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Internship Dates: December 2019 - May 2019


Internship Supervisor: Kelsey Kinsey - Program Manager

Organization: Kid Healthy

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**Acknowledgements**

Firstly, I want to express my appreciation to WRPI for giving me this opportunity. Thank you, Christina Rodriguez, for being at the logistics forefront of this internship. Christina went above and beyond for her interns by providing donations for a health fair event!

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**Executive Summary**

As a Health and Advocacy Intern, my internship with Kid Healthy gave me the opportunity to gain direct experience in coordinating their Parents En Acción (Parents in Action) program. This program's focus is to engage parents as active volunteers and serve as health advocates in their children's lives. The program begins with a six-class series teaching physical activities and health education. After the initial training, these parent volunteers lead recess activities to measurably increase children's physical activity levels.

My role in this program was to develop and coordinate parent-led recess activities, organize monthly meetings and provide health education training. The health education training I provided focused primarily on increasing water consumption and encouraging water assessment. I lead "Rethink Your Drink" classes at several schools. This class taught parents and students how to read the nutrition labels to determine the amount of sugar in drinks, how to convert grams of sugar into teaspoons, and presented visuals of how much sugar are in common drinks. I also taught about the importance of drinking water, the negative health effects of sugar, and why they should seek healthier beverages. After doing the Rethink Your Drink portion, I lead "blind water taste tests." The attendees were blindly provided three different types of water (tap with ice, filtered, and spa water with tap) and asked to vote which one they liked the best. The goal of this task was to destigmatize tap and show that it is safe, and tasty to drink.

My partner Angelica and I were also responsible for completing water assessments at five different schools to determine whether or not they were in high need for a water filtration and distribution system—what is called a hydration station. Two schools were selected to receive the station; the two schools have begun to discuss their future instillation. Additionally, we conducted donation request outreach, social media curation, and support for the sister program Cooking Up Change.

## Project Objectives

The internship's major project goals were to coordinate and launch a two-week long water campaign at designated school sites and to provide health education that focuses on water consumption. I assessed the water sources at Lawrence and Zeyen Elementary Schools. After the assessments, I wrote a summary of findings about the water sources (See Appendices A and B). These summaries were used to select the schools that would receive a hydration station. Major progress was made on the first goal; however, the installation of the hydration stations has not yet occurred and therefore the two-week long campaigns have been paused. The second goal was to encourage water consumption amongst parents and students. This goal was completed by hosting "Rethink Your Drink" classes and blind water taste tests at parent meetings and events.

My supervisor, Kelsey Kinsey, and I also created a timeline for additional internship objectives. All of the objectives, besides the water campaign, were completed during my internship. The timeline included:

- Host a minimum of two water assessments by February 28, 2019.
- Launch two, two-week long water campaign activities at designated school sites.
- Curate and manage social media content for Cooking up Change until April 25, 2019.
- Collect donations for Cooking Up Change by April 25, 2019.
- Conduct 2 site visits at designated school sites per month.
- Support an estimate of twenty parent meetings by May 31, 2019.

## Project Approach

Before water campaigns could be hosted, two high-need schools had to be selected to receive a hydration station. I selected to assess Zeyen and Lawrence Elementary Schools' water sources. The first step of this process was to coordinate with the Kid Healthy Volunteer Coordinator at the school, the school staff, and volunteers to find a day to assess the water. After a date was selected, I asked staff to provide a map with labeled water sources. The assessments required evaluation sheets, a measuring cup, and a thermometer. The parents and I were looking for drinkability, clarity, smell, sediments, temperature, and water flow. I involved the parents by having them do each step in the assessment themselves and reporting it back to me. After the assessments, I wrote a summary of findings about the water resources. From this, I determined whether the school was in need of a hydration station. I concluded that Zeyen was not in need. It was determined that Lawrence Elementary would definitely benefit from a high-quality water station. Lawrence and Westmont (Angelica's assessed school) were approved to receive the station by Orange County United Way and Kid Healthy staff. Kid Healthy and the schools are now working on logistics of the installation.

