

## Elementary Program Notes for Training Slide Show

The following notes are guidelines on discussion points for the Nurture Elementary Program Training. When taught in this fashion, you will be modeling the Nurture teaching approach.

### Slide 1

- By the end of this training session, attendees will be prepared to implement the Nurture Elementary Program in their schools.
- The training is divided into three segments.
  1. What is taught in the Nurture Elementary Program and how it aligns to teaching standards
  2. How to implement the program and use the program materials

### Slide 2

3. How to teach nutrition
- Throughout this session we will model the Nurture teaching philosophy
    1. The presentation will be interactive – we want you to share your questions, thoughts and experiences
    2. As your trainers we will aim to keep it positive and draw on our personal experiences to reinforce points
    3. Most importantly we want to keep it fun!
  - **Let's get started (ask group)** why is it important to teach children about nutrition?

### Slide 3

- Those are all great reasons. Here are some additional reasons.
- Review slide contents.
- ([Annu Rev Public Health. 2009;30:253-72. doi: 10.1146/annurev.publhealth.031308.100307.](https://doi.org/10.1146/annurev.publhealth.031308.100307) School-based interventions for health promotion and weight control: not just waiting on the world to change. By David L. Katz, MD, MPH, FACPM, FACP-Director, Prevention Research Center, Yale University School of Medicine. )

### Slide 4

- Review slide contents

### Slide 5

- Review slide contents
- Key topics and core concepts establish common vocabulary so when the students move onto middle school, everyone will be able to understand each other easily.

### Slide 6

- Define Go foods, slow foods, wannabes
- Fiber is an under consumed nutrient in the US. (95% of Americans do not eat enough fiber). Fiber helps us feel full, maintain a healthy digestive tract and regulate blood sugar.
- Added and natural sugars are processed the same way in our bodies. But whole foods tend to be higher in fiber, thus helping to regulate the speed in which the sugar enters your blood stream.
- All macronutrients are essential. These terms are used frequently in society. We want children to understand how to use this information.
- We want children to use nutrition labels and ingredients to evaluate the quality of the food rather than relying food marketing such as packaging and commercials.
- **Any questions or comments?**

### Slide 7

- Almost every lesson begins with a few minutes of exercise. This reinforces the importance of exercise and helps set a routine the students look forward to.
- For classes where the students get too wound up from the exercise, you may want to shift the timing of the exercise to the end of the lesson.
- Elementary aged children should get between 9 and 11 hours of sleep a night.
- **Everybody up – let’s do some exercises so you can see how we start our classes. Let’s start with 30 jumping jacks. (Then call on 2 or 3 people to suggest exercises. Should take about 2 to 3 minutes total)**

### Slide 8

- 90% of Americans do not eat sufficient quantities of fruits and vegetables.
- Fruits and vegetables are important sources of vitamins, minerals, water, fiber and other nutrients.
- Eat a rainbow because different colored fruits and vegetables contain different phytonutrients which help our bodies in different ways.
- Discuss the difference between the scientific definition of fruits and vegetables: seeds and pits. For nutritional purposes they are defined by their sugar content. The nutrition definition is used for diabetes counseling and by the USDA for the National School Lunch program.
- The key point should be that whether it is a fruit or a vegetable we need to eat more.

### Slide 9

- **Ask the group** to name a food group, how it helps our bodies, and examples of foods in that group. Demonstrate the symbols for the food groups and how to use these to help children remember how they help our bodies.
  - Vegetables – Smile because they make our bodies happy
  - Fruits – OK symbol with hand because fruits keep us feeling okay

- Grains – pump arms like your running in place because grains give us energy
- Protein – flex your muscles (biceps) because helps us build muscle
- Dairy – point to your teeth because dairy helps build strong teeth and bones
- Snacks are important for providing energy between meals, especially for children. Snacks and treats are not the same.
- Snacks should include go foods from at least 2 food groups.
- Treats are slow foods to be consumed once in a while because they do not nourish our bodies.

#### **Slide 10**

- Energy balance is the balance between energy consumed via food and energy expended via bodily functions such as breathing, digestion, growth and cell repair and physical activity.
- Eat to satisfaction: not too full, not hungry (think goldilocks and the 3 bears).
- It is important not to focus too much on weight during the lessons. We don't want to create body image issues. We want the students to develop positive relationships with food, avoiding both obesity and eating disorders.
- We purposely do not discuss calories, again to avoid eating disorder issues. We want to students to focus on being physically active, eating go foods – especially fruits and vegetables, and eating mindfully to satisfaction.
- Hunger is a physical sensation of stomach pain or gurgling sounds or feeling light headed, spacey and or weak from lack of food.
- Appetite is an emotional wanting or desire for food or beverage with no actual physical symptoms.
- **Ask group to give an example of a time they experienced hunger and appetite.**
- Portions have grown dramatically over the last 4 decades. Recognizing appropriate portion sizes is critical to maintaining a healthy body.

