Welcome!

eatfit 5th edition training

Mical K Shilts, PhD
Marcel Horowitz, MS, MCHES
December 4, 2018
Introductions
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.
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.
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
Making better choices about what to eat and choices 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 Games: 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.5.3.P and 6CC.6.SP.5
- Nutrition: 2, 3, 5, 8, all Introduce Health: 1
- P.E.: 6.3, 8.3 and 4

EatFit Foundation
How much do you really know?

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, sport teams, older siblings, skills
- How could you improve your fitness?
Social Cognitive Theory

Strategies to promote behavior change
- self-monitoring/self-assessment
- goal setting
- contracting
- skill building
- modeling
- reinforcing/rewarding
- social support
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
Adolescent Motivators

• Energy

• Appearance

• Independence

• Not focused on long-term benefits
  – Chronic disease risk
What’s new
Activity moved from enhancements to main Breakfast Lesson take home activity.
Written Body Work
Lesson take home
activity included in
workbook.
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.
Activities slightly re-designed.
New activity added to fast food lesson.
“TV” vs “Screen”
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”.

WB p12
Chat in your answer…

What other updates did you notice?
Goal Setting
Reasons for Goal Setting

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

Website-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.
Food Record part of Lesson 1

My Eating Record

• How much do you eat?
• weighed portion

Tips for a better you:
• eat a healthy diet
• eat fruits and vegetables

eatfit.net

Explore what you eat
My goals
Recipes
Exercises
About

Welcome to eatfit

Lunges
Wall squat
Fast breakfast mix
Mexican-style omelet
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
Tracking

**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

Fitness Goal Scale

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

Start Here

Examples / Answers

- Showed my friend how to get free water
- Felt proud of myself
- Didn’t feel bloated
- Could study longer
- Saved money not buying soda
- Was a good role model
- Had more energy after school

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
  - What are three ways that your parents can help you reach your goal?

- Lesson 3: Reflection question

- Lesson 5: Take home activity & lesson enhancement

- Lesson 6: Lesson Enhancements Breakfast Advocacy

- Lesson 7: Take-Home Activity Exercise

- Lesson 8: Take Home Activity Fast-food Challenge

- Lesson 9: Take Home Activity It’s Show Time
Food Label Updates

Station 1
Cheddar & Sour Cream Chips
Station 1
Whole Milk (3.5% fat)

Nutrition Facts

<table>
<thead>
<tr>
<th>Serving size</th>
<th>Calories</th>
<th>1 serving (49g)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>280</td>
<td></td>
</tr>
<tr>
<td></td>
<td>% Daily Value</td>
<td></td>
</tr>
<tr>
<td>Total Fat</td>
<td>17g</td>
<td>22%</td>
</tr>
<tr>
<td>Saturated Fat</td>
<td>2g</td>
<td>13%</td>
</tr>
<tr>
<td>Trans Fat</td>
<td>0g</td>
<td>0%</td>
</tr>
<tr>
<td>Cholesterol</td>
<td>0mg</td>
<td>0%</td>
</tr>
<tr>
<td>Sodium</td>
<td>101mg</td>
<td>4%</td>
</tr>
<tr>
<td>Total Carbohydrate</td>
<td>2g</td>
<td>0%</td>
</tr>
<tr>
<td>Dietary Fiber</td>
<td>2g</td>
<td>7%</td>
</tr>
<tr>
<td>Sugars</td>
<td>0g</td>
<td>0%</td>
</tr>
<tr>
<td>Protein</td>
<td>0g</td>
<td>0%</td>
</tr>
<tr>
<td>Vitamin D</td>
<td>0ug</td>
<td>0%</td>
</tr>
<tr>
<td>Calcium</td>
<td>2mg</td>
<td>0%</td>
</tr>
<tr>
<td>Iron</td>
<td>0mg</td>
<td>0%</td>
</tr>
<tr>
<td>Phosphorus</td>
<td>0mg</td>
<td>0%</td>
</tr>
</tbody>
</table>

Station 1
Nutrition Facts

<table>
<thead>
<tr>
<th>Serving size</th>
<th>Calories</th>
<th>1 cup (244g)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>150</td>
<td></td>
</tr>
<tr>
<td></td>
<td>% Daily Value</td>
<td></td>
</tr>
<tr>
<td>Total Fat</td>
<td>10g</td>
<td>17%</td>
</tr>
<tr>
<td>Saturated Fat</td>
<td>4g</td>
<td>2%</td>
</tr>
<tr>
<td>Trans Fat</td>
<td>0g</td>
<td>0%</td>
</tr>
<tr>
<td>Cholesterol</td>
<td>0mg</td>
<td>0%</td>
</tr>
<tr>
<td>Sodium</td>
<td>104mg</td>
<td>4%</td>
</tr>
<tr>
<td>Total Carbohydrate</td>
<td>11g</td>
<td>3%</td>
</tr>
<tr>
<td>Dietary Fiber</td>
<td>0g</td>
<td>0%</td>
</tr>
<tr>
<td>Sugars</td>
<td>6g</td>
<td>3%</td>
</tr>
<tr>
<td>Protein</td>
<td>8g</td>
<td>1%</td>
</tr>
<tr>
<td>Vitamin A</td>
<td>100ug</td>
<td>10%</td>
</tr>
<tr>
<td>Calcium</td>
<td>1mg</td>
<td>0%</td>
</tr>
<tr>
<td>Iron</td>
<td>0mg</td>
<td>0%</td>
</tr>
<tr>
<td>Phosphorus</td>
<td>0mg</td>
<td>0%</td>
</tr>
</tbody>
</table>

Station 1

Dairy and Calcium
1. Cheddar and sour cream chips are a good source of calcium.
2. Whole milk
3. Almond milk

Fruits and Vegetables
1. Strawberry Pop Tarts are a good source of fruit.
2. Orange juice
3. Sunny Delight

Healthy Protein
1. A tuna sandwich has more protein than a cheese sandwich.
2. Tofu
3. Tofu

**eatfit**

WB p11-12

TG p49-69
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
4-H says:

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

4-H says:

EatFit promotes youth advocacy for change
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)
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.
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
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
Raffle Drawing!
An intervention that challenges adolescents to improve their eating and fitness choices
shiltsm@csus.edu
mhorowitz@ucanr.edu