Toolkit
for Nutrition and Fitness through Service-Learning
The Noun and Adverb Initiatives
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The NOUN and ADVERB Initiatives

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Healthy Living through Service-Learning

Our fast-paced lifestyles may leave little time for physical activity and encourage unhealthy eating patterns that include skipping meals and indulging in fast foods and high calorie snacks. In addition, our preoccupation with sedentary, leisure-time activities is contributing to serious health problems in children. More children are at risk for obesity, diabetes, cardiovascular disease, and poor bone health—as well as for the mental, emotional, and social consequences these problems pose.

Teaching others about healthy eating and physical activity through service-learning projects may help children and adolescents overcome the pressures to develop unhealthy habits. When service-learning is involved, promoting healthy eating and physical activity in school can be fun and engaging for students and teachers. A national study of federal Learn and Serve America programs suggests that effective service-learning programs can improve academic grades, school attendance, and the development of personal and social responsibility.

Students in service-learning projects learn self-esteem and confidence. This is true for students of different ages, cultural backgrounds, and income levels.

This toolkit is intended to help schools implement service-learning projects that promote healthy eating and physical activity.

Two initiatives, “NOUN – It’s What You Eat” and “Adverb – It’s How You Eat and Play,” were developed through the Team Nutrition Program at the Wisconsin Department of Public Instruction in cooperation with the Wisconsin Action for Healthy Kids Coalition to provide guidance and resources for the efforts of school staff, parents, and community members.

Description

The goal of the NOUN and ADVERB Initiatives is to improve the eating behaviors and physical activity of school-aged children in grades K-12 through service-learning projects.

The NOUN – It’s What You Eat Initiative promotes healthy food and beverage choices in schools.

The ADVERB – It’s How You Eat and Play Initiative offers students guidelines for healthy eating and physical activity.

Both initiatives build on the “VERB – It’s What You Do” campaign by the Center for Disease Control and Prevention. This media campaign is designed to increase physical activity among nine to 13-year-olds.

Key Messages

NOUN – It’s What You Eat

The “NOUN – It’s What You Eat” Initiative offers three key messages for all age levels.

• Increase fruit and vegetable consumption using information from the 5-A-Day Program.

ADVERB – It’s How You Eat and Play

The “ADVERB – It’s How You Eat and Play” Initiative focuses on

• Variety
• Balance
• Moderation

Key messages are divided into the categories, “It’s How You Eat” and “It’s How You Play.”

“How You Eat” – Elementary Level

For elementary school students, the general messages promoted under “It’s How You Eat” are

• Optimism
• Self-trust
• Adventure

Students are encouraged to trust themselves to make proper food and beverage decisions and to be adventurous and optimistic about trying new foods that are healthier for them. Specifically, the

NOUN and ADVERB Initiatives

• Eat and drink fat-free or low-fat dairy products.
• Increase whole grain and dried bean/pea consumption.

Introduction
initiative stresses the following messages for younger students.

- **Food Acceptance**, including the touch, taste, smell of foods, where foods come from, how foods are grown, foods other cultures eat, and different methods of food preparation.
- **Regulation of Food Intake**, meaning listening to your body’s cues and becoming aware of internal regulation for hunger and satiety.
- **Respect for Diversity of Body Size and Shape**, namely the natural differences in sizes and shapes of bodies, eating habits, and activity patterns.

“How You Eat” – Middle School and Older
Messages for middle and high school students try to increase their understanding of and preparation for adult functions, including

- Adult roles in the feeding process, such as menu planning and meal preparation.
- Nutrition standards and recommendations.
- Menu planning tools such as the Food Guide Pyramid.

“How You Play” Messages
The key messages for this category promote moderate daily physical activity—at least 60 minutes for kids and 30 minutes for adults—and, for all ages, vigorous physical activity for 20 minutes at least three times a week.

Participating in the NOUN and ADVERB Initiatives
Schools participating in the NOUN and ADVERB Initiatives are requested to complete the pre- and post-project profiles and have students complete the pre- and post-assessment forms and submit them to

**Julie Allington, Nutrition Education Consultant**
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Grants, technical assistance, and materials will be provided to participating schools as appropriate and available.

