

# NUTRITION EVALUATION

## FALL 2015



GET ACTIVE!

CHANGE THE GAME!



Husky Sport  
Department of Educational Leadership  
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# NUTRITION EVALUATION



## 2015-2016 FALL REPORT

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*Get Active!  
Change the Game!*

## Program Overview

The Husky Sport nutrition curriculum continues to be one of the main pillars throughout all of our campus-community partnerships. Supplemental Nutrition Assistance Program-Education (SNAP-Ed) not only serves as a primary funder for the Husky Sport program, but also provides My Plate guidelines and the conceptual framework that aide in the creation of all planned lessons and activities. In order to assess the impact of our nutrition curriculum, students in the In School program are evaluated before and after each thematic program cycle.

# Methodology

In order to align with the Husky Sport mission, the creation of physically active evaluations in the form of pre and post test relay races were introduced in the 2015-2016 academic year. Over the course of the three fall nutrition-themed cycles, students in grades K-6 participated in relay races to gauge which SNAP-Ed concepts are understood by Clark School students. The data collected for each cycle evaluates program delivery, helps to measure the effectiveness of SNAP-Ed concepts and informs Husky Sport Program Leaders to order to improve lesson plans and practices.



## Process of Evaluation:

Divide and Engage Classroom

Staff & Volunteer  
Led Stations

Relay Races  
Obstacles

Themed Multiple  
Choice Questions

# Evaluation

Over the course of the three fall cycles, Husky Sport evaluated if students could identify: where certain foods belong in the SNAP-Ed My Plate, healthy choices, and foods when given descriptive clues. For each of the questions below, students were given four choices with corresponding pictures to choose from. Throughout the evaluation process it had become clear that our new method of evaluation could be better tailored to each specific grade levels of Clark School students. Husky Sport seized the opportunity to test more specific information with our older students in the Cycle 3 and as a result was able to gauge more precisely what students in grades 3-6 knew about nutritional concepts beyond the basics of the My Plate.

## Cycle 1

Q1: What section of the My Plate do potatoes go in?

Q2: Which of these foods is a healthy "Green Light" snack choice?

Q3: Which of these is not a section of the My Plate?

## Cycle 2

Q1: Which of these is the healthiest fruit option?

Q2: Which of these is not yellow?

Q3: Which of these fruits grow on trees?

## Cycle 3 (K-2)

Q1: Where do vegetables not grow?

Q2: Identify which vegetable is green and crunchy.






Q3: Which of these is not a vegetable.






## Cycle 3 (3-6)

Q1: Where do vegetables not grow?

Q2: Which vegetable grows underground?

Q3: Choose the vegetable that best fits the description

			
1. Which one of these is <b>not</b> a section of the My Plate?			
<b>Fruit</b> 	<b>Sugar</b> 	<b>Grains</b> 	<b>Protein</b> 

			
3. Which fruit grows on a tree?			
<b>Apple</b> 	<b>Blueberry</b> 	<b>Broccoli</b> 	<b>Watermelon</b> 



# Kindergarten

## Classroom Context

Entering their first year of a structured school day, kindergarten students are energetic and excited when it comes to relay race pre and post testing but often lack the attention span to retain information from lessons given and/or articulate what they have learned.

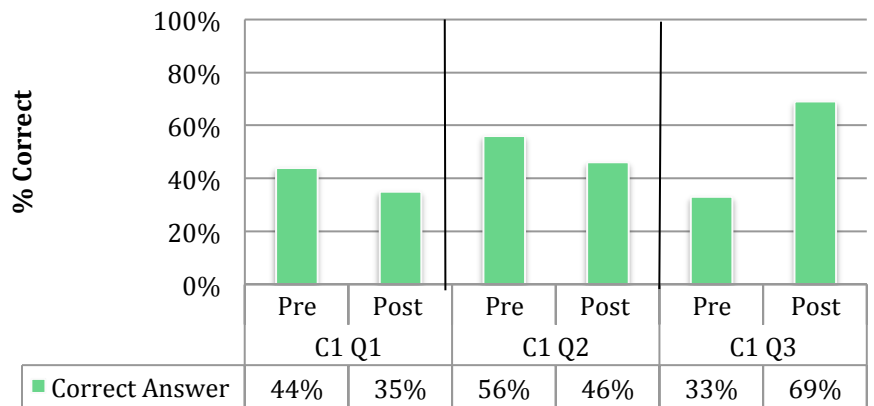
## Assessed Data

Throughout the completion of the students Pre and Post test this fall, assessment results were found to have increased for seven out of nine of the evaluations.

