

The background features three stylized human figures in motion. A large blue silhouette is in the center, with arms and legs spread wide. To its right, a yellow silhouette is in a dynamic, jumping pose. In the lower-left corner, a purple silhouette is in a running or dancing pose. The background is a collage of geometric patterns, including squares and circles, in shades of purple, blue, yellow, and orange. The text 'Smart Moves' is written in a large, bold, orange font, and 'FOR YOUR HEALTH' is in a smaller, white font on a green brushstroke background. 'Educator Guide' is in a dark blue font at the bottom right.

Smart Moves

FOR YOUR HEALTH

Educator Guide

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Note: Depending on your time and whether or not you include any of the More Moves activities, you may want to divide the lessons into five days instead of three.

More Moves

Extend any of the lessons by doing the More Moves activities. Many of these activities focus on how students can influence or change their home or school environment so that they can make healthier food choices or be more active. (Additional materials required.)



Program Overview

The purpose of **Smart Moves** is to guide middle school students in making smart decisions about their eating and physical activity habits. Students learn that eating well and being physically active are **Smart Moves** they can make for their health.

The **Smart Moves** program teaches students a four-step model to make positive changes in their lives. During the course of the program, students will take these steps to plan healthier habits for eating and physical activity.

Smart Moves provides students with the knowledge necessary to make informed decisions about what they eat and how much time they spend being active. However, this program offers more than just information. It encourages students to take positive actions based on what they learn, and it gives them a concrete plan for doing so.

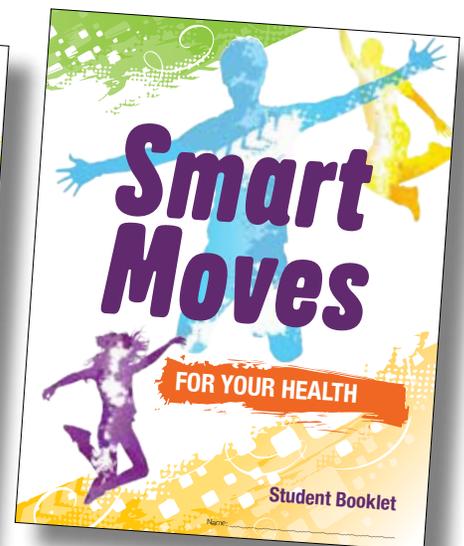
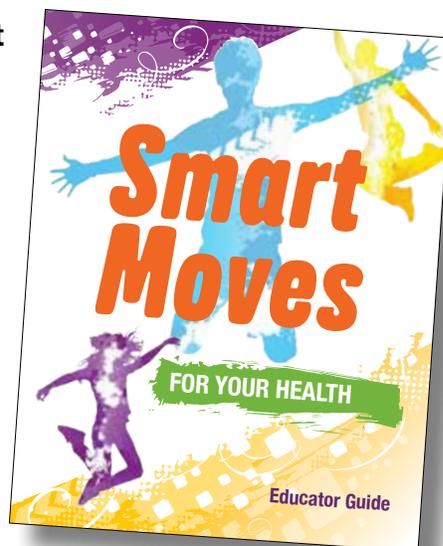
Throughout the program, educators work with students to help them:

1. Identify where they want to make changes.
2. Discover their options for change.
3. Develop a plan to make changes.
4. Implement their plans.

By the end of the program, students will realize they are responsible for what they eat and how much time they spend being physically active and that they can take control of their health and make positive changes.

Materials Needed

- Educator Guide (this booklet)
- **Smart Moves Student Booklets**, one per student
- **1-Day Food and Activity Record**, copies as needed



Day 1

Students discuss the importance of eating well and being active on most days. They record their food choices and physical activity habits.

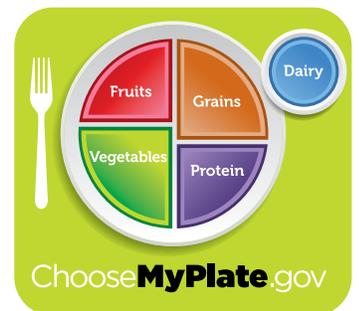
Activity Synopsis

Students discuss what it means to have a healthy lifestyle, focusing on eating well and moving more as **“Smart Moves”** that they can make for their health. They learn how to complete a **1-Day Food and Activity Record** that will help them determine whether they need to make changes in what they eat or how much time they spend being active. Next, students look specifically at the five food groups of MyPlate, are introduced to the concept of “combination foods” and their contributions to the food groups, and learn about the “others” category (foods that don’t fit into any one food group because of their low nutrient profile).

Activity Outcomes

Students will be able to:

- Recognize that eating well and being active are important for health.
- Recognize that food provides the nutrients and energy needed for health, growth, and activity.
- Recognize MyPlate and name the five food groups.
- Classify foods into the food groups, “combination foods,” and the “others” categories.
- Classify “combination foods” into the five food groups.
- State the average **minimum** amounts needed per day for 11-18 year olds from each of the food groups:
 - Fruits – 1.5 cups
 - Vegetables – 2 cups
 - Grains – 5 ounce equivalents
 - Protein – 5 ounce equivalents
 - Dairy – 3 cups
- Become familiar with what a serving is, related to each food group.



Materials

- Flip chart or board to write on
- **Smart Moves student booklet**, one per student (downloadable at www.MilkMeansMore.org)
- **1-Day Food and Activity Record**, two blank copies per student; find on page 30 of this guide and on page 29 of the student booklet

Advance Preparation

- Duplicate, two copies per student, the **1-Day Food and Activity Record (page 30)**.

Teaching Plan

1. Introduce Today's Activity

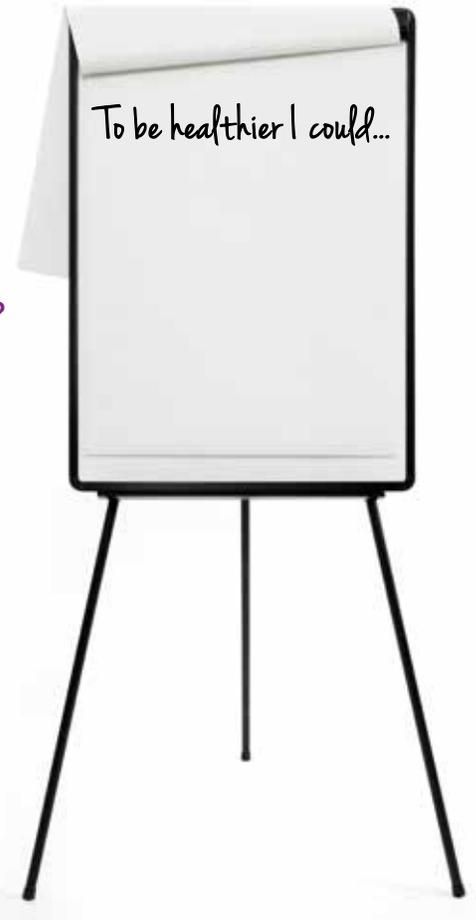
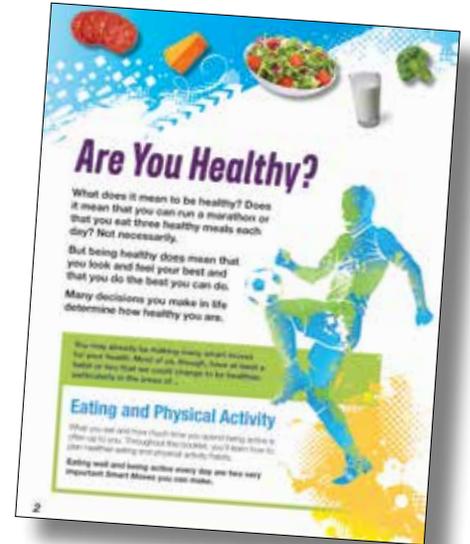
A. Hand out a **Smart Moves student booklet** to each student (or duplicate only the pages you need and hand those out). Have students look at page 2, **Are You Healthy?** Ask a student to read the text in the middle of the page in bold print. **Then say:**

➤ **There are many things we do or don't do daily that contribute to how healthy we are, or how healthy we will be. What are some things we can do to help ourselves be healthy?**

B. Record responses on the board or a flip chart and briefly discuss them. Reinforce appropriate responses such as exercise regularly, eat more fruits and vegetables, get enough sleep, don't smoke, drink lots of water, find healthy ways to relieve stress or anger, etc.