Profiles
**Pre-Project Profile**
This form provides a comprehensive overview of the service learning project, who will be involved, who is expected to be impacted by the project and a summary of the results of the pre and post assessments of students.

**Post-Project Profile**
This form provides a comprehensive description of the service-learning project, the number of students and others who were involved, who was impacted by the project, and an evaluation of the impact of service-learning on citizenship, self-esteem and confidence, and the change in nutrition and physical activity behaviors.

**Student Surveys**
- Elementary
  - Pre-Program Assessments
  - Post-Program Assessments
- Middle/High School
  - Pre-Program Assessments
  - Post-Program Assessments

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**Improved Nutrition and Fitness through Service-Learning**

The NOUN and ADVERB Initiatives were designed to encourage schools, teachers, and students to incorporate service-learning into nutrition and physical education studies. Service-learning is a form of experiential learning where students apply academic knowledge and critical thinking skills to address genuine community needs. (Pamela and James Toole, 1994).

**Why Service-Learning?**
Early brain development and academic performance are influenced by factors such as nutrition, physical activity, genetic make-up, nurturing, and an enriching environment. To maximize brain growth, critical ingredients of an enriching environment are learning that is challenging and learner feedback. Mental challenge includes
problem solving, critical thinking, relevant projects, and complex activities. Effective learner feedback is specific, multi-modal, timely and learner controlled.

Service-learning inherently provides an enriching environment. Studies have shown numerous positive impacts of service-learning and why so many educational professionals support its broader use.

Students retain the information more completely
• When service-learning is used in regular curricula, students show positive gains on achievement tests in language arts and/or reading and greater frequency of homework completion.
• Service-learning engages students’ minds more actively so they become more interested and involved in their own learning and have an interest in doing well and taking responsibility.

The benefits of service-learning prepare students to be active, contributing members of society.

The Essential Elements of the Effective Service-Learning Model

The Service-Learning Model involves four essential elements.
• Preparation, Planning and Design
• Implementation
• Reflection
• Celebration

Preparation, Planning and Design
This element involves the integration (or infusion) of service-learning projects into regular classes and curricula. By imbedding core academic skills within the context of a community-building project, service-learning becomes another vehicle to teach what you already teach in a meaningful, engaging way.

Action involves implementing the plan and depends on involvement of all stakeholders. This could mean the following types of things: providing classroom instruction to ensure students have the requisite knowledge and skills; making assignments for project-related tasks and organizing student groups around tasks; helping students develop plans and a timeline for completing the project; and helping students develop products that meet the community need and demonstrate their learning.

Types of Service
Direct
Students learn responsibility and to make a difference in another’s life by focusing on getting along with and serving others—for example, by serving nutritious meals to the elderly; coaching sports for younger students.

Indirect
Students learn teamwork, playing different roles, organization, and problem-solving. For example: Develop a community-wide food drive to supply the local food bank; organize a team for a Special Olympics event in the community; plan, plant, maintain and harvest produce from a school or community garden.

Advocacy
Students learn perseverance, how to articulate their concerns, how to work with adults, persuasive speech or writing, and citizenship. For example: organize a letter-writing campaign
asking for an improvement in the food choices offered at local restaurants, address the student body about the benefits of regular physical activity.

Examples of Service-Learning Projects
These projects promote healthy eating and physical activity, in various disciplines.

**Family and Consumer Education**
- Convey nutrition information to low-income people.
- Cook and deliver meals to seniors or the disabled.

**Physical Education**
- Coach sports for younger students.
- Work with physical therapists to assist recovering accident victims.
- Organize intercultural games and sports.
- Design and build a community exercise course.
- Organize a walk, run, or bike-a-thon to increase community awareness of the need to exercise and raise funds for a charitable organization.

