

Master of Public Health

Applied Practice Experience

HAPPY HEALTHY SNACK PROGRAM: AN EFFORT TO ADDRESS FOOD INSECURITY IN SCHOOLS IN
SOUTHEAST KANSAS

by

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MPH Candidate

submitted in partial fulfillment of the requirements for the degree

MASTER OF PUBLIC HEALTH

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Chapter 1 - APE Portfolio Products

The Applied Practice Experience (APE) was completed with K-State Research and Extension (KSRE) Wildcat Extension District in Girard, Kansas. Wildcat District serves Crawford, Labette, Montgomery, and Wilson counties. KSRE provides relevant, reliable programs and information to assist their communities in expanding knowledge and improving overall well-being in southeast Kansas. This experience focused on the expansion of the Happy Healthy Snack Project (HHSP), a nutrition curriculum implemented in southeast Kansas public schools. The HHSP aims to address childhood food insecurity by promoting nutrition and wellness among kindergarten through second-grade students. The project involved designing, piloting, and presenting an evidence-based nutrition curriculum aligned with USDA Dietary Guidelines for Americans (DGA) and MyPlate principles. Additionally, a professional development presentation was delivered to school nurses for continuing education credit.

Table 1.1 Summary of Portfolio Products

Portfolio Product		Description
1	Expanded HHSP Curriculum	Twelve age-appropriate nutrition and wellness lessons aligned with MyPlate, USDA DGA, and Kansas ELA standards for grades K–2
2	Teacher Feedback and Program Audit Tool	Evaluation forms and audit checklists to assess lesson effectiveness, engagement, and fidelity.
3	PowerPoint Presentation for School Nurses	Professional CEU presentation demonstrating HHSP curriculum delivery and integration strategies for school settings.
4	Budget and Evaluation Framework	Developed budget plan and evaluation table to ensure program feasibility, safety, and evidence-based design.

Table 1.2 Portfolio Products and Competency Addressed

Portfolio Product		Number and Competency Addressed	
1	Expanded HHSP Curriculum		9 – Design a population-based program or intervention; 18 – Select communication strategies for different audiences 19 – Communicate audience-appropriate public health content.
2	Teacher Feedback and Program Audit Tools		11 – Select methods to evaluate public health programs.
3	PowerPoint Presentation for School Nurses		16 Apply leadership and/or management principles to address a relevant issue 19 – Communicate audience-appropriate public health content.
4	Budget and Evaluation Framework		10 – Explain basic principles and tools of budget and resource management.

Chapter 2 - APE Competencies

The following competencies were selected to demonstrate application of public health principles during the Applied Practice Experience. Each competency was applied through design, implementation, communication, and evaluation of the HHSP nutrition curriculum for K–2 students in southeast Kansas.

Table 2.1 Summary of APE Competencies

Number and Competency		Description
9	Design a population-based program or intervention	Designed a 12-lesson elementary nutrition curriculum that aligns with USDA DGA and MyPlate to promote nutrition and wellness among early learners
10	Explain basic principles and tools of budget and resource management	Created a detailed HHSP budget considering grant funding, supply costs, and sustainability across multiple classrooms
11	Select methods to evaluate public health programs	Developed a structured framework to assess curriculum safety, accessibility, affordability, and evidence base
18	Select communication strategies for different audiences and sectors	Designed culturally relevant and age-appropriate education materials for K–2 classrooms and adapted messaging for professional audiences.
19	Communicate audience-appropriate (i.e., non-academic, non-peer audience) public health content, both in writing and through oral presentation	Delivered HHSP presentation to 47 school nurses for CEU credit and implemented lessons in local first- and second-grade classrooms.

Competency 9: Design a population-based policy, program, project or intervention

This competency was demonstrated through the design and development of a comprehensive, evidence-based nutrition curriculum for kindergarten through second-grade students as part of the Happy Healthy Snack Project (HHSP) with K-State Research and

Extension's Wildcat Extension District. The curriculum was created to promote nutrition and wellness among early elementary students by increasing their knowledge of healthy eating patterns and familiarity with MyPlate guidelines. The program is designed with Extension Agents in mind, to serve as a population-level intervention, aimed at reducing childhood food insecurity and enhancing health literacy across schools in southeast Kansas.

Competency 10: Explain basic principles and tools of budget and resource management

This competency was demonstrated through the creation of a comprehensive budget for the HHSP. This budget accounted for all supplies and food needed to implement the expanded curriculum. I estimated costs for paper goods used in food tastings, paper for coloring sheets, and all lesson-related food items. The budget also included materials and games such as the Egg and Spoon Race and Pass the Potato, which promote physical activity during the lessons. The budget ensures alignment with available grant funding and sustainability across multiple classrooms. The budgeting process integrated principles learned in MPH 720: Administration of Health Care Organizations, where I gained experience in project budgeting and resource management through applied group work.

Competency 11: Select methods to evaluate public health programs.

This competency was demonstrated by developing and applying a structured table as a framework to assess the HHSP as a public health program. Each lesson within the curriculum was systematically reviewed for evidence-based content, accessibility, safety, affordability, and alignment with the USDA Dietary DGA. The evaluation framework, modeled after methods learned throughout my MPH coursework, specifically MPH 701, 720, and 754, provided a clear and organized approach to identify strengths, address areas for improvement, while ensuring

that program goals and objectives were met. This process enhanced the overall quality and effectiveness of the HHSP curriculum, ensuring it remained practical, sustainable, and aligned with public health best practices.

Competency 18: Select communication strategies for different audiences and sectors.

This competency was demonstrated through the creation of the extended HHSP curriculum. This curriculum effectively communicates public health content to diverse audiences, including kindergarten through second-grade students, teachers, and school nurses. For kindergarten through second-grade students, I developed engaging lessons that incorporated visual aids, colorful slides, age-appropriate language, and hands-on activities to promote nutrition literacy. The curriculum incorporated various instructional methods, including storytelling, physical activity, coloring, written reflection, and taste testing. These methods help to engage students and deepen their understanding of nutrition and wellness. For educators and public health professionals, I created presentation materials that aligned with Kansas Education Standards and USDA DGA guidelines, ensuring the HHSP curriculum was accessible, culturally relevant, and easily adaptable for various school and community settings.

Competency 19: Communicate audience-appropriate (i.e., non-academic, non-peer audience) public health content, both in writing and through oral presentation

This competency was demonstrated through both written and oral presentations of the HHSP curriculum to diverse audiences. I piloted lessons for first- and second-grade students at the elementary school where I currently work. I was able to present a read-aloud book about germs, provide handwashing instructions, a fun hands-on germ-fighting activity, and affiliated coloring materials designed to reinforce hygiene and wellness concepts. Teachers were invited

to provide structured feedback to evaluate lesson clarity, engagement, and age appropriateness (see Appendix #). Additionally, I delivered an oral presentation on the HHSP curriculum to a large group of school nurses within the Blue Valley School District, providing one hour of continuing education credit. This presentation demonstrated how school nurses can integrate nutrition and wellness education into their practice using accessible, evidence-based strategies. Coursework in FNDH 880: Professional Communication prepared me to tailor my communication style to audiences of varying professional backgrounds, supporting the successful delivery of both student-facing and professional education components of the HHSP.

Table 2.2 MPH Foundational Competencies Course Mapping

22 Public Health Foundational Competencies Course Mapping	MP H 701	MPH 720	MP H 754	MP H 802	MP H 818
Evidence-based Approaches to Public Health					
1. Apply epidemiological methods to settings and situations in public health practice	x		x		
2. Select quantitative and qualitative data collection methods appropriate for a given public health context	x	x	x		
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate	x	x	x		
4. Interpret results of data analysis for public health research, policy or practice	x		x		
Public Health and Health Care Systems					
5. Compare the organization, structure, and function of health care, public health, and regulatory systems across national and international settings		x			
6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community, and systemic levels					x
Planning and Management to Promote Health					
7. Assess population needs, assets and capacities that affect communities' health		x		x	
8. Apply awareness of cultural values and practices to the design, implementation, or critique of public health					x

22 Public Health Foundational Competencies Course Mapping	MP H 701	MPH 720	MP H 754	MP H 802	MP H 818
policies or programs					
9. Design a population-based policy, program, project or intervention			x		
10. Explain basic principles and tools of budget and resource management		x	x		
11. Select methods to evaluate public health programs	x	x	x		
Policy in Public Health					
12. Discuss the policy-making process, including the roles of ethics and evidence		x	x	x	
13. Propose strategies to identify relevant communities and individuals and build coalitions and partnerships for influencing public health outcomes		x		x	
14. Advocate for political, social, or economic policies and programs that will improve health in diverse populations		x			x
15. Evaluate policies for their impact on public health and health equity		x		x	
Leadership					
16. Apply leadership and/or management principles to address a relevant issue		x			x
17. Apply negotiation and mediation skills to address organizational or community challenges		x			
Communication					
18. Select communication strategies for different audiences and sectors	FNDH 880				
19. Communicate audience-appropriate public health content, both in writing and through oral presentation to a non-academic, non-peer audience with attention to factors such as literacy and health literacy	, FNDH 880				
20. Describe the importance of cultural humility in communicating public health content		x			x
Interprofessional Practice					
21. Integrate perspectives from other sectors and/or professions to promote and advance population health		x			x
Systems Thinking					
22. Apply a systems thinking tool to visually represent a public health issue in a format other than standard narrative			x	x	

Appendix

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 helps us be healthy. After the reading, ask the students 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=1Pc0777SOqs>

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 ABCs. Dry with 2 paper towels then get a germ check by an 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:

