

Welcome!

eatfit 5th edition training

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eatfit

Introductions



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Learning is a team effort

Using Zoom

- Note “raise hand” feature in the participant box

Using EatFit

- Follow along, pages are shown on the slides.



Participation

- Please chat in, ask questions, and leave this webinar ready to go.
- We will mute everyone until its open discussion time.



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Reinforcing / Rewarding

Raffle tickets in classrooms

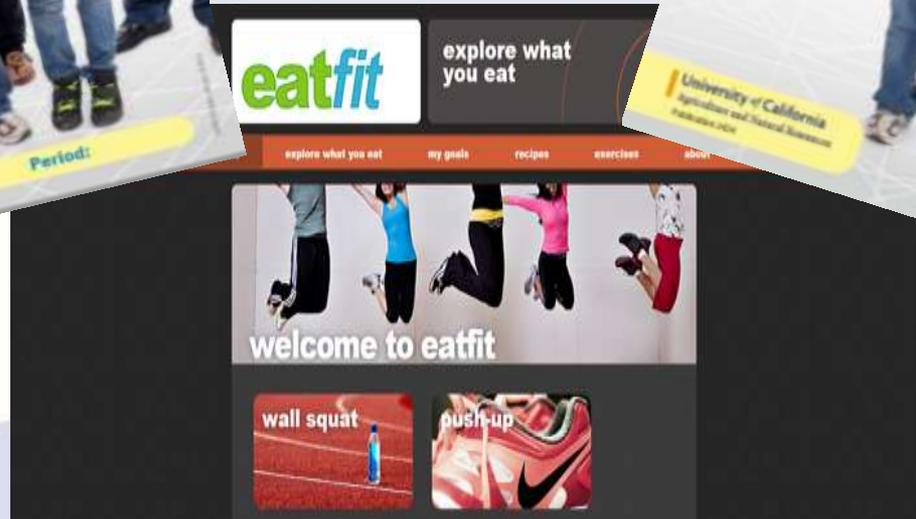
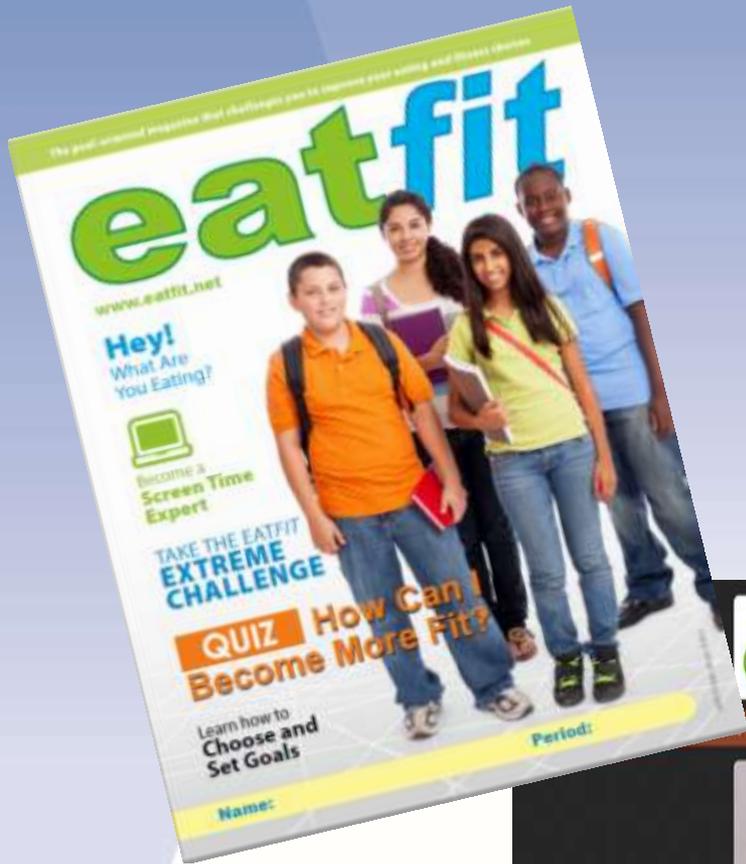
- students receive raffle tickets for weekly goal attainment
- tickets are drawn for prizes

Raffle tickets on webinar

- Lyn will track “virtual raffle tickets” while on webinar.
- A winner will be drawn at the end.



eatfit Program Components



The eatfit logo, consisting of the word "eatfit" in a green and blue font, is positioned in the bottom right corner of the slide.

9 Lessons

1. EatFit Foundation
... how much do you really know?
2. What Are You Eating?
... let's rate your eating
3. Get Psyched for Fitness!
... are you ready for the challenge?
4. Energy
... get plugged in for more power!
5. Food Label Facts
... sending you a message
6. Got Breakfast?
... milk it for all its worth
7. Body Work
... under construction
8. EatFit @ Fast Food
... what a whopper of an idea
9. Screen-time Training
... tune in to this

Lesson Components



Lesson 1



Overview

Learning to make better choices about what to eat and choosing to participate in fitness activities provides 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

Opening discussion: 5 minutes

Activities:

- Eating Record: 15 minutes
- How Many Game: 15 minutes
- Reflection: 5 minutes
- Explain take home: Eating Record: 5 minutes



Objectives

- Students will be able to:
- identify key nutrition and fitness concepts that are used throughout the program
 - complete a 24-hour Eating Record



Getting Ready

- Write the inquiry question on the board.
- Bring a clock or watch with a second hand.
- Bring foods, models, measuring cups, or spoons to demonstrate portion sizes.



