

# PRE-ASSESSMENT: OPTIONS ... CHOICES ... DECISIONS

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## Teacher Note

Before you begin implementation of *Exercise Your Options* in your classroom, you might want to take a few minutes and consider your own nutrition knowledge and beliefs. They could knowingly, or unwittingly, impact the information you impart to students as they work in the program. It is important to be able to separate “fact from fiction” when it comes to nutrition and physical activity information.

## Overview of Lesson

The program begins with a look at some of the common myths about food and activity choices that students often think are true, and asks them to take a closer look at some of the decisions they make daily that affect their lives and their health. The Pre-Assessment *Meet the Students* video introduces five adolescents who are dealing with real-life lifestyle issues that affect all adolescents. The “Expert” (who appears in all of the lessons’ videos) serves to guide students to develop an awareness of and begin a conversation about the similarities and differences in people, and how food and activity choices are unique to each individual.

## Nutrition Facts

- Key themes of *Exercise Your Options* include the connection among physical activity, food choices and good health.
- In addition to the nutrition facts given within each lesson, a **More for Teachers** section can be found on the DVD and your login page on the website. This section includes in-depth information regarding adolescent health and nutrition issues.

## Student Objectives

1. Understand how to determine realistic food and physical-activity choices.
2. Identify personal behaviors related to food and physical-activity choices.
3. Set outcome goals.

## Level of Cognition

Objective 1: Comprehension

Objective 2: Knowledge

Objective 3: Synthesis

## Materials

Student Workbooks, Pages 2 and 3

*Exercise Your Options* DVD,  
Pre-Assessment: *Meet the Students* Video  
PowerPoint Presentation

Additional resources available on your login page at [HealthyEating.org](http://HealthyEating.org).

## Preparation

1. Review the Pre-Assessment activity in the Student Workbook to familiarize yourself with the program and so you can provide clarifying instructions to students if necessary.
2. Gather materials.
3. Set up PowerPoint presentation.

**Length of Lesson: 45 – 50 minutes**



## Anticipatory Set

### 1. Introduce the Lesson.

- Utilize the PowerPoint presentation to introduce the program.
- Explain to students that for the next few days, they will be working on a program that focuses on the food and physical-activity choices they make. Ask students how they decide what they are going to eat and what activities they are going to do.
- Explain that the program activities will include watching short video clips, participating in class discussion and presentations, and completing written activities in a Student Workbook.
- Distribute Student Workbooks.
  - Point out that the name of the program is *Exercise Your Options*. Ask students what they think the title means. Explain that “options” are choices that they get to make individually based on their preferences.

## Step-by-Step Procedures With Guided Practice

1. Have students complete the Test Your Knowledge checklist (Page 2).
  - Have students read the instructions before the checklist on Page 2. Briefly discuss the idea that different people often have very different ideas about things that affect their lives and their health. People get information from many different sources, including other people or the media, and then form opinions based on that information. Sometimes those opinions or ideas are true, but sometimes they are not. Have students work through the checklist on their own.
  - When complete, take a class poll to determine the number of true/false votes for each statement. Tell the students that while participating in the *Exercise Your Options* program, they will have the opportunity to discover the correct answers to all of the statements and to revisit this same checklist at the end of the program.

Pre-Assessment

OPTIONS ... CHOICES ... DECISIONS

VIDEO  
Meet the  
Students

TEST YOUR KNOWLEDGE

OPTIONS ... CHOICES ... DECISIONS

Different people have different ideas about things that affect their lives and their health. Some of those ideas are correct, but others are not.



Read each of these statements and check (✓) whether you think it is true or false.	True	False
1. Team sports, like basketball or soccer, are the best form of physical activity for students.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. It's important for teenagers to eat foods rich in calcium so they can have strong bones for their entire lives.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. A healthy breakfast should include foods from the Grains group, the Vegetables OR Fruits group and the Dairy OR the Protein group.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Eating a high-sugar snack is good way to get a quick burst of energy that will last all afternoon.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. It's almost always difficult to select healthy foods at a fast-food restaurant.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6. Diets that severely restrict the foods I can eat are not a good way to lose weight and keep it off.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. For normal-weight students, regular physical activity is unnecessary.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8. Famous athletes usually help advertise only healthy food products.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9. I should limit the number of carbohydrates I eat, as often as possible, to avoid gaining weight.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
10. Students who eat breakfast score higher on tests than students who don't eat breakfast.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11. Skipping a meal is a good way to avoid gaining weight.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
12. I will get fat if I eat foods with fat in them.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
13. Serving sizes have become much larger over the last 20 years.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14. All foods can be classified as either good or bad for my body.	<input type="checkbox"/>	<input checked="" type="checkbox"/>

During the *Exercise Your Options* program, you will discover which of these statements are true and which are not!

