

## Elementary Program Impact Report

North Shore School District 112 Elementary Schools - 2013-2014 School Year

Funded by 112 Education Foundation, First Bank of Highland Park, Highland Park Community Foundation, Moraine Township, YEA! Highland Park

### Program Description

Nurture collaborated with North Shore School District 112 to provide the Nurture Elementary Program to approximately 1,375 first through fifth grade students at Braeside, Oak Terrace, Ravinia, Red Oak and Wayne Thomas Elementary Schools from October 2013 through May 2014. Student data are still being analyzed. We have the most data for Levels 1 & 2.

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.

### Level One

This was taught to 1<sup>st</sup> graders at all schools. We had completed questionnaires from September and May for 279 students.

#### Topics Focused on:

- Distinguish 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



GO foods to eat regularly

#### Results Based on Paired Student September & May Questionnaires:

- 25% of students improved in their ability to correctly identify an orange as being a Go Food. 96% of students correctly answered this question in May.
- 34% of students improved in their ability to correctly identify candy as being a Slow Food. 92% of students correctly answered this question in May.
- 35% of students improved in their ability to correctly identify that half their plates should be filled with fruits and vegetables so they can stay healthy. 59% of students correctly answered this question in May.
- 25% of students spent less time on TV and Video Games and 39% of students spent more time playing outside in May compared to September. In May 49% of the students indicated they play outside most often during their free time.
- 79% of the students indicated they choose oranges for snack with 28% of students changing from candy to orange.
- 92% of students answered "yes", I think Go Foods taste good, with 19% of students changing from "no" to "yes."



SLOW foods to limit and eat in moderation

#### Student Comments about What They Learned (Some Translated from Spanish):

"I never knew that vegetables have so many vitamins in them." "I learned about water, sleep, [being] active, Go Food makes you healthy." "Not to drink soda and to drink water." "That a lot of healthy food comes from a farm." "That playing outside a lot is good for you." "You should have something healthier when school ends."

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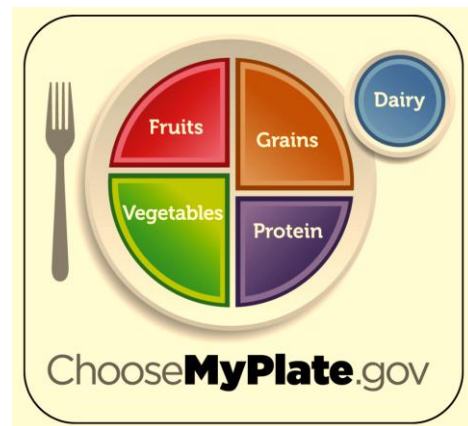
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### Level Two

This was taught to 2<sup>nd</sup> graders at all schools and to 3<sup>rd</sup> graders at Braeside, Ravinia and Wayne Thomas, where they had the Nurture Elementary Program for the first time. We had completed questionnaires from September and May for 417 students.

### 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



### Results Based on Paired Student September & May Questionnaires:

- 24% of students improved in their ability to correctly identify a turkey sandwich as being a Go Food. 86% of students correctly answered this question in May.
- 24% of students improved in their ability to correctly identify chips as being a Slow Food. 90% of students correctly answered this question in May.
- 32% of students improved in their ability to correctly identify that half their plates should be filled with fruits and vegetables so they can stay healthy. 76% of students correctly answered this question in May.
- 34% of students improved in their ability to correctly circle items that help keep us healthy when given a list of seven items. In May 63% of students circled all the correct items and 95% of students circled no incorrect items.
- In May most students correctly matched foods to the Grains, Fruits, Vegetables, and Dairy food groups and two-thirds of students could do this for Protein. This page was missing from September questionnaires for 250 students.
- 19% of students spent less time on TV and Video Games and 25% of students spent more time playing outside in May compared to October. In May 61% of the students indicated they play outside most often during their free time.
- 2.5 was the mean response for the question "How many times did you eat fruit yesterday?"
- 1.8 was the mean response for the question "How many times did you eat vegetables yesterday?"

