



Nutrition Education Curriculum Resources

April 12, 2018



Objectives



- ☐ Review Harvest of the Month (HOTM) and available resources.
- ☐ Participate in a taste testing demonstration.
- ☐ Review ReThink Your Drink
- ☐ Understand the link between sugary drinks, obesity, and type 2 diabetes.
- ☐ Identify types of sugary drinks.
- ☐ Calculate the amount of sugar in beverages.

Agenda



- ☐ Welcome & Introductions
- ☐ Setting the Foundation
- ☐ ICE-BREAKER
- ☐ Harvest of the Month (HOTM)
- ☐ LUNCH
- ☐ ReThink Your Drink
- ☐ PHYSICAL ACTIVITY BREAK
- ☐ What Next: Action Planning & Share Out
- ☐ Reflection, Evaluation, & Closing

Welcome



Presenters



Montserrat Papias



Jesse Tedrick



Katherine Hawksworth



Introductions



Group Agreements



Group Agreements

consensus-process
volunteer-yourself
one-person-speaks-at-a-time
share-the-voice-space
ground-rules
set-the-tone

speaks for the group
everyone gets a chance to speak
time to listen
guidelines for behavior
respect
affirm others
put yourself
everyone gets heard
guidelines

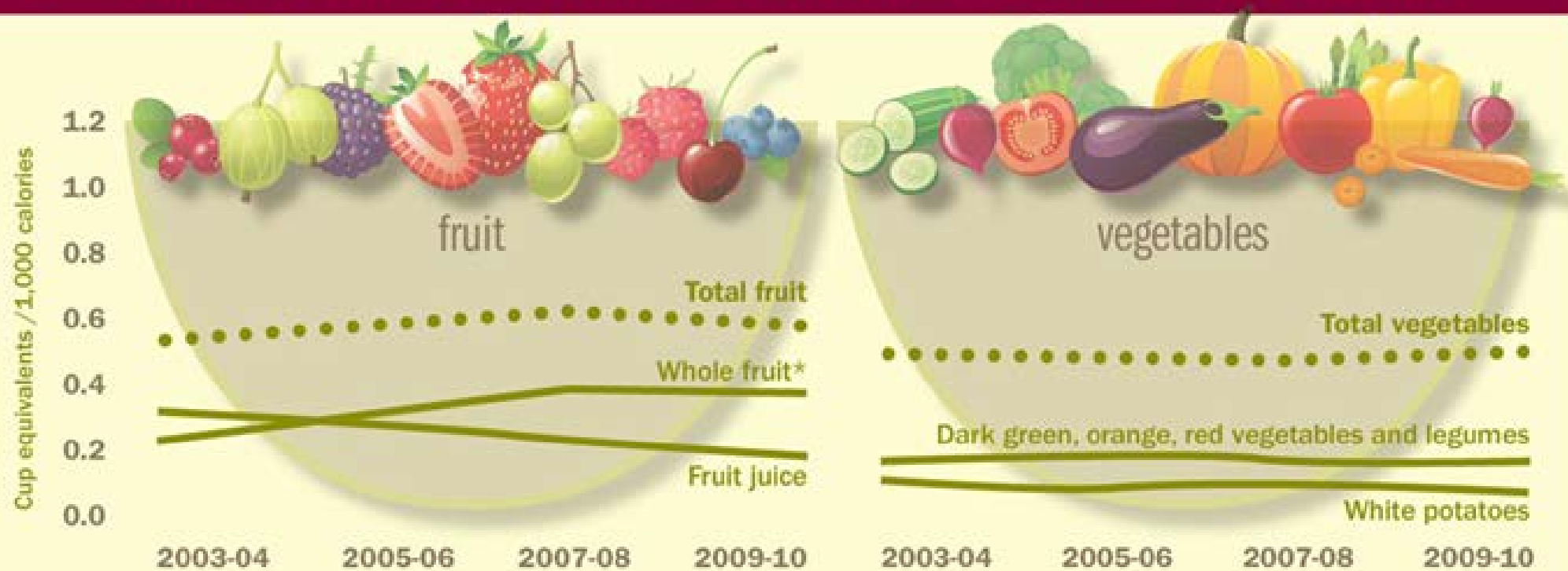
Setting the Foundation



- What the stats say
- Nutrition Education
- Harvest of the Month and ReThink Your Drink Introduction
- Local School Wellness Policy Connection

What the Stats Say

Children, ages 2-18, are eating more fruit but not more vegetables (2003 to 2010)



SOURCE: National Health and Nutrition Examination Survey 2003 to 2010

*All forms of fruit excluding juices

What the Stats Say

- **Total fruit and whole fruit intake increased.**
 - Most youth still do not meet fruit and vegetable recommendations.
- **Empty calories from added sugars and solid fats contribute to 40% of daily**
 - Six sources: soda, fruit drinks, dairy desserts, grain desserts, pizza, and whole milk.
- **Sugar-sweetened beverages consumption decreased.**
- **Most youth do not consume the recommended amount of total water.**

What the Stats Say



<https://data1.cde.ca.gov/dataquest/PhysFitness>

2016-17 California
Physical Fitness
Report

| | 5 th grade | 7 th grade | 9 th grade |
|---|-----------------------|-----------------------|-----------------------|
| California | 40.7% | 38.7% | 37.2% |
| Santa Barbara County | 42.3% | 38.6% | 38.6% |
| Buellton Union School District | 37.3% | 34.0% | n/a |
| College Elementary School District | 40.9% | 42.3% | n/a |
| Goleta Union Elementary School District | 18.6% | n/a | n/a |
| Guadalupe Union Elementary School District | 53.8% | 47.4% | n/a |
| Lompoc Unified School District | 44.5% | 38.5% | 39.1% |
| Notre Dame Catholic School | unavailable | unavailable | unavailable |
| Orcutt Union School District | 37.1% | 33% | 30.3% |
| Santa Maria Bonita School District | 54.0% | 44.1% | n/a |

Nutrition Education

What is nutrition education for children?