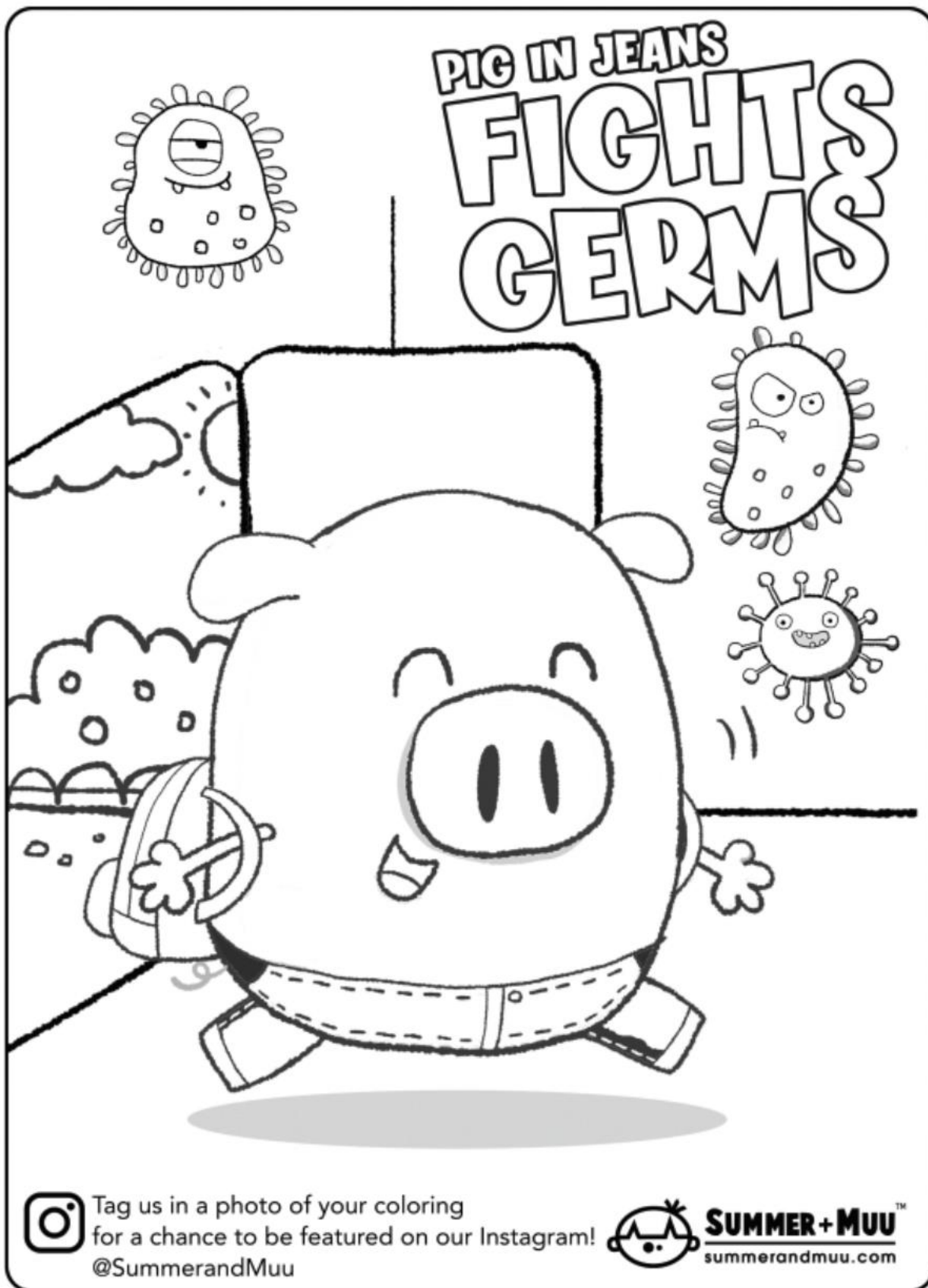
Materials needed: Copy paper, copy machine – print two sided

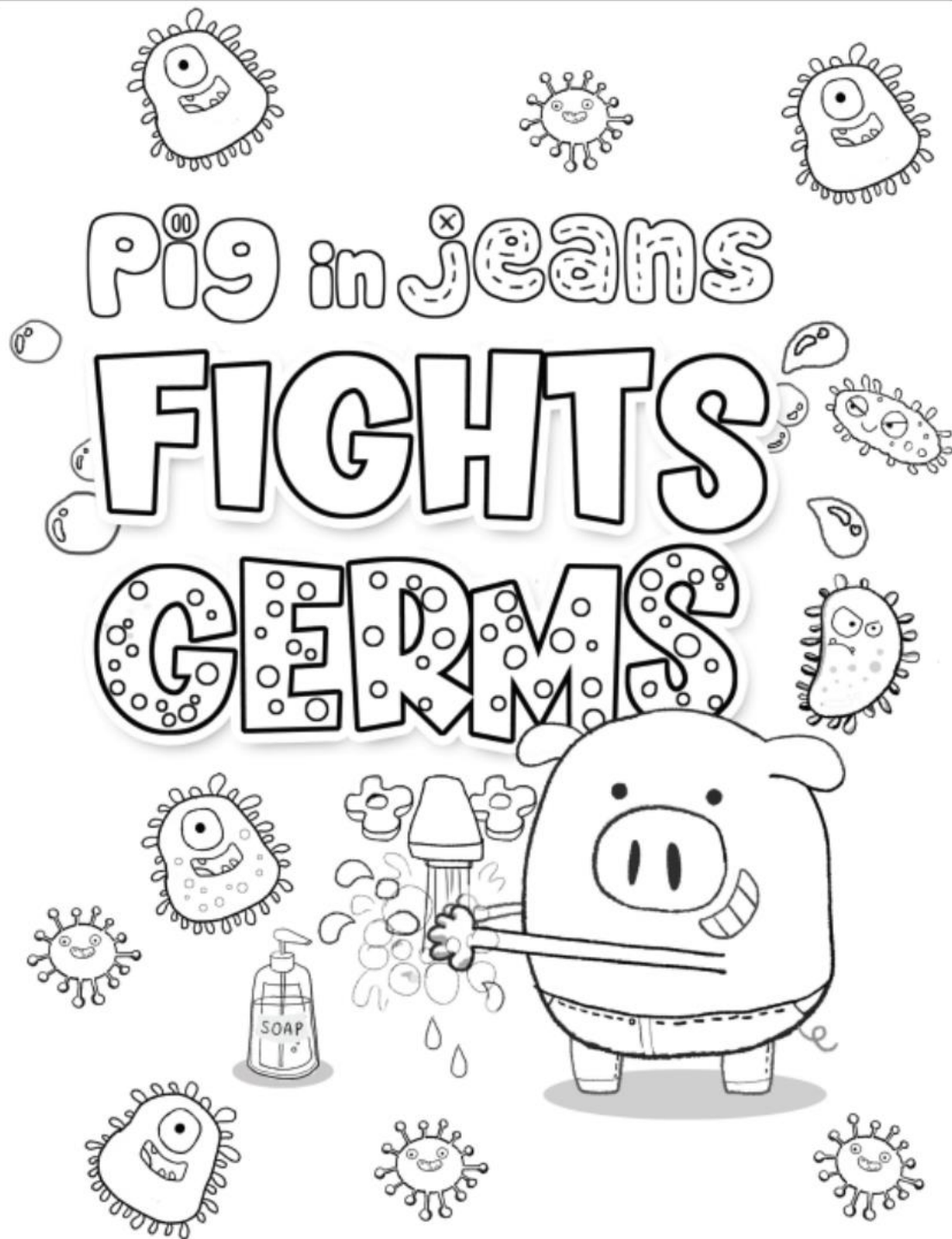
Total Time: 5 minutes – send home if not finished, encourage to finish second side at home

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 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.





Tag us in a photo of your coloring
for a chance to be featured on our Instagram!
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Name: _____

Nutrition Lesson REFLECTION

Today I learned about:

How I feel about the lesson:



Today's 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



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

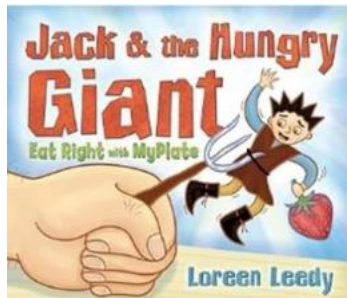
MyPlate Lesson

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 presliced 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 the help of grownups.

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.



