

EVALUATION REPORT

2025



Durham's Innovative Nutrition Education

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Picture 1. DINE team at 2025 retreat at Durham Public Schools' Hub Farm.

Who we are

Durham's Innovative Nutrition Education (DINE) program is a dynamic nutrition and physical activity program, led by a team of registered dietitians (RDs), that focuses on education, system changes, and social marketing.

In FFY25, DINE was funded by USDA's SNAP-Ed (Supplemental Nutrition Assistance Program-Education) Program and Durham County Government. DINE is housed in the Durham County Department of Public Health (DCoDPH). DINE serves groups where at least 50% of participants are eligible for SNAP or at least 50% of the student population is eligible for free or reduced price meals through the National School Lunch Program.

What we do

Registered dietitians teach interactive lessons about healthy eating and physical activity throughout Durham County. In FFY25, DINE served 16 elementary schools, 7 middle schools, 14 preschool programs, and multiple community sites. The **DINE in Schools** team reached students inside the classroom, at school-wide events, in afterschool programs and through other wellness initiatives. Adults were reached at community and recreation centers, congregate meal sites, family resource centers, and public housing sites through the **DINE in Community** program. The **DINE in Childcare** program reached preschool-aged children in childcare centers and schools throughout Durham.

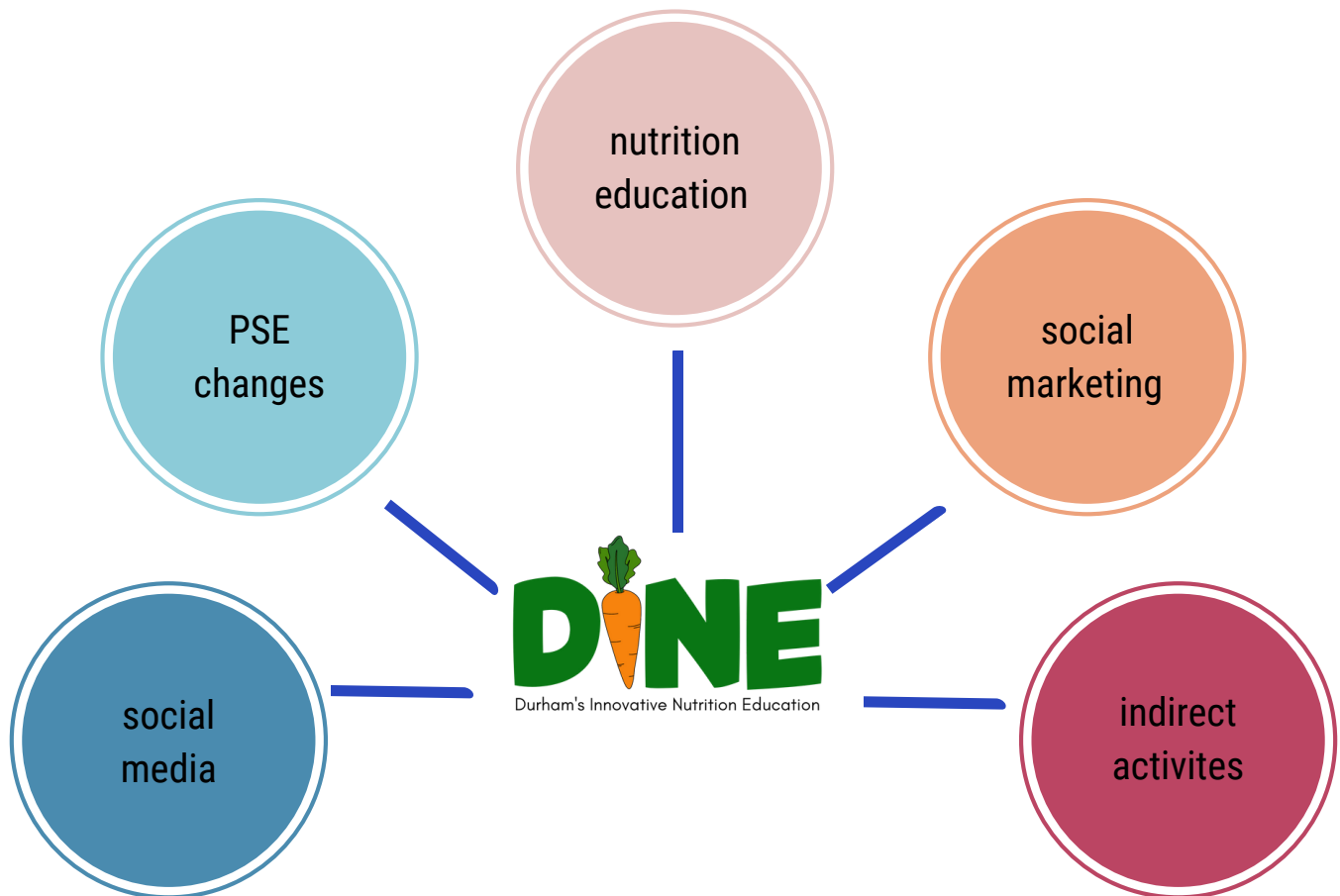
DINE partners with organizations to facilitate policy, systems, and environmental (PSE) changes. These changes help the community make healthier choices in places they eat, live, play, shop, and learn.

DINE's social marketing campaign, **Say Yes to Water**, encourages Durham residents to drink more water through social media posts, an e-newsletter, workshops, health fairs, posters, and educational reinforcements.

DINE's SNAP-Ed Approach

DINE takes a comprehensive approach to enhancing nutrition-related outcomes in the community. By using a variety of methods, DINE is able to reach more individuals, groups, and communities.

- **Social media** - Facebook and Instagram posts, videos, and reels sharing health tips, recipes, and nutrition-related information
- **Policy, Systems, and Environmental changes (PSE)** - Initiatives that promote better nutrition and physical activity policies, improve environments, break down barriers and build up systems
- **Direct education** - Nutrition and cooking education for all ages, coupled with physical activity promotion
- **Social marketing** - Messaging that encourages positive health changes in individuals and communities
- **Indirect activities** - Education that is provided through handouts, posters, and reinforcements





Durham's Innovative Nutrition Education

Impact Highlights

worked with

56

local partners

14

pre-schools

19

community
organizations

23

schools

Direct Education

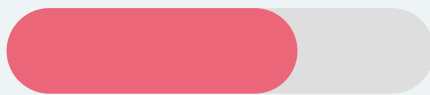
Individuals
reached: **8,338**

Hours of education
provided: **797**

Social Media Reach

Interactions: **1,796**

Followers: **1,301**



68%

of DPS students improved nutrition
related knowledge after DINE class
series.



92%

of DPS parents surveyed reported that
students were more willing to try new
foods after DINE class series.

Direct Education

DINE in Schools

Ten registered dietitians partnered with **23** Durham Public Schools (DPS) elementary and middle schools, reaching **6,668** individuals with nutrition education.



Of the **6,668** individuals reached, **6,600 were youth** and **68 were adults**. A total of **331 classes** received at least one nutrition lesson. Of those, **209** classes received a series of 3 or more nutrition lessons. A total of **1,046 lessons** were taught in classrooms, at afterschool sites, during family cooking events, at community events, and outdoors in locations like the DPS Hub Farm.

Data collection methods

Pre/post-surveys were administered to assess nutrition-related knowledge and behavior change in 2nd-4th and 6th-8th grade students. Knowledge change assessment began in 2nd grade and behavior change assessment began in 4th grade. Pre-surveys were administered prior to nutrition classes and post-surveys after the nutrition class series. Only classes that received the entire series were surveyed.

A total of **780 students** with an identified pre- and post-survey from **89 classrooms** were analyzed and considered “matched”. For the number of students surveyed in each grade level, see page 23.

An increase in knowledge was reported when a student scored higher on their post-survey than their pre-survey. Similarly, students who reported consuming more fruits, vegetables and water, and fewer sugar sweetened beverages, on their post-survey than on their pre-survey were said to have had a positive behavior change. School team data in this report includes information from matched surveys only.

205
Classrooms

22
Afterschool sites

7
Family engagement events

Student survey results: knowledge change

Out of 780 students with matched pre- and post-surveys, 531 students, or **68%**, improved their nutrition-related knowledge.

