



# Working Together Achieving More

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**Arizona Department of Health Services**



*Health and Wellness for all Arizonans*

azdhs.gov



# SNAP-Ed Approved Curricula List

SNAP-Ed Approved Curricula															
Title	Description	Adults	K-8	QACIP	Gardens	My Plate	My Pyramid	Protein	Whole Grain	Fruit/Vegetables	Dairy	Physical Activity (PA)	Dietary Guidelines (DG)	SNAP Outreach	COST
1. Bone Builders	<ul style="list-style-type: none"> <li>Community-based osteoporosis prevention education program for women and older men in Arizona</li> <li>Educates women and older men to change their dietary and exercise habits to reduce the risks of osteoporosis.</li> <li>Mentions calcium recommendations for children</li> <li><a href="http://cali.arizona.edu/maricopa/fcu/bb/">http://cali.arizona.edu/maricopa/fcu/bb/</a></li> </ul>	X									X	Discusses PA	2010	No	FREE
2. Botany on Your Plate	<ul style="list-style-type: none"> <li>Introduces the world of plants through foods we eat. Children explore edible roots, stems, leaves, flowers, fruits, and seeds through observation, dissection, journaling, discussion of findings, and tasting.</li> <li>Supports standards in nutrition, math, language arts, and social studies.</li> <li>Grades K-4</li> <li><a href="http://www.gardeningwithkids.org/botany-on-your-plate.html">http://www.gardeningwithkids.org/botany-on-your-plate.html</a></li> </ul>		X	X	X				X					No	\$21.95
3. CATCH	<ul style="list-style-type: none"> <li>Provides a variety of programs, physical activity and nutrition resources</li> <li>Focuses on both nutrition and physical activity in the k-8, young children, and afterschool settings.</li> <li>Evidence-based practices; originally part multi-component, multi-year coordinated school health study</li> <li><a href="http://catchusa.org/curriculum.htm">http://catchusa.org/curriculum.htm</a></li> </ul>		X	X											Cost varies
4. Color Me Healthy	<ul style="list-style-type: none"> <li>Calcium activities related to eating healthy and being active</li> <li>Imaginary trips designed to capture the children's interest and get them moving</li> <li>Songs written especially for this program</li> <li>Guidelines to help you eat healthy</li> <li>Grade: Pre-K</li> <li><a href="http://colormehealthy.com/">http://colormehealthy.com/</a></li> </ul>		X		X		X			X	Provides PA	2005	No	Cost varies	
5. Dairy Council of California	<ul style="list-style-type: none"> <li>Dairy Council of California creates materials, resources and lesson plans for making balanced food choices.</li> <li><a href="http://www.healthyeating.org">www.healthyeating.org</a></li> </ul>	X	X			X	X	X	X	X	Discusses PA	2010	No	Cost varies	

# SNAP-Ed Approved Resource List

Formerly known as the SNAP-Ed Approved Materials List

## SNAP-Ed Approved Resource List

\*\* Resource is solely physical activity and must be used alongside a nutrition lesson

