

# Local Wellness Policy For the Katzenbach School for the Deaf

## **PURPOSE AND GOALS**

The Katzenbach School for the Deaf (MKSD), also referred to as the New Jersey School for the Deaf, recognizes that proper nutrition and physical activity are essential for students to maximize their full academic potential, reach their physical and mental potentials, and achieve overall lifelong health and well-being. As such, the district assumes a responsible approach to nutrition and physical activity that promotes healthy weight maintenance and reduces the risk of many chronic diseases, including asthma, hypertension, heart disease, and Type 2 diabetes.

MKSD has a responsibility to culture a school environment that helps students learn and maintain lifelong healthy eating and lifestyle habits. Many factors play a role in achieving a healthy school environment, including foods and beverages available to students while at school, nutrition education, opportunities for physical activity, and other school-based activities designed to promote student wellness.

A Local Wellness Policy Committee or a similar community-based working group is responsible for establishing and measuring the implementation of the district's Local Wellness Policy. Committee members work collaboratively and offer multiple perspectives to assure the Local Wellness Policy is consistent with district educational and budgetary goals, designed to optimize the health and well-being of students, and fulfills the requirements of Section 204 of The Child Nutrition and WIC Reauthorization Act of 2004 (Public Law 108-265).

## **SCOPE**

This Wellness Policy Template includes:

- Section 1.0 Guidelines for establishing a district Local Wellness Policy Committee;
- Section 2.0 Nutrition standards for all foods and beverages available to students on each school campus during the entire school day;
- Section 3.0 Goals for nutrition education;
- Section 4.0 Goals for physical activity;
- Section 5.0 Goals for other school-based activities designed to promote student wellness;
- Section 6.0 Roles of district faculty, school staff, and food service personnel in a healthy school environment; and
- Section 7.0 A plan for measuring policy implementation.

## **POLICY**

### **1.0 Local Wellness Policy Committee**

#### **1.1 Mission**

The district maintains a Local Wellness Policy Committee that serves the following purposes:

- 1 Establish standards for all foods and beverages available to students on each school campus during the entire school day
- 2 Establish goals for student nutrition education, physical activity, and other school-based activities designed to promote student wellness
- 3 Develop guidance and serve as a resource to school sites for Local Wellness Policy implementation
- 4 Establish a plan for monitoring, measuring, and evaluating Local Wellness Policy implementation;
- 5 Review and evaluate the Local Wellness policy standards and implementation
- 6 Recommend all policy related standards for final approval and report findings of policy implementation evaluation to the Board of Education.

#### **1.2 Membership**

The Local Wellness Policy Committee membership will include at a minimum:

- 1 A school board member
- 2 A representative of the school administration
- 3 A representative of school food services
- 4 Student representative
- 5 Parent representative
- 6 Representative of the local community

Optional members may include at a minimum:

- 1 A staff/faculty representative by building or discipline
- 2 A school health practitioner
- 3 A community health practitioner

The Wellness Policy Committee Chairperson will be a School District employee charged with the primary responsibility for coordinating committee activities related to standards establishment, policy implementation and monitoring, and reporting to the Board of Education.

## 2.0 Nutrition Guidelines

### 2.1. School Meals Program

The school meals program will operate in accordance with the National School Lunch Program standards and applicable laws and regulations of Texas. Schools will offer varied and nutritious food choices that are consistent with the federal government's current Dietary Guidelines for Americans. Menus will be planned with input from students, family members, and other school personnel and should take into account students' cultural norms and preferences. Food-pricing strategies and food marketing programs will be designed and used to encourage students to purchase nutritious meals.

*Meals meet or exceed all USDA and state nutrient standards. Lunch meals are designed to provide 113 of the Recommended Dietary Allowances (RDA) appropriate for age or grade level for the following nutrients: calories, protein, calcium, iron, vitamin A, and vitamin D. Breakfast meals provide 14 of the RDA's for these nutrients. Meals are designed to incorporate the following recommendations of the Dietary Guidelines:*

*No greater than 30% calories from fat and no greater than 10% calories from saturated fat  
Minimize trans-fats, sodium, and cholesterol  
Maximize dietary fiber  
Promote whole grains, fruits and vegetables, and low fat dairy choices*

Students will be encouraged to start each day with a healthy breakfast.

All school meals will feature a variety of age-appropriate healthy choices that are tasty, attractive, and of high quality.

School meals will be prepared in a way that maximizes nutrient density and reduces fat and sodium.

*School foodservice employees use food preparation techniques to provide meals that are lower in total fat, saturated fat, trans fat, sodium, (baking instead of frying) and sugar. The use of lean meats, fruits, vegetables, whole grains, and low-fat or non-fat milk is emphasized in menu planning.*

*Standardized recipes, developed by USDA.*

Parents and caregivers are encouraged to support a healthy school environment by providing a variety of nutritious foods if meals or snacks are sent from the home.

### 2.2 Competitive Foods

Nutrition information for a la carte snacks and beverages offered in snack bars, meal service lines, vending and school stores is readily available to students, parents and the school community.

Nutritious and appealing foods such as fruits, vegetables, low and non-fat dairy products and whole grain products will be available wherever food is sold or offered on the school campus during the school day.

All a la carte snacks and beverages offered for sale to students during the school day comply with USDA regulations prohibiting the sale of "foods of minimal nutritional value."

A minimum of 20% of snack foods sold in vending machines, snack bars, as well as a la carte offerings that are part of the school meals program, will meet the criteria outlined below. This 20% level represents a required minimum standard. The percentage of foods and beverages meeting these parameters may be increased at any time as the individual school or entire district is prepared to make changes to their a la carte product profile.

### Snacks:

- o No more than 200 total calories per package
- o No more than 35% calories from fat
- o No more than 10% calories from saturated fat
- o No more than 480 mg sodium
- o No more than 35% sugar by weight
- o Excludes fruits, vegetables, nuts, seeds, and nut butters

### Beverages:

- o 100% fruit and vegetable juice, limited to 12 oz. portion size
- o Fat-free and 1% milk, 8-16 oz. portion size
- o Water and flavored water without added sugar, unlimited portion size
- o Caffeine free except flavored milk
- o Carbonated water and carbonated 100% fruit juice with USDA approval

## **2.3 Eating as a Positive Experience**

The district will provide adequate lunch time for students to enjoy eating healthy foods and socializing, scheduled near the middle of the school day as possible. The National Association of State Boards of Education recommends that students should be provided adequate time to eat, at least 10 minutes for breakfast and 20 minutes for lunch from the time the student is seated.

[http://www.nasbe.org/HealthySchools/healthy\\_eating.html](http://www.nasbe.org/HealthySchools/healthy_eating.html)

Recess for elementary grades will be scheduled before lunch when feasible so that children will come to lunch less distracted and ready to eat.

Adequate serving space will be provided and efficient methods of service will be used to ensure student have access to school meals with a minimum amount of waiting time.

Adequate seating will be available to accommodate all students served during each meal period. Adequate supervision will be provided in the dining area.