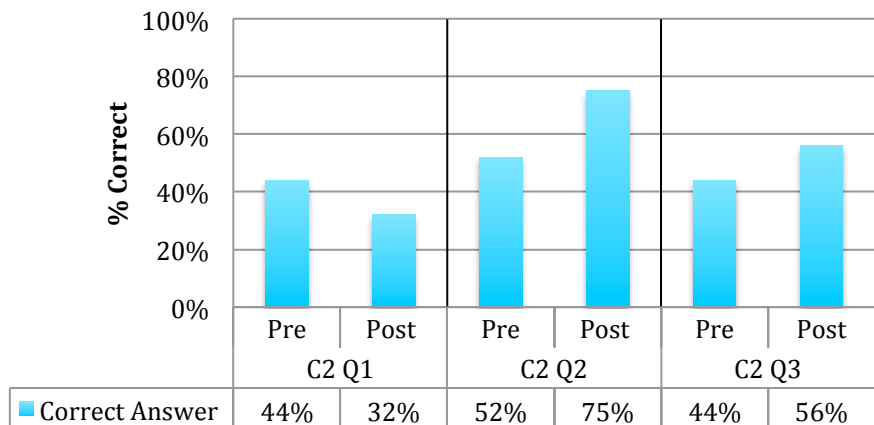
## Informed Improvements

The data has informed the K-2 team of how to effectively present SNAP-Ed concepts in a more diluted form so the kindergarten classes may better comprehend and retain the information.

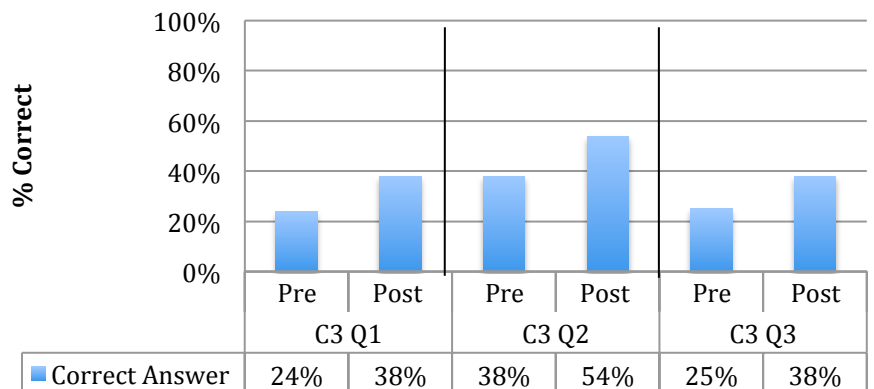
### Cycle 1: My Plate



### Cycle 2: Fruits



### Cycle 3: Vegetables



# 1st Grade

## Classroom Context

Enrollment into Clark School on a continuous basis, an aspect out of the control of Husky Sport, drastically affects the overall data for this grade level.

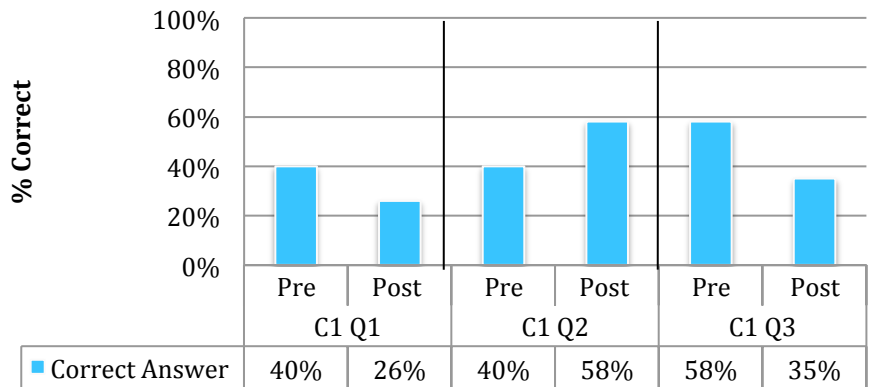
## Assessed Data

Throughout the completion of the students Pre and Post test this fall, assessment results were found to have increased for five out of nine of the evaluations