Name: _____

Nutrition Lesson REFLECTION

Today I learned about:

How I feel about the lesson:



Today's 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



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:

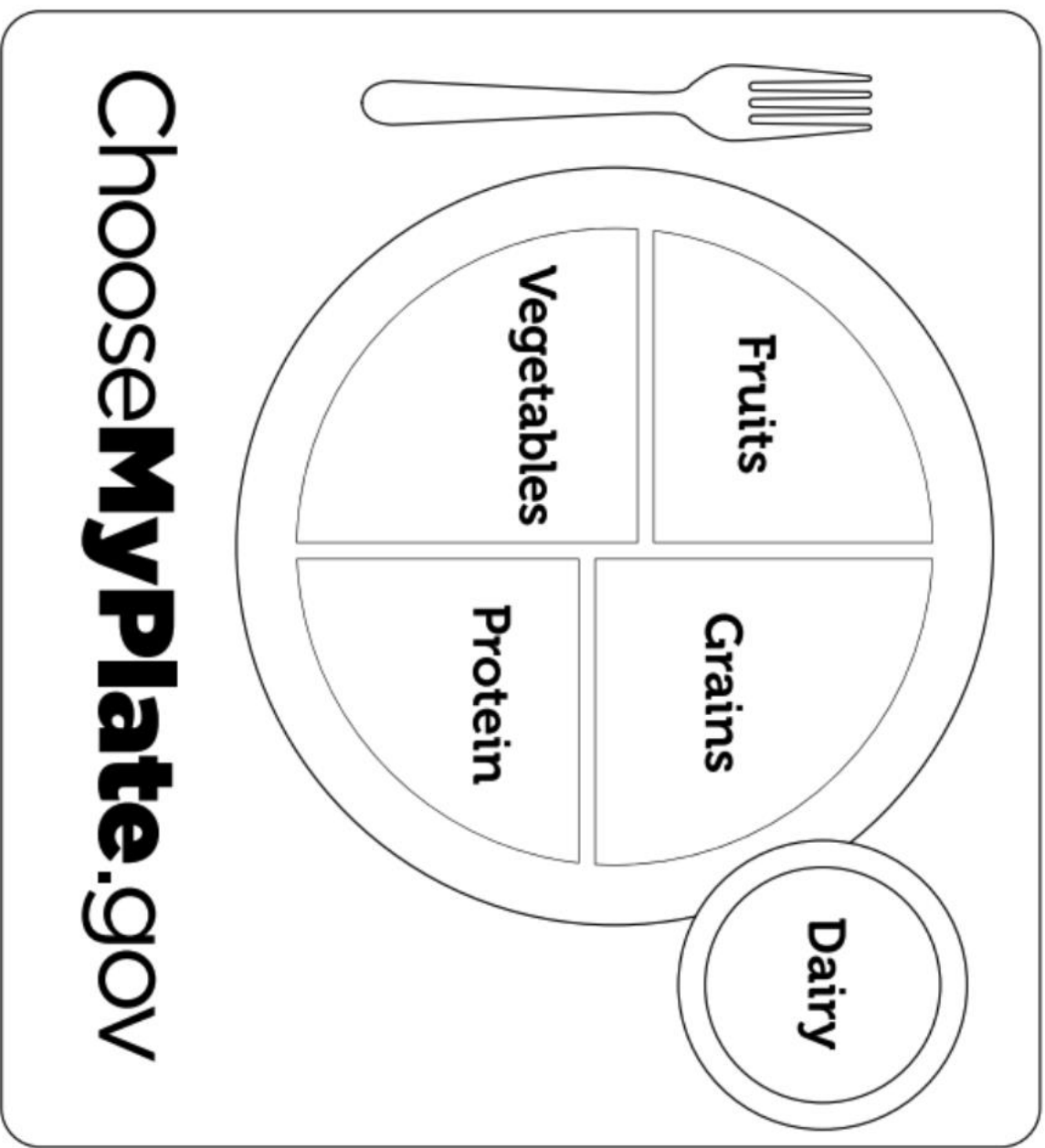


Pick your favorite part of lesson

Book

Food tasting

Activity



ChooseMyPlate.gov



MyPlate Word Blanks

"Cook-Off Craze"

How to play: Fold the paper in half so that the story is hidden. Read the Word Blanks below and fill in a word for each one. Match the numbered words from your word list with numbered blanks in the story. When you've finished, read your funny story out loud! You can also play with friends by writing down their choices for the word list, adding their words to the story, and then reading their special story to them.

WORD LIST

- | | |
|----------------------------------|-----------------------------------|
| 1. Noun: _____ | 10. Orange/red vegetable: _____ |
| 2. Your name: _____ | 11. Grain food: _____ |
| 3. Friend's name: _____ | 12. Lean protein food: _____ |
| 4. Verb (ending in "ing"): _____ | 13. Dairy food: _____ |
| 5. Verb (ending in "ing"): _____ | 14. Noun (plural): _____ |
| 6. Green vegetable: _____ | 15. Adjective: _____ |
| 7. Noun (plural): _____ | 16. Fruit: _____ |
| 8. Noun (plural): _____ | 17. Verb (ending in "ing"): _____ |
| 9. Color: _____ | 18. Verb (past tense): _____ |

----- Fold Here -----

"Cook-Off Craze"

It was the end of the school year, and summer was just around the corner. It was almost time for the annual (1) _____ County School End-of-Year Cook-Off! (2) _____ and (3) _____ entered themselves in the cook-off. They knew they had a good chance of winning if they used fresh veggies from Grandma and Grandpa's garden — the secret to their recipe! They were ready to start (4) _____!

Once they got the pot of water (5) _____, they began adding the ingredients. While (2) _____ chopped up the (6) _____, (3) _____ washed the (7) _____. (8) _____ and (9) _____ cabbage were next. After this, they threw in some grated (10) _____, going crazy with all of their yummy fresh veggies! Making sure they didn't forget some grains, they added some whole wheat (11) _____, and for protein power, chopped (12) _____. For a finishing touch, they sprinkled some low-fat (13) _____ on top. *Voilà!* Summer Garden Soup!

The day of the cook-off finally arrived and they were ready. The event was a huge success! At the end of the day, it came time for the group of (14) _____ to announce the winners. After Runner-Up went to a (15) _____ (16) _____ frozen yogurt, (2) _____ and (3) _____ were (17) _____ their breath. "And first place, with the highest score, goes to (2) _____ and (3) _____'s Summer Garden Soup!!!" They were so happy that they (18) _____ all day long!



Word Blank #1



Name: _____

Nutrition Lesson REFLECTION

Today I learned about:

How I feel about the lesson:



Today's 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



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:



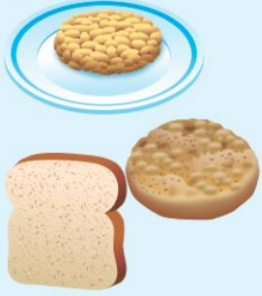
Pick your favorite part of lesson

Book

Food tasting

Activity

Food Group Friend

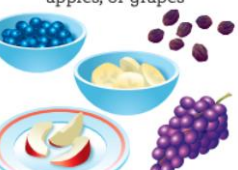
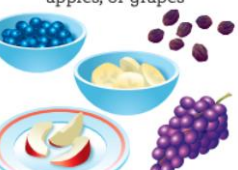
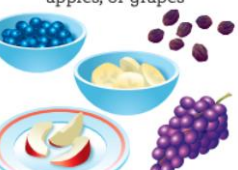
1 Get a Head  Put a grain on your plate.	2 Make a Face  Pick fruits, vegetables, and a protein food to make eyes, nose, and a mouth. Have fun and be colorful!	3 Hair or Hat?  Choose a dairy food and cover the head.	4 Name Your Friend  Have you used a food from each food group? If so, enjoy!					
Ingredients Choose your favorite ingredients from every group <table border="1"> <tr> <td data-bbox="227 798 479 1060"> Grains English muffin, brown rice cake, or bread  </td> <td data-bbox="487 798 625 1060"> Protein Foods beans or egg  </td> <td data-bbox="633 798 998 1060"> Vegetables carrots, celery, broccoli, tomatoes, peas, cucumber, or bell pepper  </td> <td data-bbox="1006 798 1112 1060"> Dairy low-fat cheese  </td> <td data-bbox="1120 798 1388 1060"> Fruits blueberries, bananas, raisins, apples, or grapes  </td> </tr> </table>				Grains English muffin, brown rice cake, or bread 	Protein Foods beans or egg 	Vegetables carrots, celery, broccoli, tomatoes, peas, cucumber, or bell pepper 	Dairy low-fat cheese 	Fruits blueberries, bananas, raisins, apples, or grapes 
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Food Group Friend

1 Get a Head  Put a grain on your plate.	2 Make a Face  Pick fruits, vegetables, and a protein food to make eyes, nose, and a mouth. Have fun and be colorful!	3 Hair or Hat?  Choose a dairy food and cover the head.	4 Name Your Friend  Have you used a food from each food group? If so, enjoy!					
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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 the lesson. Remind students that apples are healthy fruits. 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, then 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/aIPrGy>
Disposable gloves Amazon link: <https://a.co/d/1DWI5dK>, Small plates Amazon link: <https://a.co/d/gcYGT4G>
Cleaning supplies for surfaces

Send Home Recipe: Print and send home apple nachos recipe and encourage students to try making these 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 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.

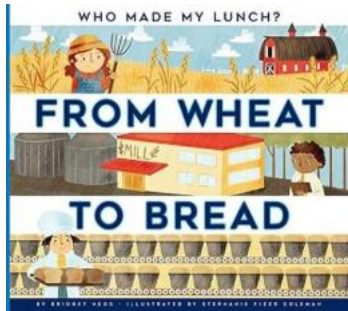
Grain Lesson

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 wheat comes from? And how do farmers grow wheat?

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 one 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/gcYGT4G>, 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:

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.

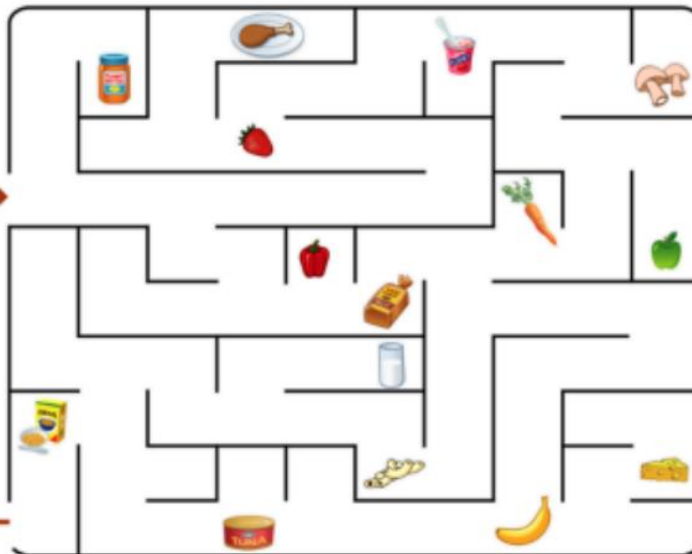
2nd grade evaluation has area for further reflection and writing
Write your name on the top of the page. Please write in complete sentences and use punctuation. In the “Today I learned about” write in the theme of today’s lesson. Circle or color in the face that shows how you feel about the lesson. Circle 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.



