

## Evaluation data: implementing an experimental approach to teaching nutrition

Prior to joining the project, only 28% of the participating teachers reported being familiar with effective approaches to teaching nutrition. Following participation in a three-day summer health science institute, teachers implemented the unit *Investigations in Nutrition, Diet, and Activity* developed as part of this project. The unit was evaluated through teacher surveys asking them to rate their agreement with a range of statements about their experience teaching the unit (see right).

Answer Options	Disagree Strongly	Disagree	Mixed	Agree	Agree Strongly
The unit was easy to use	0	0	0	8	2
The unit taught important content.	0	0	0	6	4
The unit fit within or alongside my other curriculum.	0	0	0	7	3
The unit was complete.	0	0	1	6	2
The unit was accessible to students.	0	0	1	8	1
The unit was interesting to students.	0	0	3	4	3
My students understood the key concepts.	0	0	2	5	3
The unit positively influenced students' behaviors related to health.	0	0	5	3	2

### Impressions of positive changes in student health behaviors

Over half of the teachers provided an example of ways this unit positively influenced students' behaviors related to health:

- ❖ *Students became very aware of their nutrition and activities. I think kids became more aware of what they (and others) were eating.*
- ❖ *I could tell they were thinking about making changes - from students who have very poor nutritional awareness and diet.*
- ❖ *As a result of charting physical activity in 15 minute intervals, students frequently commented on the need to up their activity level. They asked for the opportunity to walk laps outside when they were feeling sluggish.*
- ❖ *Students asked good questions for their research projects and created ways to get answers. They learned a lot about eating habits, especially around the school lunch program.*
- ❖ *Student behavior towards nutrition and healthy choices has shifted greatly in a positive manner towards making healthy choices.*
- ❖ *After the short lessons that we did students started talking more about their snack choices. Because students were excited about it, some teachers started to keep tallies of healthy snacks in their classrooms. I also saw more water bottles coming to school and more willingness to try new fruits and veggies.*
- ❖ *Students learned that the majority of the school day was sitting.*
- ❖ *Students developed an understanding of why we need to eat certain foods, what they provide for us in order to build cells and what foods provide which nutrients.*