Happy Healthy Snack Project Nutrition Curriculum

An effort to address childhood food insecurity in Southeast Kansas

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Master of Public Health Nutrition Candidate

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Professional Experience

- BSN MidAmerica Nazarene University 2009
- Registered Nurse
  - ER, ICU, MedSurg Manager, Pediatrics
  - Current: Year 6 of School Nurse
- Family
  - Brody, Tory 5th grade, Elin 2nd grade

Scholarship

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Presentation Overview

- APE Site Overview
- Background and Literature Review
- Learning Objectives
- Project Deliverables
- Competency Attainment
- Results and Discussion
- Acknowledgments
- References
- Questions

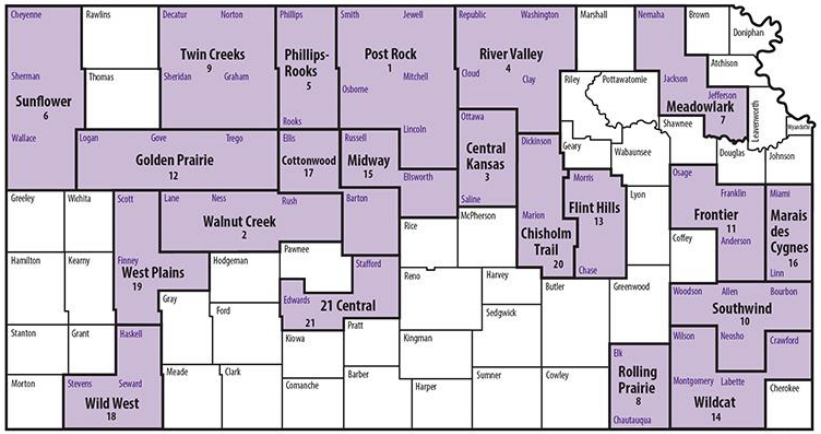
APE Site: K- State Research and Extension Wildcat Extension District

Healthy Happy Snack Project (HHSP)
Grant funded nutrition program for Southeast Kansas Public Schools

Promote nutrition and wellness among early elementary students and increase childhood nutrition and MyPlate knowledge

K – State Research and Extension

Preceptor: Katherine Pinto, MS
Nutrition, Food Safety and Health Agent
at K- State Research and Extension
Wildcat District



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Needs Assessment and Planning

Key Players, Funding, Direct Education, Policy System & Environmental Change

Students Enrolled in George Nettels Elementary School

293

2022-2023 Student Approved for Free or Reduced Lunches

Number of students approved for FREE lunches: **161**	Percent of students approved for FREE lunches: **55%**
Number of students approved for REDUCED lunches: **26**	Percent of students approved for REDUCED lunches: **9%**
Total # of students approved for FREE/REDUCED lunches: **187**	**Total %** of students approved for FREE/REDUCED lunches: **64%**

HUNGER FREE KANSAS

HAPPY HEALTHY SNACK PROJECT

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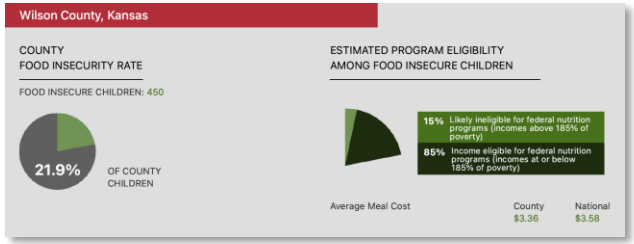
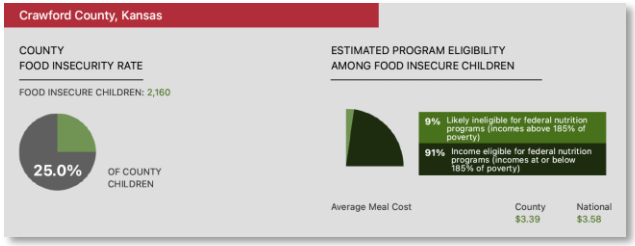
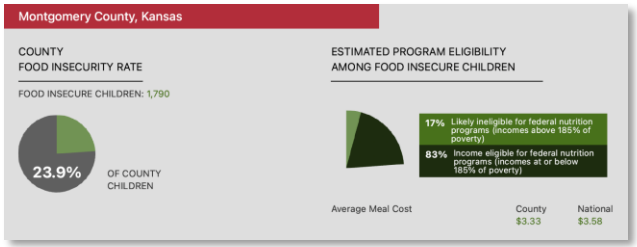
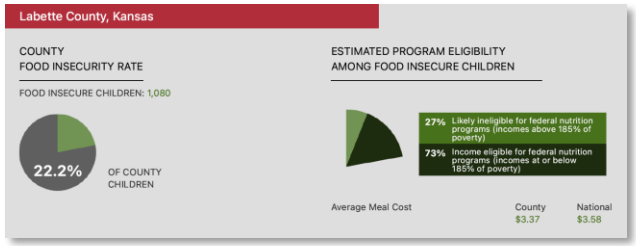
Background









Source: Feeding America. *Map the Meal Gap: Child Food Insecurity in Kansas, 2023.* Retrieved from https://map.feedingamerica.org/county/2019/child/kansas/county/crawford

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Original HHSP Lessons

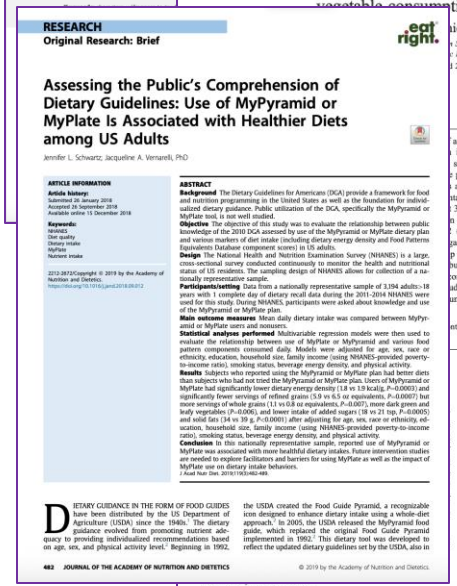
Literature Review

Health Equity
Volume 4.1, 2020
DOI: 10.1089/heq.2019.0113

ORIGINAL ARTICLE — Open Access

Improving Willingness to Try Fruits and Vegetables Among Low-Income Children Through Use of Characters

Caree J. Cotwright,[1] Courtney Alvis,[1] Fabiola de Jesus Jimenez,[1] Paula Farmer,[1] Chisom Okoli,[1] Jennine Delaine,[1] and Ginnefer O. Cox[1]



RESEARCH
Original Research: Brief

Assessing the Public's Comprehension of Dietary Guidelines: Use of MyPyramid or MyPlate Is Associated with Healthier Diets among US Adults

Jennifer L. Schwartz, Jacqueline A. Verrarelli, PhD

ARTICLE INFORMATION
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Diet quality
Dietary intake
MyPlate
Nutrient intake

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https://doi.org/10.1016/j.jand.2018.09.012

ABSTRACT

Background The Dietary Guidelines for Americans (DGA) provide a framework for food and nutrition programming in the United States as well as the foundation for individualized dietary guidance. Public utilization of the DGA, specifically the MyPyramid or MyPlate tool, is not well studied.

Objective The objective of this study was to evaluate the relationship between public knowledge of the 2010 DGA assessed by use of the MyPyramid or MyPlate dietary plan and various markers of diet intake (including dietary energy density and Food Patterns Equivalents Database component scores) in US adults.

Design The National Health and Nutrition Examination Survey (NHANES) is a large, cross-sectional survey conducted continuously to monitor the health and nutritional status of US residents. The sampling design of NHANES allows for collection of a nationally representative sample.

Participants/setting Data from a nationally representative sample of 3,194 adults≥18 years with 1 complete day of dietary recall data during the 2011-2014 NHANES were used for this study. During NHANES, participants were asked about knowledge and use of the MyPyramid or MyPlate plan.

Main outcome measures Mean daily dietary intake was compared between MyPyramid or MyPlate users and nonusers.

Statistical analyses performed Multivariable regression models were then used to evaluate the relationship between use of MyPlate or MyPyramid and various food pattern components consumed daily. Models were adjusted for age, sex, race or ethnicity, education, household size, family income (using NHANES-provided poverty-to-income ratio), smoking status, beverage energy density, and physical activity.

Results Subjects who reported using the MyPyramid or MyPlate plan had better diets than subjects who had not tried the MyPyramid or MyPlate plan. Users of MyPyramid or MyPlate had significantly lower dietary energy density (1.8 vs 1.9 kcal/g, $P<0.0003$) and significantly fewer servings of refined grains (5.9 vs 6.5 oz equivalents, $P=0.0087$) but more servings of whole grains (1.1 vs 0.8 oz equivalents, $P=0.007$), more dark green and leafy vegetables ($P=0.006$), and lower intake of added sugars (38 vs 21 tsp, $P=0.0005$) and solid fats (34 vs 39 g, $P=0.0005$) after adjusting for age, sex, race or ethnicity, education, household size, family income (using NHANES-provided poverty-to-income ratio), smoking status, beverage energy density, and physical activity.

Conclusion In this nationally representative sample, reported use of MyPyramid or MyPlate was associated with more healthful dietary intakes. Future intervention studies are needed to explore facilitators and barriers for using MyPlate as well as the impact of MyPlate use on dietary intake behaviors.

J Acad Nutr Diet. 2019;119(3):482-489.

DIETARY GUIDANCE IN THE FORM OF FOOD GUIDES have been distributed by the US Department of Agriculture (USDA) since the 1940s.[1] The dietary guidance evolved from promoting nutrient adequacy to providing individualized recommendations based on age, sex, and physical activity level.[2] Beginning in 1992, the USDA created the Food Guide Pyramid, a recognizable icon designed to enhance dietary intake using a whole-diet approach.[3] In 2005, the USDA released the MyPyramid food guide, which replaced the original Food Guide Pyramid implemented in 1992.[3] This dietary tool was developed to reflect the updated dietary guidelines set by the USDA, also in

482 JOURNAL OF THE ACADEMY OF NUTRITION AND DIETETICS

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www.elsevier.com/locate/nutres

Research Articles

Nutrition education intervention by teachers may promote fruit and vegetable consumption in Italian students

...iciello[a], Alessandra Pisano[a], Sharro...
...Service, Local Health Authority, 71100 Foggia, Italy
...Health, New York University, New York, NY 10012, USA
...22 June 2007; accepted 25 June 2007

...a school-based intervention by the classroom teache...
...in promoting fruit and vegetable consumption
...some fruit to school" ("Porta la frutta a scuola"
...primary end point was an increase in the children
...and a decrease in consumption of chips and sugar
...tary classes enrolling 521 students were assigned
...36 weeks, 471 students had completed the study.
...n group (n = 228) increased consumption of fruit
...(58%), and 73 (32%) children, respectively, an
...ar-sweetened drinks in 106 (47%) and 78 (34%
...p (n = 243) reported increased consumption of fru
...but decreased consumption of legumes in 12 (3%)
...consumption of chips and sugar-sweetened drinks
...dy implies that nutrition education intervention h
...ume consumption in elementary school–age childre

...ntrol trial; Nutrition education; Fruit consumption;

provide practical opportunities to expose... food choices [1]. Because children h... established unhealthy food and lifestyl... education at school is fundamental to t... healthy children [2].

An abundance of literature suggests g... methods to achieve modification of dieta... [2-4]. Most such studies recommend ... nutritionists in the process of dietary e... few studies to this date have reported ... alternative approaches, particularly th... classroom teaching in modifying dietary ... studies report the presence of nutritio... support the teacher; others report int...

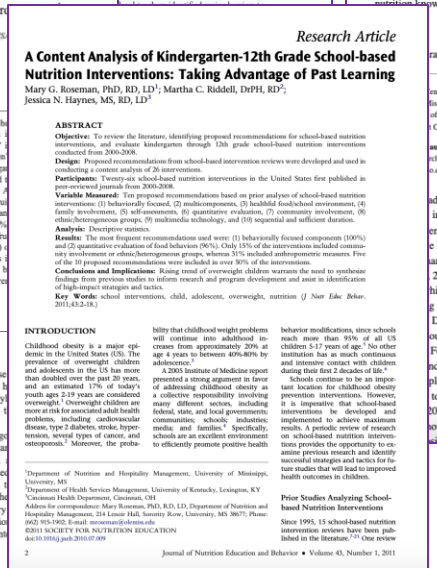
Research Brief

Familiarity and Use of MyPlate: An Online Focus Group Exploration Among Midwestern K–12 Teachers

Mary Hastert, MS, RD, LD[1]; Matthew Chrisman, PhD[2]; ..., PhD, RN[2];

...including barriers to using it.
...e recruited from 1 urban and suburban
...ps regarding familiarity, use, and barriers
... analysis was guided by systems thinking.