The second goal was to provide health education focused on water consumption. To do so, we presented the RTYD class at events and parent meetings. The RTYD kit included beverage bottles filled with the amount of sugar in them; this served as a visual representation of how much sugar is actually in their drinks. Beverages included juice, soda, energy drinks, vitamin-flavored drinks, and more. I engaged the participants by asking them to do one of the beverage sugar calculations followed by a student measuring out the teaspoons of sugar into a clear cup. I would ask, "Would you drink this much sugar with just water?!" The parents and students would look in disgust and firmly say no. From there, I would discuss the benefits of drinking water instead of these drinks. After the RTYD demonstration, the blind taste test would take place. We used supplies that were approved by the CSU WRPI Community Water Internship Program. Parents would blindly select the spa water. Little did they know that this spa water was made with tap water! This was meant to show parents that tap water is a drinkable source and encourage its consumption.

## Project Outcomes

The water assessments served as a way to involve parents in water quality testing and advocacy. The parents who attended the assessments expressed a high need for the water quality to be better maintained. They valued learning that some of the water sources smelt like chlorine, were broken dirty, or had low flow because they were not aware of these negatives before. The parents felt empowered to attain better water for their children. One of the schools that I assessed—Lawrence Elementary—was selected to receive a water hydration station. They are planning logistics on where the station can be installed. Unfortunately, one school opted out of the opportunity to be a part of the assessment. Only 4 of the 5 original schools were assessed because of this.

The Rethink Your Drink (RTYD) classes are a lot of fun. The parents start with a dropped jaw caused by finding out the amount of sugar in their drinks and often leave pledging to drink more water. At Heroes Elementary, the parents said that RTYD was their favorite class of the six-class series. I was surprised to find that many people do not know that some beverages have more than one serving; they were completely shocked to see the conversion from grams to teaspoons. This class helped parents and kids visualize how much sugar is in their beverage and why this is detrimental. After the RTYD, the blind water taste test would follow. Often parents would unknowingly select tap water as their favorite choice out of the options. This taste test shows that tap water is still a valid, safe, and easily accessible way to get water. We also provided ways to "spice" up their children's water with different spa water renditions.

## Conclusion

My internship with Kid Healthy has provided me with the opportunity to advance the skills needed in my future career. I furthered my public speaking skills by leading Rethink Your Drink classes, leadership skills through coordination of the program, communication skills through supporting my volunteer coordinators daily, and planning skills via parent meeting implementation. All of these skills are transferable and needed in the workplace today. I am grateful for the balance of autonomy and guidance in this internship as this dynamic will exist in my future career. I plan to go into a career that provides health education and will use what I have learned with Kid Healthy going forward. I hope that the parents and students involved in this program continue to be water-advocates, rethink their drinks, and leave healthy imprints on their families and communities.

A.1 Lawrence Elementary Water Assessment - Summary of Findings.

## Water Assessment – Lawrence Elementary

On 2/8/19, 17 parent volunteers assisted Kid Healthy in assessments of four major water sources at Ernest. O Lawrence Elementary School, Garden Grove USD. Results of assessment are below, with red text indicating areas of concern:

| Water Source | #1 Cafeteria | #2 Outdoors Building B (located between bathrooms) | #3 Outdoors Building D (located between bathrooms) | #4 Outdoors Building L (located between bathrooms) |
|---|---|---|---|---|
| Type of water source? | Water fountain | Water fountain | Water fountain | Water fountain |
| Water available to? | Students<br>Parents<br>Faculty/Staff | Students<br>Parents<br>Faculty/Staff | Students<br>Parents<br>Faculty/Staff | Students<br>Parents<br>Faculty/Staff |
| Is water actually available to drink? | Yes | Yes | NO<br>• Broken<br>• Very low flow | NO<br>• Broken<br>• Very low flow |
| Water source dirty or clean? | Clean<br><br>Food found in fountain | DIRTY<br><br>Area surrounding is dirty | DIRTY<br><br>Dirt and trash/debris in basin | DIRTY<br><br>Area surrounding is dirty |
| Obstructions to source? | No | No | No | No |
| Are there cups available at this water source? | No | No | No | No |
| How many seconds to fill up an 8 oz cup | 15 seconds | 15 seconds | 35 seconds | 45 seconds |
| Temperature of water? (°F) | 52.2 | 58.1 | 58 | 51.4 |
| What color is water? | Clear | Clear | Clear | Clear |
| How cloudy is the water? | No cloudiness, no sediment | No cloudiness, no sediment | No cloudiness, no sediment | No cloudiness, no sediment |
| Does the water smell? | No smell detectable | SLIGHT CHLORINE SMELL | SLIGHT CHLORINE SMELL | STRONG CHLORINE SMELL |
| Are there any signs, posters, or advertisements located nearby about consuming water or other beverages? | NO | NO | NO | NO |