**Science**
- Give presentations on nutrition to younger students.

**Language Arts**
- Write articles for the school newsletter on how to make healthier food choices.

**Math**
- Create healthy food recipes using proper measurements, determining number of servings per recipe, etc.
- Compare the costs of buying healthy vs. less nutritious foods.

**Steps for Preparation, Planning and Design**

**Identify**
Identify a school or community-based need, do research, choose a specific project, and design activities to meet identified needs.

*Example: Students decide to build a fitness course for community residents.*

Teachers from several disciplines determine which learning goals can be met.
- **Math:** Students could create a survey for residents on their preferences for type and location of the course, and they could analyze the results.
- **Language Arts:** Students could write letters to local businesses and community groups to solicit funds for building the course.
- **Physical Education:** Teachers could introduce fitness activities to students that may be included in the exercise course.
- **Art:** Students could plan a mural to beautify the course and to emphasize that exercising can be enjoyable.

**Integrate**
Integrate applicable Wisconsin Model Academic Standards into service-learning as they relate to nutrition and physical activity.

The Wisconsin Model Academic Standards list standards for major subject areas and grade levels that students must meet. Below are examples of the standards that could relate to nutrition or physical activity to prompt ideas for curriculum tied to service projects.

**Family and Consumer Education**
- **Practical Reasoning:** apply reasoning to current family-related issue or concern described in the media, such as what should be done to ensure food safety or resolve conflict.
- **Family Action:** develop, implement, and assess an individual, family, or community action plan to reach specific goals, such as preparing or serving meals to the elderly or meals that meet dietary restrictions.
  - Understand and use reflection in everyday life: identify and evaluate personal attitudes, beliefs, and patterns of thinking or acting; identify cultural assumptions in various media, such as notions of beauty.

**Health Education**
- **Health Promotion and Disease Prevention:** explain the relationship between positive health behaviors and prevention of injury, illness, disease, and premature death.
- **Healthy Behaviors:** identify personal health needs and demonstrate strategies to improve or maintain present health.
- **Goal-setting and Decision-making:** set personal health goals and track achievement.
- **Advocacy:** identify community organizations that advocate for healthy individuals, families, schools, and communities.
  - Demonstrate an ability to work cooperatively when advocating for these.
— Demonstrate an ability to adapt health messages and communication techniques to the characteristics of particular audiences.

**Physical Education**
- *Leading an Active Lifestyle:* explore personal interests in a variety of new physical activities both in and out of class.
  — Establish personal physical activity goals.
  — Describe the relationship between a healthy lifestyle and feeling good.
- *Health Enhancing Fitness:* participate in a wide variety of health-related activities to maintain a record of moderate to vigorous physical activities.
  — Begin to design a personal health-related fitness program based on an accurate fitness profile.

**Science**
- *Science Connections:* show how conflicting assumptions about science themes lead to differing opinions and decisions about health, and how they have diverse effects on individuals, communities, and the country now and in the future.
- *Science Applications:* illustrate the impact of science and technology, good and bad, on careers, systems, societies, and goals of life.
- *Science in Society and Personal Perspectives:* Show how science has contributed to meeting personal needs, hygiene, nutrition, exercise, safety, and health care.

When designing a cross-curricular service-learning project, begin with a service project in mind and then determine which curricular objectives can be taught and learned from the project. Or, start with the objectives students need to learn in each subject area and create a service project based on those goals.

**Orient and Train**
Orient and train youth/learners in building skills and a sense of teamwork.

*Think about the skills and knowledge the group will need to carry out the plan. Work to make those accessible, either through training or bringing in outside partners and other resources.*

**Implementation**

**Steps for implementing a service-learning project**
1. Orientation and developing a service-learning project.
2. Supporting and assisting an existing effort.
3. Advocating and engaging in social action.
4. Activities are often fluid and evolve as the project progresses, original needs are addressed and others are identified.
5. Students work collaboratively with service recipients and partners.