Standards

Math: 6CC.6.SP.4 and CC.6.SP.5
Nutrition: 2, 5, 8, all Introduce
Health: 1
P.E.: 6.3, 8.3 and 4

EatFit Foundation

How much do you really know?

Lesson 1
Lesson 2
Lesson 3
Lesson 4
Lesson 5
Lesson 6
Lesson 7
Lesson 8
Lesson 9

Opening Discussion

Read inquiry questions aloud and explain the process for investigating the answer, which includes completing the activities in this lesson.

Inquiry Questions

Why should I choose to eat better?

Why should I choose to increase my fitness activities?

Discussion Prompts

Introduce the EatFit program, including

- program goals
 - increased energy
 - improved appearance
 - improved school performance
 - a more fit body
 - increased independence
- your expectations of students
- classroom logistics
- workbooks
 - handout to students
 - write name on cover
 - expectations for bringing to class

What does EatFit mean?

All answers are correct

How do you choose the foods you eat?

Availability, cost, taste, peer pressure

How could you improve your eating?

What are some benefits of eating better?

How do you choose to be active?

PE class, sports teams, older siblings, skills

How could you improve your fitness?



UC Cooperative Extension

Fifth Edition

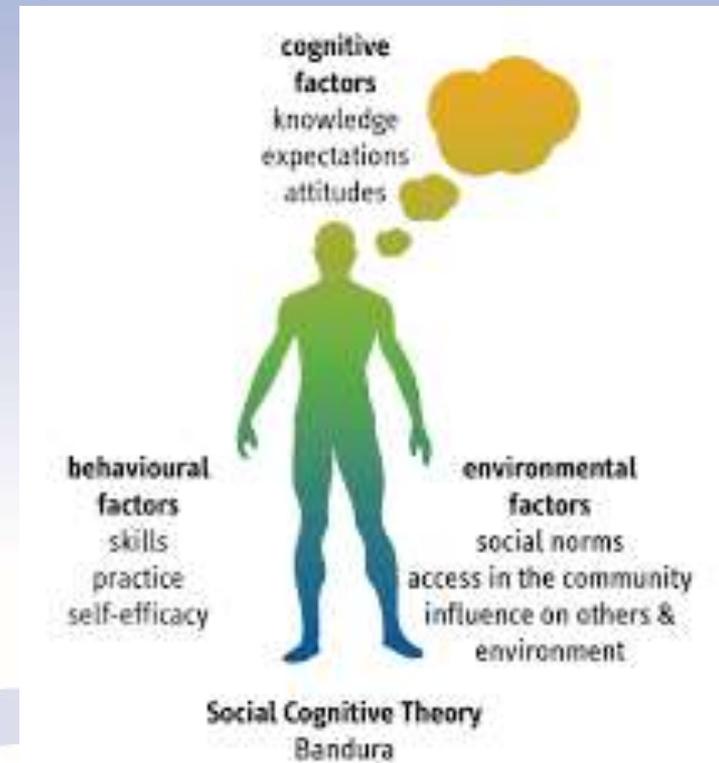
eatfit 1



Social Cognitive Theory

Strategies to promote behavior change

- self-monitoring/self-assessment
- goal setting
- contracting
- skill building
- modeling
- reinforcing/rewarding
- social support



Chat in your answer...

Which of these are most likely to motivate an adolescent? (check all that apply)

- A) Becoming more independent
- B) Lowering their risk of cancer
- C) Having more energy for sports
- D) Delaying onset of chronic diseases
- E) Fitting in with their friends



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Adolescent Motivators

- Energy
- Appearance
- Independence
- Not focused on long-term benefits
 - Chronic disease risk



What's new



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Build a Breakfast

Eating breakfast does many good things. It gives you energy, helps you maintain a healthy weight, helps you concentrate in school, and gives you physical endurance. From the choices below, build a breakfast that is low in solid fat, high in healthy proteins, high in dairy and calcium, low in added sugar, and has a fruit or vegetable. Be creative!

STEP 1. Choose Food (Circle your choice in each category)

Low Solid Fat / High Healthy Fat

- avocado
- peanut butter
- oil
- nuts
- add your own _____

Healthy Protein

- beans
- lean meat (chicken, Canadian bacon, or pork)
- eggs
- tofu
- add your own _____

Dairy and Calcium

- low-fat or nonfat milk
- low-fat or nonfat plain yogurt
- low-fat or nonfat cheese
- calcium-fortified orange juice
- low-fat or nonfat cottage cheese
- calcium-fortified soy milk or almond milk
- add your own _____

Fruit and Vegetable

- 100% fruit or vegetable juice
- vegetables (chopped broccoli, spinach, etc.)
- salad
- fresh fruit (bananas, apples, etc.)
- dried fruit (raisins, dates, etc.)
- canned fruit (fruit cocktail, applesauce, etc.)
- add your own _____

Low Added Sugar

- low-sugar whole-grain cereal (under 6 g)
- whole-grain bagel, bread, corn tortilla, waffle
- water
- tea
- brown rice
- add your own _____

STEP 2. Name your recipe _____

STEP 3. Write your recipe directions

Recipe

- _____
- _____
- _____
- _____
- _____

STEP 4. Prepare your dish at home and tell your class about it.

I see my child prepare this dish at home. _____
parent/guardian signature

Activity moved from enhancements to main Breakfast Lesson take home activity.

Written Body Work Lesson take home activity included in workbook.