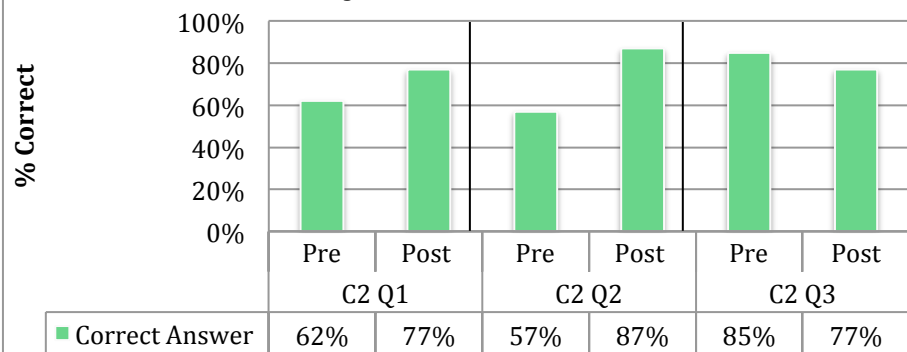
## Informed Improvements

With the continuous enrollment into Clark School, it has been essential for Program Leaders to introduce the structure of the Husky Sport program and key nutritional themes consistently.

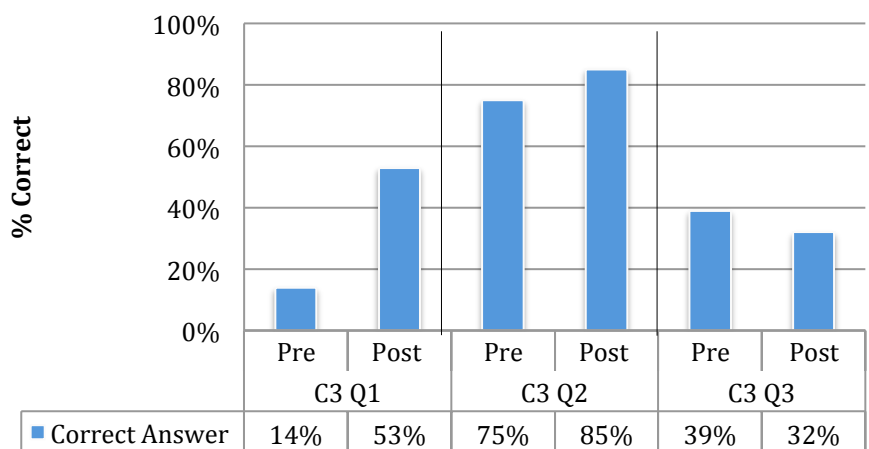
### Cycle 1: My Plate



### Cycle 2: Fruits



### Cycle 3: Vegetables



# 2nd Grade

## Classroom Context

Students in the second grade respond extremely well to physically active evaluations. Dividing and engaging the classroom greatly improves participation

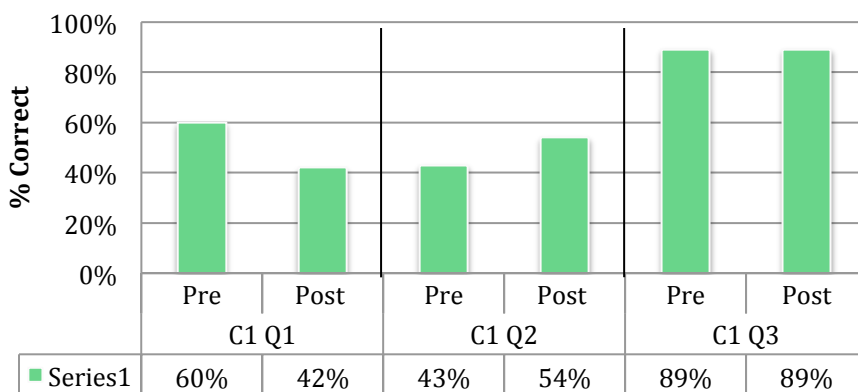
## Assessed Data

Throughout the completion of the students Pre and Post test this fall, assessment results were found to have increased for seven out of nine of the evaluations

