



No Time To Train

Short Lessons for School Nutrition Assistants

School Wellness

Lesson Overview

Lesson Participants: School Nutrition Assistants/Technicians

Type of Lesson: Short face-to-face training session

Time Needed to Conduct the Lesson: 20 minutes

Lesson Description: “School wellness” is one of the buzz words in our schools today. Everyone including school superintendents, administrators, principals, teachers, counselors, nurses, coaches, and school nutrition personnel is talking about wellness. Most school districts have developed and implemented wellness policies. In this lesson, school nutrition personnel will learn what wellness means and why it is so important. They also will brainstorm ways to reinforce wellness with students and faculty.

Lesson Objectives:

At the end of this lesson, participants will be able to:

1. Define wellness and school wellness.
2. Discuss the reasons school wellness is an important part of school nutrition.

Get Ready to Train

The format for the **No Time to Train** lessons includes an overview, preparation checklist, lesson at a glance with timeline for conducting the lesson, references, and an instructor’s script. The manager/instructor will use the script to present the lesson to the participants. The script gives directions to the manager/instructor—**DO, SAY, ASK, LISTEN, AND ACTIVITY**—to deliver the lesson.

No special audiovisual or electronic equipment is needed to conduct the lesson. The lesson can be presented in the cafeteria, media center, or classroom.

Teachers and others in the school or child care setting may wish to participate. This lesson also could be used to integrate nutrition education into the classroom. With some modifications, the lesson could be used with middle and secondary students.

Preparation Checklist

Directions: Use the Preparation Checklist to prepare for the training session. Track your progress by checking off tasks as they are completed.

Done <input checked="" type="checkbox"/>	Lesson Tasks
	<p>Gather Materials</p> <p>Materials Needed:</p>
<input type="checkbox"/>	<ul style="list-style-type: none"> • Instructor’s Script
<input type="checkbox"/>	<ul style="list-style-type: none"> • Handout: School Wellness-Nutrition Facts Activity (one for each participant)
<input type="checkbox"/>	<ul style="list-style-type: none"> • Flip chart easel with flip chart paper and markers
<input type="checkbox"/>	<ul style="list-style-type: none"> • Pencils (one for each participant)
<input type="checkbox"/>	<ul style="list-style-type: none"> • Session Evaluation form (one for each participant)
	<p>Prepare for Lesson</p> <p>Before the Training:</p>
<input type="checkbox"/>	<ul style="list-style-type: none"> • Make copies of Handout: School Wellness-Nutrition Facts Activity (one for each participant).
<input type="checkbox"/>	<ul style="list-style-type: none"> • Make copies of Session Evaluation form (one for each participant).
	<p>On Training Day:</p>
<input type="checkbox"/>	<ul style="list-style-type: none"> • Place pencils on tables (one for each participant).
<input type="checkbox"/>	<ul style="list-style-type: none"> • Place flip chart easel with flip chart paper and markers in front of training room.
	<p>On the Instructor’s Table:</p>
<input type="checkbox"/>	<ul style="list-style-type: none"> • Instructor’s Script
<input type="checkbox"/>	<ul style="list-style-type: none"> • Handout: School Wellness-Nutrition Facts Activity
<input type="checkbox"/>	<ul style="list-style-type: none"> • Session Evaluation forms

Lesson at a Glance
(20 minutes)

Time	Topic	Task	Materials
2 minutes	Introduction and Overview	Instructor introduces school wellness.	Instructor's Script
10 minutes	Objective 1: Define wellness and school wellness. Objective 2: Discuss the reasons school wellness is an important part of school nutrition.	Participants are informed of nutrition and health issues through an activity about nutrition and health issues that are affecting school-aged children.	Handout: School Wellness – Nutrition Facts Activity
5 minutes	Wrap up, Activity, and Review	Participants brainstorm ways they can introduce and reinforce wellness to students and faculty. Ideas are written on a flip chart. Instructor also encourages participants to ask questions and to make comments about wellness.	
3 minutes	Session Evaluation	Conduct a short evaluation of the lesson.	Session Evaluation form

Note to Instructor:

Answer questions to the best of your ability. If there are questions you can't answer, tell the participants you will find out the answer and let them know later. If you need assistance in finding answers, please call the National Food Service Management Institute at 800-321-3054.

