

Nurture Elementary Program Training

Part 1: Program Overview – 30 Minutes

1. Why teach elementary students about nutrition and staying active?
2. Nurture Elementary Program overall goals
3. Key Topics and Core Concepts
4. Alignment to Teaching Standards

Part 2 : Program Administration – 30 Minutes

1. Overview of how program materials are organized
2. Which Levels should be taught at which schools?
3. How to implement program components

Nurture Elementary Program Training

Part 3: Teaching Nutrition – 15 Minutes

1. Nurture approach to teaching nutrition
2. Limitations on teaching nutrition in Illinois
3. Examples of what can and cannot be discussed and where to get more information on specific nutrition topics

Why Teach about Nutrition and Staying Active?

“Children and adolescents who are obese are likely to be obese as adults and are therefore more at risk for adult health problems such as heart disease, type 2 diabetes, stroke, several types of cancer, and osteoarthritis. “

“Schools play a particularly critical role by establishing a safe and supportive environment with policies and practices that support healthy behaviors. Schools also provide opportunities for students to learn about and practice healthy eating and physical activity behaviors.”

From <http://www.cdc.gov/healthyyouth/obesity/facts.htm>

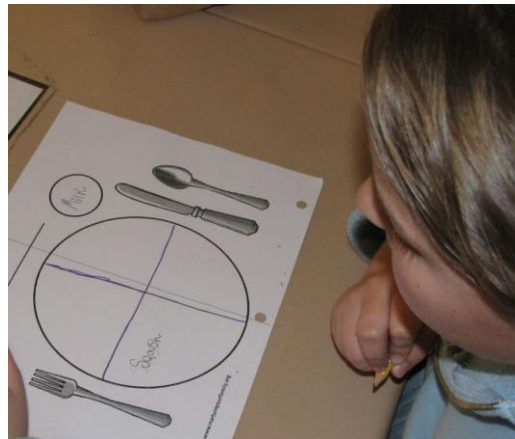
“.....evidence clearly demonstrated that school-based interventions had significant effects on weight”

By David L. Katz, MD, MPH, FACPM, FACP-Director, Prevention Research Center, Yale University School of Medicine.

Nurture Elementary Program Goals

The Nurture Elementary Program helps young students develop the knowledge, skills and attitudes needed to help reduce the likelihood of developing childhood obesity.

Students develop positive relationships with food while strengthening their ability and desire to make healthy choices about nutrition, hydration and exercise.



Overview of Key Topics

The Nurture Elementary Program reinforces general nutrition guidelines as set forth by the USDA 2010 Dietary Guidelines. It does not promote the exclusion of any food group or strict consumption of select “superfoods”.

These key topics are discussed throughout the program

- Eat mainly foods that nourish your body
- Be physically active
- Eat a variety of fruits and vegetables
- Use MyPlate to create balanced meals and snacks
- Pay attention to energy balance and portion control
- Stay hydrated with water and milk

Key Topics and Supporting Core Concepts

Eat mainly foods that nourish your body

- Go Foods, Slow Foods, and Wannabes
- Fiber: fruits, vegetables, whole grains
- Read nutrition labels and ingredient lists
- Added and natural sugars
- Macronutrients: carbohydrates, protein, fat
- Impact of food marketing



GO foods to eat regularly



SLOW foods to limit and eat in moderation

Key Topics and Supporting Core Concepts

Be physically active

- At least 60 minutes a day
- Make it fun!
- Get sufficient rest



Key Topics and Supporting Core Concepts

Eat a variety of fruits and vegetables

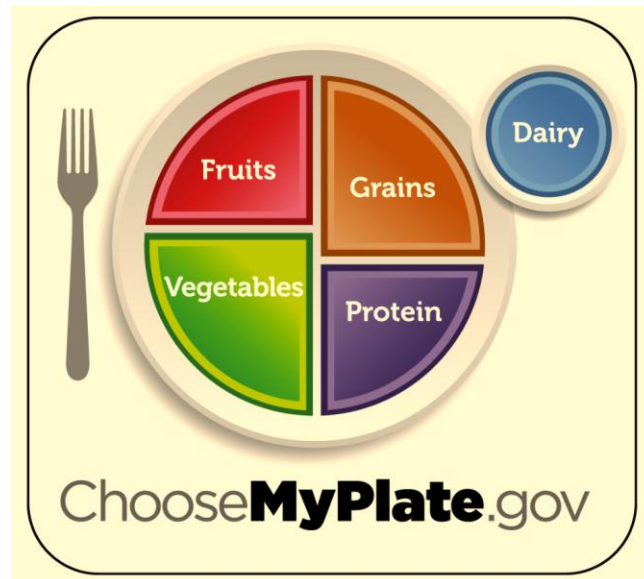
- Eat at least 2 servings of fruits and 3 servings of vegetables a day
- Fill half your plate with fruits and vegetables at each meal
- Eat a rainbow
- Definition of fruits and vegetables