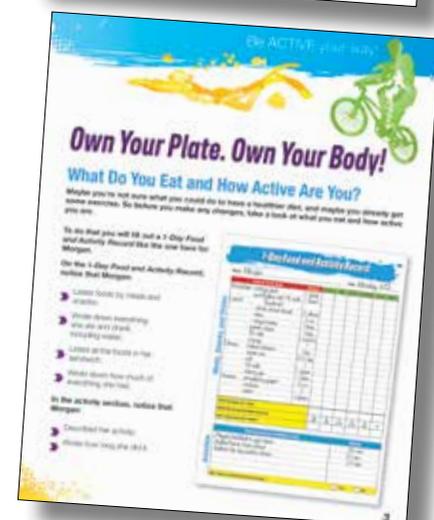
C. Ask a student to read the text in the box at the bottom of page 2 of the student booklet. **Then briefly discuss the following questions:**

- **Why do you think eating well and being active daily are important for your health?**
- **How many of you think you could be healthier by eating better or being more active?**
- **Think of the healthiest teenager you know. What kinds of choices does he or she make to be healthy?**
- **What other changes could you incorporate to be healthier?**
- **Which of these choices do you already make or could you make?**
- **What kinds of things could our school do to encourage students to make healthier choices?**



2. Introduce the 1-Day Food and Activity Records

- A. Hand out a blank **1-Day Food and Activity Record** to each student. Tell the students not to use the blank copies in their books. Have students turn to page 3, **Own Your Plate. Own Your Body!** in their booklets. **Explain the following:**
- **To find out how well you eat and how active you are, you will keep a one-day record. Next, you'll compare what you eat and how much time you spend being physically active to the current recommendations for people your age.**
- B. Use Morgan's **1-Day Food and Activity Record** on page 3 of the student booklet to explain to students how to complete their records. Tell students that Morgan wrote down everything she ate and drank, except water, for one day.
- C. Point out that Morgan was very specific about writing down exactly what she ate. Instead of writing just "sandwich," she recorded all the foods that made up the sandwich (e.g., whole wheat bread, tuna, and mayonnaise) and how much of each (e.g., two slices of bread, two ounces of tuna, and one tablespoon of mayonnaise).
- D. Also point out that at the bottom of the record, Morgan recorded exactly what kind of physical activity she did and for how long. Explain that Morgan recorded only the activities that involved being up and moving around for several minutes, not low-energy activities like washing dishes or cleaning her room.

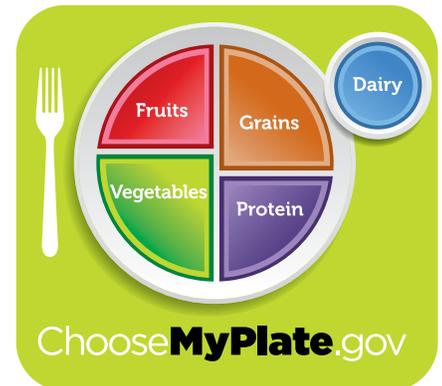


3. Provide Some Practice Filling Out 1-Day Food and Activity Records

- A. Ask students to list everything they've eaten or drunk so far that day (breakfast, lunch, and snacks) on the **1-Day Food and Activity Record** you gave them. They should also list, at the bottom of the record, what types of physical activity they engaged in, and for how long (in minutes or hours).
- B. Allow students time to complete the practice record. Then ask a few students to share what they've written. If students have not been specific enough, ask questions like: What was on the pizza? How many slices did you have? How much milk did you drink? What kind was it? What kind of activity did you do in the park? How many minutes did you do it for?
- C. Let students know that the more specific they are at keeping their records, the easier it will be to get an accurate picture of how well they eat and how much time they spend being physically active.
- D. Distribute a second blank **1-Day Food and Activity Record**. Explain that they will complete these records at home and that they will use these completed records during the next class period. They should fill out the records for one complete day then bring them back to class. They should only fill out the red-shaded columns, Food or Drink Items and Amount, and the physical activity portion of the record. They should NOT fill out the food group columns or any of the row totals. **Assign a return date.**

4. Discuss MyPlate and the Five Food Groups

- Have students open their student booklets (or provide the handout) to page 4, ***Eating... Do You Make Smart Food Choices?*** Ask students to read this page silently. Discuss what kinds of things influence the daily food choices they make.
- Explain to students that before they can analyze their food and activity records, they need to know what it means to eat well and be active regularly.
- Have students look at the MyPlate symbol on page 5 of their student booklets, ***MyPlate and the Five Food Groups***. Then discuss:



More Moves

Are You Eating Whole Wheat Bread?

Bring in empty bread packages. Have students determine which breads are 100% whole wheat and which are not.

Look for bread that has **whole wheat** or another grain that begins with the word whole listed as the first ingredient. A food has more of the first ingredient than any other ingredient.

If whole wheat, or another whole grain such as whole oats, is listed first, it's a healthy choice.

What about bread, rolls, wraps, cereal, and pizza crust served at school? Are they whole wheat or whole grain? Ask the foodservice director to visit the classroom and talk to students about whole grains that are served at school.

- **Many of you have seen the MyPlate symbol and are familiar with the five food groups. Can anyone name them without looking at their handout?** [Fruits, vegetables, grains, protein, and dairy.]
- **What are some foods in the fruit group?** [Foods in the fruit group include all types of fresh, frozen, canned, and dried fruit and their juices. Explain that from the fruit group, it's healthiest to choose whole fruit more often than juice and to choose canned or frozen fruit without added sugar.]
- **What are some foods in the vegetable group?** [Foods in the vegetables group include all types of fresh, frozen, and canned vegetables. Beans that are high in protein, such as black beans and pinto beans, are in the vegetables group AND the protein group. It's healthiest to choose different kinds and colors of vegetables and those that are prepared without a lot of added salt, fat, or sugar.]
- **What are some foods in the grain group?** [Foods in the grains group are made from many different types of grains, such as wheat, rye, oats, barley, quinoa, spelt, millet, and rice. Grain group foods include pasta and noodles, rice, bread, bagels, cereal, crackers, rolls, and tortillas. Explain that MyPlate recommends that at least half of the grains you eat should be whole grains.]
- **What are some foods in the protein group?** [Foods in the protein group include foods from animals, such as beef, lamb, chicken, pork, turkey, fish, and eggs. The protein group also includes non-meat foods that are good sources of protein, such as nuts, peanut butter and other nut butters, beans, peas, soy products, and hummus. Explain that from the protein group, it's healthiest to choose lean sources of protein, such as skinless poultry, lean ground beef, baked or broiled fish, and beans.]

- **What are some foods in the dairy group?** [Foods in the dairy group include all types and flavors of dairy milk and products made from dairy milk, such as yogurt, cheese, ice cream, and cottage cheese. Explain that from the dairy group, it's healthiest to choose low-fat or fat-free options when possible.]
 - **Why are foods assigned to a particular group?** [Foods in the same group are good sources of the same nutrients, such as protein, carbohydrates, fat, water, and specific vitamins and minerals.]
- D. Have students turn to the food chart on pages 6 and 7 in the student booklet. Point out that the major nutrients provided by each food group are listed at the top of each group. Explain that these are only some of the nutrients provided by each group. Each food group actually provides many more nutrients than just those listed. Tell students not to write on the food chart; they will be doing more with the chart on another day. Have students turn back to page 5 in their student booklets. **Ask and discuss:**
- **What would be the problem if someone never ate any food from one of the food groups? For example, the dairy group?** Have students read the first three paragraphs on page 5. [He or she may not get enough of the nutrients that dairy group foods are a good source of.]
 - **To get all the nutrients you need, you should eat at least a certain amount of food from each food group. For teens, how many servings a day of [fruits, vegetables, grains, protein food and dairy] are recommended?**
 - **What's an ounce equivalent?** Read and discuss the definition in the sidebar on page 5.
- E. Point out to students that the daily serving information on page 5 in the student booklet indicates the **minimum** servings recommended per day for youth ages 11-18. Many youth can eat more than the minimum and maintain a healthy weight. Some teens need to eat the minimum. They can get a personalized food plan at **www.ChooseMyPlate.gov**.
- F. Explain that it is sometimes hard to visualize a serving. Ask students to look at the chart on pages 6 and 7. Do they usually eat more or less than a serving?



More Moves

Have students use the internet to get a personalized food plan based on their age, sex, and physical activity level at **www.ChooseMyPlate.gov**. Discuss the differences in their plans. Encourage them to share this website with their families.