### Student Comments about What They Learned (Some Translated from Spanish):

"I learned that water and milk are more healthy than other drinks." "Before bed keeping calm is good."  
 "To eat fruits and vegetables every day." "Fruit snacks are not fruit." "That sleeping gets you healthy."  
 "That different color fruit and vegetables do different things to your body."  
 "How to pack a good lunch and how much to eat before you stop."  
 "To exercise at least 1 hour a day." "That you should only have juice one time a day."  
 "I learned that for each meal you should have vegetables, fruit, protein, dairy and grains."  
 "50% of your plate should be fruits and vegetables. I thought it was 25%."

### Level Three

This was taught to 3<sup>rd</sup> graders at Oak Terrace, 3<sup>rd</sup> and 4<sup>th</sup> graders at Red Oak, and 4<sup>th</sup> and 5<sup>th</sup> graders at Braeside, Ravinia and Wayne Thomas where they had the Elementary Program for the first time. For this level yet, we have not finished analyzing whether students demonstrated improvement. We have questionnaires for 464 students from May.

#### 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

#### Questionnaires Given in May Showed:

- Most of the students correctly chose the cereal providing the best energy when provided only nutrition labels.
- Three-quarters of the students could match Appetite and Hunger to the correct situational description.
- Most of the students correctly identified water as the beverage they should have the most of.
- When asked to describe a balanced meal of made of mainly Go Foods, two-thirds of students described a balanced, appropriately sized meal composed of mainly Go Foods compared to a little over a third of the students who did this on the September questionnaire.
- More than two-thirds of the students indicated they Play Outside or Play Sports most often during their free time.
- Almost three-quarters of the students indicated they choose water when they are thirsty.
- Students averaged about two and a half for the question "How many times did you eat fruits yesterday?"
- Students averaged about one and three-quarters for the question "How many times did you eat vegetables yesterday?"

#### Student Comments about What They Learned and Changes They have Made (Some Translated from Spanish)

"I didn't know that TV can lead to overeating." "I didn't know that TV and video games affect your sleep."

"Just sitting around or being on an electronic becomes a health problem."

"That power drinks are not so good for you." "You should not eat more than one glass of juice."

"I learned that there's lots of sugar in grape juice."

"Why fiber is good for you." "That beans make you poop and cleans your body."

"That you should have cereal with less than 9 grams of sugar and 3 or more grams of fiber."

"I drank water more, listen to parents when they talk about healthy stuff."

"I have been running to school instead of slowly walking." "Working out more with my dad and family."

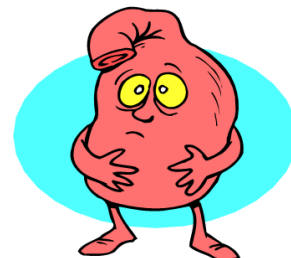
"Stay more active even if you don't want to." "I have done a lot more physical activity."

"I eat more Go Foods and look at the labels." "I don't eat as many sweets."

"I always ate good, but I stopped taking food when I'm not hungry." "I started to eat more fruits and vegetables."

"I have played outside more and have watched less video and TV and video games."

### HUNGER!



### APPETITE

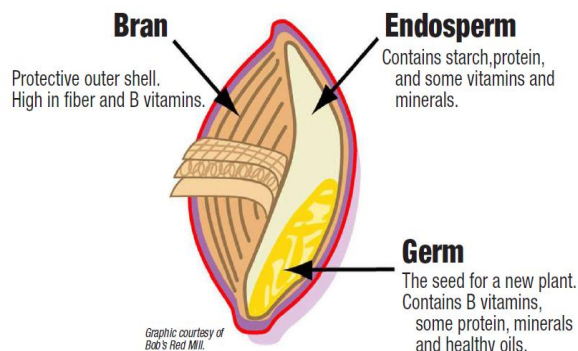


### Level Four

This was taught to 4<sup>th</sup> graders at Oak Terrace and 5<sup>th</sup> graders at Red Oak where they are only in the second year of the Nurture Elementary Program. For this level yet, we have not finished analyzing whether students demonstrated improvement. We have questionnaires for 132 students from May.