## Water Assessment – Lawrence Elementary


Water Source #1:
Fountain relatively clean; however, food found in the water basin.

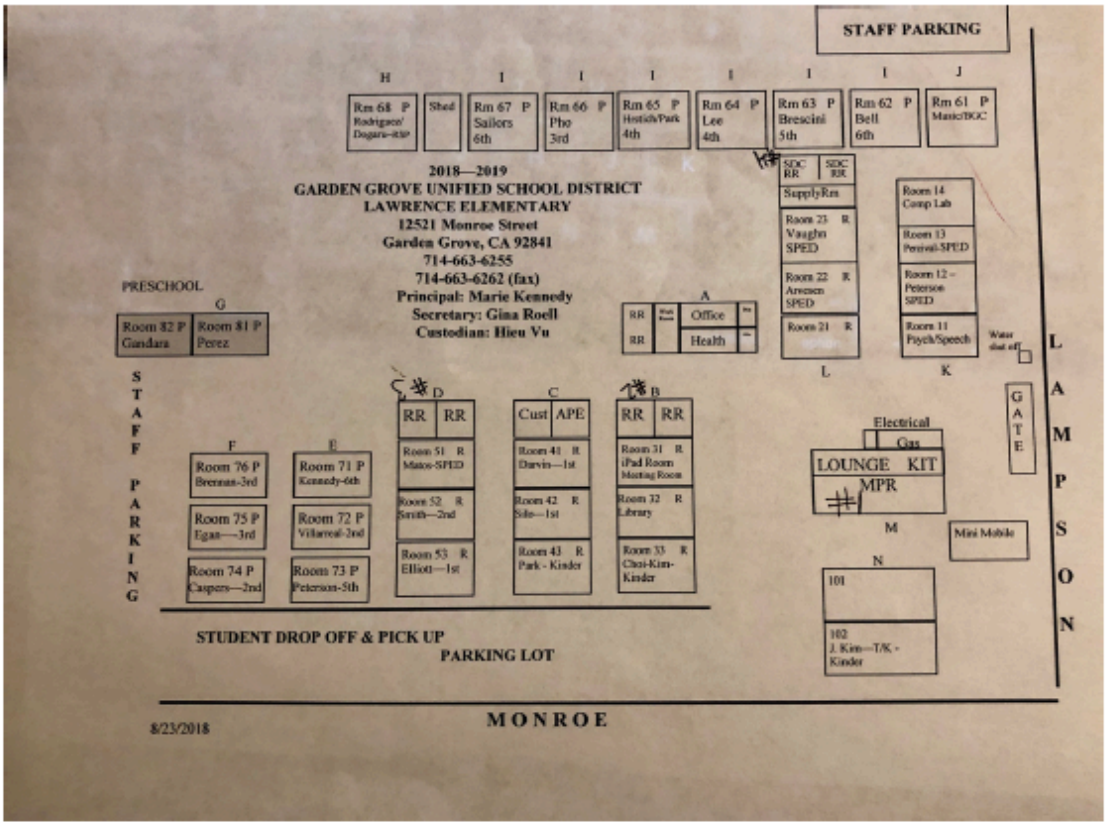

Water Source #2:
The fountain had very low flow. Students had to put their mouths very close to the spout. Calcium is built up on fountain.