5. Discuss Combination Foods

- A. Have students read about **“combination foods”** at the top of page 10. **Then ask:**
- **What food group is a cheeseburger in?** [It is in four food groups: dairy, protein, grains, and vegetables—if it is served with lettuce and tomato.]
 - **Why do you think a cheeseburger is called a combination food?** [It combines foods from two or more of the food groups.]
 - **What are some other combination foods?** [spaghetti, tacos, macaroni and cheese, omelets, burritos, nachos, pizza, pad Thai, tuna casseroles, chicken Caesar salads, wrap sandwiches, etc.]
 - **Are combination foods nutritious?** [Yes, they can be. Combination foods supply the same nutrients as the foods they are made from. If the foods that a combination food is made of are healthy, the combination food is healthy. If they are not healthy foods, the combination food isn’t healthy either.]
 - **What is an example of a combination food prepared in a healthy way vs. an unhealthy way?** [Example: pizza with veggies and cheese vs. a pizza with several high-fat meats, such as pepperoni, bacon, and sausage.]
- B. Have students complete the checklist on page 8, **Powerhouse Combination Foods**. Invite them to share their own powerhouse combinations.



6. Discuss the Others Category

- A. Have students look at the **“others” category** on page 11. **Say to students:**
- **Some foods don’t fit into any one of the five main food groups. They include foods such as margarine, butter, mayonnaise, salad dressing, chips, soda, cookies, cakes, and candy. These foods should only be eaten once in a while and are in the “others” category. You don’t really need any foods in the “others” category to grow or stay healthy, but it’s OK to eat them once in a while.**
 - **Why aren’t foods in the “others” category in the five food groups?** [These foods supply too few nutrients, or they provide more calories than nutrients. They are calorie dense (high in calories) and low in nutrients.]
 - **Foods in the “others” category provide empty calories. Empty calories are calories from added fats and sugars. Another way to think about whether a food is a food group food or an “other” food is to think about the nutrients it has or doesn’t have.**
 - **Nutrient rich foods are part of the MyPlate food groups. They are:**
 - Whole, fortified and fiber rich grain foods
 - Colorful vegetables and fruits
 - Fat-free and low-fat milk and milk products
 - Lean meats, poultry, fish, eggs, beans and nuts

More Moves

About the Others

Have students bring in wrappers or packages from some of the “others” foods they eat. Compare and contrast nutrients and calories.

B. Have students read the information at the top of page 9. Then, have students look at the graphs. Ask students to spot the “others.” Remind students that foods that are in the “others” category are low in nutrients. **Say:**

- **Think about the beverages you drink. Are they nutrient dense or not? Can you name some healthy, nutrient-dense beverages?** [Fat-free and low-fat plain or flavored milk, 100 percent juice in small portions, fruit smoothies made with fruit, and milk without a lot of added sugar.]
- **Are soda or soft drinks healthy? Why not?** [Regular soda and soft drinks contain a lot of sugar and calories without any nutrients. Diet soda and soft drinks do not have calories, but they don't contain any nutrients either.]
- **What might happen if you ate a diet of just “others”?** [You would not get the nutrition you need to be healthy.]

More Moves

Healthy Vending, Yes or No?

Have students look at the school vending machines. Are most of the choices offered from the five food groups or are they “others”? Have students make a list of healthy vending options they like and share it with the foodservice director.

7. Check for Understanding

- A. Check for understanding by asking students to raise their hands or stand up if they think a statement is true.
- **Eating well and being active every day are two “smart moves” you can make for your own health.** [True.]
 - **Foods are placed in the five food groups of MyPlate according to the nutrients they contain.** [True.]
 - **Foods that include food from more than one food group are called “others.”** [False. They are called combination foods.]
 - **Combination foods are often poor sources of nutrients.** [False. There are many healthy combination foods.]
 - **Teens should have at least two cups of dairy foods every day.** [False, they should have three cups a day.]
 - **Foods in the “others” category are a good source of nutrients.** [False. They are low in nutrients and often high in calories.]
 - **You are responsible for your own food choices.** [True.]

More Moves

Healthy Drinks Rule!

Divide students into groups. Have each group think of a creative way to market drinking water and/or low-fat and fat-free milk at school. Let students vote for the two best ideas, and then implement their marketing plans.



Day 2

Students identify how they can change or improve their eating and exercise habits.

Activity Synopsis

After a quick review, students learn that besides eating at least the recommended number of servings from the five food groups of MyPlate, they need to eat a **variety** of foods. They also discuss the need to be physically active every day. Students then compare their own food and activity records to the recommendations so that they can take the first two steps toward making a change:

Step 1: Identify what they want to change.

Step 2: Make a list of the possible ways they could make that change.

Activity Outcomes

Students will be able to:

- Recognize the need for choosing a variety of foods within each food group.
- Recognize that different foods within each group provide different amounts of nutrients and calories.
- Recognize that limiting foods from the “others” category and fried foods, as well as eating a variety of foods, can help them get enough calories without getting too many calories or too much fat.
- Determine which food groups they need more servings of.
- Determine which food groups they need more variety from.
- Recognize the importance of being physically active.
- State the recommended amount of physical activity for youth and teens: 60 minutes a day.
- Determine if they need more physical activity.

Materials

- Students’ partially completed **1 Day Food and Activity records**, from the Day 1 assignment.

Advance Preparation

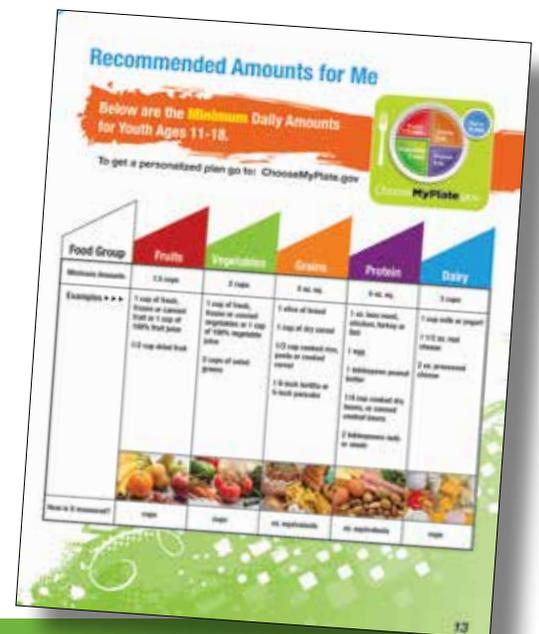
None

Teaching Plan

1. Review Previous Activity

A. Review the concepts of Activity 1 (Day 1) **by saying to students:**

- Yesterday (or before, depending on the day) we talked about healthy lifestyles and began to discuss how choosing and eating healthy food and being active every day are Smart Moves you can make for your health.
- **Why is eating well important?** [Eating well provides the nutrients our bodies need to look good, feel good, stay healthy, be active, and grow.]
- **What are the names of the five food groups?** [fruits, vegetables, grains, protein, and dairy.]
- **Why are foods put into a group?** [Foods that provide the same nutrients are grouped together.]
- **What is the minimum daily amount you need from each food group?** Direct students to page 13.
 - Fruits – 1.5 cups
 - Vegetables – 2 cups
 - Grains – 5 oz. equivalents
 - Protein – 5 oz. equivalents
 - Dairy – 3 cups
- **What foods groups are the following foods in:** tuna [protein], apple [fruits], salad [vegetables], nuts [protein], rice [grains], cottage cheese [dairy], yogurt [dairy], egg [protein], beans [protein or vegetables], cereal [grains]?
- **What are some foods in the “others” category?** [Chips, soft drinks or soda, baked goods, french fries, etc.]
- **What are combination foods?** [Foods that are a combination of foods from two or more foods groups, such as tacos or pizza. Combination foods can also be “others.”]



2. Introduce Today's Activity

A. Set the stage for today's activity **by saying:**

- Eating at least the minimum amount of food from each food group is important for health. And there are other recommendations within each group you can follow for healthy eating as well. We'll learn more about that today.
- There are also recommendations for physical activity so that you'll know how much you need to stay healthy. Most teens need 60 minutes or more of physical activity each day.