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EXTREME FITNESS CHALLENGE

Want to pump up your goal — take it to the extreme? Then you're ready for the EatFit challenge. On the right is a ladder. On the top step, write your major fitness goal (strength, flexibility, etc.). On the bottom step, write your current minor goal. On the rungs in between, write down other minor goals you could try that would help take your goal to the next level. These minor goals should either be a little different from your current one, or a little harder. To make them harder, increase the amount, or the number of times per week. Once you have written them down, choose one you would like to try to accomplish for the remainder of this unit. If you are struggling with your current goal, you do not need to choose a new one. But if you're ready, turn to your contract on page 2, and write your new extreme fitness challenge.

Major Goal

Other Possible Minor Goals

Current Minor Goal

Exercise

	Where	How	What	When
	are 5 places you could go to exercise?	would you get there?	activities could you do there?	is it open?
1.				
2.				
3.				
4.				
5.				

Chat in your answer...

How will you manage the workbooks for take home activities?

- A) Each student will be responsible to keep track of their own workbook.
- B) Workbooks will only be handed out at the beginning of the lesson, and collected at the end. No take home activities will be done.
- C) Workbooks will only be handed out at the beginning of the lesson, and collected at the end. Students will copy the take home page onto binder paper to bring home.
- D) The written part of the Take home activities will be done in class. Preparation, research, etc will be done out of class and reported on.

FITNESS FIELD

The winner of this activity will be the one who gets the most squares completed and signed in the time allowed.

Mingle with classmates, and have them sign off on squares.

A classmate can only sign one space in the pyramid.

On most squares, your classmates will need to do more than just sign. So read the questions carefully.

Find someone who can name one benefit of strength training.
Sign _____

Find someone who does aerobic exercise. Why? _____
Sign _____

Find someone who likes to look good.
Sign _____

Find someone whose goal is strength training and ask them to count how many crunches you can do in 30 seconds. # _____
Sign _____

Find someone who can show you how to make your legs stronger. How? _____
Sign _____

Find someone who can name one benefit of being more active. What? _____
Sign _____

Find someone who likes to play catch or fribee.
Sign _____

Find someone who can demonstrate how to stretch their muscles.
Sign _____

Have someone who can demonstrate how to stretch their muscles.
Sign _____

Find someone who can tell you what G.O.A.L. stands for. G = _____
O = _____ A = _____
L = _____
Sign _____

Grab a partner and do jumping jacks for 30 seconds.
Sign _____

Grab a partner. Which one of you can do a wall squat the longest? _____
Sign _____

Find someone whose goal is strength training and ask them to count how many crunches you can do in 30 seconds. # _____
Sign _____

Find someone who can show you how to make your legs stronger. How? _____
Sign _____

Find someone who can name one benefit of being more active. What? _____
Sign _____

Find someone who did a strength training exercise yesterday.
Sign _____

What is your fitness goal? _____
Sign _____

Find someone whose parent does some type of exercise. What do they do? _____
Sign _____

Find someone who gets more energy after they exercise.
Sign _____

Have someone who can demonstrate how to stretch their muscles.
Sign _____

Find someone who did not reach their fitness goal this week. Can they name a benefit of stretching? Benefit = _____
Sign _____

What is your fitness goal? _____
Sign _____

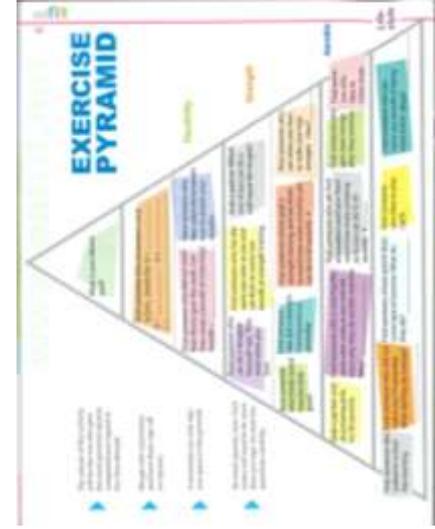
Find someone who can do 5 straight leg push-ups. They must show you how.
Sign _____

Find someone and have them count how many punches you can do in 30 seconds. # _____
Sign _____

Find someone who did not watch any TV yesterday. What did they do instead? _____
Sign _____

Find someone who walked to school this morning.
Sign _____

Activities slightly re-designed.



New activity added to fast food lesson.

Place Your ORDER

Using the nutrition information from your fast food menu, select an item for each category on the right.

Which item would you order?



- | | |
|---|---|
| 1 A beverage with no added sugar: | 4 An item containing healthy protein: |
| 2 A food low in solid and saturated fat: | 5 An item with dairy or calcium: |
| 3 Something containing a fruit or vegetable: | 6 A meal with a drink containing less than 600 calories: |

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www.eatfit.net

TIPS ON HOW TO MAKE HEALTHY CHOICES IN RESTAURANTS



Choose fruits or vegetables as your side.

"I'd like the garden salad and apple slices, please."



Watch your serving size!

"No, I'll pass on the large fries. Just give me a small order."

Skip high-sugar drinks.

"One diet soda, one unsweetened iced tea, two milks, and four waters, please."



Order your favorite fast food items without the bacon, cheese, and extra meat.