Nutrition education gets children excited about making healthy food choices, provides children with knowledge and skills for living healthy lives, and creates an environment where healthy choices are the easy choice.

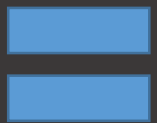
Nutrition Education

Why does nutrition education matter?

Healthy Food Access



Nutrition Education

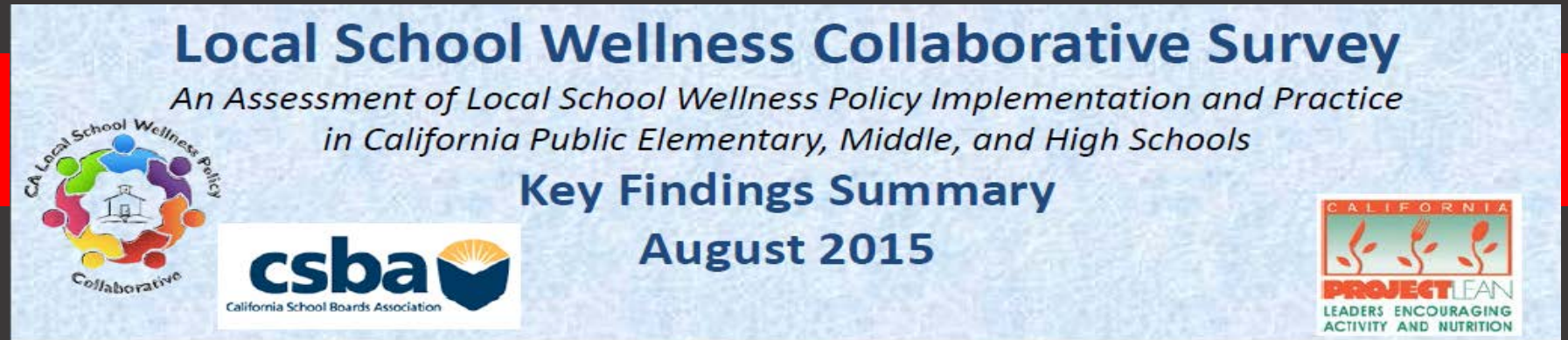


Child: More responsible and informed about food

Nutrition Education

Benefits include:

- Decreasing overweight and BMI
- Increasing how much kids like and eat fruits and vegetables.
- Improving kids' performance in school.



Nutrition Education: Almost half of survey respondents reported having no nutrition education curriculum. Fourteen percent (14%) said that it is taught in every grade, every year.

School Gardens: About half of all respondents reported that their schools have active gardens.

HOTM & RYD Introduction



HOTM & RYD Introduction



- 13% increase in fruit and vegetable consumption and increases in psychosocial factors.



HOTM & RYD Introduction



- Effective ways to strengthen HOTM include:
 - HOTM and school gardens
 - HOTM and farm-to-school
 - Monthly produce on school salad bars, and
 - Food service and parent programs

HOTM RYD Introduction



- Significant increases ($p < .001$) were found for the number of fruits, vegetables, and total fruits and vegetable reported as consumed.
- ***Nutrition education proved most effective when delivered intensively (i.e., 4-6 HOTM activities).***

HOTM & RYD Introduction



- 3 percent decrease in soda consumption by youth;



- 4 percent decrease in fruit drink, sports drink, and punch (not soda) consumption by teens;
- 6 percent decrease in SSB consumption by adults

Important because?



- 62% of adolescents, 41% of children and 24% of adults drink one or more sodas per day.
- Each year, the average California adolescent consumes the equivalent of 39 pounds of sugar from sugary drinks.
- And, adults who drink one or more sugary drinks a day are 27% more likely to be overweight than adults who do not drink sugary drinks.

Local School Wellness Policy (LSWP)



Local school wellness policies are designed to promote student health and reduce childhood obesity.

Local School Wellness Policy (LSWP)



Required by 6/30/17

- LSWP Leadership
- Public Involvement and Notification
- Specific, Measurable Goals for Student Wellness
- Nutrition Standards for All Foods on Campus
- Policies for Food and Beverage Marketing
- Implementation, Assessment, and Updates

Local School Wellness Policy (LSWP)

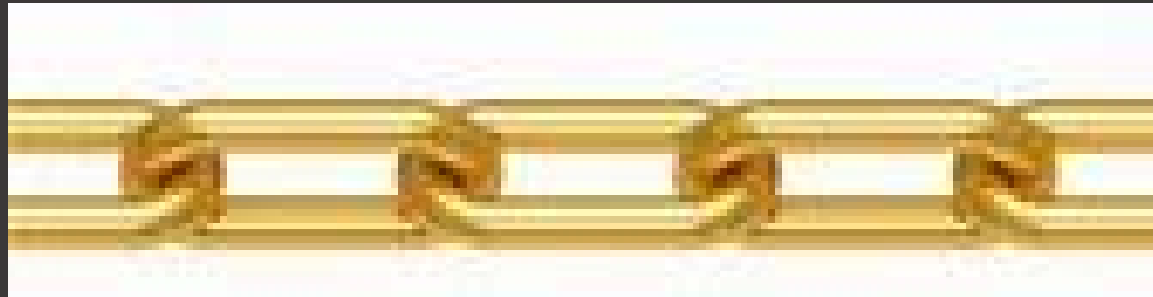


Required to be included in your LSWP

- I. Specific goals for
 - **Nutrition education and promotion**
 - Physical activity
 - Other school-based activities that promote student wellness