3. Discuss Variety

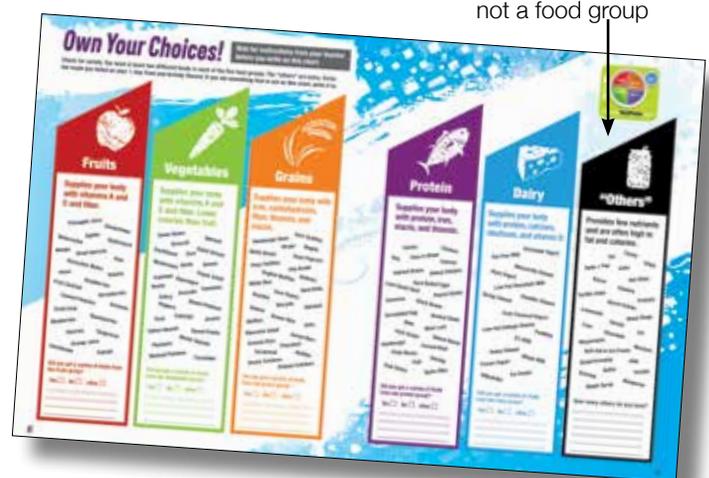
A. Have students open their student booklets to page 12. Ask them to look at the nutrient bars for a carrot and an orange in the middle of the page. **Say to students:**

- Even though many foods provide some of the same nutrients, they often provide different amounts of those nutrients.
- What food group are carrots and oranges in? [vegetables and fruits]
- The bars near the food photos show the amounts of vitamins A and C that a cup of baby carrots and a medium orange (which counts as one cup) provide. [Carrots have a lot of vitamin A but not much vitamin C. An orange has a lot of vitamin C but not much vitamin A.]
- What do you think would happen if all you ate were oranges? [You might not get enough vitamin A.]
- But if you ate a variety of different kinds and colors of fruits and vegetables, such as carrots, oranges, strawberries, grapes, cherries, bananas, broccoli, spinach, squash, and tomatoes, you would probably get enough vitamin A and vitamin C.
- Eat a variety of different kinds and colors of foods in all of the food groups – especially fruits and vegetables – to help get the nutrients your body needs.



B. Have students look back at the food chart on pages 6 and 7. **Say and discuss:**

- On the food chart, circle each food you have listed on your completed 1-Day Food and Activity Record.
- C. Answer questions as students are circling foods that they ate, helping them classify foods if necessary. If students cannot locate a food they ate on the chart, have them circle the food that is most similar to the one they ate, or write it on the chart in the food group where it belongs. When students are finished, **ask:**
- How many of you have circled two or more foods in each of the five food groups, excluding the “others” category, today?
- At the bottom of each of the food groups, check if you ate a variety of foods from that food group for that day. [Criteria for a check: two or more different foods from a food group that day]



4. Discuss Calories

- A. Have students read the paragraph on calories at the bottom of page 12. After students are finished reading, **ask:**
- **What are calories?** [Calories are units of measure for the amount of energy supplied by food.]
 - **What nutrients provide calories?** [Calories come from protein, carbohydrates, and fat.]
 - **Do all foods contain the same amount of calories?** [No, just as foods contain different amounts of nutrients, they also contain different amounts of calories.]
- B. Have students look at the foods they circled on the chart on pages 6 and 7. **Ask them:**
- **How many of you mainly circled foods in the food group columns and not in the ‘others’ column?** [Food group foods are generally higher in nutritional value and are often lower in calories than foods in the “others” category.]
 - **How many of you circled more than two foods in the “others” column?** [These foods are generally higher in calories and lower in nutritional value when compared to food group foods.]
 - **Let’s say the only foods you circled were in two columns, e.g., protein and grains. What might be the problem with that?** [You could be missing nutrients found in foods in the other food groups: fruits, vegetables, and dairy.]
 - **Let’s say the only foods you circled were in the “others” column. What might be the problem with that?** [You could be getting more calories than you need and not enough nutrients.]

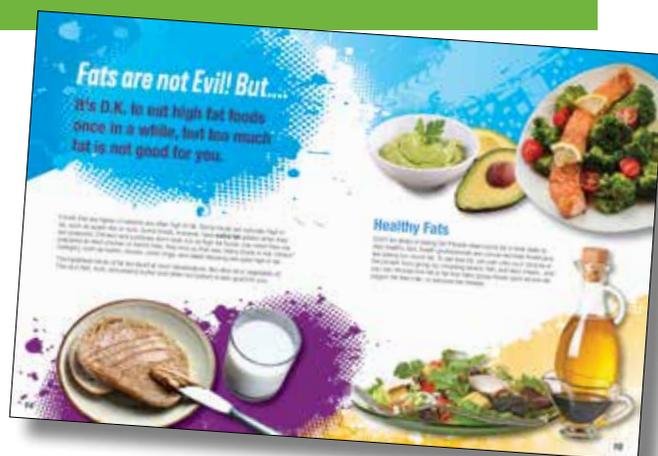
More Moves

Healthy Choices Everywhere

Divide students into groups. Have each group report on a certain area of the school, e.g., cafeteria, vending machines, auditoriums, concession stands, or fundraising tables. Are more food group foods or more “others” served? How can students influence what kinds of food are offered in these venues? Choose one group’s plan to take action on.

5. Discuss Fat

- A. Have students read the information on fats on pages 14 and 15. After students have finished reading, **ask:**
- **What are some foods that are naturally higher in fat than others?** [spare ribs, peanuts, avocado]
 - **What are some foods in the “others” category that are higher in fat?** [mayonnaise, salad dressing, margarine, butter, chips, cookies, donuts]
 - **What are some foods that become high in fat because of how we prepare them?** [french fries, fried chicken, fried fish, hash browns, onion rings]
 - **A diet high in fat is not recommended by health professionals. What can you do if you want to eat less fat?** [Cut down on foods in the “others” category, limit fried foods, and select a variety of lower-fat, nutrient-dense foods from all the food groups.]



- B. Have students look again at pages 6 and 7. Explain that if they circled a lot of foods in the “others” category, they may want to choose fewer “others” and choose more foods from the five food groups – especially more fruits, vegetables, whole grains, and low-fat dairy foods.
- C. Have students look again at page 13 to review how much they need, at a minimum, from the five main food groups.

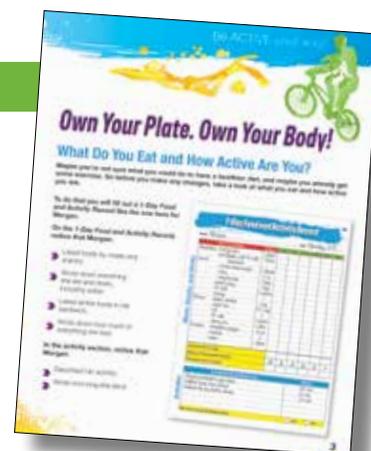
6. Discuss Physical Activity

- A. Have students turn to page 16 in the student booklets: **Own Your Body and Make a Smart Move!** Ask students to read (aloud or silently) everything down to “Survey Says!” **Then say:**
 - Look at the activities listed on the bottom of this page. How many of you do some of these activities? What other kinds of exercise or physical activity do you like to participate in?
 - Check off any of the activities listed that you like to do, and write in others that do not appear on the list.
- B. Allow students time to check the activities, and then ask a few students to share what they wrote. **Go on to explain:**
 - It doesn't matter which of these activities you do as long as you aim for an hour of physical activity a day on most days.
 - Physical activity is good for you for many reasons. What are some of the benefits of physical activity? [See the box on the bottom right of page 16 in the student booklet. Explain: Physical activity makes you stronger and more flexible, increases your endurance, and helps you stay healthy.]



7. Analyze Sample Food and Activity Records

- A. Have students turn back to the sample of Morgan's food record on page 3 in the student booklet. **Explain:**
 - To find out how well you're eating, you first have to find out how many servings you ate from each of the food groups.
 - Let's practice on Morgan's record. First, Morgan had one cup of orange juice. That's one serving in the fruit group, so put a check mark under the fruit column, shaded green.
 - She had a bowl of cereal and milk, so which groups would you check? [grains group and dairy group] Depending on how big a bowl of cereal she had (see page 6), she may have had more than a 1 oz. equivalent. She also may have had more than one cup of milk. In this case, she only had one serving of each.



More Moves

Cereal and Milk Bring in a box of cereal and milk. Have students pour out what they would typically eat. Compare this amount to the recommended amount: 1 cup for ready to eat cereal.