Title	Description	Adults	K-3	C/CP	Gardens	My Plate	MyPyramid	Protein	Whole grain	Fruit/Veggies	Dairy	Physical Activity (PA)	Dietary Guidelines (DG)	SNAP Outreach	COST
1. Academy of Nutrition & Dietetics	<ul style="list-style-type: none"> <li>The Academy of Nutrition and Dietetics is the world's largest organization of food and nutrition professionals. The Academy is committed to improving the nation's health and advancing the profession of dietetics through research, education and advocacy</li> <li><a href="http://www.eatright.org">www.eatright.org</a></li> <li><a href="http://www.eatright.org/kids/">http://www.eatright.org/kids/</a></li> </ul>	X	X			X	X	X	X	X	X	Discusses PA	2010	No	Cost Varies
2. Arizona Nutrition Network	<ul style="list-style-type: none"> <li>Pre and Post assessments available.</li> <li>Fun Food News, recipes, posters events-in-a box, door hangers, fruit/veggie fact sheets, whole grain fact sheets, inflatables, costumes, exhibits, games.</li> <li><a href="http://www.eatwellbewell.org">www.eatwellbewell.org</a></li> </ul>	X	X	X	X	X	X	X	X	X	X	Provides PA	2010	Yes	FREE
3. Centers for Disease Control and Prevention	<ul style="list-style-type: none"> <li>The CDC is one of the major operating components of the Department of Health and Human Services</li> <li>CDC nutrition efforts cover a wide spectrum of related topics. Good nutrition is vital to good health, disease prevention, and essential for healthy growth and development of children and adolescents.</li> <li><a href="http://www.cdc.gov">www.cdc.gov</a></li> <li><a href="http://www.cdc.gov/HealthyYouth/physicalactivity/guidelines.htm">http://www.cdc.gov/HealthyYouth/physicalactivity/guidelines.htm</a></li> <li><a href="http://www.cdc.gov/healthyouth/npao/pdf/selecttools_resourceslist.pdf">http://www.cdc.gov/healthyouth/npao/pdf/selecttools_resourceslist.pdf</a></li> <li><a href="http://www.cdc.gov/healthyouth/SHER/characteristics/">http://www.cdc.gov/healthyouth/SHER/characteristics/</a></li> </ul>	X	X	X	X	X	X	X	X	X	X	Discusses and provides PA	2010	No	FREE
4. Center TRT	<ul style="list-style-type: none"> <li>Self-assessment, goal setting, and action planning tools combined with workshops and technical assistance tools. Designed to be used together to enhance policies, practices, and environments in child care. Self-assessment and goal setting tools can be used in combination with other interventions designed to improve child care policies and practices in nutrition and physical activity.</li> <li><a href="http://www.centertrt.org/">http://www.centertrt.org/</a></li> <li><a href="http://www.centertrt.org/?p=intervention&amp;id=1091&amp;section=12">http://www.centertrt.org/?p=intervention&amp;id=1091&amp;section=12</a></li> <li><a href="http://www.convergencepartnership.org/atf/cf/%7b245a9b44-6ded-4abd-a392-ae58309e350%7d/PROMISING%20STRATEGIES-07_18.11.PDF">http://www.convergencepartnership.org/atf/cf/%7b245a9b44-6ded-4abd-a392-ae58309e350%7d/PROMISING%20STRATEGIES-07_18.11.PDF</a></li> </ul>	X	X	X	X							Discusses PA	No	No	FREE
5. Dietary Guidelines for Americans (DG)	<ul style="list-style-type: none"> <li>The DG encourage Americans to focus on eating a healthful diet—one that focuses on foods and beverages that help achieve and maintain a healthy weight, promote health, and prevent disease.</li> <li>Provides Approved Resource List. Chapter 6 page 59 of document</li> <li><a href="http://www.health.gov/dietaryguidelines/">http://www.health.gov/dietaryguidelines/</a></li> <li><a href="http://www.health.gov/dietaryguidelines/2010.asp">http://www.health.gov/dietaryguidelines/2010.asp</a></li> </ul>	X	X			X	X	X	X	X	X	Discusses PA	2010	No	FREE

# Curricula and Resource List **Guidance**

## SNAP-Ed Curricula and Resource List Guidance

1. All curricula and supplemental resources (materials and educational tools) used must focus on primary prevention and be consistent with the Dietary Guidelines for Americans and the USDA Food Guidance System.
2. Avoid the use of single lesson plans, curricula and supplemental resources that include:
  - brand names;
  - disparaging messages;
  - Medical Nutrition Therapy.
3. Contractors are allowed to purchase educational reinforcement items (ERIs - memorabilia, souvenirs, promotional items, incentives, and educational extenders) that coordinate with a nutrition message. Refer to the AZNN Support Guide on page 18 for more details on SNAP-Ed-allowable ERIs.
4. ERIs may include:
  - nutrition or physical activity posters
  - fat tubes
  - physical activity brochures and newsletters
  - food models
  - grain tubes
  - tear pads
5. Physical activity and gardening are beneficial activities that can be used to support the core nutrition message of an activity, single lesson plan or curriculum. Refer to the AZNN Support Guide on pages 17 and 18 for detailed guidance on physical activity and gardening.
6. The creation of a single lesson plan is allowable. Only resources from the SNAP-Ed Approved Resource List can be used to create a single lesson. All single lesson plans created by contractors must be reviewed and approved by a Registered Dietitian.
7. The creation of curricula is allowable. Only resources from the SNAP-Ed Approved Resource List can be used to create curricula. All curricula created by contractors must be reviewed and approved by a Registered Dietitian.
8. A. Any changes to the nutrition content or other modifications to lesson plans or curricula must be reviewed and approved by a Registered Dietitian.  
B. Single lesson plans and curricula may be shortened to meet time requirements.



