

## Program Description

From September 2012 through April 2013, Nurture worked closely with Woodside Elementary 4<sup>th</sup> and 5<sup>th</sup> grade teachers to teach “Food and Fun” nutrition classes\*.

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 for details of the specific lessons taught.

\*approximately 110 students were taught in these classes



## 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

4.50 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)

4.00 Student appreciation of the importance of proper nutrition has increased

4.50 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.

4.00 I hear from parents or students that students talk about lesson concepts at home.

4.00 Students are eating a greater variety of fruits.

4.00 Students are eating a greater variety of vegetables.

4.00 Students are incorporating lesson concepts into their day to day lives.

### Teacher Comments:

- “I love the positive energy the Nurture instructors and assistants present each time! The lessons are rich in value.”
- “The lessons are short and to the point. The kids always get the main idea.”
- “(Parents say their favorite thing about the Nurture program is) their children are encouraging them to try some of the recipes.”
- “(Students say their favorite thing about the Nurture program is) tasting new foods that are good for them *and* taste delicious.”

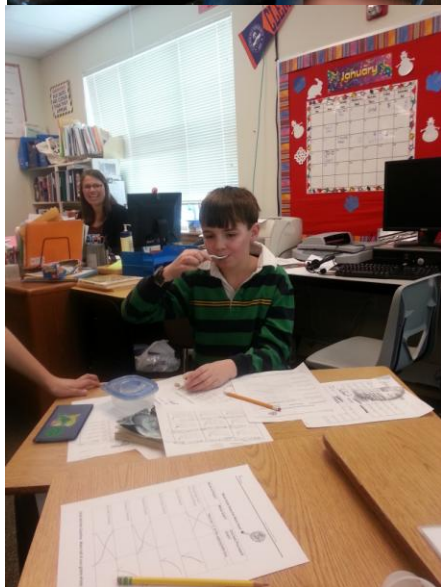
**5th Grade Program Results-Quantitative Data:**

| 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  | 94%                     | 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>                         | 61%                     | 90%                     |
| 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 | 67%                     | 76%                     |
| I eat breakfast every day  | a. 1-2 x week<br>b. 3-4 x week<br>c. 5-6 x week<br>d. Everyday                                       | 30%<br>5%<br>9%<br>57%  | 12%<br>8%<br>6%<br>68%  |
| Circle the cereal that will give you the most energy.  | (Three cereal labels shown).   | 65%                     | 90%                     |
| Circle the product that has the most whole grains.   | (Three ingredient lists provided).   | 61%                     | 81%                     |
| How much of your plate should contain fruits and vegetables?   | All, <u>½</u> , ¼, none  | 37%                     | 70%                     |
| 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>           | 70%                     | 83%                     |
| Circle the beverage you should drink most often.   | 100% Juice, Soda, <u>Water</u> , Sports Drink, Milk  | 72%                     | 83%                     |
| I like trying new foods  | a. None of the time<br>b. Some of the time<br>c. Most of the time<br>d. All of the time              | 5%<br>44%<br>26%<br>12% | 1%<br>46%<br>31%<br>21% |

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

**Lesson topics covered:**

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


**Take-aways from program evaluation:**

- Vocabulary around “Go” foods vs. “Slow-down” foods is becoming part of the culture around food at the school
- Major gains were seen in 4<sup>th</sup>/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! Students 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 enjoyed their lessons and have increased their willingness to try new foods