

Elementary Program Impact Report

Oak Terrace Elementary & Red Oak Elementary: 2012-2013 School Year

Funded by 112 Education Foundation, Moraine Township,
Action for Healthy Kids

Program Description

Nurture collaborated with North Shore School District 112 to provide the Nurture Elementary Program to approximately 685 first through fifth grade students at Oak Terrace Elementary and Red Oak Elementary from October 2012 through May 2013. Student data are still being analyzed. We have the most data for Level Three.

Nurture's Elementary Program helps students develop the knowledge, skills and attitudes needed to help reduce the likelihood of developing nutrition related diseases such as obesity and type 2 diabetes. It includes 35 monthly units of hands-on lessons, activities, fitness games and parent handouts with recipes. The goal is to help students develop positive relationships with food while building the ability and desire to make healthy choices about nutrition, hydration, and exercise. Major themes include being physically active, eating a variety of fruits and vegetables, using MyPlate to create balanced meals and snacks, paying attention to energy balance and portion control, reading nutrition labels and ingredient lists, and staying hydrated with water and milk.

Level One

These were taught to 1st grade at Oak Terrace and Red Oak.

Topics Focused on:

- Distinguishing between 'go' foods that nourish our bodies and 'slow' foods that don't
- How fruits and vegetables help our bodies and how to add them to our meals
- How exercise, go foods, water and sleep keep us healthy

Post- tests Given in May Showed:

- Most students were able to correctly identify an orange as being a go food and candy as being a slow food.
- About half of the students chose playing on the playground as the activity they do most often.
- About three-quarters of the students indicated they choose oranges for snack. (Candy was the other option.)
- Over half the students could correctly identify that half their plates should be filled with fruits and vegetables so they can stay healthy.
- Almost all the students answered "yes", I think 'go' foods taste good.



Some Comments from Students (Some Translated from Spanish):

"When you eat go foods, it's good for your body. When you eat slow foods, it's not good for your body."

"I learned to drink a lot of water, eat vegetables and do exercises."

"I learned it's important to sleep, eat go foods, and play outside."

"Exercise is very good for your heart."

"It is important to sleep."

"Chocolate and sweets are not healthy."

"Sports drinks have a lot of sugar."

Drawings about What They Learned:

A plate half filled with fruits & vegetables.

Swimming & being strong.

Drinking from water fountain.

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Level Two

These we taught to 2nd grade at Oak Terrace and 2nd & 3rd grade at Red Oak, where they had the Elementary Program for the first time.

Topics Focused on:

- MyPlate and how the five food groups help our bodies
- How to sort foods by food group and 'go' and 'slow' foods
- How to make healthy snacks and balanced lunches using MyPlate as a guide
- Cardiovascular, strength and flexibility exercises help our bodies in different ways
- How yoga and breathing exercises can help us relax and sleep



Post- tests Given in May Showed:

- Most students were able to correctly identify a turkey sandwich as being a go food compared to a little over half of the students getting this correct on the pre-test.
- Most students were able to correctly identify chips as being a slow food. On the pre-test a little over half of the students got this correct.
- Three-quarters of the students could correctly identify that peanuts are protein compared to one-third on the pre-test. More students also correctly matched rice and cheese with their food groups.
- In response to the prompt "I feel uncomfortable because I ate too much" there was a shift away from "All of the time" and "Most of the time" and to "Sometimes."
- Almost all the students liked the lessons a lot or thought most of them were good.
- Almost all students selected two or more for the question "How many times did you eat fruit yesterday?"
- Almost two-thirds of students selected two or more for the question "How many times did you eat vegetables yesterday?"

Some Comments from Students (Some Translated from Spanish):

One thing I learned from the Nurture lessons was:

"Go foods give you lots of energy and slow foods give you a little bit of energy."

"Healthy foods can make you strong." "That go food is very awesome." "A go versus a slow snack."

"Fried chicken is a slow food." "The colors of the fruit do something in your body."

"Where grains, protein, dairy, vegetables and fruit go on the plate."

"Exercise gives you energy like eating right." "Exercise is important." "Yoga is pretty fun to do."

"Yoga helps you be flexible so if you're playing a sport you won't get hurt."

"If I eat too much I get tired."

"That you don't want to eat too much in one meal."

My favorite part of the Nurture lesson was:

"Yoga because I love yoga." "When we wrote down healthy lunches." "Making my plates."

"Learning how to make your body healthy (which was all the lessons)!" "I learned a lot."

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Level Three

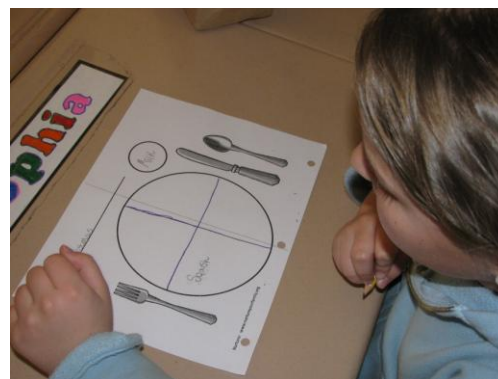
These were taught to 3rd graders at Oak Terrace and 4th & 5th graders at Red Oak, where they had the Elementary Program for the first time.