Key Topics and Supporting Core Concepts

Use MyPlate to create balanced meals and snacks

- Know the five food groups and how they help your body
- Be about to sort foods into their food groups
- Snacks or treats

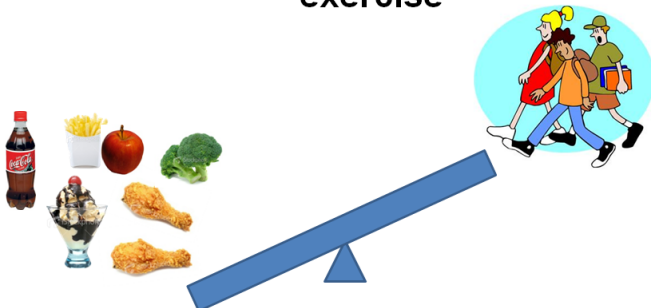


Key Topics and Supporting Core Concepts

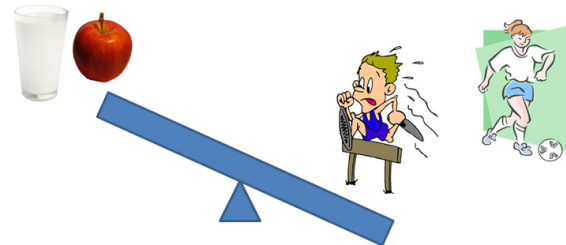
Pay attention to energy balance and portion control

- Eat mindfully and recognize body signals
- Difference between appetite, hunger, thirst, sleepiness
- Portion control

Too much food for very little exercise



Too little food for a lot of exercise



Key Topics and Supporting Core Concepts

Stay hydrated with water and milk

- Drink water
- Choose mainly water and milk
- 100% fruit juice up to 1 cup per day
- Recognize signs of thirst / dehydration

What should you drink?



Key Topics and Core Concepts by Program Level

Key Topics	Level 1 Concepts	Level 2 Concepts	Level 3 Concepts	Level 4 Concepts	Level 5 Concepts
Eat mainly foods that nourish your body	<p>Food is fuel for the body</p> <p><u>Go Foods</u> – long lasting energy, nourish our body</p> <p><u>Slow Foods</u> – quick energy, then makes us tired, don't nourish our bodies well, "Once in a while food"</p>	<p>Distinguish between <u>Go Foods</u> and <u>Slow Foods</u></p> <p>Understand how to incorporate more <u>Go Foods</u> into their diet</p> <p>Recognize "Wannabes"</p>	<p>Use nutrition labels to evaluate food</p> <p>Build snacks and meals from <u>Go Foods</u> you enjoy</p> <p>Eat breakfast every day</p>	<p>Use nutrition labels and ingredient lists to evaluate fat, sugar, sodium and fiber content</p> <p>Understand macronutrients; carbohydrates, fats and protein</p>	<p>Choose the best snacks by reading nutrition facts and ingredient lists</p> <p>Recognize and evaluate advertising claims</p>
Be physically Active	<p>60 min a day, include cardio, strength, flexibility</p> <p>Identify fun ways to move</p>	<p>Exercise is fun</p> <p>Yoga for relaxation</p>	<p>Limit screen time</p>	<p>Exercise impacts our mood</p> <p>Get sufficient rest</p>	<p>Reinforce the importance of moving by starting each lesson with five minute fitness</p>