- For lunch, Morgan had a sandwich made with two slices of bread. That’s two check marks in the green column for grains.
- Most of the amounts we eat count as one serving, but sometimes we eat enough of a food to count for two or more servings. Let pages 8-9 be your guide to what a serving looks like. Add up the check marks in each column, and then write that number in the row, “Total Amounts for Today.”

➤ Work on your own to finish completing Morgan’s food record. Ask questions if you get confused.

B. Give students a few minutes to classify the foods on Morgan’s food record, and then review the correct answers as a class. See right.

Next ask:

➤ Did Morgan eat the recommended number of servings in all the food groups? [No, she did not eat any vegetables or enough protein]

C. At the bottom of the food record, have students fill in the number of additional servings Morgan needs from each food group. Allow students to write in the numbers, and check to make sure they show that Morgan needs two more servings of vegetables and one more serving of protein.

Then say:

- Now let’s check Morgan’s food record for variety in each food group.
- Did she eat a variety of foods from the fruit group? [No.] What did she eat? What are some other foods in this group she could have chosen?
- Did she eat a variety of protein foods? [Yes.] What did she eat? Could she have made healthier choices in this group? What else could she choose?
- Did she eat a variety of foods from the dairy group? [Yes, she had fat-free milk, and yogurt.]
- Did she eat a variety of food from the vegetable group? [No, she didn’t eat any vegetables.]
- Did she eat a variety from the grain group? [Yes.] What are some other foods in this group she could have chosen? Name some whole grain foods.
- Do you think Morgan ate too many “others”? Why or why not?

1-Day Food and Activity Record

Name: Morgan Date: Monday, 9/12

	Food or Drink Items	Amount	Fruits	Veg.	Grains	Protein	Dairy	Other
Meals, Snacks, and Drinks	Breakfast: orange juice	1 glass	✓					
	cornflakes with 1% milk	1 bowl			✓		✓	
	Lunch: Sandwich				✓✓			
	- whole wheat bread	2 slices						
	- tuna	2 oz.				✓✓		
	- mayonnaise	1 tbsp.						✓
	potato chips	1 bag						✓
	1% milk	1 carton					✓	
	orange	1	✓					
	Dinner: baked chicken	1 leg				✓✓		
	white rice	1/2 cup			✓			
	roll	1			✓			
	1% milk	1 glass					✓	
	cherry pie	1 slice						✓
	Snacks: strawberry yogurt	6 oz.					✓	
cookies	2						✓✓	
water	1 glass							
Total Amounts for Today			2	0	5	4	4	5
Minimum Recommended Amounts			1.5	2	5	5	3	0
How much more do I need?			0	2	0	1	0	0

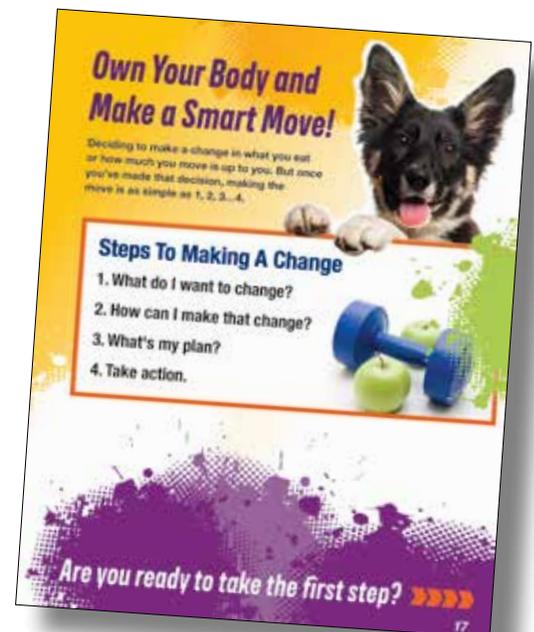
Recommendation: 60 Minutes a Day	Minutes
Played pickleball in gym class	30 min
Walked home from school	10 min
Walked the dog before dinner	25 min
Did I move at least 60 minutes today?	<input type="checkbox"/> YES <input type="checkbox"/> NO

8. Analyze Students' Own 1-day Food and Activity Records

- A. Have students take out their own completed **1-Day Food and Activity Records**. Make sure that students have their records completed. If students have forgotten their records, ask them to think about what they ate yesterday and to quickly complete a new record to work from. **Then, explain:**
- **On your record, check off each serving you had from each food group. Then, add up the total servings in the row Total Amounts for Today. Use the chart on pages 8, 9, and 13 to help you determine what a serving is.**
- B. Give students a few minutes to complete this task. Help students with any questions they may have. When students have added up the number of servings they had from each group, **say:**
- **Compare the number of servings you ate to the minimum recommended number of servings. If you had fewer than the recommended number of servings for any food group, write the additional number you need in the "How Much More Do I Need?" row.**
 - **Who consumed at least the recommended number of servings in all the food groups?** [Ask for a show of hands.]
 - **Who needed more servings in the fruits group? Vegetables group? Grains group? Protein group? Dairy group?**
- C. Have students look at their **1-Day Food and Activity Record** again. **Ask:**
- **Who was active for at least 60 minutes? What did you do?**
 - **Who gets 60 minutes of activity at least five times a week or on most days? This is the recommendation.**

9. Introduce the Four Steps to Making Change

- A. Have students turn to **Own Your Body and Make a Smart Move!** on page 17 in their student booklets. Ask a student to read the first paragraph and the four steps in the box. **Say:**
- **These steps can be followed to make just about any change. You will follow these steps to plan healthier eating and physical activity habits. You can also follow these steps to help you accomplish other things, such as developing better homework habits, remembering to complete your chores at home, or saving \$5-10 each week.**
 - **We'll work through the first two steps today and steps 3 and 4 next time we meet.**



10. Take Step 1 – What Do I Want To Change

A. Say to students:

- Now that you've recorded what you ate and how much time you spent being physically active, you're ready to take step 1 – Identify what you want to change. Refer to page 18.
- Let's start with eating. We'll use the information from your completed *1-Day Food and Activity Records*. Make sure you have filled in the spaces on your food record showing how many additional servings you need from each food group. Also, pay attention to whether or not you ate a variety of food in each food group.
- Using information from your personal record, complete the information in the box on page 18 of your student booklets.

B. Give students a few minutes to complete the box on page 18.

Then explain:

- Note which food group(s) you need more servings of and which group(s) you need more variety in.
- Even though you may need to make changes in more than one food group, put a star by the food group that you want to make changes in first. You may need additional servings and more variety in more than one food group. For now, just pick one change you'd like to make in your diet. This will be the change you will develop a plan for. If you're particularly low in any one food group, you should probably start there.
- If you ate at least the recommended number of servings for all of the food groups, work on eating greater variety within each group.
- If you ate more than two servings of food in the "others" category, you may want to make changes there.
- If for some reason yesterday was not a typical day for you, for example if you were sick, think about what you usually eat during the day, and decide on a change you would like to make based on your more typical eating habits.

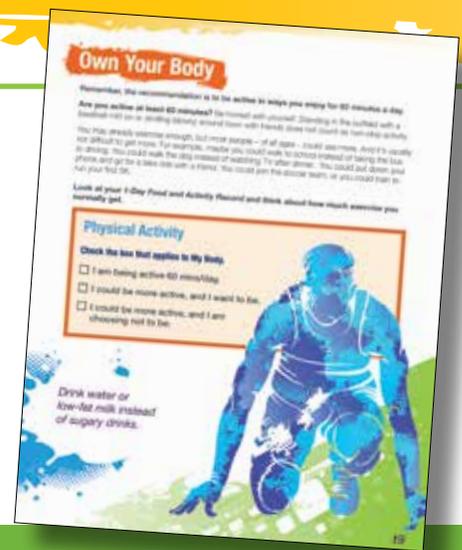


More Moves

Variety at School

Have students review the school lunch menu for the week. Is there variety? Are there healthy foods they would like to see more often on the menu? What could they do as students to advocate for healthy additions to the school lunch menu?

- C. Next, have students read the information that precedes the box on page 19. Then have them look at their **1-Day Food and Activity Records** again. **Tell students:**
- If you are active 60 minutes a day, check the box that says the following: I am being active 60 mins/day.
 - If you are not active 60 minutes a day, or if you'd like to be more active, check the box that says, "I could be more active, and I want to be."



