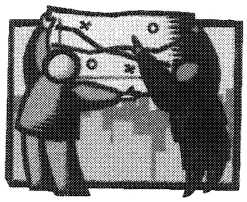
Chapter 4: Nutrition Education



The modules in this chapter will take you through the factors and examples your coalition will want to consider for increasing healthy eating opportunities.

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Chapter 4 *Nutrition Education*

Module 1: Nutrition and Healthy Eating

Step Up and Step Out for awareness of healthy eating!

"Childhood obesity is a national epidemic. The percentage of young people who are overweight has more than doubled in the past 30 years." (1)

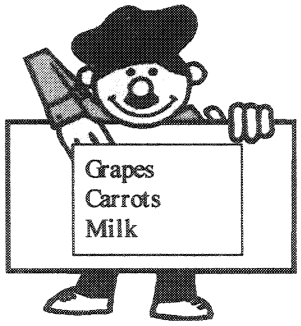
Many children are flunking eating! (2)

- Only 2% percent meet recommendations of the Food Guide Pyramid
- Less than 15% of school children eat the recommended servings of fruit a day
- Less than 20% eat the recommended servings of vegetables a day
- About 25% eat the recommended servings of grains
- Only 19 percent of girls ages 9 to 19 meet their calcium requirement
- Only 16% of school children meet the guideline for saturated fat on any given day

How can we be part of the solution?

Picture a world where....

When we go to the movies our snack choices are fresh grapes, baby carrots, and milk...instead of candy and pop...



That world isn't too realistic, or even necessary for healthy eating, but it provides a good example of how eating choices are influenced by our environment. If grapes, carrots, and milk were the only choices we ever had when we went to the movies, they would be accepted as "standard practice."

Factors that impact coalition actions

We need to recognize the factors that shape our eating choices in order to meet the coalition's goal to increase opportunities for healthy eating. Factors include the knowledge needed to make healthy choices, time, income, and emotions. The coalition can affect some of these factors, but not all; and it can't make choices for each community member.

Coalition success depends on:

- Planning education to teach the skills needed to make healthy choices
- Providing education to combat "misinformation"
- Modeling healthy choices until they become "standard practice"
- Helping to decrease the "problems" that contribute to poor choices
- Creating environments that make healthy choices available in all situations

All foods can fit in a healthy diet. With good planning, the coalition won't be seen as the "diet police!"

Media Influences on Nutrition Beliefs and Practices

"Life" as we know it through the media:

A 1997 Nutrition Trends Survey (3) conducted by the American Dietetic Association found:

- 3 out of 4 Americans say there is too much conflicting information about diet
- 2 out of 7 Young adults (25-34 year olds) say they are doing all they can to achieve a healthy diet
- 6 out of 10 Americans think they have to eliminate their favorite foods and favorite tastes to have a healthy diet
- 7 out of 10 Americans firmly believe the "good food/bad food" myth

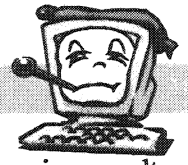
Why do we often have poor or conflicting information about good nutrition practices?

Part of the answer is found in the media, as the result of advertising or "reports". Examples of a few of the reasons nutrition beliefs or misinformation are problems include:

- **Mass media images of super-thin models**
  Sleek teens and young adults create unrealistic expectations for self-image. These messages often prey on the insecurities of youth, and even adults.
- **Fast food advertising**
  Grab a nutrition shake here, a healthy TV dinner there, drive-thru convenience foods almost next door...and the commercials drone on and on, creating a desire to buy without regard to healthy eating choices.
- **"Sensationalism" of reports in newspapers/magazines, or on TV/radio**
  Because of competition and "sensationalism," the media doesn't always allow adequate space and airtime to completely explain the relationships between proper nutrition and healthy living.
- **"Infomercials"**
  "Advice for profit" and advertising leads to nutrition "education" from "gimmicks for sale." You can "buy" just about any kind of weight loss or health program from the "candy bar" diet to the grapefruit diet or whatever is the current diet flavor of the month. Products are often founded on false or misleading information.

All these things influence our choices. Sound nutrition information is often difficult to identify. How should the coalition sort fact from fiction? The first step is to be able to recognize misinformation.

Warning signs of nutrition misinformation



- Claims and promises that sound too good to be true, such as "amazing results "or "miracle cure," that aren't backed by scientific evidence
- Use of personal testimonial and case histories from satisfied users as the only proof it works
- Diet recommendations that are missing one or more groups from the Food Guide Pyramid
- Information that questions the ability of the medical profession or government
- The "expert's" educational credentials are from an unaccredited university

What are ways to overcome nutrition misinformation?

- Create an awareness of warning signs for misinformation
- Provide reliable information
- Teach skills for healthy choices

Examples:

1. Start cooking classes for preparing healthy snacks or meals
2. Begin a regular newspaper column with reliable information
3. Distribute brochures from reliable sources

Rely on the expert for accurate information

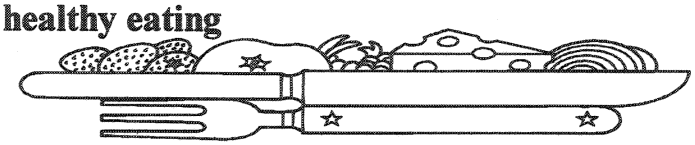
What defines an expert? Some define an expert as an individual who is 20 miles or more from home so nobody from home can dispute their proclamations. Others have earned the title of "expert" because they have devoted their talents, education and professional development toward knowing everything that exists about a single topic.

Your coalition will deal with many "experts" from within your community. Each has a valued, and critical viewpoint to share with your group. Some "experts" will have more sound advice or resources than others. The coalition may not be able to use every resource that comes along, but search for mutual benefits!

Where can you get reliable information?

- County extension service
- County or state health departments
- University food and nutrition departments
- Hospital food and nutrition departments
- American Dietetic Association, American Home Economics Association, American Medical Association, American Cancer Society, American Diabetes Association, American Heart Association, American School Food Service Association, National Institute of Health, Centers for Disease Control and Prevention, and others listed in the resource section of this manual.

Reliable guidelines for healthy eating



The United States Department of Agriculture is a reliable source of information. Every five years, U.S.D.A. issues Dietary Guidelines for Americans. The Dietary Guidelines are based on scientific information and guide federal nutrition policy.

The guidelines form the structure for telling Americans that healthful eating and physical activity are keys to a healthy life, and can be used to cut through the din of confusing and conflicting nutrition messages.

Dietary Guidelines for Americans 2000, 5th Edition (4)

- ♥ Aim for a healthy weight
- ♥ Be physically active each day
- ♥ Let the Pyramid guide your food choices
- ♥ Choose a variety of grains daily, especially whole grains
- ♥ Choose a variety of fruits and vegetables daily
- ♥ Keep food safe to eat
- ♥ Choose a diet that is low in saturated fat and cholesterol and moderate in total fat
- ♥ Choose beverages and foods to moderate your intake of sugars
- ♥ Choose and prepare foods with less salt
- ♥ If you drink alcoholic beverages, do so in moderation

Creating awareness

Here are some ideas for gaining the attention and motivating community members:

1. Demonstrate how new programs and activities will decrease health risks and increase the potential for health care savings

Example:

Healthy eating decreases the risk for obesity; high blood pressure; heart disease; diabetes; joint and bone stress. This can result in long-term savings in health care costs for business.

2. Increase the number of opportunities for healthy eating

Examples:

a. Providing fruit and vegetable trays at school board meetings as a healthy choice in addition to cookies and punch.
b. Providing fruit juice and low fat granola bars rather than soft drinks and candy for athletes at sports events.

3. Problem-solve the factors that keep people from eating healthy

Example:

Eating fast foods may be inevitable. Learning how to choose healthy foods at fast food establishments may be the key for some people to change old habits.

4. Determine how small changes can be made

Example:

Add healthy options like bottled water or fruit juice rather than eliminating "traditional" concessions at football games.

5. Create small success that builds to greater success

Example:

A restaurant that finds small success by adding just a few healthy options, will be much more receptive to increasing the options when response is good.

6. Create social opportunities for healthy eating

Remember to factor regional and cultural differences into your nutritional equation.

Example:

Cinco de Mayo (May 5th) creates a great opportunity to have fun and learn about culture and healthy choices in Mexico. The coalition may choose to include the whole community in the activity with newspaper articles, recipe ideas, restaurant promotions, and so forth.

7. Model and share personal tips for healthy choices with others

Example:

Church or other social potlucks can be great social opportunities for modeling healthy choices and sharing recipes to "spread" the potential!

Getting Started

The information collected to create awareness must be reviewed and prioritized according to your coalition's goals and objectives. Schools, the community, and individuals each set goals and plan actions to make a difference. If the coalition is in touch with "customer interests," it will be easier to choose a starting place.

Now, why are you waiting?

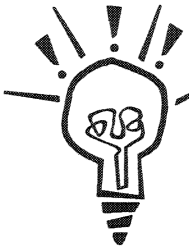
References and Resources

(1) *The School Environment: Helping Students Learn to Eat.* USDA, June 24, 1999.

(2) News Release: Glickman Announces New Partnership to Promote Healthy Eating in Schools, United States Department of Agriculture, Office of Communications, June 7, 2000. Additional information can be found on website: www.fns.usda.gov/fns/

(3) The American Dietetic Association's 1997 Nutrition Trends survey data collection was supported in part by a grant from the National Cattlemen's Beef Association. For additional information contact ADA at www.eatright.org

(4) The Dietary Guidelines for Americans 2000, 5th Edition, U.S. Department of Agriculture Center for Nutrition Policy and Promotion, www.usda.gov/cnpp. To purchase single or bulk copies of the 5th edition, contact the Government Printing Office 202-512-1800.



Module Tip:
All foods can fit in a healthy diet when there is a balance of choices.

FAQs:

- **Question:** People still think, "diet police," when the coalition talks about increasing opportunities for healthy eating. How can we avoid this?
  Answer: Keep the module tip in mind. All foods *can* fit. It isn't necessary to eliminate traditional food choices. Taking small, gradual steps rather than trying to change everything "overnight" will also help to dispel resistance to change.

- **Question:** How do you involve food establishments when they seem reluctant to change?
  Answer: Partner with restaurants to learn how they can benefit from change. Business usually "wins" with an increase in customers and sales! How can the coalition help to make that happen?

Module Glossary:

Dietary Guidelines for Americans: U.S.D.A. guidelines for healthy eating and activity.
Nutrition misinformation: Misleading or untrue advice about nutrition.

Brainstorming Healthy Eating Awareness

1. **List awareness creating activities for healthy eating. Remember to include activities for all community groups (children, teens, parents, senior citizens, business, etc.).**
2. **Include these activities in an action plan.**

Children: ***For example:*** *Reading a book during story hour at the library that can stimulate a discussion about healthy eating choices*

Teens: ***For example:*** *Through coaches at orientations for a new sports season*

Parents: ***For example:*** *At PTO meetings*

Senior Citizens: ***For example:*** *Through "Meals on Wheels" programs*

Example

Objective: By 2005 the coalition will use 2 existing community events to increase awareness of healthy eating and physical activity for school-aged children and families.

