



Nutrition Education in Schools

Division of Health and Wellness

Carolina Arango, MS, RDN, LD and Andrea Belloli, RDN

Introductions

Carolina Arango, MS, RDN, LD

Nutrition Education Specialist

(202) 727-3467

Carolina.Arango@dc.gov

Andrea Belloli, RDN

Program Specialist

(202) 727-1398

Andrea.Belloli@dc.gov

Outline

- Introduction
- Health Education Standards
- Nutrition education throughout the school day
- Safe food handling practices
- Taking action
- Questions

Introduction

- Importance of nutrition education
 - Helps students maintain a healthy weight
 - Establishes healthy eating behaviors
 - Enhances classroom engagement
 - Promotes an overall healthier lifestyle
- 12% of high school students ate vegetables at least three times in the previous week (down from 15% in 2012)¹

Healthier students are better learners!²

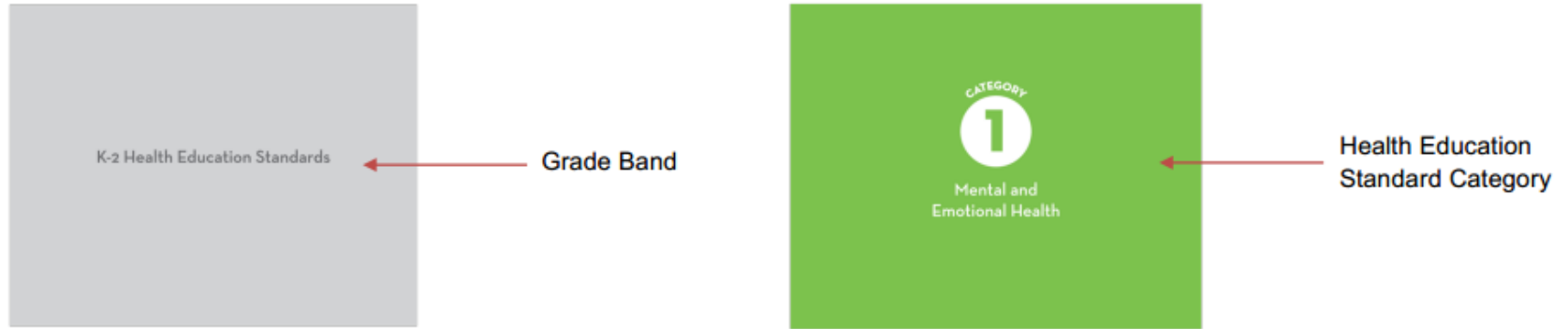


HEALTH EDUCATION STANDARDS

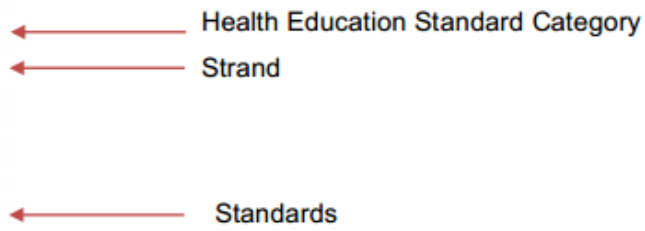
Overview

- [2016 Health Education Standards](#)
 - Clear, skill-based, and age-appropriate
 - Reflect best-practices and evidence-based approaches
 - Align with [National Health Education Standards](#), second edition (NHES)
 - Reflect Whole School, Whole Community, Whole Child model
 - Showcase the knowledge students need to maintain and improve their health and wellness

How to Read the Standards



Category 1 : Mental and Emotional Health							
1 Health Promotion	2 Analyzing Influences	3 Assessing Information	4 Communication	5 Decision-Making	6 Goal Setting	7 Healthy Behaviors	8 Advocacy
K-2.1.1.1 Identify basic emotions and positive and negative ways of dealing with emotions in a variety of situations.	K-2.1.2.5 Identify positive and negative influences on mental and emotional health practices and behaviors.	K-2.1.3.6 Identify trusted persons and how to get help if something is bothering you.	K-2.1.4.7 Demonstrate how to express personal needs and wants appropriately.			K-2.1.7.8 Describe positive and negative ways of acting on emotions.	K-2.1.8.9 Encourage others to appreciate their differences.
K-2.1.1.2 Explain the impact of different emotions on self and others.							K-2.1.8.10 Explain ways children can model healthful behaviors for others.
K-2.1.1.3 Describe what respect is and why it is important.							
K-2.1.1.4 Describe the difference between bullying and teasing.							



Standard example:
 K-2.1.7.8: Describe positive and negative ways of acting on emotions.

- K-2 = recommended grade band of implementation.
- 1.7.8 = Category 1, Strand 7, Standard 8.