**Reflection**

*Reflection is the result of correlating service concepts with learning components.***

**Before**
- What needs do we have in our community?
- How can we make a difference in the lives of others?

**During**
- How is our project going? What should be changed?
- What conflicts surfaced with this project?

**After**
- What did we learn? What can we do next?
- How can this be shared with others?

**Reflection Activities**
Use the idea of multiple intelligences—that each student learns in different ways—to make planning reflection activities simple. The reflection activities below are for various learning styles.
- *Kinesthetic:* create and perform a skit or dance; express experiences without words.
- *Linguistic:* journal; write an essay or paper connecting the service experience with class work; write an article for the school or community paper; compose a poem.
- *Logical/Mathematical:* compile statistics on a project; identify and solve a problem at a site; connect service experience to larger state or national issues; create a timeline of the project.
- *Spatial:* create a display, collage, or video; document service with photos, videos, essays, or displays; design charts or maps.
• **Musical**: compose a song; bring in a song that reflects one’s experience.
• **Interpersonal**: have a small group discussion; role play.

**Celebration**

*Celebrate the service experience by taking the evidence collected earlier in the process and using it to show the progress that has been made. Celebration helps build momentum for continuing the project. There are many ways to celebrate students’ accomplishments, including*

- Recognition at public community meetings such as school board meetings or local business meetings.
- Media coverage about service-learning projects.
- Awards ceremonies, breakfasts, or other events that are newsworthy.

**Service-Learning Four-Point Test**

*When designing service-learning projects to enhance teaching on nutrition and fitness, use the Four-Point Test to determine if your project is a service-learning project.*

1. **Youth/Learner Engagement**
   - Students identify a community need to address, plan the project, and lead the efforts.

2. **Meaningful Service**
   - A real community need must be addressed, students must understand who benefits from the service, and community partners should be involved.

3. **Link to Learning or Curriculum**
   - The service must connect to classroom learning and learning outcomes must be determined and measured.

4. **Reflection**
   - Students have the opportunity to talk or write about the project before, during, and after; students help evaluate the success of the project; and students learn how to use the knowledge they gained.

*A project that does not meet all four of these points is not really a service-learning project.*

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**Examples of NOUN and ADVERB Service-Learning Projects**

**The Schools Involved**

Seven Wisconsin schools have been recognized for their outstanding NOUN and ADVERB service-learning projects. A description of each is below.

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**Denmark School District**

*Teacher Advisor: Mark Meisner*

**Students Involved in the Service-Learning Project**

The Denmark Empowerment Charter School (DECS) serves at-risk 8th to 12th grade students. Students involved in the Service-Learning Project were in the Nutrition and Wellness Program.

**Service-Learning Project Goal**

To promote healthy eating habits, physical activity and proper sleep habits of elementary school age students and their families through fun-filled educational activities and mentoring by the DECS students and staff.

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**Process**

*The DECS students learned about*

- **Meal Planning**: Students take part in weekly meal plans. Meals include all basic food groups. Soda has been eliminated and drinks include low fat milk, 100% juice and bottled water only.
- **Grocery Shopping**: Two students shop weekly with charter school staff. They note key facts such as: the serving size on labels, the low nutritional value of iceberg lettuce, the importance of fiber in their diets, and that soy is a good source of protein.
- **Meal Preparation**: Students assist in meal preparation when academics studies are completed. They learn that presentation and color in food
adds to inviting meals. They learn culinary skills by engaging in fun-filled activities.

- **Student Nutrition Tidbits:** All things in moderation. Soy ground meat substitute tastes “good.” Simple sugars are best in moderation to reduce risk of juvenile diabetes. Desserts low in fat taste great. Magnesium is a mighty mineral needed for bone growth. Kiwi has magnesium.
- **Wellness Activities:** Morning aerobic exercise takes place 3 to 4 times per week. Pedometers are available to count steps on brisk walks. Other activities include weight lifting, treadmill use, kayaking, and rock climbing.

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**Viroqua Area Schools**

**Teacher Advisor:** Wanda Spraggon

**Students involved in the Service-Learning Project**
The 3rd grade students at Viroqua Elementary School.

**Service-Learning Project Goal**
To raise the 3rd grade students’ awareness of what a real hero is, and then become a real hero as they create and implement a service-learning project with our community elderly facility, parents, and the Families First Resource Center.