Environmental change methods planned. Check all that apply.	**Actions and resources needed to implement the plan**	**Problems to resolve**	**Who takes action, and by what date?**	**Review—results of actions Check all that apply.**
☐ Policy ☒ Collaboration ☒ Repetition ☐ Education ☒ Support ☒ Reward	**Action:** *Make contacts to include nutrition and physical activity at the annual Fall Festival Carnival* **Marketing Plan:** *Personal contacts to carnival committee* **Resources:** *Carnival planning committee*		*John contacts carnival committee by 5/3/05*	**Communication:** ☐ Great marketing ☐ Need M-and-M's **Time:** ☐ Good timing ☐ Needs work **Location:** ☐ Good ☐ Needs work **Resources:** ☐ Feasible cost ☐ Good ☐ Needs work **Participation:** ☐ Good ☐ Needs work **Overall:** ☐ Great-continue ☐ Good-revise ☐ Fair-revise
-or- **Problems resolved:** ☐ Communication ☐ Time ☐ Location ☐ Lack of equipment ☐ Other	**Action:** *Plan activities for the carnival* **Marketing Plan:** *School/community flyers and newspaper article* **Resources:** *Supplies for activities, volunteer to write article and flyer, volunteers to distribute flyers, volunteers to conduct the activities*		*Karen finds volunteers for flyer/article by 5/3/05* *Tom organizes carnival activities by 6/10/05*	

Comments:

Example **Action**

Event Planning Tool

Use this example to create awareness and participation!

Title Of Program/Project/Event: **Food Guide Pyramid Bean Bag Game**

☐ Media ☒ School ☐ Business ☐ Community

Target Audience: (check all planned for your activity)

☒ Students 580 ☐ Parents 55 ☒ Teachers 30 ☐ School meal director and staff ___

☒ School administrators ___ ☐ Business/community leaders/community-at-large___

Outline/Description/Objectives/Ideas:

Objectives:

A. To increase awareness of healthy eating choices

B. To place food in the appropriate food groups of the Food Guide Pyramid

C. To provide an opportunity for physical activity

Description:

1. Make a drawing of a Food Guide Pyramid large enough to throw beanbags on (approximately 4 ft. x 6 ft.). Depending on the location, you can draw the Pyramid with chalk, or draw it on "butcher paper" and tape it to the floor. Be creative in making your Pyramid colorful!
2. Use cardboard food models from the Dairy Council, or cut pictures of foods from a magazine. Give the magazine cutouts durability by laminating them or using clear contact paper to attach them to heavy weight paper.
3. Place the food models in a box for participants to draw.
4. Have each participant draw 3 pictures from the box.
5. The object is for the participant to throw the beanbag into the appropriate food group box of the Food Guide Pyramid that corresponds with the picture drawn. Each participant will have 3 beanbag throws—1 throw for each picture selected. The participant who places the beanbag in all the boxes appropriately, wins a prize.

Marketing Plan: Include information about the game on a carnival flyer

Resource Materials/Supplies/Food/Handouts:

Food pictures, art supplies for making the pyramid, beanbags, prizes

Costs/Funding Source:

Minimal

Manpower Needed:

1-2 people

Space/Time/Date Requirements:

An area slightly larger than 6 x 8 feet

Prep Time:

1-3 hours

Alternate Plan:

Comments:

Chapter 4 *Nutrition Education*

Module 2: Creating Healthy Eating Actions

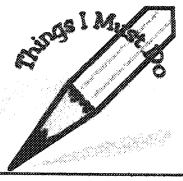
Step Up and Step Out to increase opportunities for healthy eating choices in your community!

Now is the time to create action-leading opportunities for healthy eating and nutrition education. If restaurant operators, concession stand managers, teachers, administrators, and school meal staff were not a part of original discussions it would be good to get their input and begin partnerships before planning actions.

Considerations for taking actions

- Small changes work best. Even the smallest changes can make a difference!
- Involve as many people as possible.
- Although the coalition will be looking at the environment in the community and school to create opportunities for healthy eating choices, it is helpful to keep in mind how community members can take steps to make personal change. Personal change translates into modeling opportunities!

Helpful information for healthy eating actions



1. **Involve key players**

   Teachers and school administrators play key roles in school education. Dietitians, physicians, home extension agents, and other professionals will be instrumental in community education efforts.

Planning for Environmental Changes:

1. Involve key players
2. Use information from the community review, listening sessions and VMSOA planning.
3. Build on what exists.
4. Plan actions using environmental change methods
5. Plan ways to measure success
6. Take actions
7. Review results

2. Use information from the community review, listening sessions and VMSOA planning

Here are a few examples from the community review:

- Is the community providing good role models for healthy eating choices?
- Are healthy eating choices a habit at home, in the school, and in the community?
- What opportunities for healthy eating choices currently exist in your community?
  - ❑ Restaurants promote healthy choices?
  - ❑ Concessions include healthy options?
  - ❑ Dinners at places of faith highlight healthy recipes?
  - ❑ Girl/Boy Scouts invite guest speakers and include healthy eating projects?
  - ❑ Latch Key programs teach and model skills for making healthy snacks?
  - ❑ Senior citizen activity centers invite children to share a "Healthy Snack Day"
- Are there existing opportunities that are not used to their full potential? For example, could blood pressure checks at the fire station include information on healthy eating?
- What problems keep opportunities from being optimized? Is there a lack of awareness, resources, time, or communication problems?
- Which resources are needed for creating change? Are volunteers needed, are facilities adequate?
- What support is being provided to sustain benefits? Are efforts to increase healthy opportunities recognized? Are businesses supported with increased use of their services and products?

3. Build on what exists

Begin with easy to implement and low cost actions. Be flexible.

4. Plan actions using the environmental change methods

The methods are discussed in Chapter 2 *Action Planning* Module 5:Action Planning Tools to create plans for change:

- Policy
- Repetition
- Support
- Collaboration
- Education
- Reward

5. Plan for ways to measure success

Tips for measuring success are given in Module 5 of this Chapter.

6. Take actions

Planning is very important, but groups can get bogged down and people lose interest if actions are not taken early. The only way to be sure something will work is to try it!

7. Review results

The **Environmental Change Plan** is very helpful. The planning steps can be reviewed and comments for revision noted. It provides an excellent communication tool.

Change methods for the environmental action plan

Applying all six environmental change methods to actions for creating healthy eating choices creates the best potential for sustaining changes.

"Policy" method of environmental change

Policies create a required environmental change and are very valuable for sustaining changes.

A school policy that requires a school health curriculum and sets guidelines takes the guesswork out of whether actions will be initiated. Tying the curriculum to national or state education standards helps to ensure its success!

Written policies are formal, required "rules" or guidelines. On the "down side" if written policies don't work out as expected, they are sometimes difficult to change. Planning a "trial" period before formalizing a policy is one way to work out the bugs before they become "set in stone."

Sometimes a "tradition" becomes an *informal, unwritten policy* that becomes difficult to change. Is there a practice that has "been that way forever" and now is just accepted as "the way it is done?" These are the practices that are "unwritten policies" and also have a significant impact on choices.

Examples:

Example 1: If your place of faith has an "unwritten" policy (tradition) to serve donuts and coffee between services, could fruit be added for those who would like to choose a healthy option?

Example 2: If the local Boy Scout troop has an "unwritten" policy to have chips and soft drinks at every meeting, could fruit juice and pretzels be offered as an option?

Example 3: Has the case been made to turn off all soft drink machines during the school day? If not, could a policy be considered? Could there be a policy to include equal numbers of milk and juice machines?

Ideas for motivating policy makers to make change

- Create awareness of health benefits
- Demonstrate public support
- Anticipate potential problems and offer solutions

The Centers for Disease Control and Prevention has issued guidelines for school health programs (1) that emphasize the need for school-based nutrition education and suggest techniques school policy leaders can use to assess their school's specific needs. These guidelines along with the CDC *School Health Index* will help school board and community members identify and understand the issues that need to be addressed to support development of a quality initiative.

"Collaboration" method of environmental change

The potential for change is great when partners work together to share responsibilities, resources, and rewards!

The key is identifying win/win solutions. Business wins when sales are increased or employee morale/attendance increases. Parents win when their

children are happy, healthy, and learning is improved. The community wins when quality of life improves and attracts more business.

Examples:

Example 1: Can win/win solutions be created? A restaurant can gain media attention and additional customers by creating healthy menu options. The customers win with healthy food choices.

Example 2: A supermarket can gain parents as customers for a supermarket tour if they arrange with the local library to set-up a "healthy eating story hour" in the store to occupy children. The children gain knowledge and have fun. The library gains through public service and increased exposure to books.

Example 3: Is it possible to collaborate with the high school for students to help teachers with classroom tasting parties as a part of their community service hours? High school students provide excellent role models, and can learn while helping.

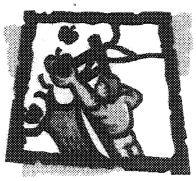
"Repetition" method of environmental change

Giving up too soon is a common mistake when creating environmental change. Sometimes it takes a while for something to "catch on." Other times, repeating something gives the coalition an opportunity to identify areas for improvement. With a little revision, a "disappointment" might become a success.

Examples:

Example 1: A newspaper's contest for healthy food recipes might have a small number of entries the first year but grow in the following years through recognition and word of mouth.

Example 2: A senior citizen potluck dinner may have little response the first month to a flyer for participants to bring healthy food choices. But it may grow each month thereafter, with recognition and discussions about who has the tastiest, healthy recipes!



"Education" method of environmental change

Education is important to create awareness or increase knowledge and skills to make healthy eating choices. Providing children the knowledge and tools about how to make healthy choices will do more to create healthy habits than focusing on everything there is to know about a single nutrient!

Examples:

Example 1: "All foods can fit in a healthy diet" education may help win support for a school-wide policy to include healthy eating options for school parties. Including healthy options provides education opportunities for students and models a good environment.

Example 2: Fast food education for making healthy choices can benefit customers, and may create enough interest from restaurants that they would take steps to advertise healthy meal packages.

"Support" method of environmental change

Arranging the environment to make change easier is a key manner of support. For example, parents support change when they provide healthy options at home and model healthy choices for their children. The coalition can provide support by finding resources, or with recognition for efforts.

It will be easier to integrate a nutrition education curriculum if the principal provides encouragement and resources such as time and materials. Support from the school board is also important to create policies, programs, and provide recognition.

Examples:

Example 1: A principal who understands the importance of taste testing in the classroom is more likely to create an environment that makes it easier for the teacher to obtain food items.