Students in 2nd-4th and 6th-8th grade who received the DINE series of classes were surveyed to determine nutrition-related knowledge change. In FFY25, 531 students showed knowledge improvement including:

- 298 elementary school students (**70%**)
- 233 middle school students (**65%**)

Overall, students **performed better on the post-survey than the pre-survey in all grades, across all questions.**

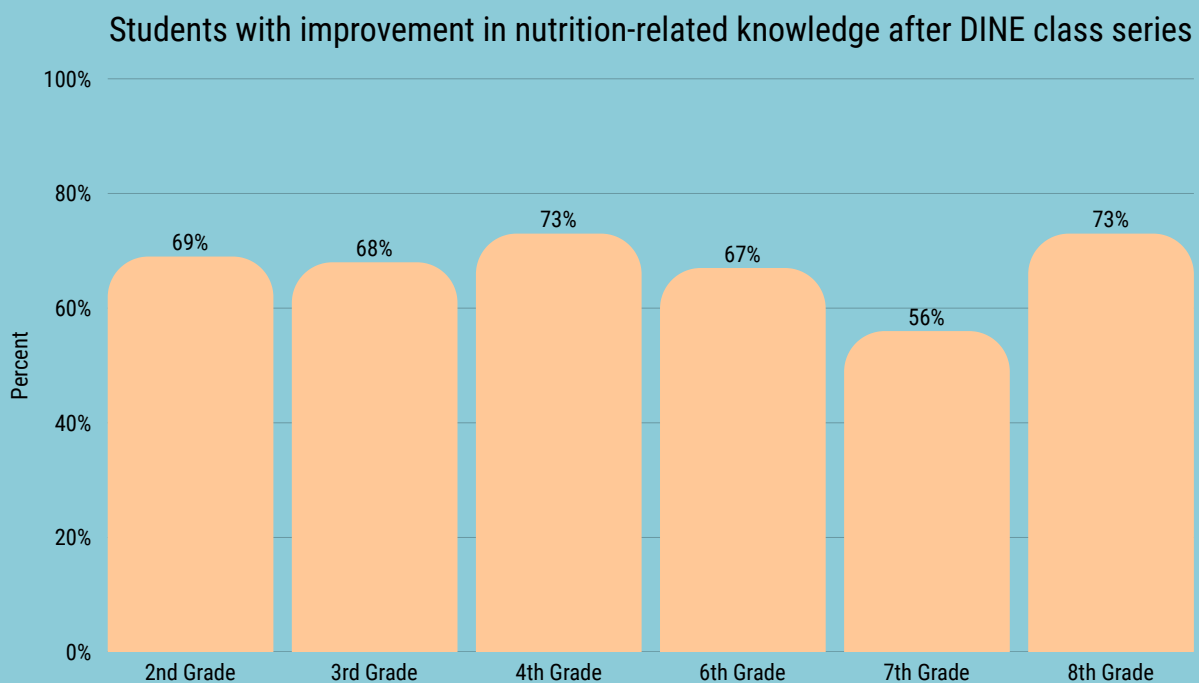


Figure 1.0 Percentage of students who showed improvement in nutrition-related knowledge from pre-survey to post-survey in grades 2nd-4th and 6th-8th.

Student survey results: behavior change

Out of 515 students screened, **57%** reported at least one positive nutrition-related behavior change.

Students in 4th, 6th, 7th and 8th grade who received the DINE series of classes were surveyed about their nutrition behaviors related to consumption of fruits, vegetables, water, and sugar sweetened beverages. A student was counted as showing improvement if they had an overall net improvement in nutrition behaviors. Pre/post-survey results for each question by grade level can be found in Survey Data & Tools. See Figure 1.1.

Overall, 37% of students reported a net improvement in nutrition-related behaviors:

- **78 elementary school students (49%)**
- **115 middle school students (32%)**

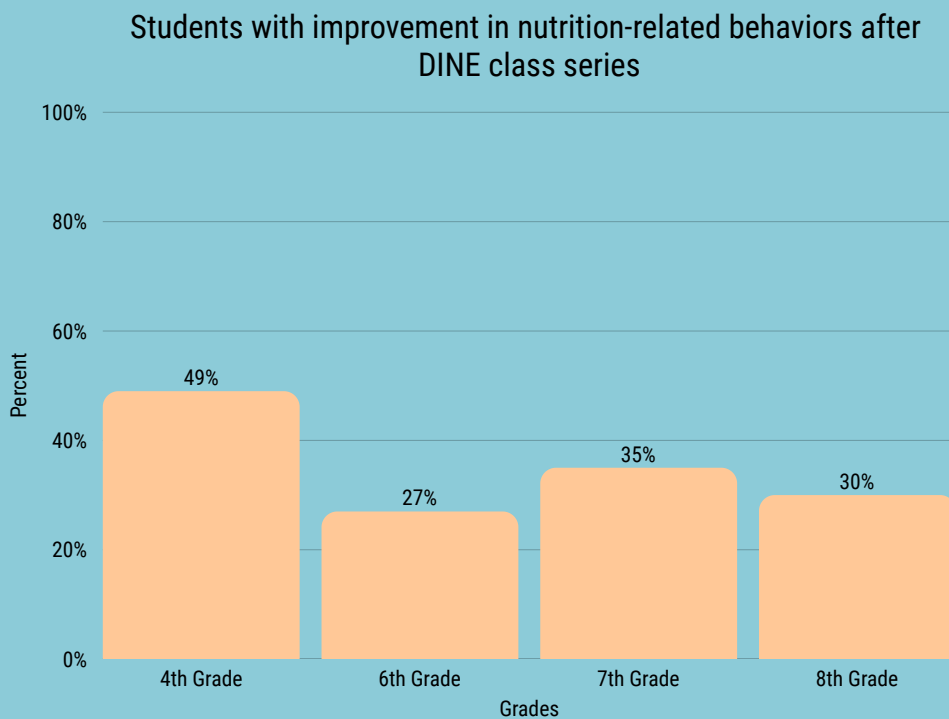


Figure 1.1 Percentage of students who showed improvement in nutrition-related behaviors from pre-survey to post-survey in grades 4th, 6th, 7th and 8th.

27%

increased how often they ate more than one type of fruit

27%

increased how often they ate more than one type of vegetable

12%

overall drank more water

20%

overall drank fewer sugar sweetened beverages

Parent survey results

Parents and caregivers of elementary school students were asked about behavior changes they noticed because of their child's participation in DINE. An estimated 3,385 parent surveys were sent home and **265 responses** were received from **15 elementary schools**.

Between **91%-97% of all survey respondents reported improved nutrition-related behaviors at home** since participating in the DINE in Schools series. See Figure 1.2. **Ninety-four percent of parents and caregivers stated that DINE is a valuable part of their students' school.**

“

My kiddo checks in to make sure her plate is balanced and complete!”

-parent

Parents/caregivers reporting nutrition-related changes in students at home

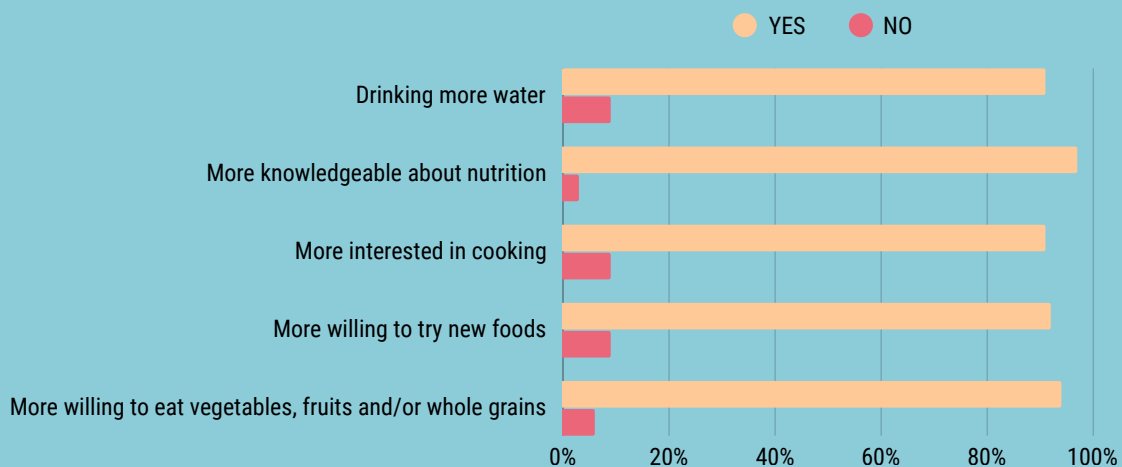


Figure 1.2 Percentage of parents/caregivers who reported positive nutrition-related changes in their students at home after DINE classes in grades K-5.



Picture 2. DINE Elementary School Nutritionist, Kim Barrier, teaches at Parkwood Elementary.



Picture 3. DINE Elementary School Nutritionist, Kia Campbell, teaches a lesson on grains at Oak Grove Elementary.

Teacher survey results

Teachers in grades K-8 were asked about students' nutrition-related behavior changes they noticed after DINE classes. An estimated 171 teachers were asked to complete the survey and **45 responses** were received from **20 elementary and middle schools** (26% return rate).

- **86%** rated the quality of programming as excellent
- **84%** reported students were more willing to try new foods
- **93%** reported students were more knowledgeable about nutrition

See Figure 1.3. Additionally, teachers reported that DINE classes helped reinforce **healthy eating** and provided **exposure to new foods** and **skills students could use for life**.