The dining area will be clean, orderly and inviting.

## **2.4 Food Safety**

All food service equipment and facilities will meet applicable local and state standards for safe food preparation and handling, sanitation, and workplace safety.

In accordance with Section 111 of the Child Nutrition and WIC Reauthorization Act of 2004 (Public Law 108-265), the district will implement a food safety program for the preparation and service of school meals based upon the Hazard Analysis and Critical Control Point (HACCP) principles.

*Westwood /SO upholds standards set forth in the USDA Guidance for School Food Authorities: Developing a School Food Safety Program Based on the Process Approach to HACCP Principles.*

*School Training and Documentation program includes the 24 ten-minute Food Safety Training Modules, is used to train food service staff about appropriate food handling procedures to reduce the risk of food borne illness.*

*Directors of Dining Services and other appropriate food service staff are certified in food safety through the National Restaurant Association Educational Foundation's ServSafe® program.*

### 3.0 Nutrition Education

#### 3.1 Classroom

Students will have the opportunity to participate in a variety of classroom nutrition education learning experiences that include the following characteristics:

**Nutrition knowledge:**

including but not limited to the benefits of healthy eating, essential nutrients, nutritional deficiencies, principles of healthy weight management, the use and misuse of dietary supplements, and safe food preparation, handling, and storage;

**Nutrition related skills:**

including but not limited to planning a healthy meal, understanding and using food labels, and critically evaluating nutrition information and commercial food advertising; and

**Assessment of personal eating habits:**

setting goals for improvement, and planning to achieve those goals.

Nutrition lessons will be designed for integration into other areas of the curriculum such as math, science, language arts, and social studies; will be integrated within the sequential, comprehensive health education program; will incorporate physical activity lessons; and will be based upon the most recent Dietary Guidelines for Americans and the USDA MyPyramid food guidance system.

### 3.2 Cafeteria

The school cafeteria will serve as a "learning laboratory" enabling students to apply critical thinking skills taught in the classroom. Attractive and current nutrition education materials will be prominently displayed in dining areas.

Nutrition education will be offered in the school dining room as well as in the classroom and other venues, with coordination between the foodservice staff and teachers.

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*A nutrition education program for elementary students that can be used to introduce young children to the principles of well/ness and healthy food choices.*

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School meals will be marketed to appeal to all students who will be encouraged to choose and consume a full meal.

Competitive foods (a la carte snacks and beverages) will be marketed to promote healthful choices over less nutrient dense items.

## **4.0 Physical Activity**

### **4.1 Physical Activity during the School Day**

Students will be given opportunities for physical activity during the school day through daily recess periods, physical education (P.E.) classes, walking programs, and the integration of physical activity into the academic curriculum. Schools will promote an environment supportive of physical activity.

### **4.2 Physical Activity Before and After School**

Students will be given opportunities for physical activity through a range of after-school programs including intramurals, interscholastic athletics, and physical activity clubs.

### **4.3 Physical Education Classes**

Physical education classes are taught by state certified instructors in an environment where students learn, practice and are assessed on developmentally appropriate motor skills, social skills and knowledge.

Physical education will include the instruction of individual activities as well as competitive and non-competitive team sports to encourage life-long physical activity.

Time allotted for physical activity will be consistent with the most research and current national and state standards. According to the National Association of State Boards of Education, elementary school students shall receive 150 minutes/week of physical education. Middle and high school students shall receive 225 minutes of physical education/week. [http://www.nasbe.org/HealthySchools/physical\\_activity.html](http://www.nasbe.org/HealthySchools/physical_activity.html)

### **4.4 Creating a Positive Environment for Physical Activity**

Physical activity (e.g. running laps, pushups) will not be used as a form of punishment. Opportunities for physical activity (e.g. recess, physical education) will not be withheld as a form of discipline. This guideline does not apply to extracurricular sports teams.

Recess time will not be cancelled for instructional make-up time.

All schools in the district will provide a physical and social environment that encourages safe and enjoyable activity for all students, including those who are not athletically inclined.

Information will be provided to families to help them incorporate physical activity into their children's lives.

## 5.0 Other School Based Activities to Promote Student Wellness

### 5.1 Food Sold for Fundraising Activities

The district will encourage non-food items to be sold as part of school-sponsored fundraising activities. When food is sold as a fundraiser, it will conform to the same standards as competitive food sales:

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*Westwood ISD has compiled a list of fun and creative ideas to assist the school district in developing a healthy fundraising program. See Appendix E for specific program suggestions.*

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### 5.2 Healthy Classroom Parties and Celebrations

The district recognizes that classroom parties and celebrations are a tradition at school. School staff and parents are encouraged to include healthy food offerings, as defined in this policy, at school parties and events to support a healthy environment throughout the district.

Food and beverages for classroom parties and celebrations will conform to the same standards as competitive food sales:

<p><i>Westwood ISD has compiled a list of ways to celebrate that do not involve food, in addition to a multitude of ideas for healthful foods to be a part of the fun in classroom parties. See appendix F for Healthy Celebration suggestions.</i></p>
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### 5.3 Food Used as a Reward or Punishment

Teachers and school staff will not use food as a reward or punishment for students. For example, they will not give coupons for fast food meals as a reward for an "A" on a class project or withhold snacks as punishment for bad behavior.

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*A list of fun and creative ideas, from various prizes to student privileges, to assist the school district with this goal. See Appendix G for ideas about alternative rewards for food.*

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## **6.0 District Faculty, Staff and Food Service Staff Role in a Healthy School Environment**

### **6.1 Professional Development**

Nutrition and physical activity educational opportunities will be provided to all district staff. These opportunities will address diverse topics related to healthy lifestyles, nutrition and physical activity, and will be provided in the form of educational and informational materials, presentations and workshops.

District and food service staff are encouraged to model healthy eating behaviors.

## **7.0 Policy Implementation**

### **7.1 Monitoring**

On each school campus, one individual will be assigned to ensure compliance with standards of the Local Wellness Policy in his/her school. This individual will report on the school's compliance to the Chairperson of the Local Wellness Policy Committee.

The Director of School Dining Services will ensure compliance with nutrition policies within the school food service areas and will report on this matter to the Chairperson of the Local Wellness Policy Committee.

### **7.2 Reporting**

The Chairperson of the Local Wellness Policy Committee will report on the district's compliance with the wellness policy to the school board and then be distributed to other interested parties and groups as the school board sees fit.

### **7.3 Policy Review**

To help with the initial development of the district's Local Wellness Policy, the Local Wellness Policy Committee may conduct a baseline assessment of the school's existing nutrition and physical activity environments and policies. The results of these school-by-school assessments can be compiled at the district level to identify and prioritize needs.

School districts may use the *School Health Index, Changing the Scene Survey*, to conduct a baseline assessment and monitor the school's nutrition and physical activity environments and policies. Information regarding these resources can be found in Appendix H.

Assessments can be repeated at least every three years to help review policy compliance, assess progress, and determine areas of improvement. The district will, as necessary, revise the Local Wellness Policy and develop work plans to facilitate its implementation.