Example 2: A city administrator who supports actions of the coalition may be instrumental in creating policies that allow for healthy eating choices at city ballparks and swimming facilities.

Example 3: The coalition shows support for restaurants that add healthy food choices to their menus when members frequent the establishments.

"Reward" method of environmental change

We all like to be rewarded for the changes we make. Reward keeps us motivated. Reward can be in the form of recognition, a "prize" for something well done, or self-motivation. Remember the power of self-reward results from things that don't cost money, like fun, challenge, curiosity, or a feeling of achievement!

Examples:

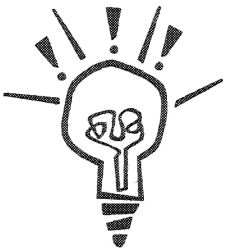
Example 1: Restaurants that offer healthy choices can be rewarded with a framed "healthy choice blue ribbon award" that can be displayed.

Example 2: Senior citizens bringing healthy menu items to a potluck can be rewarded with recognition by publishing a copy of random recipes in the monthly newsletter.

Example 3: A personal log of healthy eating habits and changes shows progress and is motivating.

References and Resources

(1) The CDC Guidelines for School Health Programs to Promote Lifelong Healthy Eating, MMWR 45(RR-9): 1-33, 6/14/96. www.cdc.gov/nccdphp/dash/nutguide.htm Centers for Disease Control and Prevention, 1600 Clifton Road, Atlanta, GA 30333; phone 1-800-311-3435; (770) 488-3168. www.cdc.gov



Module Tip:
People working together in communities increase opportunities for healthy eating choices. There is no change too small, or opportunity too insignificant to model healthy choices.

FAQs:

- **Question:** Local change with fast food restaurants is difficult because of franchise requirements. Is it worth the effort to try to increase opportunities for healthy choices?
  Answer: Who knows what partnerships at a local level may lead to on a national level! You don't know until you try. If there are enough voices in enough communities, they may be heard on a national level.

- **Question:** Isn't it necessary to make sure people are aware of all of the benefits of healthy choices before making changes in the community?
  Answer: There are so many things that cause unhealthy choices. Creating opportunities for healthy choice is just as important as providing "education."

Module Glossary:

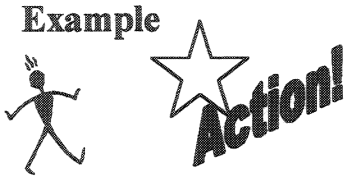
Informal, unwritten policy: Tradition...the way things have always been done.

Example: Action! **Environmental Change Plan**

Healthy Eating Objective: By 2005, the coalition will have one event that involves retail business to increase awareness of healthy eating and physical activity for all community members.

Environmental change methods planned. Check all that apply.	**Actions and resources needed to implement the plan**	**Problems to resolve**	**Who takes action, and by what date?**	**Review— results of actions Check all that apply.`**
☐ Policy ☒ Collaboration ☐ Repetition ☒ Education ☐ Support ☒ Reward -or- **problems resolved:** ☐ Communication ☐ Time ☐ Location ☐ Lack of equipment ☐ Other	**Action:** *Plan an event with retailers at the "mall" by December '05.* **Marketing Plan:** *Telephone and personal contacts to retailers and mall representatives* **Resources:** *Stamps, stationary*		*Susan makes contacts by 2/05*	**Communication:** ☐ Great marketing ☐ Need M-and-M's **Time:** ☐ Good timing ☐ Needs work **Location:** ☐ Good ☐ Needs work **Resources** ☐ Feasible cost ☐ Good ☐ Needs work **Participation:** ☐ Good ☐ Needs work **Overall:** ☐ Great-continue ☐ Good-revise ☐ Fair-revise
	Action: *Plan activities by 8/05* **Marketing Plan:** *not needed* **Resources:** *5-A-Day ideas, supplies*		*Jeff, Brenda, and Karma work with mall representatives to plan activities by 8/05*	
	Action: *Find volunteers to staff activities* **Marketing Plan:** *Mall announcements, TV/ radio announcements* **Resources:** *Volunteer to write announcements and make contacts to implement them*		*Tim, Don, and Shari find volunteers by 9/05*	

Example



Event Planning Tool

Use this example to create awareness and participation!

Title Of Program/Project/Event: **"And The Winner Is..."**
☐ Media ☒ School ☐ Business ☒ Community

Target Audience:
☒ Students 580 ☐ Parents 55 ☒ Teachers 30 ☐ School meal director and staff ___
☒ School administrators ___ ☒ Business/community leaders/community-at-large___

Outline/Description/Objectives/Ideas:
Objective: Create awareness and participation in making healthy eating choices.

Description:
1. Use real fruits/vegetables, models, giant pillow replicas, posters, etc. to create a 5 A Day display.
2. Provide a voting booth and ballot where participants can vote for their favorite fruit and vegetable.
3. Have new and less frequently eaten fruits and vegetables available for tasting.
4. Have recipe ideas available for fruits and vegetables.

Marketing Plan: Involve the media (TV, radio, newspaper) in "announcing" the favorite fruit and vegetable, and possibly the runner-up. This can be a feature about the project, 5 A Day, etc., and can quote local celebrities at the voting booth and their comments about the "candidates"...Mr. Ripe Tomato, Wally Watermelon, etc., etc...A chance to have fun and educate students and the public about fruits and vegetables.

Resource Materials/Supplies/Food/Handouts:
Fruits and vegetables for tasting, recipes, models, or foods for 5 A Day display

Costs/Funding Source:
Food costs, copies

Manpower Needed:
1-2

Space/Time/Date Requirements:
Two 6-8 foot tables

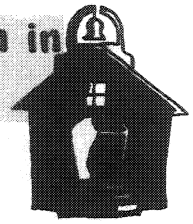
Prep Time:
1-2 hours

Alternate Plan:
Comments: Could be done at school to "vote" for school meal favorites and incorporated in the menu, or in the community. An option at school would be to integrate the activity with a classroom lesson on elections and voting.

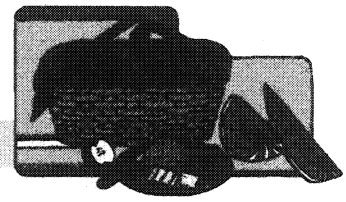
Chapter 4 *Nutrition Education*

Module 3: Nutrition Education in School

Step Up and Out to include nutrition education in school curriculum!



The classroom is definitely an environment that creates an impression on a child! Just think of the amount of time a child spends at school, learning habits as well as facts. Nutrition education in the classroom presents many kinds of *exciting learning* opportunities that can lead to healthy choices! With good planning, nutrition education will provide balance to all of the misinformation in our lives—the type of balance that is hard to find anywhere else!



The Step Up and Step Out model

Use a "picnic basket" of ideas to create the plan that works best in your community. All of the following concepts have been proven favorites to create the best possible "menu":

- Integrate a nutrition education curriculum into health units and other core subjects
- Provide teacher training for general nutrition and use of nutrition curriculum
- Incorporate student worksheets, food tasting, small group activities, and class discussion
- Arrange for volunteers to serve as role models and provide general assistance
- Facilitate field trips and special activities such as supermarket tours, and lunch at a fast food restaurant
- Provide incentives for teachers to implement the curriculum, i.e. classroom materials and ideas, recognition, or increased awareness of the effect healthy choices have on learning outcomes

Nutrition Education Methods

Image you are 10 years old and you can vote for one of two ways to learn about the Food Guide Pyramid.

Method I:
You can either read a lesson and then take a written test about fats or sugars in foods...or
Method II
You can work in a "mini" learning lab where you measure the amount of fat (or sugar) in various foods so that you can "see" how much each food contains.

Which method would *you* choose?

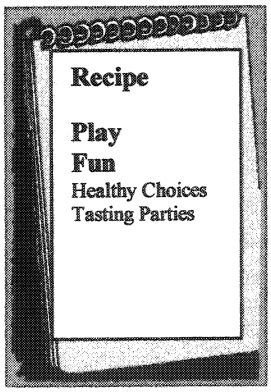
There are four key ingredients to be included in a recipe for school nutrition education methods.

Recipe for Healthy Nutrition Education

Ingredients:

Play!
Fun!
Healthy choices!
Tasting Parties!

Directions: Mix all ingredients until well blended. Bake until done. Serves all!



Play (1) and fun...the first two ingredients

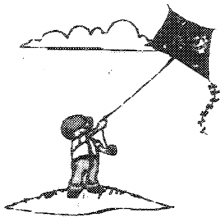
Do you remember being excited as a child? Feeling like you had all the energy in the world? Do you remember?

- Splashing, and jumping in rain puddles...
- Roller-skating...
- Talking on a "telephone" made of string and tin cans...
- Making "mud pies"... or
- Playing under a "tent" made of sheets stretched over chairs

Do you remember that feeling? When you felt totally absorbed and overflowing with curiosity and enjoyment? For these reasons, play is a method of learning that can and should be incorporated in a nutrition education curriculum!

Wait! There is more to convince you play must be included in a nutrition curriculum! It provides a way for kids to practice actions without judgment and consequences. It allows them to (1):

- Experiment
- Explore
- Discover
- Manipulate
- Create



Most very young children view physical activity as fun and nutrition can be too. All we need to do is nurture the enjoyment to maintain a good level of enthusiasm. Good nutrition depends on making healthy choices that requires practice (play). The following examples show how these messages lend themselves very well to a "play approach" to learning!

Play creates opportunities for learning

The possibilities to use play for nutrition activities and the lessons to be learned are boundless. The teaching points, lessons and activities are ideas for teachers. Coalition members can support their efforts by volunteering to help in the classroom or offering recognition for their efforts.

Teaching Point

- **Play is a process of learning where even mistakes or failure are opportunities to learn.** (1)

Example:

Potato Bar

Students planning for a healthy "potato bar meal" may make mistakes by choosing lots of high fat toppings, such as cheese, sour cream, bacon bits, and margarine, creating a very high fat meal.

However the "mistake" creates a learning opportunity when they are shown how much fat the toppings provide and learn how to make healthy choices without totally giving up higher fat foods.

Teaching Point

- **Children engaged in fun play are intrigued with the mental and physical challenges, and do not become tired or bored with the subject.** (1)

Examples:

1. **Food Models**
   Reading a lesson and taking a test may be boring. Using food models to build your own healthy meal is fun!

2. **Science Experiments**
   A class discussion about green vegetables becomes *real* when green vegetables, i.e. raw spinach, green peppers, and endive are a part of a classroom snack. it becomes mentally challenging when it is a science experiment about how acid (lemon juice) and alkaline (baking soda) change the color of some foods from red to blue or back again!

Nothing creates more interest than touching, feeling, seeing, tasting, and experimenting with the foods you are talking about!

Examples:

1. **Classroom Restaurants**
   Making choices on a "classroom restaurant menu" can create a plan for healthy choices when eating out in the "real world'. Other subject matter can be integrated when some children become restaurant servers, taking food orders and handling money transactions.

