

The Healthy Schoolhouse 2.0

NOPREN

December 11, 2018



Agenda

- Welcome & Introduction of Dept of Health Studies & School of Education
- Healthy Schoolhouse 2.0 Overview
- Year 1: Education/Extension/Research
- Year 2 Plans
- Dissemination of year 1 results
- Q & A

Dr. Stacey Snelling, Chair, Department of Health
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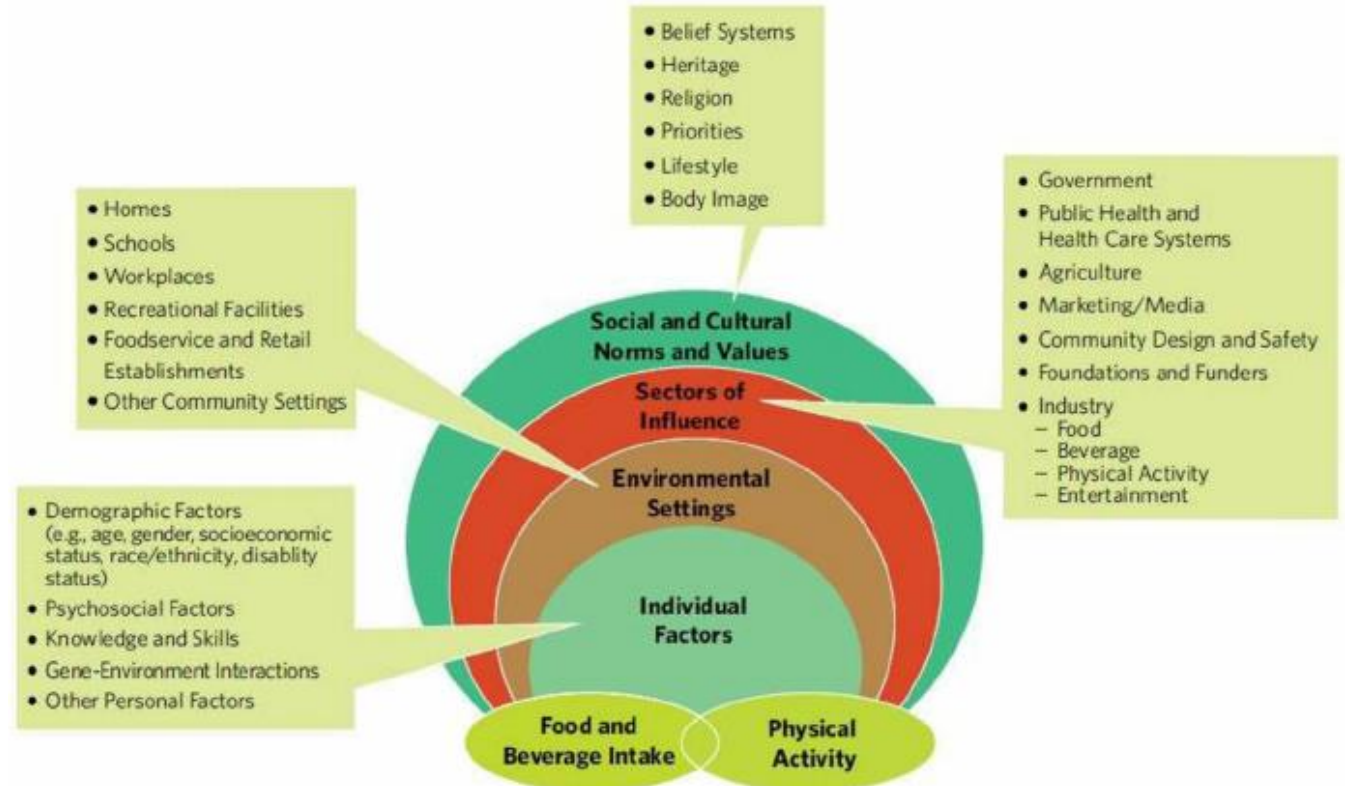
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Health Studies
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DC

Background

- Work in DC schools around health and nutrition
- Connection of Health and Education
- Conducted implementation analysis of DC's Healthy School Act, Kaiser Foundation of the Mid-Atlantic, Healthy Tots

Theoretical Context



Education

Improve elementary school teachers' nutrition knowledge, health literacy, and personal health behaviors.