Name: _____



Grains
↑



Help Jane Grain find all the grains.
Draw a line from Jane to the end of the maze.

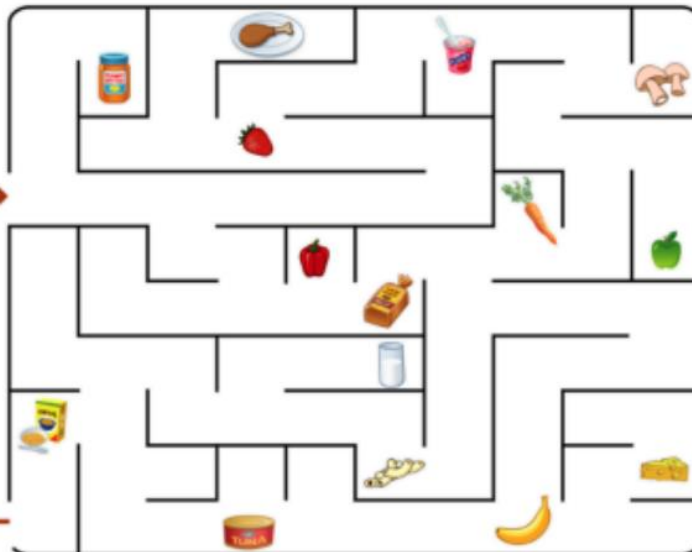
Sourced from:  MyPlate
U.S. DEPARTMENT OF AGRICULTURE



Name: _____



Grains
↑



Help Jane Grain find all the grains.
Draw a line from Jane to the end of the maze.

Sourced from:  MyPlate
U.S. DEPARTMENT OF AGRICULTURE



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.



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.

Best served warm, refrigerate leftovers

Sourced from: Food Hero



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



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



Name: _____

Nutrition Lesson REFLECTION

Today I learned about:

How I feel about the lesson:



Today's tasting:



Reason for my rating

Something new I learned today:

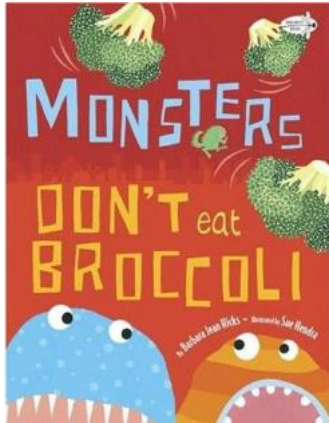
Vegetable Lesson

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, and other fresh vegetables as available seasonally. Teachers or helpers should wear food service gloves while handling and serving. Place a variety of vegetables and a small scoop of dip on each student's plate.

Total Time: 15-20 minutes

Materials Needed: Fresh Cut up Vegetables, Ranch Dip, Disposable gloves

Amazon link: <https://a.co/d/1DWI5dK>, Small plates or portion cups

<https://a.co/d/gcYGT4G>

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 the help of an adult.

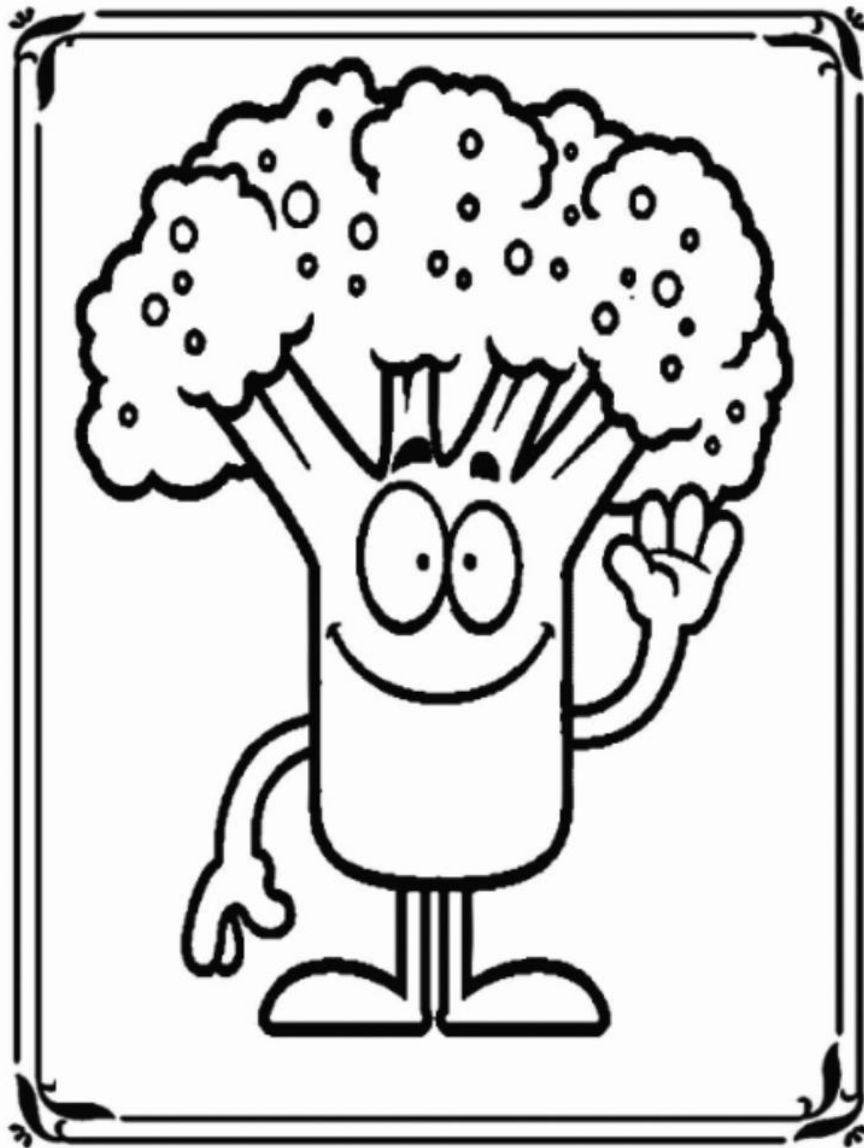
Evaluation:

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 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.



Vegetable Coloring



Sourced from: Best Coloring Pages for Kids



Word Search

Use the word bank to find the hidden vegetables. Words can be found going straight across, up and down, diagonally or backwards.

WORD BANK

Bell Pepper, Broccoli, Cabbage, Cauliflower, Eggplant, Kale,
Mushroom, Onion, Radishes, Turnip



Sourced from: Food Hero



One Pan Chicken Alfredo

Ingredients:

- 1 large chicken breast, cubed
- 2 Tablespoons oil
- 2 Tablespoons all-purpose flour
- 1 $\frac{3}{4}$ cups low-sodium chicken broth
- 1 $\frac{3}{4}$ cups nonfat milk
- 1 teaspoon garlic powder
- $\frac{1}{2}$ teaspoon onion powder
- $\frac{1}{2}$ teaspoon basil
- 8 ounces dry pasta
- 2 cups chopped broccoli (fresh or frozen)
- 1 cup grated parmesan cheese



Directions:

1. Wash hands with soap and water.
2. Rinse fresh broccoli under running water before preparing.
3. In a skillet over medium-high heat brown chicken in oil.
4. Add flour, broth, milk, spices and pasta to skillet and stir well.
5. Bring to a boil, then reduce heat to simmer and cover. Cook until pasta is almost tender, stirring occasionally.
6. Add broccoli, cover, and cook until broccoli is tender.
7. Remove from heat and stir in cheese.
8. Refrigerate leftovers within 2 hours.

Consider using whole wheat pasta and adding other vegetables.

Nutrition Facts

7 servings per container	
Serving size	1 cup (178g)
Amount per Serving	
Calories	210
	% Daily Value*
Total Fat 7g	9 %
Saturated Fat 2.5g	13 %
Trans Fat 0g	
Cholesterol 30mg	10 %
Sodium 350mg	15 %
Total Carbohydrate 23g	8 %
Dietary Fiber 5g	18 %
Total Sugars 5g	
Includes 4g Added Sugars	8 %
Protein 13g	
Vitamin D 0mcg	0 %
Calcium 43mg	4 %
Iron 2mg	10 %
Potassium 345mg	8 %
Vitamin A 18mcg	2 %
Vitamin C 45mg	50 %

*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



Name: _____

Nutrition Lesson REFLECTION

Today I learned about:

How I feel about the lesson:



Today's 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



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

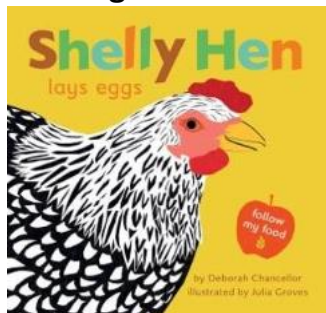
Protein Lesson: Eggs

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 *Shelley 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 the classroom tasting portion of the 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/1DWI5dK>, 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 approx. 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 recipe and 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.

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.



