

### **Program Description**

From September 2012 through April 2013, Nurture worked closely with Community School\* Elementary Head of School Janet Salvoni and key parent volunteers to teach “Food and Fun” nutrition and cooking classes for students in grades kindergarten through 5<sup>th</sup> grade.

The program included monthly nutrition lessons and activities/games along with snacks to reinforce learning and encourage students to try new foods.

The curriculum consisted of lessons selected specifically for the needs of the students in each class. See the following pages details of the specific lessons taught. Program evaluation data was collected for grades 3, 4, and 5.



\* Community School of Sun Valley, Idaho (approximately 120 students in the Elementary grades).

### **Teacher Evaluation (May 2013)**

**Scale: 1 = Not at all, 5 = A Great Deal**

- 5.00 Overall the Nurture lessons have benefitted my students
- 5.00 Student awareness of nutrition concepts taught in the program has increased
- 5.00 Student attention to nutrition concepts has increased regardless of source (e.g. students talk or ask about nutrition based on something they saw in a non-Nurture lesson)
- 5.00 Student appreciation of the importance of proper nutrition has increased
- 5.00 Students are making correct cause-and-effect linkages between healthy and unhealthy foods and their impact on health.
- 5.00 Students talk about lesson concepts on non-lesson days.
- 5.00 I hear from parents or students that students talk about lesson concepts at home
- 5.00 Students are eating a greater variety of fruits
- 5.00 Students are eating a greater variety of vegetables
- 5.00 Students are incorporating lesson concepts into their day to day lives

### **Teacher Comments:**

- “Nurture is a very beneficial program- educating students about the important subject of nutrition.”
- “5<sup>th</sup> graders love the Nurture program. At this age they care and are excited to learn about nutrition and the benefits of a healthy diet. They learn to read labels, distinguish between slow and go foods, and sample new, delicious & nutritious foods.”
- “(Students say their favorite things about the Nurture program are) reading labels and sampling foods.”
- “(Parents say their favorite part of the Nurture program is that): their children are more open to trying new foods and make better choices about the foods they eat.”
- “(The Nurture Instructor) has the perfect combination of enthusiasm and knowledge to excite and hold the attention of students about this important topic.”

### **5th Grade Program Results-Quantitative Data**

Survey Questions	Responses*	Sept 2012	May 2013
Which of these is a “go” food that provides long lasting energy?	Chips, Cookies, <u>Yogurt</u> , Ice cream	89%	100%
Which of these is a “slow” food that may give you a quick burst of energy but then makes you feel tired?	Whole grain crackers and cheese, Turkey, Apple, <u>Fried chicken nuggets</u>	78%	93%
Circle the snack that will give you the most long-lasting energy.	Crackers and Juice, Cookies and Milk, <u>Apple and String Cheese</u> , Potato chips and Sports Drink	63%	93%
I eat breakfast every day	a. 1-2 x week b. 3-4 x week c. 5-6 x week d. Everyday	0% 0% 0% 100%	0% 7% 0% 93%
Circle the cereal that will give you the most energy.	(Three nutrition labels shown.)	84%	100%
Circle the product that has the most whole grains.	(Three ingredient lists provided.)	63%	100%
How much of your plate should contain fruits and vegetables?	All, <u>1/2</u> , 1/4, none	68%	100%
How do you know if a food has added sugar in it?	It is impossible to tell, You can only tell by tasting it, <u>Read the ingredient list</u>	95%	100%
Circle the beverage you should drink most often.	100% Juice, Soda, <u>Water</u> , Sports Drink, Milk	89%	100%
I like trying new foods	a. None of the time b. Some of the time c. Most of the time d. All of the time	0% 31% 52% 11%	0% 0% 93% 7%
I believe that kids like me benefit a lot from the Food and Fun program:	Yes No		Yes: 100%

\*The correct answer is underlined; columns show % of students choosing this response.

**5th Grade Program Results-Qualitative Student Feedback (May 2013)**
**My favorite thing about the program was\*:**

\*all responses shown

<p>                     "I liked everything."                      "Tasting different "go" foods."                      "Eating different foods."                      "I liked everything."                      "Eating good food."                      "Eating the food and learning how to read labels."                      "Getting to try new foods."                      "Trying new foods."                      "Learning about eating good food and what foods are good for you."                 </p>		<p>                     "Tasting the food and learning about nutrition."                      "Learning about eating a good breakfast."                      "The food was great."                      "Eating all the different foods."                      "Learning about (how they process) gummy worms."                      "To learn about foods."                 </p>
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**My least favorite thing about the program was\*:**

\*all responses shown

<p>                     "Nothing!"                      "That we didn't have it that often."                      "Nothing."                      "There was not something I didn't like."                      "Nothing."                      "Taking these tests (pre and post program evaluation)."                      "Nothing was my least favorite."                 </p>		<p>                     "Nothing, it was all great."                      "Nothing, it was awesome."                      "Everything about it was good. I have nothing bad to say!"                      "Nothing, it was all fun."                      "N/A"                      "Doing the packets(pre and post program evaluation)."                      "Figuring out I ate bad stuff."                      "Finding out how bad gummy worms are."                 </p>
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**The most important thing I learned from Food and Fun was:**

