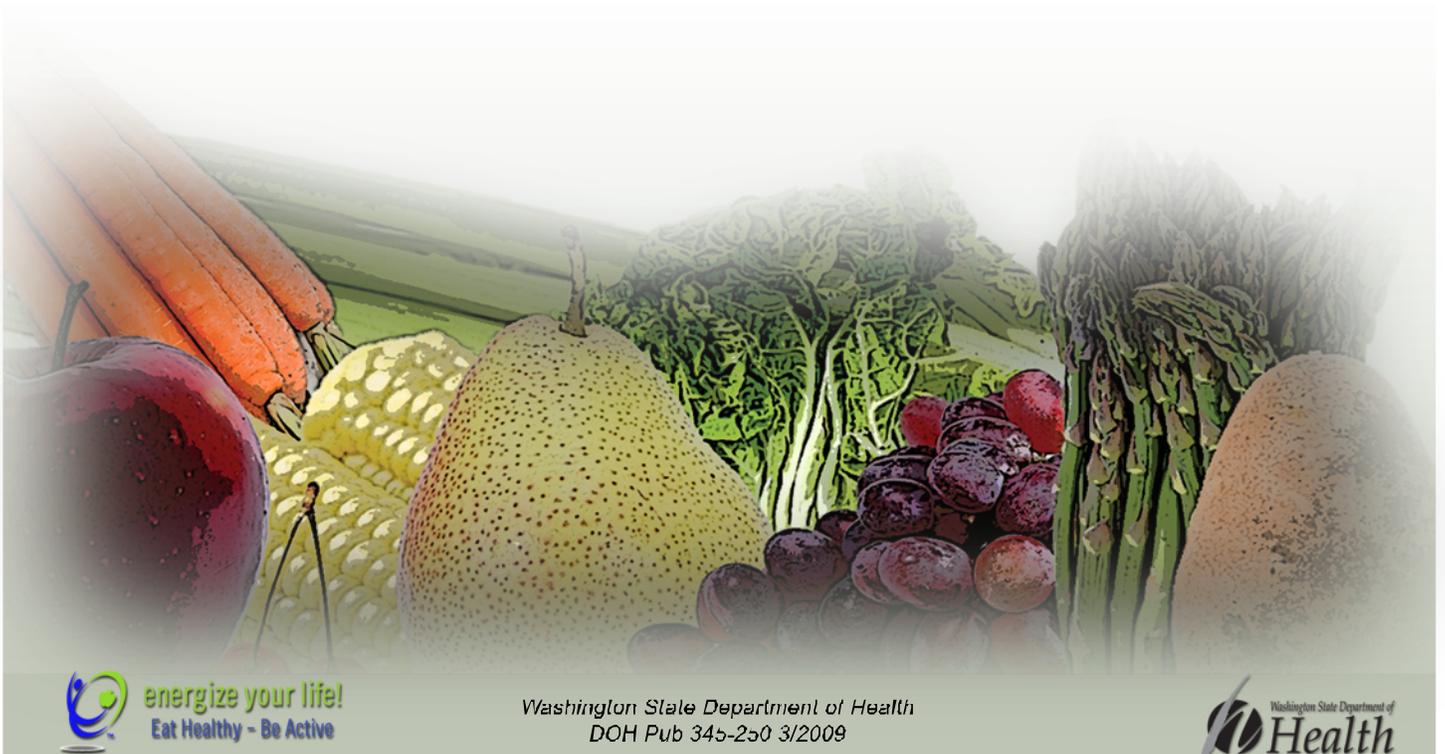


Promising Practices in Nutrition Education



*Choosing the Right Nutrition Education Curriculum
for Your Program*



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Introduction

The Washington State Basic Food Nutrition Education Program (BFNEP) created this guide in response to the many requests from local BFNEP contractors looking for research-based curricula to use in nutrition education interventions. Under the SNAP-Ed guidelines, nutrition education interventions are required to meet the 2005 Dietary Guidelines and follow the MyPyramid Plan. In addition, the Guiding Principles recommend conducting interventions with enough intensity and duration to effect dietary behavior change.

The guide contains a collection of research-based curricula cataloged by target audience. It is intended to be a starting place rather than a comprehensive collection. A checklist tool from current nutrition education best practices will help you select additional curricula. We welcome your comments and suggestions as you conduct your own research.

For any questions regarding this guide:

- Contact your local BFNEP contractor, or
- Email gail.brandt@doh.wa.gov, or
- Visit the BFNEP website at:
<http://www.doh.wa.gov/CFH/bfnep/default.htm>

Readers' Guide

The guide contains a list of recommended nutrition education curricula, organized by target audience.

The tables in this guide include:

- Target audience
- Curriculum title
- Background knowledge of presenter
- Languages available
- Key messages plus the web address for further curriculum information
- Curriculum rating, based on the *Assessment Tool for Nutrition Education*.

