



Chapter 5 Resources & Evaluation

Instructions for Making a Chef Hat

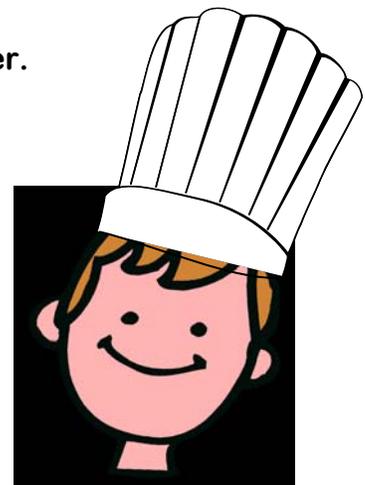
Chef hats are fun for students to wear while doing cooking activities. A simple chef hat can be made by simply folding and taping paper. This activity is optional. Making a hat could be used as an art activity one week and saved for a cooking activity at a later time.

Materials Needed:

2 pieces of legal size paper per student
Scotch tape

Instructions:

1. Lay the flat pieces of paper end to end overlapping the ends about $\frac{1}{4}$ inch.
2. Tape the pieces of paper together.
3. Accordion-fold the paper beginning at one end until the entire taped piece is folded. Each accordion-fold should be approximately 1 inch.
4. Write name on one fold of the hat.
5. After folding is complete, tape the ends together.
6. Wear the hat proudly while preparing snacks!



Educational Websites

Dole 5-A-Day www.dole5aday.com
Information for kids, parents, and teachers about why fruits and vegetables are so good for you.

Food Safety Project..... www.extension.iastate.edu/foodsafety
(*Iowa State University Extension*)

Girl Power.....www.girlpower.gov/
A national public education campaign sponsored by the U.S. Department of Health and Human Services to help encourage and motivate 9 to 13- year-old girls to make the most of their lives.

How to Teach Nutrition to Kids..... www.nutritionforkids.com
Offers a free “Feeding Kids Newsletter”, helpful nutrition tips and activities, and information on ordering publications (*24 Carrot Press, Connie Evers, RD*).

Human Anatomy Online.....www.innerbody.com
Labeled diagrams of all parts of the body (*Intellimed International Corp.*).

Kids Growth..... www.kidsgrowth.com

National Food Service Management Institutewww.nfsmi.org/
This site has nutrition and nutrition education materials available for sale (*including Pyramid Builders, a nutrition education program for K-5 developed by Child Nutrition & Wellness, Kansas State Department of Education*).

National SafeKids Campaign.....<http://safekids.org>
Information on how to keep kids safe.

Neuroscience for Kids <http://faculty.washington.edu/chudler/neurok.html>
Students and teachers who would like to learn more about the brain and spinal cord will enjoy this site. It includes images, useful diagrams and practical activities including instructions on how to make a model brain (*Developed by faculty at the University of Washington*).



Nutrition Café <http://exhibits.pacsci.org/nutrition/>
Interactive site for kids offers several fun games (*Pacific Science Center*).

Nutrition Explorations www.nutritionexplorations.org
Resources for teachers and school foodservice personnel.

Open the Door to a Healthy Heart..... www.healthyfridge.org

Parentsplace.com..... www.parentsplace.com/expert/nutritionist

Pyramid Tracker www.mypyramidtracker.gov
Designed to help kids and adults evaluate their food intake and physical activity.

School Menu.Com www.schoolmenu.com
Designed primarily for younger kids, this site involves students in games, puzzles, jokes and other quick and colorful activities, all in the name of nutrition and fitness.

SPARK – Sports, Play and Active Recreation for Kids www.sparkpe.org
SPARK features a collection of exemplary, research-based physical activity programs, including an innovative elementary physical education curriculum (*San Diego State University*).

Your Gross and Cool Body <http://yucky.kids.discovery.com/body>
Everything you ever wanted to know about spit, belches, snores and more! Site combines a fun presentation style with sound information backed by science concepts (*The Discovery Channel*).

