



Origins of Partnership:

- **Data driven**
 - Stagnant KMS standardized test scores
 - LRMC Results – 30% overweight or obese students
 - Additional 30% at risk for overweight
- Venue for **Professional Development opportunities**
- Venue to empower teachers to **create nutrition literacy curriculum based on DoDEA Content Standards**
- **New principal recognized that using DoDEA content standards as guide would encourage classroom teachers to look at, examine, and know their content standards.** (Sneaky, I know...but I want to give you those test scores.)

How partnership was created:

Principal looked at **content standards**, met with **Union Representative** and 6th grade team leaders to determine if they would buy into the idea of a nutrition literacy program. All agreed. **Principal created blueprint/matrix for curriculum design.**

Principal contacted Kay Blakley, World Wide Advocate for Defense Commissary Agency (DeCA) shared her vision for the nutrition partnership. Principal **shared school wide data**, as well as the data from LRMC.

Kay Blakley contacted her superiors who said she must work with all areas in Europe, not just Kaiserslautern. Partnership was a no-go.

Principal suggested **creating a program that was electronic (portable)** and could be used globally – in every commissary in the world - not just Kaiserslautern.

Kay Blakely presented to **DeCA-Europe who encouraged her to partner** with the school. Principal contacted Vogelweh Commissary Manager, who assigned its Store Deputy, Joe Warwick to work with school.

Teachers used **instructionally related period** to create lesson plans and units to guide the nutrition curriculum.

How partnership is designed:

The program is designed with four **interdisciplinary units**. It is a model for **curriculum mapping** in the content areas. Each quarter of the school year has a different focus:

Quarter 1: Pyramids and Patterns

Students gather data about their eating patterns and compare to the food pyramid, analyzing their habits in relation to healthy nutrition for middle school students.

Quarter 2: A Balancing Act

Students learn about calories, nutrients, and recommended intakes. They learn the importance of reading labels and choosing healthy dishes.

Quarter 3: Servings and Snacks

Students make connections between exercise and wellness. They determine good snacking habits and take a look at serving sizes.

Quarter 4: Around the World

Food safety month starts this unit, followed by a study of foods around the world and culminating in an International Food Festival.

Each quarter unit has an Objectives & Core Document. Each quarter unit has lessons from each content area and **health**, based on standards, as well as a commissary connection component. The commissary component is supported by the local commissary where **the commissary serves as the classroom** setting and the commissary personnel mentor and guide students.

All lessons have pre-test and post-test assessment created by the classroom teachers. Parents have electronic access to the nutrition program and are able to reinforce at home and share with siblings and family members.

Evaluation of partnership:

Once the partnership was in place, the principal contacted the Area office for validation and evaluation. Deanna Burelli, the Health and Physical Education Instructional System Specialist, visited the school, examined program, met with teachers, and deemed the program “**the best collaboration of educators**” she had ever witnessed. Ms. Burelli personally went through every electronic link of the program, made suggestions, and praised the work of the principal and sixth grade team.

Presentations of the partnership:

Kaiserslautern Military Community School Board Meeting
Kaiserslautern District Advisory Meeting
Military Child Education Coalition Annual Conference; Dallas Texas
American Association of Health Professionals Conference; Tampa, Florida
DeCA World-Wide Commissary Directors Meeting; Heidelberg, Germany

National Awards of the partnership:

“Bring your family to school week” Award; National PTSA, 2008
Pete Taylor Partnership of Excellence Award
Military Child Education Coalition, 2008
“Blue Apple” Award
American Association of Health Professionals, 2009

Results of the partnership:

- Higher *TerraNova II* test scores in science and mathematics (2008)
- Higher *TerraNova III* test scores in all 6th grade content areas (2009)
- Teachers incorporated partnership goals and activities in the ECP paperwork. One teacher was hired for AP at Guam High School. Another is being interviewed.
- Teachers learned to use data for daily instruction and lesson design.
- Teachers felt ownership of their curriculum.
- Teachers felt empowered by increase in test scores and job satisfaction.
- Students used nutrition program as basis of Army sponsored eCybermission research project. Students were awarded \$8,000 in scholarship monies.
- Increased parental involvement in school
- Increased Command involvement as they take pride in national awards schools have received
- Sustained, meaningful professional development
- Publicity was positive for school and resulted in other national and community organizations seeking KMS for partnerships
- Service Credit Union partnership was result of willingness of school and teachers to partner with outside agencies.\
- Increased administration/union relations as union recognizes administrations goal of teacher advancement, as well as highest achievement for students.
- Health and wellness component in school's mission statement
- Teachers agreed to seven period day, instead of traditional block schedule to create support classes for at-risk students, as well as health classes for all students.
- Military members and Youth Services volunteered to work with students during lunch recess for greater physical activity.
- PTSA supported students "Walk for the Troops" activity where students walk to deployed areas by grade level: D.C., Afghanistan, and Iraq.
- Positive publicity in *Stars & Stripes*, **Kaiserslautern-American**, DoDEA Health Webpage, DoDDS-Europe Homepage.



“There must be a coordinated approach to health for students. A family and community connection must be made. Schools can not do it alone.

Communities and schools must work together to ensure families are getting the same message to parents.”

DeCA is the common denominator in all military communities.

	Interdisciplinary Units			
	Pyramids & Patterns 	A Balancing Act 	Snacks & Servings 	Around the World 
Objectives & Core Document	Students gather data about their eating patterns and compare to the food pyramid guide, analyzing their habits in relation to healthy nutrition for middle-school students.  Pyramids & Patterns.doc	Students learn about calories, nutrients, and recommended intakes. They work on reading labels and choosing healthy dishes.  A Balancing Act.doc	Students make connections between exercise and wellness. They determine good snacking habits and take a look at serving sizes.  Snacks and Servings.doc	Food safety month starts this unit, followed by a study of foods around the world and culminating in an International Food Festival.  Around the World.doc
Reading	Standard E1c: The student reads and comprehends informational materials to develop understanding... Lesson 1: Five Food Groups 5aDay Matching Quiz 5aDay Quiz ANSWERS Lesson 2: Mysteries of the Food Pyramid VIDEO Mysteries Trivia Sheet Lesson 3: You Are What You Eat You Are What You Eat (Quiz) Handouts Exploding Pyramid Food Pyramid Poster	E1c.1: The student restates or summarizes information; E1c.2: relates new information to prior knowledge and experience Food Labels Nutrition Labeling	E1: The student becomes familiar with a variety of public documents and produces a work that formulates an argument.. Nutrition Labeling Booklet Food Reflections	E1d: The student demonstrates familiarity with a variety of public documents Hand Washing Booklet Hand Washing Video Just Look at those Hands Food Safety Education Month Federal Government Food Safety Disaster Advice Federal Government Food Safety Kids, Teens, Educators CDC Food Safety Food Around the World Food Around the World Teacher's Notes