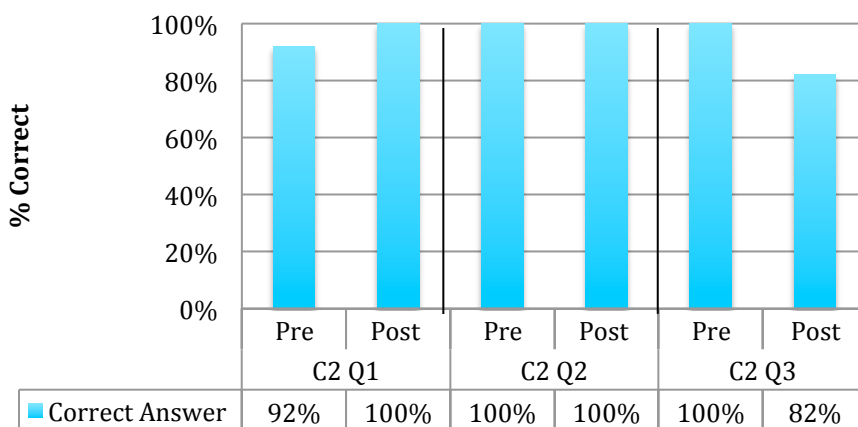
## Informed Improvements

Through each of the cycles it is important for the K-2 team, to reinforce key concepts before introducing any new information to this grade level.

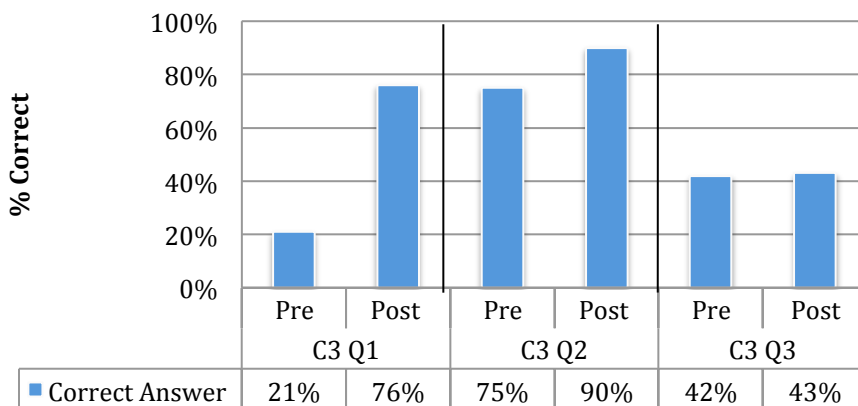
### Cycle 1: My Plate



### Cycle 2: Fruits



### Cycle 3: Vegetables



# 3rd Grade

## Classroom Context

The third grade is a positive example of the impact nutritional lessons can have over the course of a cycle.

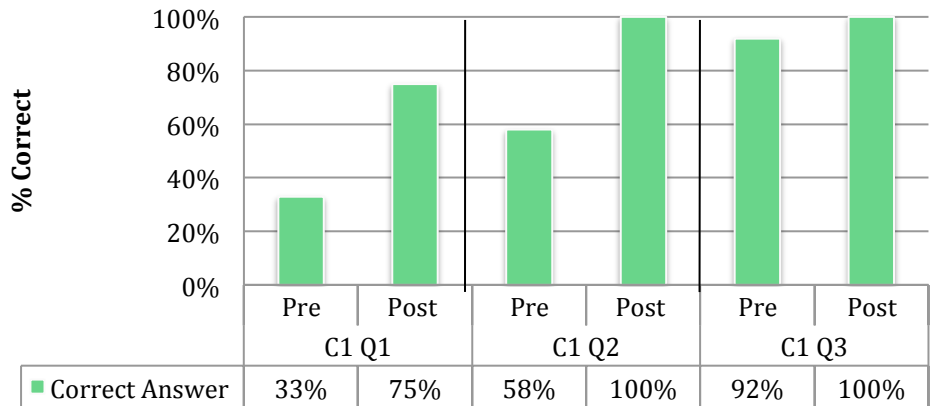
## Assessed Data

Throughout the completion of the students Pre and Post test this fall, assessment results were found to have increased for eight out of nine of the evaluations