Information about the layout of the table:

1. Each target audience section is organized by age/grade level. Some curricula appear in more than one place since they target more than one target audience.
2. When choosing a curriculum, make sure that it is designed for your target audience and the main focus aligns with your objective(s). At the time of publication all curricula links were working. If you see a link that is not working try pasting the link into your web browser. If that does not work, contact your contract manager.
3. Curricula that are intended to focus on preventing or managing specific diseases are not included. While it is possible to modify these, the decision to select such curricula should be done in consultation with your contract manager.
4. Curricula prices are not included as they may have changed since this guide was compiled. However, they were chosen because they are free, or inexpensive, and likely to be approved for purchase by USDA.
5. Each curriculum is placed in order by a score (10-point scale). Underneath many scores are letters in parenthesis. These letters refer to the criteria **not met**. The key at the bottom of the table is a quick reference to the criteria. For a full description of the evaluation criteria refer to pages 4-6.

Even with a score of 10, a curriculum may not be the best fit for your project. Some curricula, while not meeting all of the criteria, are still highly recommended and widely used by professionals nation wide. Choose a curriculum based on all aspects of this table and not just the one with the highest score.

Not all curricula have a score because lesson plans (essential for scoring) were not available for review. They are included based on strong recommendations from the research. They are found following the scored curricula in each target audience section.

Assessment Tool for Nutrition Education Curriculum

The criteria for the Nutrition Education Curriculum Assessment Tool were chosen based on the requirements of the Basic Food Nutrition Education Program/SNAP-Ed and its supporting research. Each criterion in the Assessment Tool for Nutrition Education Curriculum has been shown to have a positive impact on the effectiveness of a nutrition education curriculum. This assessment tool adapted key elements from research and other tools that are currently being used. The following is a brief description of key elements and their references followed by the Assessment Tool itself.

Criteria A:

Each curriculum must **meet the requirements** of the Basic Food Nutrition Education Program (BFNEP)/Snap-Ed guidelines. If not, the curriculum will either need to be modified so that it meets these requirements or cannot be used. Guidelines include:

- Required objective related to increased consumption of fruits and vegetables in amounts consistent with the current Dietary Guidelines for Americans
- Project of sufficient duration and intensity to support behavior change – a minimum of three - thirty minute meetings and ideally six-thirty minute meetings.
- Selection of healthy food within a limited budget
- Brand names are limited to those that are necessary for clarity without promotion or obvious bias
- Messages do not disparage specific foods, brands, or food chains

Criteria B:

The curriculum needs to have **research supporting its effectiveness**. Because “evidence-based” nutrition education curriculum is a new term, it is hard to determine what qualifies for the label. There are few current curricula that have been extensively tested and studied. However, numerous impact reports, articles, and some thorough studies have already been conducted to use as supporting research. A curriculum meets criterion (B) by using the following:

- Developed using a professional theory or model such as the Social Cognitive Theory and Behavior Change Model
- Written about and recommended by a peer-reviewed journal
- Cited as a good curriculum by a qualified source such as experts in the field of nutrition education
- Has statistics or an impact report showing a positive change in knowledge, skills, or behavior
- Materials have been tested on its target audience or a focus group; or developed by credible authors

Criteria C:

The curriculum uses a **variety of teaching methods**. Research has shown that the more teaching methods used in a presentation, (visual, audio, hands-on, taste and smell) the more likely a person is to remember and apply what was learned.

Criteria D:

All materials, including recipes must support key current **Dietary Guidelines for Americans**:

- Eat fruits and vegetables, whole grains, and nonfat and low-fat milk and milk products everyday
- Be physically active everyday as part of a healthy lifestyle
- Balance calorie intake from foods and beverages with calories expended

This is also a requirement of the BFNEP and SNAP-Ed guidelines. It is recognized as a separate criterion to emphasize that all recipes need to follow the current Dietary Guidelines for Americans as well as the curriculum.

<http://www.health.gov/DietaryGuidelines/dga2005/document/>

Criteria E:

Objectives are clearly stated. An objective is the purpose of the lesson. Implementing a lesson plan is effective with a clear objective because it identifies what the instructor trying to get across to participants. Having clearly stated objectives within each lesson is a very important component of a curriculum.

Criteria F:

Each lesson should include a **lesson overview** that gives a quick summary of what is about to be presented.

Criteria G:

Detailed instructions are given on how to present materials. Not only is it important to know *what* is going to be presented, but *how* to present the material in the most effective way. Having information on how to present the material is very useful for an instructor who does not have a lot of experience teaching. A curriculum meets this criterion if it gives any information on how to make the implementation process easier or gives tips and suggestions for the person presenting the material.

Criteria H:

Materials are **well organized and easy to read**. Successful curricula need to be clear for a person to read and organized where the sequence of information flows smoothly and is easy to follow. A curriculum meets this criterion if the headings and subheading explain text and divide material into meaningful “chunks”, and the font size is no smaller than 12 point for both the instructional guides and handouts.

Criteria I:

An evaluation tool is included. This makes it easier for the presenter to evaluate the program. Evaluating a curriculum allows the presenter to see if selected interventions are making an impact. Having the evaluation tool included as a part of lesson plan helps ensure that evaluation will be done.

Criteria J:

Each curriculum should have **instructional resources** for the educator. Not everyone has a background in nutrition and is going to know all of the material being presented. Listing places a person can go to find further information is very useful. A curriculum meets this criterion if it gives books or websites where current nutrition information can be found, or provides enough background information so that the lesson can be implemented by someone with no previous nutrition knowledge.

Page 29 contains the research that supports this information.