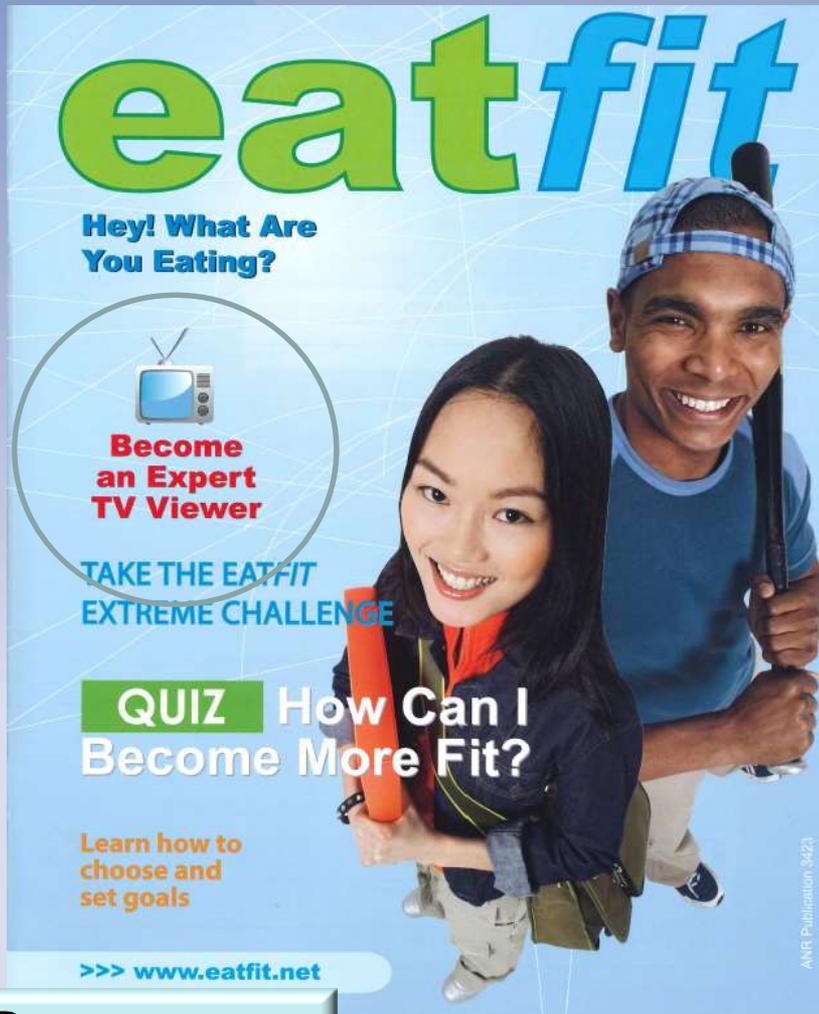
"Yes, I'd like to order a single patty, no cheese, but extra tomato, please."



Choose grilled or baked foods instead of deep-fried ones.

"Give me the grilled chicken sandwich instead of the fried chicken, please."

“TV” vs “Screen”



WB cover

• VS



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Other things...

- New photos
- Jeopardy moved to lesson 9
- Eating goals updated
- Removed recipes, standards
- Added list of Common Core links in lesson
- Enhancement Activities moved into main lesson
- New food labels to reflect new goals and updated design
- “lesson question” is now an “inquiry question”, then finish with a “reflection question”.

12 FOOD LABEL FACTS
Use the Nutrition Facts Food Labels provided by your teacher to answer the following questions.

Station 1: Dairy and Calcium

1. Check for and write down three (3) good sources of calcium.
How many labels? _____
Fill in the blanks

2. % Daily Value of Calcium
Low-fat milk _____
2% milk _____
No low-fat milk _____
Full-fat milk _____
Change piece with calcium _____
Low milk _____
Amount milk _____

3. Report (provide) what percentage of the daily value of calcium?
A. 1%
B. 10%
C. 100%

Station 2: Fruits and Vegetables

1. Determine the number of servings of fruit.
How many labels? _____
Fill in the blanks

2. % of Juice
Low juice _____
Change juice _____
No juice _____
Some change _____

3. How many servings of fruits and vegetables?
A. 1-2
B. 3-4
C. 5-6

Station 3: Healthy Protein

1. A tuna sandwich has more protein than a cheese sandwich.
How many labels? _____
Fill in the blanks

2. Protein (grams)
Lean beef _____
Regular beef _____
Tuna _____

3. % Daily Value of Iron
Lean beef _____
Regular beef _____
Tuna _____

Refined beans provide what percentage of the daily value of iron?
A. 2%
B. 20%
C. 10%

WB p12

Chat in your answer...



What other updates did you notice?



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Goal Setting



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Reasons for Goal Setting

- Directs attention to the task
- Motivates
- Increases confidence
- Is an important life skill
 - Is transferable beyond eating & physical activity

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The Rest of the Story

We asked the experts, "What should you do once the EatFit program is over?" Here's what they said:

- ✓ The funny thing about goals is that you're never done. It's a process of constantly setting new goals that you want to achieve.
- ✓ Continue to challenge yourself. Step up the goal you are currently working on: if it's 3 days a week now, make it 4 days a week.
- ✓ Tired of your goal? Try a new one. What do you want to accomplish? Eating more fruit? Or bench pressing 150 pounds? Set a minor goal to help you get there.
- ✓ Set time frames so that every week or every month you add a new goal to your list. This week it could be drinking 6 glasses of water daily. Next week you could add 10 push-ups a day, and the week after, you could go jogging once a week. You get the idea.
- ✓ Write your new goal on a post-it note or note card, and put it some place where you'll see it. The bathroom mirror, your locker, or binder, or on the TV are all good spots to start with.
- ✓ Remember to reward yourself. Make a contract with yourself: "When I have accomplished my goal 2 weeks in a row, I will treat myself by renting the latest movie." Find some motivation and make it work for you. Track your progress so that you can see your accomplishments. Writing it on a calendar or piece of paper works fine.
- ✓ Get others involved. Ask your mom to walk with you, get your friends to try to eat more fruit with you, or ask your teacher to give you advice. Having friends to rely on is one key to success.