Key Topics and Core Concepts By Program Level - Continued

Key Topics	Level 1 Concepts	Level 2 Concepts	Level 3 Concepts	Level 4 Concepts	Level 5 Concepts
Eat a variety of fruits and vegetables	Eat at least two fruits and three vegetables a day	Eat a rainbow of fruits and vegetables to get a variety of vitamins, minerals and phytonutrients	Know strategies to increase consumption of fruits and vegetables	Whole fruits and vegetables have vitamins, fiber, and natural sugars Understand farm to table	Fruits and vegetables are essential to feeling good and being healthy
Use MyPlate to create balanced meals and snacks	Half of MyPlate is fruits and vegetables	Know the 5 food groups on MyPlate Know how each food group helps the body Snacks should include at least 2 food groups	Use MyPlate to build healthy meals and snacks Include both proteins and carbohydrates in snacks for balanced energy	Use MyPlate to build meals and snacks Substitute <u>Go Foods</u> for <u>Slow Foods</u>	Use MyPlate when eating out, at buffets and at celebrations to build a well balanced meal

Key Topics and Core Concepts By Program Level - Continued

Key Topics	Level 1 Concepts	Level 2 Concepts	Level 3 Concepts	Level 4 Concepts	Level 5 Concepts
Pay attention to energy balance and portion control	<p>Energy in equals energy out.</p> <p>Energy in = food Energy out = physical activity</p> <p>Eat to satisfaction</p>	<p>Eat to satisfaction – not hungry; not too full</p>	<p>Know the difference between hunger, appetite, and thirst</p> <p>Energy is used for both physical activity and basic body functions</p>	<p>Can distinguish between hunger, appetite, thirst, sleepiness and take appropriate action</p>	<p>Compare portion size to serving size</p> <p>Understand motivation to eat</p>
Stay Hydrated	<p>Water is the best choice for rehydrating when thirsty</p>	<p>Water is the best choice for rehydrating when thirsty</p>	<p>Water is the best choice for rehydrating when thirsty</p> <p>Milk is a <u>Go Food</u> drink</p> <p>Limit fruit juice to 1 cup a day</p>	<p>Water is the best choice for rehydrating when thirsty</p> <p>Milk is a <u>Go Food</u> drink</p> <p>Limit fruit juice to 1 cup a day</p>	<p>Water is the best choice for rehydrating when thirsty</p> <p>Milk is a <u>Go Food</u> drink</p> <p>Limit fruit juice to 1 cup a day</p>



Supports Idaho State Standards for Health K-2 and 3-5

The Nurture Elementary Program directly supports the following **Idaho State Standards**:

http://www.sde.idaho.gov/site/content_standards/health_standards.htm

Standard 1: Comprehend Core Concepts: Students will comprehend core concepts related to health promotion and disease prevention to enhance health including: Nutrition and Physical Activity. K-2.H.1.1.1, K-2.H.1.1.2, K-2.H.1.1.3, 3-5.H.1.1.1, 3-5.H.1.1.2, 3-5.H.1.1.3, 3-5.H.1.1.6

Standard 2: Analyzing Influences: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behavior. K-2.H.2.1.1, 3-5.H.2.1.1, 3-5.H.2.1.2, 3-5.H.2.1.3

Standard 3: Accessing Information: Students will demonstrate the ability to access valid information and products and services to enhance health. K-2.H.3.1.1, 3-5.H.3.1.1

Standard 4: Interpersonal Communication: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. K-2.H.4.1.1, K-2.H.4.1.2, 3-5.H.4.1.1, 3-5.H.4.1.2

Standard 5: Goal Setting: Students will demonstrate the ability to use decision-making skills to enhance health. 3-5.H.5.1.3, 3-5.H.5.1.4, 3-5.H.5.1.5, 3-5.H.5.1.6

Standard 6: Goal Setting: Students will demonstrate the ability to use goal-setting skills to enhance health. K-2.H.6.1.1, 3-5.H.6.1.1

Standard 7: Practice Healthy Behavior: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. K-2.H.7.1.1, K-2.H.7.1.2, 3-5.H.7.1.1, 3-5.H.7.1.2, 3-5.H.7.1.3

Standard 8: Advocacy: Students will demonstrate the ability to advocate for personal, family, and community health. K-2.H.8.1.1, K-2.H.8.1.2, 3-5.H.8.1.1, 3-5.H.8.1.2

Supports Idaho State Standards for Physical Education K-2 and 3-5

The Nurture Elementary Program directly supports the following **Idaho State Standards**:
http://www.sde.idaho.gov/site/content_standards/pe_standards.htm