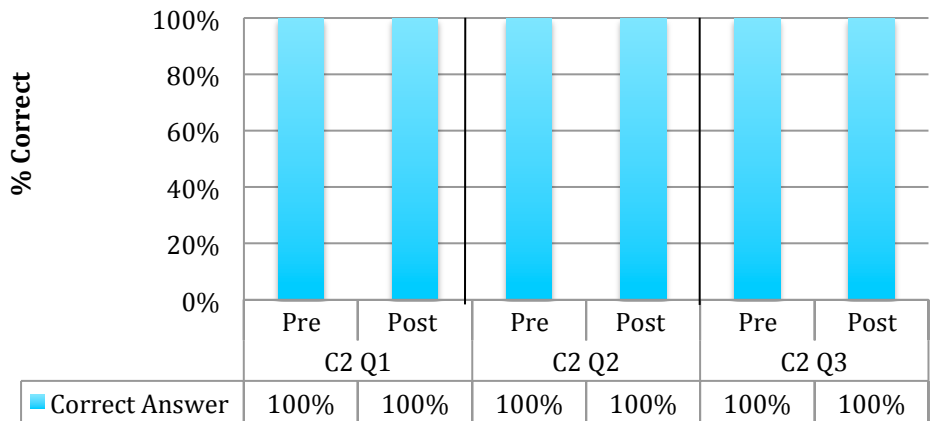
## Informed Improvements

When a classroom teacher instills healthy lifestyles throughout the day, this helps tremendously to reinforce SNAP-Ed concepts over the course of the year.

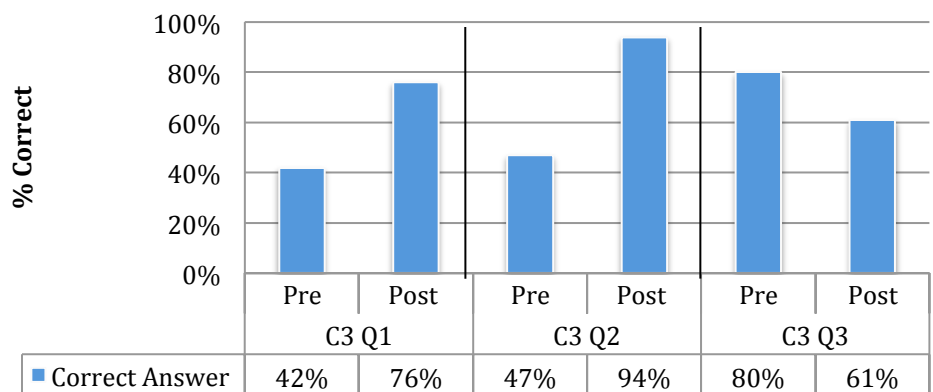
### Cycle 1: My Plate



### Cycle 2: Fruits



### Cycle 3: Vegetables





# 4<sup>th</sup> Grade

## Classroom Context

Active engagement is vital for 4<sup>th</sup> grade evaluations. Program Leaders often find dividing the class into relay groups creates a more elaborate classroom management plan

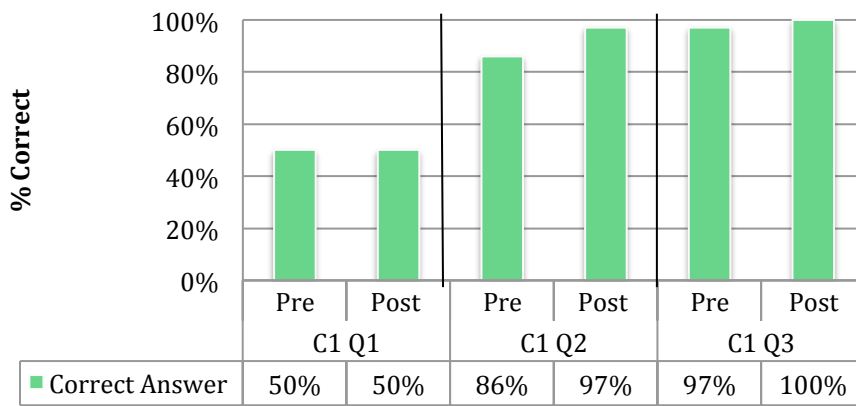
## Assessed Data

Throughout the completion of the students Pre and Post test this fall, assessment results were found to have increased for nine out of nine of the evaluations