Assessment Tool for Nutrition Education Curriculum

There are 10 criteria listed below, A, B, C, D, E, F, G, H, I, and J. One point is awarded for every criterion that is met by the curriculum. There can be a high score of 10 (all criteria met) or a low score of 0 (no criteria met). The number of criteria met will determine the score.¹

Criteria		Yes	No
A	Curriculum meets both the main focus of the SNAP-Ed Nutrition Education guidelines and the requirements of the Basic Food Nutrition Education Program (BFNEP)		
B	There is research supporting the curriculum		
C	Curriculum uses a variety of teaching methods		
D	All materials, including recipes, support the current Dietary Guidelines for Americans		
E	Objectives are clearly stated		
F	At the beginning of each lesson there are instructions explaining what is being presented		
G	Detailed instructions are given on how to present material		
H	The sequence of information flows smoothly and is easy to follow		
I	An evaluation tool is included in the curriculum		
J	Instructional resources are included in the curriculum		
Score	Total number of criteria met		

¹ The author did not attempt to weight the criteria or list in order of priority.

Checklist for an Effective Nutrition Education Curriculum

The checklist is an organized way to keep a file of information on nutrition education curricula. This checklist includes:

- criteria from the **Assessment Tool for Nutrition Education Curriculum**
- year developed
- time frame and script, if available
- cost
- space for comments about each question

The Checklist for an Effective Nutrition Education Curriculum is self-explanatory. After selecting a curriculum, review each criterion individually and check YES or NO.

On the back page there is an area where you can rate the curriculum using the Assessment Tool for Nutrition Education Curriculum. The criteria from the assessment tool is included in the checklist and found in the same order. The checklist has additional items for consideration but not included in the assessment tool. These items are useful but not essential to the effectiveness of a curriculum.

Not all curricula provide information on the background a presenter should have in order to implement the curriculum effectively. In this case, look at several different parts of the curriculum before making this decision. Consider the following:

- instructional resources included or links added
- format, sequence, and flow makes the curriculum easy to follow

Information for all items on checklists was not available for each curriculum. For example, if there was no reference providing the reading level of a curriculum, it was left blank. Tools are available to assess reading level.

Checklist for an Effective Nutrition Education Curriculum

Curriculum Title:

Target Audience:

Year Curriculum Developed:

Reading Level:

	Criteria	Yes	No	Comments
	Required			
A.	Applicable to the main focuses of the SNAP-Ed guidelines <ul style="list-style-type: none"> ▪ Selection of healthy foods within a limited budget ▪ Brand names are limited to those that are necessary for clarity without promotion or obvious bias ▪ Message does not disparage specific foods, brands, or food chains 			Key messages:
B.	There is research supporting the curriculum			Source/reference article:
C.	Uses a variety of teaching methods (check all that apply)			<input type="checkbox"/> Reading <input type="checkbox"/> Listening <input type="checkbox"/> Visual Aids <input type="checkbox"/> Writing <input type="checkbox"/> Participatory Discussions <input type="checkbox"/> Psychomotor Skills
D.	All materials (including recipes) support key 2005 Dietary Guidelines <ul style="list-style-type: none"> ▪ Eat fruits and vegetables, whole grains, and nonfat and low-fat milk and milk products everyday ▪ Be physically active everyday as part of a healthy lifestyle ▪ Balances calorie intake from foods and beverages with calories expended ▪ 			

E.	Objectives are clearly stated and make sense			
F.	Detailed instructions are given at the beginning of each lesson, explaining <i>what</i> is being presented			
G.	Detailed instructions are given on <i>how</i> to present material (teaching tips)			
H.	Materials are well organized and easy to read <ul style="list-style-type: none"> ▪ A detailed script of what to say and do throughout lesson is included ▪ A time frame is included on how long the lesson or each section of the lesson should be ▪ The sequence of information flows smoothly and is easy to follow (Headings and subheadings explain text and divide material into meaningful “chunks”) 			
I.	An evaluation tool is included			
J.	Instructional resources are included (helpful for presenters with little background and knowledge of nutrition)			
	TOTAL			
USEFUL INFORMATION – not used in rating				
	There is a list of necessary materials (supplies) needed to implement lesson			
	All supplies necessary for implementation are included			What’s not:
	Cost: Free? Downloadable print materials? – Where can this material be found?			
	Format/Type of delivery (check all that apply)			<input type="checkbox"/> Curriculum <input type="checkbox"/> Activities <input type="checkbox"/> Handouts/Fact sheets <input type="checkbox"/> Brochure <input type="checkbox"/> Poster <input type="checkbox"/> Recipe Cards
	Background of presenter:	21. Languages Available:		

Rating:
Comments:

Checklist for an Effective Nutrition Education Curriculum

Curriculum Title: Loving Your Family Feeding Their Future
Target Audience: Women with children 2-18
Year curriculum developed: 2007
Reading Level: 5th grade