Standard 1: Skilled Movement: Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities. K-2.PE.1.1.1, K-2.PE.1.1.4, 3-5.PE.1.1.1

Standard 2: Movement Knowledge: Demonstrate understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities. 3-5.PE.2.1.1, 3-5.PE.2.1.2, 3-5.PE.2.1.3

Standard 3: Valuing a Physically Active Lifestyle: Participate daily in physical activity for health, enjoyment and/or satisfaction, challenge, self-expression and/or social interaction. K-3.PE.3.1.1, K-3.PE.3.1.2, K-3.PE.3.1.3, 3-5.PE.3.1.1, 3-5.PE.3.1.2, 3-5.PE.3.1.3, 3-5.PE.3.1.4

Standard 4: Personal Fitness: Achieve and maintain a health-enhancing level of physical fitness. K-3.PE.4.1.1, K-3.PE.4.1.2, K-3.PE.4.1.3, 3-5.PE.4.1.2

Standard 5: Personal and Social Responsibility: Exhibit responsible and social behavior that respects self and others in physical activity settings. K-3.PE.5.1.1, K-3.PE.5.1.2, K-3.PE.5.1.3,

Supports Illinois State Standards for Physical Education

The Nurture Elementary Program directly supports the following **Illinois State Standards**: <http://www.isbe.state.il.us/ils/pdh/standards.htm>

Goal 19 - Movement Skills - Acquire movement skills and understand concepts needed to engage in health-enhancing physical activity. 19.A.1, 19.A.2, 19.B.1, 19.C.1, 19.C.2a

Goal 20 - Physical Activity: Achieve and maintain a health-enhancing level of physical fitness based on continual self-assessment. 20.A.1a, 20.A.1b, 20.A.2a, 20.B.1

Goal 21 - Team Building: Develop team-building skills by working with others through physical activity. 21.A.1a, 21.A.1b, 21.A.1c, 21.B.1, 21.B.2

Goal 22 - Health Promotion, Prevention and Treatment: Achieve and maintain a health-enhancing level of physical fitness based on continual self-assessment. 22.A.2b, 22.A.3a, 22.A.3b, 22.A.5a

Goal 23 - Human Body Systems: Describe and explain the structure and function of the human body systems and how they interrelate. 23.B.1, 23.B.2, 23.C.2a

Goal 24 - Communication and Decision Making: Promote and enhance health and well-being through the use of effective communication and decision-making skills. 24.A.2b, 24.B.1

How Program Materials are Organized

Program Components for All Levels

1. Introduction Letter
2. Key Topics and Core Concepts by Program Level
3. Key Topics and Core Concepts
4. Guidelines on Teaching Nutrition
5. Food Card Information
6. 5 Minute Fitness Ideas

Level Specific Components

1. Program Materials Chart
2. Learning Objectives
3. Student Assessments: Pre & Post Questionnaires
4. Units

How Program Materials are Organized

Unit Specific Components

1. **Lesson** – 20 minutes for Levels 1 – 4; 40 minutes for Level 5
 - Lesson Script
 - Visuals (English and Spanish)
 - Worksheets (English and Spanish) for some lessons
 - Teaching Aids (i.e. food cards, nutrition labels, etc)
2. **P.E. Activity** – 10 to 20 minutes
 - Lesson Script including recap of lesson and how to do the activity
 - Teaching Aids (i.e. food cards, nutrition labels, etc)

How Program Materials are Organized

Unit Specific Components Continued

3. Supplemental Classroom Activity – 10 to 30 minutes

- Lesson Script recap of lesson and how to do the activity
- Visuals (English and Spanish) for some lessons
- Worksheets (English and Spanish) for some lessons
- Tied directly to [Common Core State Standards](#) for English or Math
- Use these activities for classes when their grade in school = Level of Nurture Elementary Program being taught

4. Parent Handout

- One to two pages (English and Spanish)
- Provides an overview of the main lesson concepts, how parents can reinforce lesson at home
- Most include an inexpensive, healthy recipe kids can help make

Review of Program Materials

Teaching Units 1.4, 2.4, 3.4 and 4.4

Answer the following questions

1. What are the students learning about in this Unit?
2. What supplies are needed to teach the lesson?
3. How does the PE activity reinforce the lesson?
4. Would you recommend the Supplemental Activity be used? In what fashion?