Yum Yum <http://yumyum.com>
A database of healthy recipes with links to other sites offering over a million recipes.



Government Websites

Body Walk www.bodywalk.org
Information on the Body Walk exhibit and scheduling information.

Center for Nutrition Policy and Promotion (USDA) www.cnpp.usda.gov

Centers for Disease Control and Prevention www.cdc.gov/

Consumer Information Center www.pueblo.gsa.gov

Food and Nutrition Information Center (USDA) www.nal.usda.gov/fnic
Information on the Food Guide Pyramid and Dietary Guidelines for Americans as well as detailed nutrient information on foods.

Food Safety and Inspection Service (FSIS) www.fsis.usda.gov

Healthfinder www.healthfinder.gov

Healthy School Meals Resource System (USDA)
..... <http://schoolmeals.nal.usda.gov>
Contains a wealth of information on school meals as well as activities for children.

Kansas State Department of Education, Child Nutrition & Wellness www.kn-eat.org
Information about Child Nutrition Programs and links to many of the websites listed in this chapter.

Kansas State Department of Health and Environment www.kdhe.state.ks.us
Materials and information on statewide hand washing campaign, “Did You Wash ‘Em?” Stickers, signs and posters to download.

Kansas State University Research and Extension www.oznet.ksu.edu

KN-TRAIN www.kn-train.org
Kansas State Department of Education resource center loans materials at no charge to persons associated with a Kansas educational organization or child nutrition program. Resources are on a wide variety of topics related to food service management, food service operations, nutrition and nutrition education.

MyPyramid www.mypyramid.gov
Provides information and activities for both adults and kids through MyPyramid and MyPyramid for Kids.

National Cancer Institute www.nci.nih.gov

National Cholesterol Education Program www.nhlbi.nih.gov/about/ncep

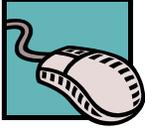
National Heart, Lung, and Blood Institute www.nhlbi.nih.gov

National Institute of Diabetes and Digestive and Kidney Diseases
..... www.niddk.nih.gov

Nutrition 4 kids (USDA’s Agricultural Research Service)
..... www.ars.usda.gov/is/kids

Power Panther (USDA) <http://www.fns.usda.gov/eatsmartplayhardkids/>
The USDA’s source for Power Panther information and materials.

Team Nutrition (USDA) www.fns.usda.gov/tn
Team Nutrition information, and materials.



Organization Websites

American Diabetes Association	www.diabetes.org
American Cancer Society	www.cancer.org
American Dietetic Association	www.eatright.org
American Heart Association	www.americanheart.org
American Lung Association	www.lungusa.org
American Medical Association	www.ama-assn.org
Arbor Nutrition Guide.....	www.arborcom.com
Ask the Dietitian.....	www.dietitian.com
Beef Nutrition.....	www.beefnutrition.org
Dairy Management Inc.	www.dairyinfo.com
Dietitians of Canada.....	www.dietitians.ca
Fight Bac!	www.fightbac.org
Foodservice	www.foodservice.com
Grains Nutrition Information Center	www.wheatfoods.org
Kansas Beef Council.....	www.kansasbeef.org
Kansas Pork Association	www.kspork.org
Kansas Soybean Commission and Association	www.kansassoybeans.com
Kansas Wheat Commission	www.kswheat.com
Mayo Clinic	www.mayoclinic.com
Midwest Dairy Association	www.midwestdairy.com
National Cattlemen’s Beef Association	www.beef.org
National Dairy Council	www.nationaldairyCouncil.org
National Dairy Council’s Parents of Children.....	http://familyfoodzone.com

- National Fluid Milk Processors Promotion Board.....www.whymilk.com
- National Kidney Foundationwww.kidney.org
- National Osteoporosis Foundationwww.nof.org
- National Pork Producers Councilwww.nppc.org
- National Restaurant Association’s Educational Foundationwww.nraef.org
- School Nutrition Association.....www.schoolnutrition.org
- Vegetarian Resource Groupwww.vrg.org



TRY...