	Criteria	Yes	No	Comments
	Required			
A.	Applicable to the main focuses of the SNAP-Ed guidelines <ul style="list-style-type: none"> ▪ Selection of healthy foods within a limited budget ▪ Brand names are limited to those that are necessary for clarity without promotion or obvious bias ▪ Message does not disparage specific foods, brands, or food chains 	X		Key messages: Helping low-income families make healthy food choices and increase their physical activity
B.	There is research supporting the curriculum	X		Source/reference article: <ul style="list-style-type: none"> ▪ Widely used ▪ USDA news release ▪ Theme selected by focus groups ▪ Developed by FNS ▪ USDA Progress Report
C.	Uses a variety of teaching methods (check that apply)	X		<u> X </u> Reading <u> X </u> Listening <u> X </u> Visual Aids <u> X </u> Writing <u> X </u> Participatory Discussions <u> X </u> Psychomotor Skills
D.	All materials (including recipes) follow 2005 Dietary Guidelines <ul style="list-style-type: none"> ▪ Eat fruits and vegetables, whole grains, and nonfat and low-fat milk and milk products everyday ▪ Be physically active everyday as part of a healthy lifestyle ▪ Balances calorie intake from foods and beverages with calories expended 	X		
E.	Objectives are clearly stated and make sense	X		

F.	Detailed instructions are given at the beginning of each lesson, explaining <i>what</i> is being presented	X		Great session overview
G.	Detailed instructions are given on <i>how</i> to present material (teaching tips)	X		Educators handbook which is to be read 1 st gives info on how to present to target audience and tips given throughout lessons
H.	Materials are well organized and easy to read <ul style="list-style-type: none"> ▪ A detailed script of what to say and do throughout lesson is included ▪ A time frame is included on how long the lesson or each section of the lesson should be. ▪ The sequence of information flows smoothly and is easy to follow. (Headings and subheadings explain text and divide material into meaningful “chunks”) 	X		Includes session time frame and is broken down by sections Very clear, headings in different colors, good font size
I.	An evaluation tool is included		X	No tool is included; however, curriculum does include how to evaluate the interventions and encourages comparison in customer feedback from lesson 1 to 4.
J>	Instructional resources are included (helpful for presenters with little background and knowledge of nutrition)	X		Includes educator's handbook, online training for educator and extra resources
TOTAL				
Useful Information – not used in rating				
	There is a list of necessary materials (supplies) needed to implement lesson	X		
	All supplies necessary for implementation are included		X	What's not: name tags, marking pens, pencils
	Cost: Free? -Downloadable print materials? - Where can this material be found?	X		Cost for printing: http://SNAP-Ed.nal.usda.gov
	Format/Type of delivery (check all that apply)			<u> X </u> Curriculum <u> X </u> Activities <u> X </u> Handouts/Fact sheets <u> X </u> Brochure <u> X </u> Poster <u> X </u> Recipe Cards
	Background of presenter: Lot of material provided for the educator?			Languages Available: English and Spanish

Nutrition Education Curricula Used for Intervention

Target Audience	Curriculum Title	Background knowledge of presenter	Languages available	Key messages (Website)	Rating 1-10 (criteria not met)
Preschool – 3 rd Grade					
K-3	Fruits and Veggies More Matters Resource Manual	Low	English	Lessons designed to increase fruit and vegetable consumption. Learners taught about meal planning, MyPyramid, and lessons include taste testing activities. www.doh.state.fl.us/family/WIC/pages/nutrition/fruits_and_veggies.htm	10
Pre - K	Color Me Healthy	Low	English and some Spanish	Using color, music, and exploration of the senses, Color Me Healthy teaches children healthy foods and physical activity is fun. http://www.colormehealthy.com/	9 (I)
K-2	Start Smart Eating and Reading	Low	English Spanish newsletter	Emphasizes importance of grains, fruit, vegetables, milk and breakfast through reading and “no-cook” snack tasting. http://www.oregondairycouncil.org/resources/free_downloads/#startsmart	9 (I)
K-1	Pick a Better Snack and ACT	Low	English Spanish: Bingo Cards	Key messages: focus on fruits, vary your veggies, increase physical activity, and MyPyramid. http://www.idph.state.ia.us/pickabettersnack/pabs_lessons.asp#sept	9 (I)
Pre - K	Super Star Nutrition for Kids	Low	English, Spanish, Russian, Chinese, Vietnamese	Basic nutrition lessons, activity sheets with 12 messages for each month, including nutrition basics, cooking, food shopping, physical activity, food safety and menus. http://www.ode.state.or.us/services/nutrition/cacfp/tn/	9 Take out 5-A-Day logo (A)

² Not Rated = Lesson Plan or information not available for review

A - SNAP Ed Focus
E - Clear objectives
H - Sequence flows

B - Research C - Varied methods
F - Instructions-what presented
I - Evaluation tool

D - Meet dietary guidelines
G - Instructions-how
J - Resources

Target Audience	Curriculum Title	Background knowledge of presenter	Languages available	Key messages (Website)	Rating 1-10 (criteria not met)
K-2	Deal Me In... Food & Fitness	Low	English Spanish newsletter and activity book	Introduce and reinforces healthy eating and physical activity messages within an after-school program. http://www.dairycouncilofca.org/Educators/ClassroomPrograms/	8 (E, I)
K-3	Take Time! Physical Activity in Schools	Low	English	Short sessions involving physical activity and some nutrition. No fruit and vegetable focus. Needs to be paired with other nutrition curriculum. www.maine-nutrition.org	8 (A, I)
Pre-K, K-2	The Organwise Guys: Sir Rebrum Kit	Medium	English	Children learn hand washing, food safety, making healthy choices, and fruits and vegetables. http://www.organwiseguys.com/	7 (A, F, J)
K	CATCH Go For Health Series (Jump Into Health, Kindergarten Curriculum)	N/A	English	Ten session curriculum to introduce children to "Everyday Foods" and "Sometimes Foods". Children learn benefits of fruits and vegetables, fiber, and doing more physical activity. http://www.catchinfo.org/getinfoproducts.asp	Not rated ²
Pre - K	Healthy Start	N/A	English Spanish Creole	Focuses on dietary quality with emphasis on fruits and vegetables. Centers on the child, environment, and family. http://www.healthy-start.com/	Not rated
Pre - 3	Show Me Nutrition	N/A	English	Includes a book of activities on healthy eating, physical activity, a food-tasting, and a chance to practice healthy habits like hand washing. http://extension.missouri.edu/explore/showmenutrition/	Not rated