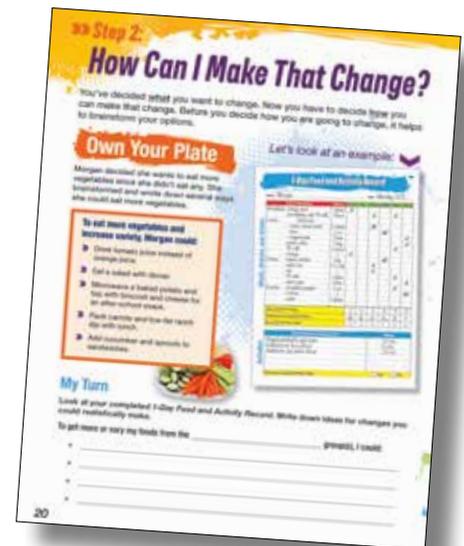
11. Take Step 2 – How Can I Make That Change

- A. Have students turn to page 20, **Step 2 – How Can I Make That Change?**, in their student booklets. **Explain:**

- Before you make a specific plan, think about all the possible ways you could make the change you want.
- Let's look at the ideas Morgan came up with to eat more vegetables to reach the minimum number of servings she needs each day – two cups.

- B. Have a student read Morgan's ideas for change in the box in the middle of page 20 in the student booklets. **Ask:**

- Can you think of any other ways Morgan could eat more vegetables?
- Will Morgan's ways also provide variety? [Yes.]
- In the space provided at the bottom of page 20, under My Turn, write the name of the food group you've decided to work on to get more servings or variety. Underneath, list some things you might do to make that change – the foods you might eat and when you might eat them. Remember to write down only those changes that are possible for you to make. For example, Morgan didn't write down "put spinach on sandwiches" because she doesn't like spinach and she knew she wouldn't eat it.



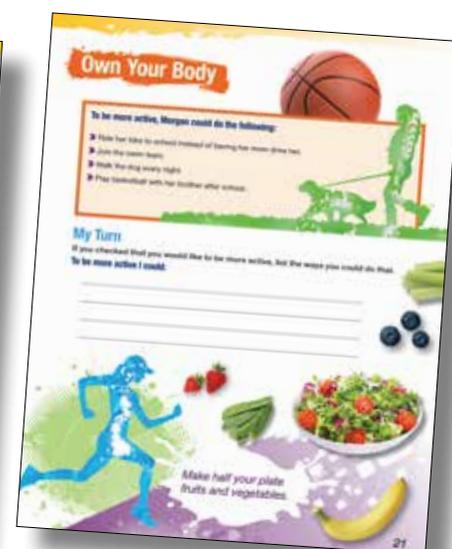
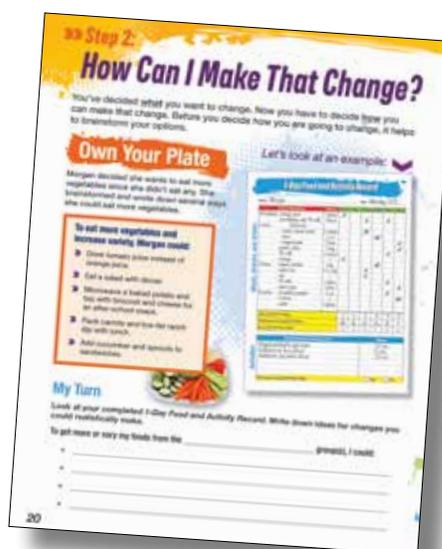
- C. Allow the class a little time to brainstorm. Help any students who are having trouble coming up with possibilities. **After students have made their lists, say:**

- Who would like to read his or her list of ways to get the servings or variety needed? [Briefly discuss whether students have been specific enough.]
- Who had trouble coming up with ideas? Who can give this person help with ideas of how to get the servings or variety he/she needs?

- D. Explain to students that they are now going to brainstorm ways to be active for 60 minutes a day. First, have a student read Morgan's ideas on page 21 of the student booklet. **Ask:**

➤ **What are some specific things you could add to Morgan's list?**

- E. Tell students that now it's their turn to list all the things they might do to be more active. Emphasize that they should write down, under My Turn, only those things that are realistic possibilities for them.



- F. Allow students a little more time to brainstorm. **After students have made the lists, ask:**

➤ **Who can tell us some possible ways to be more active?**

➤ **Who had trouble coming up with ideas?**

➤ **Who can give this person some possible ways to be more active?**

12. Check for Understanding

- A. Conduct a brief true/false quiz to make sure students understand the lesson's key points.

Examples:

- **Having apple juice for breakfast, applesauce for lunch, and apple pie for dessert is an example of a variety of fruits in the diet. [False.]**
- **Calories are a unit of measure for the amount of energy supplied by food. [True.]**
- **All foods in a food group contain the same number of calories. [False.]**
- **One way to limit the amount of fat in your diet is to eat fewer fried foods, such as french fries. [True.]**
- **Eating a variety of foods isn't important as long as you get the recommended number of servings in each group. [False.]**
- **It is recommended that teens be active at least 60 minutes a day. [True.]**

More Moves

Everyone Active Their Way!

Have students design posters, school announcements, or social media messages or posts that encourage others to be active in ways they enjoy.

Activity Synopsis

After a brief review, students move on to **Step 3 – What’s My Plan?** Before making their own plans for eating and being active, students look at the obstacles that can get in the way and decide what “smart moves” can be made to get around those obstacles. Next, they develop their own plans, including ways to get around obstacles. The last step, **Step 4 – Do It!**, shows students how to keep track of how well they are following their plans, has them devise back-up plans, and encourages them to think about making other plans once they are doing well.

Activity Outcomes

Students will be able to do the following things:

- Recognize that they are responsible for and can make a change in what they eat and how active they are.
- Develop a plan based on getting at least the recommended amounts from each of the five food groups of *MyPlate*.
- Develop a plan to take part in at least 60 minutes of physical activity on most days.
- Plan to follow up on the plans they develop.

Materials

- Flip chart or board to write on
- **Smart Moves student booklets** (downloadable at www.MilkMeansMore.org)
- **Eating + Physical Activity Plan Checklist**, one blank copy per student; page 31 of this guide and page 28 in the student booklet

Advance Preparation

None



The image shows a sample of the 'Eating + Physical Activity Plan Checklist' form. The form is titled 'Eating + Physical Activity Plan Checklist' and includes a section for 'Eating Plan' and a section for 'Physical Activity Plan'. Both sections have a grid for tracking progress over a month, with columns for 'Days of the Week' (Monday through Sunday) and rows for each day of the month. The form also includes a section for 'Months' and a 'Date' field. The form is designed to be used as a checklist to track progress on the eating and physical activity plans.

Teaching Plan

1. Review Previous Activity

A. Ask students the following questions to quickly review key concepts covered in **Smart Moves**:

- What is the minimum amount you need each day from each food group? (Review from pages 5 and 13.)
 - Fruits – 1.5 cups
 - Vegetables – 2 cups
 - Grains – 5 oz. equivalents
 - Protein – 5 oz. equivalents
 - Dairy – 3 cups
- Why is it important to eat a variety of foods from each group?
[Foods in the same group provide different amounts of the same nutrients. Some foods might be more nutrient dense than others. Eating a variety of foods can help you get the nutrients you need without getting too many calories or too much fat.]
- How much physical activity is recommended for people your age?
[Sixty minutes a day]



2. Introduce Today's Activity

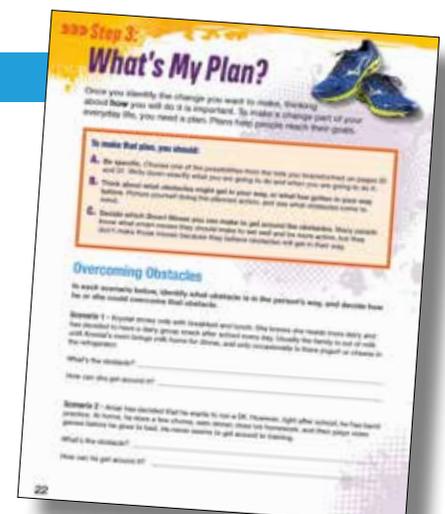
A. Set the stage for today's activity **by saying**:

- Previously, you discovered whether you ate a variety of foods, whether you ate at least the recommended amount of food in each group, and whether you were physically active for the recommended amount of time each day. You listed possible ways to help you get closer to the recommendations.
- Today you will take step 3, choosing one of your ideas for change and developing a specific plan to incorporate the change you've decided to make.