G – going to do. In other words, something you are going to add to your life, not subtract. If it's a bad habit like nail-biting that you want to break, then word the goal as, "I will chew sugarless gum instead of biting my nails." Get the idea? Be positive.

O – on target. When you're aiming for the target, you want to hit the bull's-eye. Make sure you're specific. Saying that "you want to eat better" is too general. Instead, try saying, "I will eat an apple every day."

A – attainable. Can you actually achieve your minor goal, and do so in a reasonable amount of time? Make sure, or you will get discouraged.

L – link your goals. Make sure your minor goal will help you reach your major goal. Drinking more juice each day will not help you to make the cheerleading team.

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How is Goal Setting Used in **eatfit** ?

- Personalized self-assessment
- Students set eating & fitness goals
 - Online or paper/pencil
- Contracts are signed
- Lessons provide skill opportunities, practice and support for goals
- Goal tracking
- Incentives/rewards



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Major Goals Updated

Eating Goals

Improve Eating Habits

→ Increase Dairy & Calcium Intake

→ Increase Healthy Protein Intake

Increase Fruit & Vegetable Intake

→ Decrease Added Sugar Intake

→ Decrease Solid Fat Intake

Fitness Goals

Increase Lifestyle Activities

Increase Aerobic Activities

Increase Strength Training

Increase Flexibility Exercises



Minor Eating Goals Updated

Improve Eating Habits

Eat breakfast at least 3 x/wk.

Eat only when hungry.

Eat meals and snacks with screens off.

Increase **Healthy** Protein Intake

Eat fish at least once a week.

Eat lean meat at least 3 meals a week.

Eat beans at least 3 times a week.

Decrease **Added** Sugar Intake

Replace sodas and drink mixes with water, 100% juice, or diet soda, 3 lunches a week.

Eat a cereal with less than 6 grams of sugar per serving 3 mornings a week.

Replace cupcakes, cookies, and pie with lower added sugar options for snacks. (nuts, popcorn, whole grain crackers, fruit)

Increase **Dairy** & Calcium Intake

Drink the milk remaining in your cereal bowl.

Eat dark green leafy vegetables 3x/wk.

Drink 1 cup of low-fat milk, calcium fortified orange juice, almond milk or soy milk at least 3x/wk.

Increase Fruit & Vegetable Consumption

Add fruit or vegetables to your breakfast 3x/wk.

Eat vegetables with dinner at 3 nights per week.

Drink 100% fruit juice, instead of soda or drink mix, 3x/wk at lunch.

Decrease **Solid** Fat Intake

Choose lower solid fat toppings on your pizza (Canadian bacon, vegetables, pineapple, chicken).

Choose lower solid fat toppings on your sandwiches (mustard, salsa, avocado, oil, ketchup, vegetable).

Remove visible fat and skin from meat.

Goals Updated

Student Activity Sheet

Minor Eating Goal Choices

Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5 Lesson 6 Lesson 7 Lesson 8 Lesson 9

Decreasing Added Sugar Eating Goals

Oh no! Your diet was full of added sugar foods. Not only will a lot of added sugar lead to cavities, but it can also make you feel tired and may cause you to gain weight. Try reducing the sugar in your diet by choosing one of the following goals. Once chosen, write it on your contract.

- Replace sodas and drink mixes with water, 100% juice, or milk at least three meals a week.
- Eat a cereal with less than 6 grams of sugar per serving three mornings a week.
- Replace cupcakes, cookies, and pie with lower-added-sugar options for snacks such as nuts, popcorn, whole grain crackers, and fruit.



Increasing Dairy and Calcium Eating Goals

Uh-oh. Your food record shows you need more calcium in your diet. Without enough calcium, your bones and teeth may become weak and brittle. Good sources of calcium include dairy products such as milk, cheese, and yogurt as well as calcium-fortified juices and green leafy vegetables. To increase your intake, choose from one of the goals below. Once you have chosen, write your new goal on your contract.

- Drink the milk remaining in your cereal bowl every time you eat cereal.
- Eat dark green leafy vegetables three times a week.
- Drink one cup of low-fat milk, calcium-fortified orange juice, almond milk, or soy milk at least three days a week.



Increasing Fruits and Vegetables Eating Goals

Uh-oh. You didn't get all the fruits and vegetables you needed. Fruits and vegetables help build skin, hair, and bodies and help to manage your weight. Try to get more in your diet by selecting one of the following goals. Once you have chosen a goal, write it on your contract.

- Add fruit or vegetables to your breakfast three times a week.
- Eat vegetables with dinner at least three nights a week.
- Drink 100% fruit juice instead of soda or drink mix three times a week at lunch.