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2. Have students complete the My Health Assessment (Page 3).

- Have students read the instructions on Page 3, **My Health Assessment**. Briefly discuss the idea that they have many options in life; they have control over decisions about many things that affect their health and their lives. Ask about some of the decisions that they have made today.
- Have students work through their list on their own, marking all items that are true for their lives today. Explain that each person's checklist may be different. That is because some of their choices may be the same as others, while other choices may be quite different. Those differences make us unique, and that's a good thing!
- When complete, have students share some of their responses. Reinforce the idea that there is no one correct set of answers. There are, in fact, many different ways by which people keep a healthy weight, stay physically fit, make smart food choices and respond to food-product ads.

3. Have students watch Pre-Assessment: *Meet the Students* video.

4. Discuss the Pre-Assessment: *Meet the Students* video.

- Ask students to summarize aloud the video's main story line or plot, and then summarize each student's primary food or physical-activity challenge that was dramatized by the students and addressed by the Expert.
- The Pre-Assessment: *Meet the Students* video sets the stage for all lesson's videos because it outlines each student's primary food or physical-activity challenge.

**Pre-Assessment: Meet the Students Video Summary**

*Plot: Five students make breakfast choices before school.*

The **Expert** summarizes and asks the viewer to think about the student's individual challenges to making healthy food or activity choices:

- **Andrew's** kitchen isn't stocked with the variety of healthy food he wants, so instead he has to choose a toaster pastry high in fat and sugar.
- **Megan**, concerned about gaining weight, chooses not to eat any breakfast.
- **Mike**, a school athlete, chooses a high-sugar cereal because it is advertised by a famous athlete he admires.
- **Sarah** chooses a jumbo-sized breakfast sandwich from a convenience store instead of choosing from the wide assortment of healthy foods she has available at home.
- **Gabe** eats a healthy breakfast—(waffle, yogurt, fruit)—but rides in a car to school, as he always does, even though he lives within easy walking distance.

Pre-Assessment
**OPTIONS ... CHOICES ... DECISIONS**

VIDEO  
Meet the  
Students

**MY HEALTH ASSESSMENT**

Read each of the statements and check (✓) those that are true for you right now.

**OPTIONS ... CHOICES ... DECISIONS**

*Exercise Your Options* is a program that teaches about all the options you have for the foods you eat and for the physical activities you do. Since different options work best for different people, this program is about helping you decide which options will work best for YOU to be as healthy as you can.



**I work to keep a healthy weight by:**

- eating healthy foods
- exercising two to three times per week
- skipping a meal two to three times per week
- never eating foods like cookies, chips and other "extras"

**I work to keep my body physically fit by:**

- participating in team sports two to three times per week
- working exercise into daily chores, like walking the dog
- making a plan to start exercising during summer vacation
- walking (or riding my bike) to school sometimes instead of getting a ride

**I make smart food choices by:**

- picking jumbo-sized meals to always get the most food for my money
- eating breakfast before school
- choosing to eat what my friends are eating
- eating a variety of foods from all the food groups every day

**When I see a food product advertised on television or in magazines, I:**

- usually buy it if I like the celebrity who is advertising it
- read the label to check its nutritional value before buying it
- know it's a healthy food if a famous athlete has his or her name on it
- usually won't buy it

What do you hope to learn from the *Exercise Your Options* program?

Write three goals:

1. Goals will vary
2. \_\_\_\_\_
3. \_\_\_\_\_

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**Check for Understanding**

1. Reiterate to students that just like the students in the video:
  - They may have their own unique challenges to making better food and physical-activity choices;
  - They have control over important decisions every day that affect their health;
  - Some of their choices may be the same as other people's, and other choices may be quite different because each person is unique;
  - It's important that they exercise their options and make decisions that are best for them individually.

**Assessment**

1. Have students respond to the Food for Thought writing prompt (Page 3).
  - At the bottom of Page 3, have students write three goals for what they want to accomplish by the end of the program. (Students will revisit these goals at the end of the Post-Assessment to assess whether or not they have met them.)