\*all responses shown

<p>                     "About whole grains."                      "I learned how to read labels."                      "Learning how to make all these healthy snacks."                      "What foods are "go" foods and what foods are "slow (down)" foods."                      "How to find out if food is good for you."                      "How to read a label."                      "Everything I learned I thought was important."                      "How to tell "go" foods and "slow (down) foods."                 </p>		<p>                     "How to tell the difference between whole grains and processed grains."                      "How to tell if food was healthy or not by reading the Nutrition Facts."                      "How to tell the difference between whole grain and processed grain."                      "Half of your plate should be fruit and veggies."                      "The difference between enriched vs. whole wheat flour."                      "What are "go" foods and what are "slow (down) foods."                      "That foods with good (front) labels might not be good."                 </p>
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## 5th Grade Program -Take-Aways from Quantitative and Qualitative Data

### Lesson topics covered:

- “Go” Foods vs. “Slow Foods”
- Sensational Snacks
- The Importance of Breakfast
- Cereal Detectives (Reading Labels)
- Whole Grains
- Better Beverages
- MyPlate



### Take-aways from program evaluation:

- Vocabulary around “Go” foods vs. “Slow-down” foods is already becoming part of the culture around food at the school; for 5<sup>th</sup> graders, this lesson is simply a review
- Major gains were seen in 5<sup>th</sup> graders’ ability to make better choices for snack combinations; students enjoyed understanding the importance of protein and its role as building blocks in the body
- Students made major gains in knowledge around whole grains, a topic that can be tricky even for adults! 5<sup>th</sup> graders are eager to explore how companies use language on the front side of bread/cereal/cracker packaging to entice consumers
- Students were introduced to MyPlate and easily captured the key concepts of this new icon
- Students enjoy having the ability, through careful study of Nutrition Facts and ingredients lists, to know the “real story” about the quality of foods
- Students thoroughly enjoyed their lessons and have an extremely open mind about enjoying foods
- Students experienced a material change in their propensity to want to try new foods. Nearly one-third of the class enjoyed trying new foods only “some of the time” prior to the program. At the conclusion of the program, 100% of the students enjoy trying new foods “most of the time” or “all of the time”.



**4th Grade Program Results-Quantitative Data**

Survey Questions	Responses*	Sept 2012	May 2013
GMO as it relates to food stands for:	A= General Mode of Operation B= <u>Genetically Modified Organism</u> C=Generic Methods of Optimization D= I have no idea	37%	100%
What is the difference between a portion size and a serving size?	A= A serving size is the amount of food you consume in one sitting such as an entire bowl , whereas a portion size is a set amount of food, such as 1/2 cup. B= <u>A serving size is a set amount of food, such as 1/2 cup, whereas a portion size is the amount of food you consume in one sitting, such as an entire bowl.</u> C= There is no difference, they mean the same thing	31%	79%
In the last 30 years, portion sizes have:	A= Gotten smaller B= Stayed the same C. <u>Gotten much larger</u>	75%	79%
Which of the following is NOT a strategy for controlling portion sizes?	A= Put your meals on smaller plates or in smaller bowls B= Drink a glass of water 20 minutes before eating C= <u>Don't eat between meals</u> D= Put snacks on a plate instead of eating out of the bag.	12%	79%
I feel like I have great tools for making smart food choices:	A=None of the time B=Sometimes C= <u>Most of the time or D) All the time</u>	6% 35% 59%	0% 21% 79%
Hot pink colored yogurt:	A= Likely contains extra fruit B= Is probably poisonous C= <u>May contain food coloring that can cause an allergic reaction</u>	75%	93%
Blue food coloring:	A=Has been banned in many European countries B= Is rated "everyone should avoid" by the Center for Science in the Public Interest C= Is a dye used in some marshmallows D. <u>All of the above</u>	56%	50%
People around the world:	A= Have mostly the same habits when eating dinner B= <u>Have unique customs related to sharing food</u> C= Have strange habits around food that are dangerous	50%	93%
I like trying new foods:	A. None of the time B. Some of the time C. <u>Most of the time or D) All of the time</u>	19% 38% 43%	0% 23% 77%
I believe that kids like me benefit a lot from the Food and Fun program:	Yes No		Yes: 100%

\*The correct answer is underlined; columns show % of students choosing this response.

**4th Grade Program Results-Qualitative Student Feedback (May 2013)**
**My favorite thing about the program was\*:**

\*all responses shown

"The part when they showed the baby carrot video and the No Coke video."  
 "I liked tasting all the food."  
 "Watching videos about processed food."  
 "Learning stuff about food."  
 "Trying new foods."  
 "Trying new foods."  
 "Everything."  
 "I loved learning about how different cultures eat food."