Perfect Hard-Cooked Egg

1. Wash hands with soap and water.
2. Place a single layer of eggs in a saucepan. Add cold water to cover the eggs by at least 1 inch. Heat over high heat just until the water comes to a full boil.
3. Take the pan off the heat and cover with a lid or plate. Leave eggs in the hot water. Time depends on egg size: medium - 9 minutes; large - 12 minutes; extra large - 15 minutes
4. Immediately drain eggs. Serve warm, or cool completely under cold running water or in ice water.
5. Refrigerate within 2 hours of cooking. Use peeled eggs within 2 days or refrigerate in the shell for up to a week.



Tips for easier peeling:

- Refrigerate the eggs for 7-10 days before cooking. This gives time for the two membranes inside the shell to separate slightly.
- Let eggs cool after cooking.
- Roll the egg gently on the counter until the shell has small cracks all over.
- Start peeling at the large end.
- Hold the egg under cold running water to help loosen the shell.
- Use egg cooker (countertop appliance)

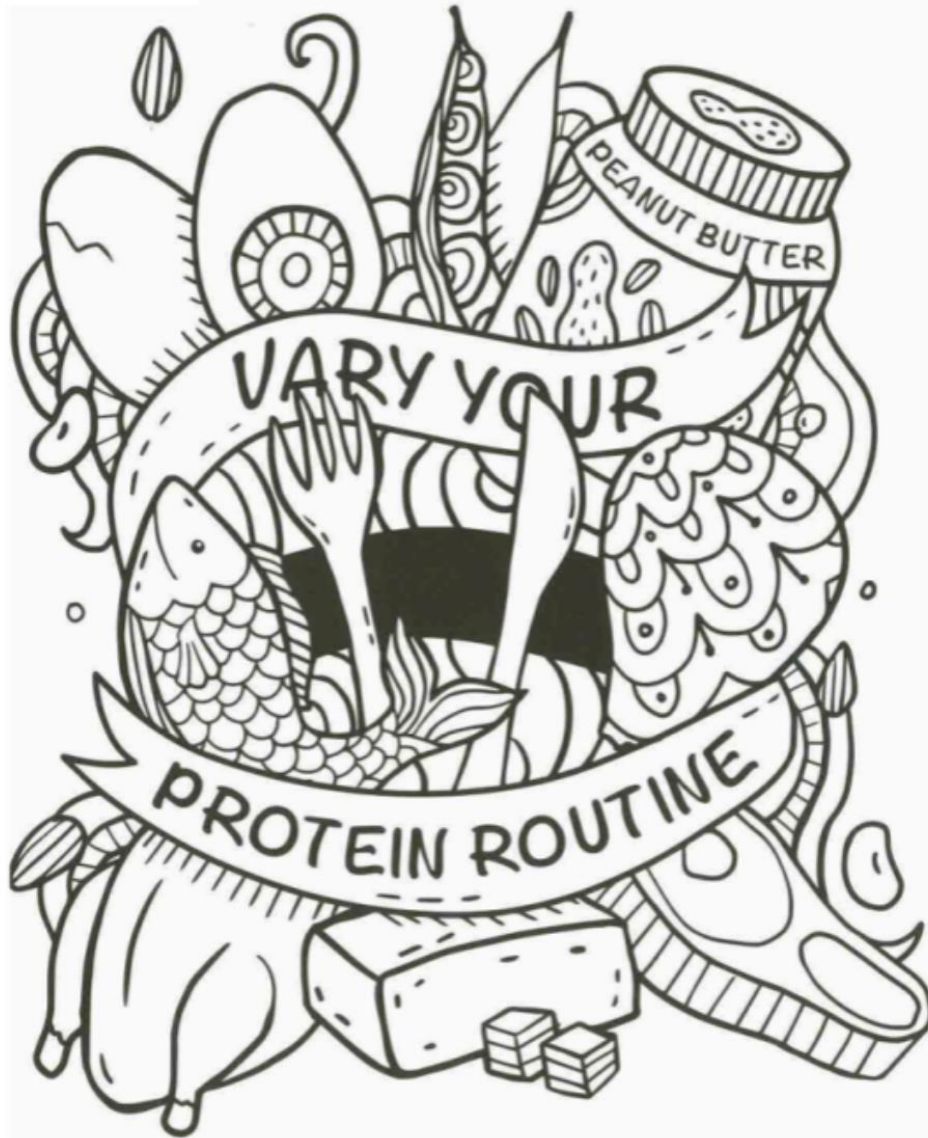
Nutrition Facts	
1 servings per container	
Serving size	1 egg (50g)
Amount per Serving	
Calories	70
	% Daily Value*
Total Fat 5g	6%
Saturated Fat 1.5g	8%
Trans Fat 0g	
Cholesterol 185mg	62%
Sodium 70mg	3%
Total Carbohydrate 0g	0%
Dietary Fiber 0g	0%
Total Sugars 0g	
Includes 0g Added Sugars	0%
Protein 6g	
Vitamin D 1mcg	6%
Calcium 28mg	2%
Iron 1mg	6%
Potassium 68mg	2%
Vitamin A 80mcg	9%
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



Name: _____



Sourced from: Greater Baton Rouge Food Bank



Name: _____

Nutrition Lesson REFLECTION

Today I learned about:

How I feel about the lesson:



Today's 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



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

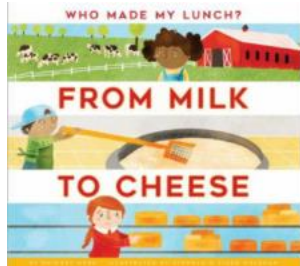
Dairy Lesson

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 kind 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 students to notice differences in color, texture, and flavor as they taste each variety.

Total Time: 5 minutes

Physical Activity: Mac and Cheese Freeze Dance

https://www.youtube.com/watch?v=x_DfbGbRH8

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 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.



..... Cheese



Sourced from: Food Hero



My Personal Pizza

Ingredients

- ½ Whole Wheat English muffin
- 1 ½ Tablespoons pizza or spaghetti sauce
- 1 Tablespoon shredded cheese
- 4 Tablespoons chopped vegetables, fruit or cooked meat (try a combination)

Directions

1. Wash hands with soap and water.
2. Wash fresh fruits/vegetables under running water.
3. Preheat oven to 400 degrees F.
4. Lightly toast English muffin half.
5. Spread sauce on muffin. Add cheese and toppings of your choice.
6. Bake 5 to 7 minutes, or until muffin is lightly browned and cheese is melted.
7. Allow to cool slightly before eating.

Refrigerate leftovers within 2 hours.

Try variety of toppings: cooked sausage, chicken, mushrooms, pepper, olives, onion, tomato, pineapple



Nutrition Facts

1 servings per container
Serving size 1 pizza (99g)

Amount per Serving

Calories 110

% Daily Value*

Total Fat 2g 3%

Saturated Fat 1g 5%

Trans Fat 0g

Cholesterol 6mg 2%

Sodium 250mg 11%

Total Carbohydrate 18g 7%

Dietary Fiber 1g 4%

Total Sugars 2g

Includes 0g Added Sugars 0%

Protein 5g

Vitamin D 0mcg 0%

Calcium 82mg 6%

Iron 1mg 6%

Potassium 182mg 4%

Vitamin A 43mcg 5%

Vitamin C 18mg 20%

*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



Name: _____

Nutrition Lesson REFLECTION

Today I learned about:

How I feel about the lesson:



Today's 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



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

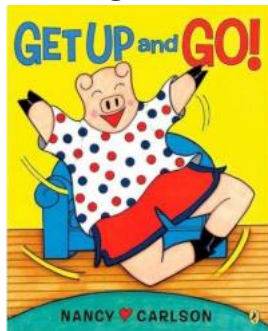
Physical Activity Lesson

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 room 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 the 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
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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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



Name: _____

Nutrition Lesson REFLECTION

Today I learned about:

How I feel about the lesson:



Today's 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



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

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

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 engage in the activity that matches 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 a 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, allow students to add fresh fruit or cucumber slices for garnish.

Total Time: 10 minutes

Materials Needed: Cut up fresh citrus fruits and cucumbers. Knife, Water, Pitchers/Thermos. Small tasting cup Amazon link <https://a.co/d/2lqZfU>
Cleaning supplies for surfaces

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

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 students 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 recipe and encourage students to try making these at home with help of a grownup.

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.



Roll the Dice to Break the Ice

Instructions:

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



Banana Oatmeal Cookies

Ingredients

- 2 very ripe bananas
- 1 cup oats (quick or old fashioned)
- $\frac{1}{2}$ teaspoon cinnamon
- $\frac{1}{2}$ teaspoon vanilla
- $\frac{1}{2}$ cup raisins



Directions

1. Wash hands with soap and water.
2. Preheat oven to 350 degrees F.
3. Lightly grease a baking sheet.
4. In a medium bowl, mash peeled bananas with a fork until mostly smooth.
5. Add oats, cinnamon, vanilla, and raisins. Mix well.
6. Scoop dough with teaspoon onto baking sheet.
7. Bake 10 to 15 minutes. Remove from oven and let cool before serving.

Nutrition Facts

7 servings per container	
Serving size	2 cookies (58g)
Amount per Serving	
Calories	120
% Daily Value*	
Total Fat 1g	1%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 0mg	0%
Total Carbohydrate 25g	9%
Dietary Fiber 2g	7%
Total Sugars 13g	
Includes 0g Added Sugars	0%
Protein 3g	
Vitamin D 0mcg	0%
Calcium 15mg	2%
Iron 1mg	6%
Potassium 211mg	4%
Vitamin A 1mcg	0%
Vitamin C 3mg	3%

*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



NAME: _____

DAILY WATER TRACKER

SUNDAY



MONDAY



TUESDAY



WEDNESDAY



THURSDAY



FRIDAY



SATURDAY





Name: _____

Nutrition Lesson REFLECTION

Today I learned about:

How I feel about the lesson:



Today's 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



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

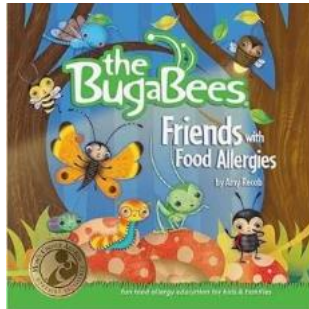
Allergy Lesson

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-palr>
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: 10 minutes

Send Home Flier: Print Be A PAL Elementary Handout:

<https://www.foodallergy.org/resources/be-palr>

Take Home PAL information and encourage students to share what they learned today in the allergy lesson with 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.