Students were gifted water bottles from DINE and they use their bottles daily. I also notice them trying the fresh fruits/veggies that are offered during lunch. ”

-teacher

Teachers reporting nutrition-related changes in students after DINE classes

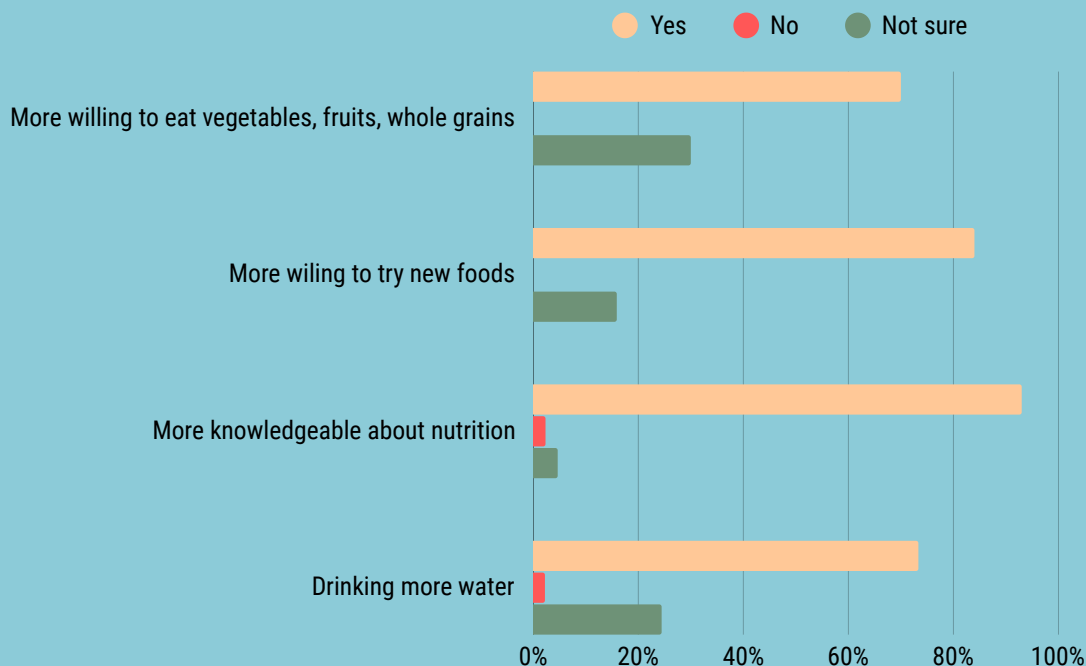


Figure 1.3 Percentage of teachers who reported positive nutrition-related changes in their students after DINE classes in grades K-8.

DINE in Schools teaching philosophy

The DINE curriculum defines health not by body size or appearance, but by how we feel and the choices we make. It promotes a positive, inclusive approach to food and wellness, respecting individual preferences and celebrating diversity. The goal of DINE is to help students develop healthy habits that support their overall well-being and happiness. A list of DINE's Classroom Guidelines can be found on page 27.

After the DINE class series, elementary school students were more likely to know:

- how to identify whole foods, balanced meals, and meals with a rainbow of fruits and vegetables
- foods that belong in the dairy, protein, and grains food groups
- foods that grow on plants and which parts of the plant we eat
- MyPlate concepts and nutrients
- nutrient-rich drinks and the importance of drinking water



After the DINE class series, middle school students were more likely to know:

- how to identify nutrient-dense foods, processed foods, whole grains
- macronutrients and how they support the body
- definitions of a balanced meal, a food swamp, a calorie, and a fad diet
- recommended amounts of added sugar
- lean proteins can be found in plant-based foods
- how food plays a role in chronic diseases



Picture 4 (top). Students cut apples for an apple parfait.

Picture 5 (bottom). Apple Parfait sample.

DINE in Community

Three registered dietitians partnered with **19** community organizations, reaching **955** individuals with nutrition education.



Of the **955 individuals** reached, **37** were **preschool-aged children** and **73** were **school-aged children**. The majority of classes occurred in **community and recreation centers**. DINE in Community dietitians also provided nutrition education at congregate meal sites, family resource centers, public housing sites, food retailers, schools, health clinics and libraries. In total, **85 tailored nutrition lessons** and interactive cooking classes, demonstrating **36 different affordable recipes**, were provided to the community of Durham.



Picture 6. DINE Community Nutrition Specialist Megan Marquis with community members at Maplewood Square Apartments.



Picture 7. Fun at a family cooking night.

Data collection methods

Post-class evaluations were conducted verbally to assess for nutrition-related knowledge and intended behavior change. For knowledge change assessment, participants were asked, “Did you learn anything new in class today?” If a participant raised their hand indicating “yes,” that was counted as an increase in knowledge. For behavior change assessment, participants were asked, “Will you do anything different because of what you learned in class today?” If a participant raised their hand indicating “yes,” that was counted as a positive behavior change. Forty-three percent of classes were surveyed and **353 adults participated in the post-class evaluation**.

Knowledge and behavior change results

80% reported learning something new and
62% plan to make a healthy change.

When participants were asked if they learned anything new from their nutrition class, 282 (**80%**) responded “yes.” When asked if they would do anything differently in their lives because of what they learned during class, 220 (**62%**) responded “yes.” Not all participants who were given the survey answered all the questions.

“
**This recipe will be a
good one for my
diabetes. I am going
to go get the
ingredients today!”**
-community participant



Picture 8. A community member mixes up something tasty at a family cooking class at the Durham County North Regional Library.

After DINE in Community classes, participants were more likely to know how to:

- use fresh, frozen, and canned foods
- read Nutrition Facts labels
- use affordable protein alternatives
- make easy recipes that require little preparation
- mindfully eat while using all five senses
- eat a variety of colorful foods
- choose seasonal products
- identify whole grain ingredients
- role model healthy behaviors in front of children
- include children in safe activities in the kitchen
- save money while eating healthy

845

Adults

85

Lessons

19

Sites

36

Recipes

DINE in Childcare

One registered dietitian partnered with **14** preschool programs, reaching **639** preschoolers with nutrition education.



In addition to preschoolers, DINE in Childcare reached **60 school-aged children** and **16 adults** with nutrition education. Of the **30 preschool classes** taught, **29 (97%)** received a series of 3 or more nutrition lessons. In addition to lessons taught in the classroom, lessons were taught outdoors, in gardens, at elementary schools, and at family resource centers.

Participants were exposed to the following concepts during DINE in Childcare classes:

- fun opportunities to try new foods
- benefits of going outside, gardening, and being active
- play-based lessons on what plants need to grow, how to grow fruits and vegetables, and different edible parts of plants
- the importance of drinking water and eating a rainbow of fruits and vegetables
- kid-friendly tools to eat mindfully

Data collection methods

Program directors and teachers were asked to complete a post-program survey or interview to evaluate program quality and to assess for nutrition-related knowledge and behavior change. The DINE childcare program encompasses direct education and PSE projects, both of which have an impact on nutrition-related changes. Ten programs were surveyed and **10 (100%) rated class interest in DINE programming as excellent** and **10 (100%) rated the quality of DINE programming as excellent**.

639

Preschoolers

14

Childcare
Programs

30

Classrooms

183

Lessons

Post-program behavior change results

100% of childcare program directors reported students were talking more about healthy food and **91%** reported students had increased consumption and/or willingness to try healthy foods.

Nutrition-related changes were assessed by asking, “Have any of your students made any of the following changes since receiving nutrition classes?” Options included,

- “more willing to try vegetables, fruits, and/or whole grains”
- “more consumption of vegetables, fruits, and/or whole grains”
- “more knowledgeable about foods or where foods come from.”

In addition, program feedback and quotes were reviewed for reported nutrition-related changes. A qualitative analysis was completed from answers during the interview. Results showed:

- **79%** are growing more food in the garden
- **86%** have more gardening activities
- **64%** are including families more in gardening



Pictures 9-11 (from left to right). Gardening in a container; Tasting sugar snap peas at Seminary Road Head Start; Smelling dill.

Policy, Systems, & Environmental Changes

DINE supported over **42** community partners with efforts that resulted in **78** new or maintained policy, systems, and environmental changes. DINE helped to facilitate nutrition and physical activity changes by providing technical assistance, connections to resources, and evaluation support where people learn, shop, eat, and play.



Partnership and Collaboration Grow in DCo!

DINE once again provided classroom garden kits in schools and continued to encourage learning about local crops through the Durham Grown project. In FFY25, DINE distributed classroom garden kits to **64 classrooms** reaching **1,127 students**. The kits provided supplies for students to grow and taste microgreens, as well as instructions, lesson plans, and technical support for teachers.