UC Cooperative Extension eatfit 15 Fifth Edition

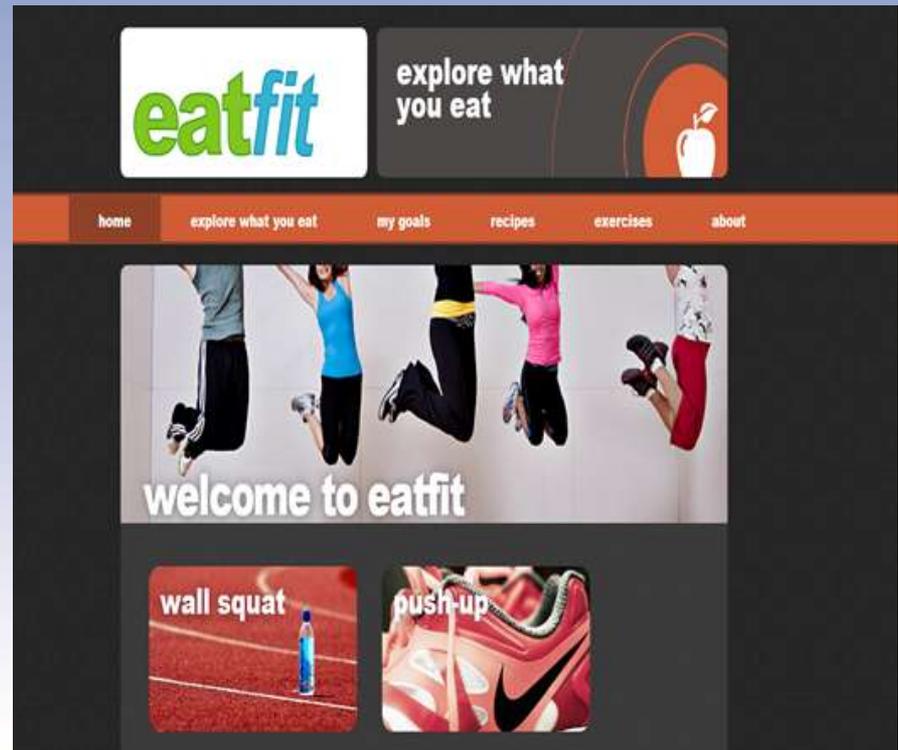


The screenshot shows the eatfit website interface. At the top left is the 'eatfit' logo. To its right is a navigation menu with the text 'explore what you eat' and a red apple icon. Below this is a horizontal navigation bar with links for 'home', 'explore what you eat', 'my goals', 'recipes', 'exercises', and 'about'. The main content area features a large banner with the text 'welcome to eatfit' and a photo of several people jumping in the air. Below the banner are two smaller images: one labeled 'wall squat' showing a person on a red track with a water bottle, and another labeled 'push-up' showing a person in a red Nike shirt performing a push-up.

Website-Eating Analysis

eatfit Online Eating Analysis

Online, students can enter and analyze their eating records to see what part of their diets to improve and what eating goals to set.



Poll Question

In order to update the www.eatfit.net eating analysis, we will need to apply for a large grant (likely \$100,000), and it would take a substantial amount of time. Is it worth the time and money to update?

- A) Yes, definitely, it's essential
- B) Yes, but it's not essential, just nice to have
- C) No, its not used that often
- D) No, definitely not, that time and money should be prioritized for other statewide curriculum needs.



Rewards & Motivation

Extrinsic motivation

Intrinsic motivation



TRACK IT! Goal Tracking Sheet

Each week, write down something positive that happened because you worked towards your goal.

Eating Goal Scale

7
6
5
4
3
2
1

6
5
4
3
2
1

Fitness Goal Scale

Start Here

WB Back Cover



Tracking

TRACK IT!

Goal Tracking Sheet

Each week, write down something positive that happened because you worked towards your goal.

7		6
6		5
5		4
4		3
3		2
2		1
1		

Eating Goal Scale *Fitness Goal Scale*

Start Here

Examples / Answers

TRACK IT!

Goal Tracking Sheet

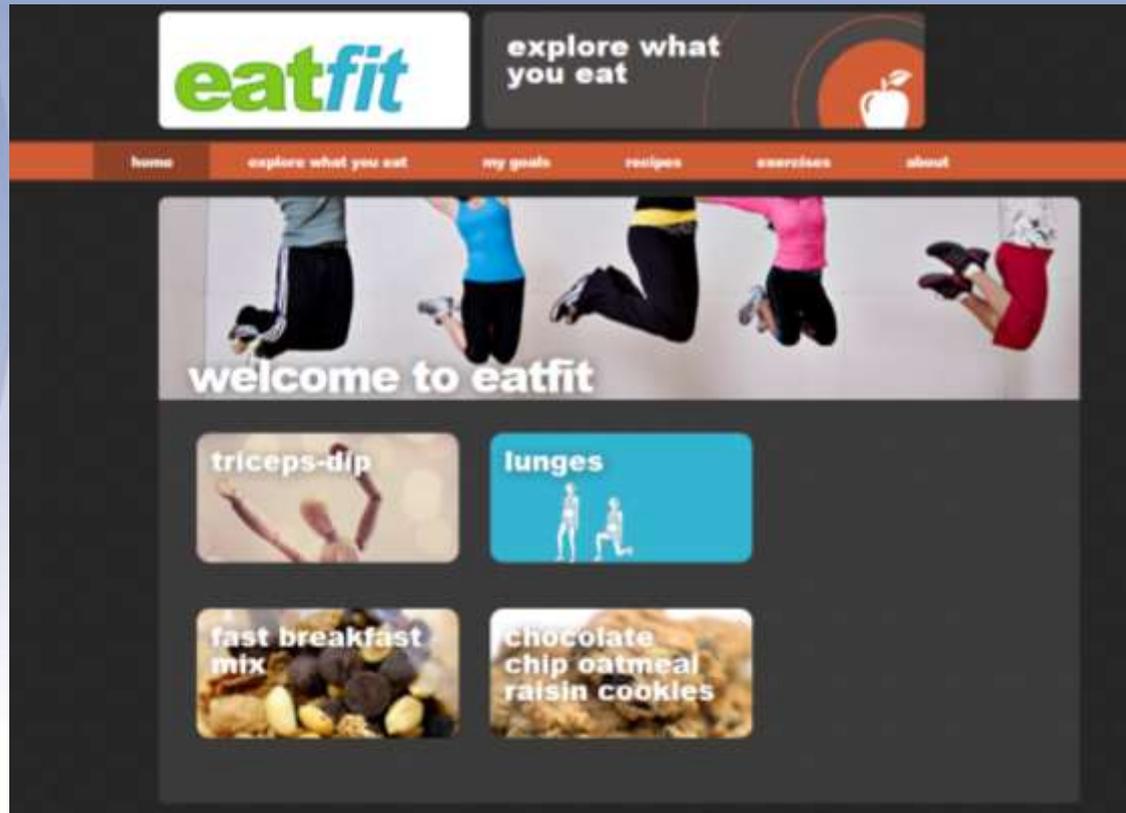
Each week, write down something positive that happened because you worked towards your goal.