...e, use in curriculum, and appropriate fa-
...Teachers integrated MyPlate in math, his-
... and cultural issues. The facilitators of
...lly collected formative data on teachers'
...ture similar research. Enhanced teacher



Research Article

A Content Analysis of Kindergarten-12th Grade School-based Nutrition Interventions: Taking Advantage of Past Learning

Mary G. Roseman, PhD, RD, LD[1]; Martha C. Riddell, DrPH, RD[2]; Jessica N. Haynes, MS, RD, LD[3]

ABSTRACT

Objective: To review the literature, identifying proposed recommendations for school-based nutrition interventions, and evaluate kindergarten through 12th grade school-based nutrition interventions conducted from 2000-2008.

Design: Proposed recommendations from school-based intervention reviews were developed and used in conducting a content analysis of 26 interventions.

Participants: Twenty-six school-based nutrition interventions in the United States first published in peer-reviewed journals from 2000-2008.

Variable Measured: Ten proposed recommendations based on prior analyses of school-based nutrition interventions: (1) behaviorally focused, (2) multicomponents, (3) healthful food/school environment, (4) family involvement, (5) self-assessments, (6) quantitative evaluation, (7) community involvement, (8) ethnic/heterogeneous groups, (9) multimedia technology, and (10) sequential and sufficient duration.

Analysis: Descriptive statistics.

Results: The most frequent recommendations used were: (1) behaviorally focused components (100%) and (2) quantitative evaluation of food behaviors (96%). Only 15% of the interventions included community involvement or ethnic/heterogeneous groups, whereas 31% included anthropometric measures. Five of the 10 proposed recommendations were included in over 30% of the interventions.

Conclusions and Implications: Rising trend of overweight children warrants the need to synthesize findings from previous studies to inform research and program development and assist in identification of high-impact strategies and tactics.

Key Words: school interventions, child, adolescent, overweight, nutrition (*J Nutr Educ Behav.* 2011;43:2-18.)

INTRODUCTION

Childhood obesity is a major epidemic in the United States (US). The prevalence of overweight children and adolescents in the US has more than doubled over the past 20 years, and an estimated 17% of today's youth ages 2-19 years are considered overweight.[1] Overweight children are more at risk for associated adult health problems, including cardiovascular disease, type 2 diabetes, stroke, hypertension, several types of cancer, and osteoporosis.[2] Moreover, the probability that childhood weight problems will continue into adulthood increases from approximately 20% at age 4 years to between 40%-80% by adolescence.[3]

A 2003 Institute of Medicine report presented a strong argument in favor of addressing childhood obesity as a collective responsibility involving many different sectors, including federal, state, and local governments; communities; schools; industries; media; and families.[4] Specifically, schools are an excellent environment to efficiently promote positive health behavior modifications, since schools reach more than 95% of all US children 5-17 years of age.[5] No other institution has as much continuous and intensive contact with children during their first 2 decades of life.[6]

Schools continue to be an important location for childhood obesity prevention interventions. However, it is imperative that school-based interventions be developed and implemented to achieve maximum results. A periodic review of research on school-based nutrition interventions provides the opportunity to examine previous research and identify successful strategies and tactics for future studies that will lead to improved health outcomes in children.

Prior Studies Analyzing School-based Nutrition Interventions

Since 1995, 15 school-based nutrition intervention reviews have been published in the literature.[7-21] One review

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doi:10.1016/j.jneb.2010.07.009

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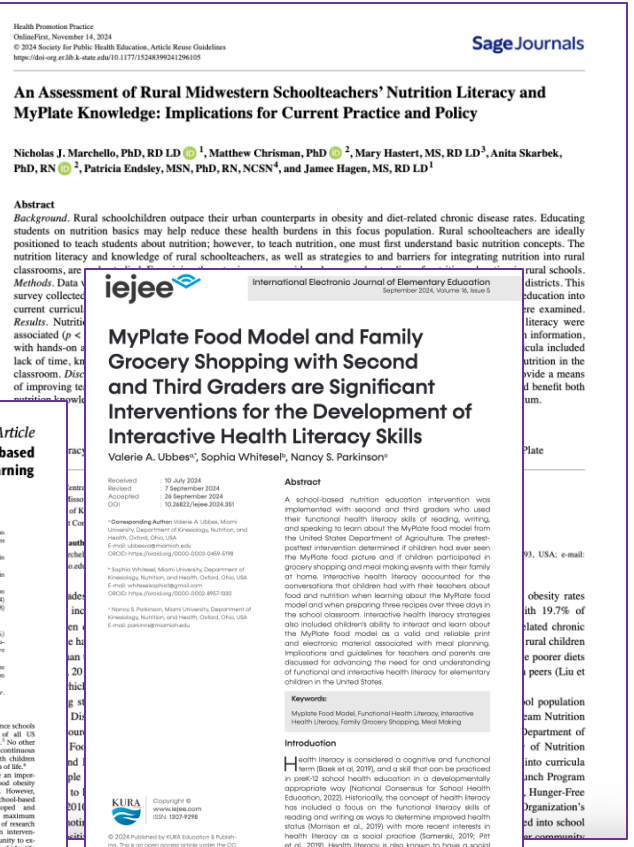

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SageJournals

An Assessment of Rural Midwestern Schoolteachers' Nutrition Literacy and MyPlate Knowledge: Implications for Current Practice and Policy

Nicholas J. Marchello, PhD, RD LD[1], Matthew Chrisman, PhD[2], Mary Hastert, MS, RD LD[3], Anita Skarbek, PhD, RN[2], Patricia Endsley, MSN, PhD, RN, NCSN[4], and Jamee Hagen, MS, RD LD[1]

Abstract

Background. Rural schoolchildren outpace their urban counterparts in obesity and diet-related chronic disease rates. Educating students on nutrition basics may help reduce these health burdens in this focus population. Rural schoolteachers are ideally positioned to teach students about nutrition; however, to teach nutrition, one must first understand basic nutrition concepts. The nutrition literacy and knowledge of rural schoolteachers, as well as strategies to and barriers for integrating nutrition into rural classrooms, are ... rural schools.
Methods. Data ... districts. This survey collected ... education into current curricul... are examined. *Results*. Nutrit... literacy were associated ($p <$ ... information with hands-on ... cula included lack of time, kn... trition in the classroom. *Disc*... vide a means of improving te... d benefit both ...um.

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International Electronic Journal of Elementary Education
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MyPlate Food Model and Family Grocery Shopping with Second and Third Graders are Significant Interventions for the Development of Interactive Health Literacy Skills

Valerie A. Ubbes[a], Sophia Whitesell[b], Nancy S. Parkinson[c]

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Abstract

A school-based nutrition education intervention was implemented with second and third graders who used their functional health literacy skills of reading, writing, and speaking to learn about the MyPlate food model from the United States Department of Agriculture. The pretest-posttest intervention determined if children had ever seen the MyPlate food picture and if children participated in grocery shopping and meal making events with their family at home. Interactive health literacy accounted for the conversations that children had with their teachers about food and nutrition when learning about the MyPlate food model and when preparing three recipes over three days in the school classroom. Interactive health literacy strategies also included children's ability to interact and learn about the MyPlate food model as a valid and reliable print and electronic material associated with meal planning. Implications and guidelines for teachers and parents are discussed for advancing the need for and understanding of functional and interactive health literacy for elementary children in the United States.

Keywords:
Myplate Food Model, Functional Health Literacy, Interactive Health Literacy, Family Grocery Shopping, Meal Making

Introduction

Health literacy is considered a cognitive and functional term (Baek et al, 2019), and a skill that can be practiced in preK-12 school health education in a developmentally appropriate way (National Consensus for School Health Education, 2022). Historically, the concept of health literacy has included a focus on the functional literacy skills of reading and writing as ways to determine improved health status (Morrison et al., 2019) with more recent interests in health literacy as a social practice (Samerski, 2019; Pitt et al., 2019). Health literacy is also known to have a social gradient that ties the concept of health literacy to the social determinants of health (Tamoyo-Fonseca et al., 2023; Felter & Ubbes, 2023). In global contexts, one of the social

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Academic Standards

ELA: Reading literature, Reading Informational Text,
Speaking and Listening, Comprehension and Collaboration, Presentation of Knowledge and Ideas, Language in speaking and listening

PE: Identify physical activities that enhance health, recognize physical actives that are challenging.

Learning Objectives

Build the HHSP curriculum from the existing six lessons to twelve lessons to ensure evidence-based, population-centered nutrition lessons to include safe, healthy, fun, and practical nutrition and wellness materials.

Design and implement a population-based nutrition education curriculum focused on promoting nutrition and wellness among early elementary students.

Evaluate curriculum based on feedback and process assessment tools to ensure effectiveness and engagement.

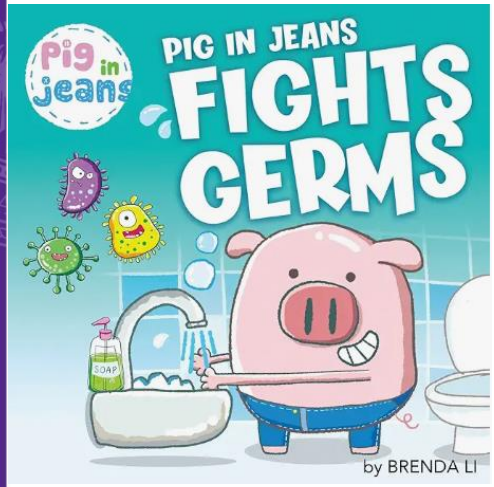
Communicate public health content clearly and appropriately to both professional and community audiences.

Engage in interprofessional collaboration with public health professionals, educators, and school nurses to support and sustain the implementation of the curriculum within the school-based setting.

Deliverable: 12 Lesson Plans

- Handwashing
- MyPlate
- Fruits
- Grains
- Dairy
- Vegetables
- Protein
- Food Allergies
- Physical Activity
- Hydration
- Vegetable (2nd)
- Fruit (2nd)

Hand Washing Lesson



Learning Objectives:

Describe how germs spread

Demonstrate proper handwashing

Name three occasions handwashing is needed

[Glitter Germs Activity]

[Coloring Sheet Link]

[Book Reading:
Pig in Jeans Fights Germs
By Brenda Li]

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KSRE Agent Version: Handwashing

Handwashing Lesson

This lesson is aimed at Kindergarten -2nd Grade

Learning Objectives

- Describe how germs spread
- Demonstrate proper handwashing
- Name 3 occasions handwashing is needed

Reading:

***Pig in Jeans Fights Germs* by Brenda Li**

Introduce book and author. In this story Pig loves to play, explore and get messy. He learns the importance of handwashing and how soap and water keep germs away and help us be healthy. After the reading ask student what does Pig in Jeans do when he gets germs on his hands? Then ask how he gets rid of the germs?

Video Lesson: Glitter Germs

https://www.youtube.com/watch?v=1Pc077SOqs

Introduce video: This video features scientists from the Children's Museum of Indianapolis. They explain what germs are, how easily they spread and use funny acting. Then they use glitter, just like we will do, to demonstrate how to wash hands properly and wash germs away.

Total Time: 5 minutes

Activity: Glitter Germ Handwashing with Demonstration.

Setup: Explain that germs are tiny and invisible, we are going to use glitter to show you how germs spread easily and get everywhere. Have students line up to get a drop of baby oil and a shake of glitter, then instruct them to rub their hands together and notice how easily the germs spread. Next have the students go to the handwashing sink to wash with soap and water for 20 seconds, they can sing quietly Happy Birthday 2 times or the ABC's. Dry with 2 paper towels then get a germ check by adult to make sure all glitter germs are washed away.

Total Time: 10 minutes (depending on size of class/ adults available could separate class to handwashing and other half to coloring sheet)

Materials needed: Glitter, Baby oil, Soap, Handwashing sink

Activity: Pig in Jeans Coloring Sheet:

Materials needed: Copy paper, copy machine – print two sided

Total Time: 5 minutes – send home if not finished, encourage to finish second side at home

Evaluation:

Early elementary K -1 slim evaluation: cut paper in half to separate into 2 forms

Write your name at the top of the page and circle your grade level. Look at the faces, show them a happy face and remind them that means to like, the straight face means it was okay. Sad face means, no thank you or did not like. There is no wrong answer. At the bottom of the form, circle your favorite part of the lesson: book, food tasting, or activity.

2nd grade evaluation has area for further reflection and writing

Write you name on the top of the page. Please write in complete sentences and use punctuation. In the "Today I learned about" write in the theme of today's lesson. Circle or color in the face that shows how you feel about the lesson. Circle or color in the thumb up or down for like or dislike the food tasting. In the Reason for my rating write a few words to tell why you gave the rating. In the last box write or draw something new you learned today. It could be about the book, tasting, or nutrition.