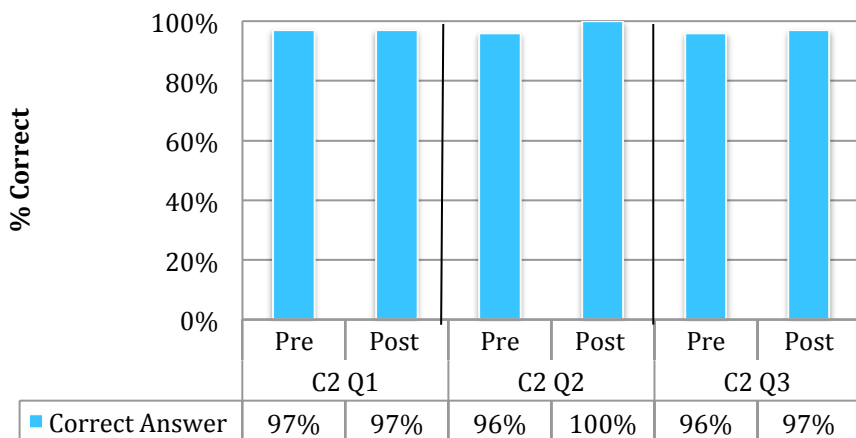
## Informed Improvements

When 4<sup>th</sup> graders are willing to participate they excel in recalling nutritional themes that they have learned over the course of four years with Husky Sport!

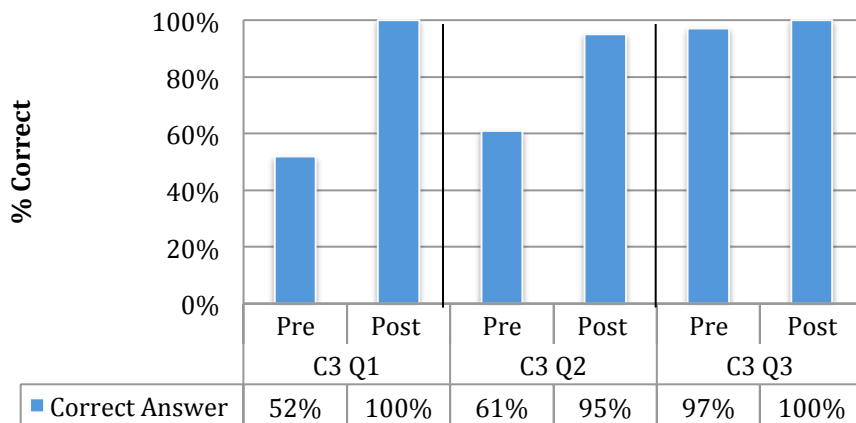
### Cycle 1: My Plate



### Cycle 2: Fruits



### Cycle 3: Vegetables



# 5<sup>th</sup> Grade

## Classroom Context

Husky Sport has had the privilege of working with this group of students on SNAP-Ed concepts over the course of many years, allowing for smooth transitions and classroom engagement

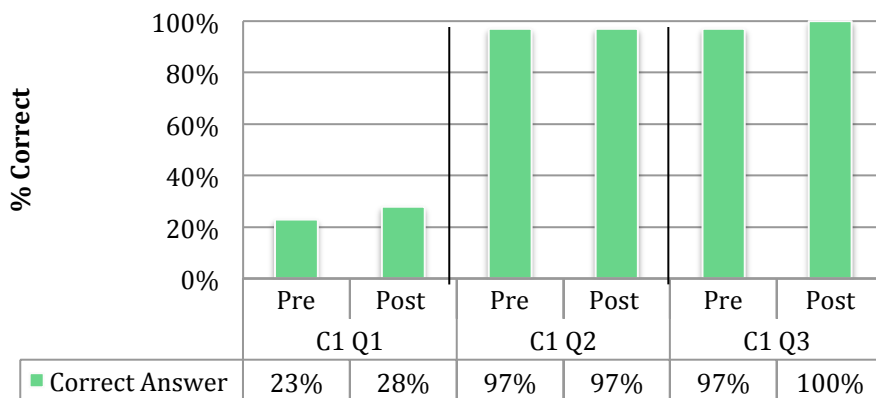
## Assessed Data

Throughout the completion of the students Pre and Post test this fall, assessment results were found to have increased for seven out of nine of the evaluations