Water Source #3:
Calcium buildup on fountain; dirty basin.


Water Source #4:
Leaves, dirt, and calcium buildup found in basin. Source had very low water flow and STRONG chlorine smell.

## Water Assessment – Lawrence Elementary

Below is a map of Lawrence Elementary School with water sources labeled:




| Recommendation |
| --- |
| Lawrence Elementary School is in high need of a hydration station. The school only has four major water sources, two of which have areas of concern. Most concerning is that the water smells of chlorine and has very low flow. Students have to lean very close to the fountain in order to drink water—presenting a health concern.<br><br>Due to these findings, this school would benefit from a hydration station. Inside the cafeteria (either next to or in place of the existing water fountain) is a possible location. |

A.2 Zeyen Elementary Water Assessment - Summary of Findings

## Water Assessment –Zeyen Elementary

On 2/25/19, 4 parent volunteers assisted Kid Healthy in assessments of five major water sources at Louis G. Zeyen Elementary School, Garden Grove USD. Results of assessment are below, with red text indicating areas of concern:

| Water Source | #1 Back of Building D | #2 Between buildings C & D | #3 Between buildings B & C | #4 Building F | #5 Building H |
|---|---|---|---|---|---|
| Type of water source? | Water fountain | Water fountain | Water fountain | Water fountain | Water fountain |
| Water available to? | Students Parents Faculty/Staff | Students Parents Faculty/Staff | Students Parents Faculty/Staff | Students Parents Faculty/Staff | Students Parents Faculty/Staff |
| Is water actually available to drink? | Yes | Yes<br>VERY LOW<br>FLOW | Yes | Yes | Yes |
| Water source dirty or clean? | Clean<br>Bugs in basin | Clean | Clean<br>Bugs in basin | DIRTY/ DOES NOT DRAIN/ LOW FLOW | Clean |
| Obstructions to source? | No | No | No | No | No |
| Are there cups available at this water source? | No | No | No | No | No |
| How many seconds to fill up an 8 oz cup | 17 seconds | 40 seconds | 15 seconds | 17 seconds | 9 seconds |
| Temperature of water? (°F) | 58.7 | 60.3 | 58.5 | 60 | 60.5 |
| What color is water? | Clear | Clear | Clear | Clear | Clear |
| How cloudy is the water? | No cloudiness, no sediment | No cloudiness, no sediment | No cloudiness, no sediment | No cloudiness, no sediment | No cloudiness, no sediment |
| Does the water smell? | No smell detectable | No smell detectable | No smell detectable | No smell detectable | No cloudiness, no sediment |
| Are there any signs, posters, or advertisements located nearby about consuming water or other beverages? | NO | NO | NO | NO | NO |
| Notes | | | | Most used fountain | Fountain drips |

## Water Assessment –Zeyen Elementary


Water Source #1: Fountain clean with clean, clear water; however, there are bugs on the fountain.


Water Source #2: This water fountain required a hard press of the button to dispense water. It had very low flow and took 40 seconds to fill an 8 oz. cup.


Water Source #3: Fountain clean with clean, clear water; however, there are bugs in the fountain.


Water Source #4: This fountain is of most concern; it was noted by the Volunteer Coordinator that this is the most frequently used. The fountain was dirty, had low flow, and did not drain.