**Process**
The students learned about

- Qualities that distinguish a hero from a celebrity during guidance and classes.
- Nutrition concepts from the food service director and school nurse.
- Stress reduction during physical education classes.

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**Service Plan**
The 4th grade students and staff at Denmark Elementary School partnered with the DECS students on this project to determine needs and activities.

- DECS students and staff planned healthy food shopping trips with the 4th graders.
- DECS students developed and created games, storybooks, and videos inviting to children to use as learning tools for nutrition and wellness.
- Evaluation of process through a pre- and post-evaluation tool.

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**Service Plan**
The students identified physical activity and good nutrition for older adults as their community need. After learning about how good nutrition and physical activity affects their bodies, minds, and spirits, students developed ways to be “everyday heroes” at the local nursing home by teaching residents physical activities and making healthy snacks for them.
Riverdale Middle School
Teacher Advisor: Michelle Stanek

Students involved in the Service-Learning Project
The 6th grade students

Service-Learning Project Goal
To promote better health in this small, rural community where many families live at or below the poverty level and do not have access to health care.

Process
Students learned about nutrition and physical activity through the Healthy Living Program curriculum.

Service Plan
The students organized a start-the-school-year health fair to promote healthy eating and physical activities to the entire middle school. They recruited school and community experts to make presentations. They developed the “Take a Bite, Start the Year Out Right!” brochure.

The first four sessions addressed “NOUN – It’s What You Eat” (Food Guide Pyramid, food safety, fast/easy/nutritious meals, and staying at a healthy weight). The next sessions addressed “ADVERB – It’s How You Play” (Get Fit Daily activities, a nature scavenger hunt, modern dance, traditional dance, and a choice of sports activities). At the end of the sessions, they hosted a dance to show off their new moves, followed by an assembly with a drawing for healthy prizes.
Lac du Flambeau Public Schools
Teacher Advisor: Rebecca Hanson

Students Involved in Service-Learning Project
Middle school students in Teen Living Skills and Family, Career and Community Leaders of America (FCCLA) Club.

Service-Learning Project Goal
To promote healthy eating and physical activity to school staff, families and community members by increasing access to information via the school website.

Process
Students learned about healthy eating and active lifestyles through the Teen Living Skills class and the FCCLA Club.

Service Plan
The students developed and continue to maintain a nutrition and physical activity website to
- Promote healthy eating through student-tested recipes.
- Provide resources to school and community members through links to nutrition and physical activity websites.
- Publicize and promote activities of the Lac du Flambeau Healthy Lifestyles Action Team, the school and community partners.
West Junior High, Wisconsin Rapids
Teacher Advisor: Laura Cronan
Students Involved in Service-Learning Project
The Food for Life class at West Junior High.
Service-Learning Project Goal
Students identified poor eating behaviors among many younger children. Their goal was to promote healthy eating in elementary students through fun, interactive materials.

Process
Students learned about healthy eating and appropriate nutrition education materials in their Food for Life class.
Service Plan
They developed fun, age-appropriate nutrition education materials, such as placemats, that they will use this fall to teach elementary students.

Princeton School District
Teacher Advisor: Craig Verheyen
Students Involved in Service-Learning Project
The 4K-12th grade students at Princeton Public School.
Service-Learning Project Goal
To make students, parents, and community members aware of healthy lifestyles.
Process
Students learned about safe exercising techniques and healthy eating through classroom lessons.
Service Plan
The students promoted the “Turn off the TV – Turn on Life – Get Moving” initiative. They tracked physical activity, learned about healthy eating, and created a fitness video on proper use of the weight room equipment. This fall, the students hosted a health fair targeting exercise, weight issues, nutrition, and general health. The fair involved businesses and promotional materials.