7		6
6		5
5	showed my friend how to get free water	4
4	felt proud of myself	3
3	didn't feel bloated	2
2	could study longer	1
1	saved money not buying soda	
	was a good role model	
	had more energy after school	

Eating Goal Scale *Fitness Goal Scale*

Start Here

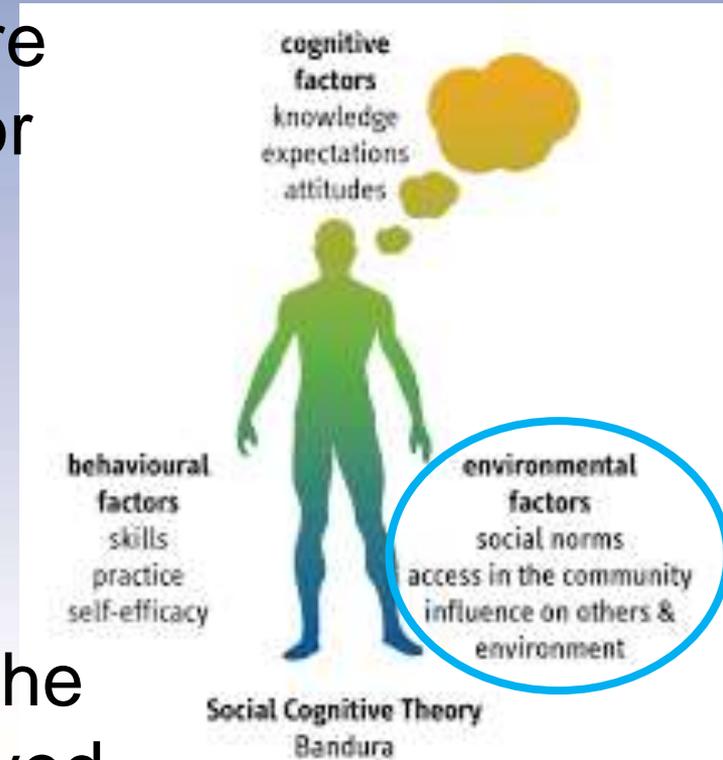
Physical Activity Break



<http://www.eatfit.net/>

Policy, Systems, & Environment

- Socio-environmental factors are aspects of the perceived and/or physical environment that promote, permit or discourage engagement of a particular behavior.
- Factors include: influential role models, cultural beliefs about the social acceptability and perceived prevalence, social support, built environment.



Cues

- Cues are objects that cause you to act.
- A push-up bar at the park, a copy of your goal contract on the mirror, tennis shoes by the front door, plate of cookies on the counter, TV on at a restaurant, banner ad for Gatorade on YouTube, etc....
- Cues can be positive or negative.
 - Positive cues-lead to healthy actions.
 - Negative cues-get in the way of healthy actions or contribute to bad habits.



Examples of Environmental focus in **eatfit**

- Lesson 2- Take home activity TG p9
 - What are three ways that your parents can help you reach your goal?
- Lesson 3-Reflection question TG p25
- Lesson 5-Take home activity & lesson enhancement TG p40
- Lesson 6- Lesson Enhancements *Breakfast Advocacy* TG p72
- Lesson 7-Take-Home Activity Exercise TG p79
Where/How/What/When
- Lesson 8- Take Home Activity Fast-food Challenge TG p83
- Lesson 9-Take Home Activity *It's Show Time* TG p90

Food Label Updates

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12 **FOOD LABEL FACTS**

Use the Nutrition Facts Food Labels provided by your teacher to answer the following questions.

