Youth Programming in WNEP, FY15 (Proposed)

WNEP education for youth takes place during the school day, and in after school or out-of-school settings. The majority of programming for youth involves elementary age children. Advantages of targeting that group include greater connection with parents in the primary grades, and the opportunity to reach youth as they make more independent choices in upper elementary grades.

Educational activities with youth are conducted in a series of lessons (typically 6-8), the number and duration varying with the particular curriculum recommended for that grade level and setting. All youth education is required to have a parent component and educators are strongly encouraged to build connections with programming for parents of preschoolers or other parent groups whenever possible. In schools, it is recommended that programming take place in one grade K-2, accompanied by a strong parent component targeted to parents of younger children, and in one or two grades 3-5. The rationale for this is that the topics chosen for younger grades differ greatly from topics for older grades, so potentially reaching each child twice (or three times) during their elementary school years allows educators to introduce age-appropriate topics at the appropriate time. After school/out-of-school programs should target either younger (K-2) or older (grade 3-5) youth with appropriately selected curricula and parent involvement.

All programming with youth should reflect an emphasis on the SNAP-Ed Key Behavioral Outcomes. Curricula have been chosen for statewide use based on evidence of theoretical base and/or extensive pilot testing with the SNAP-Ed audience, and previous successful evaluation. WNEP programming for youth features hands-on, active learning approaches that coordinate with WI Model Academic Standards for Nutrition Education. Some curricula require active involvement of a partner during teaching sessions to lead out-of-scope activities; all have options for collecting statewide evaluation data.

Secondary school programming in FY15 will be closely evaluated for success in promoting behavior change by means of highly effective curricula and teaching. Counties should justify their programming with secondary school students by documenting the unique needs of that school's students as well as the amount and type of nutrition education those students have received in the past. As with elementary school programs, secondary school programming should be planned for a series of lessons (typically 6-8) for approximately 45 minutes or the duration of a class period. Curriculum choices should be made in consultation with a specialist to address the unique needs of the population.

SNAP-Ed Key Behavioral Outcomes:

- Make half your plate fruits and vegetables, at least half your grains whole grains, and switch to fat-free or low-fat milk and milk products;
- Increase physical activity and reduce time spent in sedentary behaviors as part of a healthy lifestyle; and,
- Balance food and physical activity.

Related documents:

- Recommendations for Youth Programming: In classrooms, during the school day, by grade
- Recommendations for Youth Programming: After School/Out-of-school Settings
- WNEP Curricula and Wisconsin Model Academic Standards for Nutrition Education

May, 2014

Recommendations for Youth Programming: In classrooms, during the school day, by grade FY15

Grade	Top Picks	Key developmental concepts	FY13 Teaching topics	Emphasis	Style/ structure	Evaluation	Notes
K	PBTP/HRL or Discover MyPlate	• Identify foods. • Taste different kinds of foods (especially whole grains, vegetables, fruits, and dry beans and peas). • Practice washing their hands. • Be physically active every day.	a, c, d, e, h, n, t	Trying new foods Eat lots of different kinds of foods	Reading Tasting	Parent Survey: F&V, Hand washing	May supplement with FightBac. Some books available in Spanish, some dual-language substitutes available on request.
1	PBTP/HRL or SMN Grade 1	• Taste different kinds of foods (especially whole grains, vegetables, fruits, and dry beans and peas). • State that people need food to grow and be healthy. • Describe food characteristics, using senses. • Identify examples of foods related to different cultures. • Identify foods that come from plants. • Know how to wash hands.	a, c, d, e, g, h, n, t	Trying new foods Eat lots of different kinds of foods	PBTP: Reading Tasting SMN: activities, without books	Parent Survey: F&V, Hand washing	May supplement with FightBac. Some books available in Spanish, some dual-language substitutes available on request.
2	SMN Grade 2 or PBTP/HRL	• Identify food and categorize into basic food groups. • State that people need food and water to grow and be healthy. • Identify foods that come from plants and animals. • Identify why people need to eat different kinds of foods (for energy, to be healthy, to grow). • Identify examples of foods related to different cultures. • Know how and when to wash their hands.	a, c, d, e, g, h, n, t	Food groups, MyPlate	PBTP: Reading Tasting SMN: activities, without books	Parent Survey: F&V, Hand washing F&V Sampling	May supplement with FightBac. Some books available in Spanish, some dual-language substitutes available on request. Also available for pilot testing: curriculum for grades 2-3 related to food from the garden, requires partner.