BODY WALK

Body Walk is...

a unique Kansas educational program designed to involve kindergarten through fifth grade students in learning the skills and choices for a healthy lifestyle. Children learn about the importance of good nutrition choices and being physically active through entertaining, experiential activities.

Power Panther is the mascot for the Kansas Body Walk exhibit. Body Walk and Power Panther Pals are designed to complement each other. Both programs emphasize the importance of good nutrition and daily physical activity.

Body Walk consists of...

- ◆ a 35-foot by 40-foot enclosed walk-through exhibit representing the human body,
- ◆ classroom activities for use prior to and following the students' walk through the exhibit,
- ◆ a take-home book for students to read with their families,
- ◆ a list of additional nutrition education resources, and
- ◆ information to help publicize the event and communicate with the media.



Students begin their Body Walk...

as they enter the first Body Walk station, the brain, through an ear. Once inside the huge dome, students experience “brain waves” and learn about brain function. In the second station, students (in groups of 8 to 10) put on food tags designating them as different food items such as a carrot, steak or piece of cheese. The “foods” step into the exhibit’s larger-than-life mouth, are “swallowed” through the esophagus tunnel and move into the stomach dome. From the stomach, the students travel through the small intestine where they are “absorbed” into the blood and follow the path of nutrients to the heart, lung, bone, muscle and skin stations. After exiting the “body” through a cut in the skin, students proceed to Power Panther’s Pathway for Life. This final station recaps key health concepts from each of the ten previous stations.



As a Result of Body Walk...

- ◆ Schools will use the Body Walk exhibit and its related materials to give children repeated opportunities to practice healthy behavior skills.
- ◆ Children will learn about the digestive system by walking through the exhibit.
- ◆ Children will remember the exhibit because of the active learning.
- ◆ Linking nutrition, health and physical activity will help reinforce positive health behaviors and raise the value placed on health.
- ◆ Children's' eating and health behaviors will improve through learning skills needed to practice lifelong healthy behaviors.
- ◆ There will be a greater awareness among parents, school personnel, and community members of the importance of teaching children to practice healthy behaviors.

Body Walk Exhibit Details...

- ◆ A maximum of 500 students can participate in Body Walk on a school day. A group of students can start through every five minutes. It takes each group approximately one hour to experience the Body Walk exhibit.
- ◆ Body Walk travels in its own especially equipped truck throughout the State. It will make about 100 visits to Kansas schools during the 2006-2007 school year.
- ◆ School scheduling is complete for the 2006-2007 school year. Scheduling information for the 2007-2008 school year will be mailed in March 2007. To obtain scheduling information, go to the website www.bodywalk.org
- ◆ Each participating school will pay \$1.00 per participating student (minimum of \$100 and maximum of \$300) to help defray the cost of Body Walk operation.



Body Walk is brought to you by...

Kansas State Department of Education

Child Nutrition & Wellness

www.bodywalk.org

Working with the Media

Children’s health is a hot news topic! Many people do not understand the important links between nutrition, physical activity and children’s health. A story describing your local Power Panther Pals program can provide this information as well as having human interest appeal.

Make it Newsworthy

No matter how newsworthy the story is, it still must compete with many other items. Good news stories meet these guidelines:

- Timely...happening soon or of interest now- not two weeks ago
- Unique...maybe even a little offbeat
- Involves people in motion. Think action, drama...or comedy!
- Offers an angle of personal interest to a wide audience
- A slightly different “twist” to a story
- Is true, accurate and confirmable

A Power Panther Pals story can provide all of this!

Helpful Hints

Coordinate media coverage with the school district’s public relations staff as much as possible. They may already have relationships with reporters and can help get the story covered.