Bonus:

5. Show the class how to find the unit materials on the Nurture website

Which Level to Teach to Which Grade?

- The Nurture Elementary Program builds upon lesson concepts over time.
- We recommend the following roll-out schedule so students have a solid foundation of knowledge before introducing more complex topics.

Number of years receiving Nurture Lessons	1st graders would learn	2nd graders would learn	3rd graders would learn	4th graders would learn	5th graders would learn
First year	Level 1	Level 2 First Year	Level 2 First Year	Level 3 First Year	Level 3 First Year
Second year	Level 1	Level 2	Level 3	Level 3	Level 4
Third year	Level 1	Level 2	Level 3	Level 4	Level 4
Fourth year	Level 1	Level 2	Level 3	Level 4	Level 5

Tracking a 3rd Grade Class that is New to the Nurture Elementary Program

Number of years receiving Nurture Lessons	1 st graders would learn	2 nd graders would learn	3 rd graders would learn	4 th graders would learn	5 th graders would learn
First year	Level 1	Level 2 First Year	Level 2 First Year	Level 3 First Year	Level 3 First Year
Second year	Level 1	Level 2	Level 3	Level 3	Level 4
Third year	Level 1	Level 2	Level 3	Level 4	Level 4
Fourth year	Level 1	Level 2	Level 3	Level 4	Level 5

Assuming a 3rd grade class that has never had the Elementary Program

- When they are 3rd graders they would be taught Level 2 First Year.
- The next year as 4th graders they would be taught Level 3.
- The next year as 5th graders they would be taught Level 4.

Tracking a 2nd Grade Class that is New to the Nurture Elementary Program

Number of years receiving Nurture Lessons	1 st graders would learn	2 nd graders would learn	3 rd graders would learn	4 th graders would learn	5 th graders would learn
First year	Level 1	Level 2 First Year	Level 2 First Year	Level 3 First Year	Level 3 First Year
Second year	Level 1	Level 2	Level 3	Level 3	Level 4
Third year	Level 1	Level 2	Level 3	Level 4	Level 4
Fourth year	Level 1	Level 2	Level 3	Level 4	Level 5

Assuming a 2nd grade class that has never had the Elementary Program

- When they are 2nd graders they would be taught Level 2 First Year.
- The next year as 3rd graders they would be taught Level 3.
- The next year as 4th graders they would be taught Level 4.
- The next year as 5th graders they would be taught Level 5

Aspects of Program Administration To Consider

How will materials be distributed?

- All program materials can be accessed through the Nurture website.
- How will teaching aids such as food cards and worksheets be printed/copied?
- Can the visuals that accompany the lesson be accessed via the Nurture website and projected onto a white board or will you need to print these out?
- How will Parent Handouts be distributed?

Who will teach each component of the Units?

- Will Lessons be taught in the classroom or during P.E.? Will they be taught by school teachers or volunteers?
- P.E. Activities are designed to be taught during P.E.
- Supplemental Activities can be used by classroom teachers, P.E. teachers or as homework. What training will be necessary for this to occur?

Timing for program implementation

- Pre-questionnaires should be completed prior to receiving the first unit.
- Units should be completed over the course of one month.
 - Ideally space the Lesson and P.E. Activity by at least one week.
 - Ideally space the Lesson and Supplemental Activity by at least one week.
- Post-questionnaires should be completed after completing the last unit.

Limitations on Teaching Nutrition In Illinois

The state of Illinois has restrictions on what nutrition information can be discussed by those who are not licensed nutrition counselors.

Unlicensed individuals are able to share general nutrition information, but are prohibited from:

1. Providing medical advice
2. Offering nutrition counseling
3. Diagnosing a nutrition related condition

Guidelines for Teaching Nutrition

Topic	What to discuss?	What to avoid?
MyPlate Tips: MyPlate Tips	<ul style="list-style-type: none"> • Overview of 5 food groups • Discussion of what foods belong in each group • Benefit of eating a variety of foods • Preparing well balanced meals 	<ul style="list-style-type: none"> • Prescribing total caloric intake. Energy requirements vary depending on: age, activity level, and health status • Restricting or avoiding a food group
Vegetables Fruits Tips: Fruit & Vegetables Kids and Fruits and Veggies	<ul style="list-style-type: none"> • The benefits of consuming a variety of (whole) fruits and vegetables • General recommendation of filling half your plates with fruits and vegetables • Tips on how to eat more fruits and vegetables • Tips on how to pick and store fruits and vegetables • List of seasonal fruits and vegetables • Tips on how to increase children's consumption of fruits and vegetables 	<ul style="list-style-type: none"> • Exclusive consumption of organic produce. Don't promote exclusive consumption of organics as this is cost-prohibitive for many people