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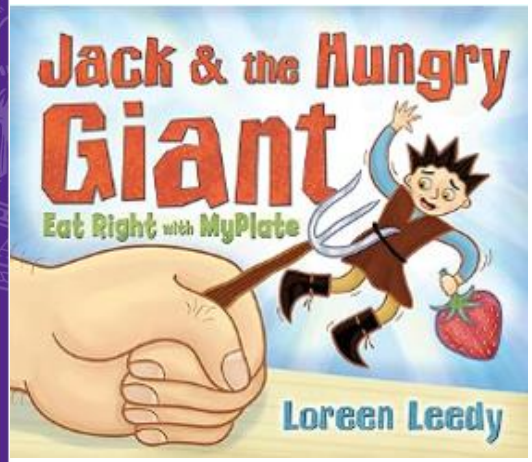
MyPlate Lesson



Learning Objectives:

Identify the five food groups on MyPlate

Give an example of a healthy food in each group

Activity: Cook Off Craze (1st & 2nd grade)

Activity: My Plate Coloring Page (Kindergarten)

Tasting: Cracker and Cheese Sandwich

Book Reading:

Jack & the Hungry Giant

Eat Right with My Plate

By Loreen Leedy

Take Home Recipe: Food Group Friend

KSRE Agent Version: MyPlate

MyPlate Lesson

This lesson is aimed at Kindergarten -2nd Grade

Learning Objectives

- Identify the five food groups on MyPlate
- Give an example of a healthy food in each group

Reading:

Jack & the Hungry Giant by Loreen Leedy

Introduce book and author. This is a fun story about Jack and a giant that doesn't always eat the healthiest food. Together they learn about MyPlate food groups and how to eat balanced meals to help make you feel strong and healthy. After reading ask who Jack met at the top of the beanstalk? How did Jack help the giant learn about healthy eating?

Tasting: Cheese and Cracker Sandwich

Setup: Wash hands. Teachers or helpers should wear food service gloves while handling and serving food. Cut cheese with clean knife or purchase pre sliced cheese. In class pass out 4 cracker and 2 slices of cheese to each student on plate. Encourage students to make a sandwich out of the food items.

Total Time:5 minutes

Materials Needed: Whole Grain Triscuit Crackers, Sliced Low Fat Cheese, plates.

Activity:

Early elementary K -1: MyPlate Coloring Sheet

2nd grade: Cook Off Craze Fill in the Blank

Total Time:5 minutes

Materials needed: Copy paper, Copy Machine, Pencil, Crayons or Markers (can use class coloring supplies)

Send Home Recipe: Food Group Friend

Encourage students to try making this snack at home with help of grown-ups.

Evaluation:

Early elementary K -1 slim evaluation: cut paper in half to separate into 2 forms

Write your name at the top of the page and circle your grade level. Look at the faces, show them a happy face and remind them that means to like, the straight face means it was okay. Sad face means, no thank you or did not like. There is no wrong answer. At the bottom of the form, circle your favorite part of the lesson: book, food tasting, or activity.

2nd grade evaluation has area for further reflection and writing

Write your name on the top of the page. Please write in complete sentences and use punctuation. In the "Today I learned about" write in the theme of today's lesson. Circle or color in the face that shows how you feel about the lesson. Circle or color in the thumb up or down for like or dislike the food tasting. In the Reason for my rating write a few words to tell why you gave the rating. In the last box write or draw something new you learned today. It could be about the book, tasting, or nutrition.

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Fruit Lesson (Season: Fall)

Learning Objectives:

Describe 1 health benefit of eating apples

Taste a bite of different apples and describe the flavor

Identify that apples grow on trees and are fruit

Book Reading:

Apple Harvest

by Calvin Harris

Tasting: Apple Taste Test

Take home recipe: Apple Nachos

Activity: Apple Picking Relay

HIGH FIBER

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KSRE Agent Version: Fruit (Season: Fall)

Fruit Lesson: Apples

This lesson is aimed at Kindergarten -2nd Grade

Learning Objectives:

- Describe one health benefit of eating apples
- Identify that apples grow on trees and are fruit
- Taste a bite of different apples and describe the flavor

Reading:

Apple Harvest by Calvin Harris

Introduce book with title and author. This nonfiction book helps readers learn all about how apples are grown, picked, and enjoyed. Apples are grown on trees, and farmers harvest them in the fall so we can enjoy fresh, healthy fruit. After reading, ask the class if they have been apple picking or if they have apple trees in their yard. What did you learn about apple picking in this book?

Activity: Apple Picking Relay

The bean bags/small balls are the "apples." The hula hoops are the "apple baskets."Divide into 2 teams and line up behind the start line. One at a time, each player runs to the basket where the apples are waiting to be picked. The students pick one apple and carry it back past the start line. They must tag the next in line to do the same. The relay continues until all the apples are picked from the basket. The first team to finish gathering their apples wins! Players must remember to carry only one apple at a time, run safely, and cheer for their teammates. For younger students, the distance to the basket can be shorter, while older students can be challenged by longer distances.

Setup: 5 minutes (to set start/finish lines and set out materials).
Activity: 10–15 minutes (depending on class size—plan for 2–3 heats or relays).
Total Time: 15 minutes
Materials: Bean bags or small balls and hula-hoops.

Tasting: Apple Taste Test

Students will try a slice of 3 types of apples for the classroom tasting portion of lesson. Remind students that apples are a healthy fruit. Hand out Apple Taste Test forms and encourage students to take their time with each apple slice. Write the names of the variety on the line under the apple. Explain that when students taste the slices have them choose if the apple is sweet or tart. Circle if the texture is soft or crisp. Mealy means soft/grainy/dry which is the opposite of juicy, circle which word describes the apple slice. Then use the faces to rate if they like the apple, it was okay or did not like.

Setup: Wash and slice apples or purchase precut apples in 3 varieties. Teachers or helpers should wear food service gloves while handling and serving. Use a clean apple slicer or knife to cut apples into bite-sized pieces for tasting. Cut apples close to lesson time to prevent browning. Place apple slices on small paper plates. Encourage students to look at and feel the apples before tasting them.
Total Time: 10 minutes
Materials Needed: Fresh Apples, Apple Slicer Amazon link: https://a.co/d/aIPlrQy
Disposable gloves Amazon link:https://a.co/d/1DWl5dK, Small plates Amazon link: https://a.co/d/gcYGT4Q
Cleaning supplies for surfaces

Send Home Recipe: Print and send home Apple Nachos -encourage students to try making these at home with help of a grown up.

Evaluation:

Early elementary K -1 slim evaluation: cut paper in half to separate into 2 forms
Write your name at the top of the page and circle your grade level. Look at the faces, show them a happy face and remind them that means to like, the straight face means it was okay. Sad face means, no thank you or did not like. There is no wrong answer. At the bottom of the form, circle your favorite part of the lesson: book, food tasting, or activity.
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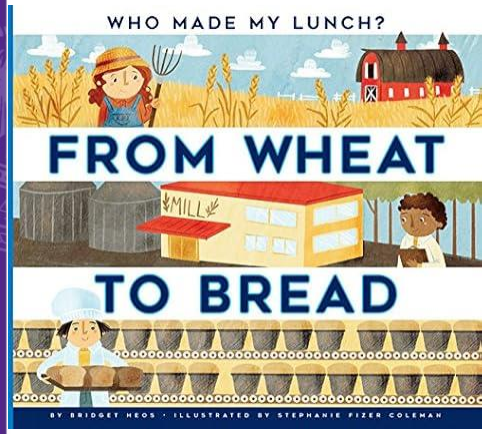
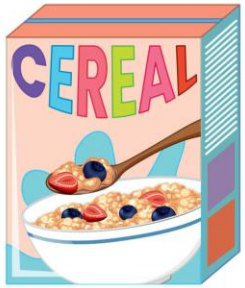
KANSAS STATE UNIVERSITY

Grain Lesson



Learning Objectives:
Recognize bread as a grain food group
Explain difference between whole grain and single grain
Report a favorite grain you like to eat

Tasting: Rice Cakes



Activity: Grains Maze Worksheet

Physical Activity: Four Corners

Book Reading:
From Wheat to Bread
By Bridget Heo

Take Home Recipe:
Whole Wheat
Yogurt Rolls

KANSAS STATE UNIVERSITY

KSRE Agent Version: Grain

Grain Lesson

This lesson is aimed at Kindergarten -2nd Grade

Learning Objectives:

- Recognize bread as a grain food group
- Explain difference between whole grain and single grain

Reading:

From Wheat to Bread by Bridget Heo
Introduce book and author. In this book we learn that tiny seed planted in the ground turn into wheat which can be made into bread. The stages of growth and processing are clearly laid out for us to understand how a plant becomes food for us to enjoy. After the reading ask the class where where wheat comes from? And How do farmers help wheat grow?

Physical Activity: 4 Corners

Setup: Label each corner of classroom/area being used - one, two, three and four. Have students all walk around the perimeter of the room/area while music plays. When you stop the music, everyone needs to get to one of the four corners of the room. Next, use a die or virtual die to pick a number from one to four.
Everyone standing at that corner is out – The players that get out can keep dancing/moving just not walking the perimeter. Play the music again and repeat until you only have one student left standing
Total Time: 10-15 minutes
Materials: 4 Corner signs and tape, music player/speaker, dice or virtual die roller https://www.calculator.net/dice-roller.html

Tasting: Rice Cakes or Rice Crisps

Students will try a crunchy rice cake/crisp that is made of whole grain rice.
Setup: Teachers or helpers should wear food service gloves while handling and serving. Serve each student a half of rice cake or a few smaller rice crisps.
Total Time:5 minutes
Materials Needed: Whole grain rice cakes or crisps, Small plates Amazon link: https://a.co/d/gcYGT4Q, Cleaning supplies for surfaces

Activity: Grain Maze

Print grain maze and cut paper in half have students help Jane Grain find all the grain
Total Time:5 minutes
Materials Needed: Paper, Printer, Pencil (class supplies)

Send Home Recipe: Print and send home Whole Wheat Yogurt Rolls recipe and encourage students to try making these at home.

Evaluation:

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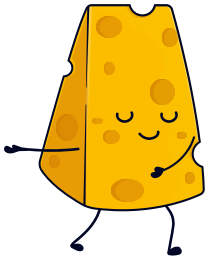
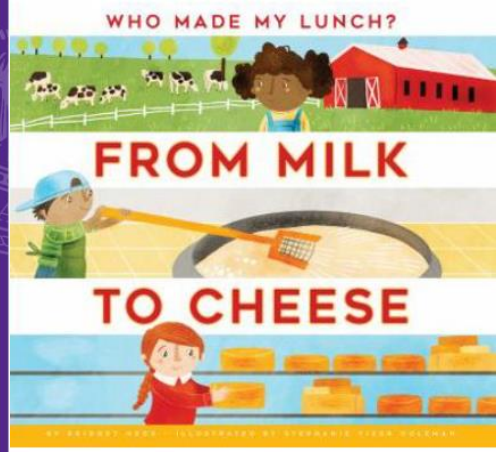
KANSAS STATE UNIVERSITY

Dairy Lesson





Learning Objectives:

Recognize milk and cheese as parts of dairy food group

Name 2 other types of dairy food

Tasting: Variety of Cheese cubes

Activity: Mac & Cheese Brain Break Dance

Coloring page

Book Reading:

From Milk to Cheese

by Bridget Heos

Take home recipe: My Personal Pizza

KANSAS STATE UNIVERSITY

KSRE Agent Version: Dairy

Dairy Lesson

This lesson is aimed at Kindergarten -2nd Grade

Learning Objectives

- Recognize milk and cheese as parts of dairy food group
- Identify health benefits of eating dairy

Reading:

From Milk to Cheese by Bridget Heos

Introduce book and author. This book explains where cheese comes from and how it is made. Follow along for milking cows to making cheese. After the reading, ask students where milk comes from? What happens to milk before it becomes cheese? What kinds of cheese do you like to eat? What do you like to eat cheese on?

Tasting: Variety of Cheese Cubes

Setup: Purchase pre-cubed cheese such as cheddar, colby-jack, mozzarella. If cubed cheese is unavailable, purchase brick and cut into bite size pieces. Keep cheese refrigerated until serving. Teachers or helpers should wear food service gloves while handling and serving. Serve 3 types of cheese, encourage student to notice difference in color, texture, flavor as they taste each variety.
Total Time: 5 minutes

Physical Activity: Mac and Cheese Freeze Dance

https://www.youtube.com/watch?v=x_DfbGbRHz8
Setup: Cue YouTube video – play on Smart Board. Ensure students have enough room for physical activity
Total Time: 7 minutes
Materials needed: YouTube video, Smart Board

Activity: Cheese Coloring Sheet:

Materials needed: Copy paper, copy machine
Total Time: 5 minutes – send home if not finished, encourage to finish second side at home

Send Home Recipe: Print and send home My Personal Pizza Recipe. Encourage students to try this recipe at home with the help of a grown up.