#### Topics Focused on:

- How exercise impacts our body, mood and health
- 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 Fat consumption
- Whole grains: what they are, how to identify them and incorporate them into meals
- How sugar and salt effect us, how to identify levels in foods, how to reduce salt and added sugars in diets
- The importance of each macronutrient (fat, protein, carbohydrates) to our health and how to identify which foods contain which macronutrients



#### Questionnaires Given in May Showed:

- Over three-quarters of students could read nutrition labels and ingredient lists to correctly identify the beverage that would provide the best energy.
- When asked to describe a balanced meal of made of mainly Go Foods, over half the students described balanced, appropriately sized meals of mainly Go Foods compared to about a third of the students who did so in September.
- Most students could identify the Slow Fat food by reading nutrition labels and their reasoning grew in sophistication.
- Nearly three-quarters of the students indicated they Play Outside or Play Sports most often during their free time.
- Over two-thirds of the students indicated they choose water when they are thirsty.
- Students averaged about two and a half for the question "How many times did you eat fruits yesterday?"
- Students averaged about two for the question "How many times did you eat vegetables yesterday?"

#### Student Comments about What They Learned and Changes They have Made

"That if you eat too much food it can affect your health." "That carbs give us quick energy."

"I learned about trans fat, how it affects your health and how many products have it in them."

"About whole grains in depth information, more about nutrition and ingredients."

"That sleep helps your body a lot." "Salt can drive water out." "I look at the ingredients before I eat them."

"I started to drink more water and eat more fruits and vegetables." "A lot about health and my body."

"More milk, less fatty items, less sugary drinks." "For snacks after school I now eat fruits and not chips."

[I've changed what I eat] "Yes, because I loved slow foods a lot." "I have stopped eating a lot of Cheetos."

"I would watch TV and be on my phone, but now I'm involved in a lot of sports." "I watch less TV."

"I try and do more activities that make my heart pump." "I started to take swimming lessons to increase my physical activity."

### Level Five

This was taught to 5<sup>th</sup> graders at Oak Terrace. For this level yet, we have not finished analyzing whether students demonstrated improvement. We have questionnaires for 83 students from May.

### 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.



3 inch diameter  
140 calories



6 inch diameter  
350 calories

### Questionnaires Given in May Showed:

- Three-quarters of students could correctly identify portion control strategies.
- Almost three-quarters of students could read nutrition labels to correctly identify the most nutritious snack and provide reasoning to support their answer.
- Most students could read ingredient lists to correctly identify the food that would give the best energy.
- When given a description of activities and feelings, most students correctly identified that drinking water would help solve the problem.
- About half the students could correctly describe the advertising hook when shown a food package in May compared to less than a quarter of the students who could do so in October.
- Two-thirds of the students of students indicated they Play Outside or Play Sports most often during their free time.
- Almost two-thirds of the students indicated they choose water when they are thirsty.
- Students averaged about two and a half for the question "How many times did you eat fruits yesterday?"
- Students averaged almost two for the question "How many times did you eat vegetables yesterday?"

### Student Comments about What They Learned and Changes They have Made

"How to figure out if what they're selling is good for you or not."

"That how much you sleep actually affects your day in school."

"How to read nutrition labels and what to look for on them." "Checking the sodium is important."

"That you could satisfy your hunger with a small portion." "I didn't know about serving sizes."

"That you can cup your hand to get a good serving size." "That you have to wait and see if you're full."

"Put my snacks in smaller bowls." "I always look at the labels before eating." "I eat more whole grains."

"I've been having more fruit for breakfast." "I don't drink as much pop."

"I go to the park more." "Run around my house or ride bikes."

"I have ate more better choices, and I feel more energetic." "I've eaten healthier, and I feel a lot better."



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### Across All Schools

We asked all 1375 students from all five Levels the following questions.

#### Since the start of the school year, do you know more about how

	<u>Yes in May</u>
<b>what you eat</b> affects your health?	87%
<b>your level of activity</b> affects your health?	84%
<b>drinking water</b> affects your health?	82%
<b>sleep</b> affects your health?	78%

#### Which activity do you do most often during your free time?

	<u>In September</u>	<u>In May</u>
Play video games or watch TV	32%	20%
Play outside or play sports	49%	62%

Do you think Go Foods taste good? 95% = Yes in May