Guidelines for Teaching Nutrition

Topic	What to discuss?	What to avoid?
Beverages Drinking Water	<ul style="list-style-type: none"> • Benefits of drinking water • Signs of dehydration • Sugar content of beverages • Tips on how to consume more water • Tips for how to limit intake of sugary beverages and juice 	<ul style="list-style-type: none"> • Specific water intake (ie. 8 cups of water per day). If people are on medications, pregnant, lactating or have heart complications, there are significant variances in water recommendations
Grains Whole Grains Fiber Carbohydrates	<ul style="list-style-type: none"> • The benefits of consuming whole grains • How to read ingredient labels • Tips on how to consume more whole grains • Introduction to 'unique' whole grains (bulgur, millet, quinoa) • Recipes that include whole grains 	<ul style="list-style-type: none"> • Specific carbohydrate (grams) recommendations. There are varying levels of carbohydrate needs based on age, activity level and health status • Suggesting participants go gluten free. Participants struggling with food intolerances should visit their primary care provider

Guidelines for Teaching Nutrition

Topic	What to discuss?	What to avoid?
Protein Tips: Vegetarians Protein	<ul style="list-style-type: none"> • Benefits of eating a variety of proteins • Examples of protein-rich foods • Tips for purchasing economical sources of protein (beans, lentil, split peas, eggs, lean cuts of meat) 	<ul style="list-style-type: none"> • Promoting a strict vegetarian diet • Encouraging vegetarians to eat fish and/or meat • Assigning specific protein intake (grams). Individual protein needs vary based on age, gender, activity level and health status
Dairy	<ul style="list-style-type: none"> • Benefits of getting sufficient calcium and vitamin D for healthy bones and teeth • Examples of dairy and calcium rich foods 	<ul style="list-style-type: none"> • Recommending the use of ANY supplement, vitamin, or mineral. • Encouraging people with dairy sensitivities or cultural restrictions to eat dairy • Discussing reasons why cow's milk may be bad for our health

Guidelines for Teaching Nutrition

Topic	What to discuss?	What to avoid?
Oils Fats Cholesterol	<ul style="list-style-type: none"> • Promoting the consumption of healthy fats in moderation • Discussing that fats enable our bodies to absorb some vitamins • Limit the consumption of saturated fats • Avoid the consumption of trans fats 	<ul style="list-style-type: none"> • Recommending eliminating fat and oils from diets • Saying fats are unhealthy or bad
Physical Activity Tips for Increasing Physical Activity	<ul style="list-style-type: none"> • Tips on how to incorporate more exercise or daily physical activity • Benefits of exercise • Always encourage participants to speak with a primary care provider if they are new to exercise, have undergone surgery or are on medications before they begin an exercise routine 	<ul style="list-style-type: none"> • Prescribing specific exercise routines • Leading participants through a vigorous exercise routine during class. Exercises should be performed at a moderate intensity level and participants should always be encouraged to take breaks when needed

Guidelines for Teaching Nutrition

Topic	What to discuss?	What to avoid?
What kids really eat Breakfast Snacks Kids and Sweets Eating on a Budget Healthy Role Model Food Labels Portion Distortion Calories Listening to your body	<ul style="list-style-type: none"> • The benefits of home cooked meals • Cost savings of making meals at home • Strategies and tips for smart grocery shopping • Ideas for leftovers • How to be a good role model • Calories are units of energy and essential for life • It is important to balance your energy consumption with energy expenditures • How to listen to your body to determine if you are hungry, thirsty, sleepy, or anxious 	<ul style="list-style-type: none"> • Restricting all processed or fast foods (this is not realistic for many people) • Recommending amounts of calories to consume • Speaking of calories in a negative fashion • Be aware that eating disorders like anorexia and bulimia are also problems • Do not to give advice for eating disorders (overeating, underrating) or weight loss

Thank you!

Enjoy the program and the students!