2. **Choices, Choices**
   Students can choose from a "snack" buffet and then check their choices for good balance. A buffet that provides a variety of foods can demonstrate many different ways that foods can be selected to have good balance.

Teaching Point

- **During play, children can freely choose and create situations that work for them. They can then take responsibility for their choices, and gain a feeling of competence.** (1)

Teaching Point

- **In homework "play", parents can become true partners in learning with their children. Together, parents and children can master new ideas and find ways to incorporate healthy eating and activity into the lives of the family.** (1)

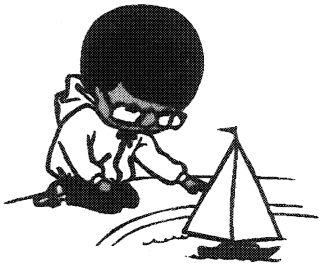
Example:

Healthy Snacks

A homework assignment that identifies healthy snacks in the home provides opportunities for discussion and learning. Learning extends to the classroom when students have show and tell with snack labels they identified at home.

In summary, play gives children opportunities to

- Make choices
- Consider options
- Recognize consequences
- Build teamwork
- Interact with peers in a non-threatening situation
- Accept and challenge
- Learn from each other's views
- Justify their thoughts

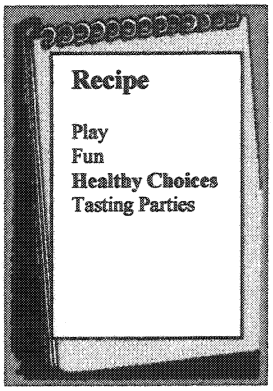


Using a play approach to integrate

A play approach can make it easy to integrate not only nutrition, but also physical activity messages with other subjects. Examples of methods that integrate nutrition with other subject matter:

- Measuring quantities of food—math and science
- Reading labels—math, social studies, and reading
- Cooking—math, science, social studies, history and reading
- Tasting—math, science, history, and social studies
- Developing menus for different cultures and time periods—math, history, geography, and social studies

In addition, all of these lessons can easily be integrated with literature, art, and music.



Healthy Choices are the third ingredient in a nutrition curriculum recipe

For teaching healthy choices, the Food Guide Pyramid:

- Is recognized as a practical guide for choosing a healthy eating pattern
- Calls for eating a variety of foods with balance for good nutrition and weight maintenance
- Is a guide for balancing fat choices
- Shows how all foods can fit in a healthy diet

Teaching nutrition concepts

The following teaching points and activities (2) give examples of the "play" method in action!

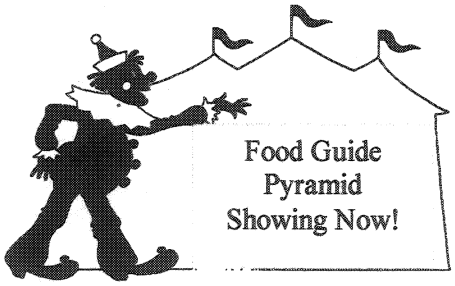
Variety

Teaching Point

Eat a variety of foods each day to best meet your calorie and nutritional needs.

Activity

Use a blank Food Guide Pyramid Sheet for this activity. Have students write down all the vegetables they LIKE and eat at least 1 time per week in the "Vegetable Box" of the Food Guide Pyramid. After writing what they eat, discuss whether or not there is much variety, and if there is room for improvement. Discuss ideas for change and improvement.



Proportion

Teaching Point

Choose foods from all five major food groups; choose more servings from the Grain, Vegetable, and Fruit groups than the other Pyramid groups.

Activity

Materials needed: *8-inch x 1-inch strips of construction paper in 6 different bright colors (each color representing a Food Guide Pyramid Food Group); glue sticks.*
Show students the Food Guide Pyramid on a handout or overhead. Talk about the number of servings recommended daily for each food group. This is the proportion suggested to help us enjoy of variety of foods. Have students build a food chain of the foods they have eaten in the last 24 hours, using different color of construction paper to cut into strips to represent each Pyramid Food Group, i.e., yellow for Grains/Breads; Green for Vegetables; etc. Have students look at their food chain and see what changes they could make for a healthier Pyramid. Talk about the things that affect your chain, like holidays, weekends, and travel.

Balance

Teaching Point

Eat a variety of foods in moderation, and balance this with regular physical activity.

Activity

Materials needed: *Paper plates, upbeat music, tape player, chairs.*
Discuss how healthy eating should be balanced with physical activity; activity should be geared to enjoyment, your skills, and physical activities. Go through a stretch activity. Lead them through a gentle series of upper and lower body stretches while sitting/standing. Use paper plates for upper body resistance. Try doing oldie goldie dances, such as the Jerk, the Swim, the Monkey, the Pony, the Hula, the Freddie, etc.

Fat

Teaching Point

Recognize the sources of fat in your diet, and limit these sources when making your food choices.

Activity

Ask students the day before the activity to bring in empty packages of snack foods (or accumulate these yourself over time to use for the activity). Ask for 4 volunteers and divide them into 2 teams (The Cholesterol Counters and Triglyceride Trackers). Have each team layout the empty packages in order of most to least fat without looking at the labels. Ask the audience for their input. Next look at the labels, and put the packages in proper sequence. Compare the fat in these products with the fat in Fruits, Vegetables, and Most Grains. Discuss how fat is sometimes "hidden" and we need to recognize items with the "most fat" to balance them with the lower fat foods and physical activity.

Choices

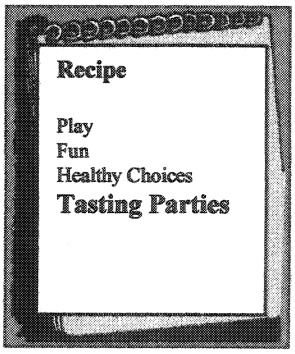
Teaching Point

Make healthy choices from the major Pyramid Food Groups with less fats, oils, and sweets for healthy balance.

Activity

Materials needed: *choose examples of different foods representing 6 grains, 2 fruits, 3 Veggies, 2 Dairy, 2 Meats, 1 Fat or Sweet, and write one food on a slip of paper to give to each student i.e., there will be 16 slips with different foods, such as an apple, a glass of milk, etc.*

Discuss whether or not students recognize all foods can fit each day with good choices in healthy eating and physical activity. Discuss how the Food Guide Pyramid is a fun and easy way to make good choices. Ask students to build a Food Guide Pyramid. Have them link with other students who have a food in the same food group. Have the groups then build a Pyramid by lining up in this manner in the room.



The Tasting Party . . . the fourth key factor in nutrition learning

Tasting parties provide valuable opportunities for learning. In addition, introducing new and healthy foods as part of nutrition education curriculum is an excellent way to build lifetime nutrition habits, and introduces students to a variety of foods.

Tasting Parties

- ♥ Provide practical, hands-on learning experiences
- ♥ Reinforce the educational objectives of
  - Teamwork
  - Problem solving
  - Creative thinking
  - Communicating
- ♥ Are integral when using nutrition as a thematic teaching approach

Themes to teach nutrition

The following example (4) demonstrates how a particular food can be used as a theme. It touches on many different subjects!

Example:

A seemingly simple lesson on preparing applesauce teaches so much more than how to cook apples. It initiates a flood of educational objectives:

- ♥ Reviewing class rules on food preparation teaches sanitation, safety, and hygiene
- ♥ Preparing the recipe teaches safety, teamwork, and social skills
- ♥ Researching the nutrients in apples teaches ways to live healthful, productive lives
- ♥ Seeing, touching, smelling, and tasting the apples helps children experience the identification of colors, textures, shapes, aromas, and practice the communication skills of listening and talking
- ♥ Writing or reading about the apples reinforces communication skills
- ♥ Dividing apples in equal parts or measuring a half cup is living math
- ♥ Watching the apples change form while cooking is science happening

- Comparing the taste of fresh applesauce to canned or frozen applesauce involves critical thinking and evaluation skills
- Predicting and graphing class results of the tasting experience helps make interpretation of the graphs easier, as well as reinforces critical thinking, creativity, and various math skills

- Reading food labels and examining the nutrition information also involves critical thinking
- Comparing the cost and nutritional information of different apple products and calculating the calories and percent of fat in those products incorporates critical thinking and higher math skills
- Designing a restaurant menu around the apple theme involves creative thinking
- Examining and comparing food labels teaches investigative and communication skills

- Finding how different cultures include apples in their diet and prepare typical recipes, gives an appreciation of various cultures

Nutrition education curriculum

The tips and activities presented in this module do not provide a comprehensive, grade-level specific, nutrition education curriculum. They do provide suggestions for taking steps to integrate nutrition education into practices where little nutrition education exists, or to enhance current practices. Communities are encouraged to work with their school systems to develop policies and practices for institutionalizing a comprehensive health initiative that includes nutrition and physical activity at all grade levels.

The National Center for Education Statistics, U.S. Department of Education published a report February 2000 (5). The report presents findings from a survey designed as a follow-up to the 1996 school study to obtain data on nutrition education in elementary school classrooms to inform current and future USDA initiatives, including the School Meals Initiative for Healthy Children (6).

The results of the survey show that:

- Nutrition is going on in elementary school classrooms
- Many of the instructional materials and techniques used are those that research indicates may be effective
- Classroom time currently devoted to this topic may not be sufficient to change eating behaviors in students

Teachers reported that they were interested in receiving in-service training about:

- ♥ Active learning strategies
- ♥ Ways to integrate nutrition lessons into other subjects
- ♥ Ways to involve families in nutrition education

Those who received high support or had some types of training were more likely to do some of these things than teachers with low support or with no training, respectively.

The study emphasizes all the more reason for the need to incorporate all the components of **Step Up and Step Out** in your initiative.

A comprehensive nutrition education curriculum

Factors to consider when evaluating different programs:

1. Based on the principles of the Food Guide Pyramid
2. Teaches all foods can fit in a healthy diet
3. Grade specific and coordinated to build on learning from one year to the next
4. Integrates nutrition with other subject matter
5. Provides easy to read teacher lesson plans
6. Provides adequate resources, including the most up-to-date food label information, and Dietary Guidelines (2000 Dietary Guidelines for Americans)
7. Emphasizes physical activity
8. Encourages active participation of students, i.e. food preparation, food safety, tasting, and experiments

Two worksheets, **Identifying School Health Initiative Practices** and a **Nutrition Curriculum Comparison Worksheet**, are found at the end of this module with the factors to consider.

How to influence decision makers to try the recipe (4)

1. Prepare a "case" in support of school-based nutrition education curriculum.
2. Use national data to highlight the importance of the nutritional and physical health of children.
3. Increase confidence that a school nutrition program could be implemented in their school...show them community support.