Category 5: Nutrition

- Organized by strands:
 - Health Promotion
 - Analyzing Influences
 - Accessing information
 - Communication
 - Decision-making
 - Goal Setting
 - Healthy Behaviors
 - Advocacy
- Divided into grade bands
- Builds upon each other



NUTRITION EDUCATION THROUGHOUT THE SCHOOL DAY

Breakfast

- [Chefs Move to Schools](#) 
- Bring in a nutritionist
- Reimbursable meal posters
- Encourage students to taste every food item



Morning Announcements

- School assemblies
 - Principal outlines [Smart Snacks](#)
 - Quotes on healthy living
- Over the loud speaker
 - Highlight school menus
 - Pick and describe a fruit or vegetable of the week

In the Classroom

- Nutrition can be incorporated into a variety of subjects:
 - Art
 - English-Language Arts (E.L.A)
 - Gym Class
 - Math
 - Science
 - Social Studies




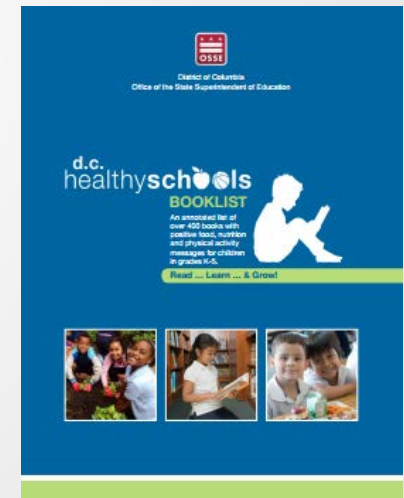
During Schools Meals and Snacks

- Reimbursable meal posters
- Cooking demonstrations 
- Food tastings 
- Build your own rainbow activity 
- Encourage students to taste every food item




Outside the Classroom

- **In the school garden**
 - Plan lessons around the local [planting calendar](#)
 - School garden-based [curricula](#)
- **In the library**
 - [DC Healthy Schools Booklist](#) (K – 5)
 - [Health and Physical Education Booklist](#) (K – 12)
- **School assemblies**
 - Speakers
 - Documentaries
- **Field trips**
 - Farm field trips 
 - Science museums



After School Programs

- Cooking classes 
 - Encourage students to taste every food item
- Interactive games
- Host a health fair
- Start an after school club

Other Opportunities

- [Growing Healthy Schools Month](#) (October) 
- [National School Lunch Week](#) (October)
- National School Breakfast Week (March)
 - [Hear the Crunch!](#) Activity 
- [National Nutrition Month](#) (March)
- [Every Kid Healthy Week](#) (April)
- [Strawberries and Salad Greens Day](#) (June) 



SAFE FOOD HANDLING PRACTICES



Importance of Food Safety

- Children are a “high risk” population for foodborne illness
- Foodborne illnesses affects student attendance and achievement
- Teacher illnesses costs time and money
- Serious foodborne illness can cause death and lead to lawsuits against schools and school districts

Foodborne illness is preventable with easy-to implement food safety practices

Handwashing

- Prevents spread of bacteria and viruses that cause infections and foodborne illnesses

Before you...	After you....
Handle or prepare food	Prepare food
Eat meals	Touch raw food, especially meats
Before you leave the restroom	Switch food preparation tasks
	Cough, sneeze, or blow your nose
	Handle garbage, dirty dishes
	Touch frequently used items

Cross-Contamination

- Can lead to allergy attacks and foodborne illnesses contributing to:
 - School absences
 - Hospitalizations
 - Death
- Separate raw meat, poultry, and egg products from produce and cooked foods
- Wash hands or change gloves between tasks

Food Allergies

- Food allergy is the most common cause of anaphylaxis
- Eight most common food allergens:
 - Milk
 - Tree nuts
 - Fish
 - Shellfish
 - Peanuts
 - Eggs
 - Soy
 - Wheat



Food Allergies

- School's responsibilities:
 - Create a safe environment for students with allergies
 - Use prevention and avoidance strategies
 - Be prepared to handle allergic reactions
 - Address teasing—bullying
 - Maintain an up-to-date [undesigned epinephrine auto-injector \(UEA\) plan](#)
- Student's Responsibilities:
 - No food trading
 - Don't eat anything with unknown ingredients or a food known to contain allergens
 - Notify an adult immediately if something is eaten that may contain an allergen
 - Submit [dietary accommodations form](#)



TAKING ACTION

Suggestions

- Sit down and eat with students
 - Encourage them to taste every item
 - Emphasize fruits and vegetables
- Partner with a community-based organization
- Apply for funding:
 - OSSE's [Farm to School Grant](#)
 - OSSE's [School Garden Grant](#)
- Create a support team
- Staff as role models
- Incorporate into local wellness policy

Community Based Organizations

- [Alliance for a Healthier Generation](#)
- [Common Threads](#)
- [Citi Blossoms](#)
- [DC Central Kitchen](#)
- [DC Greens](#)
- [DC Hunger Solutions](#)
- [Kid Power Inc.](#)
- [Martha's Table](#)



The District of Columbia Office of the State Superintendent of Education (OSSE) does not endorse or recommend any commercial products, processes, or services. The views and opinions of authors expressed in this webinar are for informational and planning purposes only and do not necessarily state or reflect those of OSSE. This may not be used for advertising or product endorsement purposes.

Additional Resources

- OSSE's [Nutrition Curricula Review Guide](#)
 - To be released during the 2016-17 school year
 - [Health Education Curriculum Analysis Tool \(HECAT\)](#) by CDC
- [Fruits & Veggies-More Matters](#)
- [USDA Team Nutrition](#)
- [MyPlate](#)
- [CDC Handwashing](#)
- [USDA Food Safety](#)
- [Whole School, Whole Child, Whole Community \(WSCC\) model](#) by CDC
- [School Health Index \(SHI\) Tool](#) by CDC

References

1. DC Youth Risk Behavior Survey (2015). Retrieved from <http://osse.dc.gov/service/dc-youth-risk-behavior-survey-yrbs>
2. Charles E. Basch. (2010). Healthier students are better learners: A missing link in school reforms to close the achievement gap. Retrieved from http://www.equitycampaign.org/i/a/document/12557_EquityMattersVol6_Web03082010.pdf



Q&A



| Thank you!