Improve students' nutrition knowledge, health literacy, attitudes, and nutrition-related behaviors.

Research

Measure the effects of the implementation of the PD course to increase nutrition lessons.

Measure the effects of targeted nutrition lessons in school classrooms on knowledge, attitudes, and behaviors.

Evaluate the sustainability of the Healthy Schoolhouse 2.0.

Extension

Extend the formal classroom instructions to families through school-wide events with local partners focused on food access and nutrition education.

Healthy Schoolhouse 2.0 Overview

Education: Professional Development for Teachers

5 hours of professional development during professional learning time

Classroom observations to assess fidelity

Pedometer Challenge to promote health among teachers



1

Session 1: Healthy
Schoolhouse 2.0

2

Session 2: My
Plate Curriculum
& Teacher Kits

3

Session 3:
Nutrition Lessons
from the My Plate
Curriculum

4

Session 4: Food
Myths and Facts;
Nutrition Label;
Portion Distortion

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Session 5:
Feedback, Wrap-
up, and Next
Year's Activities

Education: Professional Development Program

Education

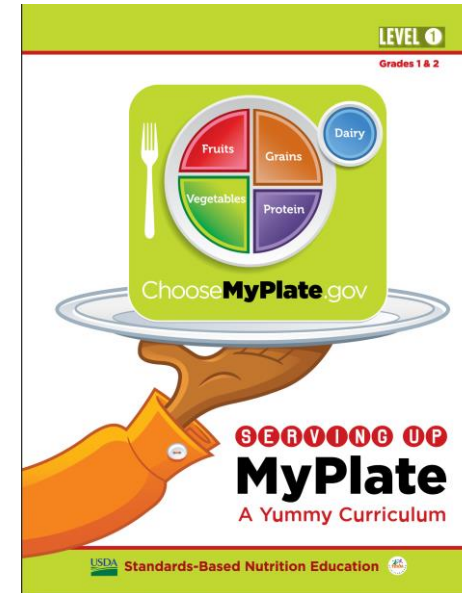
USDA's Discover MyPlate & MyYummy Curriculum

4 levels of curriculum:

- Prek/K
- Level 1: 1st & 2nd grade
- Level 2: 3rd & 4th grade
- Level 3: 5th grade

Incentives:

- Minimum of 3 lessons delivered -> \$75 classroom supplies
- E1 received \$1,000 in supplies
- C1 received \$500 in supplies



Teacher quotes:

"Students are engaged and enjoyed the lessons"

"Kits are helpful"

"Students are talking about healthiness in relation to cafeteria food and home meals"

Education Implementation results

- Average of 24 teachers/staff/administration attended the PD sessions
- 25 school staff signed up for the **pedometer challenge**; half actively participated. Prizes – blenders, mini food processor, oven-safe food storage
- Observed lesson implementation in 6 classrooms

From a pedometer challenge participant:

"Thanks for this experience. I improved my mobility, my consciousness, and my awareness of my health. I actually took time to start working out again. Win, lose, or draw I was a winner in this process. I lost 5 inches off my stomach and about 5 pounds in four weeks. I do intend to keep up with my healthy lifestyle until I get to my goal.

Again, THANK YOU!!!!!!"

Extension:

Nutrition Education Activities at the Joyful Food Markets

Planting seeds

Make-your-own applesauce

Discovering heart rate

MyPlate exploration

Average attendance = 142
students



Extension

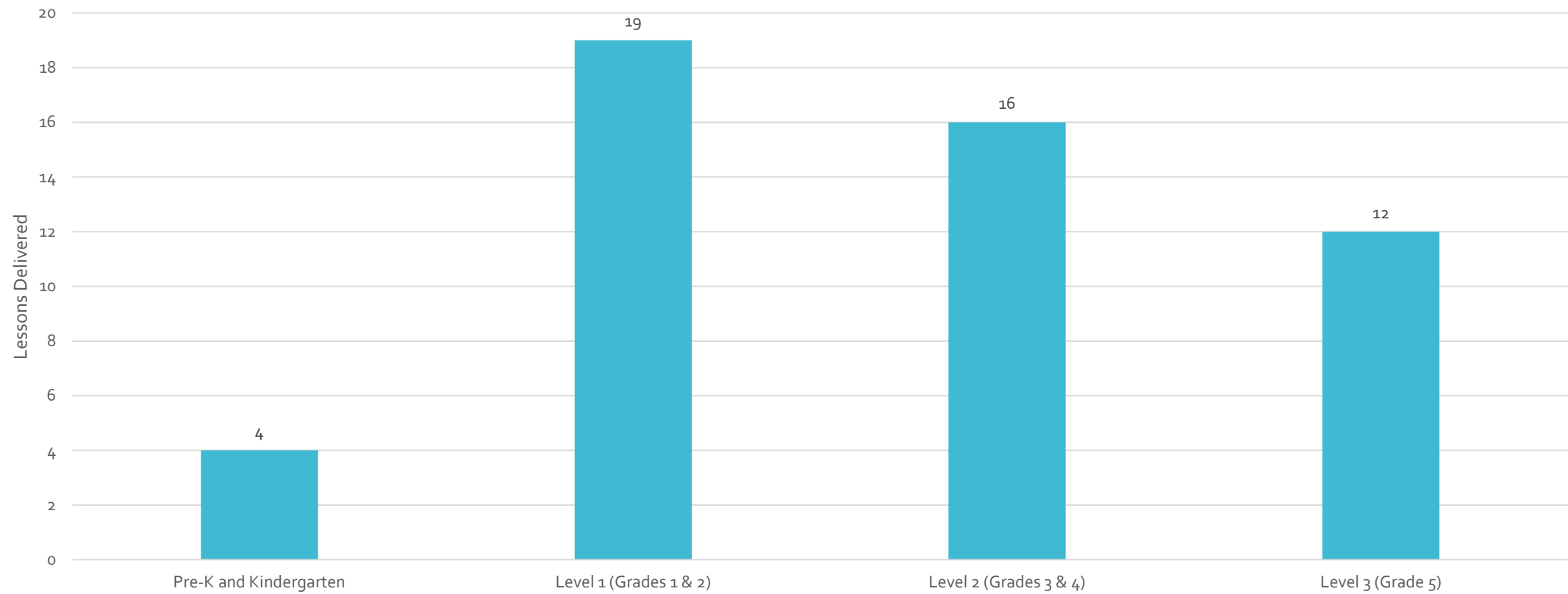


Research Questions

- Goal R1: Measure the effects of the implementation of the PD course to increase nutrition lessons within elementary schools.
- Objective R1: Increase teachers' self-efficacy as it relates to the integration of nutrition concepts within classroom lessons.
- Goal R2: Measure the effects of targeted nutrition lessons in elementary school classrooms on student knowledge, attitudes, and behaviors.
- Objective R2A: Increase students' nutrition knowledge and improve attitudes towards fruit and vegetable consumption.

School	Ward	Enrollment (2016-2017)	Race/Ethnicity	% Economically Disadvantaged	ESEA Classification	Breakfast Participation
E1	7	391	92% Black; 7% Hispanic/Latino	100%	Rising	71.46%
C1	7	299	97% Black, 3% Hispanic/Latino	100%	Priority	82.91%

School Demographics: Year 1 (SY 2017-18)



Curriculum Implementation

Curriculum Implementation

There is a significant positive correlation between the number of PD sessions teachers attended and the number of lessons taught ($r^2=0.233$, $p<0.05$).

PD Sessions

Nutrition Lessons
Delivered in
Classroom



Research:

Student and Teacher Surveys and Consumption

- **Student Survey:** E1 (n=141)* and C1 (n=134)* student surveyed on knowledge of nutrition concepts
- **Teacher Survey:** E1 (n=15)* and C1 (n= 10)* surveyed re: personal health, self efficacy around teaching health, beliefs about the intersection of health and education
- **Consumption:** October, March, May – fruit and vegetable

Student sample question:

9) Circle the SOMETIMES food.