This year, DINE worked collaboratively with Durham County Library, the Seed Library Committee, and the DPS Outdoor Learning team to transfer coordination of the classroom garden kits in future years to Durham County Library. Next year, DINE will work closely with the library to ensure a successful transition of this project.

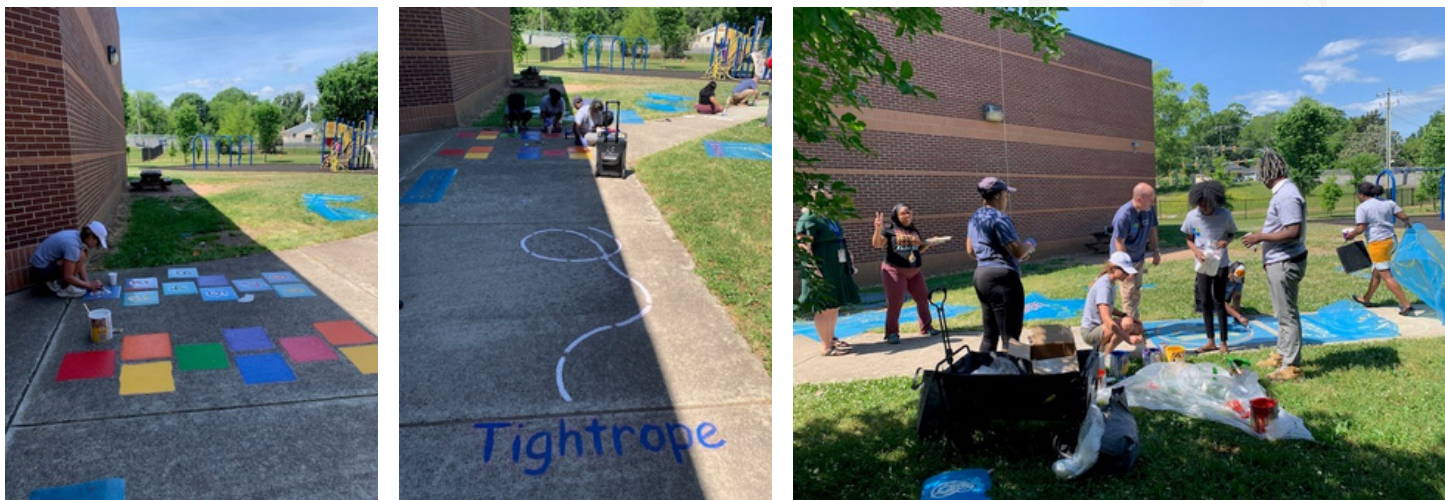


Picture 12 (top). Student harvesting microgreens they grew in the classroom.

Picture 13 (bottom). Student planting pea seeds.

Making a Mark!

DINE worked alongside the Partnership for a Healthy Durham's Physical Activity, Nutrition and Food Access Committee (PANFA) to install playground markings/stencils at various Durham Public Schools to encourage physical activity.



Pictures 14-16. Playground stencil installation at Eastway Elementary School.

DINE connected PANFA to schools interested in the stencil project. DINE Nutritionists, Durham County's PANFA Coordinator and school staff installed the stencils at 5 schools, in playgrounds, along sidewalks, in the front of the school, and down the wheelchair ramp. The stencils include colorful prompts to do various movements such as jumping jacks, hop scotch, and squats!



Pictures 17-18. Examples of sidewalk stencils.

Twice as many dollars for customers at farmers' markets

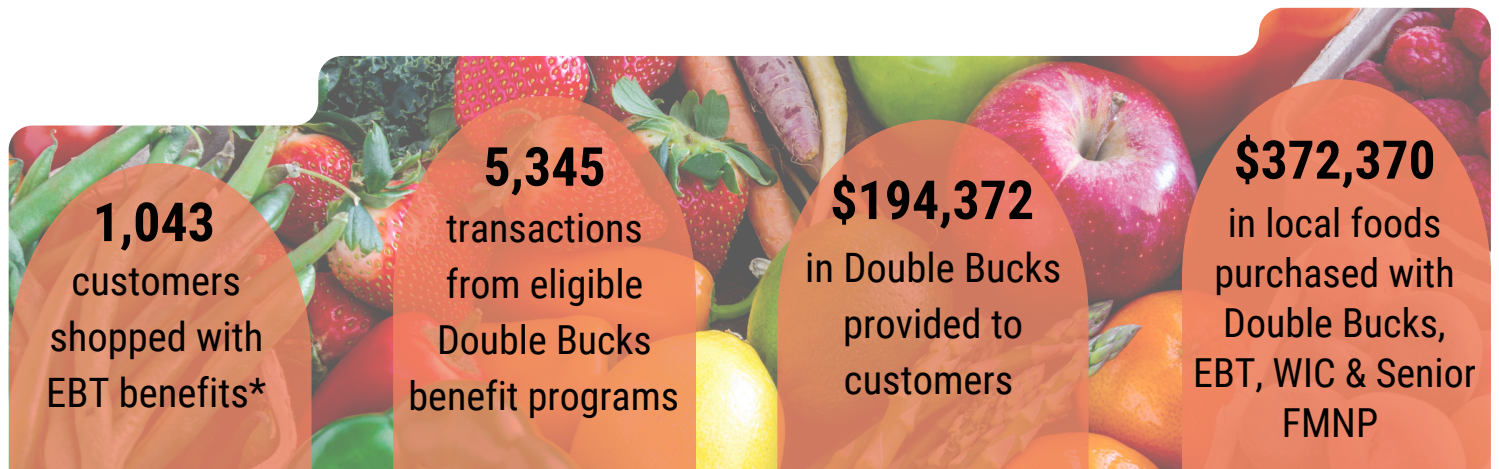
Triangle Double Bucks is a nutrition incentive program that doubles the benefits of SNAP, WIC Farmers' Market Nutrition Program (FMNP) vouchers, Senior FMNP vouchers, and cash for people receiving SNAP, WIC, and housing vouchers.

In FFY25 DINE continued the important and impactful work with Triangle Double Bucks which included:

- Supporting the development of Standard Operating Procedures (SOPs) to formalize the collaborative processes across markets.
- Establishing a cross-county collaboration with Orange County's Health Department, successfully engaging the Orange County Food Security Coordinator to support and promote Double Bucks programming.
- Participating in program governance activities, offering input to strengthen decision-making frameworks and ensuring alignment with Triangle Double Bucks' strategic goals.



Picture 19. People enjoying the Durham Farmers' Market.



Of 208 customers surveyed at eight markets:

82% say Double Bucks has increased the amount of fruits & vegetables they eat

88% say their overall health and wellbeing has improved

89% say their household has been able to buy more food

77% say they shop at the farmers' market because of Double Bucks

*DINE tracks unique customers using the last four digits of the EBT or WIC card. This does not include all unique customers as those who shop with Senior FMNP, cash, or special projects are not tracked.



SAY YES TO WATER

A county-wide campaign encouraging people to drink more water reached at least **13,684 individuals.**

Say YES to Water: A Success Story

Say Yes to Water (SYTW) is DINE's social marketing campaign. The campaign includes messaging in English and Spanish promoted at various locations. In FFY25, DINE continued a partnership with the Dental Clinic and the Maternal Health Clinic, both at DCoDPH.

SYTW posters for the Dental Clinic were hung in February to strengthen Dental Health Month messaging. DINE water bottles with a handout tailored to dental health were distributed to patients visiting the clinic throughout the month.

SYTW posters for the Maternal Health Clinic were hung in November. New patients attending their first appointments to the clinic received a DINE water bottle and a handout tailored to maternal health.



Picture 20. Infused water station at DPS Career day.



Figure 2.0 The Say YES to Water Maternal Health clinic poster. Additional posters can be found in Survey Data and Tools.



Figure 2.1 SYTW handouts

Durham residents were reached with the Say YES to Water campaign through the following channels:

- **Workshops and health fairs** where DINE provided infused water samples and recipes reached **589 individuals**.
- Social media posts, created in both English and Spanish, on **Facebook and Instagram** together reached **627 individuals**.
- Posters displayed in the health department's **Dental and Maternal Health Clinic** reached **3,771 individuals**.
- **Nutrition lessons, handouts, and posters** that included Say YES to Water messaging reached **7,108 students** in elementary and middle schools.
- An **e-newsletter** was sent monthly to **1,139 individuals**. Each issue contained water tips and recipes.
- **Four hundred and fifty calendars**, tailored specifically for Durham residents and which included Say YES to Water messaging, were distributed in both English and Spanish.



Picture 21. DINE Nutritionists share samples of infused water with the community.