4. Introduce them to other school or school districts that have school nutrition programs that have been successful.
5. Anticipate problems that will impede or stall adoption, i.e., people or money, and do some ground work to see if some start-up money for materials is available from industry or business in your community. Get commitment from teachers and school food service staff.
6. Provide incentives such as public recognition, or simply accommodating their schedules, having agendas, and following through with assignments.

Healthy body image—a key element in nutrition education

Keep in mind the importance of developing a healthy body when planning nutrition education.

Fostering a positive body image is a component of nutrition education. The American Academy of Pediatrics reports young girls are suffering from negative body image and are engaging in unhealthy behaviors as a result. Pediatricians are seeing an increasing number of children and teens with eating disorders, including anorexia nervosa, bulimia, and obesity. A 1999 survey of 548 girls in 5th through 12th grade found (3)

- 59% were dissatisfied with their body shape
- 66% expressed the desire to lose weight
- 29% were overweight

To counteract negative self image focus on:

- An awareness of how body size is often unrealistically portrayed in the media
- A positive attitude toward eating
- A "non-dieting" approach to healthy food choices
- Health rather than appearance

References and Resources

(1) Information based on "Using the 'Play Approach' to Educate Children About Nutrition and Fitness," Child Nutrition and Health Campaign, the American Dietetic Association. http://www.eatright.org/child/playapproach.html, and "The play approach to learning in the context of families and schools: An alternative

paradigm for nutrition education in the 21st century," by Karyl L. Rickard, Ph.D., R.D., F.A.D.A., et.al, *J Am Diet Assoc, 1995: 95:1121-1126.*

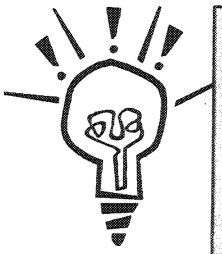
(2) Teaching points and activities were developed to in-service teachers of varying grade levels by Claudia Hohnbaum, MA, RD, LD and Vickie James, RD, LD, based on activities and concepts of the Pyramid Pursuit Curriculum. Pyramid Pursuit, a nutrition education curriculum for grades K-6 is based on the Food Guide Pyramid and was developed by the National Food Service Management Institute, the University of Mississippi, P.O. Drawer 188, University, Mississippi 38677-0188, March 1994. 1-800-321-3054.

(3) Hogan, M. *Media Education Offers Help on Children's Body Image Problems.* AAP NEWS. The American Academy of Pediatrics. Available online: www.aap.org/advocacy/hogan599.htm. Accessed July 6, 2000.

(4) Adapted from NUTRITION—Making a Difference in Schools, A Satellite Videoconference, Division of Nutrition and the Public Health Training Network of the Centers for Disease Control and Prevention, January 1996.

(5) U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Nutrition Education in U.S. Public Elementary School Classrooms, NCES 2000-040, by Carin Celebuski and Elizabeth Farris. For sale by the U.S. Government Printing Office, Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402-9328.

(6) For nutrition education resource referrals, check the following websites: TEAM Nutrition @ www.fns.usda.gov/tn/Educators/index.htm for information about Scholastic's In-School Curriculum, or National Food Service Management Institute (1-800-321-3054) @ www.olemiss.edu/depts/nfsmi/pubindex.html



Module Tip:

"Promoting healthy behaviors among students is an important part of the fundamental mission of schools: to provide young people with the knowledge and skills they need to become healthy, productive adults." ...CDC School *Health Index*

FAQs:

- **Question:** There is so much to teach and so little time. How can nutrition education fit into an already crowded day?
  Answer: It takes planning, and a change in thinking, but there are opportunities for nutrition education in all subjects, including music and art.

- **Question:** How is it possible to teach nutrition without taking a nutrition course?
  Answer: Because people eat food rather than vitamins and minerals, elementary school nutrition education should focus on how to make healthy choices rather than complex scientific principles. Training on how to incorporate the lessons of the Food Guide Pyramid can be provided by local professionals, i.e. registered/licensed dietitians, county home extension agents, or consumer and family science teachers.

Module Glossary:

Food Guide Pyramid: A practical tool for choosing a healthful eating pattern.
Tasting Party: A real-life method of teaching/learning about healthful eating.

Identifying School Health Initiative Practices

Many potential opportunities exist and should be examined. Including teachers and other school staff up front will increase the degree of success and sustain the changes.

Check the following policy issue questions as you gather information. The information is necessary to formulate programs and develop curriculum.

- ❑ Does a health program currently exist in the school district?
- ❑ Who determines health programs?
- ❑ How are program guidelines determined?
- ❑ Who provides teacher training and how?
- ❑ Will team teaching be a good option?
- ❑ If not, are all teachers involved?
- ❑ Is nutrition curriculum taught in a few schools or is it district-wide?
- ❑ Is it a separate curriculum, or integrated into core subject areas?
- ❑ Is nutrition curriculum tied to physical activity; is physical activity optional or mandatory?
- ❑ Do opportunities exist to involve art, music, and other subjects?
- ❑ How is everything coordinated?

Use the worksheet on the following page to evaluate curricula.

Action!

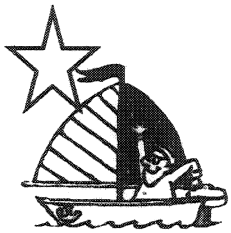
Nutrition Curriculum Comparison Worksheet:

Curriculum Name:			
Contact Person:			
Order Information Address/Phone			
Cost			
Pre/post tests included?			
# Grade levels available			
Extent of prep work required by teachers: (minimal, moderate, extensive?)			
# Lessons			
Total number of possible in-class hours			
Based on principles of Food Guide Pyramid?			
Up-to-date information on food labels?			
Up-to date information on Dietary Guidelines?			
Supports concept that "all foods can fit"			
Links classroom with food service and the community			
Emphasizes healthy life-style choices			
Emphasis on physical activity?			
Incorporates active participation by students, i.e. tasting, cooking, and experiments?			
Miscellaneous Information			

Chapter 4 *Nutrition Education*

Module 4: Healthy Eating Links

Step Up and Step Out to link nutrition education



Imagine...reaching for the Stars while floating on The Ship of Healthy Choices in the Sea of Opportunities!

Imagine... Carruther B.A. Carrot making a guest appearance during school lunch and passing out carrot sticks. And then the classroom teacher talking about how vegetables fit into a healthy eating plan; the music teacher inviting Carruther to teach students a "carrot" rap song; and the art teacher working with students to paint with "carrot stencils."

Imagine...the 3rd grade class learning a fruit and vegetable skit complete with fruit and vegetable puppets and musical instruments, and then presenting it at senior citizen centers.

Imagine...a Saturday morning "nutrition-story hour" in the local grocery store where the kids are engaged in listening to a story about Henry and chocolate noodles in "Chocolate Fever" by Robert Kimmel Smith (1); then discussing healthy eating choices while parents grocery shop.

If you can imagine these scenes, you won't have problem linking nutrition with other activities!

Integrating nutrition education

There are so many opportunities to link nutrition education with other activities. The key to taking action is to allow time for planning! At school, it is helpful to schedule a time at the beginning of the school year to allow staff to share their ideas and plans for linking so that everything can be coordinated.

Your community review gives a base from which to build. Use it! Continue networking efforts to determine interests and needs for education!

Classroom nutrition education links to school food service

Teaming up with school food service creates real world examples for classroom discussions and opens the door for student input. Participation in menu planning makes students feel empowered, teaches teamwork and problem solving, and creates a good marketing tool.

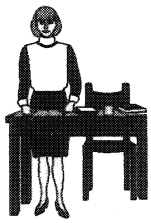
Examples:

Example 1: Have students discuss nutrients in school meals and calculate the differences when portion sizes are changed. This can be a great activity that integrates with math and links food service!

Example 2: Have students measure and compare grams of fat in a school meal and in a typical fast food meal.

Whenever possible, have food service staff participate in the discussions or display classroom nutrition lessons in the cafeteria!

Healthy eating/nutrition education links with school faculty and staff



School faculty and staff are very important role models for students. Teachers may seem reluctant to increase opportunities for nutrition education but this may be due to a lack of time for planning, or for acquiring the information needed to present nutrition activities, or because of a focus on state mandated requirements. All of these issues should be checked.

The coalition may be able to lighten the load by providing volunteers for assistance with taste testing, copying, and setting up projects. The coalition can also help gain support from administrators for efforts and identify suggestions for integrating nutrition education with other subjects.

Examples:

Example 1: Increase awareness and education by including nutrition education information in staff newsletters.

Example 2: Build a Food Guide Pyramid train grouped with empty food packages—have staff bring in empty packages along with students and have students decide where they belong.

Example 3: Have a Pyramid tasting party at a staff meeting with different staff members bringing ideas they have used in class.

Healthy eating links the school and the community

Using the community as a living classroom brings home the message to each and every student. With partnerships created by the coalition, teachers can create educational lessons using resources from throughout the community. Class lessons can stand-alone or can be tied to community events. Team-teach with community members and utilize community resources!

When you include your community partners in the planning and education process a link is established. Establish enough links in your community to build a network that will help carry your message throughout the region.

Examples:

Example 1: It's A Zoo Out There!
In math class, students calculated the distance from their school to the local zoo. They walked during part of recess, and logged the distance until it equaled a round trip to the zoo. The class then took a field trip to the zoo, where animal trainers provided a day full of education. They taught students about the nutritional needs and physical activity habits of animals. Healthy snacks and a nutritious sack lunch were coordinated with school food service for the students, teachers, volunteer coalition members, and parents.

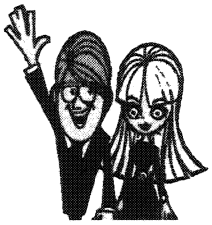
Example 2: Health fairs can be fun!
Students invited the community to school for a health fair they created. A "play" oven and refrigerator to "bake" or "store" nutrition information and recipes were used! Students built a Pyramid by drawing pictures on empty boxes. It was fun and drew lots of interest!

Example 3: Classes took field trips to grocery stores, restaurants, and fast food establishments to "practice" healthy choices!

Example 4: Several communities started garden programs complete with master gardeners! Gardening presented the opportunity to teach nutrition while engaging in physical activity! A large plot of land is not required! Schools can have their own gardens in very small spaces. One creative community used a donated wheel- barrow to fill with rocks, sand, and dirt...not to transport, but to plant! The wheelbarrow became a unique garden container, provoking much interest!

Linking nutrition education in schools with parents

Parents are a strong link. Although it is sometimes difficult to connect with parents... remember that everyone likes to have fun. Be on the lookout for fun actions! Also create interest with easy to use information.



Examples:

Example 1: Students create healthy snack recipes in class that can be used for classroom parties. Send the recipes home with a note to parents about preparing "their" child's healthy recipe for the next classroom party. Create a recipe book.

Example 2: Parents review labels of at home snack foods (with students using guidelines provided in class) and send them to school for "show and tell."