## **Appendix A: Sample Wellness Policies**

### **California**

Hemet Unified School District

<http://www.hemetusd.k12.ca.us/business/nutrntion/index.html>

Los Angeles USD

<http://cafe-la.lausd.k12.ca.us/healthy.htm> (in Adobe Acrobat format)

Oakland USD

[http://www.schoolnutrition.org/uploadedFiles/SchoolNutrition.org/Child Nutrition/Local School Wellness Policie s/oaklandpolicy.pdf](http://www.schoolnutrition.org/uploadedFiles/SchoolNutrition.org/Child%20Nutrition/Local%20School%20Wellness%20Policies/oaklandpolicy.pdf) (in Adobe Acrobat format)

San Francisco USD

<http://portal.sfusd.edu/template/default.cfm?page=ops.nutrition.policy1>  
(in Adobe Acrobat format)

### **Georgia**

DeKalb County Schools

<http://www.dekalb.k12.ga.us/instruction/foodservices>

### **Maine**

Maine School Administrative District 22

[http://www.sad22.us/food\\_services\\_home.html](http://www.sad22.us/food_services_home.html)

### **Massachusetts**

A la Carte and Food and Beverage Standards

<http://actionforhealthykids.org/filelib/toolsforteam/recom/MA%20-%20A%201a%20carte%20standards.pdf>

### **Minnesota**

Willmar Public Schools

<http://www.willmar.k12.mn.us/jrhigh/distweb/Policies/policies2.htm>

### **New York**

New York Public Schools

<http://docs.nycenet.edu/dscgi/admin.py/Get/File-487/A-812.pdf>

(in Adobe Acrobat format)

### **Pennsylvania**

School District of Philadelphia

<http://www.philsch.k12.pa.us/offices/foodservices>

### **Rhode Island**

Rhode Island Healthy Schools Coalition

[http://actionforhealthykids.org/filelib/toolsforteam/recom/RI%20Vending%20&%20A%20La%20Carte%20Guide %201\\_05\[1\].pdf](http://actionforhealthykids.org/filelib/toolsforteam/recom/RI%20Vending%20&%20A%20La%20Carte%20Guide%201_05[1].pdf)

A guide for vending and a la carte foods

### **South Carolina**

Richland One SD

[http://www.richlandone.org/departments/student\\_nutrition/policy.htm](http://www.richlandone.org/departments/student_nutrition/policy.htm)

### **Texas** Austin ISD

<http://www.austinisd.org/schools/health>

Eanes ISD

[http://www.schoolnutrition.org/uploadedFiles/SchoolNutrition.org/Child Nutrition/Local School Wellness Policies/eanesguidelines.pdf](http://www.schoolnutrition.org/uploadedFiles/SchoolNutrition.org/Child%20Nutrition/Local%20School%20Wellness%20Policies/eanesguidelines.pdf)

(in Adobe Acrobat format)

***Wisconsin***

Appleton Area School District

<http://www.aasd.k12.wi.us>

## **Appendix B: Local Wellness Policy Resources and Information**

### **Governmental:**

#### **USDA/TEAM Nutrition**

<http://www.fns.usda.gov/tn/Healthy/108-265.pdf>

Section 204 of Public Law 108-265: Child Nutrition and WIC Reauthorization Act of 2004: Local Wellness Policy

#### **Local Wellness Policy**

<http://www.fns.usda.gov/tn/Healthy/wellnesspolicy.html>

This site serves as a clearing house of information on the components that should be considered when establishing a school wellness policy. Examples of policies already developed by schools and State agencies are provided as resources and references. USDA does not endorse these policies nor do they represent a comprehensive list. They are provided to enable schools to have a variety of examples for local policy development.

#### **Changing the Scene: Improving the School Nutrition Environment**

<http://www.fns.usda.gov/tn/Resources/changing.html>

Developed by U.S. Department of Agriculture (USDA) Team Nutrition, this guide is designed to assist parents, school administrators, teachers, school foodservice employees, and other concerned members of the community to examine their school's nutrition environment, develop a plan for improvement, and put the plan into action.

#### **Making It Happen! School Nutrition Success Stories**

<http://www.fns.usda.gov/tn/Resources/makingithappen.html>

This is a joint project of USDA's Team Nutrition, and the Department of Health and Human Services' Centers for Disease Control and Prevention Division of Adolescent and School Health (DASH) and is supported by the Department of Education. It was undertaken as part of the HealthierUS initiative. It shares stories from 32 schools and school districts that have made innovative changes to improve the nutritional quality of all foods and beverages offered and sold on school campuses. These success stories illustrate the wide variety of approaches used to improve student nutrition. The most consistent theme emerging from these case studies is that students will buy and consume healthful foods and beverages and schools can make money from healthful options.

#### **A Call to Action**

<http://www.fns.usda.gov/tn/Healthy/calltoaction.html>

#### **Team Nutrition: Getting it Started and Keeping it Going**

<http://www.fns.usda.gov/tn/Resources/gettingitstarted.html>

#### **HealthierUS Schools Challenge**

<http://www.fns.usda.gov/tn/HealthierUS/index.htm>

## **Centers for Disease Control and Prevention:**

### **School Health Index**

<http://apps.nccd.cdc.gov/shi/>

This is a self-assessment and planning tool for school environments

### **Guidelines for School Health Programs to Promote Lifelong Healthy Eating**

<http://www.cdc.gov/mmwr/PDF/RRJRR4509.pdf>

These guidelines identify school-based strategies most likely to be effective in promoting lifelong healthy eating among young people.

### **Resource Guide for Nutrition and Physical Activity Interventions to Prevent Obesity and Other Chronic Diseases**

<http://www.cdc.gov/nccdphp/dnpa/obesityprevention.htm>

This document provides selected references and resources for developing or updating community nutrition and physical activity programs. Topics include obesity prevention and control, increased physical activity, improved nutrition, and reduced television time.

### **Ten Strategies for Promoting Physical Activity, Healthy Eating, and a Tobacco-Free Lifestyle through School Health Programs**

[http://www.cdc.gov/HealthyYouth/publications/pdf/ten\\_strategies.pdf](http://www.cdc.gov/HealthyYouth/publications/pdf/ten_strategies.pdf)

This publication identifies actions that schools can take to implement CDC's school health guidelines in these content areas.

### **Michigan's State Board of Education Nutrition Policy and Toolkit**

<http://www.mihealthtools.org/schools>

This tool enables schools to identify the strengths and weaknesses of nutrition and physical activity environments and develop an action plan for improvement.

### **National Conference of State Legislatures**

<http://www.ncsl.org>

This is a database of state legislative resources.

### **National Food Service Management Institute Resource Guide**

<http://www.nfsmi.org/Information/resourceguide.pdf>

This resource guide includes information on educational materials, videotapes, reports applied research, and other resources for professional development that promote the improvement of child nutrition programs.