Rhinelander School District
Teacher Advisor: Linda Cirilli
Students Involved in Service-Learning Project
The 8th grade Teen Living students in James Williams Junior High School.
Service-Learning Project Goal
To develop creative and informative materials for peer education and teaching younger children about healthy eating and physical activity.
Process
Students learned about healthy eating and physical activity in the Teen Living classes.
Service Plan
• They created songs and jump rope verses to promote physical activity and learn about healthy eating
• Developed posters and charts to help others learn about wise food choices
• Developed PowerPoint presentations to teach peers and younger children about physical activity and healthy eating
• Created activities such as the “Rainbow Plate Design Activity” and the “Rainbow Buffet.”
Success with Service-Learning

Service-learning projects work because they allow students to put learning into action and to understand the concepts they are taught. Understanding is more than simply knowing the facts. Service-learning students are able to build new knowledge and understanding based on what they already know and believe. Students can also form new knowledge by modifying and refining current concepts and adding new ones.

In service-learning, the learning is mediated by the social environment where learners interact so students learn to work with others, cooperate, and build relationships. Effective learning requires students to take control, and service-learning provides this opportunity if teachers let it happen. Students’ ability to apply their knowledge to situations is affected by how much they learn with understanding.

Service-learning can help produce more positive outcomes in students, both in academics and citizenship. For stronger academic outcomes, teachers must intentionally integrate the service component with specific curricular subject matter, align the service and reflection with standards, and design reflection activities that promote higher order thinking skills, such as analysis, evaluation, and problem-solving. For example, in schools that wish to instill stronger civic responsibility in students, teachers need to make explicit connections between the lesson being taught and social issues of the community. Finally, if teachers want to encourage career development, they must connect to workplace skills, career pathways, or job knowledge.

Service-learning is meant to enhance current teaching and learning methods and not create additional work or time demands. Through service-learning projects, students gain knowledge and understanding of classroom lessons that they can, in turn, apply to real world situations to address a real need in the school or community. The NOUN and ADVERB Initiatives promote service-learning in schools and classrooms while getting students excited about making healthy food and physical activity decisions.
Resources

Service-Learning Web Sites
Department of Public Instruction (DPI)
DPI’s Service-Learning website contains useful information, project ideas, links, and updates about new resources and opportunities for funding. www.dpi.state.wi.us/dpi/dltcl/bbfcsp/lhmpage.html

Learn and Serve America National Service-Learning Clearinghouse ETR Associates
The National Service-Learning Clearinghouse (NSLC) collects and disseminates information for Learn and Serve America programs, as well as other K-12, higher education, community based, and national service programs and practitioners. www.servicelearning.org

Resources that Support Healthier Lifestyles


Action for Healthy Kids Initiative. www.actionforhealthykids.org
Click on “Wisconsin” to find out what’s happening in this state.
Profiles

Pre-Project Profile
This form provides a comprehensive overview of the service-learning project, who will be involved, who is expected to be impacted by the project and a summary of the results of the pre- and post-assessments of students.

Post-Project Profile
This form provides a comprehensive description of the service-learning project, the number of students and others who were involved, who was impacted by the project, and an evaluation of the impact of service-learning on citizenship, self-esteem and confidence, and the change in nutrition and physical activity behaviors.

Schools participating in the NOUN and ADVERB Initiatives are requested to complete the pre- and post-project profiles and have students complete the pre- and post-assessment forms and submit them to

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Email: julie.allington@dpi.state.wi.us.

Grants, technical assistance, and materials will be provided to participating schools as appropriate and available.
INSTRUCTIONS: Complete two copies at the beginning of the project. Retain one copy. Return original to:

**WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION**
**DIVISION FOR LIBRARIES, TECHNOLOGY, AND COMMUNITY LEARNING**
ATTN: Julie Allington, Nutrition Education Consultant
P.O. BOX 7841
MADISON, WI 53707-7841

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<th><strong>Fax Area/No.</strong></th>
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<th><strong>Project Title</strong></th>
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One sentence project description

What issue or issues will the project cover? **Check all that apply**

- [ ] Nutrition
- [ ] Physical Activity
- [ ] Student Education
- [ ] School Environment
- [ ] Family Education
- [ ] Community Education
- [ ] Home Environment
- [ ] Community Environment
- [ ] Other Specify ________________