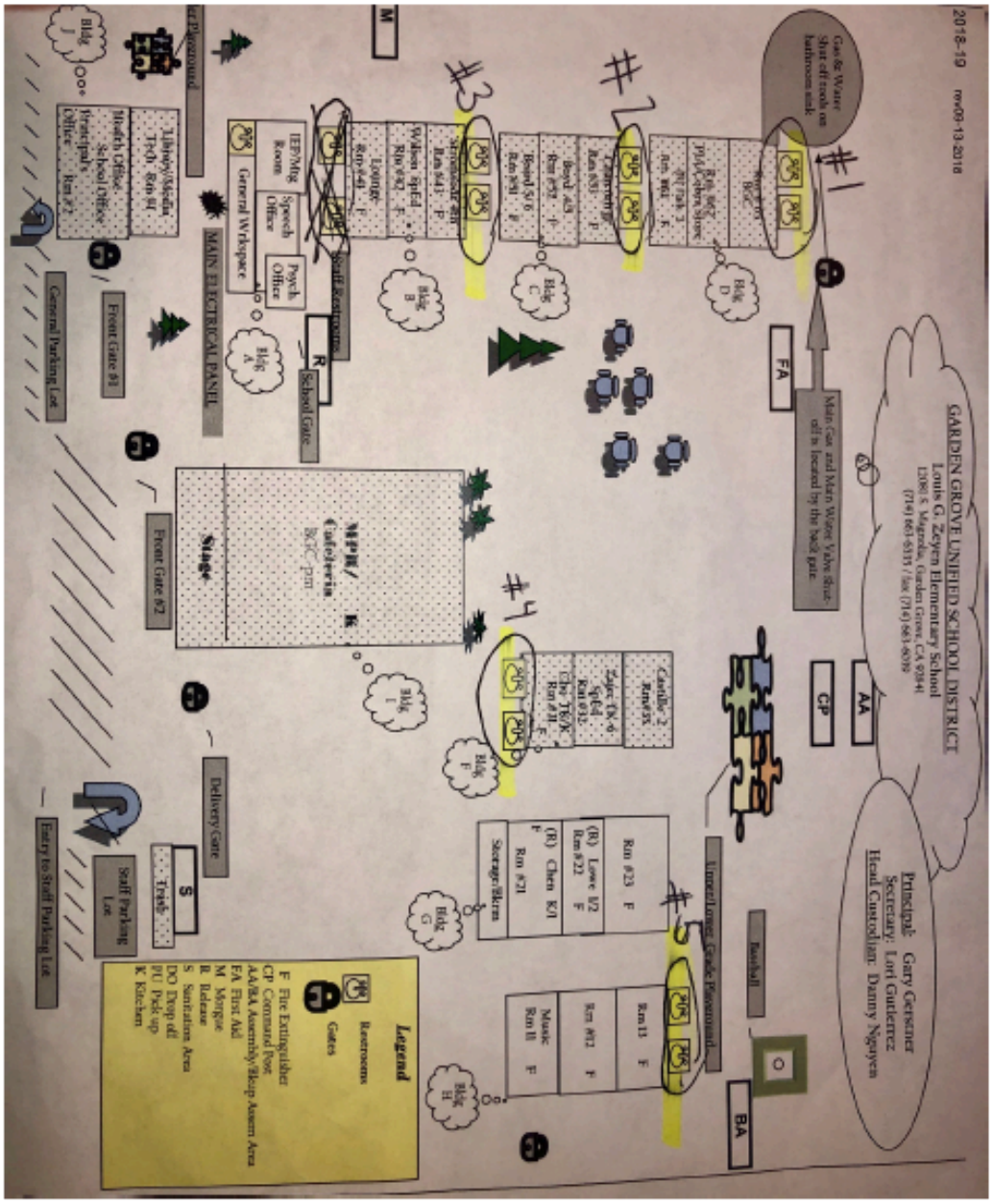
## Water Assessment –Zeyen Elementary


Water Source #5: This fountain had clean water. There is a drip underneath the fountain.

| Recommendation |
| --- |
| Louis G. Zeyen Elementary School's five major water sources produce drinkable water. The parents thought the water sources were agreeable and clean. This school is not in need of a hydration station, as they already provide students with quality water. Minor cleaning and maintenance would aid in promoting the consumption of water. |

## Water Assessment –Zeyen Elementary

Below is a map of Zeyen Elementary School with water sources labeled:



A.3 “Rethink Your Drink” and Blind Water Taste Test

A.4 Santa Ana Unified School District Health Fair Tabling (Rethink Your Drink and Blind Water Taste Test) with giveaways provided by WRPI and Christina Rodriguez


A.5 Updated Rethink Your Drink Infographic

A.6 Social Media Post Example