### **Preventing Obesity in Youth through School-Based Efforts**

<http://www.nga.org/cda/files/022603PREVENTING.pdf>

Developed by the National Governor's Association (NGA), this Issue Brief addresses childhood obesity and the role of schools in promoting healthy living and includes recommendations, examples, and resources for state leaders.

### **Texas Department of Agriculture: Square Meals**

<http://www.squaremeals.org>

## Other:

### **Action for Healthy Kids:**

<http://www.actionforhealthykids.org>

An action for healthy kids report [http://www.actionforhealthykids.org/resources\\_profile.oho?id=265](http://www.actionforhealthykids.org/resources_profile.oho?id=265)  
Criteria for evaluating school-based approaches towards nutrition and physical education

Creative Financing & Fun Fundraising

- o Alternative fundraising ideas

<http://www.nojunkfood.org/fundraising>

- o Healthy fundraisers for schools

<http://www.actionforhealthykids.org/filelib/resources/fundraisingtips.pdf>

- o Alternatives to selling candy for creative financing and fundraising

<http://www.actionforhealthykids.org/filelib/toolsforteam/recom/Available%20Resources%20and%20Tools%20-%20Healthy%20Alternatives%20to%20Selling%20Candy%20for%20Raising%20Funds%20for%20Schools.pdf>

- o Guide to Healthy Fundraising

<http://www.actionforhealthykids.org/filelib/toolsforteam/recom/N&PA%2031%20-%20Fundraising.pdf>

Guide to Healthy Policies

- o Guide to healthy school stores
- o Guide to healthy vending

These newsroom fact sheets help to "build the argument" for the Wellness Policy

Benefits of school meal participation

Healthy foods and healthy finances: How schools are making nutrition changes that make financial sense

Providing health-promoting foods throughout our schools

The need for physical education and physical activity in our schools

The role of sound nutrition and physical activity in academic achievement

### **Centers for Science in the Public Interest (CSPI)**

School foods toolkit: A guide to improving school foods and beverages

### **National Association of State Boards of Education (NASBE)**

Fit, Healthy, and Ready to Learn: A School Health Policy Guide. This document provides direction to states, school districts, and individual schools on establishing an overall policy framework for school health programs and specific policies on promoting healthy eating among young people.

### **National Association for Sports and Education**

### **Food and Research Action Center (FRAC)**

This is a non-profit, non-partisan research public policy center.

Child Nutrition Program Reauthorization Center

Local Wellness Policies

### **Healthy School Food Policies Checklist.**

Distributed by the Center for Food and Justice's Urban and Environmental Policy Institute, this document contains many of the innovative policies that have been adopted or proposed to improve school food.

## **School Nutrition Association (SNA)**

-formally the American School Food Service Association

Keys to Excellence: Standard of Practice for Nutrition Integrity. This tool identifies the elements of a quality school nutrition program. It provides an easy-to-use evaluation form for assessing program quality and tracking progress in developing and implementing plans to achieve goals.

Local School Wellness Policies

Nutrition Integrity

SNA Local Wellness Policy Guidelines (in Adobe Acrobat format)

The School Nutrition Association's Executive Board and Nutrition Committee have unanimously approved these Local Wellness Policy Guidelines. These should serve as a tool to use when creating local wellness policies for your school districts.



**Appendix C: Comprehensive Wellness Program**

**Comprehensive  
Wellness  
Program**

Food & Nutrition Standards	Nutrition Education & Promotion	Physical Activity & Healthy School Environment
<p><b>PROGRAM MEAL</b> National School Breakfast &amp; Lunch Program</p> <p><b>ALA CARTE</b></p> <ul style="list-style-type: none"> <li>• Snacks &amp; Beverages</li> <li>• Vending</li> </ul>	<p><b>CAFETERIA</b></p> <ul style="list-style-type: none"> <li>• Nutrition Messages</li> <li>• Promotions</li> <li>• Bulletin Board</li> </ul> <p><b>CLASSROOM</b></p> <ul style="list-style-type: none"> <li>• Healthy Bodies. Hungry Minds.rM Program Manual</li> <li>- Scripted lessons</li> <li>- Puzzles and games</li> <li>• Ready Reading</li> <li>• Nutrition education curriculum</li> </ul> <p><b>STAFF EDUCATION</b></p> <ul style="list-style-type: none"> <li>• Nutrition Fundamentals</li> <li>• Child Nutrition</li> <li>• Food Allergy Awareness</li> </ul>	<p><b>PHYSICAL ACTIVITY</b></p> <ul style="list-style-type: none"> <li>• Physical activity education curriculum</li> <li>• Lessons and activities designed to get kids moving</li> </ul> <p><b>SCHOOL BASED INITIATIVES</b></p> <ul style="list-style-type: none"> <li>• Healthy classroom celebrations and rewards</li> <li>• Healthy fundraising</li> <li>• Health fair support and demonstration</li> </ul> <p><b>CAFETERIA ENVIRONMENT</b></p> <ul style="list-style-type: none"> <li>• Lunch scheduling</li> <li>• Facility design</li> <li>• Serving area efficiency</li> </ul>

**Appendix D: Food & Nutrition Standards**

Snacks			Beverages	
Minimum of 20% of products offered meet the following criteria:			Minimum of 20% of products offered meet the following criteria:	
Nutrient	Parameter	Source	Item	Source
Calories	200	Healthy US School Challenge	100% Fruit Juices 12 ounces	Healthy US School Challenge
Fat	35% of Calories	US Dietary Guidelines	Non-Fat and 1% Milk 16 ounces	US Dietary Guidelines
Saturated Fat	10% of Calories	US Dietary Guidelines	Water & Flavored Water Without sugar, unlimited portion	Healthy US School Challenge
Sodium	480 mg	FDA Definition of Healthy	Carbonated water without sugar Carbonated 100% fruit juice with USDA approval	State and District Comparison
Sugar	35% by weight	US Dietary Guidelines	Caffeine free except flavored milk	American Academy of Pediatrics

## **Appendix E: Healthy Fundraising**

### ***Alternatives to selling candy for schools, sports and clubs***

Candy, baked efforts, soda and other foods with little nutritional value are commonly used for fundraising. This sends the message to students that the school district views money as being more important than their students' health. It compromises classroom learning by sending contradictory nutrition messages taught in the classroom. It contributes to poor health by adding unnecessary calories and encourages students to consume less nutrient dense foods over to healthier choices. Increasing obesity rates among children are resulting in serious health consequences, such as increased incidence of heart disease, Type 2 diabetes, high blood pressure, high cholesterol, sleep apnea, low self-esteem, poor body image and isolation.

### **Adopting a policy of healthy fundraising result in:**

- Healthier kids who learn better as research demonstrates that good nutrition is linked to better behavior and academic performance.
- Delivery of consistent health messages because fundraising with healthy foods and non-food items demonstrates a school commitment to promoting healthy behaviors and supports lessons learned in the classroom rather than contradicts them.
- Promoting a healthy school environment by providing students with reliable health information and the opportunity to practice it.