Station 1

Dairy and Calcium

1 Cheddar and sour cream chips are a good source of calcium.
True or False?

2 *Fill in the blanks*

% Daily Value of Calcium	
Whole milk	
2% milk	
1% low-fat milk	
Fat-free milk	
Orange juice (with calcium)	
Soy milk	
Almond milk	

3 Yogurt provides what percentage of the daily value of calcium?
A. 5%
B. 10%
C. 30%

Station 2

Fruits and Vegetables

1 Strawberry Pop Tarts are a good source of fruit.
True or False?

2 *Fill in the blanks*

% of Juice	
Fruit punch	
Orange juice	
V8	
Sunny Delight	

3 How many servings of carrots are in a medium bag?
A. 1
B. 3
C. 5

Station 3

Healthy Protein

1 A tuna sandwich has more protein than a cheese sandwich.
True or False?

2 *Fill in the blanks*

Protein (grams)	
Lean beef	
Regular beef	
Tofu	

% Daily Value of Iron	
Lean beef	
Regular beef	
Tofu	

3 Refried beans provide what percentage of the daily value of iron?
A. 0%
B. 5%
C. 10%

Station 1
Cheddar & Sour Cream Chips

Nutrition Facts	
1 servings per package	
Serving size 1 (49g)	
Amount per serving	
Calories 280	
% Daily Value*	
Total Fat 17g	22%
Saturated Fat 2.5g	43%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 105mg	14%
Total Carbohydrate 27g	10%
Dietary Fiber 2g	7%
Total Sugars 2g	
Includes 0g Added Sugars	0%
Protein 0g	
Vitamin D 0mg	0%
Calcium 20mg	2%
Iron 0.7mg	4%
Potassium 50mg	12%

Station 1
Whole Milk (3.5% fat)

Nutrition Facts	
2 servings per container	
Serving size 1 cup (244g)	
Amount per serving	
Calories 150	
% Daily Value*	
Total Fat 8g	16%
Saturated Fat 4.5g	22%
Trans Fat 0g	
Cholesterol 24mg	8%
Sodium 105mg	4%
Total Carbohydrate 11g	4%
Dietary Fiber 0g	0%
Total Sugars 12g	
Includes 0g Added Sugars	0%
Protein 8g	
Vitamin D 3mg	15%
Calcium 270mg	21%
Iron 0mg	0%
Potassium 322mg	7%




TG p49-69

WB p11-12



Chat in your answer...

List a few new foods added to the Food Label Activity.

Chat in your answer...

How many grams of added sugar are in one serving of Cocoa Krispies?



Cross-Program Integration and Youth Development Expertise



EatFit is a National
4-H Juried
curriculum



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Strengthening Youth Development Principles

4-H says:



Learn To Do By Doing

EatFit has experiential activities (making breakfast, visiting a fast food restaurant, handling real food packages, etc).

The logo for EatFit, featuring the word 'eatfit' in a lowercase, sans-serif font. The 'eat' is in green and the 'fit' is in blue. Above the text, there is a faint, stylized illustration of a group of people in various active poses, including one holding a basketball.

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Strengthening Youth Development Principles

4-H says:



EatFit promotes youth advocacy for change


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Strengthening Youth Development Principles

4-H says: Learning to think like a scientist is important



EatFit includes:

- Inquiry questions for deeper self-directed learning
- Reflection questions to close the learning cycle
- Hands-on experiments (a Losing Sports Drink)

TG p78



Chat in your answer...

Type in an example of an inquiry-style question.

- Closed questions:
 - Answers that are single answer (yes/no)
- Open questions:
 - Answers that require a sentence or more
- Inquiry questions:
 - Answers that require contemplation and investigation



Questions

- We will take you all off of mute. Please ask aloud.



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Poll

How has your **understanding** of the revisions to EatFit version 5 changed as a result of this webinar?

A) I understand significantly more what updates were made

B) I understand a little bit more what updates were made

C) I am not sure I understand any more

D) I understand less



Poll

How has your confidence to use EatFit version 5 changed as a result of this webinar?

- A) I feel **significantly more** confident
- B) I feel a **little bit more** confident
- C) Not sure
- D) I feel **less confident**



eatfit

Raffle Drawing!



The logo for 'eatfit' is located in the bottom right corner. It features the word 'eatfit' in a lowercase, sans-serif font. The 'eat' is in green and 'fit' is in blue. Above the logo, there is a faint, stylized illustration of three people in motion, one holding a ball.

eatfit

An intervention that challenges adolescents to improve their eating and fitness choices

The goal-oriented magazine that challenges you to improve your eating and fitness choices

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www.eatfit.net

Hey!
What Are You Eating?



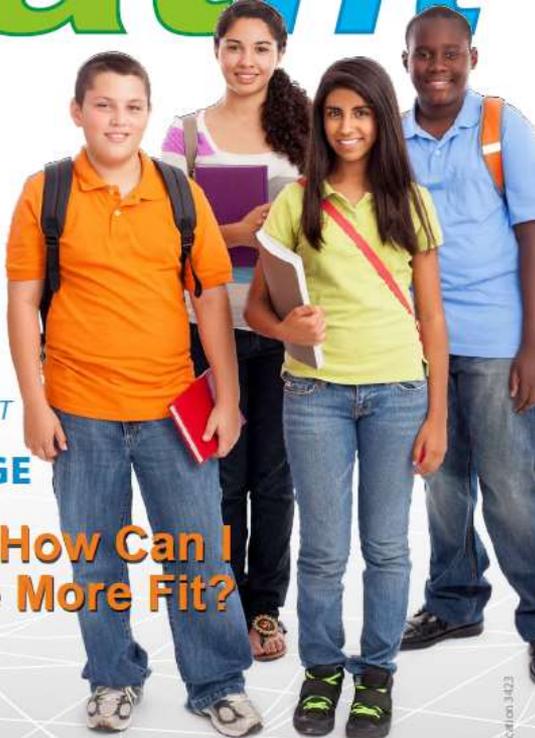
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