- **Make exploratory phone calls.** Get the name of a reporter or editor to contact. Call this person at least a week in advance of the activity you want covered. Call at a convenient time--- not 20 minutes before air or press time. Ask if the person would like to receive more information.
- **Send a news release.** Send a news release or fax as an initial contact. Send the release with a brief note expressing hope that this story will prove useful. Attach an event flyer or other fact sheet, but keep it short and simple--- remember those deadlines!
- **Follow up.** A few days after the release is sent (but no later than one day before the event), follow up with a call to the editor. Confirm dates, times, and locations. See if the editor plans to send a reporter out in advance or on the day of the event.

Types of Media

There are three basic types of media: newspapers, television, and radio. Keep each medium's unique needs in mind when discussing the forthcoming event you want covered.



Newspapers

Your Power Panther Pals event may offer unique photo opportunities. If a story is “pitched” to the editor well, a photographer may be assigned to capture “human interest” shots. Local papers give the best coverage and reach the intended audience: parents in their school community. Larger newspapers may have too many stories competing for space.

Television

TV is even more visual than newspaper. TV also carries sound. Be sure to let the assignment editor know if there will be sound opportunities as well as kids on hand for the reporter to interview.



Radio

Radio usually targets specific, local audiences. It is one of the few media for reaching people who speak languages other than English. It can also be much more accessible than either TV or newspapers. Keep in mind that the person's voice and the way the person describes the promotion or activity has to provide all the excitement. There are no pictures to help out!



Evaluation



Please complete this evaluation form at the conclusion of the eight week Power Panther Pals program or no later than May 15, 2007. We would also appreciate receiving any newsletters or articles about program activities. A Microsoft Word editable version of this form is available at www.powerpanther.org.

Name of School _____

USD Name/Number _____

Your Name _____ Title _____

Your Phone _____ E-mail address _____

Number of students that participated in Power Panther Pals _____

Tell us your opinion of Power Panther Pals:

1. Did you receive an adequate supply of materials in the PPP kit? Yes No Not sure
2. Was the Implementation Manual helpful and easy to follow?.... Yes No Not sure
3. Did the activities appeal to students?..... Yes No Not sure
4. Were the activities grade-appropriate?..... Yes No Not sure
5. Did students seem to understand the program's key concepts?..... Yes No Not sure
6. Were students motivated by the incentives (carabineer clips and water bottles)? Yes No Not sure
7. Would you be interested in using this program again?..... Yes No Not sure
8. Would you recommend this program to other teachers? Yes No Not sure
9. What suggestions do you have for improving Power Panther Pals? If more space is needed, please use the reverse side of this page or attach another sheet of paper.

Suggestions for Improving Power Panther Pals, continued

Please send your completed evaluation to:
Team Nutrition
Child Nutrition & Wellness
Kansas State Department of Education
120 SE 10th
Topeka, KS 66612

**Thank you for participating in Power Panther Pals
and for completing this evaluation!**

Optional:

In the space provided below, record the number of students who correctly answered the indicated number of questions on the **EAT SMART. PLAY HARD. Trivia** on page 33 and page 124.

Scores from the **EAT SMART. PLAY HARD. TRIVIA** on page 33:

The number of students that got 10-11 questions correct _____
8-9 questions correct _____
6-7 questions correct _____
5 or fewer questions correct..... _____

Scores from the **EAT SMART. PLAY HARD. TRIVIA** on page 124:

The number of students that got 10-11 questions correct _____
8-9 questions correct _____
6-7 questions correct _____
5 or fewer questions correct..... _____

Grant Funds Expenditure Worksheet



Please complete the following worksheet and return with the evaluation on pages 166-167 to the address on page 167. If more than one classroom in a school is participating in PPP and food and supplies are purchased in bulk for all classrooms, one worksheet may be completed per school. If classroom purchases are combined, please specify classroom teacher names at the bottom of this worksheet. If more than \$50 of grant funds remains unexpended at the conclusion of the program, the USD must return all remaining funds to KSDE. Please indicate your choice:

_____ (1) remit any remaining funds with this worksheet OR

_____ (2) send the original worksheet now and remit remaining funds **with a copy of the worksheet** within 30 days.

Date	Type of Expenditure	Cost	Total to Date
Week 1: Introduction	Food	\$	
	Other Supplies	\$	
	Week's Total	\$	\$
Week 2: Setting Personal Goals	Food	\$	
	Other Supplies	\$	
	Week's Total	\$	\$
Week 3: Short Tales	Food	\$	
	Other Supplies	\$	
	Week's Total	\$	\$
Week 4: What ARE You Eating?	Food	\$	
	Other Supplies	\$	
	Week's Total	\$	\$
Week 5: Eat Your Colors	Food	\$	
	Other Supplies	\$	
	Week's Total	\$	\$

Date	Type of Expenditure	Cost	Total to Date
Week 6: Snack Attack	Food	\$	
	Other Supplies	\$	
	Week's Total	\$	\$
Week 7: Power Up With Breakfast	Food	\$	
	Other Supplies	\$	
	Week's Total	\$	\$
Week 8: Wrapping It Up!	Food	\$	
	Other Supplies	\$	
	Week's Total	\$	\$
	Total Funds Awarded		\$
	Total Funds Spent		\$
	Remaining Grant Funds		\$

Name of individual completing form: _____

Signature: _____

Phone number: _____

Email address: _____

Is this form combined for multiple classrooms in a school? _____

If yes, please list classroom teacher names and number of participants below:



Power Panther Pals Facilitator Shopping List

Number of students participating in Power Panther Pals _____

Week 1: Introduction- Juice Bars!

Quantity: _____
_____ 100% Juice bars

Purchase frozen juice bars made from 100% juice for a snack.

Facilitator Specifications: _____

Week 2: Setting Personal Goals- Food Group Funny Face

Quantity: _____
_____ Peanut butter
_____ Crackers (graham crackers or whole grain crackers)
_____ Shredded cheddar cheese
_____ Raisins
_____ Green Peas
_____ Grapes

- 1 Tbsp. peanut butter
 - 1 large cracker
 - 1 Tbsp. shredded cheddar cheese
 - 3 or 4 raisins
 - 2 large, green peas
 - 1 grape
- Serves 1 student

Facilitator Specifications: _____

Incredible Edible Pyramid Parfait

Quantity: _____
_____ Vanilla yogurt
_____ Cereal (flakes or nuggets)
_____ Frozen strawberries or crushed pineapple
_____ Chopped peanuts
_____ Mini-chocolate chips (optional)

- 6 Tbsp. vanilla yogurt
 - 2 heaping Tbs. cereal
 - 2 Tbsp. fruit
 - 1 tsp. peanuts
 - 1 tsp. chocolate chips
- Serves 1 student

Week 3: Short Tales- Veggie Pillows

Quantity: _____
_____ Celery stalks
_____ Carrots
_____ Green peppers
_____ Ranch-style salad dressing
_____ pita bread

- 1 celery stalk
 - 1 carrot, peeled
 - ½ green pepper
 - 2 Tbsp. salad dressing
 - 1 slice pita bread
- Serves 2 students

Facilitator Specifications: _____

Week 4: What ARE You Eating- Fresh Veggie Pizza

Quantity:

_____ Low-fat sour cream
_____ Dry ranch dressing mix
_____ Pizza crust (pre-baked pizza
crust, whole wheat tortillas,
bagels or English muffins)
_____ Shredded cheddar cheese
_____ Broccoli
_____ Cauliflower
_____ Carrots
_____ Green or red pepper
_____ Diced zucchini, black olives,
tomatoes (optional)