### **Here are some ideas for healthy fundraising**

#### **Items you can sell:**

- Activity cards
- Activity theme bags
- Air fresheners
- Balloon bouquets
- Bath accessories
- Batteries
- Books, calendars
- Brick/stone/tile memorials
- Bumper stickers
- Buttons, pins
- Candles
- Christmas ornaments
- Christmas trees
- Coffee cups, mugs
- Cookbooks
- Cookbook of easy and healthy after school snacks
- Crafts
- Coupon books
- Customized stickers
- Emergency kits for cars
- Elephant rides
- First aid kits
- Flea markets
- Flowers and bulbs
- Foot warmers
- Football game shout outs
- Football seats
- Frisbees
- Garage sale
- House decorations
- Jewelry
- Kitchenware
- License plate frames/holders with school logo
- Lotions and soaps
- Lunch box auctions
- Magazine subscriptions
- Megaphones
- Mistletoe
- Monograms
- Music, videos, COs
- Mugs
- Newspaper space, ads
- Personalized stationary
- Pet treats/toys/accessories
- Picture frames
- Plants
- Pocket calendars
- Pre-paid phone cards
- Raffle donations
- Raffles or gift baskets
- Rent a special parking space
- Scarves
- School art drawings
- School Frisbees
- School spirit gear & accessories
- Scratch off cards
- Sell/rent wishes
- Souvenir cups
- Sprit/seasonal flags
- Stadium pillows

**Items you can sell continued:**

- Garden seeds
- Giant coloring books
- Gift baskets
- Gift certificates
- Gift items
- Gift wrap, boxes and bags
- Greeting cards
- Hats
- Holiday decorations
- Holiday ornaments
- Holiday party decorations/Poinsettias
- Holiday wreaths

- Stationary
- Student directories
- Stuffed animals
- Temporary/henna tattoos
- T-shirts, sweatshirts
- Tupperware
- Valentine's Day flowers
- Yearbook covers
- Yearbook graffiti
- Yearbook space/monograms

**Healthy Foods:**

- Frozen bananas
- Fruit & nut baskets
- Fruit smoothies & fruit juice based slush
- Fruit & vegetable baskets
- Fruit & yogurt parfaits
- Lunch box auctions
- Nuts
- Popcorn
- Fresh and exotic fruit
- Trail mix

**Custom Merchandise you can sell:**

- Bumper stickers/decal
- Calendars
- Cookbook made by school
- Key chains
- Logo air fresheners
- Magnets
- Pens, pencils, erasers
- Scratch off cards
- T-shirts/sweat shirts

**Activities Supporting Academics:**

- Read-A-Thon
- Science Fair
- Spelling Bee

**Activities:**

- Arts and crafts sales
- Auction
- Basketball tournaments
- Battle of the Bands
- Bike-a-thons
- Raffles
- Read-a-thons
- Recycle cans/paper/ink cartridges
- Rent-a-teen-day (rake leaves, mow lawn, wash dog, household chores, etc)

- Bowling night
- Carnivals
- Car washes
- Coupons for domestic chores
- Dances

**Activities continued:**

- Family bingo nights
- Family/glamour portraits
- Festivals
- Fun runs
- Gift wrapping
- Golf tournament
- "Hire a student day" (for odd jobs with proceeds going to the school)
- Jog-a-thons
- Jump rope-a-thons
- Magic show
- Milk mustache photos

- School plays
- Science fair
- Seasonal "Message Grams"
- Services (lawn care, housecleaning)
- Silent auctions

- Singing telegrams
- Skate-a-thons
- Skate night
- Spelling bee
- Talent shows
- Tennis/horseshoe competition
- Treasure hunt
- Walk-a-thons
- Workshops/classes

## **Appendix F: Healthy Classroom Celebrations**

Typically, foods for school celebrations include cupcakes, candy, cookies, and soda. There is nothing wrong with an occasional treat, but unhealthy choices have become the norm rather than the exception.

Only two percent of children meet all recommendations. Most children do not eat enough fruits, vegetables or whole grains. Constant exposure to low-nutrient foods makes it difficult for children to learn how to make healthy food choices.

Schools have the opportunity to influence children's life-long eating patterns. Classroom parties can help teach children valuable social skills such as helping to prepare the food, sharing with others, and cleaning up after themselves.

If healthy foods are included in the celebration, it can provide a chance to reinforce the message that nutritious food choices lead to healthier bodies and sharper minds.

### **Ideas for Healthy Celebrations**

- Try something new. Children like adventure. In addition to familiar games and foods, offer something different.
- Plan creative experiences such as art, music and cooking.
- Involve children in planning and preparing the party. Let them make decorations and favors.
- Put food in its proper place. Refreshments should complement the fun, not become the "main event."
- Don't use food as rewards or prizes.
- Choose foods for fun, good taste and health. Parties that feature healthful foods provide opportunities for children to practice making wise food choices.
- Play indoor games of the students' choosing.
- Engage children in a special art project.
- Take children on a field trip.
- Play music and have a dance party.
- Take a fun walk around the school with the principal or teacher.
- Play games outside or host a field day. Allow extra recess time.

### **Activities to Celebrate a Child**

- Plan special party games and activities. Ask parents to provide game supplies, pencils, erasers, stickers

and other small school supplies instead of food.

- Create a healthy party idea book. Ask school staff and parents to send in healthy recipes and ideas for activities, games and crafts. Compile these ideas into a book that staff and parents can use.
- Give children extra recess time instead of a class party. For birthdays, let the birthday child choose and lead an active game for everyone.
- Instead of a party, organize a special community service project (e.g., invite senior citizens in for lunch, make "handkerchiefs" for chemotherapy patients, and blankets for rescue dogs). Involve parents in planning the project and providing needed materials.
- Create a "Celebrate Me" book. Have classmates write stories or poems and draw pictures to describe what is special about the birthday child.
- Provide special time with the principal or another adult, such as taking a walk around the school at recess.
- Create a special birthday package. The birthday child wears a sash and crown, sits in a special chair and visits the principal's office for a special birthday surprise (pencil, sticker, birthday card, etc.)
- The birthday child is the teacher's assistant for the day and gets to do special tasks such as make deliveries to the office, lead the line, start an activity, and choose a game or story.

### **Ways for families to celebrate special events**

- Instead of food, ask parents to donate a book to the school library or classroom in honor of a child's birthday with his/her name inside. Read it to the class or invite the child's parents to come in and read it to the class.
- Donate funds for playground or physical education/activity equipment such as jump ropes or balls.

### **Healthful Food Celebrations for Classrooms**

- Make your own pizza party using chopped vegetables, fruits and low-fat cheeses.
- Make your own fruit sundae bar with fresh fruit and low-fat yogurt or sorbet.
- Host a culture club-ask students to find and prepare healthy recipes from different cultures.
- Host an agriculture day-ask a local farmer to bring in produce and have a tasting party.

