



SB UNIFIED PRESENTATION



OUR MISSION

Kids In Nutrition (KIN) empowers our younger generation to lead active and healthy lives through supplemental nutrition education.





OUR CURRICULUM

During the **7** week program, **5** instructors teach the following topics **1** hour a week through scientific visuals, hands on activities, and outdoor exercises.



Introduction, Water, Sodium



Fruits and Veggies



Grains



Proteins, Fats, Oils



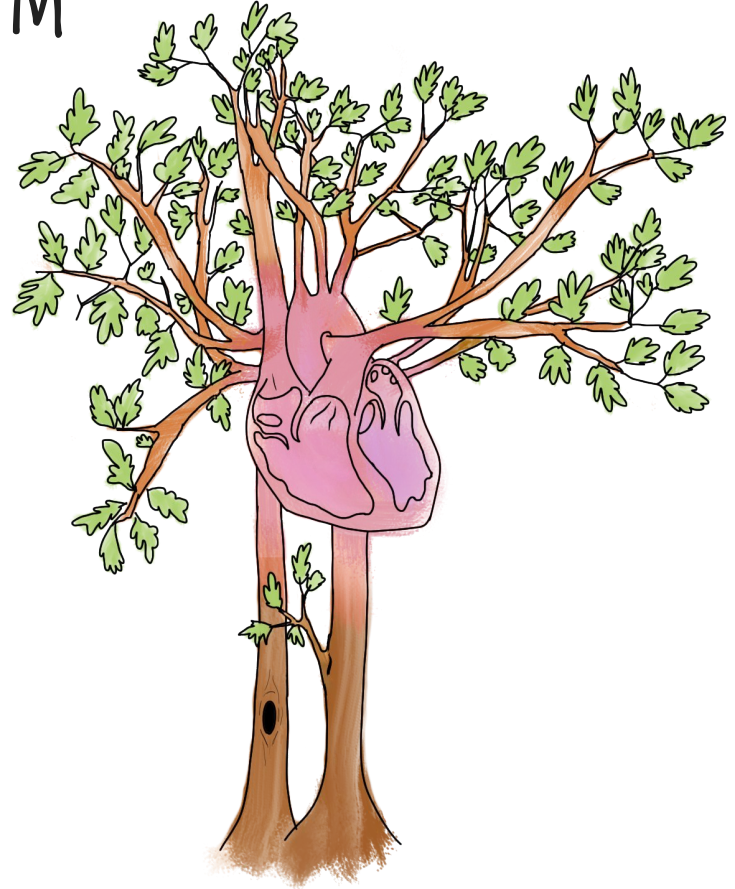
Sugars



Moderation, MyPlate, Labeling



Nutrition Wrap



CALIFORNIA STATE STANDARDS FOR NUTRITION (GRADES 1-2)	KIDS IN NUTRITION CURRICULUM
1.1.N Classify various foods into appropriate food groups.	Lesson 6
1.2.N Identify the number of servings of food from each food group that a child needs daily.	Lesson 6
1.3.N Discuss the benefits of eating a nutritious breakfast every day.	Lesson 4,5
1.4.N List the benefits of healthy eating (including beverages and snacks).	Lesson 1-6
1.5.N Describe the benefits of drinking water in amounts consistent with current research-based health guidelines.	Lesson 1
1.6.N Describe how to keep food safe from harmful germs.	Lesson 6
1.7.N Identify a variety of healthy snacks.	Lesson 2-6
1.9.N Explain how both physical activity and eating habits can affect a person's health.	Lesson 1
2.1.N Discuss how family, friends, and media influence food choices.	Lesson 1-6
3.1.N Identify resources for reliable information about healthy foods.	Lesson 6
4.1.N Demonstrate how to ask family members for healthy food options.	Lesson 1-6
5.1.N Use a decision-making process to select healthy foods.	Lesson 2-6
5.2.N Compare and contrast healthy and less-healthy food choices for a variety of settings.	Lesson 2-6
6.1.N Set a short-term goal to choose healthy foods for snacks and meals.	Lesson 2-6
7.1.N Examine the importance of eating a nutritious breakfast every day.	Lesson 4, 5
7.2.N Plan a nutritious meal.	Lesson 6
7.3.N Select healthy beverages.	Lesson 2, 5, 6
7.4.N Examine the criteria for choosing a nutritious snack.	Lesson 2-6
8.1.N Practice making healthy eating choices with friends and family.	Lesson 1-6

