

## Community Project: Implementation

On January 12<sup>th</sup>, 2012 from 7:50 am- 10:50 am at Butternut Creek Elementary school I carried out the implementation portion of my Jump Rope for Heart community project. There were 4 classes of 25-30 students. I taught 3<sup>rd</sup> through 6<sup>th</sup> graders in the school gymnasium. The first class that attended the balanced snack class was 6<sup>th</sup> graders. There was some difficulty gaining attention since I took over their kick ball time. Had to count down from 5 many times to regain attention (counting down from 5 is their schools method of gaining attention). After first class the teacher and I decided to do some physical activity at the beginning of class to tire the students out a bit. Third grade had tons of questions and they were very interested in the nutrition topic. The third graders attention was much more focused since teachers from class were present creating a much better learning environment. Every class followed the same plan that was outlined in the proposal (except one class the beginning assessment was not done). Each class followed the plan of: introduction, beginning assessment, my plate overview, portion sizes, end assessment, and conclusion. For each step in the plan is an outline of interesting things that occurred and things that I would change make for the class in the future.

Beginning Assessment: Each class was surprisingly knowledgeable about different portion sizes and food groups. The students had a difficult time figuring out what the healthiest snack option might be (Question #4) but I also think a few wrong answers could be due to groupthink.

My Plate: The students had not heard of my plate before but were very knowledgeable about my pyramid. Each student knew the different groups and what foods were incorporated into specific groups. They were open to new way of looking at food groups in the plate format.

Portion Sizes: Really interested in portion sizes for different food groups. Would maybe do more of an activity to introduce and explore the topic. The students had tons of questions and many knew portion sizes of key foods such as: breads, fruit, and vegetables.

Balanced Snacks: Everyone was VERY excited to share their snacks they made and snacks they typically ate. It was difficult to get them to stop sharing. The students did have difficulty understanding that they only picked one food from each column with a total of 3 foods. Some circled tons of foods while others picked all the foods. Showing that students were enthusiastic to try new foods and eat healthier options. Many students shared their snacks and ways they could improve these snacks to make them healthier.

End Knowledge Activity: Majority of students got all the questions correct after the lesson (outliers due to groupthink and wanting to be funny). The students were proud that they had improved answering the questions.

Conclusion: At the end of the class I gave each student a handout and thanked them for having me in their class. The teacher did a great job of having them go home and teach someone at home what they had learned. One third grader wanted to email the teacher and myself the snacks that she was going to make throughout the rest of the week! Surprisingly, the third graders were more knowledgeable than the previous grades about nutrition, food groups, portion sizes, and balancing snacks. This could be due to the learning environment created for this group of students.

Changes for next time: Next time I will do more activities to get the students moving around. I was unaware that I would be taking over a physical education class. Taking over such an active class with an interactive but discussion focused class was difficult. Also I would bring a food they might not recognize, such as many students were not sure what were star fruit or radishes.