Nutrition Education & Promotion

PHYSICAL ACTIVITY-----PHYSICAL EDUCATION

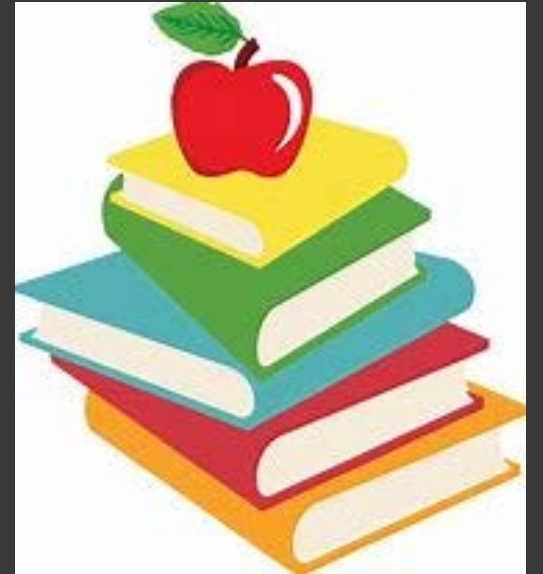


NUTRITION PROMOTION----NUTRITION EDUCATION

Nutrition Education & Promotion



Nutrition promotion is any activity or resource that is designed to publicize or increase awareness of good nutrition.



Nutrition Education & Promotion



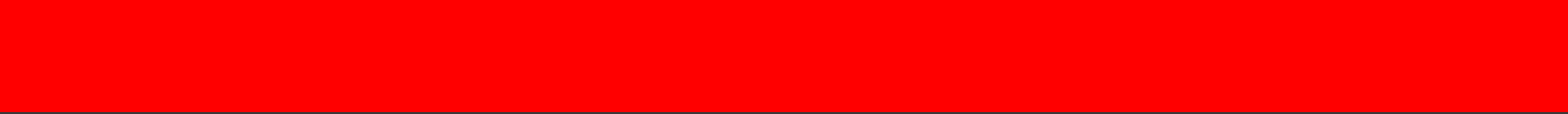
Nutrition education is sequential, comprehensive, and teaches skills and knowledge needed to establish and sustain a nutritious lifestyle.



Whole School, Community, Child and LSWPs



A more comprehensive approach is needed.



“Schools are essential to early exposure to good nutrition and provide a blueprint for healthy eating that can last a lifetime.”

~Kevin Concannon
USDA Under Secretary for Food, Nutrition and Consumer Services

ICE BREAKER



Harvest of the Month





Harvest of the Month



Network for a Healthy California

Agenda

- **Purpose:** to provide an orientation to HOTM and identify implementation strategies
- **Outcome:**
 - Identify various HOTM resources available
 - Understand the goals and objectives of HOTM
 - Understand how to implement HOTM in the classroom, school community, and neighborhood community



Healthy Children Make Better Learners!

- Increased concentration
- Improved math, reading, and writing test scores
- Reduced susceptibility to stress
- Reduced disruptive behaviors
- Fewer absences due to illness

Sources:

Sallis, JF, et al. (1999). Res Q Exerc Sport, 70(2), 127-134;
Shepard, RJ (1999). Pediatr Exerc Sci, 9, 113-126;
Symons (1997). JOSH, 67(b).



HOTM: What is it?



Harvest of the Month aims to:

- Increase access to fruits and vegetables.
- Increase consumers' preference for fruits and vegetables.
- Increase consumption of locally grown food items
- Increase participation in daily physical activity
- Expand familiarity.

HOTM: Website



Harvest of the Month™

- Program Overview
- Educators' Corner
- Training Corner
- Produce List & Criteria
- Monthly Elements
- Ordering Information
- Web Links
- Contact Information

Search this site



What's New?

- Are you hearing a lot about Farm to School programs lately? Learn more from the California Farm to School E-newsletter. You can also check out our Farm to School support materials.
- Check out our new **Harvest of the Month Overview flyer** - an informative look at our goals, who we reach, why it works, how it works, and what people are saying about it (hint: "It works!").
- We have new **Harvest of the Month Calendar templates!** We now offer three customizable calendar templates intended for different audiences. Each template is available in three different color schemes and can be personalized with events specific to your program, school district, organization, etc. Download and create your new templates today!
- We also offer new **Graphic Organizer templates.** In response to demand for more student assessment tools, we have developed five Graphic Organizer templates intended for use in the classroom, in conjunction with the educator newsletter activities and student workbooks. These are modeled after other student assessment tools that are commonly used in classrooms today. Download and use these assessment tools in your classroom.
- All 36 **Community Newsletters** have been updated to incorporate ChooseMyPlate and the new 2010 Dietary Guidelines for Americans. Check out these improved newsletters today - they're great for distributing in the workplace, at retail stores, farmers' markets, faith groups, and in any community setting.
- Many thanks to our local partner, the Network for a Healthy California - San Diego & Imperial Region, for creating the **Harvest of the Month Get Fit tools.** These handy two-sided cards feature great physical activity exercises, nutrition information, and a tasty recipe.
- If you're looking to assess the impact of your nutrition education efforts from your Harvest of the Month program, consider using this **new survey.** It's designed just for kids and is available in English and Spanish.