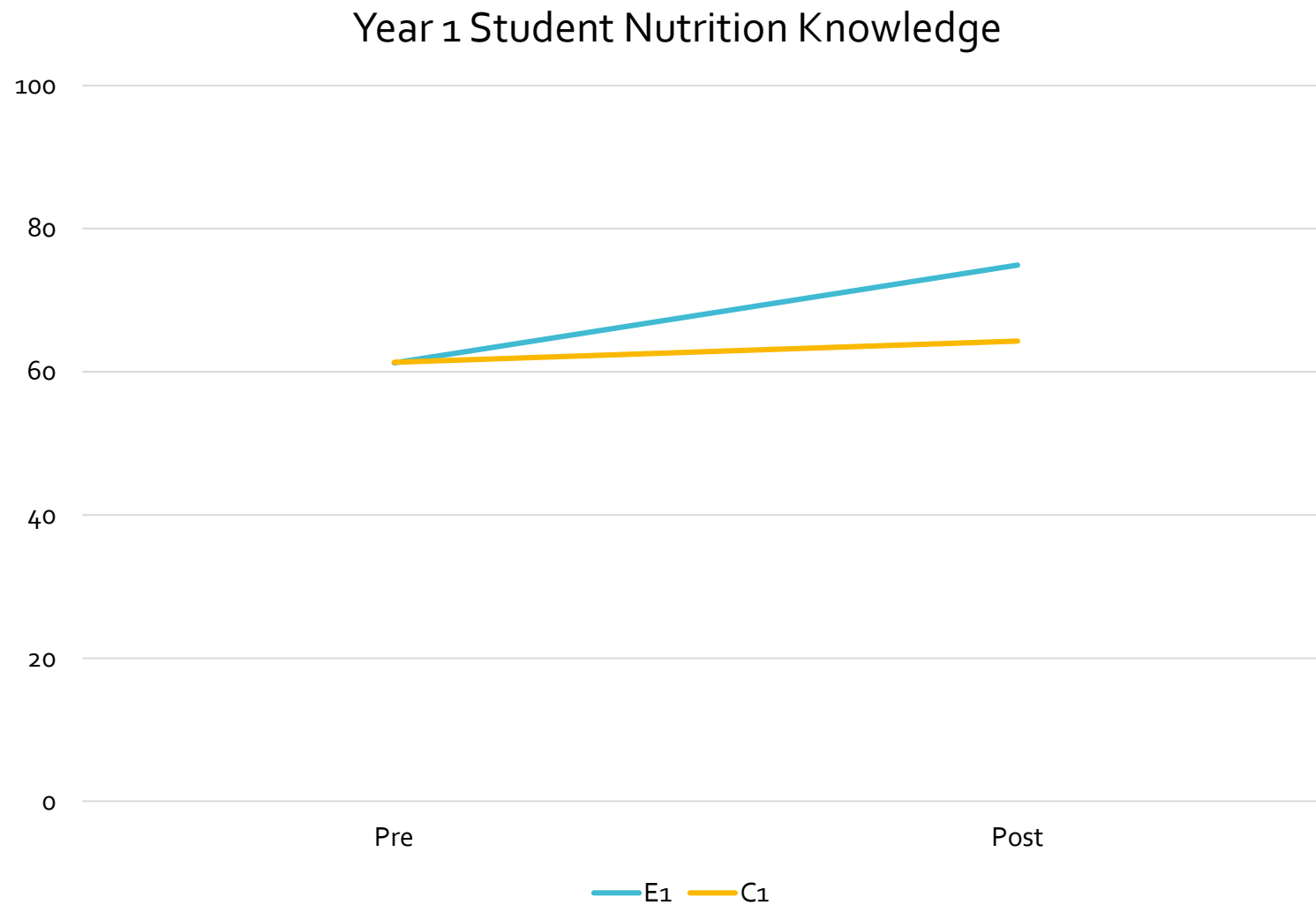
Teacher sample question:

I feel prepared, empowered or able to integrate health education into my current curriculum.

* Reflects the number of students and teachers who took both the pre and post tests/surveys

Research:

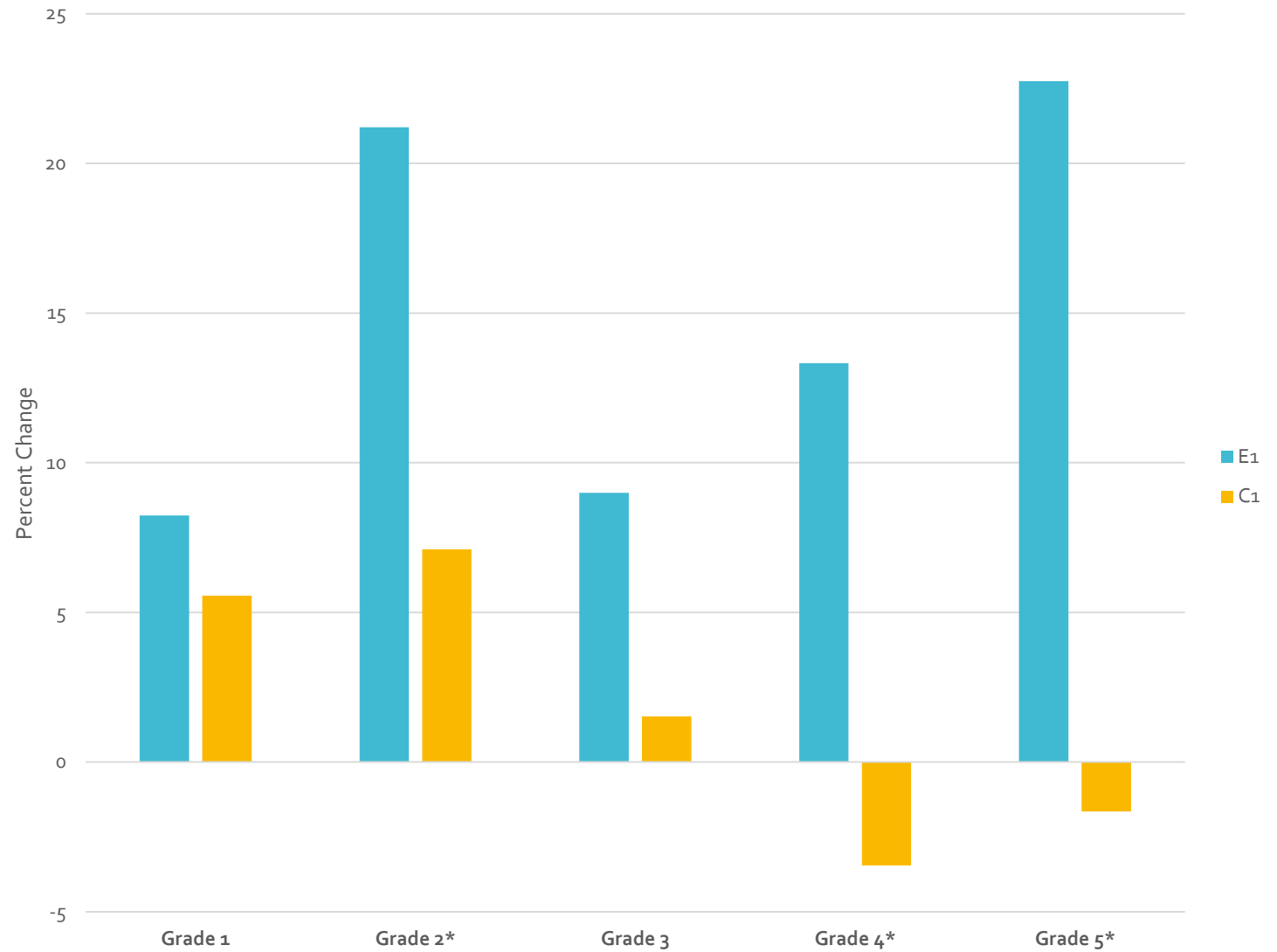
Student Nutrition Knowledge (grades 1-5)



*denotes statistically significant difference

Research:

Student Nutrition Knowledge



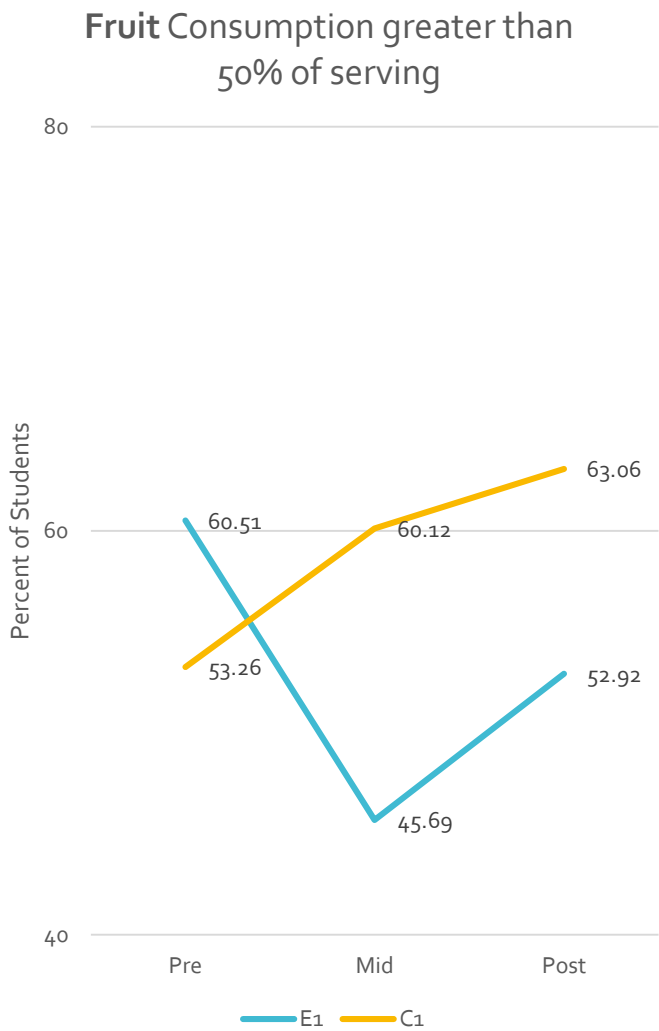
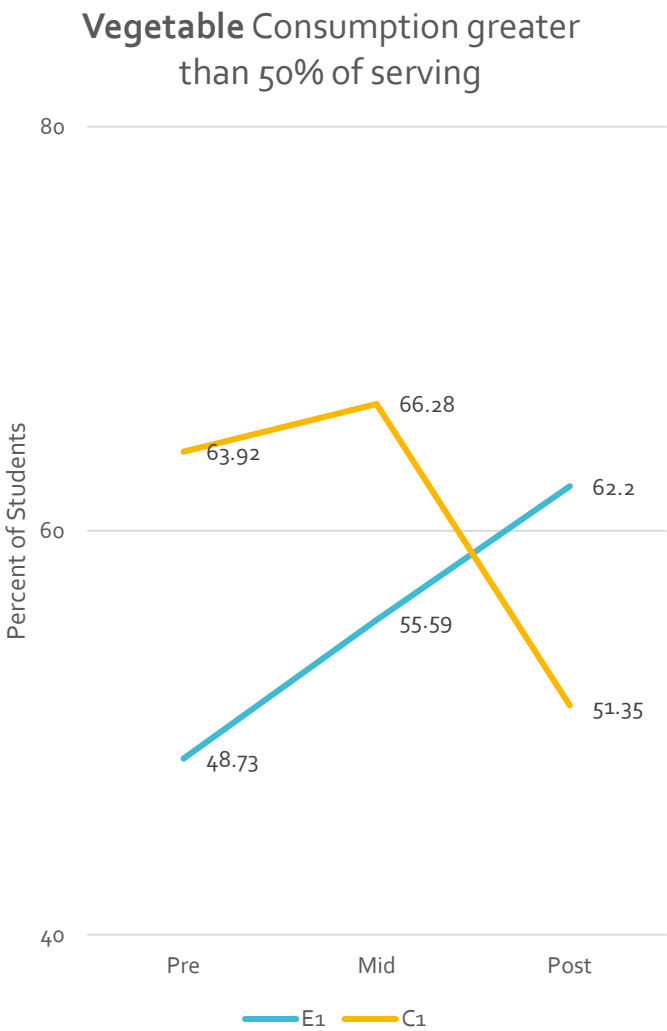
*denotes statistically significant difference

Research:

Teacher
Surveys

	Pre	Post
Self-efficacy		
E1	4.3	4.16
C1	4.2	3.93
Health Education Beliefs		
E1	4.41	4.32
C1	4.33	4.26

Research: Consumption



Year 1 Lessons Learned

- **Implementing in Year 2:**
 - Later start to professional development
 - Teacher surveys administered online
 - Teacher/staff engagement: pedometer challenge earlier
 - Teacher feedback and “observations”
 - Enhanced focus on connection to personal health/wellbeing

Year 2

School E1:

- Two booster sessions
- Kit restocking/new kits for new teachers
- Continuing support of the extension activity

Addition of E2

Dissemination plans

- National: SNEB, FNCE
- Local: DC Food Policy Council, DC School Food Advisory Council
- Manuscript submission



Discussion

Q & A

Thank you!