Evaluation:

Early elementary K -1 slim evaluation: cut paper in half to separate into 2 forms
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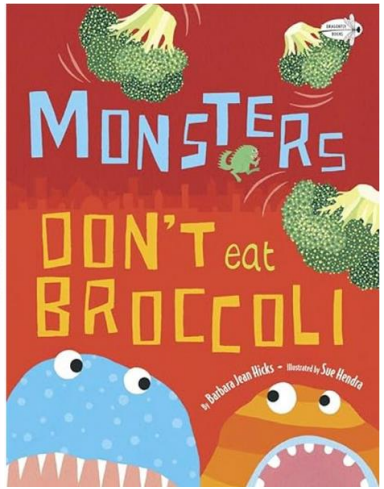
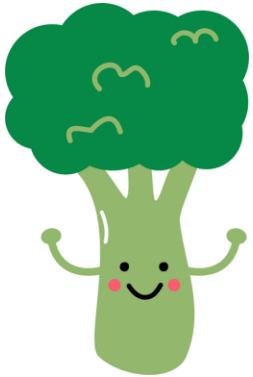
KANSAS STATE UNIVERSITY

Vegetable Lesson





Learning Objectives:

Identify 2 vegetables in the book

Discuss how vegetables help our bodies grow strong

Try a vegetable you may not have eaten before

Tasting: Veggies with Ranch Dip

Activity: Word Search (2nd grade +)

Coloring Page Link (K-1st grade)

Physical Activity: Vegetable Work Out

Book Reading:

Monsters Don't Eat Broccoli

by Barbara Jean Hicks

Send Home Recipe: One Pan Chicken Alfredo

KANSAS STATE UNIVERSITY

KSRE Agent Version: Vegetable

Vegetable Lesson

This lesson is aimed at Kindergarten -2nd Grade

Learning Objectives:

- Identify 2 vegetables in the book
- Discuss how vegetables help our bodies grow strong
- Try a vegetable you may not have eaten before

Reading:

Monsters Don't Eat Broccoli by Barbara Jean Hicks

Introduce book with title and author. Today we read *Monsters Don't Eat Broccoli* by Barbara Jean Hicks. This is a fun, silly story that shows us how monsters who say they don't like broccoli still eat crunch healthy foods without realizing it. As you listen to the story think about what foods the monsters say they don't want to eat and what they eat instead. Why do you think the author picked broccoli as the food the monsters didn't like

Physical Activity: Free and Fun VEGETABLE Workout for Kids https://youtu.be/5yE629xaNQc

Setup: Cue YouTube video and ensure students have adequate space in classroom to complete physical activity
Total Time: 15 minutes
Materials: YouTube link and Smart Board to display video

Tasting: Fresh Vegetables and Ranch Dip

https://foodhero.org/recipes/ranch-dip

Setup: Prepare Ranch Dip sourced from FoodHero prior to lesson time and keep refrigerated until serving. Wash and cut fresh vegetables into small bites/slim sticks. Carrots, Broccoli, Celery, Cherry Tomatoes, other fresh vegetables as available seasonally. Teachers or helpers should wear food service gloves while handling and serving. Place a variety of vegetables and small scoop of dip on each students plate.
Total Time:15-20 minutes
Materials Needed: Fresh Cut up Vegetables, Ranch Dip, Disposable gloves Amazon link:https://a.co/d/1DWl5dK,
Small plates or portion cups https://a.co/d/gcYGT4Q
Cleaning supplies for surfaces

Activity: Hand out coloring sheet/word search offer time to color and instruct to send home if not finished during allotted time.
K-1st grade: Coloring Sheet – Broccoli
2nd grade: Word Search
Total Time: 10 minutes
Materials needed: Copy paper, Copy Machine, Crayons or Markers (can use class coloring supplies)

Send Home Recipe: Print and send home One Pan Chicken Alfredo -encourage students to try making these at home with help of adult.

Evaluation:

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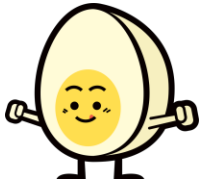
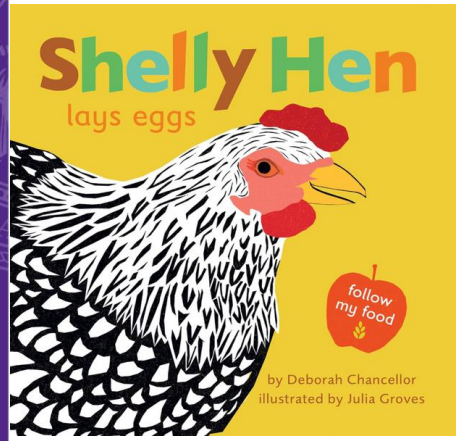
KANSAS STATE UNIVERSITY

Protein Lesson





Learning Objectives:

Name 1 reason eggs are good for our bodies

Understand that protein helps build muscles and keeps us strong

Activity: Egg and Spoon Race

Tasting and Send Home Recipe:

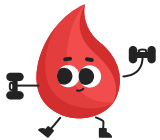
Perfect Hard - Cooked Eggs

Coloring Sheet Link

Book Reading:

Shelley Hen Lays Eggs

by Deborah Chancello



KANSAS STATE UNIVERSITY

KSRE Agent Version: Protein

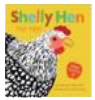
Protein Lesson: Eggs

This lesson is aimed at Kindergarten -2nd Grade

Learning Objectives:

- Name 1 reason eggs are good for our bodies
- Understand that protein helps build muscles and keeps us strong
- Try a bite of a healthy egg-based recipe

Reading:



Shelley Hen Lays Eggs by Deborah Chancellor

Introduce book with title and author. The book aims to show children where eggs come from, how a hen lives, and the steps from hen to egg to table. Today we will read *Shelly Hen Lays Eggs*. This book tells us about how she lays an egg. As we listen, think about where eggs come from and how they get to us.

Activity: Egg and Spoon Race

Students balance a plastic egg on a spoon while racing from the start line to the finish line. The challenge is to keep the egg steady - if it drops, the student must stop, pick it up, place it back on spoon and continue. The game develops balance, coordination, and focus.

Setup: 5 minutes (to set start/finish lines and hand out materials).

Activity: 10–15 minutes (depending on class size—plan for 2–3 heats or relays).

Total Time: 15–20 minutes

Materials: Plastic spoons, Plastic eggs, Cones, tape, or chalk to mark start and finish lines

Amazon link to supply kit: $19.99 https://a.co/d/4gJnK42

Tasting: Perfect Hard-Cooked Eggs Link

Students will try a slice of hard boiled egg for classroom tasting portion of lesson. Remind students that eggs are healthy sources of protein.

Setup: Place eggs into a countertop egg cooker following the manufacturer's directions for hard boiled. Consider cooking the eggs ahead of class time so they are cooled, peeled, and ready to slice. Keep them refrigerated until serving. Teachers or helpers should wear food service gloves while handling and serving. Use a clean egg slicer or knife to cut eggs into bite-sized pieces for tasting. Place egg slices on small paper plates.

Total Time:15-20 minutes

Materials Needed: Fresh Eggs, Egg cooker Amazon link : https://a.co/d/4TBJQdy, Egg slicer or knife Amazon link: https://a.co/d/g8qzsOo, Disposable gloves Amazon link:https://a.co/d/1DW15dK, Small plates or portion cups https://a.co/d/gcYGT4G

Cleaning supplies for surfaces

Activity: Coloring Sheet – Vary your Protein Routine coloring sheet -hand out coloring sheet offer aprox. 10 min to color and instruct to send home if not finished during allotted time.

Materials needed: Copy paper, Copy Machine, Crayons or Markers (can use class coloring supplies)

Send Home Recipe: Print and send home Perfect Hard Cooked Eggs -encourage students to try making these at home.

Evaluation:

Early elementary K -1 slim evaluation: cut paper in half to separate into 2 forms

Write your name at the top of the page and circle your grade level. Look at the faces, show them a happy face and remind them that means to like, the straight face means it was okay. Sad face means, no thank you or did not like. There is no wrong answer. At the bottom of the form, circle your favorite part of the lesson: book, food tasting, or activity.

2nd grade evaluation has area for further reflection and writing

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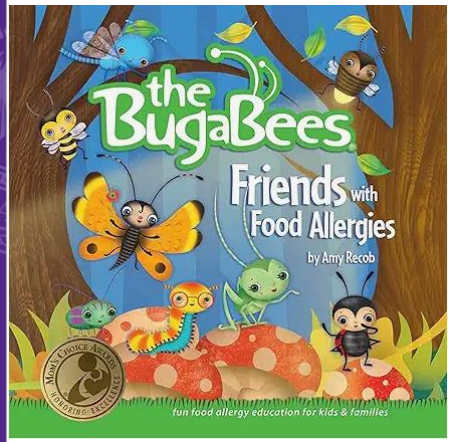
KANSAS STATE UNIVERSITY

Allergy Lesson



Learning Objectives:

Students will learn what food allergies are

Students will describe how to be safe, kind, and inclusive of friends with food allergies

[Become a PAL: PowerPoint]

[PAL Certificate]

[Tasting: Allergy Free Trail Mix]

Book Reading:

The BugaBees

Friends with food allergies

By Amy Recob

[Take home PAL info]

KSRE Agent Version: Allergy

Allergy Lesson

This lesson is aimed at Kindergarten -2nd Grade

Learning Objectives

- Students will learn what food allergies are
- Students will describe how to be safe, kind, and inclusive of friends with food allergies

Reading:

The BugaBees Friends with Food Allergies by Amy Recob
Introduce book with title and author. This story shares cheerful bugs that have food allergies and are careful about foods they eat. The book reinforces that if you have food allergies you can still play, share, and have fun together safely. After reading, ask students what one way is to keep friends with food allergies safe. Then ask students to share a kind way to ask about food allergies before sharing a snack.

Tasting: Allergy friendly Trail Mix Dairy and Nut Free

Setup: Wash hands. Teachers or helpers should wear food service gloves while handling and serving food. In a large serving dish mix equal parts of dry ingredients. Top with chocolate chips and raisins. Can be made ahead, keep sealed until serving. Serve on plates.
Total Time: 10 minutes
Materials Needed: **Raisins**, Corn Chex, Multi Grain Cheerios, Pretzels, Skinny Pop Popcorn, Enjoy Life Semi-Sweet Chocolate Chips.

FARE Food Allergy Research & Education:

Setup: Download slide deck from https://www.foodallergy.org/resources/be-pal
Print PAL Certificates to complete with students after lesson.
https://www.foodallergy.org/sites/default/files/2025-07/BAP_%20Certificate.pdf
Reinforce importance of food allergy awareness and introduce Becoming a PAL, Protect a Life. Slide 7 contains 4 steps to become a PAL. 1. Know that food allergies are very serious and can cause death. 2. Don't share food with friends who have food allergies. 3. Wash hands after eating. 4. If a friend with food allergies feels or looks sick, get help right away!
Total Time: 10minutes

Send Home Flier: Print Be A PAL Elementary Handout: https://www.foodallergy.org/resources/be-pal
Take Home PAL information and encourage students to share what they learned today in the allergy lesson with grown-ups.

Evaluation:

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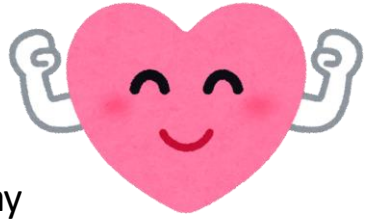
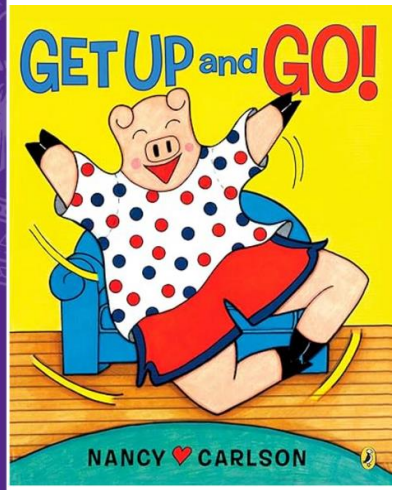
KANSAS STATE UNIVERSITY

Physical Activity Lesson





Learning Objectives:

Identify 2 ways you can move their bodies each day

Demonstrate basic physical activities and

Take part in a group movement game

Activity: Hit the Summit

Tasting: Tropical Smoothie

Book Reading:

Get Up and Go

By Nancy Carlson

Send Home Physical Activity:

Activate the Alphabet

KANSAS STATE UNIVERSITY

KSRE Agent Version: Physical Activity

Physical Activity Lesson

This lesson is aimed at Kindergarten -2nd Grade

Learning Objectives:

- Identify 2 ways you can move their bodies each day
- Demonstrate basic physical activities and
- Take part in a group movement physical activity

Reading:

Get up and Go by Nancy Carlson

Introduce book with title and author.

This cheerful book teaches students about being active everyday helps keep their body and mind healthy. Physical activity can be fun and can be done in many ways.

After reading ask the class what are some fun ways that the characters in the book move their bodies? How does moving your body help you feel healthy?

Physical Activity: Hit the Summit with my Mountain Challenge The Body Coach TV

https://www.youtube.com/watch?v=uM5CJJ7J_H8&list=PLyCLoPd4VxBs9_9heCE4K0d7pq1ORkjQM&index=2

Setup: Cue YouTube video. This physical activity lesson involves lunges, climbers and knee smashers. Ensure the students have enough area to complete the moves.

Total Time: 6 minutes

Materials: YouTube link and Smart Board to display video

Tasting: Tropical Smoothie

https://foodhero.org/recipes/tropical-smoothie

Setup: Wash hands with soap and water. Prepare Tropical Smoothie sourced from FoodHero as close to time as possible to prevent melting. If making and then transporting, consider Styrofoam cups with lids in cooler and using frozen fruit. Place ingredients in blender, blend until smooth. Pour into cups. Teachers or helpers should wear food service gloves while handling and serving.