Harvest of the Month has been awarded the:

- 2013 Distinguished Service to Health Education Award from the American Alliance for Health, Physical Education, Recreation and Dance.
- 2012 Produce Business Marketing Excellence Award
- 2012 National Public Health Information Coalition's Award for Excellence in Public Health Communications

Related Links

- Harvest of the Month Branding Guidelines
- Harvest of the Month Flyer Templates
- Graphic Organizer Templates
- Calendar Templates

Demonstration: Taste Testing



Exploring California Asparagus: Taste Testing



Exploring California Asparagus: Taste Testing



- Observe, feel, smell, and taste each dried fruit
- Record observations your senses experienced
- Brainstorm ideas for obtaining produce for classroom taste testing activities



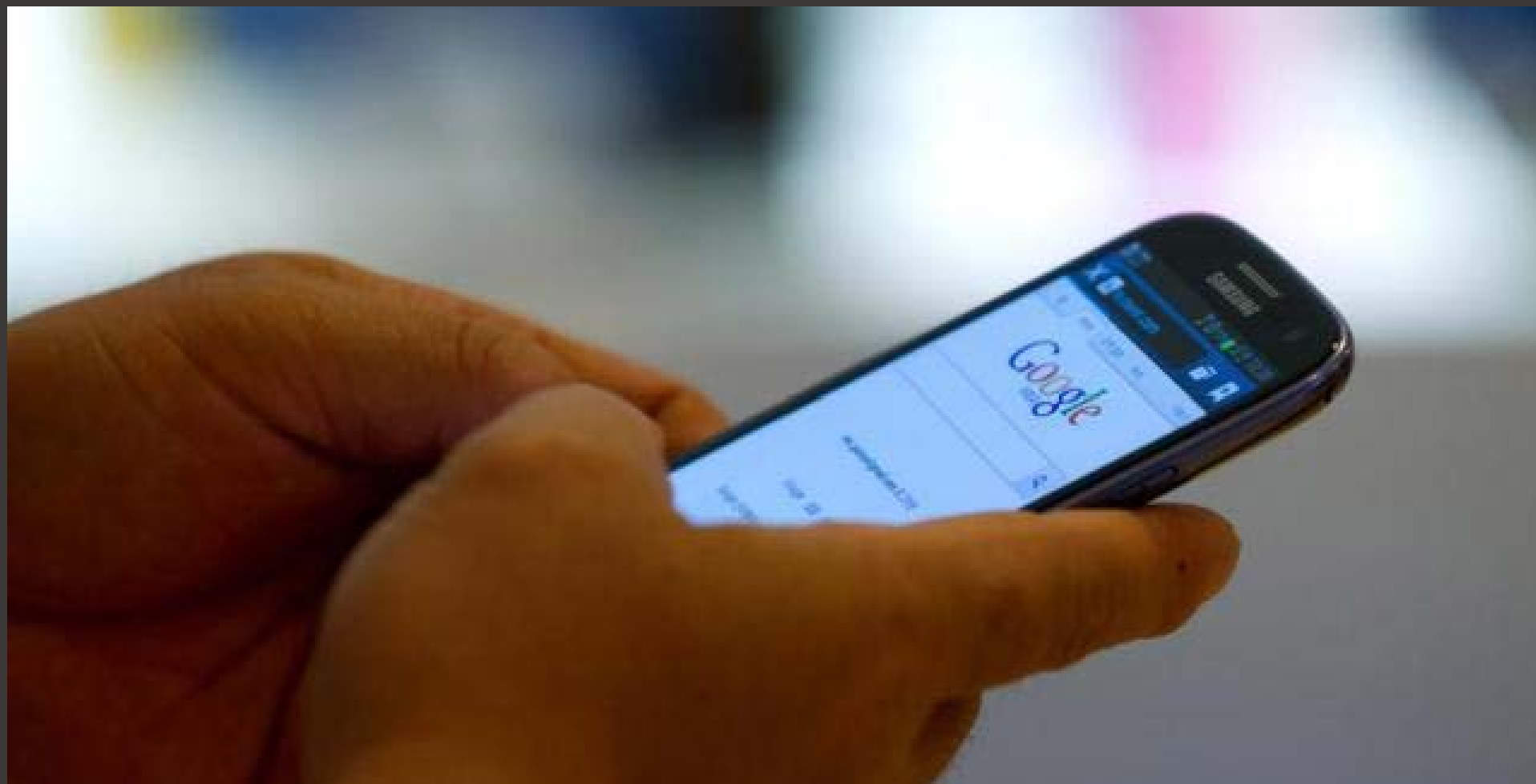
Asparagus: Raw vs Cooked



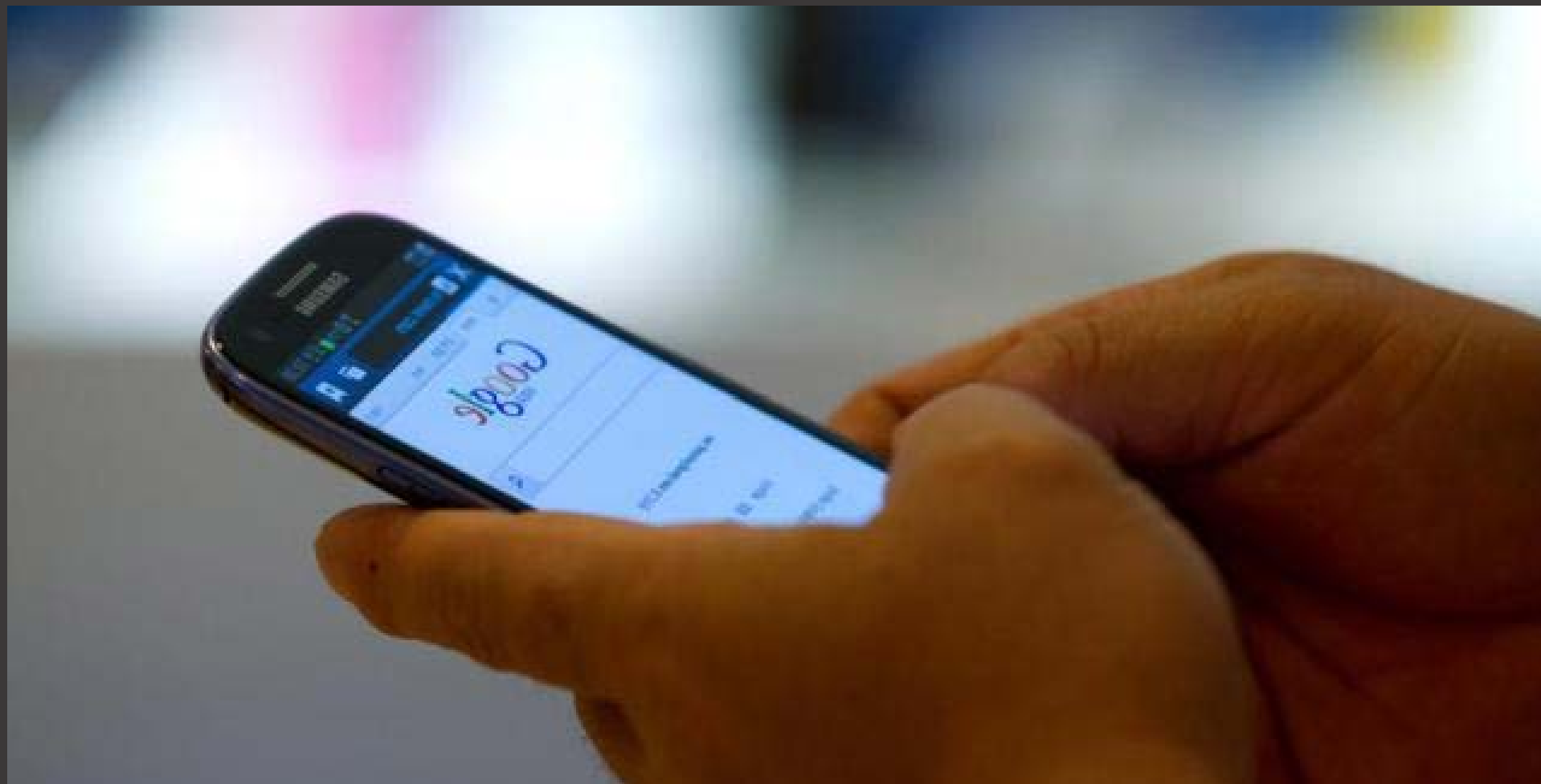
Let's Talk Berries



Please take out your phones



Thank you for participating!



Let's Practice