"Trying new foods."  
 "Learning about different foods and having the snacks."  
 "We got to taste a lot of different food and learn about it too."  
 "Trying all of the foods."  
 "Trying new food."  
 "The no-soda add (pour it out anti-soda add)"  
 "Watching a lot of videos"

**My least favorite thing about the program was\*:**

\*all responses shown

"Nothing."  
 "The tests (pre and post program evaluation)."  
 "The videos."  
 "I don't know."  
 "Nothing."  
 "The ads about food."  
 "Nothing!"  
 "Nothing."



"That we didn't have it very often."  
 "Bugs in food" (reference to learning that some food dyes are made from bugs).  
 "None."  
 "I cannot think of anything; it was all FUN."  
 "Nothing"  
 "I don't have a least favorite."

**The most important thing I learned from Food and Fun was:**

\*all responses shown

"That making good food choices is GOOD!"  
 "To not eat food (when) you do not know what is in it."  
 "How to eat well."  
 "Trying new things you haven't tried."  
 "That a lot of companies do not tell you many things about the food that they are selling."  
 "It is good to eat snacks between meals."



"Learning about different foods."  
 "To eat right is very important."  
 "To try new things."  
 "All of it."  
 "To watch out for bad foods."  
 "All of it."  
 "To learn new things."  
 "I learned trying new food can be fun!"

### 4th Grade Program Take-Aways from Quantitative and Qualitative Data

#### Lesson topics covered\*:

- Review of “Go” Foods vs. “Slow” Foods
- Portion Distortion
- The Importance of Snacks
- Modern Food issues: GMOs
- Modern Food issues: Additives and Colorings
- Food and Culture
- Food Advertising (“Ad Smart”)

*\*Note that this student group participated in “Food and Fun” during the prior school year. As a result, this grade had new lessons delivered in a new format (incorporation of videos).*



#### Take-aways from program evaluation:

- Major gains were seen in 4<sup>th</sup> graders’ ability to understand concepts such as GMOs, portion and serving sizes, food additives, and food and culture
- Students feel more empowered when making smart food choices (significant increases were seen even in the 2<sup>nd</sup> year of participation in the Food and Fun program)
- Students enjoyed the video format of the lessons
- Even in the second year of the program, students are highly engaged and appreciative of the program
- The propensity to try new foods has continued to increase (43% of the class answered that they “like trying new foods most of the time or all of the time” at the start the school year; this number increased to 77% of the class by year end of the school year)
- Students and teachers appreciated specific ties to academic curriculum units (the significant increase in understanding food and culture is a result not only of the Food and Fun lesson but the fact that students were focused in a multi-faceted unit about Threatened Cultures)

**3rd Grade Program Results**

Survey Questions	Responses*	Sept 2012	May 2013
Which of these is a “go” food that provides long lasting energy?	Chips, Cookies, <u>Yogurt</u> , Ice cream	86%	93%
Which of these is a “slow” food that may give you a quick burst of energy but then makes you feel tired?	Whole grain crackers and cheese, Turkey, Apple, <u>Fried chicken nuggets</u>	71%	93%
How much of your plate should contain fruits and vegetables?	All, <u>½</u> , ¼, none	86%	93%
Circle the snack that will give you the most long-lasting energy.	Crackers and Juice, Cookies and Milk, <u>Apple and String Cheese</u> , Potato chips and Sports Drink	57%	85%
I eat breakfast every day	a. 1-2 x week b. 3-4 x week c. 5-6 x week d. Everyday		d. 100%
Circle the cereal that will give you the most energy.	(Three nutrition labels shown.)	64%	93%
How do you know if a food has added sugar in it?	It is impossible to tell, You can only tell by tasting it, <u>Read the ingredient list</u>	93%	100%
Circle the beverage you should drink most often.	100% Juice, Soda, <u>Water</u> , Sports Drink, Milk	64%	77%
like trying new foods	a. None of the time b. Some of the time c. Most of the time d. All of the time	0% 37% 29% 14%	0% 50% 33% 17%

\*The correct answer is underlined; columns show % of students choosing this response.



## Kindergarten through 3rd Grade Program -Take-Aways

### Lesson topics covered:

- “Go” Foods vs. “Slow Foods”
- Sensational Snacks
- The Importance of Breakfast
- Cereal Detectives (Reading Labels)
- Whole Grains
- Better Beverages
- MyPlate



### Take-aways from program evaluation :

- Vocabulary around “Go” foods vs. “Slow-down” foods is already becoming part of the culture around food at the school; starting at the youngest grades is key for this culture to form
- Improvements were seen in the younger grades across all areas tested (knowledge and behavior)
- Younger students have a higher propensity to choose milk over water as their #1 beverage, but no students are choosing soft drinks or sports drinks (the “no winning medal choices”)

### The most important thing I learned from Food and Fun was:

“Eat healthy.”

“(Eat) all the food groups.”

“What to eat and not to eat.”

“How to read the labels on the back so I learn what everything has in it.”

“You should read the calories and stuff first.”

“Look at the back of the food box.”

“Eat more “go” foods than “slow” foods.”

“How to know if a cereal is good.”

“Not too much sugar.”