#### **Slide 11**

- Water is the best choice when dehydrated.
- Children should get 3 servings of dairy a day.
- The American Academy of Pediatrics recommends no more than 1 cup of 100% fruit juice a day for elementary aged children. 100% fruit juice has high concentrations of sugar and often lacks fiber. Eating whole fruit and drinking water provides a better balance of nutrients.
- Dehydration can make us feel sleepy, hungry or crabby. It can make it hard to concentrate, cause a headache or upset stomach.

#### **Slide 12**

- The Nurture Elementary Program is designed to be developmentally appropriate.
- The Nurture Elementary Program contains five levels which generally correspond to the grade in school.

- Key topics are introduced in the younger grades and Core Program Concepts are introduced with increasing sophistication in subsequent lessons and grades.
- **Have group refer** to the Key Topics and Core Concepts by Program Level
- Talk through row about eat mainly foods that nourish your body.
- Group can look at remaining rows and tables at their leisure. Skip the next two slides
- **Ask the group:** how do these topics align with teaching standards you are responsible for?

#### **Slides 13 and 14**

- Just for reference. You can skip these during the training.

#### **Slides 15 and 16**

- Review slide contents if you are giving your presentation in Idaho.

#### **Slide 17**

- Review slide contents if you are giving your presentation in Illinois.

**NOTE:** if you are using this program in a state other than Idaho or Illinois, state standards can easily be found through a Google search.

#### **Slide 18**

- Now let's discuss how the program materials are organized.
- With each bullet,
  1. Briefly explain what the item is and how and when to use it
  2. Show class how to access materials on Nurture website
  3. Show class how to find materials in binders and prop boxes

#### **Slide 19**

- With each bullet,
  1. Briefly explain what the item is and how and when to use it
  2. Show class how to access materials on Nurture website
  3. Show class how to find materials in binders and prop boxes
- Lessons are scripted to help provide proven methods for effectively teaching the concepts in the time allotted. These are a guide and should be adapted to the needs of the specific class.
- P.E. Activities start with a brief review of the lesson and are followed by a game to reinforce the lesson. Feel free to modify the game to meet the needs of your class and constraints of your space and equipment.

#### **Slide 20**

- With each bullet,
  1. Briefly explain what the item is and how and when to use it

2. Show class how to access materials on Nurture website
  3. Show class how to find materials in binders and prop boxes
- Supplemental activities can be used in the classroom, during PE, or as homework.

#### **Slide 21**

- Now let's see what you have learned.
- Let's split into groups. Each group will be assigned a Level and unit.
- Work in groups and answer the questions on the board.
- You have 3 minutes to work and 1 minute to present your findings to the class

#### **Slide 22**

- Review slide contents
- Let's look at the Program Materials chart for Level 2, Level 2 First Year, Level 3 and Level 3 First Year.
- **What are the differences?**
  1. Level 2 First Year starts with Go Slow lesson instead of Go Slow Lunches and has a different PE activity. The rest of level 2 is the same.
  2. Level 3 First Year starts with Go Slow Lesson, then MyPlate, then a combined Breakfast and Appetite lesson. The rest of level 3 is the same.
- If the spring before a school teaches the 1<sup>st</sup> – 5<sup>th</sup> graders Lesson 1.1: Food for Fuel: Go or Slow this year and teaches 2<sup>nd</sup> – 5<sup>th</sup> graders Lesson 2.2: MyPlate, then they can start with Second year implementation the following fall.

#### **Slides 23 and 24**

- Review slide contents.

#### **Slide 25**

- Review slide contents.
- Spacing out the unit components will require more thought for the students to recall the concepts, aiding concept reinforcement and commitment to memory.

#### **Slide 26**

- Review slide contents.
- Go into your binders and look at the Guidelines for Teaching Nutrition. Starting on the bottom of page 2 is information about what laypeople can and cannot discuss when teaching nutrition.
- Break into groups. Each group will be assigned two rows of this table (see following slides and assign accordingly).
- Groups will have 5 minutes to review the information, see if there is anything surprising or anything that raises questions.
- Each group will have 1 minute to report their observations/questions.

**Slides 27 – 31**

Have group report observations/questions.

**Slide 32**

Closing statements