<table>
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<tr>
<th><strong>Description of NOUN or ADVERB Service-Learning Project</strong></th>
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A. Community issue/need to be addressed

B. Identify how many people are expected to be involved in your project:

<table>
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<th>Adult Volunteers</th>
<th>Partners, including Community Partners</th>
<th>Young People</th>
<th>Grade Levels</th>
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</tbody>
</table>

C. Will any product be developed through this project?

D. Who will benefit from the service activity?

E. How will you recruit youth volunteers?
<table>
<thead>
<tr>
<th>Description of NOUN or ADVERB Service-Learning Project (continued)</th>
</tr>
</thead>
<tbody>
<tr>
<td>F. How will your project link service and learning (describe the service-learning)? Include specific learning objectives, curricula, and/or academic standards that your project will address?</td>
</tr>
<tr>
<td>G. What means will you use to determine and measure what the youth volunteers learned through this project?</td>
</tr>
<tr>
<td>H. How will you incorporate youth into the planning process (selecting the project, developing the action plan, etc.)?</td>
</tr>
<tr>
<td>I. How will you incorporate youth into the project implementation (e.g. recruiting volunteers, media outreach, etc.)?</td>
</tr>
<tr>
<td>J. Describe how the service-learning project is expected to improve the eating behaviors and/or physical activity of children and/or youth. (Projects may also secondarily impact behavior change of other age groups.)</td>
</tr>
<tr>
<td>K. How did pre-assessments reflect the level of citizenship, self-esteem, and confidence of the students assessed?</td>
</tr>
<tr>
<td>L. How did the pre-assessments reflect current nutrition and physical activity behavior of the students assessed?</td>
</tr>
<tr>
<td>M. How many children or youth are expected to be impacted?</td>
</tr>
<tr>
<td>NOUN – It’s What You Eat and ADVERB It’s How You Eat and Play Initiatives</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>Name of Teacher Advisor</td>
</tr>
<tr>
<td>School District</td>
</tr>
<tr>
<td>Address</td>
</tr>
<tr>
<td>Approx. Date Project Began</td>
</tr>
</tbody>
</table>

One sentence project description

What issue or issues will the project cover? Check all that apply

- [ ] Nutrition
- [ ] Physical Activity
- [ ] Student Education
- [ ] School Environment
- [ ] Family Education
- [ ] Community Education
- [ ] Home Environment
- [ ] Community Environment
- [ ] Other Specify ________________________

Description of NOUN or ADVERB Service-Learning Project

A. Community issue/need addressed

B. Identify how many people were involved in your project:

<table>
<thead>
<tr>
<th>Adult Volunteers</th>
<th>Partners, including Community Partners</th>
<th>Young People</th>
<th>Grade Levels</th>
</tr>
</thead>
</table>

C. Was any product developed through this project?

D. Who benefited from the service activity?

E. How did you recruit youth volunteers?
F. How did your project link service and learning (describe the service-learning)? Include specific learning objectives, curricula, and/or academic standards that your project addressed.

G. What means did you use to determine and measure what the youth volunteers learned through this project?

H. How did you incorporate youth into the planning process (selecting the project, developing the action plan, etc.)?

I. How did you incorporate youth into the project implementation (e.g. recruiting volunteers, media outreach, etc.)?

J. Describe how the service-learning project improved the eating behaviors and/or physical activity of children and/or youth. (Projects may also secondarily impact behavior change of other age groups.)

K. How did pre- and post-assessments reflect the level of citizenship, self-esteem, and confidence of the students assessed?

L. How did the pre- and post-assessments reflect behavior change in terms of nutrition and/or physical activity?

M. How many children or youth were impacted?
NOUN and ADVERB Initiatives
Student Surveys

Student Surveys
Elementary School Student
Pre-Program Assessment
Post-Program Assessment

Middle/High School Student
Pre-Program Assessment
Post-Program Assessment

Schools participating in the NOUN and ADVERB Initiatives are requested to complete the pre- and post-project profiles and have students complete the pre- and post-assessment forms and submit them to

Julie Allington, Nutrition Education Consultant
Department of Public Instruction
125 S. Webster Street
PO Box 7841
Madison, WI 53707-7841
Fax: 608-267-0363
Email: julie.allington@dpi.state.wi.us.