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H - Sequence flows

B - Research
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F - Instructions-what presented
I - Evaluation tool

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G - Instructions-how
J - Resources

Target Audience	Curriculum Title	Background knowledge of presenter	Languages available	Key messages (Website)	Rating 1-10 (criteria not met)
K	Building a Healthy Me!	N/A	English and Spanish	Six lessons teach fundamental nutrition concepts introducing students to a range of healthy food choices. http://www.dairycouncilofca.org/Educators/	Not rated
1-5	Food \$ense CHANGE	Low - Medium	English	Twenty lessons include cooking and gardening for low income audiences. http://king.wsu.edu/nutrition/changepdfs.htm	10
1-2	Food, Culture and Reading	Low	English	Demonstrates how to recognize a variety of healthful foods within MyPyramid food groups, taste new foods from other cultures, and understand/appreciate food from different cultures. Available for purchase. Send email to: diane.mincher@uvm.edu	9 (I)
1-3	Exploring MyPyramid with Professor Popcorn	Low	English	Nutrition and health information, opportunities to practice new skills, understand that health requires good food & physical activity choices. http://www.ces.purdue.edu/cfs/topics/EFNEP/professorpopcorn.htm	9 (F)
1-2	MyPyramid for Kids	Low	English	MyPyramid in a simple language for kids to understand. Encourages children to make healthy choices and increase physical activity. http://www.fns.usda.gov/TN/Resources/mypyramidclassroom.html	9 (I)

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A - SNAP Ed Focus B - Research C - Varied methods D - Meet dietary guidelines
E - Clear objectives F - Instructions-what presented G - Instructions-how
H - Sequence flows I - Evaluation tool J - Resources

Target Audience	Curriculum Title	Background knowledge of presenter	Languages available	Key messages (Website)	Rating 1-10 (criteria not met)
1 - 3	Kids in the Kitchen	Medium	English	Encourages young people to eat healthier meals and snacks through hands-on cooking experiences; learn to prepare simple, healthy foods they can make for themselves and family members. http://extension.missouri.edu/explore/hsguide/foodnut/n00800.htm	9 (J)
1 - 2	Healthy Choices, Healthy Me!	N/A	English Student workbooks are available Spanish	Ten lessons that cover all food groups and focus on healthy food choices for life http://www.dairycouncilofca.org/Educators/	Not rated
1 - 5	Food \$ense CHANGE	Low - Medium	English	Twenty lessons include cooking and gardening targeting low income groups. http://king.wsu.edu/nutrition/changepdfs.htm	10
1-2	Food, Culture and Reading	Low	English	Demonstrates how to recognize healthful foods within MyPyramid food groups, taste new foods from other cultures, and understand/appreciate food from different cultures. Available for purchase. Send email to: Diane.Mincher@uvm.edu	10
1-3	Exploring MyPyramid with Professor Popcorn	Low	English	Nutrition and health information, opportunities to practice new skills, to understand that health requires good food & physical activity choices. http://www.ces.purdue.edu/cfs/topics/EFNEP/professorpopcorn.htm	9 (F)

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H - Sequence flows

B - Research
C - Varied methods
F - Instructions-what presented
I - Evaluation tool

D - Meet dietary guidelines
G - Instructions-how
J - Resources

Target Audience	Curriculum Title	Background knowledge of presenter	Languages available	Key messages (Website)	Rating 1-10 (criteria not met)
1-2	MyPyramid for Kids	Low	English	Talks about MyPyramid in language easily understood by kids. Encourages children to make healthy food choices and increase physical activity. http://www.fns.usda.gov/TN/Resources/mypyramidclassroom.html	9 (I)
1 - 3	Kids in the Kitchen	Medium	English	Encourages young people to eat healthier meals and snacks through hands-on cooking. Youth participants learn to prepare simple, healthy foods to make for themselves and family. http://extension.missouri.edu/explore/hsquide/foodnut/n00800.htm	9 (J)
K-2	CATCH Go For Health Series (Celebrate Health, 2 nd Grade Curriculum)	N/A	English	A twelve session curriculum that educates on ways to identify hidden fats. Activities continues teaching about physical activity and healthy eating. http://www.catchinfo.org/getinfoproducts.asp	Not rated
1 - 2	Healthy Choices, Healthy Me!	N/A	English Student workbooks are available Spanish	Ten lessons that cover all food groups and focus on healthy food choice for life. http://www.dairycouncilofca.org/Educators/	Not rated
1-5	Food \$ense CHANGE curriculum	Low – Medium	English	Twenty lessons include cooking and gardening for low income audiences. http://king.wsu.edu/nutrition/changepdfs.htm	10
1-3	Exploring MyPyramid with Professor Popcorn	Low	English	Nutrition and health information, and opportunities to practice new skills, to understand that health requires good food & physical activity choices. http://www.ces.purdue.edu/cfs/topics/EFNEP/professorpopcorn.htm	9 (F)