Total Time:10 minutes

Materials Needed: Milk, Pineapple chunks (fresh, frozen, canned no sugar added), banana, water, blender, and cups: Amazon link https://a.co/d/2lqZfU

Send Home Activity: Print and send home Activate the Alphabet. Encourage students to try this physical activity at home.

Evaluation:

Early elementary K -1 slim evaluation: cut paper in half to separate into 2 forms

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KANSAS STATE UNIVERSITY

Hydration Lesson

Learning Objectives:

Explain 1 reason why water is needed in bodies

Practice drinking water from fountain/bottle

Identify when water needs to be drank

Water Fountain Video

Tasting: Flavored Water

Video Lesson:
Healthy Hydration for kids

Take Home: Hydration Tracker

Physical Activity: Roll the Dice to Break the Ice

Kansas State University

KSRE Agent Version: Hydration

Hydration Lesson

This lesson is aimed at Kindergarten -2nd Grade

Learning Objectives:

- Explain 1 reason why water is needed in bodies
- Practice drinking water from fountain/bottle
- Identify when water needs to be drank

Video Lesson: Healthy Hydration for Kids

https://www.youtube.com/watch?v=U-NNTDpHwzQ

Introduce video: This video features a dietician that shows us how much added sugar is in popular drinks. Water is the best way to stay hydrated throughout the day. Hydration helps with focus, growth and development.

After the video ask the question: Why does our body need water every day? Did you learn any fun new ways to drink water?

Total Time: 3 minutes

Physical Activity: Roll the Dice to Break the Ice

Setup: Display Roll the Dice to Break the Ice activity on slide or have print outs of actions. Roll the dice (virtual or real) and add the numbers they land on. Have the student to engage in the activity that matches with the number on the dice.

Continue to roll dice 10 times and do the actions each time. This can be modified to a single dice for Kindergarten.

Total Time: 10 minutes

Materials: One pair of Dice or online dice roller https://www.calculator.net/dice-roller.html, slide with actions or print outs.

Tasting: Citrus Cucumber Flavored Water

Setup: Wash hands with soap and water. Scrub all fruits/vegetables under running water. Cut the citrus fruits into thin slices and place in pitcher filled with water. Cut cucumber into thin slices and place in pitcher filled with water. Refrigerate pitchers for 2 hours prior to serving. Teachers or helpers should wear food service gloves while handling and serving. When serving for allow students to add fresh fruit or cucumber slice for garnish.

Total Time:10 minutes

Materials Needed: Fresh Cut up citrus fruits and cucumbers. Knife, Water, Pitchers/Thermos. Small tasting cup Amazon link https://a.co/d/2lqZfIJ

Cleaning supplies for surfaces

Video Lesson: How to Drink from a Water Fountain

https://www.youtube.com/watch?v=G1FVePFKjDM

Introduce video: this video features how to drink from a water fountain. This is especially important if you forget to bring a water bottle or the fountain does not have a bottle-filler. Please watch and then we will discuss after this short video.

After the video ask if anyone has ever used a water fountain before. Ask if someone can name a good time to take a drink from a water fountain. Encourage students to help keep the water fountain clean by not putting their mouth or lips on it.

Total Time: 2 minutes

Activity: Hand out hydration tracker to class. Have student write their name at the top then go to the day of the week that is currently is and have them circle or cross out how many cups of water they have had already today. Encourage them to take this home and keep track of their water intake over the next week.

Total Time: 5 minutes

Materials needed: Copy paper, Copy Machine, Crayons or Markers (can use class coloring supplies)

Send Home Recipe: Print and send home Banana Oatmeal Cookies encourage students to try making these at home with help of adult.

Evaluation:

Early elementary K -1 slim evaluation: cut paper in half to separate into 2 forms

Write your name at the top of the page and circle your grade level. Look at the faces, show them a happy face and remind them that means to like, the straight face means it was okay. Sad face means, no thank you or did not like. There is no wrong answer. At the bottom of the form, circle your favorite part of the lesson: book, food tasting, or activity.

2nd grade evaluation has area for further reflection and writing

Write you name on the top of the page. Please write in complete sentences and use punctuation. In the "Today I learned about" write in the theme of today's lesson. Circle or color in the face that shows how you feel about the lesson. Circle or color in the thumb up or down for like or dislike the food tasting. In the Reason for my rating write a few words to tell why you gave the rating. In the last box write or draw something new you learned today. It could be about the book, tasting, or nutrition.

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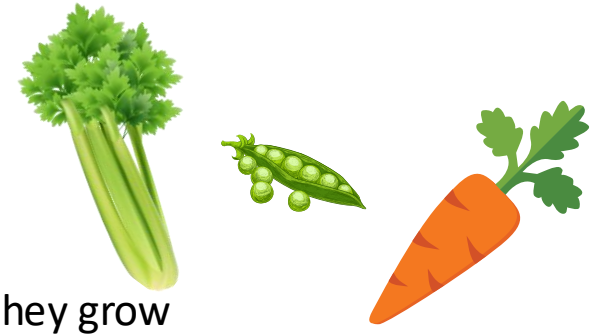
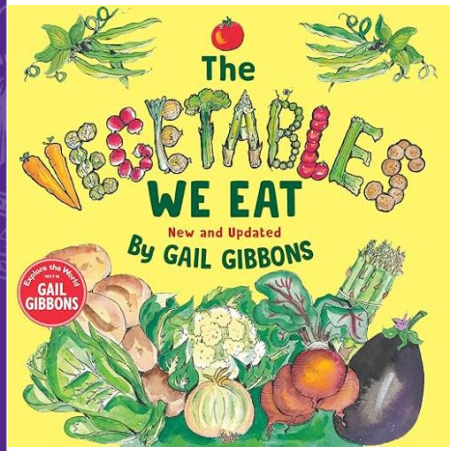
Vegetable Lesson





Learning Objectives:

Identify 2 vegetables and how they grow

Identify amount of vegetables to be eaten each day

Describe how vegetables help kids stay healthy

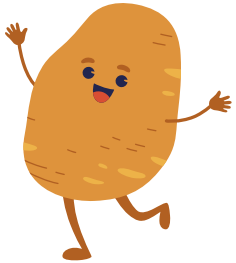
Activity: Pass the Potato

Send Home Recipe: Mini Pepper Race Cars

Tasting: Sweet Peas

Book Reading:

The Vegetables We Eat by Gail Gibbons



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KSRE Agent Version: Vegetable (2nd)

Vegetable Lesson

This lesson is aimed at Kindergarten -2nd Grade

Learning Objectives:

- Identify 2 vegetables and how they grow
- Identify serving of vegetables to be eaten each day
- Describe how vegetables help kids stay healthy

Reading:

The Vegetables we Eat by Gail Gibbons

Introduce book with title and author. This book explains that vegetables come from different plants, how they grow on farms and in gardens. It also tells how vegetables are harvested. After reading the book ask the students if they learned of any new vegetables in the book and if they would like to taste them. Ask why vegetables are important part of our diets.

Physical Activity: Pass the Potato

https://a.co/d/1qfhaQT

Setup: Purchase Pass the Potato. Put batteries into potato. Instruct students to get into circle and pass the potato around until the music stops, like the game hot potato. When student ends with potato they are out, continue the game until only two students remain or time runs out.

Total Time: 5-10 minutes

Materials: Pass the Potato Game link: https://a.co/d/1qfhaQT 3 AAA Batteries

Tasting: 2 types of Sweet Peas

Setup: Wash hands. Teachers or helpers should wear food service gloves while handling and serving food. Cook frozen sweet peas according to package instructions, such microwaving. Place cooked peas into crockpot on keep warm setting to ensure peas stay hot until served. Best to serve within 2 hours of heating. Wash sugar snap peas under running water and dry. Keep sugar snap peas refrigerated until serving. Serve a spoonful of warm sweet peas and a sugar snap pea pod to class on plate.

Total Time: 10 minutes

Materials Needed: Frozen sweet peas, sugar snap pea pods, plates, spoons, crockpot.

Send Home Recipe: Print and send home Mini Race Car Recipe. Encourage students to try this recipe at home with the help of a grown up.

Activity: I Spy Vegetable - Count each vegetable and write number in correct box

Total Time: 5 minutes

Materials: Paper and Printer

Evaluation:

Early elementary K -1 slim evaluation: cut paper in half to separate into 2 forms

Write your name at the top of the page and circle your grade level. Look at the faces, show them a happy face and remind them that means to like, the straight face means it was okay. Sad face means, no thank you or did not like. There is no wrong answer. At the bottom of the form, circle your favorite part of the lesson: book, food tasting, or activity.

2nd grade evaluation has area for further reflection and writing

Write your name on the top of the page. Please write in complete sentences and use punctuation. In the "Today I learned about" write in the theme of today's lesson. Circle or color in the face that shows how you feel about the lesson. Circle or color in the thumb up or down for like or dislike the food tasting. In the Reason for my rating write a few words to tell why you gave the rating. In the last box, write or draw something new you learned today. It could be about the book, tasting, or nutrition.

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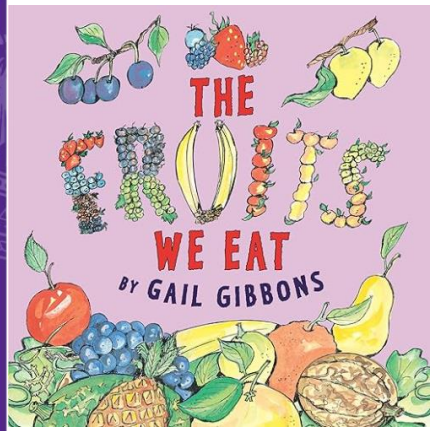
Fruit Lesson







Learning Objectives:

Taste a bite of new fruit and describe the flavor

Identify amount of fruit to be eaten each day

Put fruits in rainbow color order

Physical Activity: Fruit Card Match and Move

Activity: I Spy Fruits

Tasting: Rainbow Fruit Scewer

Book Reading:

The Fruits We Eat

by Gail Gibbons

Send Home Recipe:

Fruit Pizza

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KSRE Agent Version: Fruit

Fruit Lesson

This lesson is aimed at Kindergarten -2nd Grade

Learning Objectives:

- Taste a bite of new fruit and describe the flavor
- Identify amount of fruit to be eaten each day
- Put fruits in rainbow color order

Reading:

The Fruit we Eat by Gail Gibbons
Introduce book with title and author. Fruits help keep our bodies healthy and strong. This book shows us how fruits are gown and harvested and how they get to the store for us to buy. After reading this book ask: How do fruits grow? What is your favorite type of fruit to eat? Did you see any unfamiliar fruits in the book you would like to try?

Physical Activity: Fruit Card Match and Move Game
https://www.youtube.com/watch?v=G7WUXhukcQU

Setup: Print 2 copies of each fruit picture page, cut each fruit into individual cards. Tape 1 of each fruit around the classroom or playground. Keep the other card to show the class one at a time. When you show them a card, have students perform a physical activity on their way to the match, such as hops on one or both feet, skips, lasso, lunge, walk like a robot, high knees, kickbacks, gallop to find the match. Repeat until all cards are matched.
Total Time: 5-10 minutes
Materials: YouTube link and Smart Board for example. Fruit cards, tape.

Tasting: Rainbow Fruit Skewer
https://www.mypricechopper.com/fresh-dish/recipes/recipe?id=8661&utm_source=canva&utm_medium=iframely

Setup: Wash hands with soap and water. Wash and cut fruit into bite size pieces to assemble skewers into rainbow color order. Keep refrigerated until serving. Serve on plates and remind the students the importance of not poking self or others with skewer and to chew each piece of food before swallowing. Teachers or helpers should wear food service gloves while handling and serving.
Total Time: 10 minutes
Materials Needed: Options for fruit to align with rainbow colors strawberries, cantaloupe or oranges, pineapple, green grapes, blueberries, red grapes.

Activity:

I Spy Fruit - Count each fruit and write number in correct box
Cut and Color Pineapple
Total Time: 10 minutes
Materials: Copy paper, copier, pencil, scissors, coloring supplies (classroom)

Send Home Recipe: Print and send home Fruit Pizza Recipe. Encourage students to try this recipe at home with the help of a grown up.

Evaluation:

Early elementary K -1 slim evaluation: cut paper in half to separate into 2 forms
Write your name at the top of the page and circle your grade level. Look at the faces, show them a happy face and remind them that means to like, the straight face means it was okay. Sad face means, no thank you or did not like. There is no wrong answer. At the bottom of the form, circle your favorite part of the lesson: book, food tasting, or activity.
2nd grade evaluation has area for further reflection and writing
Write you name on the top of the page. Please write in complete sentences and use punctuation. In the "Today I learned about" write in the theme of today's lesson. Circle or color in the face that shows how you feel about the lesson. Circle or color in the thumb up or down for like or dislike the food tasting. In the Reason for my rating write a few words to tell why you gave the rating. In the last box write or draw something new you learned today. It could be about the book, tasting, or nutrition.