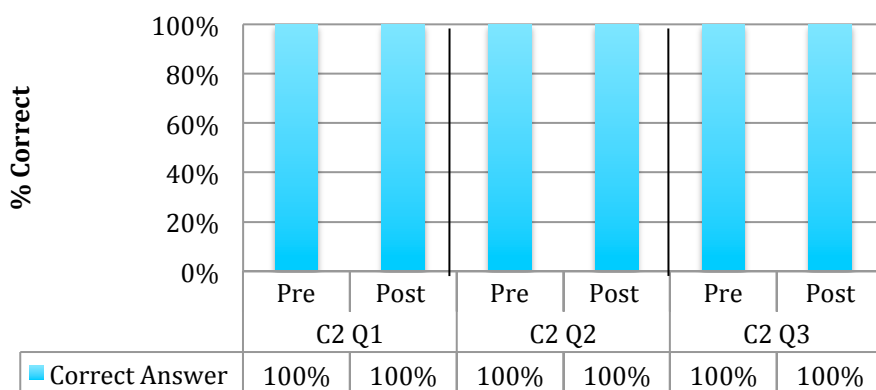
## Informed Improvements

Analyzing the data from the older grades helped bring about more grade level specific pre and post testing.

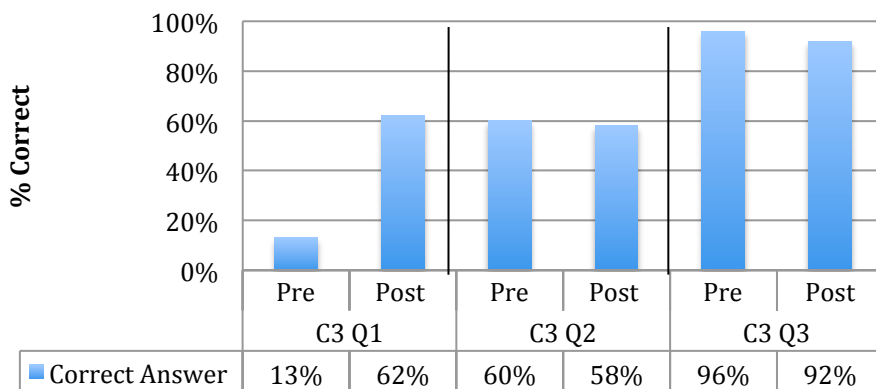
### Cycle 1: My Plate



### Cycle 2: Fruits



### Cycle 3: Vegetables



# 6th Grade

## Classroom Context

Particularly in the 6<sup>th</sup> grade, smaller class sizes are a great benefit to the overall classroom environment

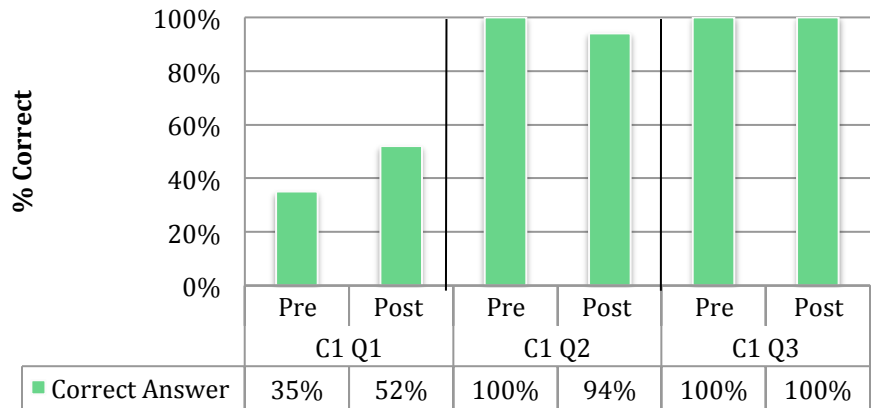
## Assessed Data

Throughout the completion of the students Pre and Post test this fall, assessment results were found to have increased for seven out of nine of the evaluations