3	Serving Up My Plate, grades 3-4	• Identify why people need to eat different kinds of food (grains for energy, fruits and vegetables to prevent illness and heal wounds, milk for strong bones and teeth, meat and beans for strong muscles and growth). • Identify the relationship between physical activity (energy out), and water and food (energy in). • Demonstrate how to wash their hands correctly. • Describe times when they should wash their hands.	a, c, d, e, g, h, n	MyPlate Snacks Breakfast Balance food & PA	Activities	Parent Survey: F&V, Hand washing F&V Sampling YCS Evals	Serving Up MyPlate is intended for classroom teachers in 9 sessions; in scope activities condense into 5-6 sessions for WNEP. Does not include food safety; may supplement with activities from FightBac.
4	Serving Up MyPlate, grades 3-4 or Food Day	• Describe why people need to eat different kinds of food (grains for energy, fruits and vegetables to prevent illness and heal wounds, milk for strong bones and teeth, meat and beans for strong muscles and growth). • Identify why one snack might be a better choice than another snack. • Identify the benefits of physical activity. • Identify recommended amounts of food from each food group. • Identify the consequences of consuming too much or too little food. • Track progress toward achieving nutrition or physical activity goals. • Identify the importance of key food safety messages.	a, b, c, d, e, g, h, n	Serving up MyPlate: Snacks Beverages Balance food & PA Food Day: Where does food come from? More/less processed	Activities	Guided Goal Setting F&V Sampling YCS Evals	Serving Up MyPlate is intended for classroom teachers in 9 sessions; in scope activities condense into 5-6 sessions for WNEP. Food Day lessons 1-3 and parts of 4 are in scope. Could spread in-scope content over 4-6 sessions. Neither curriculum includes food safety; may supplement with activities from FightBac.
5	SMN Grade 5 or Power of Choice or Food Day	• Demonstrate understanding of health promotion concepts: eating a variety of foods, classifying foods including combination foods by food groups, relationship of food groups to health promotion/disease prevention). • Identify healthier snack and meal choices. • Use food labels to identify serving size and servings per package. • Read ingredient information to identify whole grain foods. • Describe the importance of balancing food	a, b, c, d, e, g, h, l, j, k, m, n, t, u, v	Labels Portions Beverages Food Away From Home Less Fat & Sugar	Activities	Portion Awareness Guided Goal Setting	Power of Choice: Body image/body size and many physical activity activities are out of scope and need to be led by a partner. Food Day lessons 1-3 and parts of 4 are in scope. Could spread in-scope content over 4-6 sessions.

		with physical activity. • Identify barriers to being physically active and ways to overcome these barriers. • Explain the importance of key food safety messages.					Available for pilot testing: curriculum for upper elementary related to food from gardens. Needs partner.

FY13 Teaching Topics for Youth

a. Choosing healthful foods (MyPyramid or MyPlate, including food group amounts/day)
b. Portion awareness
c. Grain foods and whole grains
d. Fruits
e. Vegetables
f. Fruits & Vegetables
g. Milk group and other Calcium-rich foods
h. Meat and beans group
i. Choosing beverages
j. Foods with less fat and/or solid fats
k. Foods with less added sugar
m. Healthful foods away from home
n. Being physically active/balancing activity and food intake
t. Keeping hands and surfaces clean
u. Handling and cooking food safely
v. Storing food properly

Links to Resources:

- PBTP/HRL = Pyramids Between the Pages/Healthy Reading Lessons http://www.michigan.gov/documents/mde/HealthyReadingLessons_290280_7.pdf
- Discover MyPlate = http://www.fns.usda.gov/tn/discover-myplate
- SMN = Show Me Nutrition http://extension.missouri.edu/p/SMN100
- Serving Up MyPlate = http://teamnutrition.usda.gov/Resources/sump_level2.pdf
- Food Day = https://d3n8a8pro7vhmx.cloudfront.net/foodday/pages/24/attachments/original/1341610970/Food_Day_School_Curriculum_2012_NO_BRAND.pdf?1341610970. Lessons 1-3 are in scope, 4 and 5 require partner.
- Power of Choice = http://www.fns.usda.gov/tn/resources/power_of_choice.html
- Fight Bac = K-3: http://www.fightbac.org/curriculum-and-kids/curriculum-k-3
  Grades 4-8: http://www.fightbac.org/curriculum-and-kids/curriculum-4-8

Please contact Betsy Kelley for information about curricula available for pilot testing.

Recommendations for Youth Programming: After School/Out-of-school Settings

Curriculum name and source	FY13 Teaching Topics	Suitability for After School	Partnering required?	Evaluation	Special characteristics?	Comments regarding sunset vs. timelessness
WIN Kids (WIN the Rockies) http://www.uwyo.edu/wintherockies_edur/winkidslessons.asp	a, b, c, d, e, g, h, i, j, n	WIN Kids lessons could be used in grade 5-6 classrooms or after school. WIN Kids Fun Days activities are intended for mixed age groups in less structured, indoor/outdoor settings.	Body image/body size and many physical activity activities are out of scope and need to be led by a partner.	Cartoon evals Guided goal setting F&V sampling Portion size	Some active activities. Gardening not included. Food only in Fun Days. Uses some DVD's to launch discussion.	Updated for MyPlate in 2011.
Choose Health: Fun, Food and Fitness https://fnec.cornell.edu/Our_Initiatives/CHFFF.cfm	a, b, d, f, g, I, j, k, n	Developed for EFNEP/4H partnership. Mixed age groups, 60-90 minute sessions.	Needs partner to lead physical activity and food prep. Please use as provided without adaptation.	Cartoon evals Guided goal setting F&V sampling Portion size	Physical activity is integral to each lesson but far out of scope. Partner needed at each meeting.	New in 2013.
Jump Into Foods and Fitness Michigan State Univ. Extension: http://4h.msue.msu.edu/4h/jump_into_foods_and_fitness	c, d, e, g, h, n, u	After school, summer programs or 4H meetings.	Helpful to have partner lead physical activity and tasting/food prep	Cartoon evals Guided goal setting F&V sampling Portion size	Strong emphasis on physical activity.	Revised 2009, includes MyPyramid
Show Me Nutrition Grades 2 and 5 http://extension.missouri.edu/p/SMN202 http://extension.missouri.edu/p/SMN502	c, f, g, h, j, k, m, n, u	Many of the activities are suitable for after school and could work for mixed age groups.	no	Younger kids: Cartoon evals F&V sampling Older kids: Cartoon evals Guided goal setting F&V sampling Portion size	Tasting, active games	Revised 2012 for MyPlate

Fight BAC! http://www.fightbac.org/curriculum-and-kids/139-curriculum-for-kids	t, u, v	In School or After School. **Lesson plans and activities to supplement another program**.	no	no	Younger grades are puppet based, older grades science based.	Generally timeless
Power of Choice http://www.fns.usda.gov/tn/resources/power_of_choice.html	J, k, m, n	Intended for after school programs with pre-teens (middle school)	No, though educator should be familiar with WNEP guidance because some activities are borderline out of scope.	Guided goal setting F&V sampling Portion size	Some physical activity out of scope. Snack size portions are larger than samples.	Last updated 2008, includes MyPyramid.
Pyramids Between the Pages/ Healthy Reading Lessons http://www.michigan.gov/documents/mde/HealthyReadingLessons_290280_7.pdf	c, d, e, g, h, n	Younger kids. May be more suitable for homework-based after school settings rather than more active settings.	No.	Cartoon evals F&V sampling	Some physically active games. Some tasting. Some books available in Spanish, some dual-language substitutes available on request.	