Adapted the U of A handout:  
**Do's and Don'ts of SNAP-Ed  
Supplemental Materials**



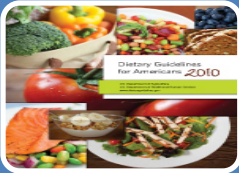
COLLEGE OF AGRICULTURE  
AND LIFE SCIENCES  
COOPERATIVE EXTENSION

# Curricula and Resource List **Guidance**

1. All curricula, and supplemental resources **MUST** focus on:



Primary Prevention



Be Consistent with DG



USDA Food Guidance System

# Curricula and Resource List **Guidance**

2. Avoid the use of single lesson plans, curricula and supplemental resources that include:
  - **brand names; disparaging messages; and Medical Nutrition Therapy.**
3. Contractors are allowed to purchase educational reinforcement items (ERIs - memorabilia, souvenirs, promotional items, incentives, and educational extenders) that coordinate with a nutrition message. Refer to the AZNN Support Guide on page 18 for more details on SNAP-Ed allowable ERIs.

# Curricula and Resource List **Guidance**

## 4. ERIs may include:

- nutrition or physical activity posters
- physical activity brochures and newsletters
- Food models
- Fat tubes

5. Physical activity and gardening are beneficial activities that can be used to support the core nutrition message of an activity, single lesson or curriculum. Refer to the AZNN Support Guide on pages 17 and 18 for detailed guidance on physical activity and gardening.

# Curricula and Resource List Guidance

6. The creation of a single lesson plan is allowable. Only resources on the SNAP-Ed Approved Resource List can be used to create a single lesson. All single lesson plans created by contractors must be reviewed and approved by a Registered Dietitian.
7. The creation of curricula is allowable. Only resources from the SNAP-Ed Approved Resource List can be used to create curricula. All curricula created by contractors must be reviewed and approved by a Registered Dietitian.
8. A. Any changes to the nutrition content or other modifications to single lesson plans or curricula must be reviewed and approved by a Registered Dietitian.  
B. Single lesson plans and curricula may be shortened to meet time requirements.




# Curricula and Resource List **Guidance**

9. All recipes used must meet AZNN Nutrient Standards. Refer to Policy 5 of the AZNN Policy and Procedure Manual for more details on nutrient standards.
10. The creation of nutrition toolkits is allowable. Nutrition toolkits can be created using supplemental resources to enhance a nutrition message, lesson plan or curriculum.
11. The ADHS AZNN team does not need to approve supplemental resources; however, when creating single lesson plans or curricula, contractors must only use the resources that are listed on the SNAP-Ed Approved Resource List.

# SNAP-Ed Plan Guidance FY 14

- FNS encourages the use of existing materials, especially existing FNCS materials and ones available through the SNAP-Ed Connection, the Centers for Disease Control and Prevention (CDC), and other Federal Government agencies. Using or adapting successful interventions developed by others is preferable to developing new materials. (page 88)

# Dietary Guidelines Resource List



**Chapter 6**  
Helping Americans Make Healthy Choices

Individuals and families make choices every day about what they will eat and drink and how physically active they will be. Today, Americans must make these choices within the context of an environment that promotes overconsumption of calories and discourages physical activity. This environment and the individual choices made within it have contributed to dramatic increases in the rates of overweight and obesity. Poor health outcomes, such as cardiovascular disease, type 2 diabetes, and some types of cancer also have increased in tandem. To reverse these trends, a coordinated system-wide approach is needed—an approach that engages all sectors of society, including individuals and families, educators, communities and organizations, health professionals, small and large businesses, and policymakers. *Everyone has a role in the movement to make America healthy.* By working together through policies, programs, and partnerships, we can improve the health of the current generation and take responsibility for giving future generations a better chance to lead healthy and productive lives.

One way to think about how our current food and physical activity environment evolved, and about how it can be improved, is the Social-Ecological Model. Many public health experts agree that the Social-Ecological Model (Figure 6-1) provides a framework to illustrate how all elements of society combine to shape an individual's food and physical activity choices, and ultimately one's calorie balance and chronic disease risk. The following describes some of the factors and influencers found within each element of the model:

- **Individual factors.** Factors such as age, gender, income, race/ethnicity, genetics, and the presence of a disability can all influence an individual's and/or family's food intake and physical activity patterns. In order to change one's knowledge, attitude, beliefs, and behaviors, these individual factors should be considered and addressed (as possible).
- **Environmental settings.** People regularly make decisions about food and physical activity in a

55 DIETARY GUIDELINES FOR AMERICANS, 2010 | Chapter Six

## RESOURCE LIST

The following Federal Government resources<sup>a</sup> provide reliable, science based information on nutrition and physical activity, as well as an evolving array of tools to facilitate Americans' adoption of healthy choices.