### **Healthy Food Ideas**

- Beverages
  - Low-fat or non-fat plain or flavored milk
  - 100% juice
  - Water
  - Flavored/sparkling water (without added sugars or sweeteners)
  - Sparkling punch (seltzer and 100% fruit juice)
- Fruit smoothies (blend berries, bananas and pineapple)
- Fresh fruit assortment
- Fruit and cheese kabobs
- Fruit salad
- Fruit with low-fat whipped topping
- Fresh apple wedges and caramel dip
- Dried fruit (raisins, cranberries, apricots, banana chips)
- Vegetable trays with low-fat dip
- Fresh cut vegetables and reduced fat ranch dip or salsa
- Celery and carrots with peanut butter and raisins
- Whole-grain crackers with cheese cubes, string cheese or hummus
- Baked chips & salsa
- Baked chips and reduced-fat dip
- Low-fat tortilla chips with salsa or bean dip
- Pretzels
- Air-popped popcorn
- Rice cakes
- Bread sticks

- Graham crackers
- Animal crackers
- Angel food cake, plain or topped with fruit
- Snack cake squares without icing or topped with fruit and reduced-fat whipped topping
- Oatmeal raisin cookies and low fat milk
- Fig bars
- Waffles or pancakes topped with fruit
- Bagel slices with peanut butter or jam
- Fruit or grain muffin (low-fat}
- Whole wheat English muffin
- Low-fat breakfast or granola bars
- Warm soft pretzels
- Pizza with low fat toppings (vegetables, lean ham, Canadian bacon}
- Pizza dippers with marinara sauce
- Ham, cheese or turkey sandwiches or wraps (with low-fat condiments}
- Quesadillas or bean burrito with salsa
- Low-fat pudding; sugar-free pudding
- Low-fat yogurt
- Squeezable yogurt

**Healthy food ideas continued:**

- Yogurt smoothies
- Yogurt parfaits or banana splits (yogurt and fruit topped with cereal, granola or crushed graham crackers}
- Trail/cereal mix (whole-grain, low-sugar cereals mixed with dried fruit, pretzels}
- Nuts and seeds
- Crackers and peanut butter
- Fresh Fruit topped with peanut butter

\*check for food allergies before serving

## **Theme Party Recipe Ideas**

### **Halloween**

- Roasted Pumpkin Seeds
- Pumpkin Bread Muffins
- Witch's Brew\*
- Abracadabra Wands\*

### **Harvest or Thanksgiving**

- Nut and Dried Fruit Trail Mix
- Lemon-Chili Veggies\*
- Corn Bread

### **Winter Holidays**

- Apple Wedges Dipped in Caramel or Peanut Butter

### **Valentine's Day**

- Angel Food Cake with Fresh Strawberries Topped with Whipped Topping
- Fresh Fudgy Fruit\*
- Cherry Tomato Fillers\*

### **Spring**

- Sparkling Grapes\*
- Fruit Salad with Yogurt Dip
- Celery Wagons\*

### **End of the Year or Summer**

- Banana Splits\*
- Fresh Fruit Kabobs
- Veggie Sticks with Low-fat or Non-fat Dip
- Hooray for the Red, White, and Blue!



## **Recipes** (All recipes serve 32 students)

Source: Kids Get Cookin' 5 a Day-Power Play! and American Heart Association

### **Abracadabra Wands** (serving size: 2 sticks)

#### **Ingredients:**

10 red apples, cut into 64 chunks  
5 cups red grapes  
8 oz. non-fat or low-fat cheddar cheese, cut into 64 chunks  
2 avocados, cut into 64 chunks  
64 long, thin pretzel (or wooden) sticks  
(about 3 inches long)

#### **Preparation** (20 minutes):

1. Use a wooden skewer to poke holes in center of each piece of food.
2. Thread pieces onto pretzel stick.
3. Serve leftover pieces of fruit.

### **Witch's Brew**

#### **Ingredients:**

1 gallon cranberry juice  
1 gallon apple cider  
12 oz. frozen orange juice, unprepared

#### **Preparation** (5 minutes):

1. Mix all ingredients together in large pitcher.

### **Lemon-Chili Veggies**

1. Chop any favorite veggies (try cucumber and jicama) into chunks.
2. Squeeze fresh lemon juice onto each piece.
3. Lightly sprinkle with chili powder and salt.

### **Cherry Tomato Fillers** (serving size: 2 tomatoes)

#### **Ingredients:**

64 (large) cherry tomatoes  
1 **cup** low-fat cottage cheese  
1 cup sunflower seeds

#### **Preparation** (15 minutes):

1. Cut tops and scoop seeds and the pulp out of each tomato.
2. Fill with 1 teaspoon of cottage cheese.

### **Fresh Fudgy Fruit** (serving size: banana & 1 strawberry)

#### **Ingredients:**

16 bananas, peeled, cut in half  
32 strawberries, tops removed  
3 cups light hot fudge at room temp.  
5 cups low fat granola  
64 wooden craft sticks

#### **Preparation** (15 minutes):

1. Insert wooden stick into the cut end of each fruit.
2. Place granola into plastic bag and use a spoon to crush granola, and place in shallow bowl.
3. Pour fudge into shallow bowl.
4. Place fruit in fudge and spread the sauce around.
5. Place fruit on top of the granola. Turn to coat lightly.

## **Sparkling Grapes**

### **Ingredients:**

3 - 3 oz. packages of gelatin  
64 small clusters grapes  
1 ½ cups boiling water  
1 ½ cups ice cubes

### **Preparation** (15 minutes):

1. Pour gelatin powder into measuring cup. Pour half of the powder into a bowl and place the other half on the side.
2. Add boiling water to the bowl of gelatin. Stir until powder is dissolved. Add ice cubes and stir until ice melts.
3. Dip grape clusters in liquid gelatin mixture and shake off excess.
4. Sprinkle extra powder over grapes and serve.

## **Celery Wagons**

### **Ingredients:**

2 stalks celery, cut into 3 inch pieces  
4 large carrots, slices  
2 cups low-fat dip  
64 toothpicks

### **Preparation** (15 minutes):

1. Cut veggies ahead of time.
2. Have students put a carrot piece at each end of 2 toothpicks.
3. Place a celery stick on top of the toothpicks.
4. Fill with 1 tablespoon of dip.

## **Mini Banana Splits**

### **Ingredients:**

16 small bananas, peeled  
8 cups fresh berries  
16 cups low fat vanilla yogurt  
2 cups low fat granola

### **Preparation:**

1. Cut banana in half, share between 2 students.
2. Scoop a ½ of cup of yogurt onto banana.
3. Top with berries and granola.

## **Hooray for the Red, White, and Blue!**

### **Ingredients:**

5 baskets of strawberries (about 64 strawberries)  
4 containers of blueberries  
1-12 oz. container of low fat whipped topping

### **Preparation:**

1. Wash fruit. Remove tops from the strawberries.
2. In small cup place 2 strawberries and a dollop of whipped topping and sprinkle with about 5 blueberries.

## **Appendix G: Alternatives to Using Food as a Reward**

At school, home and throughout the community kids are offered food as a reward for "good" behavior. Often these foods have little or no nutritional value but are easy, inexpensive and can bring about short-term behavior change. Using food as reward has many negative consequences that go far beyond the short-term benefits of good behavior or performance.