Evaluation data showed **17%** of individuals surveyed reported **drinking more water** because of the campaign. This outcome includes the following individuals who completed a survey:

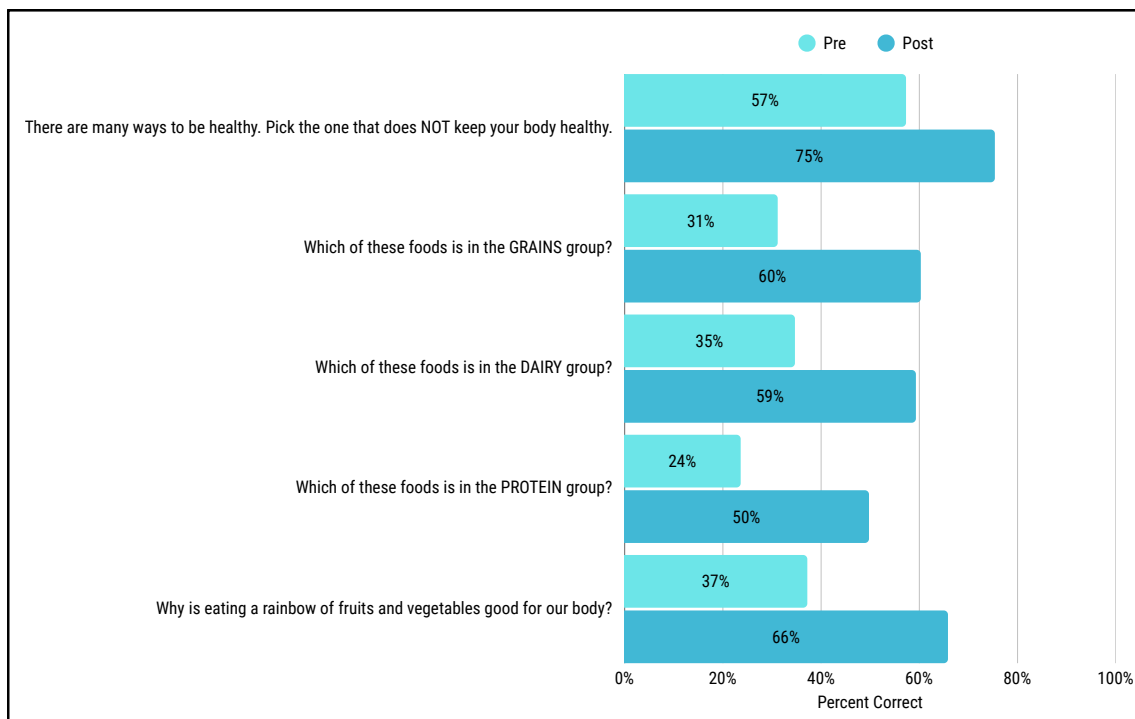
- **15%** of 158 elementary school students
- **11%** of 357 middle school students
- **62%** of 27 Dental Clinic patients

Survey Data & Tools

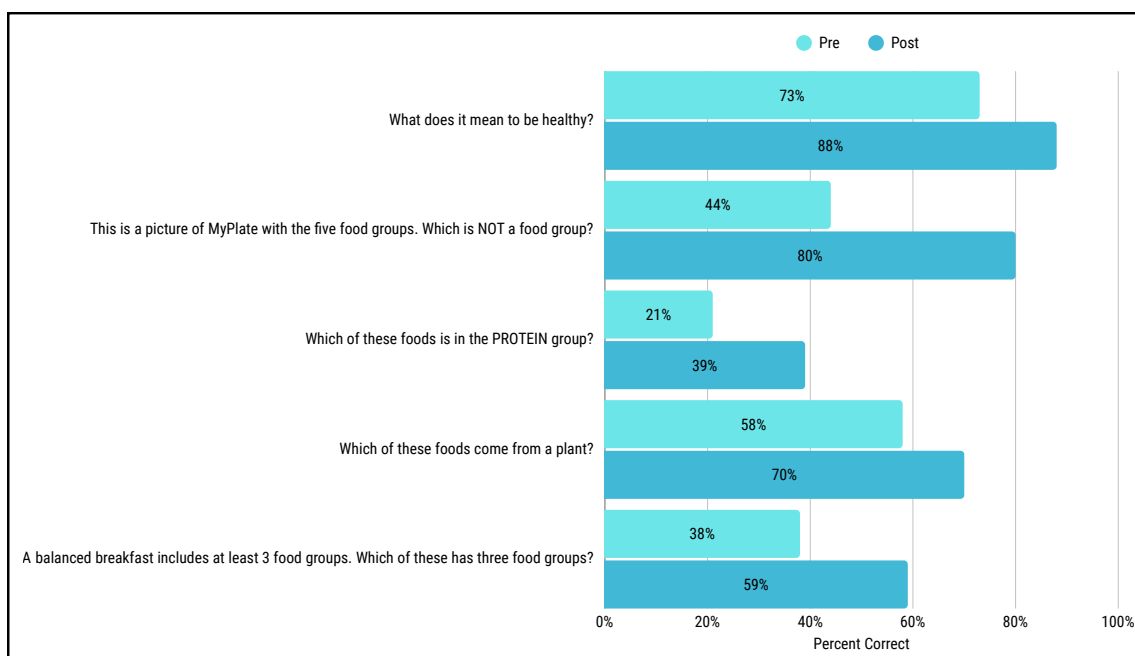
DINE in Schools

Charts A-G below show the questions that were asked in the pre/post-survey to test nutrition-related knowledge in all grades. Questions were designed to test the objectives of all lessons in each grade's curriculum.

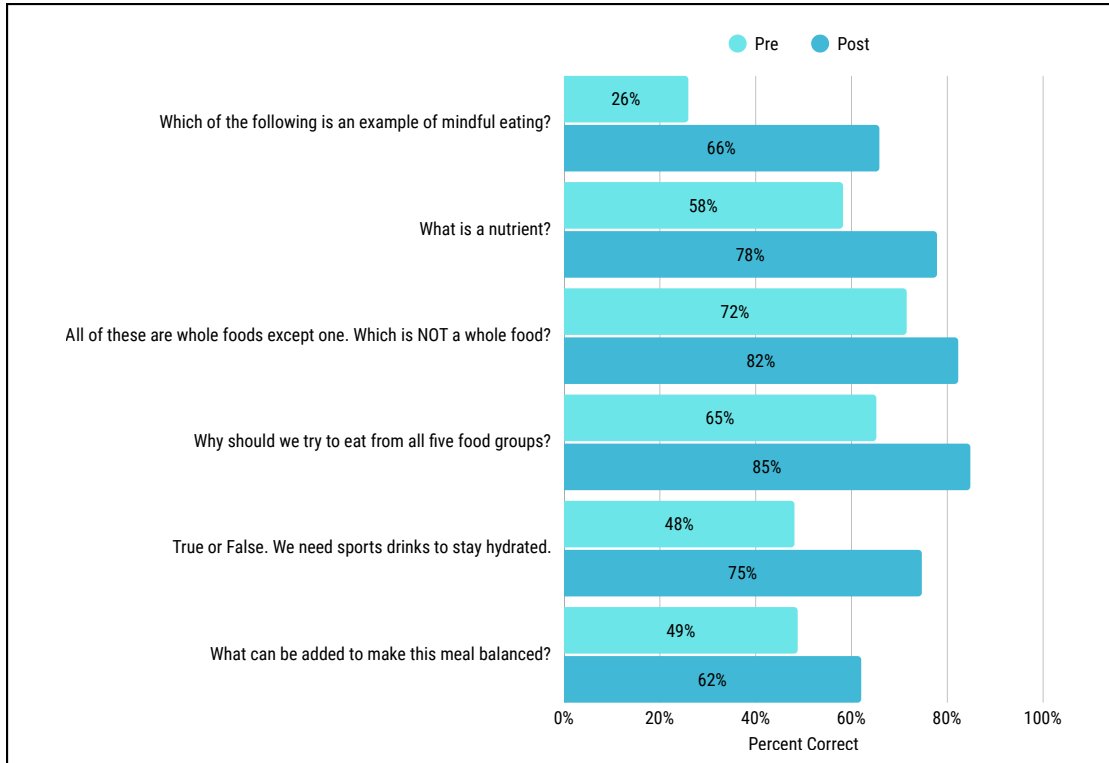
A. Percentage of 2nd grade students who correctly answered pre/post-survey questions