References:

Center for Disease Control and Prevention. (n.d.). *Healthy youth: Nutrition and the health of young people*. Retrieved September 3, 2008, from <http://www.cdc.gov/healthyyouth/CSHP/>

Food Research and Action Center. (2006, February). *School wellness policy and practice: Meeting the needs of low-income students*. Retrieved September 3, 2008, from http://www.frac.org/pdf/wellness_guide2006.pdf

National Food Service Management Institute. (2001) *Barriers to good nutrition environment in the middle grades: Views from school administrators, teachers, and foodservice administrators*, NFSMI Insight, No. 17. Retrieved September 25, 2008, from <http://www.nfsmi.org/Information/Newsletters/insight17.pdf>



U. S. Department of Agriculture, Food and Nutrition Service. (2000, August). *Changing the scene: Improving the school nutrition environment*. Retrieved September 29, 2008, from <http://www.fns.usda.gov/TN/Resources/changing.html>

Instructor's Script



SAY:

“School wellness” is one of the buzz words in our schools today. Everyone including school superintendents, administrators, principals, teachers, counselors, nurses, coaches, and school nutrition personnel is talking about wellness. Most school districts have developed and implemented wellness policies.

Wellness may be defined as “an active lifelong process of becoming aware of choices and making decisions toward a more balanced and fulfilling life” (Marcia Brand, Director of Office of Rural Health Policy).

School wellness may be defined as “the interactive process in a school and school community where people work together to learn, practice, and teach how to make healthy choices to attain optimum physical, mental, and social-emotional wellness to reach and maintain the goal of being a healthy school.” This means setting a goal to have good health.

As nutrition professionals, we know that good health requires a nutritious diet and regular exercise. Healthy eating habits and regular exercise should be a priority for all of us, especially when it comes to feeding our most important customers—children! Many research studies indicate that America’s children fail to eat a healthy diet or exercise regularly.



ACTIVITY:

Handout 1: School Wellness-Nutrition Facts Activity



DO:

Break into small groups and distribute **Handout 1: School Wellness-Nutrition Facts Activity** to participants.



SAY:

Let’s take 4 minutes to complete a Nutrition Fact Activity, **Handout 1: School Wellness-Nutrition Facts Activity**, and discuss how school wellness impacts our children.



DO:

Once the participants have finished their small group work, bring them together again as a class.



ASK:

Ask for volunteers from each group to share their answers.



LISTEN:

Listen to individual responses.



SAY:

All the answers for Handout 1: School Wellness-Nutrition Facts Activity are TRUE.

I think we can agree that these facts are alarming, and we should work together to turn these numbers around. We have a major role to play in changing the facts we reviewed on our handout because we want our children to have a bright and healthy future.

As nutrition professionals, we work hard every day to have delicious meals to the students, faculty, and staff here at our school. We must also be sure that our meals are not only tasty, but also healthy. School nutrition programs must follow very specific nutrient standards or meal patterns when planning menus and preparing foods.

The federal government has gone beyond basic menu planning requirements and is requiring schools to have plans, programs, and activities that promote **overall wellness** for students. This will help reduce the risk for heart disease, stroke, obesity, some types of cancer, diabetes, high blood pressure, and osteoporosis. Even medical costs for future generations may be reduced in the long term. A note to remember is:

GOAL + GOOD HEALTH + GOOD DIET + REGULAR EXERCISE = WELLNESS



ASK:

Can you see how these changes will encourage our customers to become more aware of wellness?



LISTEN:

Pause for responses.



SAY:

With the implementation of our school district’s wellness plan, we are on our way to ensuring a more healthful lifestyle for our children!

Let’s take a few minutes to brainstorm ways we can reinforce wellness here at our school with our students and faculty. I’ll write our ideas on the flip chart.



ACTIVITY:

Participants will brainstorm ways to introduce and reinforce wellness to students and faculty. Make a list on the flip chart.

