

Nebraska Wellness Policy Builder – Part 2. Nutrition Education

For each numbered item fill in one of the following for each school level which is part of your system:
 [Not Applicable = NA, New Goal = G, In Progress = P, Achieved = A]

| A. General Guidelines & Classroom | | Elem | MS | HS |
|--|--|-------------|-----------|-----------|
| 1 | All students in grades K-12, including those with disabilities, special health care needs and in alternative education settings, will have the opportunity to participate in a variety of learning experiences that support development of healthful eating habits. <i>(Basic)</i> | | | |
| 2 | The nutrition education curriculum will be sequential and consistent with the current Nebraska Department of Education Health Education Frameworks and Family Consumer Science Frameworks. <i>(Basic)</i> | | | |
| 3 | Nutrition education will be taught by a teacher certified by the Nebraska Department of Education or under the direct supervision of such a teacher. <i>(Basic)</i> | | | |
| 4 | The certified teacher will approve the instructional materials and method; and have ongoing, open communication with the individual providing instruction. <i>(Basic)</i> | | | |
| 5 | Schools will be encouraged to use qualified personnel to provide nutrition education from organizations such as the Nebraska Department of Education, University of Nebraska-Lincoln Extension, Nebraska Dairy Council, Nebraska Beef Council, universities and consulting registered dietitians. <i>(Basic)</i> | | | |
| 6 | Nutrition education will be based on the most recent Dietary Guidelines for Americans. <i>(Basic)</i> | | | |
| 7 | Active learning experiences will be provided for students; and whenever feasible, the active learning will involve the students in food preparation. <i>(Basic)</i> | | | |
| 8 | Teachers will be able to access nutrition resources via Nebraska Action For Healthy Kids website, Nebraska Department of Education Nutrition Services website. <i>(Basic)</i> | | | |
| 9 | Teachers will be able to secure recommended nutrition education resources in adequate quantities for their students. <i>(Basic)</i> | | | |
| 10 | School administrators will inform teachers about opportunities to attend training on nutrition and the importance of role modeling healthful habits for students. <i>(Advanced)</i> | | | |
| 11 | School administrators will encourage teachers to attend nutrition-related training at least once a year and will support their participation. <i>(Advanced)</i> | | | |
| 12 | Classroom nutrition education will be provided each year for all students: <ul style="list-style-type: none"> • as part of a comprehensive health education curriculum that focuses on understanding the relationship between personal behavior and health AND/OR • as learning experiences integrated throughout the curriculum in subject areas such as math, science, language arts and social studies. | | | |
| | a. At least 5 hours of classroom nutrition education will be provided each year for all students. <i>(Basic)</i> | | | |
| | b. At least 10 hours of classroom nutrition education will be provided each year for all students. <i>(Advanced)</i> | | | |

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| A. General Guidelines & Classroom (continued) | | Elem | MS | HS |
|--|---|--------------------------|--------------------------|--------------------------|
| | c. At least 15 hours of classroom nutrition education will be provided each year for all students. <i>(Exemplary)</i> | | | |
| 13 | Nutrition education instruction will be comprised of hands-on activities that engage students in enjoyable, developmentally-appropriate, culturally relevant, participatory learning. | | | |
| | a. Hands-on activities as described above will comprise at least 25 percent of nutrition education instruction. <i>(Basic)</i> | | | |
| | b. Hands-on activities as described above will comprise at least 50 percent of nutrition education instruction. <i>(Advanced)</i> | | | |
| 14 | Check all of the topics that will be included in classroom nutrition education: | | | |
| | a. Proper hand washing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | b. Importance of drinking adequate water | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | c. Food groups | <input type="checkbox"/> | --- | --- |
| | d. Trying new foods / importance of eating a variety of foods | <input type="checkbox"/> | --- | --- |
| | e. Feeling full and chewing thoroughly | <input type="checkbox"/> | --- | --- |
| | f. Serving sizes | <input type="checkbox"/> | --- | --- |
| | g. Relationship of food intake (energy input) and physical activity (energy output) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | h. Nutrition Facts Label reading | <input type="checkbox"/> | --- | --- |
| | i. Choosing healthful foods using cafeteria meals, vended items and a la carte items as examples | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | j. Foods that help keep the body healthy and foods that may contribute to poor health, including oral health | <input type="checkbox"/> | --- | --- |
| | k. Healthy body image | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | l. Agricultural origins of common foods | <input type="checkbox"/> | --- | --- |
| | m. Basic food preparation skills | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | n. Basic food safety (e.g. storing, cleaning) | <input type="checkbox"/> | --- | --- |
| | o. Basic food safety (preparing, cooking, cooling, reheating) | --- | <input type="checkbox"/> | <input type="checkbox"/> |
| | p. Basic nutrient requirements | --- | <input type="checkbox"/> | <input type="checkbox"/> |