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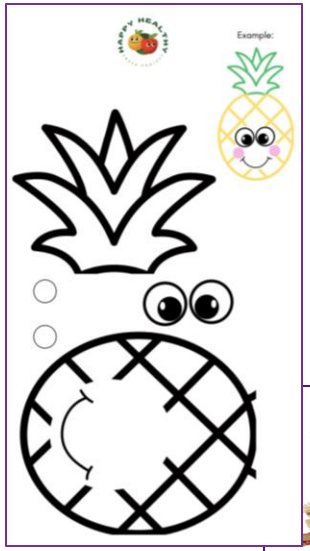
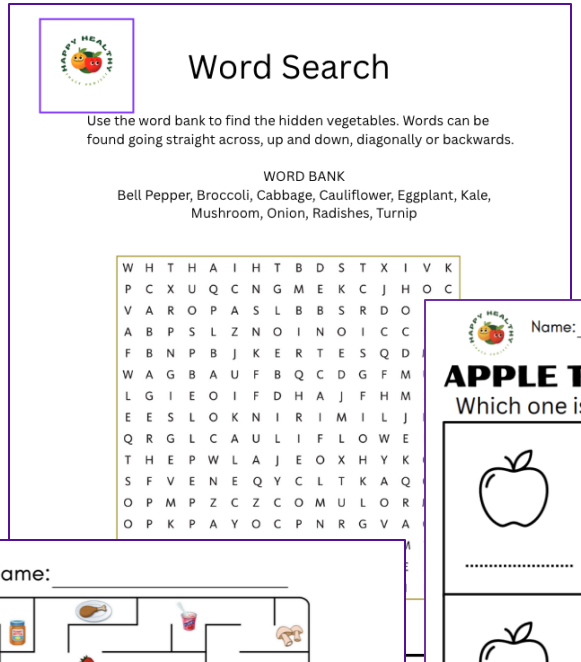
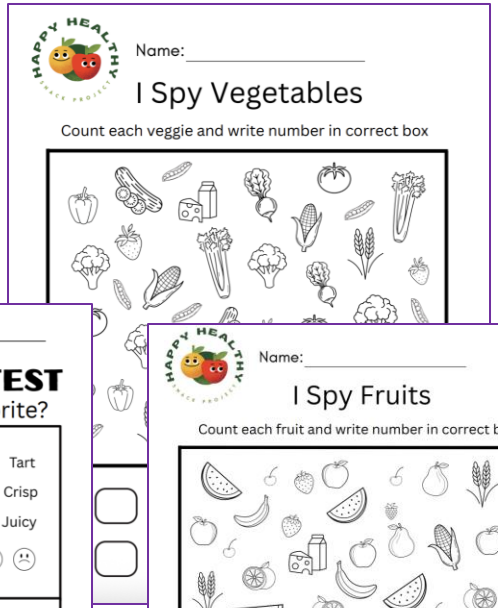
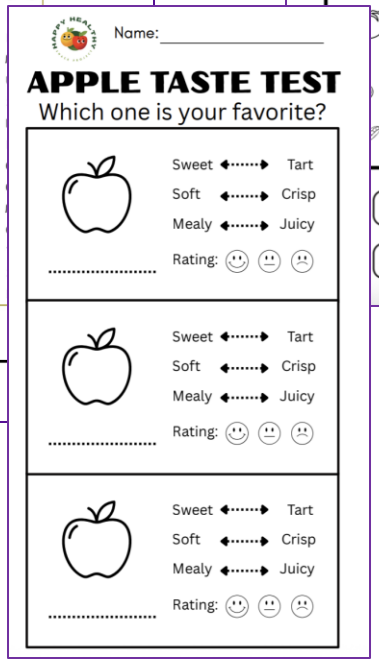
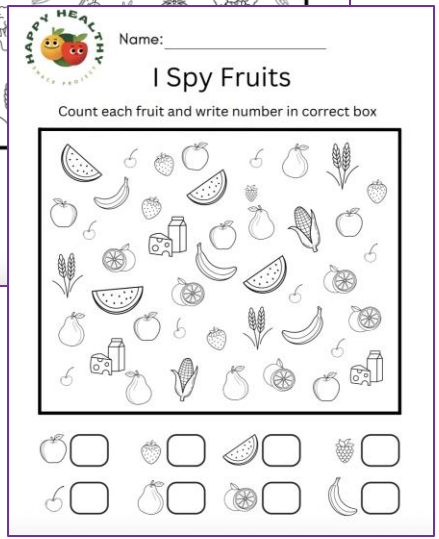
Activities

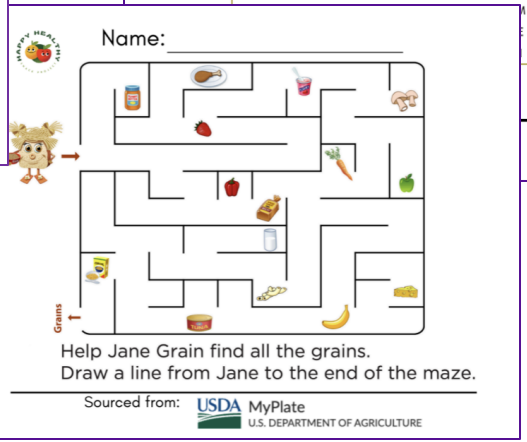












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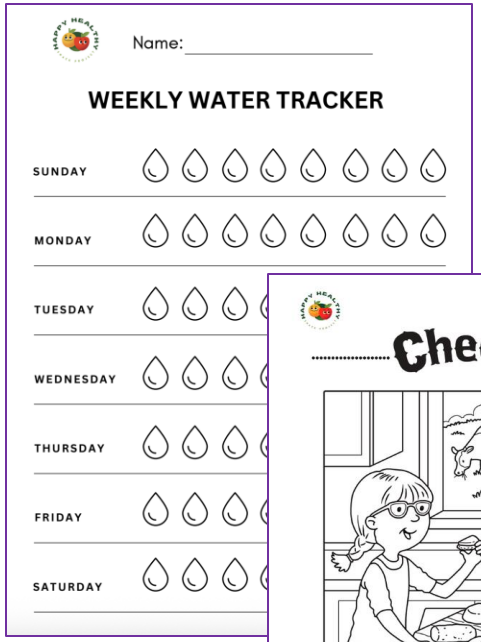
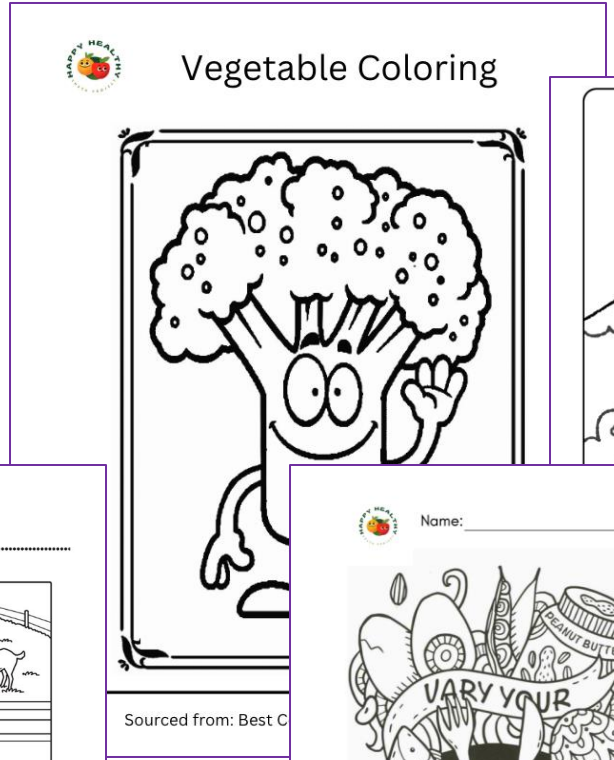
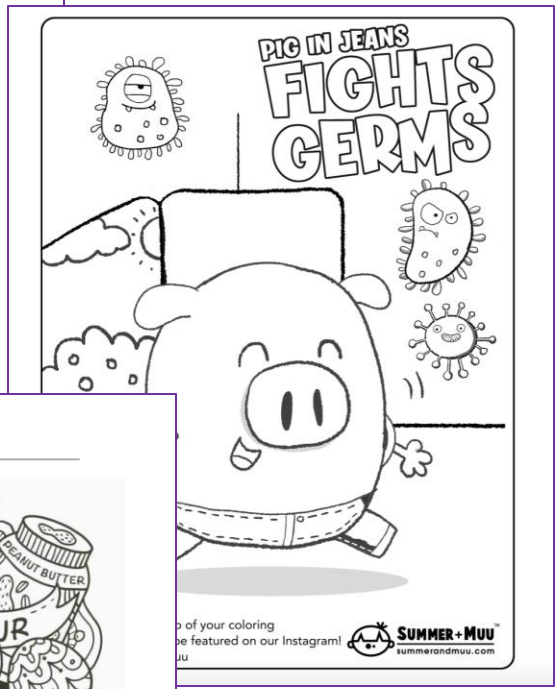
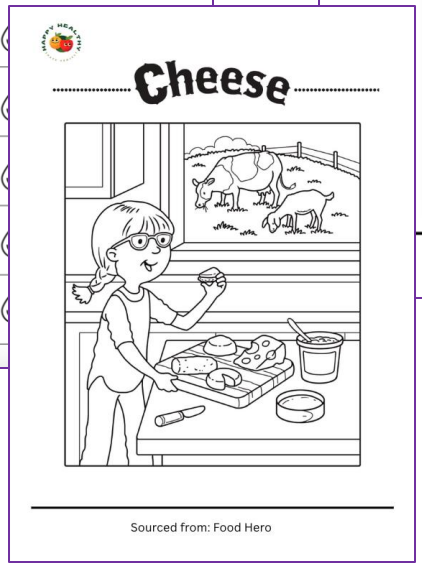
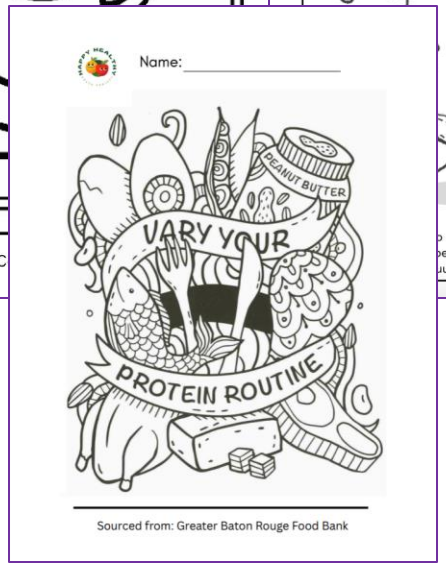
Activities Cont.











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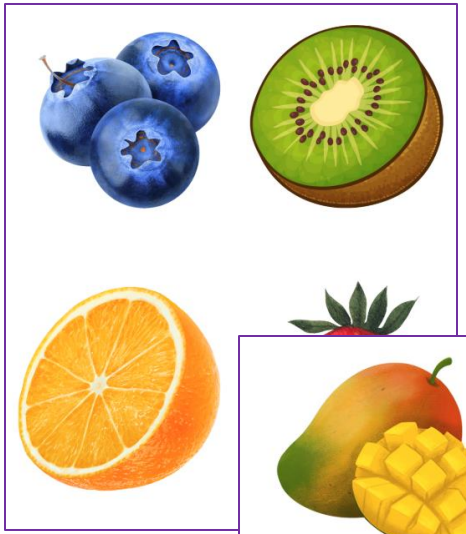
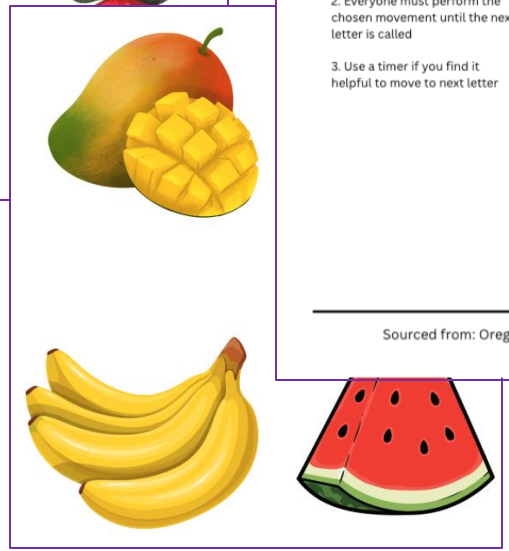
Physical Activity





Activate the Alphabet

Physical Activity for Home
No equipment needed

Instructions:
1. Starting with the letter "A," go through each letter of the alphabet and choose a movement that begins with that letter or use list provided

2. Everyone must perform the chosen movement until the next letter is called

3. Use a timer if you find it helpful to move to next letter

A – arm circles
B – balance (one leg)
C – crab walk
D – dance
E – elephant steps
F – frog jumps
G - gallop
H – hop (two feet)
I – ice skate (slide side-to-side)
J – jumping jacks
K – kicks
L – lunges
M – march in place
N – nod your head
O – overhead stretch
P – push up
Q – quiet feet (tip toe in place)
R – run in place
S – shake out the sillies
T – toe touches
U – up (jump with arms up)
V – violin (pretend)
W – walk (around the room)
X – make an X shape
Y – yawn and stretch
Z – zig-zag walk

Sourced from: Oregon State University

Roll the Dice to Break the Ice

Instuctions:
Roll the dice (virtual or real) and add the numbers they land on.
Have the student to engage in the activity that matches with the number on the dice.
Continue to roll dice 10 times and do the actions each time.