Be a PAL[®]

to Friends with Food Allergies

**1 in 13 kids in the United States has a food allergy.
That's about 2 kids in every classroom.**

Here are tips to help you Be a **PAL[®] (Protect A Life)** for friends with food allergies:

Tip 1

Remember that even a tiny amount of the wrong food can kill someone with food allergies.

Tip 2

Don't share your food with friends who have food allergies.

Tip 3

Wash your hands after every meal.

Tip 4

If your friend with food allergies looks or feels sick, help them get their medicine right away.

**Save this handout so you will remember how to Be a PAL[®]
to your friends with food allergies!**

© Food Allergy Research & Education (FARE), 2023



I'm a PAL

to kids with food allergy!



This certifies that _____ has learned
how to Be a PAL® to kids with food allergy.

Signature

Date



foodallergy.org

I'm a PAL

to kids with food allergy!



This certifies that _____ has learned
how to Be a PAL® to kids with food allergy.

Signature

Date



foodallergy.org



Name: _____

Nutrition Lesson REFLECTION

Today I learned about:

How I feel about the lesson:



Today's 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



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

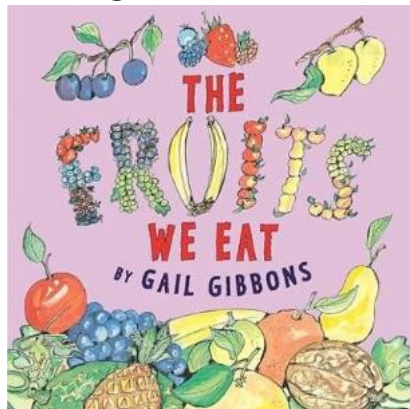
Fruit Lesson

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 grown 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=iframe

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 of the importance of not poking self or others with skewer and chewing 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.

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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 in place 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



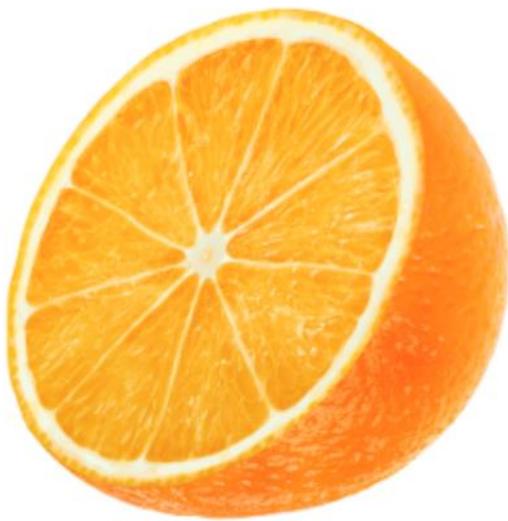
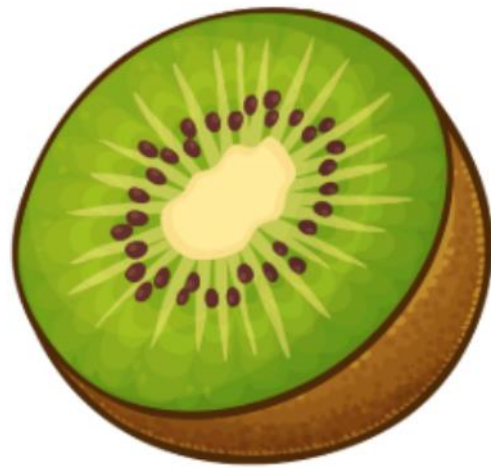
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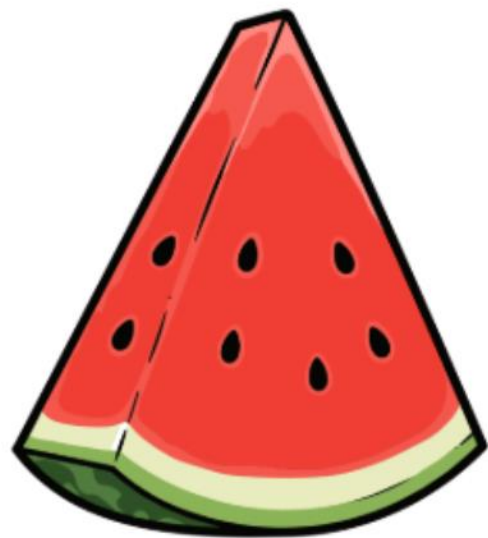
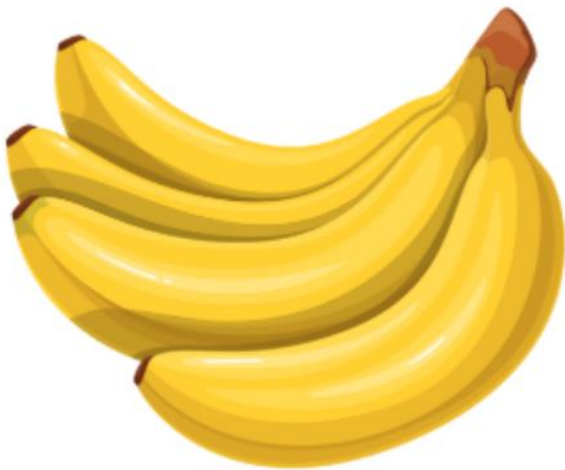
I Spy Fruits

Count each fruit and write number in correct box









Name: _____

Nutrition Lesson REFLECTION

Today I learned about:

How I feel about the lesson:



Today's 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



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:

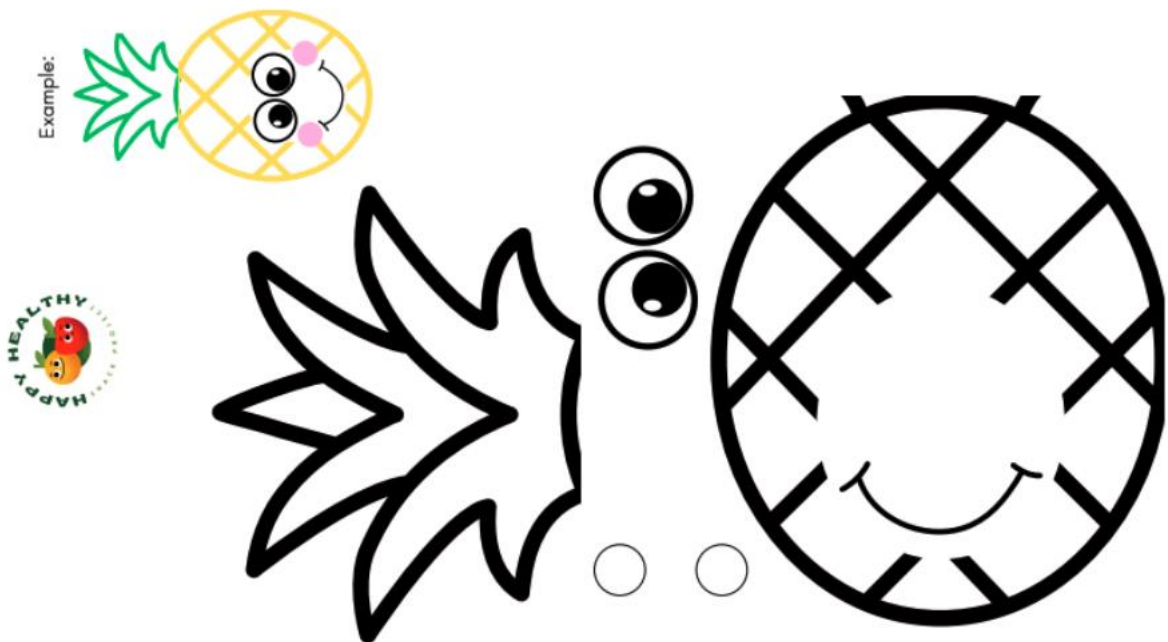
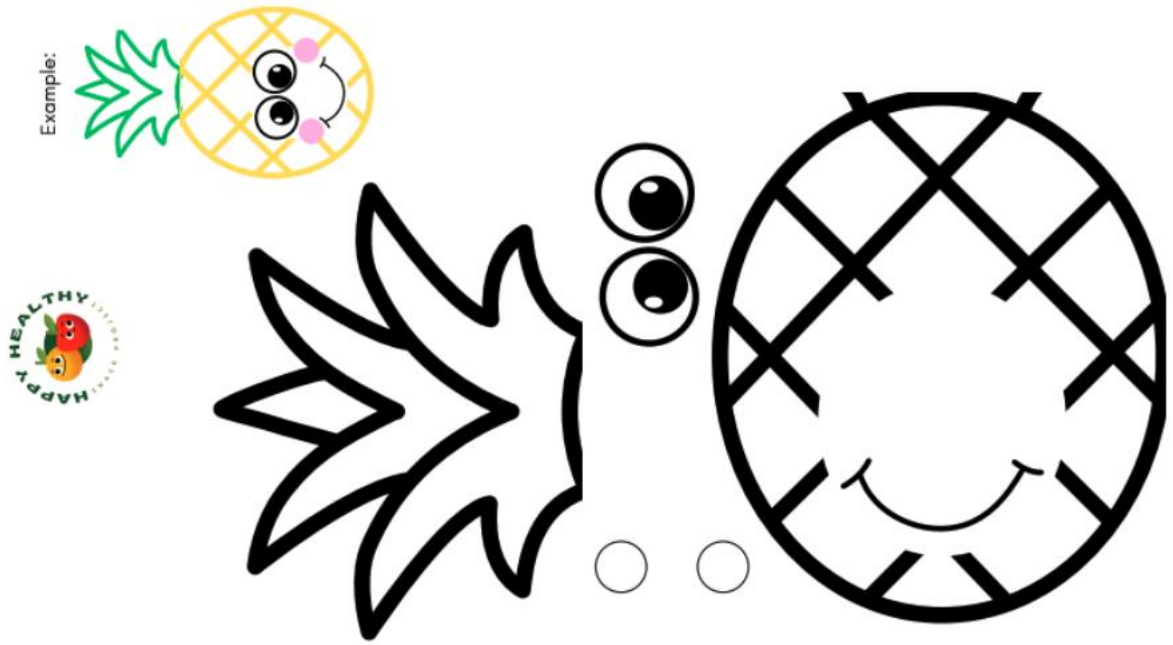