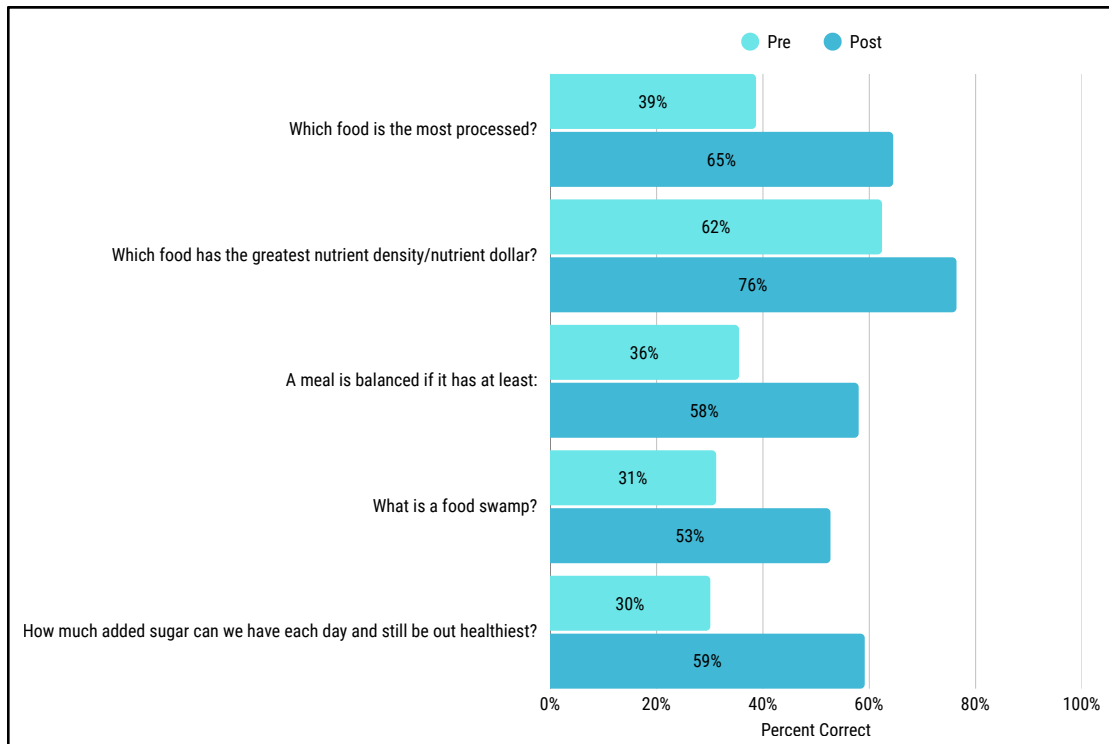
B. Percentage of 3rd grade students who correctly answered pre/post-survey questions



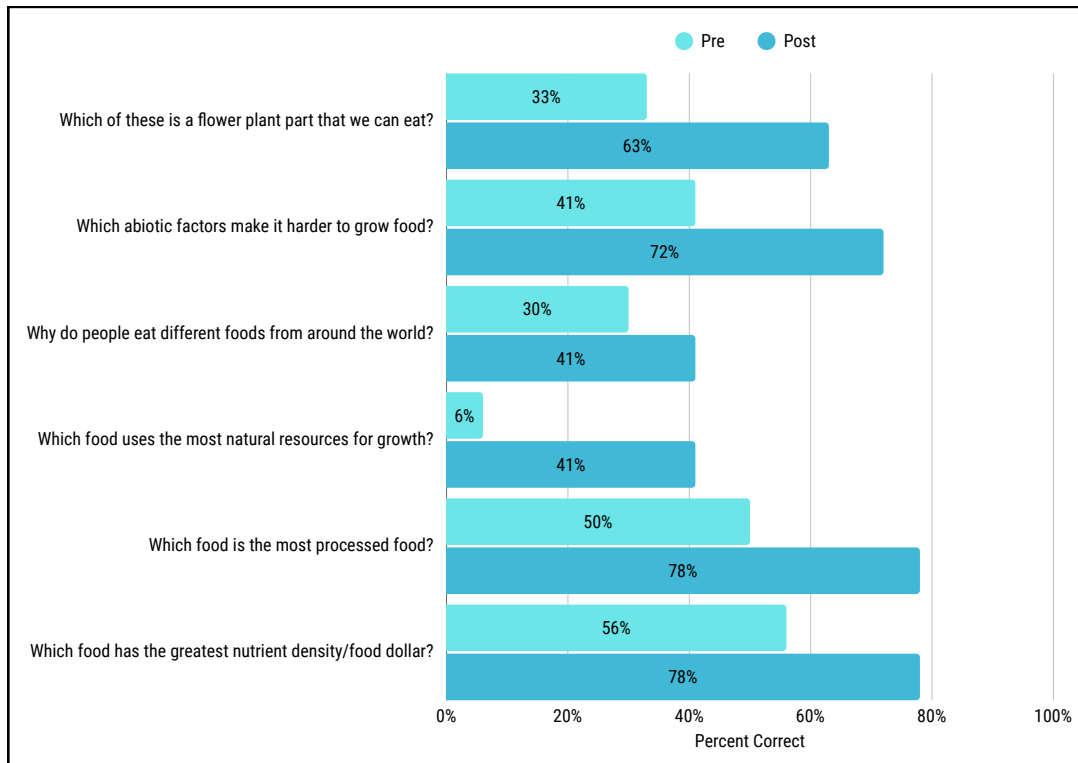
C. Percentage of 4th grade students who correctly answered pre/post-survey questions



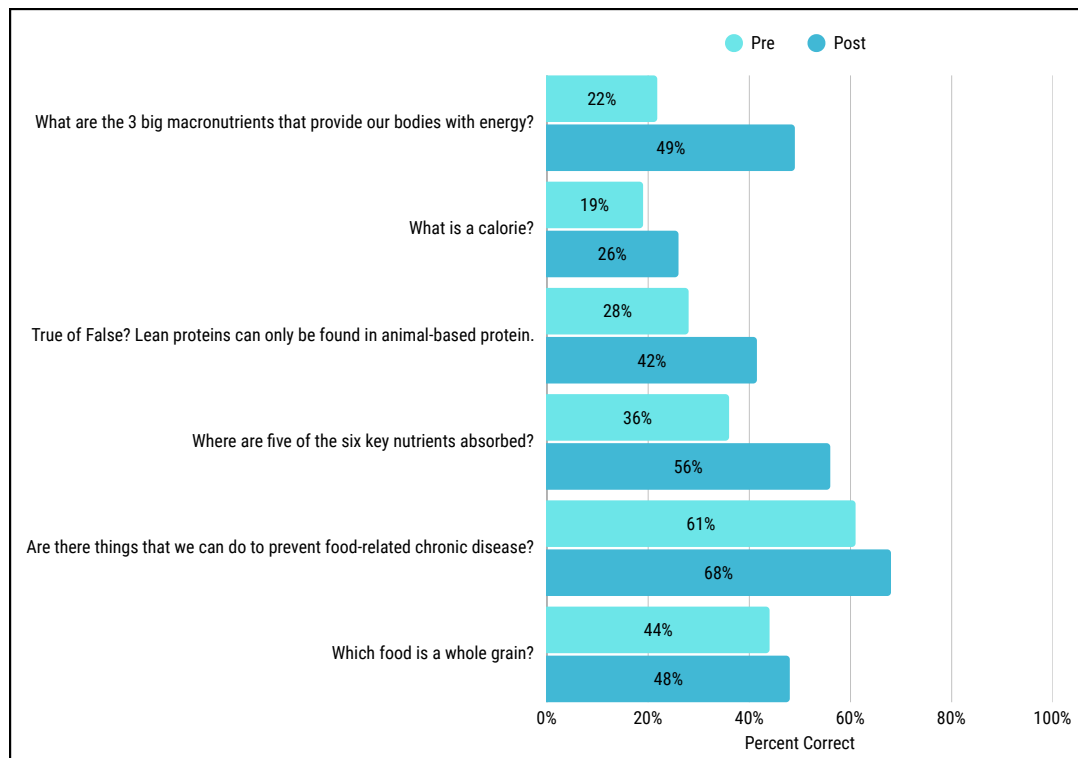
D. Percentage of 6th grade students (Health and PE class) who correctly answered pre/post-survey questions