- ¼ cup low-fat sour cream
 - 2 tsp. dry ranch dressing mix
 - 1 7-inch pre-baked pizza crust (or your choice of pizza crust)
 - 2 Tbsp. shredded cheese
 - ¼ cup diced broccoli
 - ¼ cup diced cauliflower
 - ¼ cup diced carrots
 - ¼ cup diced green or red pepper
- Serves 6 students

Facilitator Specifications: _____

Week 5: Eat Your Colors- Creamy Veggie Dip

Quantity:

_____ Low-fat sour cream
_____ Low-fat ranch dressing
_____ Pepper

- ½ cup low-fat sour cream
 - ½ cup low-fat ranch dressing
 - Pepper to taste
- Serves about 4 students

Facilitator Specifications: _____

Tropical Fruit Dip

Quantity:

_____ Fat-free sour cream
_____ Fruit-flavored yogurt
_____ Vanilla instant pudding

- 2 cups fat-free sour cream
 - 1 cup fruit-flavored yogurt
 - 4 Tbsp. (about ½ of a 3.5 oz. package) vanilla instant pudding
- Serves about 6 students

Facilitator Specifications: _____

Week 6: Snack Attack- Apple Smiles

Quantity:

_____ Medium-sized red apple
_____ Peanut butter
_____ Miniature marshmallows

- 1 medium-sized red apple, cored and sliced
 - 3-4 Tbsp. peanut butter
 - 32 miniature marshmallows
- Makes 8 “smiles”

Facilitator Specifications: _____

Chicken Feed

Quantity:

- _____ Toasted oat cereal
- _____ Peanuts
- _____ Sunflower seeds
- _____ Raisins
- _____ Small chocolate candies (such as M&M's®)

- 2 cups cereal
 - 1 cup peanuts
 - ½ cup sunflower seeds
 - ½ cup raisins
 - 1 cup small chocolate candies
- Serves 10 students

Facilitator Specifications: _____

Week 7: Power Up With Breakfast- Breakfast Banana Split

Quantity:

- _____ Bananas
- _____ Cereal (nugget or flake cereal)
- _____ Low-fat vanilla, blueberry or strawberry yogurt or cottage cheese
- _____ Honey
- _____ Pineapple tidbits or chunks
- _____ Maraschino cherries (optional)

- 1 small banana
 - ½ cup cereal
 - ½ cup low-fat yogurt
 - ½ tsp. honey
 - ½ cup pineapple tidbits or chunks
- Serves 2-3 students

Facilitator Specifications: _____

Week 8: Wrapping It Up- Purple Power Smoothie

Quantity:

- _____ Lemon juice
- _____ Water
- _____ Grape juice concentrate
- _____ Instant nonfat dry milk
- _____ Ice cubes

- 4 tsp. lemon juice
 - 1 cup water
 - 2/3 cup grape juice concentrate
 - 1 cup instant nonfat dry milk
 - 2 cups ice cubes
- Serves 4 students

Facilitator Specifications: _____

Fruit Smoothie

Quantity:

- _____ Plain or flavored yogurt
- _____ Low-fat milk
- _____ Nonfat dry milk
- _____ Ice cubes
- _____ Sugar
- _____ Vanilla

- 1 cup yogurt
 - ½ cup low-fat milk
 - 3 Tbsp. nonfat dry milk
 - 6-8 ice cubes
 - 2 Tbsp. sugar
 - ½ tsp. vanilla
 - 2 fruits from the list provided
- Serves 3 students

Choose 2 from the list below:

6 Strawberries, ½ peach or banana, 1/3 cup canned peaches or pears, ¼ cup pineapple chunks, 1 Tbsp. peanut butter, 1 Tbsp. frozen juice concentrate.



Child Nutrition & Wellness Kansas State Department of Education

120 SE 10th Avenue
Topeka, Kansas 66612-1182
785-296-2276

www.powerpanther.org
www.bodywalk.org
www.kn-eat.org

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