Pick your favorite part of lesson

Book

Food tasting

Activity



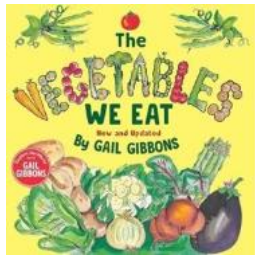
Vegetable Lesson

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 an important part of our diets.

Physical Activity: Pass the Potato

<https://a.co/d/1qfhaOT>

Setup: Purchase Pass the Potato. Put batteries into the potato. Instruct students to get into a circle and pass the potato around until the music stops, like the game hot potato. When a 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/1qfhaOT> 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 as microwaving. Place cooked peas into a crockpot on keep warm setting to ensure the 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 one 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 Fruit Pizza 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

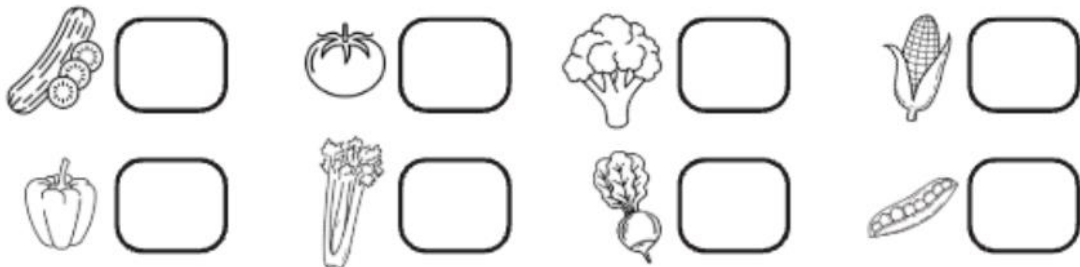
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2nd grade evaluation has area for further reflection and writing

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Count each veggie and write number in correct box





Mini Race Car Peppers

Ingredients:

- ½ cup refrigerated hummus
- 6 mini sweet peppers
- 24 toothpicks
- 3 mini cucumbers
- 12 black olive slices
- 12 grape tomatoes



Directions:

1. Wash hands
2. Wash vegetables under running water
3. Cut mini peppers in half, remove stems and seeds
4. Cut cucumbers into slices for wheels
5. Transfer hummus to small zip-top plastic bag and snip bottom corner with kitchen scissors; fill pepper halves with hummus.
6. Using 2 toothpicks, attach 4 cucumber slices to each pepper half to make "wheels. Place 1 olive slice and 1 tomato in each pepper half to make steering wheel and driver.

Nutrition Facts	
6 servings per container	
Serving size 1 mini pepper race car	
Amount Per Serving	
Calories	50
% Daily Value*	
Total Fat 2g	3%
Saturated Fat 0g	0%
Trans Fat 0g	
Sodium 95mg	4%
Total Carbohydrate 7g	3%
Dietary Fiber 2g	7%
Total Sugars 2g	
Includes 0g Added Sugars	0%
Protein 2g	4%
Not a significant source of cholesterol, vitamin D, calcium, iron, and potassium	
*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.	

Caution: toothpicks can be sharp and cause damage to mouth or skin if bitten or poked

Sourced from: Price Chopper



Name: _____

Nutrition Lesson REFLECTION

Today I learned about:

How I feel about the lesson:



Today's 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



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
 Date: 7/12/25 Site: Morse Elem. 2nd Grade
 Rating Key: ✓ = Complete, X = Not observed, / = Partial

Students #: 58
 Educator: Janae Bell RN

Rating	Lesson Implementation	Observation Notes
Introduction		
✓	Introduce self and lesson: This week we will learn about handwashing, do an activity	
✓	Ask students what they believe "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 loosens 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 amongst class	
Review:		
✓	Remind students everytime we wash hands we keep our bodies healthy.	
Comments:		



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?					✓
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 additional 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! 😊



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:

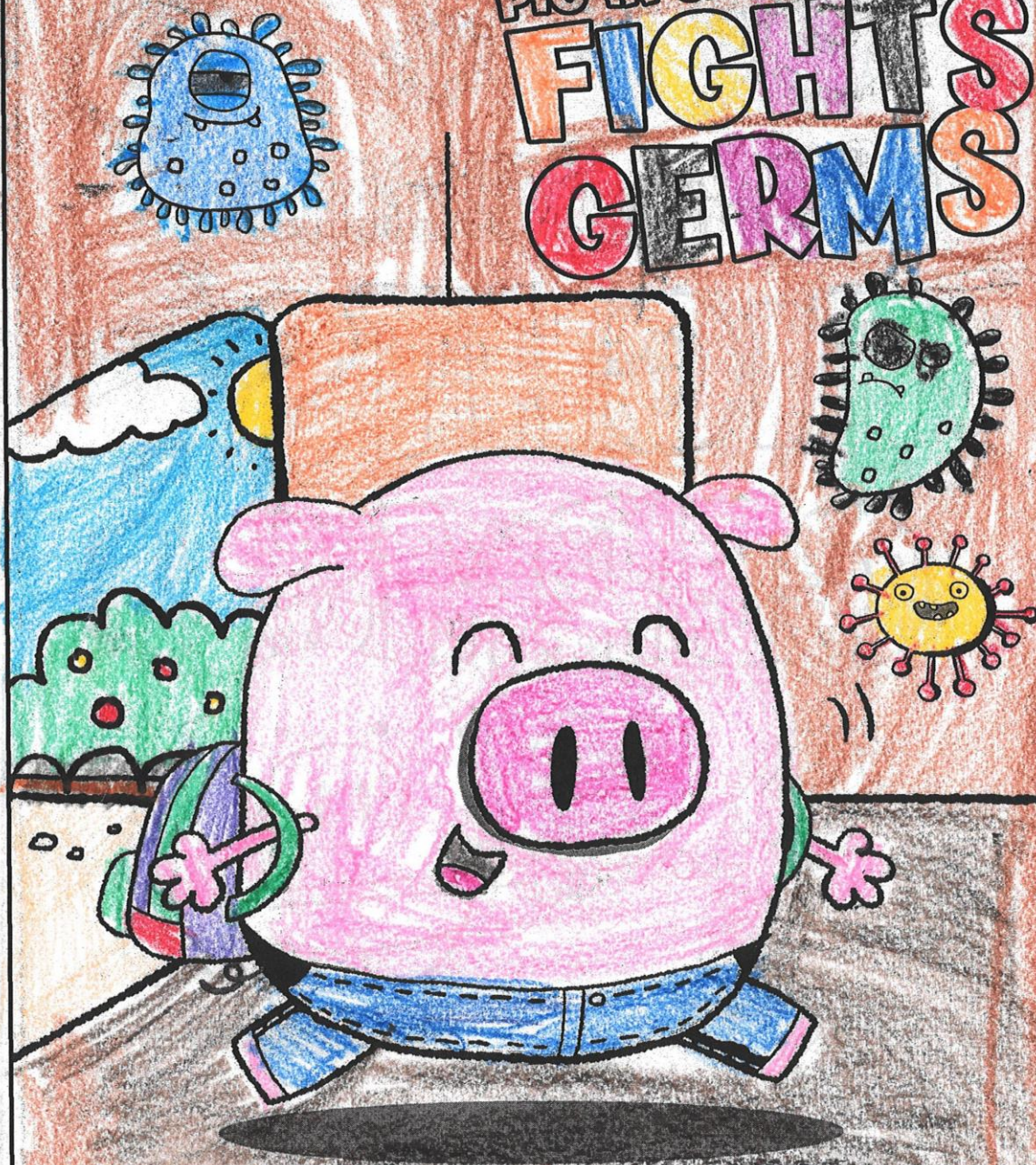
Please rate your experience on a scale of 1 to 5, with 5 being the highest score.		VERY POOR 1	POOR 2	FAIR 3	GOOD 4	VERY GOOD 5
1.	Do you think the students enjoyed the lesson?					X
2.	Do you think the lesson was age appropriate?					X
3.	Do you think the lesson increased the students understanding 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 additional feedback:

lesson was planned well & the students were engaged!