3. Take Step 3- What's My Plan?

A. Have students open their booklets to page 22 and **say**:

- It's easy to say that you want to eat better or be more active. But to make that change part of your life, it helps to make a specific plan to incorporate it.
- There are three important components of a good plan.
[Read aloud and discuss A, B, and C on page 22.]
- Before you make your own plans, let's look at some of the problems that get in other people's way. Some of these same problems may get in your way.



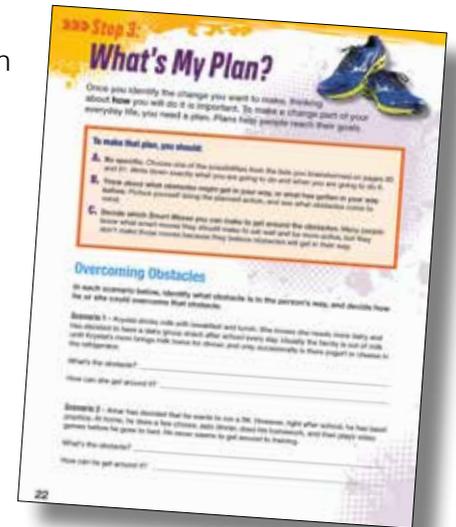
B. Have students work through the scenarios in Overcoming Obstacles on page 22 of their booklets. Divide students into small groups, or have them work individually. Allow students time to read each situation and write down what they think the obstacle is and how the person could overcome it.

C. Discuss the answers as a class by asking:

- **What obstacle is in Krystal's way?** [Usually there are no dairy snacks at home.]
- **How can Krystal get around the obstacle?** [Ask a parent to buy a favorite type of low-fat yogurt, drink milk at dinner instead of eating a dairy group snack, or stop on the way home and buy string cheese for a snack.]
- **What obstacles are in Amar's way?** [He has a busy schedule, so he runs out of time to exercise.]
- **How can Amar get around the obstacles?** [Do his chores in the morning so he has time to run before dinner, run to the bus stop, run in place while watching TV, find a run-buddy who will run with him and help him stay motivated, or run on the weekends when he is less busy.]

D. Have students turn to page 23 in their student booklets and look at Morgan's plan. **Say:**

- **Let's look at Morgan's plan so you'll have a model to follow while developing your own plan.**
 - **First, let's look at her plan for healthier eating. Remember that Morgan needed to eat more servings and more variety in the vegetables group. From her brainstormed list on page 20, she has chosen one thing to do: put veggies on sandwiches.**
- E. Have students read aloud the three parts to Morgan's healthy eating plan. Briefly discuss her obstacle and how she has decided to get around it. Ask students if they can come up with any other solutions for Morgan.
- F. Have students read aloud the three parts of Morgan's physical activity plan, briefly discussing each part.



More Moves

Join the School Wellness Team

If the school or district has a school wellness team, encourage students to join or attend a meeting if possible. Encourage them to help team members identify and address obstacles—from the student perspective—to student wellness.

- G. Tell students that it's time for them to make their own plans. Refer them to pages 20 and 21, where they brainstormed ideas that would help them change their eating or exercise habits. Tell them to choose one of the ways they listed that they can and will do. Remind them that these are their plans, so they should think about what they write down and actually try to picture themselves taking their planned action.
- H. Allow students time to fill in their plans, under My Plan, on the bottom of page 23 of the student booklets. After they have completed their plans, ask a few students to volunteer to read their plan one part at a time, and have the class evaluate the following:
 - Is the plan specific, stating exactly what will be done and when it will be done?
 - Is the obstacle really something that might get in the way?
 - Are there other obstacles that might get in the way?
 - Will the solution to overcome the obstacle really work?
 - Are there other ways around the obstacle?

4. Take Step 4- Do It!

- A. Have students turn to page 28 in their student booklets **and say**:
 - **You've all made plans to eat well and be more active. Now it's up to you to make those plans work. You have to take step 4 and do it!**
 - **You can start by eating the foods you chose and doing the physical activities you planned. Keeping a checklist will help you see if you are following your plans.**
 - **On page 24 of the student booklet, look at Morgan's plan to see how she kept track of her progress.**



- B. Distribute the blank **Eating + Physical Activity Plan Checklist**. Using Morgan's checklist on page 24 of the student booklet as a guide, have students fill in their plans and add dates to the calendars. **Then continue:**

- **For the next week, put a check mark or a smiley face in the box under each day that you followed your plan.**
- **Sometimes, even when you have a plan, you may have a hard time following it.**
- **Since your plan may not always work, it's helpful to develop a backup plan. For example, if Morgan didn't put veggies on her sandwich, she could have more salad at dinner.**
- **Check your brainstormed list for possibilities. Decide on a backup plan, and write it in the space provided on page 25 of your student booklet.**
- **Every now and then, check yourself by filling out another 1-Day Food and Activity Record. (There is a blank copy on page 29 of the student booklet.) If you follow your plan, even if you're closer to the recommendations than you were before, reward yourself with a healthy reward. You are taking a positive step to stay healthy!**



Nutrition Information for Educators

This background section is included as a resource for teachers and other educators who use *Smart Moves*. This information is not designed to be presented to students.

Nutritional Foundation of Smart Moves

The nutritional foundation of Smart Moves is based on the following key concepts:

- ▶ Throughout life, almost everyone needs the same nutrients – but in varying amounts.
- ▶ All essential nutrients can be obtained from food. No one food contains all the necessary nutrients. That's why it is important to eat a variety of foods.
- ▶ Foods are grouped into five main food groups: fruits, vegetables, grains, protein, and dairy. These are the five food groups of MyPlate.
- ▶ Fat is not a food group on MyPlate. That's because most Americans eat enough fat. The kind of fat consumed is important. Healthy fats are oils that come from plants and fish. They are liquid at room temperature. Children and adults need only a small amount of healthy plant or fish-based fats each day, about five teaspoons.
- ▶ Foods that are in the same food group contain similar nutrients in varying amounts. Some have more and some have less. Therefore, it's important to eat a wide variety of foods within each food group for best health.
- ▶ Eating at least the recommended number of servings from a variety of foods in the five food groups can help normal, healthy people get the nutrients and energy they need without eating too much of any one nutrient, including fat.

The Five Food Groups

MyPlate is a visual food-guidance system that classifies foods into groups according to their nutrient content. MyPlate was designed to help people make healthy food choices.

At a glance, you can see how to fill your plate, proportionally, including the five food groups. The MyPlate graphic helps people see which food groups to eat more of and which to eat less of. Since the foods in each group are good sources of different nutrients, it's important to eat a variety of foods from all of the food groups each day. In addition, by eating a wide variety of foods within each group, individuals are likely to get the more than 40 nutrients they need to stay healthy. For more information on the nutrients contained in each group, see pages 6-7 of the student booklet or go to www.ChooseMyPlate.gov.

Calories and Nutrients

Energy comes from food and is measured in calories. The body needs energy for basic functions, such as breathing, pumping blood, and physical activity. Calories are not nutrients, although three nutrients provide the body with calories. The three calorie providing nutrients found in food are protein, carbohydrates, and fat.

- ▶ **Protein** – provides the body with about four calories per gram. Foods in the protein food group are meat, poultry, fish, dry beans and peas, eggs, nuts, and seeds. In addition to protein, foods in the protein group also provide B vitamins (niacin, thiamin, riboflavin, and B6), vitamin E, iron, zinc, and magnesium. Proteins function as building blocks for bones, muscles, cartilage, skin, and blood. They are also building blocks for enzymes, hormones, and vitamins.
- ▶ **Carbohydrates** – provide the body with about four calories per gram. Foods in the grains group are high in carbohydrates. The body needs carbohydrates for energy. In addition to carbohydrates, foods in the grains group are important sources of dietary fiber, several B vitamins (thiamin, riboflavin, niacin, and folate), and minerals (iron, magnesium, and selenium).
- ▶ **Fat** – provides the body with about nine calories per gram. That's why it's so important to limit the amount of fat consumed if weight loss or weight maintenance is a goal. Fat is high in calories, and the body only needs a little bit of healthy fat each day.

Dairy foods are good sources of carbohydrates and protein!



Fats and Oils

The body needs a certain amount of healthy fat each day. Fat is a nutrient that provides energy and essential fatty acids and transports fat-soluble vitamins.

Solid Fats

Solid fats are fats that are solid at room temperature, like butter and shortening. Solid fats come from many animal foods and can be made from vegetable oils through a process called hydrogenation. Some common solid fats are butter, milk fat, beef fat (tallow, suet), chicken fat, pork fat (lard), stick margarine, shortening, coconut oil, palm oil, palm kernel oil, and partially hydrogenated oils. Solid fats do not have the health benefits liquid fats do. To lower risk for heart disease, cut back on foods containing saturated fats and solid fats.