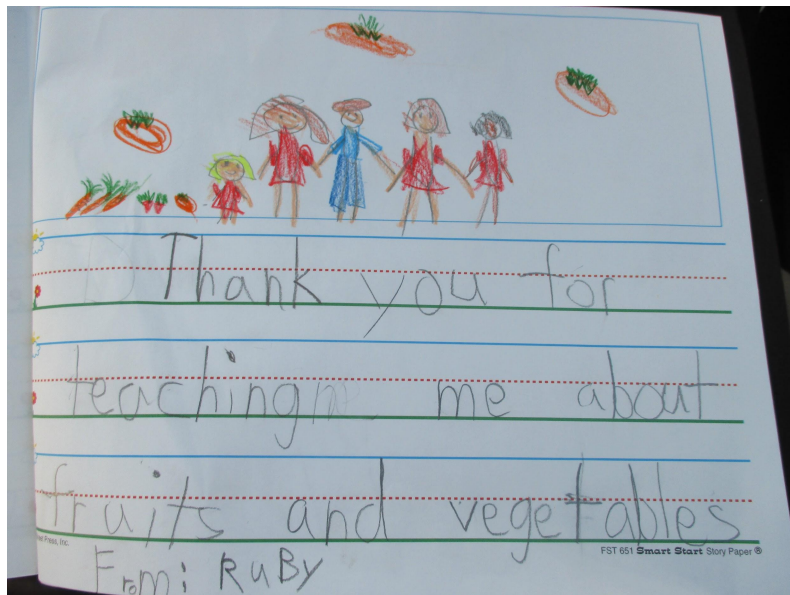


GROWTH





EDUCATION



In the past four years:

- 16 schools in the area
 - SB Unified: 7 schools
- 92 classrooms, ~2,060 students
 - SB Unified: 44 classrooms, ~1,000 students



OPERATIONS

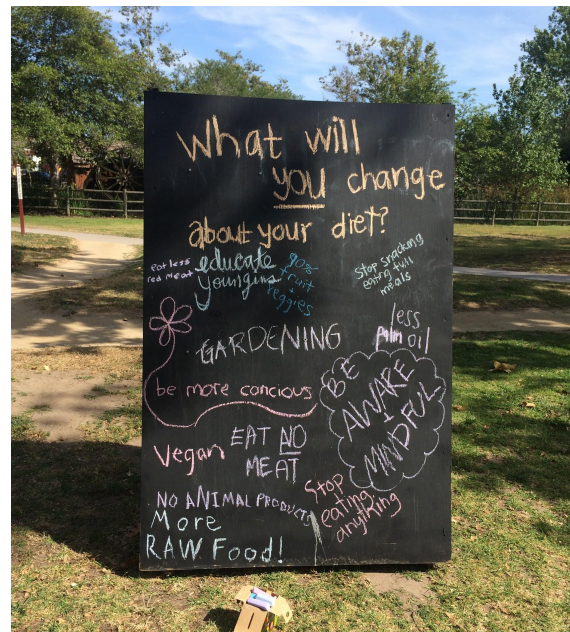


In the past four years:

- Over 600 student applicants
- Around 390 volunteers in different classrooms



OUTREACH





RESEARCH

Methods

Subjects:

Assessment Type	Participant Grade			Total
	K	1	3	
Health Knowledge	38	29	58	n = 125
Food Preference	39	28	54	n = 121

Research Model: Pre- and post-tests, including health knowledge and food preference assessments, were administered on the first and last day of the seven week program.

Health Knowledge:



8 tasks

Food Preference:

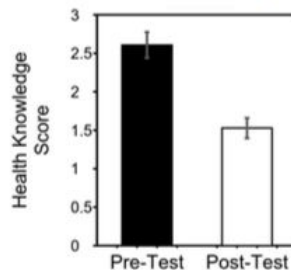


9 tasks



RESEARCH

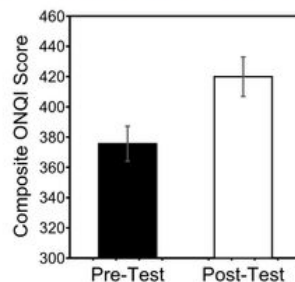
Figure 1. Health Knowledge Assessment



Lower composite scores correspond to an increase in objective health knowledge.