Grants, technical assistance, and materials will be provided to participating schools as appropriate and available.
INSTRUCTIONS: Complete two copies at the beginning of the project. Retain one copy. Return original to:

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
DIVISION FOR LIBRARIES, TECHNOLOGY, AND COMMUNITY LEARNING
ATTN: Julie Allington, Nutrition Education Consultant
P.O. BOX 7841
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What is the Name of your School? What Grade are You in?

Who is Your Teacher for the NOUN and ADVERB Project?

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<tr>
<th>OPINION QUESTIONS</th>
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<th>Disagree</th>
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<td>13. I take and eat a fruit and a vegetable for school lunch and at dinner at home, and eat fruit or vegetables for snacks several times per week.</td>
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**NOUN – It's What You Eat and ADVERB It's How You Eat and Play Initiatives**

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- **What is the Name of Your School?**
- **What Grade are You in?**

- **Who was Your Teacher for the NOUN and ADVERB Project?**

**OPINION QUESTIONS**

Please tell us if you AGREE, are NOT SURE, or DISAGREE with each statement below. There are no right or wrong answers. We just want to know how you feel.

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NOUN – It’s What You Eat and ADVERB It’s How You Eat and Play Initiatives

Your First Name               Middle Initial               Last Name

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Who is Your Teacher for the NOUN and ADVERB Project?

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<td>☐</td>
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<td>20. I know that eating fruits and vegetables, dairy products, and whole grain breads and cereals everyday will help me look and feel good, perform well, and be healthy.</td>
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<tr>
<td>22. I know how to work with teachers, the principal, food service staff, student groups, etc. to make healthier foods available in the cafeteria and vending, for fundraisers and “treats”/rewards.</td>
<td>☐</td>
<td>☐</td>
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<td>25. I feel it is my responsibility to model a healthy lifestyle, including eating smart and being active.</td>
<td>☐</td>
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<td>26. I try to model a healthy lifestyle, including eating smart and being active.</td>
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</tbody>
</table>
**Wisconsin Department of Public Instruction**

**NOUN and ADVERB Initiative**

**MIDDLE/HIGH SCHOOL STUDENT POST-ASSESSMENT**

PI-4006 (New 03-05)

**INSTRUCTIONS:** Complete two copies at the end of the project. Retain one copy. Return original to:

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**P.O. BOX 7841**

**MADISON, WI 53707-7841**

| NOUN – It's What You Eat and ADVERB It's How You Eat and Play Initiatives |  |
| --- | --- | --- | --- |
| Your First Name | Middle Initial | Last Name |  |

What is the Name of your School? | What Grade are You in?

Who was Your Teacher for the NOUN and ADVERB Project?

---

**OPINION QUESTIONS**

For each statement below, please tell us if you feel that the statement is VERY TRUE for you, SORTOF TRUE for you, NOT VERY TRUE, or NOT TRUE AT ALL. There are no right or wrong answers. We just want to know how you think or feel.

<table>
<thead>
<tr>
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<tr>
<td>22.</td>
<td>I know how to work with teachers, the principal, food service staff, student groups, etc. to make healthier foods available in the cafeteria and vending, for fundraisers and “treats”/rewards.</td>
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<tr>
<td>23.</td>
<td>I know that being physically active everyday will help me look and feel good, perform well, and be healthy.</td>
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<tr>
<td>24.</td>
<td>I know how to teach/convince others that being physically active everyday will help them look and feel good, perform well, and be healthy.</td>
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<tr>
<td>25.</td>
<td>I feel it is my responsibility to model a healthy lifestyle, including eating smart and being active.</td>
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<tr>
<td>26.</td>
<td>I try to model a healthy lifestyle, including eating smart and being active.</td>
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</tbody>
</table>