Example 3: Ask parents who have experience with foods from other cultures to volunteer classroom time to discuss an ethnic food—Have the class prepare a simple ethnic recipe if possible.

Example 4: Have students make a Mother's Day cookbook using fruit and vegetable recipes! Or hold a Mother's Day "tea party" with healthy snacks students have prepared. Make sure every student has a mother or other significant guest for the party.

Linking classroom, physical education, and school meals

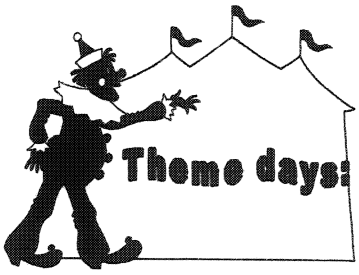
5 A Day, a campaign partnership by Dole, Produce for Better Health Foundation, and the National Cancer Institute (2) provides many great ideas that can be used for linking. Use your imagination with the suggestions given to see how many different ways you might be able to link the activity.

Examples:

Example 1: Plan an "Apple Day." Look at the many forms of apples: applesauce, apple butter, apple juice, apple cider, and apple cobbler. Talk about growing, harvesting, transportation in the classroom. Bring pictures, food, have a tasting party, and discuss. Sing a "Johnny Appleseed" song in music, play apple games in physical education, and make apple "gift" bags (with brown lunch sacks) in art. Use menu trivia for the school meal: How many seeds do most apples have? (Answer: 10—discuss in class, have apples in the cafeteria, answer the question in PE and talk about balance of food intake with activity)

Example 2: Cut out pictures of fruits and vegetables from magazines. Talk about fruits and vegetables in other countries. Make a 5 A Day poster in art class and have a school-wide poster contest.

Example 3: Use "mystery fruits/vegetables" in a paper bag (feel shape, smell, and guess the mystery) to discuss the five senses in the classroom. Sing fruit and veggie "rap" songs (5 A Day materials) in music, make fruit and veggie placemats in art, and have classes submit "different" fruit and veggie ideas for food service to try!



"Recognized Days" make great opportunities for healthy eating and physical activity fun! A few examples are provided on the following pages.

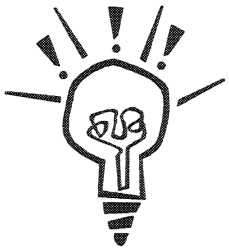
January	**February**	**March**
New Year's Day Super Bowl Chinese New Years—sometime between Jan 21 and Feb 19	American Heart Month American Heart Association 1-800-AHA-USA1 Valentine's Day Black History Month National PTA Founders' Day National FFA Week Future Farmers of America 703-360-3600	National Nutrition Month American Dietetic Association 1-800-877-1600 National School Breakfast Week—1st full week American School Food Service Assoc. 703-739-3900 St. Patrick's Day
April	**May**	**June**
Earth Day World Health Day—April 7 American Assoc. for World Health 202-466-5883 National Public Health Week—1st full week American Public Health Assoc. 202-789-5600 National Youth Sports Safety Month National Youth Sports Safety Foundation 617-449-2499 National Garden Week—2nd full week National Garden Bureau 630-963-0770	Cinco de Mayo – May 5 National Physical Ed & Sports Week—1st week American Alliance for Health Physical Ed, Recreation & Dance 703-476-3412 National Physical Fitness & Sports Month President's Council on Physical Fitness and Sports 202-272-3426 National Bike Month League of Am Bicyclists 410-539-3399 All Children Exercise Simultaneously Day—1st Wed Youth Fitness Coalition, Inc. 201-433-8993 Employee Health/Fitness Day National Assoc. of Governors' Councils on Physical Fitness and Sports 317-237-5630 American Running/Fitness Week—2nd week Am. Running & Fitness Assoc. 1-800-776-2732 National Water Fitness Month U.S. Water Fitness Assoc, Inc. 561-732-9908 National High Blood Pressure Month National Heart, Lung, & Blood Institute 301-251-1222 Older American's Month Ad on Aging 202-619-0641	Graduation Father's Day

July	**August**	**September**
National Recreation & Parks Mo. National Recreation & Parks Assoc. 1-800-626-6772 International Joke Day (1) I Forgot Day (2) Christmas in July National Parents Day (30)	Vacations Friendship Day (2)	National Cholesterol Education Mo. National Heart, Lung, & Blood Institute 301-251-1222 National 5 A Day for Better Health Campaign National Cancer Institute 1-800-4-CANCER Family Health & Fitness Day—last Sunday Health Information Resource Center 1-800-828-8225 National Hispanic Heritage Month National Council of La Raza 202-785-1670
October	**November**	**December**
Family Health Month Am. Academy of Family Physicians 1-800-274-2237 Child Health Day –1st Monday National Institute of Child Health & Human Development, National Institutes of Health 301-496-5133 National School Lunch Week – 2nd week American School Food Service Assoc. 1-800-877-8822 American Heart Walking Event—1st weekend American Heart Association 1-800-AHA-USA1 World Walking Day—3rd Sunday Trim & Fitness International Sport for All Assoc. Frankfurt, Germany 011-49-69-67-00-225	National Diabetes Month American Diabetes Association 1-800-274-2237 Patient Education Week—1st full week International Patient Ed Council 301-948-1863 "Turkey Trot Events"—held close to Thanksgiving	Holiday Season

References and Resources

(1) "Chocolate Fever" by Robert Kimmel Smith. A Yearling Book, Dell Publishing, New York, 1972.

(2) National Cancer Institute
6130 Executive Blvd. MSC 7330
EPN 232
Bethesda, MD 20892-7346
301-496-8520 or 1-800-4-CANCER
http://www.dcpc.nci.hih.gov/5aday
Dole 5 A Day
Dole Food Company, Inc.
Nutrition Program
155 Bovet, Suite 476
San Mateo, CA 94402
FAX 415-570-5250
www.dole5aday.com
Miscellaneous nutrition information including recipes, CD ROM's, and posters



Module Tip:
Simple plans + a small investment of time = great links!

FAQs:

- **Question:** It takes a lot of time to coordinate activities for linking within the school. What can we do to make it easier?
- **Answer:**. The first time probably will require a little extra time. Start small, and schedule planning times convenient for all who will be involved. It will get easier!

- **Question:** How do you find community resources? They seem elusive.
  Answer: The coalition is key for networking to identify the links between the school and community.

Module Glossary:

5 A Day: A campaign by the National Cancer Institute that provides free (or minimal cost) materials, information, and ideas for increasing intake of fruits and vegetables.
CDC: Centers for Disease Control and Prevention.

Check "Linking" Actions

1. Use your Environmental Change Plan to check actions for nutrition education links.
2. Identify which the following links are addressed in the plans.
3. Write down ideas for missing links and incorporate them into your plans as possible.

Links with the School Meal Program:

_____

_____

_____

Links with the Physical Activity:

_____

_____

_____

Links with Administration/School Board:

_____

_____

_____

Links with Parents:

_____

_____

_____

Links with the Community:

_____

_____

_____

Example

Environmental Change Plan

Objective: By 2005, there will be at least 9 actions a year that link school meals, the classroom, PE, administrators, parents, and community.

Environmental change methods planned. Check all that apply.	**Actions and resources needed to implement the plan**	**Problems to resolve**	**Who takes action, and by what date?**	**Review— results of actions Check all that apply.**
☐ Policy ☒ Collaboration ☒ Repetition ☐ Education ☒ Support ☒ Reward -or- **Problems resolved:** ☐ Communication ☐ Time ☐ Location ☐ Lack of equipment ☐ Other	**Action:** *Form a committee to oversee planning* **Marketing Plan:** *not applicable* **Resources:** *Committee guidelines—to include committee members from all components*		*The coalition will determine a chairperson and committee by 10/31/04*	**Communication:** ☐ Great marketing ☐ Need M-and-M's **Time:** ☐ Good timing ☐ Needs work **Location:** ☐ Good ☐ Needs work **Resources:** ☐ Feasible cost ☐ Good ☐ Needs work **Participation:** ☐ Good ☐ Needs work **Overall:** ☐ Great-continue ☐ Good-revise ☐ Fair-revise
	Action: *The committee will determine a calendar of events* **Marketing Plan:** *Calendar will be distributed to teachers and others* **Resources:** *Paper, copies, time*		*The chairperson will ensure the committee has completed the calendar by 11/30/04*	
	Action: *The committee will set-up tools, a communication and review system, and help with implementation* **Marketing Plan:** *announcements over PA system, monthly newspaper column, and parent newsletter* **Resources:** *paper, copies, time, materials for action events*		*The chairperson will ensure tools are identified and a review system developed by 12/15/04*	

Comments: An example of the Event Planning Tool for one of the committee's calendar events is found on the next page.

Example

Event Planning Tool

Title Of Program/Project/Event: Going for the Green – St. Patrick's Day Celebration
☐ Media ☒ School ☐ Business ☐ Community

Target Audience: (check all planned for your activity)
☐ Students ☐ Parents ☐ Teachers ☐ School meal director and staff ___
☒ School administrators 3-5 ☒ Business/community leaders/community-at-large 10-15

Outline/Description/Objectives/Ideas:

1. Students and staff wear green
2. Decorate cafeteria with artwork of green veggies
3. Cafeteria serves Blarney Green Pears and Touch of Gold Broccoli (grated carrots sprinkled on broccoli)
4. Students and teachers talk about "green" foods and vote for the most popular green food
5. Students bring healthy green snacks to the classroom
6. A "Pot-of-Gold" relay is held at recess or in PE
7. Recipes are sent home to parents
8. Parents and community members are invited to come to school to vote on the green veggie artwork

Marketing Plan: Announce in parent newsletter and on school lunch monthly menu.
Resource Materials/Supplies/Food/Handouts:
Recipes and menu plans
Art supplies for decorating the cafeteria
Instructions for the "green food" contest
Instructions for the relay

Costs/Funding Source:
Minimal

Manpower Needed:
Classroom/Cafeteria/PE

Space/Time/Date Requirements:
No special needs

Prep Time:
1-2 hours

Alternate Plan:
Instead of "green foods" have a "Pot of Gold at the End of the Rainbow Day." Have the students and staff dress in the color of their favorite fruit or vegetable, and have other students guess what it is. Have students bring their favorite fruit or vegetable for tasting by the class. Also request a recipe containing their favorite food!

Comments: Students wanted to repeat the activity next year!

Chapter 4 *Nutrition Education*

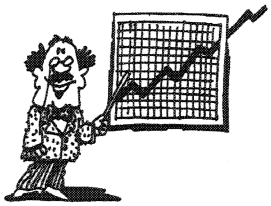
Module 5: Measuring Success

Step Up and Step Out to measure results!

Why Measure Results?