Elin

PIC IN JEANS FIGHTS GERMS



Tag us in a photo of your coloring
for a chance to be featured on our Instagram!
@SummerandMuu



SUMMER+MUUTM
summerandmuu.com



Happy Healthy Snack Project Nutrition Curriculum

An effort to drive out food insecurity in schools in Kansas

Janae Bell BSN, RN

Master of Public Health Degree completion expected December 2025

KANSAS STATE
UNIVERSITY

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.

KANSAS STATE
UNIVERSITY

Grant information

This project "Ready to Serve: Building a 'Day-1-Ready' Public Health Workforce for Kansas and Beyond", T52HP46763-01-00, is supported by the Health Resources and Services Administration (HRSA) of the U.S. Department of Health and Human Services (HHS) as part of an award totaling \$1,486,217.00. With 0% percentage financed with non-governmental sources. The contents are those of the author(s) and do not necessarily represent the official views of, nor an endorsement, by HRSA, HHS or the U.S. Government.

The Healthy Happy Snack Project is funded by Hunger Free Kansas Mini Grant as part of the Kansas Health Foundation. The Kansas Health Foundation is a philanthropy dedicated to improving the health of all Kansans. For more information about the Kansas Health Foundation, visit www.kansashealth.org



K-State Research and Extension Wildcat District



Janae Bell BSN, RN

- School Nurse – Year 6 at Morse Elementary
- Master of Public Health – Nutrition
 - Expected graduation Dec. 2025
 - My Why:
 - Brody, Tory 5th grade, Elin 2nd grade



K – State Research and Extension



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



KANSAS STATE
UNIVERSITY

Needs Assessment

Students Enrolled in George Herold Elementary School

2022-2023

Student Approved for
Free or Reduced Lunches



KANSAS STATE
UNIVERSITY

Brain Storming and Planning

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

Direct Education:
Extension Agents, School Nurses, Classroom Teachers

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Direct Education



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Policy, System & Environmental Change



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MyPlate



USDA MyPlate
U.S. DEPARTMENT OF AGRICULTURE

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My Plate Lesson



Book Reading:
Jack & the Hungry Giant
Eat Right with My Plate
By Lorean Leedy

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

Take Home Recipe: Food Group Friend



Protein Lesson



Book Reading:
Shelley Hen Lays Eggs
by Deborah Chancello
[Coloring Sheet Link](#)

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: Perfect Hard-Cooked Eggs Link





Fruit Lesson



Book Reading:
Apple Harvest
by Calvin Harris

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

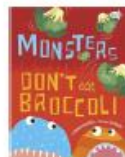


[Activity / Tasting: Apple Taste Test](#)

[Take home recipe: Apple Nachos](#)



Vegetable Lesson



Book Reading:
Monsters Don't Eat Broccoli
by Barbara Jean Hicks

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: Vegetable Word Search \(2nd grade +\)](#)
[I spy Vegetables \(K-1st\)](#)

[Coloring Page Link](#)



Grain Lesson



Book Reading:
From Wheat to Bread
By Bridget Heos

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: Whole Grain Cereal Buffet](#)

[Activity: Grains Maze Worksheet](#)

[Take Home Recipe](#)



Dairy Lesson



Book Reading:
From Milk to Cheese
by Bridget Heos

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](#)

[Take home recipe: My Personal Pizza](#)



Allergy Lesson



Book Reading:
The BugaBees
Friends with food allergies
By Amy Recob

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](#)

[Take home PAL info](#)



Hand Washing Lesson



Book Reading:
Pig in Jeans Fights Germs
By Brenda Li

Learning Objectives:
Describe how germs spread
Demonstrate proper handwashing
Name three occasions handwashing is needed

[Glitter Germs Activity](#)

[Coloring Sheet Link](#)





Hydration Lesson





Video Lesson:
[Healthy Hydration for kids](#)

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

Take Home Hydration Tracker





Physical Activity Lesson





Book Reading:
Get Up and Go
By Nancy Carlson

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: Move your Body

Tasting: Fruit Juice Slush Smoothie

Take Home Workout Sheet





Fruit Lesson





Book Reading:
The Fruits We Eat
by Gail Gibbons

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

Activity/Brain Break: The Fruit Beat Song

Tasting: Rainbow Fruit Skewer





Vegetable Lesson





Book Reading:
The Vegetables We Eat
by Gail Gibbons

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

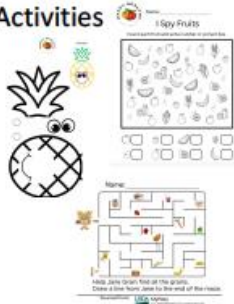
Activity: Pass the Potato

Tasting: Sweet Peas

Send Home Recipe: Mini Pepper Race Cars



Activities



Activities





Activities



Activities





Evaluations

Nutrition Lesson REFLECTION

Today I learned about _____

How did you feel about this lesson?

Did you learn something new?

Did you try a new food?

Rate the food we tasted:

Put your favorite part of lesson:

☐ Book / Story

☐ Food tasting

☐ Activity / Game

Name: _____

Gender: ☐ M ☐ F ☐ 2nd

Did you like today's lesson:

Did you learn something new?

Did you try a new food?

Rate the food we tasted:

Put your favorite part of lesson:

☐ Book / Story

☐ Food tasting

☐ Activity / Game

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Recipes

Perfect Hard-Cooked Egg

2 Wash hands with soap and water.
3 Place eggs in a pot of water to cook. Add salt to water to cover the eggs by at least 1 inch. Heat water to a boil and reduce to a simmer.
4 Cook for 10 minutes for a soft yolk or 12 minutes for a hard yolk.
5 Remove eggs from the pot and cool them under cold water.
6 Peel the eggs under cold water.
7 Serve eggs whole or cut in half.

Recipe Card

Recipe for hard-boiled eggs

Ingredients: 12 eggs, 1/2 cup salt, 1/2 cup vinegar

Instructions: 1. Wash hands with soap and water. 2. Place eggs in a pot of water to cook. Add salt to water to cover the eggs by at least 1 inch. Heat water to a boil and reduce to a simmer. 3. Cook for 10 minutes for a soft yolk or 12 minutes for a hard yolk. 4. Remove eggs from the pot and cool them under cold water. 5. Peel the eggs under cold water. 6. Serve eggs whole or cut in half.

Sourced from: Food Hero

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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 activities that are challenging.

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Kansas leads the world in the success of each student.

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Kansas School Wellness Policy Guidelines – Physical Activity			
Throughout the Day	Implementing	Transitioning	Modeling
	Elementary school students have at least 15 minutes of physical activity per day (not including time spent getting to and from the playground, walking at least 20 minutes, supervised staff encourage moderate to vigorous physical activity). School policy address guidance on conditions regarding indoor and outdoor spaces during school hours for all students. Standard physical activity opportunities, in addition to recess and physical education, are encouraged for all students. Professional development on integrating physical activity into cross-curricular subjects is provided to licensed physical education teachers, school nurses, and building and front staff. Standard physical activities are approved by a licensed physical education teacher and integrated into health education and all health core subjects, such as math, science, language arts, and social studies, as well as in non-core and elective subjects.	Elementary school students have less supervised recess periods per day (not including time spent getting to and from the playground, walking at least 20 minutes, supervised staff encourage moderate to vigorous physical activity). Each school provides equipment, instruction, and supervision for active indoor recess. Standard physical activity opportunities, in addition to recess and physical education, are offered to all students at least 1 time daily. School staff are encouraged to participate. Professional development on integrating physical activity into cross-curricular subjects is provided to all staff. Standard physical activities are approved by a licensed physical education teacher and integrated into health education and all health core subjects, such as math, science, language arts, and social studies, as well as in non-core and elective subjects.	Elementary school students have less supervised recess periods per day (not including time spent getting to and from the playground, walking at least 20 minutes, supervised staff encourage moderate to vigorous physical activity). Students that participate in recess recess are provided moderate to vigorous physical activity opportunities. Standard physical activity opportunities, in addition to recess and physical education, are offered to all students at least 2 times daily. School staff are encouraged to participate. Professional development on integrating physical activity into cross-curricular subjects is provided to all staff. Standard physical activities are approved by a licensed physical education teacher and integrated into health education and all health core subjects, such as math, science, language arts, and social studies, as well as in non-core and elective subjects.

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Budget

Item	Quantity	Unit Price	Total Price
1. Apples	100	\$0.50	\$50.00
2. Bananas	100	\$0.40	\$40.00
3. Carrots	100	\$0.30	\$30.00
4. Celery	100	\$0.20	\$20.00
5. Cucumber	100	\$0.15	\$15.00
6. Eggplant	100	\$0.25	\$25.00
7. Garlic	100	\$0.10	\$10.00
8. Ginger	100	\$0.15	\$15.00
9. Kale	100	\$0.20	\$20.00
10. Lemon	100	\$0.10	\$10.00
11. Lime	100	\$0.10	\$10.00
12. Onion	100	\$0.10	\$10.00
13. Parsley	100	\$0.10	\$10.00
14. Peas	100	\$0.10	\$10.00
15. Potato	100	\$0.10	\$10.00
16. Pumpkin	100	\$0.10	\$10.00
17. Radish	100	\$0.10	\$10.00
18. Spinach	100	\$0.10	\$10.00
19. Sweet Potato	100	\$0.10	\$10.00
20. Tomato	100	\$0.10	\$10.00
21. Zucchini	100	\$0.10	\$10.00

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Funding

HUNGER FREE KANSAS

amazon wishlist

Children's Mercy

PARENT TEACHER ORGANIZATION

WORKS MARKSMEN

Parent Teacher Organization Form

Name: _____

Address: _____

City: _____

State: _____

Zip: _____

Phone: _____

Email: _____

Signature: _____

Date: _____

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Questions



**Thank
You!**

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