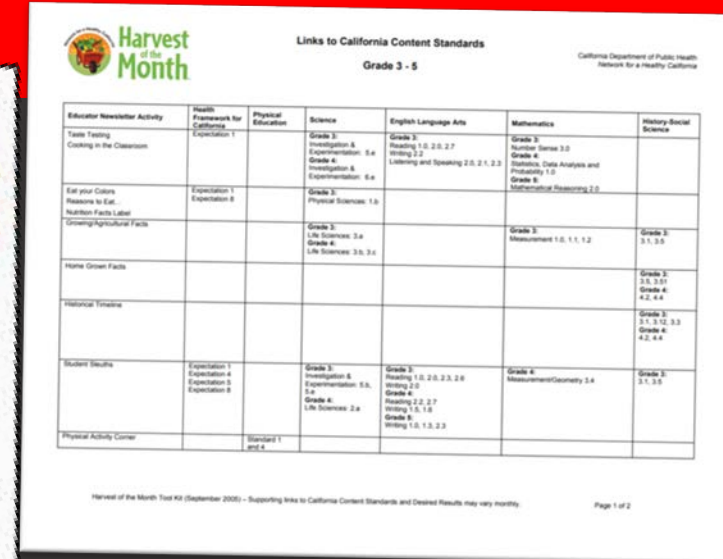
Menu Slicks



Family Newsletters



Educator Newsletters



Links to CA Content Standards

Let's Practice



Activity:

- Divide into five (5) groups
- Explore your assigned section
- Discuss implementation strategies (record on notes)



What Are Your Opportunities?



Going Beyond the Classroom



Discussion Questions

- How can school food service be involved with HOTM in the cafeteria and in the classroom? What other activities can the school food service staff do to support HOTM implementation?
- Consider local food retailers, farmers' markets, and restaurants. How can you engage them in HOTM? What are some specific things you might try to engage these organizations? What sections of the educator newsletter might be helpful?
- How can you garner support from local farmers and members of the agricultural community? Consider produce donations, field trips, involvement with school gardens, or presentations to the classroom.



LUNCH





Volunteers Needed



Sugary Drinks: What are they?





