a program for students that will analyze their eating record and determine which areas are the weakest. The area they choose to improve will be their goal for the rest of the program. The analysis is also available in a paper version for students without access to a computer.



This curriculum will be most effective when lessons are taught consecutively. Lessons may be adapted to fit individual needs, space restrictions, timelines and resource constraints. The lesson plan and additional materials contain the following components.

Lesson Plan

Overview

There are specific reasons each lesson is included in the EatFit curriculum. The overview will highlight the main reasons and justification for each topic.

Timeline

This quick reference shows how each lesson should flow and approximately how long the sections will take.

Objectives

By the end of each lesson, students should be able to accomplish the competencies listed.

Getting Ready

This section provides a before class review or checklist of items that need to be prepared or obtained.

Standards

This section summarizes how the lesson meets California educational standards. Refer to the standards section in the back of the curriculum for a more thorough explanation.

Lesson Question

Each lesson starts with a question, which becomes the focus of the class period and supports student goals. The question can be written on the board or presented verbally. Students should be informed that they will be given an activity to investigate the answer to the question. Repeat the question throughout the class period to keep students on track. This reinforces the inquisitive nature of the activities.

Goal Tracking

Feedback on the progress toward goal achievement is an important step. After students have set goals, they should track how they are doing. This should be done during each lesson.

Opening Discussion

This step is very important to the success of the program. The opening discussion section provides guidelines for engaging students in an initial discussion of the lesson question. This will prompt students to think about how to find the answer to the lesson question based on what they already know. A few questions with plausible answers are provided as a guide.

Activities

Activities are the focus of each lesson and the primary method by which students will discover the answer to the lesson question. They are hands-on, experiential, investigative activities. Students will learn the objectives for the lesson through games, explorations and experiments, which will help them to reach their EatFit goals.

Closing Discussion

After completion of the activity, students should be brought together for a closing discussion. This will tie together all that was learned and reinforce the concepts that will impact the students' lives and goals.

Take Home Activities

Okay, homework, but it doesn't sound as bad. These activities are intended to help students overcome the nutrition and fitness challenges and hurdles in their environment and lives. The activities are "fun" and help keep students thinking about EatFit. Teachers' encouragement of students to work on goals is beneficial to students overall success. After students complete their take home activities, it is useful to review their responses and facilitate a discussion.

Background Information

Any additional information needed to successfully teach the lesson is included in this section.

Additional Materials

Lesson Enhancements

If the students are to successfully achieve their personal goals, continuous reinforcement of EatFit goals is extremely important. Success is judged by the degree to which behaviors are actually changed. The rationale behind this section is reinforcement of goals through the integration of eating and fitness issues into other subject areas, such as science and literature. Suggested lesson enhancement activities are listed in the lesson plan. Instructions are in the lesson enhancements section and can be integrated into each lesson.

Recipes

Each lesson contains a recipe that has been “kid-tested and nutritionally approved” to support the eating goals. Recipe suggestions are made in the lesson, but the recipes are found in the back of the curriculum. These can be moved into the lesson section if you prefer, and do not necessarily need to be prepared only with the suggested lesson. Preparing these recipes will give students the skills they need to continue to meet their eating goals outside of the classroom. At the bottom of each recipe is the nutrient breakdown for each goal nutrient. These are based on percent daily value (see Background Information in lesson 5). Discuss what the numbers mean with students. Highlight how preparing food will help them reach their eating goals. Also included is a shopping list for each recipe. It is our hope that these lists will make shopping for in-class food preparation easier.

Check with the cafeteria or home economics class to see if a cooking environment is available. A few recipes are included that can be done in any environment and with minimal equipment (such as Fast Mix).

References

This curriculum is theory and research driven. References used to support the information are listed in the references section by lesson.

Standards

A ratings sheet is provided to review the ways in which EatFit meets the California Department of Education’s content standards, challenge standards, and frameworks.

Workbook Answer Sheets

The last section of the curriculum contains the answer sheets for the workbook. Some are examples of how the pages should be completed; others are correct answers. You can use them as a reference for correcting student workbooks, or as a guide to clarify how to complete the activities.



Implementation Tips

These tips are offered as ways to increase the effectiveness of the program.

- Introduce each lesson by posing the lesson question. These questions are designed to spark interest and encourage students to find their own solutions. To create a highly motivating environment, interact with students as they track their goal progress. Remember to encourage their efforts, as well as, cheer their successes.
- Discuss goals on days when the lessons are not taught to keep students on track.
- Hands-on, real life problem-solving improves future ability. Use real foods, have taste testings of new foods, and practice the exercises as often as possible.
- Students learn by watching. Choosing smart foods for yourself at lunchtime, walking to school in the morning and stretching during the day can't hurt their learning process. Student will be looking to see if you practice what you preach or, as they say, whether or not you "walk the talk." Positive role models are critical to success.
- Look at the messages you are sending. Are you teaching them to cook biscuits and cookies? Why not choose healthier fare, such as lower fat rolls and fruit salad. Do you get upset when students get squirmy? Add five-minute exercise breaks to your class period. Do you watch the students jog laps? Run a lap with them. The best way to encourage changes within students is to make changes around them.

- Work with your students to work with the school to create a positive and healthy environment by making smart foods available on campus. Discuss ways to incorporate fruits and vegetables into school meals, add 100 percent fruit juice to vending machines, and encourage students to have an active lifestyle.
- Make a big deal about this program. Nutrition and fitness skills are as critical as any other skills to the success and well being of the child. Give an award at a ceremony for the child with the most improvement or most effort. Notify parents of the child's success. Submit a success story to us about an outstanding achiever. Talk to a newspaper about what your class has achieved.



Horowitz, M., M. K. Shilts, and M.S. Townsend.
2004. EatFit: A goal-oriented program that challenges adolescents to improve their eating and fitness choices. *J. of Nutritional Education and Behavior*: 36:43–44.

Shilts, M. K., M. Horowitz, and M. S. Townsend.
2002. A pilot study of a theory-driven, goal-focused nutrition and physical activity intervention for middle school adolescents. *International Society of Behavioral Nutrition and Physical Activity*: 14:69.

———. 2003. EatFit: A randomized controlled trial to assess the effectiveness of “guided goal setting” among adolescents. *International Society of Behavioral Nutrition and Physical Activity*: 15:122P.

———. 2004. An innovative approach to goal setting for adolescents: guided goal setting. *J. of Nutritional Education and Behavior*: 36:155–156.

———. 2004. Assessing dietary and physical activity: self efficacy of middle school adolescents: “traditional” compared to “retrospective” method. *J. of Nutritional Education and Behavior*: 36 [Suppl 1]: S38.

Townsend, M. S., M. K. Shilts, and M. Horowitz.
2002. Computerized education intervention challenges adolescents to improve dietary behaviors through personal assessment and guided goal setting. *Federation of American Societies for Experimental Biology Journal*, 16:A383.

———. 2003. EatFit: an intervention effectiveness trial for increasing dietary and physical activity self-efficacy and behaviors. *International Society of Behavioral Nutrition and Physical Activity*: 15:121P.

Coming Soon

Horowitz, M., M. K. Shilts, and M. S. Townsend.
In press. Adapting a diet analysis application for an adolescent audience. *J. of Nutritional Education and Behavior*

Shilts, M. K., M. Horowitz, and M. S. Townsend.
In press. Goal setting as a strategy for dietary and physical activity behavior change: a review of the literature. *American Journal of Health Promotion*.