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| A. General Guidelines & Classroom (continued) | | Elem | MS | HS |
|--|--|------|--------------------------|--------------------------|
| | q. Relationship of nutrients in food to good health and long-term risks of unhealthy food selections | --- | <input type="checkbox"/> | <input type="checkbox"/> |
| | r. Dietary guidelines and personal eating plans | --- | <input type="checkbox"/> | <input type="checkbox"/> |
| | s. Importance of meals and how meal time contributes to family life | --- | <input type="checkbox"/> | <input type="checkbox"/> |
| | t. Eating patterns in various cultures | --- | <input type="checkbox"/> | <input type="checkbox"/> |
| | u. Balanced and unbalanced meals in the student's own eating pattern | --- | <input type="checkbox"/> | <input type="checkbox"/> |
| | v. Evaluating fad diets and healthful ways to lose/gain weight | --- | <input type="checkbox"/> | <input type="checkbox"/> |
| | w. Eating disorders | --- | <input type="checkbox"/> | <input type="checkbox"/> |
| | x. Evaluating health claims on food labels | --- | <input type="checkbox"/> | <input type="checkbox"/> |

| B. Cafeteria | | Elem | MS | HS |
|---------------------|--|------|----|----|
| 1 | Attractive, current nutrition education materials will be prominently displayed in dining areas and changed at least every 9 weeks. <i>(Basic)</i> | | | |
| 2 | Teachers will discuss with students the nutrition education materials displayed in the dining areas. <i>(Advanced)</i> | | | |
| 3 | Teachers will collaborate with the school nutrition staff to use the cafeteria as a learning laboratory that allows students to apply critical thinking skills. <i>(Exemplary)</i> | | | |
| 4 | Students will be encouraged to start each day with a healthful breakfast and to choose nutritious foods throughout the day. <i>(Basic)</i> | | | |
| 5 | Students will participate in taste tests and/or surveys to obtain their input on foods offered in the cafeteria. <i>(Advanced)</i> | | | |
| 6 | Students will learn about the nutrition requirements for school meals and some students will be involved in helping plan menus. <i>(Exemplary)</i> | | | |

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| C. Events During the School Day | | Elem | MS | HS |
|--|--|------|----|----|
| 1 | Each year, some individual classrooms will participate in one or more events that are either centered on nutrition or include nutrition as a main component. <i>(Basic)</i> | | | |
| 2 | Each year, at least one school-wide interactive event will be conducted that is either centered on nutrition or contains nutrition as a main component. After the event, related lessons will be used to reinforce learning of the information presented at the event. <i>(Advanced)</i> | | | |
| 3 | A community or media partner will be involved in at least one school-wide event by helping with planning or actively participating in the event. Both before and after the event, related lessons will be used to reinforce learning of the information presented at the event. <i>(Exemplary)</i> | | | |

| D. After School Programs | | Elem | MS | HS |
|---------------------------------|---|------|----|----|
| 1 | At least twice a week, the after school educator will explain why the snack served is a healthful choice. <i>(Basic)</i> | | | |
| 2 | After school programs will reinforce classroom learning by providing interactive nutrition education activities (e.g., making healthful snacks, measuring serving sizes, etc.). <i>(Advanced)</i> | | | |
| 3 | Classroom teachers will collaborate with after school program staff to reinforce and expand the lessons learned in the classroom. <i>(Exemplary)</i> | | | |

| E. Family & Community | | Elem | MS | HS |
|----------------------------------|--|------|----|----|
| 1 | Parents will be invited to join students for school meals. <i>(Basic)</i> | | | |
| 2 | Family members will be encouraged to become actively involved in programs that provide nutrition education. <i>(Advanced)</i> | | | |
| 3 | Community members will be encouraged to become actively involved in school programs that provide nutrition education. <i>(Exemplary)</i> | | | |
| 4 | Families will be provided with information that encourages them to teach their children about health and nutrition, and to provide nutritious meals for their families. <i>(Basic)</i> | | | |
| 5 | Opportunities will be provided for parents to share their healthful food practices with the school and community. <i>(Advanced)</i> | | | |
| 6 | Nutrition information will be provided to the broader community. <i>(Exemplary)</i> | | | |

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| F. Staff Wellness | | Elem | MS | HS |
|--------------------------|--|-------------|-----------|-----------|
| 1 | The school will encourage each member of the staff (both certified and non-certified) to serve as a healthy role model for students. <i>(Basic)</i> | | | |
| 2 | The school will have a staff wellness committee to plan and implement ongoing activities for school staff that promote health and wellness. <i>(Advanced)</i> | | | |
| 3 | The school's staff wellness committee will develop, promote and oversee a multifaceted plan to promote staff health and wellness including healthful eating, physical activity and other elements of a healthful lifestyle. <i>(Exemplary)</i> | | | |
| 4 | At least one school-wide activity will be conducted each year that promotes staff wellness. <i>(Exemplary)</i> | | | |
| 5 | All school employees serve as positive role models by adhering to vending guidelines adopted for students | | | |