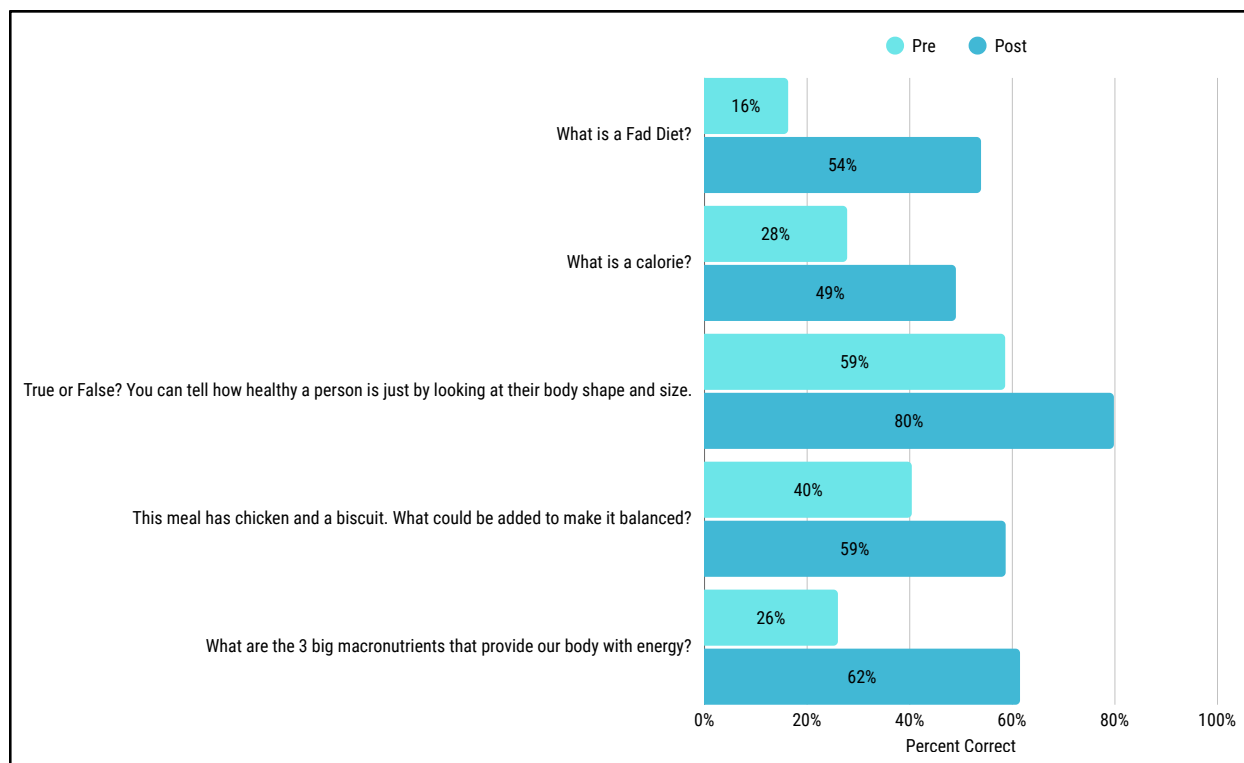
E. Percentage of 6th grade students (Science class) who correctly answered pre/post-survey questions



F. Percentage of 7th grade students who correctly answered pre/post-survey questions



G. Percentage of 8th grade students who correctly answered pre/post-survey questions



Tables H-L below show the questions that were asked in the pre/post-survey for all grades. Questions and answers choices used were approved by SNAP-Ed.

H. Percentage of students screened who increased the variety of fruits consumed each day. The question was, "Do you eat more than one kind of fruit each day?"

Grade	Improved
4th grade	32%
6th grade	27%
7th grade	25%
8th grade	22%

I. Percentage of students screened who increased the variety of vegetables consumed each day. The question was, "Do you eat more than one kind of vegetable each day?"

Grade	Improved
4th grade	35%
6th grade	29%
7th grade	24%
8th grade	14%

J. Percentage of students screened who increased the number of times water was consumed. Students were asked to answer the statement, "I drink water" with various answers.

Grade	Improved
4th grade	15%
6th grade	10%
7th grade	8%
8th grade	17%

K. Percentage of students screened who decreased the number of times sugar sweetened beverages were consumed. Students were asked to answer the statement, "I drink sugary beverages (like soda, fruit drinks, sports drinks. Does not include 100% fruit juice)" with various answers.

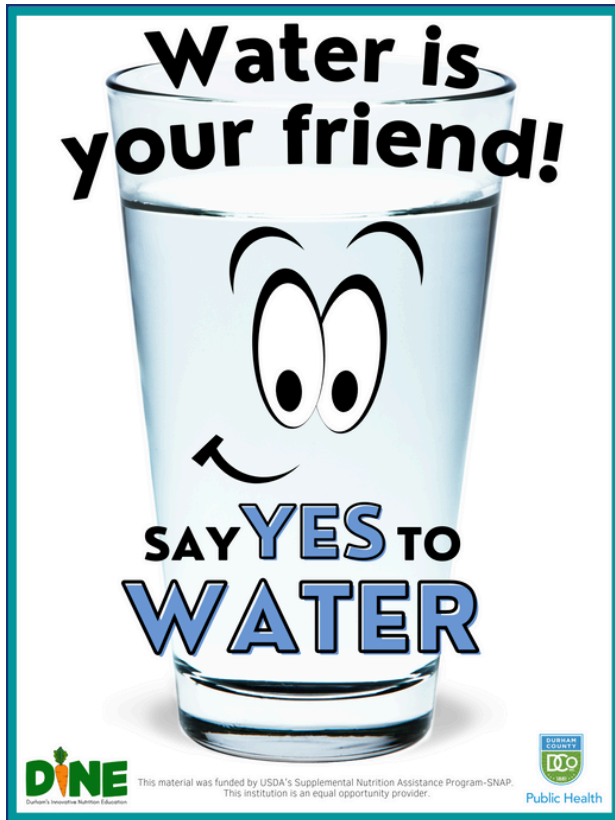
Grade	Improved
4th grade	17%
6th grade	24%
7th grade	30%
8th grade	15%

L. Percentage of student screened with matched surveys by grade level.

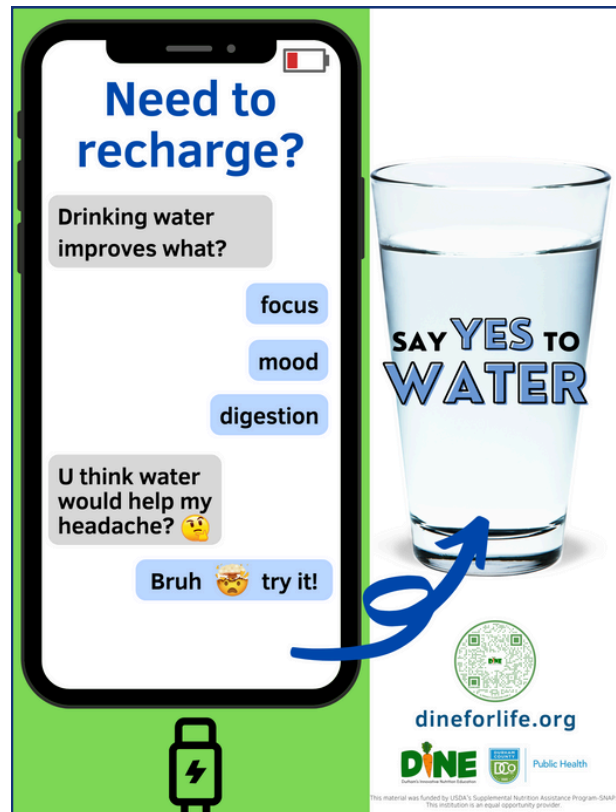
Grade	Approximate students receiving series	Matched surveys	Percent of students reflected in data
2nd	918	199	22%
3rd	785	66	8%
4th	628	158	25%
6th	578	147	25%
7th	381	106	28%
8th	609	104	17%
Total	3,899	780	20%

Pictures M-T below are the SYTW campaign posters used in FFY25.

M. Elementary school poster



N. Middle school poster



O. Dental Clinic poster



P. Maternal Health Clinic poster



Pictures Q-T below are the SYTW campaign handouts used in FFY25.

Q. Build Your Own Infused Water Handout

Build Your Own INFUSED WATER



Citrus

- Lemon
- Lime
- Orange
- Grapefruit

Berries

- Strawberries
- Blueberries
- Raspberries
- Blackberries

Melon
rinds removed

- Cantaloupe
- Honeydew
- Watermelon

Tropical Fruits
peels removed

- Pineapple
- Kiwi
- Mango

Fresh Herbs

- Basil
- Cilantro
- Mint
- Rosemary
- Ginger

Try just one fruit or mix and match ingredients.

Start with about 1/2 cup of fruit with 2 cups of water. Add more or less fruit as you like.

SAY YES TO WATER

DIRECTIONS

1. Rinse all produce well.
2. Cut or slice different fruits and/or herbs as needed to fit in the bottle, pitcher, jar, etc.
3. Add about 1/2 cup of your produce to a container. Add 2 cups of water. Allow flavors to blend at least two hours in the refrigerator.
4. Keep refrigerated and drink within 1-2 days. Enjoy!

This material was funded by USDA's Supplemental Nutrition Assistance Program - SNAP. This institution is an equal opportunity provider.

Prepare su propia INFUSIÓN DE AGUA



Citrus

- Limon
- Limon verde
- Naranja
- Pomelo

Berries

- Fresas
- Arándanos
- Frambuesas
- Moras

Melón
sin cascara

- Melón
- Melón verde
- Sandia
- Tom chabacano

Frutas Tropicales
sin cascara

- Piña
- Kiwi
- Mango

Herbas Frescas

- Albahaca
- Cilantro
- Menta
- Romero
- Jengibre

Use solo una fruta o pruebe una combinación de ingredientes.