1. Skip 1 circle around the room.
2. Do 2 desk push ups.
3. Pat your head and rub your stomach 3 times.
4. Do 4 jumping jacks.
5. Do 5 toe touches.
6. Do 6 sit ups.
7. Do 7 bicep curls.
8. March with high knees for 8 seconds.
9. Do 9 chair squats.
10. Wave your arms over your head 10 times.
11. Jog in place for 11 seconds.
12. Take 12 deep breaths.

Adapted from : Prodigy.com

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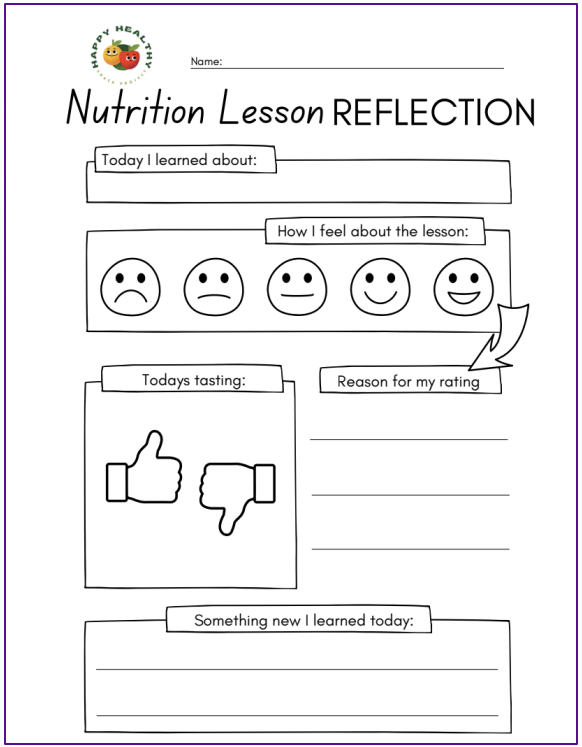
Evaluations



Name: _____

Nutrition Lesson REFLECTION

Today I learned about:

How I feel about the lesson:

Todays tasting:

Reason for my rating

Something new I learned today:

Name: _____

Grade: K 1st 2nd

Did you like today's lesson:

Did you learn something new?

Did you try a new food:

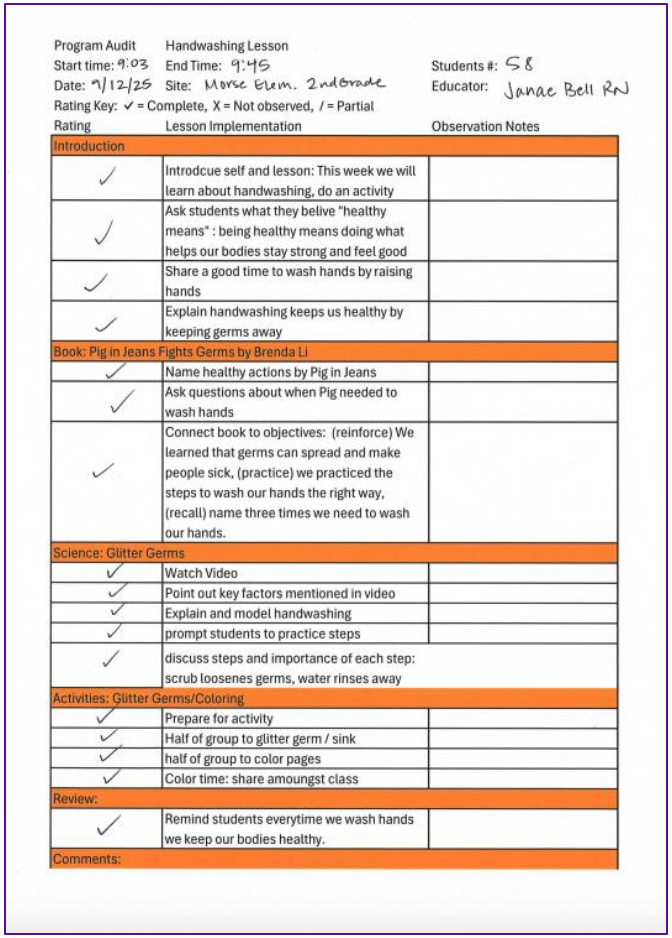
Rate the food we tasted:

Pick your favorite part of lesson

Book

Food tasting

Activity



Program Audit — Handwashing Lesson

Start time: 9:03 — End Time: 9:45 — Students #: 58

Date: 9/12/25 — Site: Morse Elem. 2nd Grade — Educator: Janae Bell RN

Rating Key: ✓ = Complete, X = Not observed, / = Partial

Rating	Lesson Implementation	Observation Notes
Introduction		
✓	Introdcue self and lesson: This week we will learn about handwashing, do an activity	
✓	Ask students what they belive "healthy means" : being healthy means doing what helps our bodies stay strong and feel good	
✓	Share a good time to wash hands by raising hands	
✓	Explain handwashing keeps us healthy by keeping germs away	
Book: Pig in Jeans Fights Germs by Brenda Li		
✓	Name healthy actions by Pig in Jeans	
✓	Ask questions about when Pig needed to wash hands	
✓	Connect book to objectives: (reinforce) We learned that germs can spread and make people sick, (practice) we practiced the steps to wash our hands the right way, (recall) name three times we need to wash our hands.	
Science: Glitter Germs		
✓	Watch Video	
✓	Point out key factors mentioned in video	
✓	Explain and model handwashing	
✓	prompt students to practice steps	
✓	discuss steps and importance of each step: scrub loosenes germs, water rinses away	
Activities: Glitter Germs/Coloring		
✓	Prepare for activity	
✓	Half of group to glitter germ / sink	
✓	half of group to color pages	
✓	Color time: share amoungst class	
Review:		
✓	Remind students everytime we wash hands we keep our bodies healthy.	
Comments:		

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Recipes

Whole Wheat Yogurt Rolls

Ingredients
1 ½ cups whole-wheat flour
1 ¾ teaspoons baking soda
1 teaspoon salt
1 ¼ cups low-fat plain yogurt

Directions
1. Wash hands with soap and water.
2. Preheat oven to 450 degrees F.
3. Stir flour, baking soda, and salt together in a large bowl.
4. Add yogurt to the center and stir until a dough forms.
5. Divide dough into 10 equal sized balls. Dust hands with flour and roll each ball lightly until surface is smoothed.
6. Place on baking sheet and flatten each ball to ½ inch thick.
7. Bake for 10 to 15 minutes, until light golden brown.

Best served warm, refrigerate leftovers

Nutrition Facts
10 servings per container
Serving size 1 roll (50g)
Amount per Serving
Calories 80
% Daily Value*
Total Fat 1g 1%
Saturated Fat 0g 0%
Trans Fat 0g
Cholesterol 0mg 0%
Sodium 470mg 20%
Total Carbohydrate 15g 5%
Dietary Fiber 2g 7%
Total Sugars 2g
Includes 0g Added Sugars 0%
Protein 4g
Vitamin D 0mcg 0%
Calcium 62mg 4%
Iron 1mg 6%
Potassium 137mg 2%
Vitamin A 4mcg 0%
Vitamin C 0mg 0%
*The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

Sourced from: Food Hero

Perfect Hard-Cooked Egg

1. Was
2. Plac
cold
inch
com
3. Take
or pl
depe
large
4. Imm
com
wate
5. Refr
peel
shell

Tips for
- Refr
cook
mem
sligh
- Let e
- Roll
shell
- Start
- Hold
help
- Use

Fruit Pizza

Ingredients
1 Whole Grain English muffin
2 Tablespoons reduced-fat cream cheese
2 Tablespoons sliced strawberries
2 Tablespoons blueberries
2 Tablespoons crushed pineapple

Directions
1. Wash hands with soap and water.
2. Rinse fresh fruits under running water
3. Split open the English muffin and toast the halves until lightly browned.
4. Spread cream cheese on both halves.
5. Divide the fruit between the two muffin halves and arrange on top of cream cheese.

Best when served immediately.
Refrigerate leftovers within 2 hours.
Try peanut butter or sunflower butter inplace of cream cheese.
Try different fruits as toppings

Nutrition Facts
2 servings per container
Serving size 1/2 muffin+fruit (81g)
Amount per Serving
Calories 120
% Daily Value*
Total Fat 3g 4%
Saturated Fat 1.5g 8%
Trans Fat 0
Cholesterol 10mg 3%
Sodium 170mg 7%
Total Carbohydrate 19g 7%
Dietary Fiber 2g 7%
Total Sugars 7g
Includes 0g Added Sugars 0%
Protein 4g
Vitamin D 0mcg 0%
Calcium 114mg 8%
Iron 1mg 6%
Potassium 149mg 4%
Vitamin A 25mcg 3%
Vitamin C 8mg 9%
*The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

Sourced from: Food Hero

Evaluation Framework

LESSON	EVIDENCE BASED	AVAILABILITY	SAFE	AFFORDABILITY	USDA DGA
Protien - Egg	Yes	Yes	allergen risk	Yes	Yes
Fruit - Apples	Yes	Yes - fresh in fall	Yes	Yes	Yes
Hydration - Water	Yes	Yes	Yes	Yes	Yes
Vegetable	Yes	Yes	Yes	Yes	Yes
Fruit	Yes	Yes	cut grapes/blueberry	Moderate	Yes
Vegetable	Yes	Yes	Yes	Yes	Yes
Allergy	Yes	Yes	Yes	Yes	NA
MyPlate	Yes	Yes	Yes	Yes	Yes
Grains	Yes	Yes	allergen risk	Yes	Yes
Handwashing	Yes	Yes	Yes	Yes	NA
Dairy	Yes	Yes	allergen risk	Yes	Yes

Evaluation Framework. Developed by Tory Kay Dickey, MPH (Kansas State University, 2025)
Referenced from *Child Health Initiative for Lifelong Eating and Exercise: A Systematic Assessment, Revision, and Development of a USDA Funded Nutrition Program*

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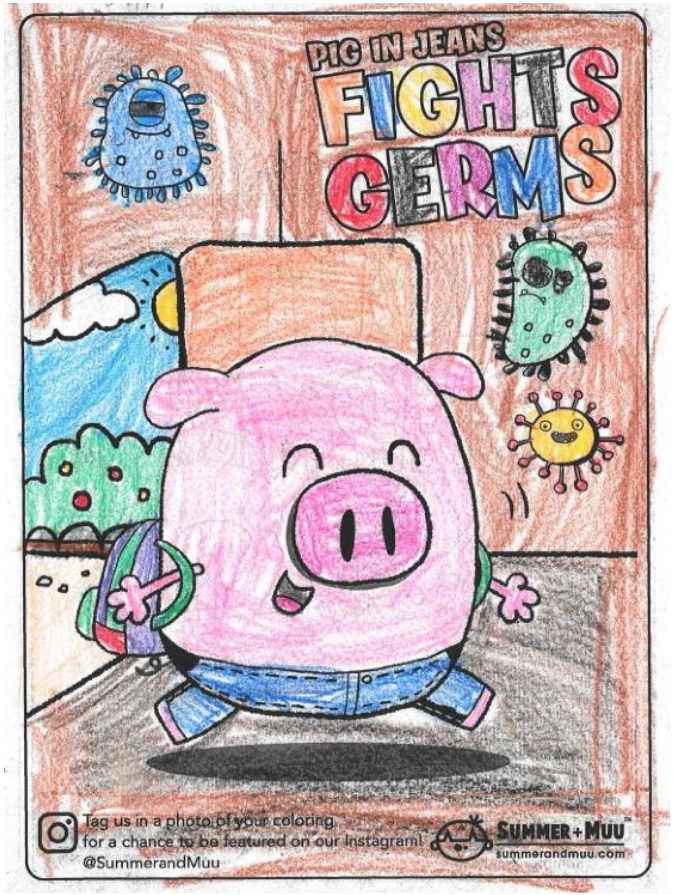
Pilot Deliverable :

Handwashing Lesson

Pilot Cont.