Check the nutrition education component of the community review to help plan healthy eating and nutrition education actions. Use information from the community review to:

- Identify strengths and areas for development for nutrition education in the community and school(s)
- Determine a starting point by which to determine success
- Establish goals
- Check progress with achieving goals



Measuring nutrition education and healthy eating

You may have noticed by now that examples given for nutrition education don't talk about how much vitamin this, or mineral that, or types of amino acids in particular foods! It's not that nutrients aren't important to our health, but we eat foods—not nutrients. Eating a balanced diet with a variety of foods will provide the nutrients we need. It is the skills and motivation needed to choose a balanced diet, rather than knowledge alone, which needs to be learned or reinforced!

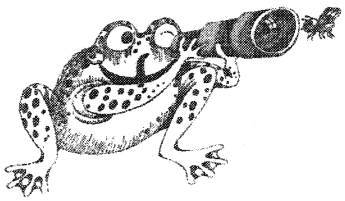
CDC's ***Guidelines for School Health Programs to Promote Healthy Eating*** (1) reinforces this idea: "The primary goal of nutrition education should be to help young people adopt eating behaviors that will promote health and reduce risk for disease. Knowing how and why to eat healthily is important, but knowledge alone does not enable young people to adopt healthy eating behaviors."

Measuring environmental change for healthy eating

The success of positive changes in eating behavior cannot be measured with standard true-false, or multiple choice tests alone.

Knowledge measures can be used, but to measure success of healthy eating changes consider the three types of actions that are used to promote healthy behavior

1. Changing the environment through increased opportunities, role models, and support
2. Enhancing knowledge and skills
3. Encouraging/rewarding healthy changes



It is important to remember, when identifying measures of success, that the coalition can influence all three actions but isn't responsible for personal choices. Focus on measuring the number of opportunities that were created or improved, or problems that were resolved.

Community measures

Measuring the results of community actions can be a little challenging. Participation in activities is often used, but remember the coalition can only impact the number of opportunities presented in the community, not individual choice for participation.

Examples of measures:

Example 1: The number of businesses that promote healthy work-site choices and/or the number of healthy work-site promotions within a business.

Example 2: The number of daycare centers promoting healthy eating choices.

Example 3: The number of community-based youth organizations that promote and model healthy eating choices.

Example 4: The number of businesses that promote healthy eating and/or the number of times per year they have promotions.

Example 5: The number of community events that promote healthy choices.

School measures

More specific environmental actions the coalition might use to measure success in schools include:

Examples:

1. An increase in the number of healthy food options at events or classroom parties
2. An increased number/frequency of role models
3. An increased number of posters and such things that encourage healthy choices
4. An increased number of articles/information provided to parents
5. An increased number of "wellness" opportunities provided to staff
6. An increased number of healthy eating/nutrition in-service sessions provided for staff

Increased opportunities in curriculum might be measured by:

Examples:

1. An increased percentage of classes, school-wide, integrating nutrition education
2. The number of links formed in each class, i.e., with art, music, school lunch, and physical education
3. The number of times curriculum includes food taste tests
4. An increased number of resources readily available for teachers

Changes in student behavior/skills might be measured by:

Examples:

1. Student ability to identify reasons to make healthy eating and physical activity choices
2. Student ability to identify foods high and low in fat
3. Student ability to use food labels to choose healthy foods
4. Student ability to identify healthy snacks
5. Student ability to plan and prepare healthy snacks

Individual measures

In addition to creating environmental change, it is important for the coalition to encourage individual change. This increases the potential for a greater number of role models, and helps achieve the ultimate vision of healthy communities! Individuals increase their chance for healthy success when they create a simple plan and make goals measurable within a specified time period. Suggestions are presented here as a reminder to encourage personal efforts whenever possible!

Examples:

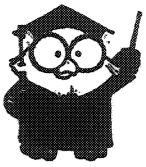
1. Keep track of food intake daily and compare it to the recommendations of the Food Guide Pyramid.
2. Keep track of time spent in activity each week and compare it to your goal.

Problem-solving measures

Sometimes, measures of success are determined by how many of the "problems" that ***prevent*** success are eliminated!

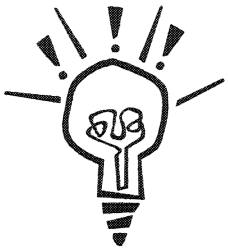
The following factors are often overlooked as measures. When problems are not addressed, environmental change does not reach its full potential.

1. **Communication:** Are actions communicated to all that are involved in implementing the plan? Is there good awareness of the event, program, or action?
2. **Time:** Is there good timing with all that is going on in the community or surrounding the action? Is an event or program being held at the right time of the day, or day of the week?
3. **Location:** Is the program or event held in a location convenient to participants?
4. **Resources:** Is the action cost feasible and cost effective? Were there enough supplies, equipment or people available to initiate the action?
5. **Participation:** What factors may have contributed to the success/failure of the action. Were there too many other events/programs occurring at the same time?
6. **Overall:** Should the action be repeated? If it was a success, was it successful considering the resources used? If it was a failure, should revisions be made, and then the action be repeated?



References and Resources

(1) Centers for Disease Control and Prevention. *Guidelines for School Health Programs to Promote Lifelong Healthy Eating*. CDC, Division of Adolescent and School Health, 4770 Buford Highway, Mailstop K-32, Atlanta, GA 30341-3717. Phone: 770-488-3168. Available online: www.cdc.gov/nccdphp/dash/nutguide.htm



Module Tip:

When identifying measures of success, the coalition can influence but isn't responsible for personal choices. Focus on measuring the number of opportunities that were created or improved or problems that were resolved.

FAQs:

- **Question:** It seems a little overwhelming to have to keep track of all the actions and changes and then measure them when it feels like a success just to have eager volunteers. What will make it a little less overwhelming?
  Answer: Remember to delegate! When you are setting up the coalition, it helps to identify a "task force" to collect information for measures.

Nutrition Education Measures Checklist

Check each of the following actions as they are completed.

- ☐ Plan actions for nutrition education on the VMSOA plan using information indicated on the community review identified for each action.
- ☐ Develop measures for the actions planned above.

Examples:

Action: *Plan at least 3 taste testing activities per year in grades K-5.*
Measure: *Record and date each taste testing activity actually held in a year. Compare the total at the end of the year with the goal.*

Action: *Provide healthy snack choices at all extra-curricular school activities where snacks are offered.*
Measure: *Record the number of extra-curricular school activities in a year and indicate the times healthy snack choices were provided.*

Action: *Publish a minimum of 10 nutrition-related articles in the local newspaper by July 2005.*
Measure: *Record and date the number of nutrition-related articles published in a year. Compare the total at the end of the year with the goal.*

- ☐ Identify a person who will be responsible for collecting nutrition education action information.

  Person responsible:_____

- ☐ Identify the methods that will be used for measuring/tracking information.
- ☐ Determine a schedule for reporting results to the coalition specified in the coalition's timeline.
- ☐ Include the reporting schedule in the coalition's timeline.

Notes:

Component: Nutrition Education

Examples of how measures are indicated

Nutrition Education Factors	Initial Status	Actions Planned	Results Demonstrated Specify # actions taken, changes, or comments
1. There is a nutrition education curriculum that incorporates concepts of the Food Guide Pyramid. The curriculum has written outcomes	❒ Strength ☒ Develop Date 6/05	Example: *The coalition will form a committee to support changes b. will contact schools with existing comprehensive nutrition and physical activity programs to obtain resource examples by 7/05*	❒ **In progress** Example of measures: The number of schools contacted; if action results in specific guidelines used to implement the curriculum according to guidelines.
2. Nutrition education is integrated into core subjects in the classroom. Consider how often integration occurs	❒ Strength ☒ Develop Date 6/05	Example: *The coalition committee will include the curriculum director and at least one teacher to identify current practices by 8/05*	❒ **In progress** Example of measures: *Initially, the number of teacher contacts made to identify practices. After action is implemented: An increase in the number of times curriculum is integrated in other subjects*
3. Nutrition education lessons are fun and participatory, teaching food choice skills along with knowledge	❒ Strength ☒ Develop Date 6/05	*See above*	❒ **In progress**
4. Nutrition education lessons are linked to school lunch to create student awareness of healthy choices in their school environment	❒ Strength ☒ Develop Date 6/05	Example: *School meals offers great theme days at present, but the coalition will develop links to the classroom by 10/05*	❒ **In progress** Example of measures: *The number of links created*
5. Food tasting is used in the classroom to allow students to experience a variety of foods and develop positive attitudes in a supportive environment	❒ Strength ☒ Develop Date 6/05	Example: *Several teachers currently used food tasting, the coalition will contact those teachers to enlist support in motivating other teachers; enlist support from administration for funding and encouragement; enlist support from the food service staff for supplies by 10/05*	❒ **In progress** Example of measures: *An increase number of times food is tasted in a particular classroom; an increase in the number of classrooms that included food taste testing.*
6. When snacks are available in the classroom, they include healthy choices	☒ Strength ❒ Develop Date 6/05	Example: *A policy already exists that teachers will send a note to parents giving options for healthy snacks in the classroom. The coalition will continue to support this policy.*	❒ **In progress**

Nutrition Education Factors	Initial Status	Actions Planned	Results demonstrated Specify # actions taken, changes, or comments
7. Parents receive information regarding healthy choices, i.e., letters, newsletters, and surveys, to increase skills, knowledge, and allow feedback	❒ Strength ☒ Develop Date 6/05	Example: *Identify resources and distribute parent information by 12/05*	❒ **In progress** Example of measures: *The number of resources identified; the number of resources distributed; the number of parent feedback resulting from distribution*
8. Parents and community are actively involved in classroom nutrition education, i.e., with interactive homework, field trips, guest speakers, and classroom volunteers	❒ Strength ☒ Develop Date 6/05	Example: *Promote healthy eating and physical activity and have a parent volunteer sign-up sheet at the back-to-school open house*	❒ **In progress** Example of measures: *The number of parents who sign-up to volunteer; the number of times parents participate in classroom activities. Long-term: the number of years the activity is sustained*
9. School staff model personal healthy eating and physical activity choices	❒ Strength ☒ Develop Date 6/05	Example: *Involve teachers in planning new school wellness program and provide incentives for participation*	❒ **In progress** Examples of measures: *The number of opportunities offered to involve teachers and the number of incentives offered. The number of modeling examples participants provide.*
10. Administration supports the above factors	❒ Strength ☒ Develop Date 6/05	Example: *Meet with the school principal to determine what resources/awareness are needed*	❒ **In progress** Examples of measures: *The number of action steps towards meeting goals following meeting with administrators*
Other (please specify)	❒ Strength ☒ Develop Date 6/05	Example: *The coalition will personally recognize and thank teachers for their efforts*	❒ **In progress** Example of measures: *The number and frequency of recognitions given.*

Chapter 4 *Nutrition Education*

Module 6: The M-and-M's of Healthy Eating Choices

Step Up and Step Out to market and model healthy eating choices!

"Life is what we make it,
always has been,
always will be."