Comience con 1 taza de fruta y 4 tazas de agua. Agregue más fruta si desea.

DILE SÍ AL AGUA

Instrucciones

1. Enjuague los ingredientes.
2. Pique las frutas, verduras, o hierbas para que entren en una botella, una jarra, o lo que quiera usar.
3. Agregue los ingredientes al recipiente. Ponga el agua y deje reposar en el refrigerador por al menos dos horas.
4. Mantenga refrigerado hasta uno o dos días. ¡Buen provecho!

Este material fue financiado por el Programa de Asistencia Nutricional suplementaria del USDA - SNAP. Esta institución ofrece igualdad de oportunidades.

R. Dental Clinic SYTW Handout

Tips for Healthy Teeth



BRUSH

Brush your teeth at least **2 times a day**. Brush after breakfast and before you go to bed. Help kids brush. They need help brushing the top, bottom, front and back of all their teeth.

FLOSS

Floss between all teeth **every day**. Flossing keeps your gums healthy and helps clean in between teeth.

Drink WATER

SAY YES TO WATER What does that mean? Choose **WATER** to drink **MOST OF THE TIME**. Water can help clean your teeth. Offer milk with meals. Drinks like soda, fruit punch, sports drinks, and drink boxes have a lot of sugar. Sugar can increase the chance of tooth decay.

Go to the DENTIST

Visit the dentist 2 times a year. They can help keep teeth healthy.

Set an example

Let kids see you take care of your own teeth by modeling good brushing and eating habits.

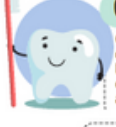
Choose Healthy Foods

Choose foods from the **MyPlate** example. Each food group is important for healthy teeth.

You got this!

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Consejos para unos dientes sanos



Cepillarse los dientes

Cepillate los dientes al menos **2 veces al día**. Cepillate después del desayuno y antes de acostarte. Ayuda a los niños a cepillarse. Ellos necesitan ayuda para cepillarse los dientes de arriba, los de abajo, los de adelante y los de atrás.

Usar hilo dental

Utiliza hilo dental entre todos los dientes, **todos los días**. El hilo dental mantiene las encías sanas y ayuda a limpiar entre los dientes.

Beber agua

DILE SÍ AL AGUA ¿Qué significa esto? Elige beber **AGUA LA MAYORÍA DE LAS VECES**. El agua puede ayudar a limpiar tus dientes. Ofrece leche con las comidas. Las bebidas como los refrescos, el ponche de frutas, las bebidas deportivas y bebidas en caja tienen mucha azúcar. El azúcar puede aumentar la posibilidad de caries en los dientes.

Ir al dentista

Visita al dentista 2 veces al año. Este puede ayudarte a mantener los dientes sanos.

Dar ejemplo

Deja que los niños te vean cuidar de tus propios dientes dando ejemplo de buenos hábitos de cepillado y alimentación.

Elegir alimentos saludables

Elige alimentos que están como ejemplo en **miPlato**. Cada grupo de alimentos es importante para tener dientes sanos.

¡Tú puedes!

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S.Tips SYTW handout

Tips for Drinking More Water

Our bodies need water every day. We need to stay hydrated to help our bodies feel their best. Water helps prevent headaches, improve focus, and improve mood.



Carry water with you

- Carry a reusable water bottle wherever you go. Refill it during the day.
- Having water with you during the day makes it easier to choose water over other drinks.

Add flavor

Add fruit or herbs to water. Try one of these or mix some together for more flavor:

- Lemon slices
- Orange slices
- Berries
- Melon
- Cucumber slices
- Pineapple
- Ginger
- Mint
- Basil



SAY YES TO WATER

Choose **WATER** to drink **MOST OF THE TIME**:

- Keep a glass of water by your bed. Drink some when you first wake up and at night when you go to bed.
- Drink water while you wait for your morning coffee to brew.
- Choose water to drink with meals.
- Save money by not buying other drinks.

Times you need more water

Your body needs more water when:

- It is hot outside.
- You are physically active.
- You are sick or feeling ill.



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Consejos para beber más agua

Nuestros cuerpos necesitan agua todos los días. Necesitamos mantenernos hidratados para que nuestro cuerpo se sienta lo mejor posible. El agua ayuda a prevenir dolores de cabeza, a mejorar la concentración y a levantar el ánimo.



Lleve agua con usted

- Lleve una botella reusable de agua a todas partes. Rellénela durante el día.
- Tener agua a su alcance durante el día hace que le resulte más fácil elegir agua en lugar de otras bebidas.

Añada sabor

Añada fruta o hierbas al agua. Pruebe con alguna de estas frutas o mézclelas para más sabor:

- Rodajas de limón
- Rodajas de naranja
- Melón
- Rodajas de pepino
- Bayas (fresas, frambuesas, mora, arándano)
- Piña
- Jengibre
- Menta
- Albahaca



DILE SÍ AL AGUA

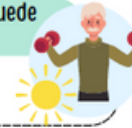
Elija beber agua la mayoría de las veces:

- Mantenga un vaso de agua junto a su cama. Beba un poco al acostarse y al levantarse.
- Bebe agua mientras espera a que se prepare el café de la mañana.
- Bebe agua con las comidas.
- Ahorre dinero al no comprar otras bebidas.

Momentos en los que puede necesitar más agua

Su cuerpo necesita más agua cuando:

- Hace calor afuera.
- Realiza actividad física.
- Está enfermo o se siente mal.



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T. Maternal Health Clinic SYTW Handout

Tips for Pregnant Women

If you have nausea

- Try dry toast, whole-grain crackers, pretzels, or dry cereal.
- Snack on these foods throughout the day to help with nausea.



Prevent constipation

- Eat high-fiber foods like whole-grain breads and cereals, oatmeal, fruits, vegetables, and beans.
- Drink plenty of water.
- Regular physical activity can help too.



SAY YES TO WATER

What does that mean?

- Choose **WATER** to drink **MOST OF THE TIME**.
- Limit drinks like soda, energy drinks, and sports drinks. They have a lot of sugar.



If you have heartburn

- Eat smaller meals spread throughout the day.
- Avoid too many spicy foods, acidic foods, and greasy or fried foods.
- Do not lie down soon after eating.



Follow food safety guidelines

You and your unborn child are at a higher risk of foodborne illness.

- Make sure cooked foods are cooked/re-heated thoroughly.
- Limit high mercury fish (swordfish, shark, mackerel, or tilefish).
- Avoid unpasteurized juices, milk, and cheeses.



Choose healthy foods

Each MyPlate food group is important for mom and baby.

- Choose different colorful fruits and vegetables to get a variety of vitamins and minerals.



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Consejos para mujeres embarazadas

Si tiene náuseas

- Coma pan tostado solo, galletas integrales, pretzels o cereales secos.
- Coma estos alimentos a lo largo del día para aliviar las náuseas.



Prevenga el estreñimiento

- Consuma alimentos ricos altos en fibra, como panes y cereales integrales, avena, frutas, vegetales y legumbres.
- Bebe mucha agua.
- También puede ayudar, realizar actividad física de manera regular.



DILE SÍ AL AGUA

¿Qué significa esto?

- Elija beber **AGUA LA MAYORÍA DE LAS VECES**.
- Limite las bebidas como refrescos/gaseosas, bebidas energéticas y deportivas. Estas tienen mucha azúcar.



Si tiene acidez estomacal

- Coma porciones más pequeñas, repartidas a lo largo del día.
- Evite alimentos demasiado picantes, ácidos, grasientos o fritos.
- No se recueste inmediatamente después de comer.



Siga las guías de higiene de alimentos

Usted y su bebé corren mayor riesgo de contraer enfermedades transmitidas por los alimentos. Asegúrese que los alimentos cocinados queden bien cocidos/recalentados.

- Limite el consumo de pescado con alto contenido de mercurio (pez espada, tiburón, caballa o blanquillo).
- Evite los jugos, leches y quesos no pasteurizados.



Elija alimentos saludables

Cada grupo de alimentos de **MyPlate** es importante para la mamá y el bebé.

- Elija frutas y vegetales de distintos colores para obtener variedad de vitaminas y minerales.



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DINE in Schools



Classroom Guidelines



1. We teach that being healthy is about what we do and how we feel and not about the size and shape of our body.
2. We don't label any food as good or bad. All foods can be a part of a healthy, happy life.
3. We encourage students to taste new foods, but never force them.
4. We support and promote school meals. Many students rely on these nutritious meals as an important part of their diet.
5. We focus on eating a variety of foods from the five food groups on MyPlate.
6. We acknowledge that people have different access to food and exercise.
7. We respect different taste preferences. We use the phrase "Don't Yuck My Yum" to explain this concept to students.
8. We do not use food or exercise as rewards or punishment.
9. Our school community consists of people from different communities and cultures. We value and celebrate their perspectives and gifts.

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