Some suggestions could be to:

- Work with individual teachers to integrate nutrition education into the curriculum.

- Post the nutrient content of each serving of menu items on the serving line.
- Involve students in menu planning.
- Encourage students to select skim or low fat milk.
- Model healthy eating behaviors.
- Develop and display bulletin boards or posters on wellness in the dining area.
- Market the school nutrition program throughout the school and community by developing a simple marketing brochure about school nutrition for parents.
- Monitor the dining area to insure that it is a clean and pleasant environment.
- Become a USDA Team Nutrition School.



SAY:

Thank you for all of these great ideas! I'll schedule some time for us to make a plan to implement some of these activities.



DO:

Plan a time to meet with employees to discuss the ideas that were suggested during this training activity. Select some of the activities suggested, develop a plan for implementation, and allow employees to be actively involved in the activities.



ASK:

Do you have any more suggestions or questions about school wellness?



LISTEN:

Listen to individual responses. Answer questions to the best of your ability. If there are questions you can't answer, tell the participants you will find out the answer and let them know later. If you need assistance in finding answers, please call the National Food Service Management Institute at 800-321-3054.



DO:

Distribute the Session Evaluation form.



SAY:

Thank you for participating in the lesson today. Please take a few minutes to complete the Session Evaluation form. Thank you for your input.

Handout: School Wellness – Nutrition Facts Activity

Please mark in the space before the statements below T for true and F for false.

- a. ____ A study shows the percentage (%) of overweight children is increasing:
- 2-5 years from 5.0% to 13.9%
 - 6-11 years from 6.5% to 18.8%
 - 12-19 years from 5.0% to 17.4%
- b. ____ Obesity among young people has more than doubled over the past few decades. Eighty percent (80%) of children who were overweight between 10-15 years of age will be obese by age 25. Childhood obesity is recognized as a national epidemic.
- c. ____ Sixty-four percent (64%) of young people ages 6-17 eat too much fat. Sixty-eight (68%) eat too much saturated fat.
- d. ____ Less than 15% of children eat the recommended number of servings of fruit.
- e. ____ Teenagers drink 2 times more carbonated soda than milk.
- f. ____ Only 30% of children drink the recommended number of milk servings.
- g. ____ Only 18% of girls ages 9-19 consume enough calcium.
- h. ____ Eighty-four (84%) of boys ages 6-11 and 74% of girls consume too much sodium. Ninety-six (96%) of adolescent boys and 71% of girls consume too much sodium.
- i. ____ Adult diseases, such as type 2 diabetes and cardiovascular disease, are becoming more prevalent among children.



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Session Evaluation

Instructions:

Completely fill in the circle of your answer. Use a #2 pencil.

Please select only one response for each statement. Do not fold or crease this sheet.

Title of Meeting: _____	
Session Topic: _____	Trainer's Code: _____
Date: _____	Time Slot: _____ Location: _____ Length of Event (hrs/min): _____

Attendee Status:

- | | | |
|--|---|--|
| <input type="radio"/> District director | <input type="radio"/> Major city director | <input type="radio"/> Private consultant/trainer |
| <input type="radio"/> State agency staff | <input type="radio"/> Site-level manager | <input type="radio"/> Foodservice assistant |
| <input type="radio"/> Educator | <input type="radio"/> Other (please list) _____ | |

Reaction to this Session		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Please read the following statements related to the session. Rate your level of agreement by using the scale 5 (Strongly Agree) to 1 (Strongly Disagree).						
1.	The session objectives were clearly presented.	5	4	3	2	1
2.	The session objectives were achieved.	5	4	3	2	1
3.	I can apply what I learned in this session to my job.	5	4	3	2	1
4.	Attending the session increased my skill on the topic.	5	4	3	2	1
5.	Attending the session increased my knowledge on the topic.	5	4	3	2	1
6.	I would recommend this session to others.	5	4	3	2	1
7.	Overall, the session met or exceeded my expectations.	5	4	3	2	1

Comments about this Session
<p>The information I found MOST useful was:</p> <hr/> <hr/> <hr/>
<p>Please share any additional comments:</p> <hr/> <hr/> <hr/>

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