Language Arts	E2a: The student produces a report that E2a.3: creates an organizing structure appropriate to a specific purpose, audience and context; E2a.4: includes appropriate facts and details	E2e: The student produces a persuasive essay that E2e.1: engages the reader by establishing a context, creating a persona, and otherwise developing reader interest; E2e.2: develops a controlling idea;	E3d: The student makes informed judgments about television, radio, & video and E3d.3: judges the extent to which it is a source of entertainment as well as information & E3d.4: de-fines roles of advertising in media.	E3c: The student prepares and delivers an individual presentation in which the student: E3c.1: shapes information to achieve a particular purpose and to appeal to the interests and background knowledge of audience members
	Fruit and Vegetable Encyclopedia Fruit and Vegetable Encyclopedia Students can choose a food, using the encyclopedia to research and write about it.	NUTRITION WEBQUEST http://teach.tcps.net/trt10/Webquests/nutrition.htm <i>After completing this webquest, you will write a newsletter that will be sent to the homes of many American adolescents."</i>	Choose commercials and use the advertisement analysis worksheet to determine the purpose, audience, and advertising techniques.	Commissary Study Trip Food Safety Inspection: Students analyze food safety at the local commissary, create a presentation, and present findings to peers. Global Food Trek Webquest
Math	M2f: create and interpret tables and graphs to draw conclusions and make predictions	M5c: identify the measures of central tendency and spread of a data set to describe what it indicates about the data set	M1e: interpret and use ratios in different contexts to show relative sizes of 2 quantities, using appropriate notations.	M5g: describe and model all possible outcomes of simple events using tree diagrams, organized lists, etc.
	Census at School You Are What You Eat Comparing Several Items Data Snacks	Cost of Lunch Food Court	Trail Mix Algebra Comparison Cards Serving Size Cards	All About Food
Science	S1 Scientific Inquiry The student demonstrates abilities necessary to do scientific inquiry and an understanding about scientific inquiry; that is, the student: S1a: develops research questions that can be answered through scientific investigations. S1b: accesses, evaluates and uses information from a variety of reliable resources.	S1 Scientific Inquiry The student demonstrates abilities necessary to do scientific inquiry and an understanding about scientific inquiry; that is, the student: S1a: develops research questions that can be answered through scientific investigations. S1b: accesses, evaluates and uses information from a variety of reliable resources.	S1d: applies appropriate tools and techniques to systematically collect record, analyze, interpret and present data.	S1b: accesses, evaluates and uses information from a variety of reliable sources. S1e: develops logical descriptions, explanations, predictions, and models using evidence. S1f: recognizes and analyzes interpretations, conclusions, predictions S2a: describes how science requires varying human abilities & interests

	Adolescent Recommended Nutrients My Pyramid Food Intake Patterns Food Groups to Encourage 3aDay of Dairy Nutrition Journal Phytochemicals	Combination Foods What are Calories? How to Understand & Use the Nutrition Facts Label Label It Nutrition	Collect data of students' favorite snacks for trip to commissary and "It's Your Choice, Make It Healthy" connections Pizza Analysis The Right Mix	Food Safety Lesson Hands On- All Washed Up Hands On – Cooling Counts (Safe Cooking Temperatures) Hands On – Yeast Balloon Blowup Hands On – Be a Good Egg
Social Studies	Skills- The Social Studies program promotes essential skills to increase the Students ability to acquire information and manipulate data, develop and present policies and debates, construct new knowledge, and participate in groups.	Skills- The Social Studies program promotes essential skills to increase the Students ability to acquire information and manipulate data, develop and present policies and debates, construct new knowledge, and participate in groups.	SS5a: identify how controls and changes imposed by society influence personal growth	SS10 Global Connections: 10b: demonstrate an understanding of how concerns, standards, issues, and universal human rights are viewed differently in society. 10c: describe the effects of technology on the global community.
	Classifying Foods Name That Food	CHOCOLATE CHIP COOKIES: TO EAT OR NOT TO EAT http://www.collier.k12.fl.us/web/lessons/cookieq/index.htm	Proportion Distortion	Fast Food What is Eaten in One Week PowerPoint
Health	HE3 Nutrition and Physical Activity The student understands how healthful nutrition and physical activity contribute to growth and energy and help prevent diseases... HESK1: Access valid health information	HE3a: analyze the relationship between wellness and healthful nutrition and physical activity HESK2: Practice Health enhancing behavior HESK3: Analyze influences on health HESK5: Use goal setting and decision making skills to enhance health	HE3b: demonstrate appropriate portion sizes for various food groups; HESK3: Analyze influences on health	HESK1: access valid health information HESK4: Use interpersonal communication skills to enhance health HESK6: Advocate for health