FY13 Teaching Topics for Youth

a. Choosing healthful foods (MyPyramid or MyPlate, including food group amounts/day)
b. Portion awareness
c. Grain foods and whole grains
d. Fruits
e. Vegetables
f. Fruits & Vegetables
g. Milk group and other Calcium-rich foods
h. Meat and beans group
i. Choosing beverages
j. Foods with less fat and/or solid fats
k. Foods with less added sugar
m. Healthful foods away from home
n. Being physically active/balancing activity and food intake
t. Keeping hands and surfaces clean
u. Handling and cooking food safely
v. Storing food properly

Please contact Betsy Kelley if you are interested in pilot testing other curricula in 2015.

WNEP CURRICULA AND WISCONSIN MODEL ACADEMIC STANDARDS FOR NUTRITION EDUCATION

By the end of Grade 4, students will:	Pyramids Between the Pages/ Healthy Reading Lessons	Show Me Nutrition Grade 1 and 2	Serving Up MyPlate Grades 3-4	Jump Into Foods and Fitness	Food Day	Choose Health: Fun, Food & Fitness
A.4.1 Identify why people need to eat different kinds of foods	✓	1✓,2✓	✓	✓	✓	✓
A.4.2 Identify feeling hungry vs. feeling full/satisfied						
A.4.3 Identify the benefits of relationship between physical activity (using energy) and the need for food and water; state that people need to eat food to have energy and grow		1✓,2✓	✓	✓		✓
A.4.4 Match food groups to their primary contribution for a healthy body, realizing that some foods are better fuel than others (nutrient density)		2✓	✓			✓
B.4.1 Identify when adults should help with food preparation				✓		
B.4.2 Identify ways to keep food fresh and safe to eat		1✓,2✓		✓		
B.4.3 Recognize that eating improperly prepared or spoiled food can make you sick				✓		
B.4.4 Trace a food from origin to table				✓	✓	
~~B.4.5 Describe a food chain~~						
B.4.6 Explain the importance of hand-washing during food preparation		1✓,2✓		✓		✓
C.4.1 Be able to distinguish between food and nonfood items						
C.4.2 Identify a healthy eating habit	✓	1✓,2✓	✓	✓	✓	✓
~~C.4.3 Graph progress toward achieving a set nutrition goal, using a simple log chart~~						
C.4.4 Compare and contrast snacks which can contribute to or undermine healthy eating habits and identify why one snack might be a better choice than another snack		2✓	✓	✓	✓	✓
C.4.5 Recognize factors in advertisements to sell foods					✓	
C.4.6 Demonstrate how to use food labels to select a healthy food or snack				✓		✓

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D.4.1 Understand the concept of variety, and identify that eating a variety of foods is important to health		1✓	✓	✓	✓	✓
D.4.2 Describe the consequences of overeating					✓	
D.4.3 Identify sources of fat, sugar, salt, fiber, protein, and calcium in the diet					✓	✓
~~D.4.4 Recognize the relationship between diet and chronic diseases, such as blood pressure, heart disease and obesity~~						
E.4.1 Understand that people eat many different foods as part of a healthy diet		1✓,2✓	✓	✓	✓	✓
E.4.2 Recognize that people come in many shapes and sizes						
E.4.3 Identify examples of cultures and their food customs and habits						
~~E.4.4 Identify different dietary needs related to food allergies and medical conditions~~						
E.4.5 Describe how food choices are influenced by availability, individual and family preferences, media and background					✓	
F.4.1 Recognize foods by name	✓	1✓,2✓	✓	✓	✓	✓
F.4.2 Describe different kinds of food (by physical and sensory characteristics — shape, taste, color, texture, etc)	✓	1✓	✓	✓		✓
F.4.3 Categorize foods by source (plant, animal), including processed foods	✓			✓	✓	✓
F.4.4 Identify the basic food groups, and give examples from each group for meals and snacks		1✓,2✓		✓	✓	✓

When discussing academic standards with teachers, please be clear about the following:

1) WNEP educators are not trained to teach academic subjects. However, we may be able to include opportunities for students to use the academic skills they are working on in other areas while teaching nutrition. For example, using measuring skills in a lesson on portion size – our educators are teaching about the nutrition concepts, not the math.
2) The standards checked in this grid could be addressed by the curriculum if all the lessons were taught as provided. Given that most educators don't teach every single lesson exactly as indicated in the curriculum, not every checked standard will be addressed.
3) Some standards are out of scope for WNEP (indicated by ~~strikethrough~~).