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B - Research
C - Varied methods
F - Instructions-what presented
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G - Instructions-how
J - Resources

Target Audience	Curriculum Title	Background knowledge of presenter	Languages available	Key messages (Website)	Rating 1-10 (criteria not met)
3-4	MyPyramid for Kids	Low	English	Talks about MyPyramid in a simple language easily understood by kids. Encourages children to make healthy food choices and increase physical activity. http://www.fns.usda.gov/TN/Resources/mypyramidclassroom.html	9 (I)
1 - 3	Kids in the Kitchen	Medium	English	Encourages young people to eat healthier meals and snacks through hands-on cooking experiences. Youth participants learn to prepare simple, healthy foods they can make for themselves and family members. http://extension.missouri.edu/explore/hesguide/foodnut/n0088.htm	9 (J)
3-6 + families	Community Nutrition Action Kit	Low	English	Lessons to motivate children to make healthy food choices. Kit contains activities for youth, family/caregiver, and community, with guidelines for implementation, reproducible handouts, resource information and references. http://www.fns.usda.gov/tn/Resources/cnak.html	8 (A, I)
K-3	CATCH Go For Health Series (Hearty Heart & Friends, 3 rd Grade Curriculum)	N/A	English	Fifteen session curriculum targeting change in environmental, personal, and behavioral factors influencing health behaviors. http://www.catchinfo.org/getinfoproducts.asp	Not rated
3-5	Nutrition Pathfinders	N/A	English	Five lessons reinforce math and language arts while teaching health in a fun way. Kids are challenged to track food and physical activity. http://www.dairycouncilofca.org/Educators/ClassroomPrograms/	Not rated

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E - Clear objectives
H - Sequence flows

B - Research
F - Instructions-what presented
I - Evaluation tool

C - Varied methods
D - Meet dietary guidelines
G - Instructions-how
J - Resources

Target Audience	Curriculum Title	Background knowledge of presenter	Languages available	Key messages (Website)	Rating 1-10 (criteria not met)
4th – 6th Grade					
1 - 5	Food \$ense CHANGE	Low – Medium	English	Twenty lessons include cooking and gardening for low income audiences. http://king.wsu.edu/nutrition/changepdfs.htm	10
3-5	Fruits and Veggies More Matters Resource Manual	Low	English	Designed to increase fruit and vegetable consumption. Learners taught about meal planning, MyPyramid, and lessons include taste testing. www.doh.state.fl.us/family/WIC/pages/nutrition/fruits_and_veggies.htm	10
4-6	Exploring MyPyramid with Professor Popcorn	Low	English	Nutrition and health information, and opportunities to practice new skills, to understand that health requires good food & physical activity choices. http://www.ces.purdue.edu/cfs/topics/EFNEP/professorpopcorn.htm	9 (F)
3-4	MyPyramid for Kids	Low	English	Talks about MyPyramid in a simple language easily understood by kids. Encourages children to make healthy food choices and increase physical activity. http://www.fns.usda.gov/TN/Resources/mypyramidclassroom.html	9 (I)
4-5	Pick a Better Snack and ACT	Low	English Spanish: Bingo Cards	Key messages are: Focus on fruits, vary your veggies, increase physical activity, and participants learn about MyPyramid. http://www.idph.state.ia.us/pickabettersnack/pabs_lessons.asp#sept	9 (I)

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A - SNAP Ed Focus
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H - Sequence flows

B - Research
C - Varied methods
F - Instructions-what presented
I - Evaluation tool

D - Meet dietary guidelines
G - Instructions-how
J - Resources

Target Audience	Curriculum Title	Background knowledge of presenter	Languages available	Key messages (Website)	Rating 1-10 (criteria not met)
4 - 7	Kids in the Kitchen	Medium	English	Encourages young people to eat healthier meals and snacks as a result of hands-on cooking experiences. Youth participants learn to prepare simple, healthy foods they can make for themselves and their family members. http://extension.missouri.edu/explore/hesguide/foodnut/n00800.htm	9 (J)
4 - 5	Junior Chef Club	Low	English	Teaches healthy lifestyles, nutrition, food safety, food preparation skills, importance of physical activity, and MyPyramid. http://nutrition.wsu.edu/edresources.html	9 (F)
3-6	Deal Me In... Food & Fitness	Low	English Spanish newsletter and activity book	Designed to introduce and reinforce healthy eating and physical activity messages in an after-school program. http://www.dairycouncilofca.org/Educators/ClassroomPrograms/	8 (E, I)
4-6	Take Time! Physical Activity in Schools	Low	English	Short sessions involving physical activity and some nutrition. Not fruit and vegetable focused, needs to be paired with another nutrition curriculum. Great for implementing physical activity into a curriculum. www.maine-nutrition.org	8 (A, I)
3-6 + families	Community Nutrition Action Kit	Low	English	Lessons to motivate children to make healthy food choices. Kit contains youth activities, family/caregiver activities and community activities, with guidelines for implementation, reproducible handouts, resource information and references). http://www.fns.usda.gov/tn/Resources/cnak.html	8 (A, I)