Error bars indicate Standard Error of the Mean (SEM), $n = 125$.

Figure 2. Self-reported Food Preferences Assessment



An increase in composite ONQI score corresponds to preferences with greater nutritional value.

Error bars indicate Standard Error of the Mean (SEM), $n = 121$.



REGIONAL GROWTH

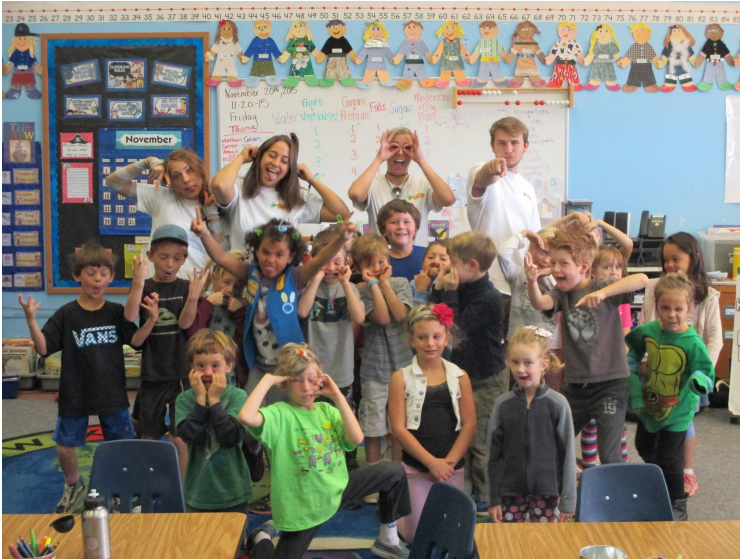


In the past year:

- A UCSC chapter was established in April of 2016
- A UCLA, UCI, UCSD, and UC Berkeley chapter started up in 2017
- A Northeastern and Tufts chapter are starting up in 2018
- Lessons will begin at Goleta Boys and Girls Club Spring 2018



FINANCIAL MODEL



- KIN is offered free of charge to local elementary schools
 - Fiscal sponsor Cogostar Foundation
 - Donald A. Strauss
 - Various UCSB grants
- Objective: Ensure financial sustainability of program

SCIENTIFIC REPORT OF THE 2015 DIETARY GUIDELINES ADVISORY COMMITTEE

Decreasing availability of natural resources caused by:

- Climate change
- **Population dietary patterns and demand for food products**
- Energy costs
- Population growth

The current global production of food is responsible for:

- 80% of deforestation
- 70% of fresh water use
- 30% of human-generated greenhouse gas (GHG) emissions.
- Largest cause of species biodiversity loss.

Sustainable diet: a pattern of eating that promotes health and well-being and provides food security for the present population while sustaining human and natural resources for future generations.

Countries already discussing and implementing nutrition policy in relation to sustainability:

Germany

Sweden

Netherlands

Australia

Brazil

NOTE: The Scientific Report of the 2015 Dietary Guidelines omitted this food sustainability section from the 2015 Dietary Guidelines Advisory Committee

PLANETARY HEALTH PILOT LESSON

Planetary health has been defined as “the health of human civilization and the state of the natural systems on which it depends” (Rockefeller Foundation - Lancet Planetary Health Commission Report)



- Objective
 - Introduce sustainable diets and agriculture within the realm of planetary health
- Implementation
 - April 2018 at Goleta Boys and Girls Club

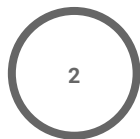
ALTERING INDIVIDUAL AND POPULATION DIETARY CHOICES AND PATTERNS



Research

Higher consumption of animal-based foods = higher estimated environmental impact.

Higher consumption of plant-based foods = lower estimated environmental impact.



Education

Require nutrition and planetary health education on a county level.



Financial Accessibility

Fund Wellness Programs to provide affordable dietary choices that meet sustainable diet criteria.



State Policy Change

Include Planetary Health as a California Health Education Standard.



Local Changes in Agricultural and Food Production Practices

Shift the emphasis of food production from meat to plant-based, beginning at a local level.

