

# Teacher Workshop (Short Version)

## **Workshop Overview**

The *Eat Well & Keep Moving* Teacher Workshop (Short Version) provides exciting and important information to teachers about the *Eat Well & Keep Moving* program. The workshop discusses the latest topics in nutrition education and physical activity and provides a detailed overview of the *Eat Well & Keep Moving* program.

## **Who Uses This Training?**

This training (Training 3) is designed to be used by a trainer of groups of teachers. The presentation may be led by a health educator, by a school's lead or master teacher, or by a health curriculum coordinator. Presenters not specializing in health may need some assistance with the technical information in the nutrition and physical activity sections.

Individual teachers can also use this slide presentation to gain background information on *Eat Well & Keep Moving* and familiarize themselves with the lessons. Teachers will need a copy of the *Eat Well & Keep Moving* book and will need to download and read the materials in the Handouts for Participants section. Of course, teachers will not get the experience of the hands-on activities, reflection, and group discussion.

## **Whom Do These Sessions Target?**

These sessions train fourth- and fifth-grade teachers who will implement the *Eat Well & Keep Moving* program. Physical education teachers and teachers of the lower grades (third and below) interested in adapting the materials to their classes may also benefit from the sessions.

## **Duration of the Teacher Workshop**

The total length of the training is approximately 4 hours. It can be delivered in one 4 1/2-hour session (such as on a Saturday or a professional day, with a half-hour break for lunch between section 2 and section 3), or it can spread over two 2-hour sessions.

Adding an optional curriculum planning session (slide 62) would add 30 to 60 minutes to the workshop; adding a session on the Safe Workout (Training 2) would add an additional 60 minutes to the training.

From L.W.Y. Cheung, H. Dart, S. Kalin, and S.L. Gortmaker, 2007, *Eat Well & Keep Moving*, 2nd ed. (Champaign, IL: Human Kinetics).

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Here are estimates of the duration of each section of the presentation:

**Section 1:** What Is *Eat Well & Keep Moving*? (Presentation); Are You Concerned About Your Students' Nutrition and Physical Activity Habits? (Discussion); slides 3 to 18: 40 minutes.

**Section 2:** The Health of Young People: Alarming Trends in Nutrition, Physical Activity, and Inactivity (Presentation); Turning the Tables: Why Schools Need to be Part of the Solution; slides 19 to 36: 1 hour, 20 minutes.

**Section 3:** *Eat Well & Keep Moving* Curriculum Overview (Presentation); *Eat Well & Keep Moving's* Nutrition and Physical Activity Messages (Demonstration Lessons); slides 37 to 57: 1 hour, 30 minutes.

**Section 4:** Talking to Youth About Nutrition and Physical Activity Habits (Role Play, Discussions); slides 58 to 60: 30 minutes.

## **Learning Objectives**

1. To understand the scope and goals of *Eat Well & Keep Moving*
2. To understand the background material on which *Eat Well & Keep Moving* is based
3. To understand the importance of healthy eating and active living
4. To understand the overall design and whole-school approach of *Eat Well & Keep Moving*
5. To become familiar with the format and approach of the *Eat Well & Keep Moving* classroom materials
6. To describe each of the *Eat Well & Keep Moving* Principles of Healthy Living and discuss its importance
7. To understand how the *Eat Well & Keep Moving* Principles of Healthy Living help us make the best choices in each food group
8. To understand the Balanced Plate for Health and to describe why we should eat foods from all of the food groups; choose a variety of foods from each food group; and choose more foods from the fruits, vegetables, and grains groups (especially whole grains)
9. To discuss how to respond to students' questions about nutrition and physical activity and *Eat Well & Keep Moving*

## **Equipment and Materials Needed**

1. Overhead projector or computer with projector
2. Screen or white wall
3. PowerPoint presentation or transparencies made from PDF of PowerPoint presentation (see Training 3 in the Training Sessions folder on this CD-ROM)
4. Copy of presentation talking points made from PDF of PowerPoint notes pages (see Training 3 PDF of Talking Points in the Training Sessions folder on this CD-ROM)
5. A white board or flip chart and markers, or a blackboard and chalk
6. Food cards (from New England Dairy and Food Council [www.newenglanddairycouncil.org](http://www.newenglanddairycouncil.org) or magazines) (optional; could be used in Chain Five activity described on slide 45)

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7. Materials for Lesson 10 Chain Five activity described on slide 45 (a pencil case), listed on page 152 of the manuscript
8. Labels from cookies, baked goods, margarine, canned fruit, soup, and so on, which are suggested in notes on slide 52 and page 252 of the book, lesson 17, Hunting for Hidden Fat

## Handouts for Participants

1. *Eat Well & Keep Moving* Brochure (Additional Resources)
2. Copy of the presentation
3. Agenda and list of demonstration lessons (presentation slides 2 and 3, copied back to back)
4. Optional: Information on how *Eat Well & Keep Moving* lessons align with your state's educational requirements (available from the *Eat Well & Keep Moving* Web site, [www.eatwellandkeepmoving.org](http://www.eatwellandkeepmoving.org))
5. Background on fat from lesson 17
6. Worksheet 1 from lesson 10, Chain Five
7. Worksheet 1 from lesson 18, Beverage Buzz
8. Optional: Question strips (cut up questions on slides 59 and 60)
9. Optional: Implementation Grids (from *Eat Well & Keep Moving* pp. xxv-xxviii)

You may also wish to download and print out the following handouts, for inclusion in the packet of materials for participants:

Finding Your Way to a Healthier You: Consumer Brochure on the Dietary Guidelines for Americans 2005

[www.health.gov/dietaryguidelines/dga2005/document/pdf/brochure.pdf](http://www.health.gov/dietaryguidelines/dga2005/document/pdf/brochure.pdf)

Fact Sheet: A Report of the Surgeon General. Physical Activity and Health: Adolescents and Young Adults

[www.cdc.gov/nccdphp/sgr/pdf/adoles.pdf](http://www.cdc.gov/nccdphp/sgr/pdf/adoles.pdf)

Fact Sheet: A Report of the Surgeon General. Physical Activity and Health: Adults

[www.cdc.gov/nccdphp/sgr/pdf/adults.pdf](http://www.cdc.gov/nccdphp/sgr/pdf/adults.pdf)

Fact Sheet: A Report of the Surgeon General. Physical Activity and Health: The Link Between Physical Activity and Morbidity and Mortality

[www.cdc.gov/nccdphp/sgr/pdf/mm.pdf](http://www.cdc.gov/nccdphp/sgr/pdf/mm.pdf)

The Surgeon General's Call to Action to Prevent and Decrease Overweight and Obesity: Overweight in Children and Adolescents

[www.surgeongeneral.gov/topics/obesity/calltoaction/factsheet06.pdf](http://www.surgeongeneral.gov/topics/obesity/calltoaction/factsheet06.pdf)

Institute of Medicine Fact Sheet. Schools Can Play a Role in Preventing Childhood Obesity

[www.iom.edu/Object.File/Master/22/615/Fact%20Sheet%20-%20Schools%20FINALBitticks.pdf](http://www.iom.edu/Object.File/Master/22/615/Fact%20Sheet%20-%20Schools%20FINALBitticks.pdf)

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## TRAINING 3 INTRODUCTION *(continued)*

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

[www.cdc.gov/HealthyYouth/SHI/brochure.htm](http://www.cdc.gov/HealthyYouth/SHI/brochure.htm)

Links to additional resources on nutrition, physical activity, and reduction of screen time can be found in the Web site resources section of this CD-ROM (see Web Site Introduction in the Web Sites folder).

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