*DID
YOU
KNOW?*

Show Me the Sugar





4 GRAMS of SUGAR

=

1 TEASPOON



Grams of Sugar

÷



=

Teaspoons

40 Sugar Grams

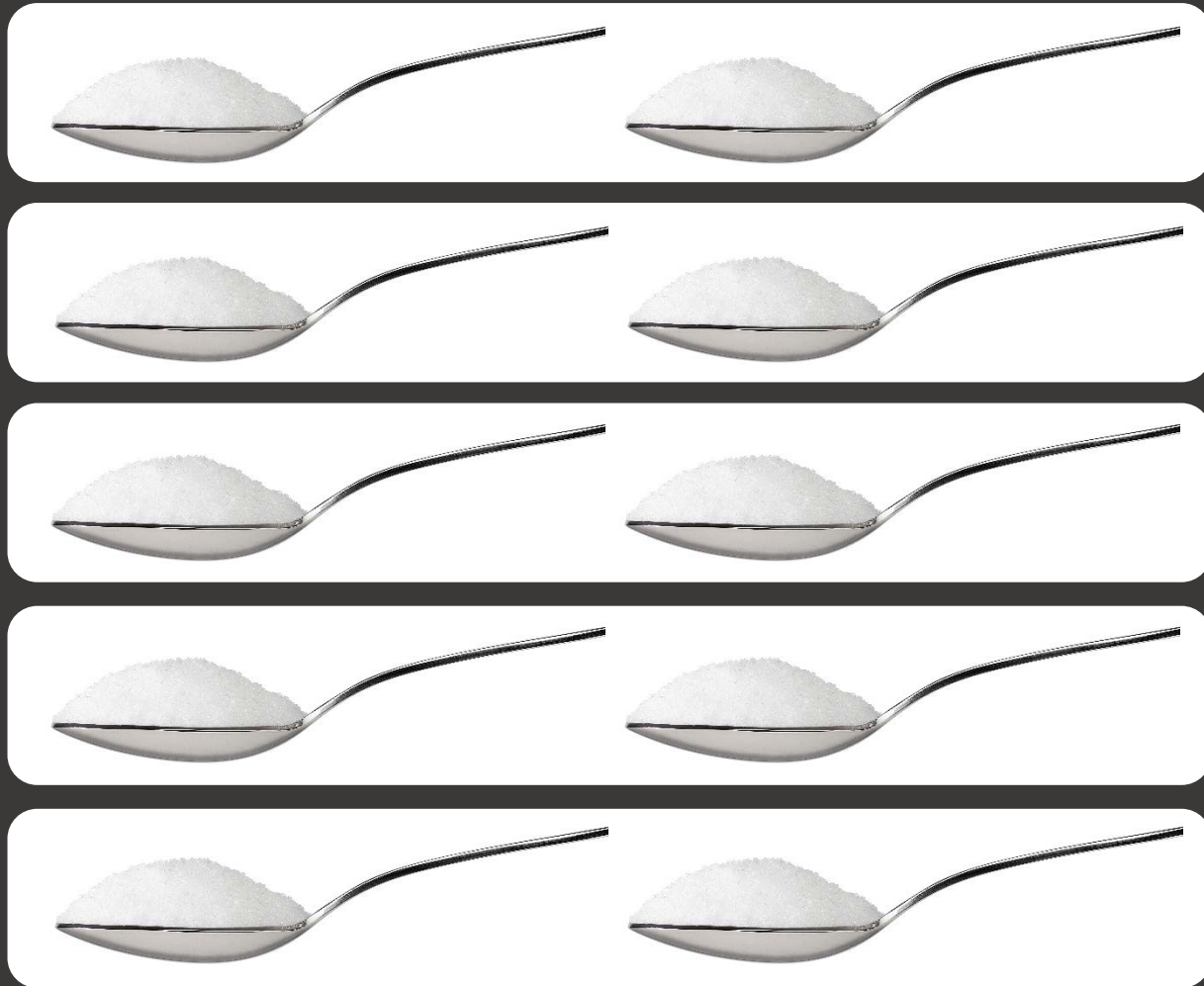
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=

How Many Teaspoons?

10 Teaspoons



wow!!!

Daily Added Sugar Limit

MEN



**9 teaspoons
36 grams
150 calories**

WOMEN



No more than:

**6 teaspoons
25 grams
100 calories**

wow!!!



Daily Added Sugar Limit

MEN



WOMEN



No more than:

9 teaspoons
36 grams
150 calories

6 teaspoons
25 grams
100 calories

wow!!!

Daily Added Sugar Limit

MEN



9 teaspoons
36 grams
150 calories

WOMEN

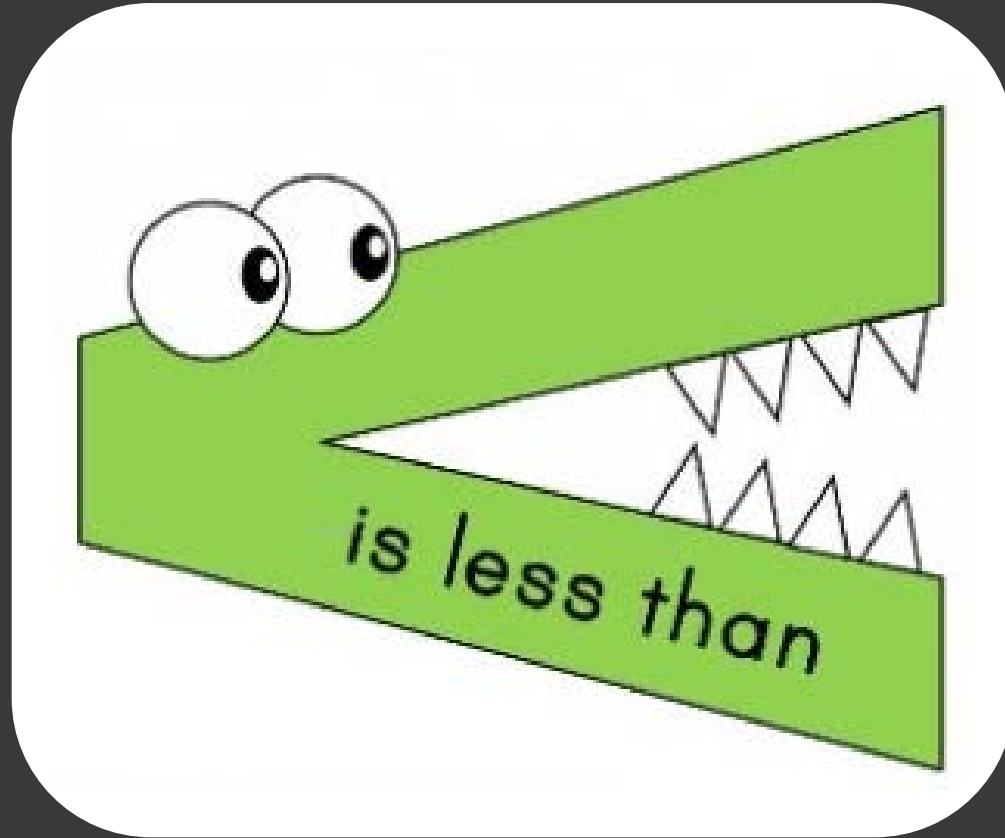


6 teaspoons
25 grams
100 calories

No more than:



*Children,
Tweens,
& Teens*



6
*Teaspoons
of
ADDED
Sugar*

In a whole day!!!