Liquid Fats – Oils

The healthiest kinds of fat come from fish and plants and are liquid at room temperature. Examples of liquid fats are canola oil, corn oil, cottonseed oil, olive oil, safflower oil, soybean oil, and sunflower oil. Some oils are used mainly as flavorings in small amounts, such as walnut oil and sesame oil. A number of foods are naturally high in healthy fats like nuts, peanut butter, olives, some fish, and avocados.

Too Much Fat?

Many nutrition experts think Americans eat too much fat and that the total amount of fat that people eat could adversely affect their health. Since different foods contain different amounts of fat, eating a variety of foods can help limit the total amount of fat in the diet. Other ways to eat less fat are to eat fewer fried foods and foods in the “others” category, such as salad dressing, mayonnaise, butter, margarine, chips, crackers, pie, cookies, cake, and donuts.

How Much Fat?

Fats/oils are not a food group, but they do provide essential nutrients and are therefore included in USDA recommendations for what to eat. Only a small amount of oils are recommended – about five teaspoons a day.

While some oil is needed for health, it's high in calories. Both liquid and solid fats contain about 120 calories per tablespoon. To balance calories in with calories out, or to maintain or achieve a healthy weight, limit the amount of fat and oils you consume. The Nutrition Facts label provides information to help you make smart choices.

Milk Fat – The Story

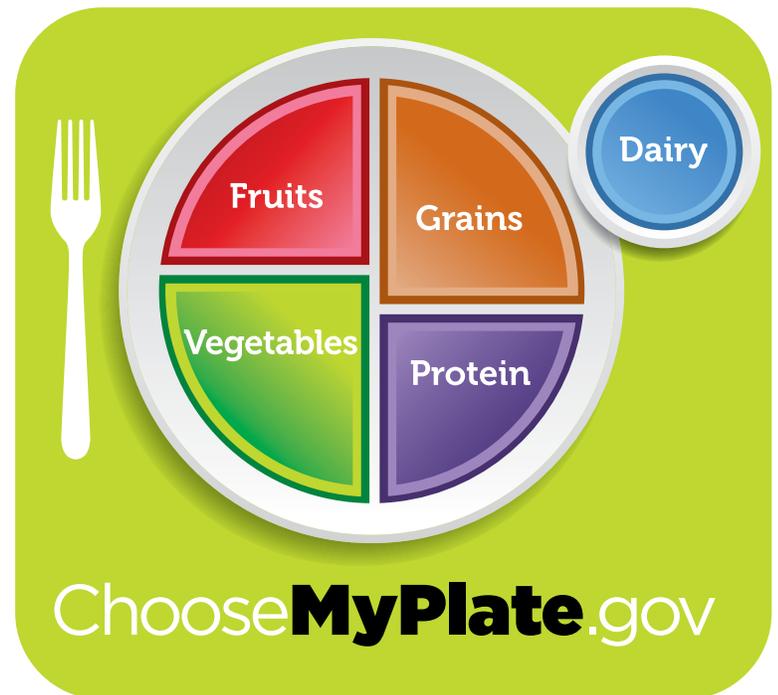
The healthiest kind of milk to drink for adults and children over two years old is fat-free or skim milk, followed by ½%, 1%, 2%, and whole milk.

While whole and 2% milk still contain the same bone-building calcium, protein, and vitamin D as fat-free, ½%, and 1% milk, they also contain 5-8 grams of saturated fat per serving, which should be limited to less than 20 grams, total, per day.

For More Information - www.choosemyplate.gov

Here you will find:

- ▶ The MyPlate graphic and more information about MyPlate and the food groups
- ▶ Daily Food Plans - Enter your height, weight, sex, and physical activity level and receive a personalized healthy eating plan
- ▶ Food-a-pedia - quick access to nutrition information for more than 8,000 foods
- ▶ SuperTracker - an online eating and physical activity tracker including lesson plans for high school students
- ▶ Handouts, tip sheets, and information on healthy eating on a budget
- ▶ Recipes, cookbooks, and sample menus



2015 Dietary Guidelines



Every 5 years, the U.S. Departments of Health and Human Services (HHS) and of Agriculture (USDA) publish a report containing nutrition guidelines for all people ages 2 years and older. Below are the current Dietary Guidelines (DG) 2015-2020, followed by a sample activity students can do to practice applying the Guidelines to their everyday food choices. For more information and key recommendations go to: health.gov/dietaryguidelines/2015.

1. Follow a healthy eating pattern across the lifespan.

All food and beverage choices matter. Choose a healthy eating pattern at an appropriate calorie level to help achieve and maintain a healthy body, support nutrient adequacy, and reduce the risk of chronic disease.

► Classroom Activity: Get a personalized food plan.

At www.ChooseMyPlate.gov, students can determine on an individual basis how many calories and how many servings they need from each food group to achieve and maintain a healthy weight. Individual needs are based on age, sex and physical activity level.

2. Focus on variety, nutrient density, and amount.

To meet nutrient needs and calorie limits, choose a variety of nutrient-dense foods across and within food groups in recommended amounts.

► Classroom Activity: Use Supertracker to gather and analyze data.

Students can use the Supertracker feature, found at the www.choosemyplate.gov website, to enter the names of different foods and compare and contrast their nutrient density like they did in their **Smart Moves student booklet** on page 11.

3. Limit calories from added sugars and saturated fats, and reduce sodium intake.

Consume an eating pattern low in added sugars, saturated fats, and sodium. Cut back on foods and beverages higher in these components to amounts that fit within healthy eating patterns.

► Classroom Activity: Rethink what you drink.

Using the “sugars” section of the Nutrition Facts panel, students can analyze a variety of beverages, e.g., soda, lemonade, and plain or sweet tea, and determine how many teaspoons of sugar are in each one. One teaspoon of sugar = 4 grams. The DG recommends that people (which includes many teens) on a 2000 calorie diet consume no more than 12 teaspoons of sugar a day. Note: The new food label will have to reveal how many grams of sugar come from “added sugars” vs. sugars that exist naturally in a food or beverage as they do in milk or 100% fruit juice.



4. Shift to healthier foods and beverage choices.

Choose nutrient-dense foods and beverages across and within all food groups in place of less healthy choices. Consider cultural and personal preferences to make these shifts easier to accomplish and maintain.

► **Classroom Activity: Makeover a favorite family meal.**

Students can list or describe in writing a favorite family meal that reflects their cultural heritage. They can then determine if there might be a way to shift to other, or include additional, ingredients that could make the meal more nutrient dense.

5. Support healthy eating patterns for all.

Everyone has a role to create and support healthy eating patterns in multiple settings nationwide, from home to work to school to communities.

► **Classroom Activity: Take action for change.**

Students can meet with or write letters to the school foodservice director, school administrators, or school wellness team members to find out how they can get involved in making positive changes related to foods served on school campuses and during physical activity opportunities that are offered to students.



Eating + Physical Activity Plan Checklist

Name: _____ Date: _____

Write your plan details below, then put a check in the daily boxes for each day you followed your plan. When you miss a day - DON'T GIVE UP! - MOVE ON!

Month: _____		Days of the Week							
<i>Eating Plan</i>		WEEK	SUN	MON	TUES	WED	THURS	FRI	SAT
	1	<input type="checkbox"/>							
	2	<input type="checkbox"/>							
	3	<input type="checkbox"/>							
	4	<input type="checkbox"/>							
	5	<input type="checkbox"/>							
	6	<input type="checkbox"/>							
<i>Physical Activity Plan</i>		WEEK	SUN	MON	TUES	WED	THURS	FRI	SAT
	1	<input type="checkbox"/>							
	2	<input type="checkbox"/>							
	3	<input type="checkbox"/>							
	4	<input type="checkbox"/>							
	5	<input type="checkbox"/>							
	6	<input type="checkbox"/>							

Credits

Smart Moves was updated and revised by Chris Flood, M.S., Nutrition Consultant, for the United Dairy Industry of Michigan; from the original National Dairy Council 1990 publication, Smart Moves.

The United Dairy Industry of Michigan would like to thank the following teachers and educators for their expert review:

Teacher and Nutrition Experts

Pam Ford, Monica Soto, Cheri Stein, and Caroline Walker

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