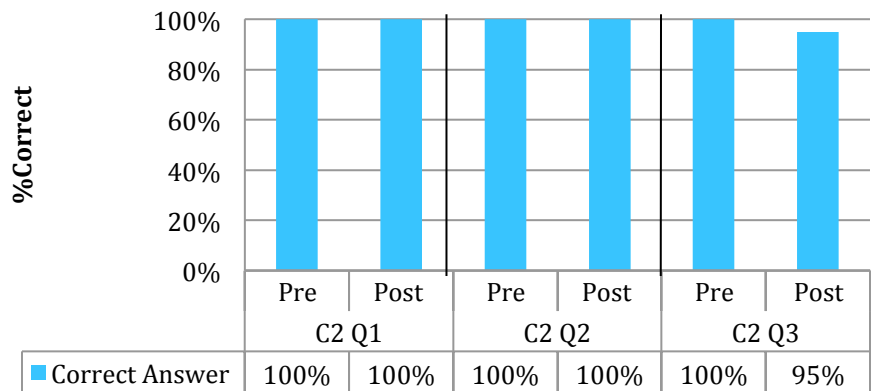
## Informed Improvements

At the start of Cycle 3 students received Pre and Post Tests tailored specifically to their grade level, answering more advanced questions. Data in cycle 3 show stronger view of the impact age-appropriate lesson planning can achieve!

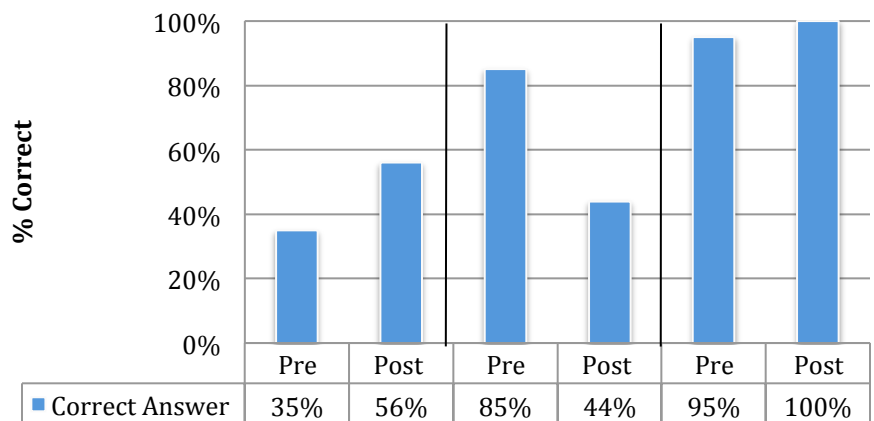
### Cycle 1: My Plate



### Cycle 2: Fruits



### Cycle 3



# Informative Data

With access to specific grade level data, Program Leaders are better able to plan and deliver well-informed lesson with Clark students. Following week 1 of each cycle, Program Leaders received an assessed data breakdown for all correct and incorrect student responses provided during the Pre Test for each question. Data collection informed Program Leaders of key concepts that needed to be emphasized throughout the remainder of the cycle.

Lesson plan delivery, intentional vocabulary, and activities were adjusted in hopes of improving teach and learning around SNAP-Ed concepts over the remainder of the cycle. Assessments in the final week of each cycle gauge overall effectiveness.

## Snap Shot of Success:

To help students memorize the three areas that vegetables grow, Program Leaders and students created 3 physical activities:

Under the ground: Get low and pretend you're digging

Above the ground: Reach up as far as you can





On a vine: Make a circular motion with your hands

With the repetition of this learning tool students' knowledge of where vegetables grow increased by:

K: 14%

1: 39%

2: 55%

UCONN HUSKY SPORT			
1. Where do vegetables <b>not</b> grow?			
In the ground 	On a Tree 	On a Vine 	On Top of the ground 



# Teacher Feedback

Relationships with classroom teachers at Clark School are essential to the success of the In School program and nutrition education lessons. Teachers provide a unique perspective on students' retention of nutritional information and implement outside of Husky Sport programming as well as engagement in lessons, and assist with overall classroom management.

"Students like stations and activities that include active movement (bouncing, kicking, and throwing balls). I can tell that students enjoy this part of Husky Sport because all of my students are willing to participate!"

– 6th Grade Teacher, Clark School

"Your process of evaluation is extremely unique! Students are continuously engaged and don't even realize they are taking a test! I hope that other teachers at Clark catch on to your method."

-Instructional Coach, Clark School

"The physical activity: Yoga, Dancing, Soccer, anything with movement my students really love. Nutrition has also been very good for them! They have been making connections to the food they eat at school and the My Plate."

-Kindergarten Teacher, Clark School