Juice Drink

28 sugar grams

2 servings per
container



How many teaspoons
of **ADDED SUGAR** are
in this juice drink?

A

6 tsp

B

9 tsp

C

14 tsp

[HINT: Divide 28 by 4 and multiply by 2]

Juice Drink

28 sugar grams

2 servings per
container



How many teaspoons
of **ADDED SUGAR** are
in this juice drink?

C
14 tsp

[HINT: Divide 28 by 4 and multiply by 2]

Fruit drinks / 100% Fruit Juice / Whole Fruit



Fruit drinks / 100% Fruit Juice / Whole Fruit



Fruit drinks / 100% Fruit Juice / Whole Fruit





EAT



THE



FRUIT!



Sports Drink



16 sugar grams

2 servings per container

How many teaspoons of **ADDED SUGAR** are in this sports drink?

A

2 tsp

B

5 tsp

C

8 tsp

[HINT: Divide 16 by 4 and multiply by 2]

Sports Drink

16 sugar grams

2 servings per container



How many teaspoons of **ADDED SUGAR** are in this sports drink?

C
8 tsp

[HINT: Divide 16 by 4 and multiply by 2]

Energy Drink

32 sugar grams

2 servings per container



How many teaspoons of ADDED SUGAR are in this energy drink?

A

7 tsp

B

9 tsp

C

16 tsp

[HINT: Divide 32 by 4 and multiply by 2]

Energy Drink

32 sugar grams

2 servings per
container



How many teaspoons
of ADDED SUGAR are
in this energy drink?

C
16 tsp

[HINT: Divide 32 by 4 and multiply by 2]

Soda

56 sugar grams

1 serving per
container



How many teaspoons
of **ADDED SUGAR** are
in this soda?

A

7 tsp

B

14 tsp

C

16 tsp

[HINT: Divide 56 by 4]

Soda

56 sugar grams

1 serving per
container



How many teaspoons
of **ADDED SUGAR** are
in this soda?

B
14 tsp

[HINT: Divide 56 by 4]

Fruit Flavored Soda

44 sugar grams

1 serving per
container



How many teaspoons of
ADDED SUGAR are in
this fruit flavored soda?

A

6 tsp

B

10 tsp

C

11 tsp

[HINT: Divide 44 by 4]

Fruit Flavored Soda

44 sugar grams

1 serving per
container



How many teaspoons of
ADDED SUGAR are in
this fruit flavored soda?

C
11 tsp

[HINT: Divide 44 by 4]

Milk

16 sugar grams

1 serving per
container



How many teaspoons
of **ADDED SUGAR** are
in this milk?

A
2 tsp

B
4 tsp

C
6 tsp

[HINT: Divide 16 by 4]

Milk

16 sugar grams

1 serving per
container



How many teaspoons
of ~~ADDED~~ SUGAR are
in this milk?

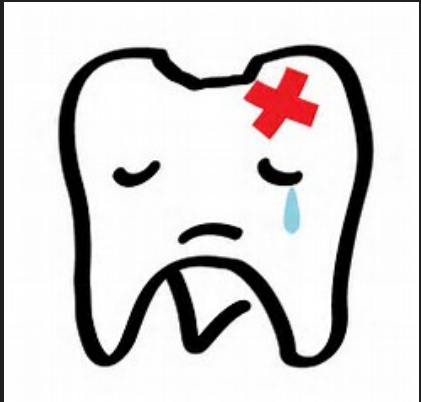
B
4 tsp

[HINT: Divide 16 by 4]

























AND...?!



- *Weight Gain*
- *Heart Disease*
- *Type 2 Diabetes*
- *Tooth Decay*



AND...?!

| | | | |
|--|--|--|---|
|  | Soda 227 calories 20 fl. oz. | 14 tsp  | 49 min.  |
|  | Sports Drink 125 calories 20 fl. oz. | 9 tsp  | 27 min.  |
|  | Energy Drink 240 calories 16 fl. oz. | 15 tsp  | 52 min.  |
|  | Juice Drink 305 calories 20 fl. oz. | 17 tsp  | 66 min.  |
|  | Fruit-flavored Soda 165 calories 12.5 fl. oz. | 11 tsp  | 36 min.  |
|  | Vitamin-added Water 125 calories 20 fl. oz. | 8 tsp  | 27 min.  |
|  | Sweetened Tea 213 calories 20 fl. oz. | 14 tsp  | 46 min.  |
|  | Water 0 calories 20 fl. oz. | 0 tsp  | 0 min.  |

DRiNK
more
WATER



Remember:

- ✓ *Drink water instead of sugary drinks*
- ✓ *Switch to fat-free or lowfat (1%) milk*
- ✓ *Select 100% fruit juice. Or...*

EAT THE FRUIT!





Tips:

- ✓ Check the Facts
- ✓ Drink Water
- ✓ Enjoy Your Beverage

RETHINK YOUR DRINK DAY



rethink
YOUR DRINK DAY

May 16, 2018

<https://rethinkyourdrinkday.com/>

PHYSICAL ACTIVITY BREAK



What Next: Action Planning & Share Out



- **Individual**
 - Set personal goal(s)
- **Classroom**
 - Nutrition Education
- **School**
 - Nutrition Promotion (e.g., Cafeteria)
 - Gardens
- **District**
 - Review LSWP language and Prioritize wellness components

What Next: Action Planning & Share Out

- Individual
 - Set personal goal(s)



What Next: Action Planning & Share Out

- Classroom
 - Nutrition Education (e.g., in the classroom)



What Next: Action Planning & Share Out

- School
 - Nutrition Promotion (e.g., Cafeteria)
 - Gardens



What Next: Action Planning & Share Out



- District
 - Review LSWP language and Prioritize wellness components



Nutrition Education

Note: The remainder of this section provides policy language to address this mandated topic and should be revised to reflect district practice.