Glitter Germs Activity and Coloring Sheet



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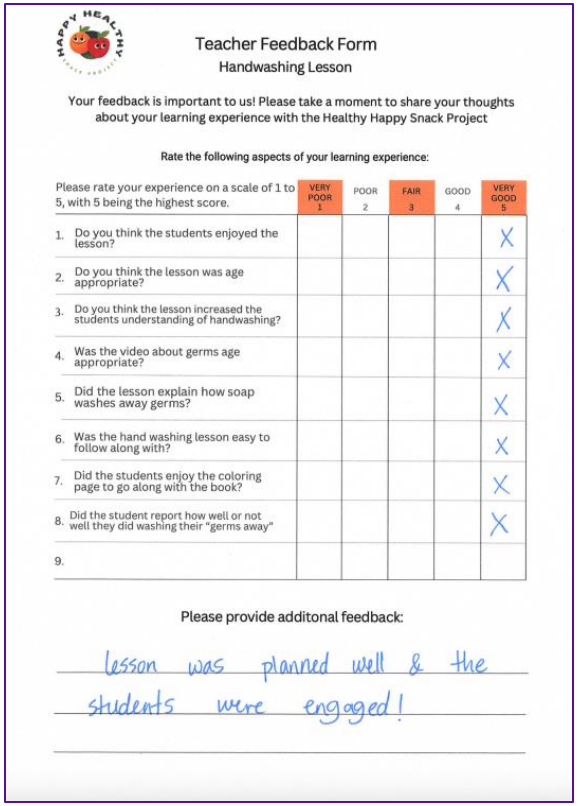
Feedback



Teacher Feedback Form
Handwashing Lesson

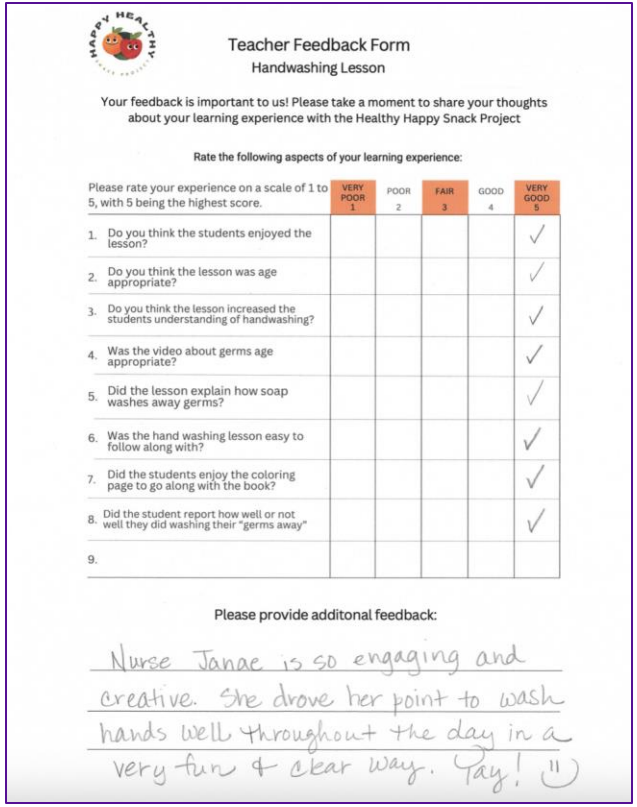
Your feedback is important to us! Please take a moment to share your thoughts about your learning experience with the Healthy Happy Snack Project

Rate the following aspects of your learning experience:

Please rate your experience on a scale of 1 to 5, with 5 being the highest score.	VERY POOR 1	POOR 2	FAIR 3	GOOD 4	VERY GOOD 5
1. Do you think the students enjoyed the lesson?					X
2. Do you think the lesson was age appropriate?					X
3. Do you think the lesson increased the students understanding of handwashing?					X
4. Was the video about germs age appropriate?					X
5. Did the lesson explain how soap washes away germs?					X
6. Was the hand washing lesson easy to follow along with?					X
7. Did the students enjoy the coloring page to go along with the book?					X
8. Did the student report how well or not well they did washing their "germs away"					X
9.					

Please provide additonal feedback:

lesson was planned well & the students were engaged!



Teacher Feedback Form
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1. Do you think the students enjoyed the lesson?					✓
2. Do you think the lesson was age appropriate?					✓
3. Do you think the lesson increased the students understanding of handwashing?					✓
4. Was the video about germs age appropriate?					✓
5. Did the lesson explain how soap washes away germs?					✓
6. Was the hand washing lesson easy to follow along with?					✓
7. Did the students enjoy the coloring page to go along with the book?					✓
8. Did the student report how well or not well they did washing their "germs away"					✓
9.					

Please provide additonal feedback:

Nurse Janae is so engaging and creative. She drove her point to wash hands well throughout the day in a very fun & clear way. Yay! :)

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Deliverable: CEU Presentation to RNs

Kansas State University

Presentation Objectives

- Understand how nutrition lessons can be integrated into K–2 classrooms using engaging activities, stories, and tastings.
- Observe and practice interactive strategies (e.g., book reading, game playing, food tasting) that make nutrition fun and memorable for young learners.
- Identify ways to adapt and implement the Happy Healthy Snack Project in their own classrooms or schools.
- Explain the health benefits associated with eating from My Plate food categories.
- Recognize the role of school staff in modeling healthy behaviors and reinforcing public health messages around nutrition and wellness.

Presentation Feedback

Blue Valley School District CEU Presentation
Course: Happy Healthy Snack Project
Presenter: Janae Bell BSN RN
Date: 9-2-25
27 Nurse participants and evaluations

	Excellent –1	Above Average-2	Average –3	Below Average –4	Poor - 5	Total
My overall rating of the course is:	27					27
Presenter(s) knowledge of the subject:	27					27
Organization of material:	27					27
Use of visuals/handouts:	27					27
Presentation style:	27					27
Held my interest:	27					27
Met objective #1: Understanding how nutrition lessons can be integrated into K-2 classrooms using engaging activities, stories and tastings	27					27
Met objective #2: observe and practice interactive strategies (eg book reading, game playing, food tasting) that make nutrition fun and memorable for young learners	27					27
Met objective #3: identify ways to adapt and implement the Happy Healthy Snack Project in their own classrooms or schools	27					27
Met objective #4: explain the health benefits associated with eating from My Plate food categories	27					27
Met objective #5: recognize the role of school staff in modeling healthy behaviors and reinformcing public health messages around nutrition and wellness	27					27

Comments:
It's obvious how much work you put into this - way to go!
Fabulous!
Great presentation
Good job
Great info on Resources. Never heard of Hungry Free Kansas
Quite inmpressive, well done, thank you!
So knowlegable! A ton of great informaion and resources to take back to my school

I think you did a fabulous job, and it was evident that you spend considerable time preparing for your project.
You covered key messages such as the "Why", reinforced the message with how to engage students with games/activities and provided resources for theses activities.

All great! I know that instructors like "feedback", so I had to stretch my brain a bit:
Here's what you might consider: (Shorten-organized into broader categories as opposed grouping by food group.)
Condensing slides to cover the food groups (fewer slides)-One to two slides for all food groups-why they are important
One slide for activities - One slide for recipes - One slide for contacts/URL links.
Honestly, it is well done but thought if you must come up with something this would be possibly something to consider. Great Job!!

Nurse Feedback from CEU presentation

I think you did the best job ever!! Very informative and great ideas to implement in the elementary level!

I thought you did a fantastic job! It's clear how much work and dedication you have poured into this project.
If anything - I would maybe suggest showing an example of the canva slide deck that you provide the teachers just so the nurses have an idea of what type of slides they would be showing or sharing with the teachers.
Otherwise, it was amazing!

It was great! I loved how your presentation was an overview (as nurses we would never have time to do all of those presentations) so I'm guessing if you are presenting it to teachers then just have more specifics on how they can incorporate the lessons in their classroom based on age/grade and what the goal for each lesson is. I feel like the tasting portion is something that would make all of us cringe with so many cultural and allergy considerations so hoping that part is not mandatory as much as it sounds like it would be fun... it feels like that part would be the hardest to do.
Or is this a suggestion for outside personnel to present to classrooms? It sounds great but it was a bit overwhelming with how many lessons that would all be. Is it meant to be spread over an entire school year? Just more specifics, but again, I'm sure for teachers you have more of that laid out.
ALSO! Can I steal your links and videos or the handwashing portion?
I'm revamping mine and completely changing 3-5th grade into a "Healthy Habits" lesson with no Glo-germ lotion component like I do for K-2. I'm also doing these all literally the week before and week of hearing and vision and I truly believe not a soul understands how stressful that is!
Anyhoo, you are amazing and I'm so excited for you to finish your masters!!!

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Budget

General Supply		
	Paper Goods	17
	Copy Paper	30.46
	Utensils	8.98
	crock pot	24.99
	blender	39.99
	plastic cups	12.99
	ink for printer	50
Protein Lesson		
	Book	13
	Egg Race	19.99
	Fresh Eggs to cook	$10
	Egg Cooker	24.99
Fruit Lesson (fall)		
	Book	7.99
	Apples Fresh	15
	beanbags	24

Vegetable Lesson		
	Book	8.36
	Veggies	10
	Ranch Dip	8
MyPlate Lesson		
	Book	12.17
	Whole wheat crackers	10
	low fat cheese slices	10
Dairy Lesson		
	Book	10.99
	Low fat cheese	15
Allergy Lesson		
	Book	16.95
	Trail Mix	20
Hydration Lesson		
	Fruit	10

Handwashing		
	Book	38.22
	Glitter	5
	Baby Oil	5
	Soap	5
Grain		
	Book	10.99
	Rice cakes	15
Physical Activity		
	Book	7.69
Vegetable 2nd		
	Book	7.99
	Peas	9
	Pass the Potato	19.99
Fruit (2nd)		
	Book	7.99
	Fruit	30
	Skewers	6.99
	Total $:	599.71

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MPH Foundational Competencies

- 9 Design a Program
- 10 Budget and Resource Management
- 11 Program Evaluation
- 18 Communication
- 19 Presentation

MPH Foundational Competency 9

"Design a population-based policy, program, project or intervention."

Application: This competency was achieved by creating 12 lessons plans for HHSP

Coursework: Admin of Healthcare Org (MPH 720), Epidemiology (MPH 754), Program Planning and Evaluation (KIN 710)

MPH Foundational Competency 10

"Explain basic principles and tools of budget and resource management"

Application: Develop Budget and Manage Resources for HHSP

Coursework: Admin of Healthcare Org (MPH 720), Epidemiology (MPH 754), Program Planning and Evaluation (KIN 710)

MPH Foundational Competency 11

"Select Methods to evaluate public health programs"

Application: Evaluation table created to assess HHSP lessons, Feedback Forms

Coursework: Biostatistics (MPH 701), Admin of Healthcare Org (MPH 720), Epidemiology (MPH 754), Program Planning and Evaluation (KIN 710)

MPH Foundational Competency 18

"Select Communication strategies for different audiences and sectors"

Application: Student: Appealing Lessons, Activities, Stories, Tastings

Teachers: Program Audit, Feedback Parents: Send Home Recipes

Nurses: Canva / Power Point Extension Agents: Word Document

Coursework: Prof Communication (FNDH 880),

Social & Behavioral Bases of Public Health (MPH 818)

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MPH Foundational Competency 19

"Communicate audience-appropriate public health content, both in writing and through oral presentation."

Application: Pilot HHSP Lessons, Presentation to School Nurses

Coursework: Prof Communication (FNDH 880), Social & Behavioral Bases of Public Health (MPH 818)

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MPH Emphasis Competencies

Nutrition

- 1 Information literacy of public health nutrition
- 2 Compare and relate research into practice
- 3 Population-based health administration
- 4 Analysis of human nutrition principles
- 5 Analysis and Critique of Functional Foods, Nutraceuticals, and Dietary Supplements

MPH Emphasis Competency 1

"Information literacy of public health nutrition"

Application: Evidence-based policies guided HHSP lessons and send home recipes

Coursework: Public Health Nutrition (FNDH 600)
Program Planning and Evaluation (KIN 710)
Professional Communication (FNDH 880)

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MPH Emphasis Competency 2

"Compare and relate research into practice"

Application: Apply research findings to HHSP lessons

Coursework: Public Health Nutrition (FNDH 600)
Program Planning and Evaluation (KIN 710)
Functional Foods for Chronic Diseases (FNDH 820)

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MPH Emphasis Competency 3

"Population-based health administration"

Application: HHSP lessons meet needs of specific populations : students and rural Southeast Kansas

Coursework: Public Health Nutrition (FNDH 600)
Functional Foods for Chronic Diseases (FNDH 820)
Program Planning and Evaluation (KIN 710)

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MPH Emphasis Competency 4

"Analysis of human nutrition principles"

Application: Send home recipes and classroom tastings

Coursework: Public Health Nutrition (FNDH 600)
Functional Foods for Chronic Diseases (FNDH 820)

MPH Emphasis Competency 5

"Analysis and Critique of Functional Foods, Nutraceuticals, and Dietary Supplements"

Application: Research-based lessons and tastings

Coursework: Program Planning and Evaluation (KIN 710)

Functional Foods for Chronic Diseases (FNDH 820)

Professional Communication (FNDH 880)

Results

- Nutrition and Wellness Curriculum Developed
- Pilot lesson/RN Presentation feedback
- Professional Growth

Discussion

- Digital Accessibility
  - Images of Text
- DANEH Developing and Assessing Nutrition Education Handouts
  - Did not find this resource until project was near completion
- Location SE KS vs other areas for implementation
  - Is this curriculum transferable to other areas in KS
- Constructive feedback vs rosy colored glasses
  - Katherine, KSRE Agents, Instructional Design Coach, Principal, WIC, SNAP-Ed
- RN Education vs. Teacher Education
  - Provide education to teachers about nutrition curriculum and MyPlate

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- Dr. Kincaid – Committee Member

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Questions