



Quick-Start Guide

STEP 1. Confirm that you have all materials

Teacher materials include a Teacher Guide with lesson plans and an *Exercise Your Options* DVD, that contains 8 video segments introducing the key issues of each lesson, teacher PowerPoint presentation and additional resources.

Student materials include Student Workbooks.

STEP 2. Review each lesson plan

Inside the teacher guide you will find 6 lesson plans and a pre and post-assessment (see chart below). Review each lesson plan prior to teaching the lesson. The Expanded Opportunities/Making Connection activities are available on the Dairy Council of California's website at HealthyEating.org under the Schools section. The Expanded Opportunities/Making Connection activities provide opportunities to meet the needs of multiple learning styles and they reinforce concepts taught in the core lesson.

Key Concepts	Focus
Options ... Choices ... Decisions	Some of the common myths about food and activity choices. Students also look at their own choices by completing personal health appraisals.
Food Group Experts (requires two sessions)	The major food groups and main nutrients. Students conduct their own research and presentation on the food groups.
Lunch at the Mall ... What Are My Options?	Serving and portion sizes. Students practice making healthy lunch choices at the mall.
Power up for Breakfast	The importance of breakfast.
Food Records (requires two sessions)	Students complete, analyze and discuss personal food records.
Keep Moving, Keep Fit	The benefits of physical activity. Students also complete and analyze activity records.
Overcoming Obstacles	Developing sound decision-making and goal-setting skills related to healthy eating and physical activity, which encompasses anticipating obstacles and having an alternate plan.
A Brand New Day	Students assessing their progress (knowledge and goals) since the program began and setting goals for how they plan to eat healthy and be physically active now and in the future.

STEP 3. Review additional resources on our website at HealthyEating.org/EYO

Additional resources include:

- * answers to common questions teachers ask about adolescent health and nutrition issues, including USDA's Dietary Guidelines and food guidance system; how much adolescents need of each major food group; special nutritional needs; dieting; and much more
- * student handouts about strong bones, healthy eating for athletes and eating disorders

STEP 4. Teach the lessons

When the *Exercise Your Options* program is implemented as it was intended, students are more likely to eat healthier foods and be more physically active, and you are more likely to see improvements in students' attention, attendance and classroom behavior.

Therefore, we encourage you to:

- * teach all of the six lessons and the pre and post-assessment provided in their entirety.
- * teach the activities in the order they appear in the teacher guide.
- * use the materials provided, including the Teacher Guide, the *Exercise Your Options* DVD which includes the PowerPoint presentation with embedded video segments and the Student Workbooks.

Lesson 3 POWER UP FOR BREAKFAST

You've learned why breakfast is important and what combination of foods make a healthy breakfast. Write what you ate for breakfast this morning.

Food or Drink	Food Group

A balanced breakfast includes one food from each of the three groupings below—this is called the "3 out of 5" model.

Group #1—Grains, Bread & Corns
Group #2—Vegetables OR Fruits
Group #3—Milk & Milk Products OR Meat, Beans & Nuts

My breakfast included:

Evaluate whether or not you had a healthy breakfast by checking (✓) Yes or (X) No to each statement.

	Yes	No
Foods from all food group categories using the "3 out of 5" model		
Grains, Bread & Corns		
Vegetables OR Fruits		
Milk & Milk Products OR Meat, Beans & Nuts		
Foods that were filled with nutrients to give my body a steady stream of energy all morning.		
Foods that were not filled with a lot of added sugar or fat.		

Did you answer "NO" to any of the statements? How could you change your breakfast tomorrow morning so that your checklist is filled with only "YES" answers?
Tomorrow, I can exercise healthier breakfast options I eat:

Food or Drink	Food Group

If you had to choose breakfast at a convenience store or a fast-food restaurant, what would you choose to order and why?

Lesson 5 KEEP MOVING, KEEP FIT!

How did you feel to grab your energy, which allows you to be active and have energy, which allows you to eat more food to get more energy, and so on.

Get the program moving active is part of being healthy.

It's great for your health.

It's great for your fitness.

It keeps the energy you get from food.

ACTIVITY RECORD

How active are you? In the blank spaces, write down the activities you usually do in a week. Think about the activities you do during school, after school and on the weekends. Include everything from watching TV to playing soccer. Then use the FITT formula. That is, determine:

FREQUENCY—How often you usually do this activity (every day? school days? twice a week?)
INTENSITY—How physically hard is this activity (low level? moderate level? vigorous level?)
TIME—How long you do this activity (how many minutes?)
TYPE—What kind of activity is chosen (used to consider intensity of activity?)

TYPE OF ACTIVITY	INTENSITY	FREQUENCY & TIME						
		MON	TUE	WED	THU	FRI	SAT	SUN
EXAMPLE: moderate after school	moderate	15	15	15	15	15	15	15

Total only MODERATE-LEVEL or VIGOROUS-LEVEL activities.
(Cross out LOW-LEVEL activities.)

Teacher Tips

Teachers who have used *Exercise Your Options* in their classrooms have the following suggestions for other teachers:

- * Plan for 40 minutes of class time for all lessons, except two (see chart). Preparation time for this program is minimal.
- * Encourage your students to share their personal or home experiences with food, eating and physical activities whenever possible. It will help them relate to one another and personalize the activities.
- * Be a healthy role model. Students closely watch your words and actions. Making healthy food choices and talking about healthy eating outside the classroom will send students the right message and reinforce classroom lessons. It may also encourage healthy eating behaviors and attitudes in your students.
- * Adolescents may skip breakfast. Reinforce the importance of coming to school fed when completing the food records.
- * Talk with other teachers at your school who use the program for other ideas.