The district's nutrition education and physical education programs shall be based on research, shall be consistent with the expectations established in the state's curriculum frameworks and content standards, and shall be designed to build the skills and knowledge that all students need to maintain a healthy lifestyle.

(cf. 6011 - Academic Standards)

(cf. 6142.7 - Physical Education and Activity)

(cf. 6142.8 - Comprehensive Health Education)

(cf. 6143 - Courses of Study)

The nutrition education program shall include, but is not limited to, information about the benefits of healthy eating for learning, disease prevention, weight management, and oral health.

Nutrition education shall be provided as part of the health education program and, as appropriate, shall be integrated into other academic subjects in the regular educational program, before- and after-school programs, summer learning programs, and school garden programs.

(cf. 5148.2 - Before/After School Programs)

(cf. 6177 - Summer Learning Programs)

Nutrition Education

Close Window or Esc Key



[Back to Assessment Tool](#)

NE5

Links nutrition education with the school food environment.

0 - Not mentioned

1

Vague and/or suggested

Example:

- "The entire school environment, not just the classroom, shall be aligned with healthy school goals to positively influence a student's understanding, beliefs, and habits as they relate to good nutrition and regular physical activity."
-

2

Requires that nutrition education be integrated into the larger school environment in concrete ways.

Examples:

- "The nutrition education program shall work with the school meal program to develop school gardens and use the cafeteria as a learning lab."
- "Field trips: Children will have an opportunity to visit local farms where produce is purchased for school meals."

[Back to Assessment Tool](#)

Classroom Celebrations

School staff shall encourage parents/guardians or other volunteers to support the district's nutrition education program by considering nutritional quality when selecting any snacks which they may donate for occasional class parties. Class parties or celebrations shall be held after the lunch period when possible.

Classroom Celebrations

Close Window or Esc Key

Regulates food served during classroom parties and celebrations in elementary schools.

USDA SMART SNACKS

| Foods must meet <i>one</i> of the following criteria: | Must meet <i>all</i> of the following criteria: |
|--|---|
| Be a "whole grain-rich" grain product | Snack items: ≤ 200 calories Entrée items: ≤ 350 calories |
| Have as the first ingredient a fruit, a vegetable, a dairy product, or a protein food | Sodium limits on snack items: $\leq 230\text{mg}^{**}$ Sodium limits on entrée items: $\leq 480\text{mg}$ |
| Be a combination food that contains at least $\frac{1}{4}$ cup of fruit and/or vegetable | Total fat limit: $\leq 35\%$ of calories Saturated fat limit: $< 10\%$ of calories Trans fat=zero grams |
| Contain 10% of the Daily Value (DV) of one of the following: calcium, potassium, vitamin D, or dietary fiber.* | Sugar limit: $\leq 35\%$ of weight from total sugars in foods |

1

Any of the following:

- Foods served at class parties must meet Smart Snack standards
- An umbrella statement saying "all (competitive) foods" served at school must meet Smart Snack standards. Regulations for class parties are required but weakened (e.g., by allowing one traditional party food).
- Provide a specific and restricted list of food items allowed to be served/distributed/available at class parties or at all times (e.g., limiting to fruits and whole grains).

Examples:

- "The district shall provide parents with a list of allowable party foods that meet the Smart Snack standards
- "The district will regulate all food and beverages served during classroom activities."
- "Classroom parties, celebrations, etc. shall be limited to one snack and one beverage from a list of Smart Snack allowable items."

2

No food is served during class celebrations.

Exception: food may be brought into the classroom no more than twice per year for activities related to curriculum (e.g., Thanksgiving traditions are being studied).

Examples:

- "Classroom celebrations will focus on activities, rather than food. No food will be served."
- "Due to concerns about food safety and food allergies, children will be recognized on their birthdays by being given special privileges, such as being line leader or teacher's helper for the day. No food will be brought into the classroom."

Water

Note: Pursuant to 42 USC 1758, schools participating in the National School Lunch Program are required to make free drinking water available for consumption at locations where meals are served during meal service. In addition, Education Code 38086 requires all California schools to make free drinking water available during school meal times, unless the Board adopts a resolution demonstrating that the district is unable to comply due to fiscal constraints or health or safety concerns. See AR 3550 - Food Service/Child Nutrition Program for policy language related to these requirements. Also see CSBA's policy brief [Increasing Access to Drinking Water in Schools](#) for further information and sample strategies for providing water and encouraging consumption. Information on potential funding sources to comply with the potable water requirement is available on the CDE web site.

The Superintendent or designee shall provide access to free, potable water in the food service area during meal times in accordance with Education Code 38086 and 42 USC 1758, and shall encourage students' consumption of water by educating them about the health benefits of water and by serving water in an appealing manner.

Water

Close Window or Esc Key



[Back to Assessment Tool](#)

NS10

Addresses availability of free drinking water throughout the school day.

0 - Not mentioned

1

Availability of free water is suggested or encouraged

Examples:

- "Water shall be accessible during hours of school operation through choices such as drinking fountains or vending machines."
 - "Schools are encouraged to provide drinking fountains throughout the school campus."
 - "Students are allowed to bring in bottled water from home."
-

2

Free water is always available

Examples:

- "Students and staff will have access to free, safe, and fresh drinking water throughout the school day."
- "Drinking water fountains will be made available to students and staff throughout the school building."
- "Students will be provided access to drinking water throughout the day."

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Share Out & Reflection



Evaluation & Closing



Thank You!