There are many disadvantages to using food as a reward:

- It undermines nutrition education being taught in the school environment.
  - o Nutrition principles taught in the classroom are meaningless if they are contradicted by rewarding children with candy and other sweets. It is similar to saying, "You need to eat healthy foods to feel and do your best, but when you behave or perform your best, you will be rewarded with unhealthy food."
- It encourages over-consumption of foods high in added sugar and fat.
  - o Food preferences for both sweet and non-sweet foods increase significantly when they are presented as rewards. This can teach children to prefer unhealthy foods.
- It teaches kids to eat when they are not hungry, as a reward to themselves and may contribute to the development of disordered eating.
  - o Rewarding with food can interfere with children learning to eat in response to hunger and satiety cues.
  - o Providing food based on performance or behavior connects food to mood. This practice can encourage children to eat treats even when they are not hungry and can instill lifetime habits of rewarding or comforting themselves with food, resulting in unhealthy eating behaviors and/or obesity.

Research clearly demonstrates that healthy kids learn better. To provide the best possible learning environment for children, schools must provide an environment that supports healthy behaviors. Students need to receive consistent, reliable health information and ample opportunity to use it. Finding alternatives to food rewards is an important part of providing a healthy school environment.

## Here are some ideas for non-food rewards:

### Social rewards

"Social rewards," which involve attention, praise, or thanks are often more highly valued by children than a toy or food. Simple gestures like pats on the shoulder, verbal praise (including in front of others), nods, or smiles can go a long way. These types of social rewards affirm a child's worth as a person.

#### Recognition

- Trophy, plaque, ribbon, or certificate in recognition of achievement or a sticker with an affirmative message (e.g., "Great job")
- Recognizing a child's achievement on the school-wide morning announcements and/or the school's website
- A photo recognition board in a prominent location in the school
- A phone call, email, or letter sent home to parents or guardians commending a child's accomplishment
- A note from the teacher to the student commending his or her achievement

#### Rewards for Individuals

- Going first
- Choosing a class activity
- Helping the teacher
- Having an extra few minutes of recess with a friend
- Sitting by friends or in a special seat next to or at the teacher's desk
- Teaching the class
- Playing an educational computer or other game
- Play a favorite game or do puzzles
- Reading to a younger class
- Read outdoors
- Making deliveries to the office
- Reading the school-wide morning announcements
- Helping in another classroom
- Eating lunch with teacher or principal
- Private lunch in classroom with a friend
- Listening with a headset to a book on tape or CD
- Going to the library to select a book to read
- Working at the school store
- Taking a walk with the principal or teacher
- Designing a class or hall bulletin board
- Writing or drawing on the blackboard/whiteboard
- Taking care of the class animal for a day
- Allowing a child to choose an extra recess activity for the class on his/her birthday
- Items that can only be used on special occasions (special art supplies, computer games, toys)
- Bank system (earn play money used for privileges)
- Trip to Treasure Box with non-food items (stickers, tattoos, pencils, erasers, bookmarks, desktop tents)

#### Rewards for a class

- Extra recess
- Eating lunch outdoors
- Have lunch or breakfast in the classroom
- Going to the lunchroom first
- Reading outdoors
- Extra art, music, physical education, or reading time
- Listening to music while working
- Listen with headset to a book on audiotape

- Fun physical activity break
- Dancing to favorite music in the classroom
- Playing a game or doing a puzzle together
- "Free choice" time at the end of the day
- A song, dance, or performance by the teacher or students
- Teacher performs special skill (singing, cartwheel, guitar playing, etc.)
- Teacher or volunteer reads special book to class
- Bank system: (earn play money used for privileges)
- A field trip
- Show-and-tell
- Fun video

### **School Supplies**

- Pencils: colored, with logos, or other decorations
- Pens
- Erasers
- Notepads/notebooks
- Boxes of crayons
- Stencils
- Stamps
- Plastic scissors
- Bookmarks
- Highlighters
- Chalk (e.g., sidewalk chalk)
- Markers
- Coloring books
- Rulers
- Glitter
- Pencil sharpeners, grips, or boxes
- Gift certificate to the school store
- Receive a "mystery pack" (notepad, folder, sports cards, etc.)
- Paperback book

### **Sports equipment and athletic gear**

- Paddleballs
- Frisbees
- Water bottles
- NERF® balls
- Hula hoop
- Head and wrist sweat bands
- Jump rope

### **Toys/trinkets**

- Stickers
- Yo-yos
- Rubber balls
- Finger puppets
- Stuffed animals
- Plastic or rubber figurines
- Toy cars, trucks, helicopters, or airplanes
- Plastic sliding puzzles or other puzzle games
- Slinky
- Gliders

- Magnifying glasses
- Spinning tops
- Marbles
- Jacks
- Playing cards
- Stretchy animals
- Silly putty
- Bubble fluid with wand
- Capsules that become sponges/figures when placed in water
- Inflatable toys (balls, animals)
- Small dolls or action figures

### **Fashion Wear**

- Hair accessories (barrettes, elastics, or ribbons)
- Bracelets, rings, necklaces
- Sunglasses
- Eyeglasses with nose disguise
- Hat or cap
- T-shirt
- Sneaker bumper stickers
- Shoe laces

### **Miscellaneous**

- Key chains
- Flashlights
- Cups
- Magnets
- Crazy straws
- Backscratchers
- A plant or seeds and pot for growing a plant
- Books
- Earn tokens over a longer period of time to redeem for a "bigger" reward

A point system can be used. Points can be exchanged for privileges or prizes when enough are accumulated. This also may be used for an entire class to earn a reward.

Whenever individual children have done well, points can be added to the entire class's "account." When the class has earned a target number of points, then they receive a group reward.

## **Additional ideas for Middle School and High School Students**

### **Middle School Students**

- Sit with friends
- Listen to music while working at desk
- Five-minute chat breaks at end of class
- Extra credit
- Fun educational video
- Computer time
- Fun brainteaser activities
- Assemblies
- Field trips
- Eat lunch or have class outside

## High School Students

- Extra credit
- Fun educational video
- Reduced homework or a homework "pass"
- Coupons to video or music stores
- Donated coupons to video stores, music stores or movies
- Drawings for donated prizes for students meeting a grade standard
- "Free Choice" time at end of class

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## **Appendix H: Ideas for Health Fairs**