Topics Focused on:

- How to make balanced breakfasts using MyPlate as a guide
- How to distinguish between hunger and appetite and use signals from your body to guide eating and drinking decisions
- How to use nutrition labels and ingredient lists to guide cereal and beverage selections – focus on sugar and fiber
- Why it's important to limit screen time and be physically active

Results Based on Paired Student Pre & Post Tests*:

- 87% of students chose to drink water when thirsty in the May post test.
- 74% of students indicated a preference for sports or playing outside during free time in May, in comparison to only 59% before Nurture lessons.
- Prior to Nurture lessons, 21% of students were unable to correctly identify the cereal that will provide the best energy. In the post-test, all but 6% were successful.
- Ability to match Appetite and Hunger to the correct description improved from 52% to 74% for Appetite and from 58% to 83% for Hunger. 92% could match Thirst on the post-test.
- In May, 89% of students correctly identified water as the beverage they should have the most of, up from 77% on the pre-test.
- 86% of Oak Terrace students and 62% of Red Oak students “liked the lessons a lot” or thought “most of them were good”.
- 88% of students selected two or more for the question “How many times did you eat fruits yesterday?”
- 88% of students selected two or more for the question “How many times did you eat vegetables yesterday?”



Some Comments from Students:

One thing I learned from the Nurture lessons was:

“How to stay active and healthy.” “To keep your body in shape.” “That you need to exercise so go out and play.”
 “That dietary fiber and sugar and fat affect the amount of health of the food.”
 “Don’t drink a lot of soda because I won’t be able to sleep.” “Water is the most healthy beverage.”
 “We should eat fruits and vegetables.” “In Nurture, they taught us to eat whole/natural foods.”
 “If you drink milk, your teeth will get stronger.” “The more healthy you eat the stronger life span you will have.”
 “Sometimes, when you want to get something it might be appetite.” “Not to watch a lot of TV.”

My favorite part of the Nurture lesson was:

“That we learned new things.” “Before each class we get to exercise.” “The conversations.”
 “When we looked at nutrition facts.” “Learning about good tasting, healthy food.”
 “When we changed people’s habits on the last one.” {Case studies}

* Third grade evaluation data were analyzed in greater depth than other grades. These more rigorous methods are to be applied to all grades next year. (Significance level $\alpha=0.10$.)

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Level Four

These were taught to 4th graders at Oak Terrace.

Topics Focused on:

- Whole grains: what they are, how to identify them and incorporate them into meals
- How unsaturated, saturated and trans fat effect us, how to identify 'go' and 'slow' fats by reading nutrition labels and ingredient lists, ways to minimize 'slow' fats consumption
- Why sleep is important, how much is needed, how to improve sleep quality
- How exercise impacts our body, mood and health
- How sugar and salt effect us, how to identify levels in foods, how to reduce salt and added sugars in diets



Post- tests Given in May Showed:

- Most students could read nutrition labels to correctly identify the beverage that would provide the best energy.
- When given a menu and asked to choose a balanced meal of mainly go foods, about three-quarters of students chose go food entrées compared to about half the students in October.
- Three-quarters of the students are most likely to play outside or play sports during their free time.
- Three-quarters of the students are most likely to drink water when they are thirsty.
- Three-quarters of the students think nutritious foods taste good all or most of the time.
- Almost all students selected two or more for the question "How many times did you eat fruit yesterday?"
- Almost three-quarters of students selected two or more for the question "How many times did you eat vegetables yesterday?"
- Most of the students liked the lessons a lot or thought most of them were good.

Some Comments from Students:

One thing I learned from the Nurture lessons was:

"Americans eat too much salt." "Salt is very common in lots of foods."

"The difference between saturated fat, trans fat and unsaturated fat."

"That we shouldn't eat too much sugar and [we should] get a good night sleep so we are not sleepy in the day."

"White grain is enriched where they take all the good stuff out and put it back in."

"Too much sugar can lead to diabetes." "Have fruit for dessert."

"Water is the healthiest choice when you are thirsty."

"Going outside gets you exercise." "Eat healthy and exercise."

My favorite part of the Nurture lesson was:

"When she showed us the lettuce in the water and [lettuce in] salt water, and when we played a game."

"Getting to learn new things!!!!!" "When we do exercises."

"Most of it was my favorite."

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Level Five

These were taught to 5th graders at Oak Terrace.

Topics Focused on:

- How portions have grown, the impact on our health, the difference between serving size and portion size and strategies for selecting portion sizes.
- Basic advertising strategies that are used to influence food choices and how to analyze packaging to determine the food's nutritional profile.
- How to use nutrition labels and ingredient lists to compare foods within a product category and determine which foods would be the best choice.



Post- tests Given in May Showed:

- Almost every student could read nutrition labels to correctly identify the most nutritious snack.
- Most students could read ingredient lists to correctly identify the food that would give the best energy.
- Most students read nutrition labels regularly in May compared to less than half in October.
- When given a description of activities and feelings, most students correctly identified that drinking water would help solve the problem.
- Two-thirds of the students are most likely to play outside or play sports during their free time.
- Three-quarters of the students are most likely to drink water when they are thirsty.
- Almost all students selected two or more for the question "How many times did you eat fruit yesterday?"
- Almost two-thirds of students selected two or more for the question "How many times did you eat vegetables yesterday?"



Some Comments from Students:

One thing I learned from the Nurture lessons was:

"You should always look at the nutrition label." "It is very important to make your body healthy."

"Picking foods from food groups is very important to eat a healthy meal."

"To control portion sizes."

My favorite part of the Nurture lesson was:

"When we got to do activities and actually got to understand the lessons more."

"Portion size because I never really thought of portions before." "When we presented the best snack."

"Seeing the slogans and seeing what they do to make you want the food more."

"When we got into groups and read nutrition labels and read them out loud."