... Grandma Moses

It starts with you...and "IT'S ALL ABOUT YOU!™" (1) Don't underestimate the value of your actions!

It is easy to avoid falling in the "Diet Police" trap, when you model healthy choices. Jimmy Stewart's character in the classic holiday movie ***"It's a Wonderful Life"*** shows us just how much of an effect we can have on other people's lives...even with small actions!

Market through awareness

Create awareness of healthy eating with fun events!

Example:

Raffle Fruit and Vegetable Quilt
The efforts of one very creative community member led to a unique event that created awareness, *and* raised money for coalition activities! Mrs. M created a fruit and vegetable quilt pattern. The children in her granddaughter's grade school class, painted fruits and vegetables on fabric squares, and then Mrs. M quilted them. The quilt was the topic of much discussion while on display, and so many people wanted it that the decision was made to hold a raffle! It was an event that was fun, and a source of pride for many people!

Market with education

Market healthy eating by teaching skills for making healthy choices. It is sometimes assumed that people already have knowledge about how to make healthy choices and prepare foods when they don't!

Example 1: Fat Bucks Buffet (2)
A **Fat Bucks Buffet** is a fun way to introduce the concepts involved in controlling fat intake by making educated food choices. Groups and communities have held Breakfast Buffets, Lunch Buffets, "Dessert" Buffets, and Mexican Food Buffets among others. Participants use "fat bucks" to purchase their food for a meal or snack based on the fat content of the items offered. Participants make choices among high fat, low-fat, and medium fat foods. There are no bad foods, only bad diets!

Example 2: Breakfast Campaign (3)
Breakfast is an important part of the day! Studies show improved grades when children eat breakfast. The American Dietetic Association and its Foundation has produced a breakfast campaign as a part of their Child Nutrition and Health Campaign. The campaign has some great ideas to market awareness and choices.

Market by promoting resources

Promote resources that are available within and outside of the community to increase opportunities for healthy eating choices. Provide information on where to go and how to take advantage of resources.

Examples:

Does your County Extension Office offer healthy cooking classes? Does the local hospital wellness program teach classes on stress reduction? Is the local dietetics association offering supermarket tours? Make it a coalition goal to find out about community programs and help to make them a success with M-and-M's! Can you help increase awareness and attendance at the summer farm and art market? In doing so, you may also increase opportunities for community networking!

Model healthy eating choices

This is the real heart of "It's All About You™"(1) There are *many* small opportunities you can personally choose to make a difference in your community. Use the following tips to set personal goals and make it easier to develop a lifetime of healthy habits!

"It's All About You™" provides tips for making personal changes:

- **Be Realistic**
  Make small changes over time in what you eat...After all, small steps work better than giant leaps
- **Be Adventurous**
  Expand your tastes to enjoy a variety of food
- **Be Flexible**
  Go ahead and balance what you eat...No need to worry about just one meal or one day
- **Be Sensible**
  Enjoy all foods, just don't overdo it
- **Be Active**
  Walk the dog, don't just watch the dog walk

Other tips:

- Remember all foods fit...don't eliminate foods...eat in smaller quantities or less often
- Find support for making changes
- Find alternatives for stress reduction other than food
- Make appropriate foods available, e.g., easy to eat
- Learn more about how to make healthy food choices

Examples of ways to model healthy choices:

Example 1: During Holidays
Provide healthy choices for holidays. There is no better time to model healthy eating choices than when all the "family" is gathered for holidays. A family walk after a meal (that includes healthy eating choices), is also a way to model *balance* with physical activity!

Example 2: At Potlucks
How many times have you gone to a large gathering and taken a healthy food dish? If you haven't, try it...you'll find fresh fruits and vegetables disappear quickly!

Example 3: At Parties
It's not necessary to take the chips and dip off the party list, but include some healthy choices...maybe baked chips with lower fat dip? It is hard to tell the difference, if it is done right. If you opt for the regular chips and dip? That's okay too, just provide other healthy options to create the opportunity for balance!

Example 4: At Work
Again, there aren't bad foods, just bad diets! If there aren't healthy choices in the break room for "celebrations" or in the vending machine, be the one who brings in some healthy choices, or request different choices for the vending machines.

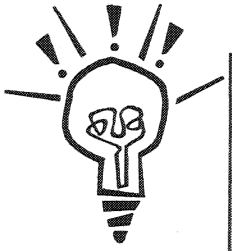
Example 5: When Eating Out
Make healthy choices when eating out. Take a lead in requesting healthy choices such as salad dressing on the side or small-sized portions.

References and Resources

(1) The American Dietetic Association's "IT'S ALL ABOUT YOU" CAMPAIGN™"(©1996 Dietary Guidelines Alliance). For information contact: the American Dietetic Association, National Center for Nutrition and Dietetics, 216 W. Jackson Blvd., Suite 800, Chicago, IL 60606-6995 1-800-745-0775 website: www.eatright.org

(2) Fat Bucks Buffet. For information contact the Kansas Department of Health and Environment, Bureau of Health Promotion, 900 S.W. Jackson, Room 901 N, Topeka, Kansas 66612, (785) 296-8126.

(3) The American Dietetic Association. *Child Nutrition and Health Campaign: Eat Breakfast...Get Moving for the Fun of it...Be a Role Model.* For information contact: the American Dietetic Association, National Center for Nutrition and Dietetics, 216 W. Jackson Blvd., Suite 800, Chicago, IL 60606-6995 1-800-745-0775 website: www.eatright.org/child/



Module Tip:

Modeling healthy choices starts with one person at a time...one small step at a time.

FAQs:

- **Question:** It's okay to work on healthy choices for kids, but it's just too hard to make changes for myself. What can I do?
  Answer: Modeling good choices for our children are so important. It may be helpful for you to remember that all foods can fit as a part of a healthy diet—or in other words "diets" don't work. Take small steps to alleviate that "diet mentality" and make it easier to create permanent habit changes.

- **Question:** What is the best way to find topics for newsletter or newspaper articles that would be of interest to people?
  Answer: Check the resources found in the appendix. The American Dietetic Association, among other reliable sources, has up-to-date information of interest on their web site.

Module Glossary:

Role Model: An individual sets a good example by "doing".

Action! Check Your Healthy Eating Goals

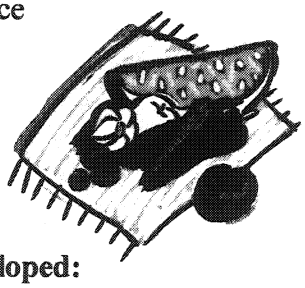
How well are you doing with the goals you set when completing your personal review? Use the following healthy eating actions to check your progress.

Feel encouraged with even small progress towards these goals. In doing so you become a role model for healthy eating.

- ❑ The Food Guide Pyramid is understood and followed
- ❑ Meals are planned for good balance
- ❑ There is good balance when eating out
- ❑ Healthy choices are made easily available
- ❑ Fruits and veggies are on hand at home
- ❑ Breakfast is eaten
- ❑ There is adequate time for eating
- ❑ Factors that create less healthy choices are identified

Families:

- ❑ Meals are eaten together—without distractions like TV
- ❑ All family members help plan healthy meals
- ❑ Healthy snacks are carried in the car during trips and other times when appropriate
- ❑ Healthy snacks are available at home
- ❑ Parents are modeling healthy choices and balance



Place a check by skills that may need to be developed:

- ❑ Basic nutrition understanding
- ❑ Menu planning
- ❑ Eating out
- ❑ Cooking
- ❑ Shopping
- ❑ Other

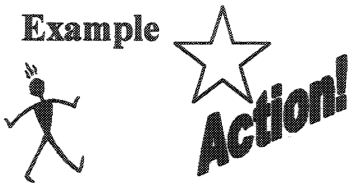
Environmental Change Plan

Objective: Involve parents in healthy eating and physical activities at no less than 3 events during the 2005-2006 school year.

Environmental change methods planned. Check all that apply.	**Actions and resources needed to implement the plan**	**Problems to resolve**	**Who takes action, and by what date?**	**Review— results of actions Check all that apply.**
☐ Policy ☒ Collaboration ☐ Repetition ☒ Education ☒ Support ☒ Reward -or- Problems resolved: ☐ Communication ☐ Time ☐ Location ☐ Lack of equipment ☐ Other	**Action:** *Create a display with activities at Parent-Teacher Open House in September* **Marketing Plan:** *Parent newsletter* **Resources:** *To be determined*		*Terry forms committee by July 15*	**Communication:** Great marketing ☐ Need M-and-M's **Time:** ☐ Good timing ☐ Needs work **Location:** ☐ Good ☐ Needs work **Resources:** ☐ Feasible cost ☐ Good ☐ Needs work **Participation:** ☐ Good ☐ Needs work **Overall:** ☐ Great-continue ☐ Good-revise ☐ Fair-revise
	Action: *Develop materials and prizes for activities* **Marketing Plan:** *Parent newsletter* **Resources:** *To be determined*	*Funding for prizes*	*Mary coordinates activity needs by Aug 5*	
	Action: *Plan facility/space needs* **Marketing Plan:** *Discussion with administration* **Resources:** *To be determined*	*Permission & scheduling with administration*	*Laura coordinates needs by Aug 5*	

Comments:

Example



Event Planning Tool

Use this example to create awareness and participation!

Title Of Program/Project/Event: **Decorate a Display for Parent's Open House or a Health Fair**

☐ Media ☒ School ☐ Business ☐ Community

Target Audience: (check all planned for your activity)

☒ Students 650 ☒ Parents 1200 ☒ Teachers 55 ☐ School meal director and staff ___
☒ School administrators 3-5 ☒ Business/community leaders/community-at-large 10-15

Outline/Description/Objectives/Ideas:

Objectives:

A. Students will learn about healthy choices while creating artwork.
B. Open House/Health Fair participants will be aware of healthy food and activity choices.

Description:

1. Have each classroom create colorful pictures and tips for healthy food and activity.
2. Draw and/or use magazine pictures to decorate empty cardboard boxes to draw interest to displays set on tables or on the floor.
3. Put the student's tips on a poster and title it with the name of the classroom. For example: Mrs. Smith's 5th Grade Tips for Healthy Choices.
4. Set-up displays with the boxes. You may want to create two pyramids with the boxes—one for healthy eating and another for physical activity.
5. Include handouts of the student's tips and healthy recipes!

Marketing: Newspaper, radio, TV

Resource Materials/Supplies/Food/Handouts:

Art supplies, cardboard boxes (check with Food Service), health choice tips and recipes

Costs/Funding Source:
Printing costs and art supplies

Manpower Needed:
Art/classroom teachers, students

Space/Time/Date Requirements:
Varies

Prep Time:
Classroom time

Alternate Plan:
Plastic garbage bags to cover boxes if outside in the event of rain.

Comments:
Could include parent's survey to get comments about healthy eating and activity.
The activity is also appropriate for a community health fair.