### **Middle and High School Ideas:**

- Order free colorful handouts and brochures from the National Dairy Council ([www.nationaldairycouncil.org](http://www.nationaldairycouncil.org)) go to "Tools For Schools" link "Nutrition Education Materials Catalog" link select your state under "Contact your local dairy council" then use the link provided to you and use that catalog, for example, if you are in Connecticut, you would go to: [www.newenglanddairycouncil.org](http://www.newenglanddairycouncil.org)
- Good handouts for this age group include:
  - Guide to Good Eating Handout
  - Daily Food Guide Pyramid Handout
  - Sports Nutrition Pyramid Handout
  - The Inside Out! Brochure
  - Banking on Beautiful Bones Brochure
  - Breakfast Boosts Brain Power Brochure
  - Think Your Drink (make photocopies of this reproducible master)
- Order free colorful handouts from the Beef Council ([www.beefnutrition.org](http://www.beefnutrition.org))
- Go to "Materials & Downloads" at the top of the screen
- Go to "Online Catalog for Patients and Clients" in the dropdown menu
- Good handouts for this age group include:
  - MyPyramid Tear Pad
  - Everyday Solutions for Everyday Heroes Tear Pad
  - The Fitness Connection
- Order the stand-up tear pad easel to make the health fair table 3-dimensional
- New England Dairy Council has a link called "Health Fairs." You can download, print, and photocopy handouts for your health fair. [www.newenglanddairycouncil.org](http://www.newenglanddairycouncil.org)
- Milk Mustache Booth (See *Milk Mustache Booth sheet* below from the New England Dairy Council)
- Sugar Comparison in different beverages shows how many teaspoons of sugar in each beverage. (See *"Think Your Drink" Document*).
- Place poster and/or handouts "Think your Drink" near display (available from the National Dairy Council or your local dairy council)
- Nutrition Game: Create a sign on the computer and put in a 8"x11" clear plastic sign holder or create a sign using poster board that says: Nutrition Game - Win a Prize!!!
- Ask students nutrition related questions and see if they give the correct answer. See Nutrition Game Questions below.
- Prizes could include: Got Milk! or other posters. Call the National Dairy Council, phone number: 1-800-426-8271 to ask if they have any.
- Chartwells Creature pencils
- If students answer a question, they could enter a raffle to win a bigger prize (NOT unhealthy foods)  
Examples:
  - Movie theater gift certificates
  - Local video rental store gift certificates
  - Basketballs, soccer balls, tennis balls, etc.



) Nutrition Game Questions- Secondary School Students

Carbohydrate Confusion

1. A carbohydrate is:

- A. Next to the alternator under your car hood
- B. Something to be avoided at all costs
- C. Fuel for our cells and central nervous system
- D. Found in abundance in meats and poultry

Answer: C

2. A registered dietitian can help you learn:

- A. How many carbs to eat each meal
- B. What carbs are healthy for you
- C. A weight goal that's right for you
- D. All of the above

Answer: D

3. The American Dietetic Association recommends that:

- A. On average, fifty to sixty percent of daily calories should come from carbohydrates.
- B. That your carbohydrate intake should be based on your astrological sign.
- C. That Carb intake should be equivalent to the square root of your weight.
- D. You should restrict your Carb intake to 10 grams daily.

Answer: A

4. A Complex Carbohydrate is:

- A. A complicated nutrient
- B. The same as a simple carbohydrate
- C. Composed of long sugar chains vs. the short ones found in simple carbohydrates
- D. More expensive than a simple carb.

Answer: C

5. Eliminating high carbohydrate foods from your diet is an indicator of a fad diet.

True or False

Answer: True

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Very Vegetarian

1. A vegan is someone who:

- A. Eats only animal products
- B. Eats no meat, fish or poultry but consumes eggs and dairy
- C. Eats no foods that come from animals

Answer: C

2. Vitamin B12 is an important nutrient that vegetarians need in their diet.

True or False

Answer: True

3. When deciding to become a vegetarian you should:

- A. Do what your friends say
- B. Stop all meat, fish and poultry at once
- C. Talk to a parent and/or consult with a registered dietitian

Answer: C

4. Which food contains no cholesterol?

- A. Eggs
- B. Peanuts
- C. Chicken
- D. Milk

Answer: B

5. Bulgur (a type of wheat) is a good source of calcium.

True or False

Answer: False

## Portion Distortion

1. Effective weight management strategies include the following:

- A. Watching the amount of food consumed
- B. Eating a variety of foods
- C. Exercise
- D. All of the above

Answer: D

2. Gaining weight occurs when more calories are coming in than are being burned off.

True or False

Answer: True

3. Super-sizing can:

- A. Double calories
- B. Make you lose weight
- C. Double the size of the human brain

Answer: A

4. Which food is a more sensible portion size?

- A. Big-Gulp (44 ounce)
- B. Regular hamburger
- C. King fries
- D. Super grab bag of chips

Answer: B

5. One serving of cheese is the equivalent of:

- A. A deck of cards
- B. A tennis ball
- C. 4 stacked dice
- D. A basketball

Answer: C

## Fabulous Fat

1. Fat is needed to transport all of the following vitamins except for:

- A. Vitamin K
- B. Vitamin C
- C. Vitamin A
- D. Vitamin E

Answer: B

2. Cholesterol is only found in plant foods.

True or False

Answer: False

3. Which of the following foods contain trans fatty acids?

- A. Butter
- B. Avocado
- C. Nuts
- D. Cookies

Answer: D

4. Monounsaturated fats are the most heart-healthy type of fat.  
True or False

Answer: True

5. Which of the following oils is a monounsaturated fat?

- A. Olive oil
- B. Corn oil
- C. Sesame oil
- D. Safflower oil

Answer: A

### Excellent Exercise

1. Children are more physically fit today than they were a generation ago.  
True or False

Answer: False

2. What is the most common excuse for not exercising?

- A. Bad weather
- B. Not enough time
- C. Too expensive
- D. Soreness

Answer: B

3. Regular physical activity can benefit health by improving the following:

- A. Blood cholesterol
- B. High blood pressure
- C. Energy
- D. Sleeping patterns
- E. Weight
- F. All of the above

Answer: F

4. An ideal exercise schedule should involve 30 to 60 minutes performed most days during the week.  
True or False

Answer: True

5. A good program only needs to promote strength.  
True or False

Answer: False

**6. What activity has the lowest dropout rate?**

- A. Jogging**
- B. Walking**
- C. Dancing**
- D. Calisthenics**

Answer: B

**Milk Mustache Booth**

What you'll need for 300 participants:

- 300 small 3ounce cups
- 2 gallons of whole milk (no substitutions)
- 6 gallons of vanilla ice cream
- Ice cream scoops
- Blender(s)
- Tablecloth(s)
- Napkins/paper towels
- A pan of soapy water or water source
- Backdrop- celebrity milk mustache posters (to order visit [whymilk.com](http://whymilk.com)) Got Milk?® sign(s), black and white balloons, etc
- Polaroid and film or Digital camera

What to do:

1. Set up and decorate milk mustache photo area
2. Set the blender and small paper cups on a table to serve as the "milk mustache" station (\*see recipe)
3. Take instant Polaroid or digital pictures of individual or groups with their milk mustaches
4. Make copies available to as a take home reminder to make sure they've "got milk?"

**\*Recipe:**

**Ingredients:**

2 gallons of whole milk

6 gallons of vanilla ice cream

**Directions:**

1. Soften ice cream
2. Put 1/2 ice cream to 1/2 milk in blender
3. Combine slowly until consistency of melted ice cream
4. Use freshly blended mixture for best "mustache" results