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WNEP CURRICULA AND WISCONSIN MODEL ACADEMIC STANDARDS FOR NUTRITION EDUCATION

By the end of grade 8, students will:	Show Me Nutrition Grade 5	Food Day	WIN Kids	Power of Choice
A.8.1 Explain the concepts of variety, moderation, and balance, and balancing caloric intake and energy expenditure	✓	✓	✓	✓
A.8.2 Identify recommended amounts of foods from each food group using the food guidance system	✓	✓	✓	✓
A.8.3 Compare portion and serving sizes and demonstrate an awareness of the amount of food consumed and the calories and other nutrients consumed as compared to recommended or label amounts		✓	✓	✓
A.8.4 Describe how factors such as age, physical activity and gender affect nutritional requirements			✓	✓
B.8.1 Identify and explain the importance of key food safety messages (clean, cook, chill, avoid cross-contamination)	✓			✓
B.8.2 Verbalize how to safely prepare/pack foods	✓			✓
B.8.3 Explain the relationship between food safety practices and health	✓			✓
B.8.4 Describe factors associated with a safe food supply (food handling, production, storage, and preparation techniques)				
~~B.8.5 Construct a food chain~~				
B.8.6 Identify points in food preparation where hand washing is needed	✓			
C.8.1 Demonstrate the ability to apply a decision- making process to food choices at home and away from home		✓	✓	✓
C.8.2 Identify the consequences of consuming too much or too little food			✓	✓
C.8.3 Assess eating habits (meals and snacks), set a personal nutrition goal, and track progress toward achieving this goal		✓	✓	✓
C.8.4 Plan snacks and/or meals that are consistent with the Food Guidance System	✓		✓	✓
C.8.5 Identify examples of how the food companies, advertising, and the media encourage people to buy and use different foods				
C.8.6 Differentiate between hunger and non- hunger cues to eating			✓	✓
C.8.7 Demonstrate how to use food labels to make healthier choices	✓		✓	✓
C.8.8. Identify reliable sources of nutrition information				
D.8.1 Define the concepts of balance, and moderation as part of a healthy diet			✓	✓

~~D.8.2 Identify avenues of support for eating disorders, and where to go with concerns~~				
D.8.3 Describe the relationship between food choices and health problems, such as dental caries, osteoporosis, diabetes, obesity, and blood pressure		✓	✓	✓
D.8.4 Demonstrate the ability to influence and support others in making positive eating and physical activity choices			✓	✓
D.8.5 Identify key nutrients from each food group and list ways nutrients can promote health and prevent of chronic disease	✓		✓	✓
D.8.6 Demonstrate understanding of health promotion concepts			✓	✓
E.8.1 Locate supplier(s), source(s) or retail outlet(s) for ethnic foods within the community				
~~E.8.2 Demonstrate respect for others body weight, size, shape, and abilities and identify factors that contribute to differences in people (genetics, lifestyle behaviors, age)~~				
E.8.3 Describe the food customs and habits, or various cultures, and recognize that our culture, ethnicity and health status may impact our food choices				
~~E.8.4 Discuss different dietary needs related to food allergies and medical conditions~~				
F.8.1 Identify foods by food group and nutrient contributions	✓		✓	✓
F.8.2 Use descriptive words and sensory characteristics to evaluate and classify foods				
F.8.3 Identify processed foods by source (plants and animal products) and explain how food may change during processing		✓		
F.8.4 List the basic food groups, give examples from each group and use the food groups to plan a meal and snack	✓		✓	✓

When discussing academic standards with teachers, please be clear about the following:

4) WNEP educators are not trained to teach academic subjects. However, we may be able to include opportunities for students to use the academic skills they are working on in other areas while teaching nutrition. For example, using measuring skills in a lesson on portion size – our educators are teaching about the nutrition concepts, not the math.
5) The standards checked in this grid could be addressed by the curriculum if all the lessons were taught as provided. Given that most educators don't teach every single lesson exactly as indicated in the curriculum, not every checked standard will be addressed.
6) Some standards are out of scope for WNEP (indicated by ~~strikethrough~~).