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Target Audience	Curriculum Title	Background knowledge of presenter	Languages available	Key messages (Website)	Rating 1-10 (criteria not met)
4 - 7	Let's Cook! Class Curriculum	Low - Medium	English	6 sessions split up into two components: tasting activity and cooking activity. The main focus is to increase fruit and vegetable intake. http://www.doh.wa.gov/CFH/bfnep/resource_links.htm#Contractor_Developed_Materials	7 (E, F, J)
4	CATCH Go For Health Series (Taking Off, 4 th Grade Curriculum)	N/A	English	Twenty-four sessions including measuring for fat and sodium; keeping food diaries; and being physically active. Reinforcing activities include selecting and preparing healthy snacks. http://www.catchinfo.org/getinfoproducts.asp	Not rated
4	Show Me Nutrition	N/A	English	Includes a book of activities on healthy eating, physical activity, food-tasting, and a chance to practice healthy habits like hand washing. http://extension.missouri.edu/explore/showmenutrition/	Not rated
3-5	Nutrition Pathfinders	N/A	English	Five lessons reinforce math and language arts while teaching health in a fun way. Kids are challenged to track food and physical activity. http://www.dairycouncilofca.org/Educators/ClassroomPrograms/	Not rated

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Middle & High School					
6-7	Media Smart Youth	Low	English	Interactive after-school education program to teach youth about complex media world, and how it affects health-- especially areas nutrition and physical activity. http://www.nichd.nih.gov/msy/	10
9-12	Simply Good Eating for Health	Low	English	Lessons on how to apply basic nutrition principles to food choices, plan healthy meals using MyPyramid, and choose healthy foods for breakfast. http://www.extension.umn.edu/nutrition/sgeorder.html	10
6-12	Fruits and Veggies More Matters Resource Manual	Low	English	Designed to increase fruit and vegetable consumption. Learners taught about meal planning, MyPyramid, and lessons include taste testing. www.doh.state.fl.us/family/WIC/pages/nutrition/fruits_and_veggies.htm	10
4-6	Exploring MyPyramid with Professor Popcorn	Low	English	Nutrition and health information, and opportunities to practice new skills, to understand that health requires good food & physical activity choices. http://www.ces.purdue.edu/cfs/topics/EFNEP/professorpopcorn.htm	9 (F)
6 - 12	Nutrition Essentials	Low	English	Lessons to help make healthful eating and physical activity choices; provides information tools to make educated choices. http://www.fns.usda.gov/tn/library.html	9 (I)
6 - 12	The Power of Choice	Low	English	Builds decision making skills that promote healthier eating and activity choices. http://www.fns.usda.gov/tn/library.html	9 (I)

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6 - 12	Jump Start Teens	Low	English Spanish: overheads and worksheets	Cross-curricular lessons encourage students to eat healthy, keep moving, and become smart consumers and involved citizens. http://www.californiaprojectclean.org/resourcelibrary/default.asp	9 (I)
5-6	MyPyramid for Kids	Low	English	MyPyramid in a simple language easy for kids to understand. Encourages children to make healthy food choices and increase physical activity. http://www.fns.usda.gov/TN/Resources/mypyramidclassroom.html	9 (I)
8 - 10	Kids in the Kitchen	Medium	English	Encourages young people to eat healthier meals and snacks through hands-on cooking experiences. Youth participants learn to prepare simple, healthy foods they can make for themselves and family. http://extension.missouri.edu/explore/hsquide/foodnut/n00800.htm	9 (J)
6 - 12	Empowering Youth with Nutrition and Physical Activity	Low	English	Afterschool program with current nutrition and physical activity information to enhance leader knowledge; fun, hands-on activities that teach nutrition concepts; ideas to include nutrition education and physical activity into youth programs and events. http://www.fns.usda.gov/TN/library.html	8 (F, I)
3-6	Deal Me In... Food & Fitness	Low	English Spanish newsletter and activity book	Designed to introduce and reinforce healthy eating and physical activity messages within an after-school program environment. http://www.dairycouncilofca.org/Educators/ClassroomPrograms/	8 (E, I)

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5 - 6	WIN Kids – Win the Rockies	Low - Medium	English	Thirteen lessons focused on fruits and vegetables. (5-a-day needs to be taken removed from of fruit and veggie lesson). http://www.uwyo.edu/WinTheRockies_EDUR/WINKidsLessons.asp	8 (A, F)
K-8	Take Time! Physical Activity in Schools	Low	English	Short sessions involving physical activity and some nutrition. Not fruit and vegetable focused, needs to be paired with another nutrition curriculum. Great for implementing physical activity into a curriculum. www.maine-nutrition.org	8 (A, I)
4 - 7	Let's Cook! Class Curriculum	Low - Medium	English	Six sessions split up into two components: tasting activity and cooking activity. The main focus is to increase fruit and vegetable intake. http://www.doh.wa.gov/CFH/bfnep/resource_links.htm#Contractor_Developed_Materials	7 (E, F, J)
6 - 8	Exercise Your Options	N/A	English	Eight lessons to help middle school students make healthier food and activity choices through assessment and planning. http://www.dairycouncilofca.org/Educators/ClassroomPrograms/EYO.aspx	Not rated
6 - 8	Show Me Nutrition	N/A	English	Includes a book of activities on healthy eating, physical activity, food-tasting, and a chance to practice healthy habits like hand washing. http://extension.missouri.edu/explore/showmenutrition/	Not rated

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Pregnant Teens					
Pregnant and Parenting Teens	Teen Parents: Nutrition Curriculum for Pregnant and Parenting Teens	Medium	English	Teaches pregnant and parenting teens how to make the healthy choices for their bodies and babies. http://extension.missouri.edu/explore/newsquide/foodnut/n00715.htm	8 (F, 1)

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Adults & Families					
Adults and Teens	Simply Good Eating for Health	Low	English	Curriculum on ways to apply basic nutrition principles to food choices, plan healthy meals using MyPyramid, and choosing healthy foods for breakfast. http://www.extension.umn.edu/nutrition/sgeorder.html	10
Adults	Fruits and Veggies More Matters Resource Manual	Low	English	Designed to increase fruit and vegetable consumption. Learners taught about meal planning, MyPyramid, and lessons include taste testing. www.doh.state.fl.us/family/WIC/pages/nutrition/fruits_and_veggies.htm	10
Adults	Fruit, Vegetable, & Physical Activity Toolbox for Community Educators		English Spanish: poster	Teaches low-income adults to eat recommended amount of fruits and vegetables and enjoy physical activity everyday. http://www.network-toolbox.net/	9 (F)
Food Distribution Program on Indian Reservations (FDPIR) and Food Bank Clients	Fruit and Vegetable Curriculum	Low - Medium	English	Encourages FDPIR clients to eat more fruits and vegetables. Learn how to select, prepare, store, and cook fruits and vegetables. Includes food demonstration and taste testing. www.doh.wa.gov/cfh/bfnep/resource_links.htm#contractor_Developed_Materials	9 (J)
Adults	A New You: Health for Every Body	Medium - High	English	Ten sessions for achieving goals for health behavior changes in the areas of food, physical activity, and body image. http://www.uwyo.edu/WinTheRockies/EDUR/ANewYou.asp	9 (J)

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Adults, Parents of Head Start, WIC, Children, and Teens	Eating Right Is Basic, Enhanced		English	Curricula intended to change behavior and promote nutritional well being by increasing cooking skills and nutrition knowledge for all ages. New version emphasizes participants needs assessments, goal setting and group discussion http://web2.msue.msu.edu/bulletins/mainsearch.cfm Then enter "CYFC01" in the box labeled "inventory number".	Not rated
Parents and Caregivers	We Can! Energize our Families	Low	English Spanish: Parent handbook	Participants learn essential skills to help their families make healthful food choices and become more physically active. www.nhlbi.nih.gov/health/public/heart/obesity/Wecan/downloads/familyguide.pdf	10
Women with children ages 2-18	Loving Your Family, Feeding Their Future	Low	English and Spanish	Helps low-income families make healthy food choices and increase physical activity. http://SNAP.nal.usda.gov	9 (I)
Parents, Caregivers, WIC	Nutrition Education Aimed at Toddlers (NEAT)	Medium	English	Improves parent-toddler mealtime. http://nursing.msu.edu/neat/	9 (F)
Parents with young children	Raising Healthy Eaters	Medium	English and Spanish	Helps parents and adult caregivers encourage children to develop healthy eating habits. http://learningstore.uwex.edu	7 (F, G, I)
WIC families with children	Family Centered Education Curriculum	Low	English and Spanish	Lesson plans to promote healthy family meals, healthy snacks, and a variety of fruits and vegetables. http://www.cdph.ca.gov/programs/wicw/orks/Pages/WICNEFamilyCenteredEducation.aspx	8 (A, I)

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Food Bank Customers					
FDPIR and Food Bank Clients	Fruit and Vegetable Curriculum	Low - Medium	English	Encourages FDPIR clients to eat more fruits and vegetables; learn how to select, prepare, store, and cook fruits and vegetables. Includes food demonstration and taste testing. www.doh.wa.gov/cfh/bfnep/resource_links.htm#Contractor_Developed_Materials	9 (J)
Older Adults	Unique Nutritional Needs for Older Adults	Low	English	Five lessons on improving nutritional health for older adults using MyPyramid to review nutrient needs. http://ifasbooks.ufl.edu/merchant2/merc_hant.mv?Screen+PROD&Store_Code=IFASBOOKS&PRODUCT_Code=S{T306	9 (G)
Older Adults	Simply Good Eating for Seniors	Low	English	Three lessons focusing on "Boning up on calcium", "Eating for a Healthy Heart", Shopping and Cooking for 1 or 2, plus materials and recipes appropriate for sensory needs of seniors. http://www.extension.umn.edu/distribution/nutrition/DJ8020.html	9 (A: Take out 5 to 9 a day lesson)
Older Adults	Serving Up Fruits & Vegetables & Physical Activity Everyday	Medium	English	Encourages seniors to increase intake of fruit and vegetables and physical activity. Emphasizes health benefits and provides menus and recipes, plus physical activities and fun games. www.livewellagewell.info/study/materials.htm	8 (G, J)

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