Dietary Guidelines for Americans	<a href="http://www.dietaryguidelines.gov">http://www.dietaryguidelines.gov</a>
MyPyramid.gov	<a href="http://www.mypyramid.gov">http://www.mypyramid.gov</a>
Physical Activity Guidelines for Americans	<a href="http://www.health.gov/paguidelines">http://www.health.gov/paguidelines</a>
Nutrition.gov	<a href="http://www.nutrition.gov">http://www.nutrition.gov</a>
healthfinder.gov	<a href="http://www.healthfinder.gov">http://www.healthfinder.gov</a>
Health.gov	<a href="http://health.gov">http://health.gov</a>
U.S. Department of Agriculture (USDA)	
Center for Nutrition Policy and Promotion	<a href="http://www.cnpp.usda.gov">http://www.cnpp.usda.gov</a>
Food and Nutrition Service	<a href="http://www.fns.usda.gov">http://www.fns.usda.gov</a>
Food and Nutrition Information Center	<a href="http://fnic.nal.usda.gov">http://fnic.nal.usda.gov</a>
National Institute of Food and Agriculture	<a href="http://www.nifa.usda.gov">http://www.nifa.usda.gov</a>
U.S. Department of Health and Human Services (HHS)	
Office of Disease Prevention and Health Promotion	<a href="http://odphp.osophs.dhhs.gov">http://odphp.osophs.dhhs.gov</a>
Food and Drug Administration	<a href="http://www.fda.gov">http://www.fda.gov</a>
Centers for Disease Control and Prevention	<a href="http://www.cdc.gov">http://www.cdc.gov</a>
National Institutes of Health	<a href="http://www.nih.gov">http://www.nih.gov</a>
Let's Move!	<a href="http://www.letsmove.gov">http://www.letsmove.gov</a>
Healthy People	<a href="http://www.healthypeople.gov">http://www.healthypeople.gov</a>
U.S. National Physical Activity Plan <sup>a</sup>	<a href="http://www.physicalactivityplan.org">http://www.physicalactivityplan.org</a>

a. Note: The U.S. National Physical Activity Plan is not a product of the Federal Government. However, a number of Federal offices were involved in the development of the Plan.

# SNAP-Ed Interventions: A Toolkit for States



## **SNAP-Ed Interventions: A Toolkit for States**

**Strategies for Evidence-based Policy and Environmental  
Change Interventions in Child Care, School, Community and  
Family Settings**

**29 March 2013**

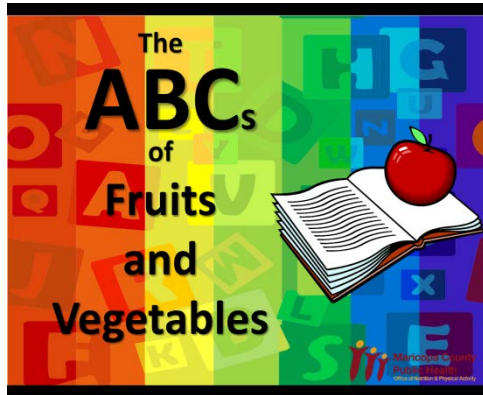
This toolkit is a collaborative effort between:



# SNAP-Ed Interventions: A Toolkit for States – Child Care & Schools

- Let's Move! Child Care Initiative: <http://healthykidshealthfuture.org/welcome.html>
- Center Training and Research Translation: <http://centertrt.org/>
  1. Eat Well Play Hard in Child Care Settings: <http://centertrt.org/?p=intervention&id=1095>
  2. Nutrition and Physical Activity Self-Assessment for Child Care: <https://centertrt.org/?p=intervention&id=1091>
- Nemours - Healthy Habits for Life (Sesame Street): <http://sesamestreet.org/parents/topicsandactivities/toolkits/healthyhabits>
- I am Moving, I am Learning: A Proactive Approach for Addressing Child Obesity in Head Start: <http://eclkc.ohs.acf.hhs.gov/hslc/ttssystem/health/Health/nutrition/nutrition%20program%20staff/iammovingiam.htm>
- Eat Well & Keep Moving: <http://www.eatwellandkeepmoving.org/>

# Maricopa County Department of Public Health



- **Lesson plans:** MyPlate, Do Your Dairy, Let's Eat a Rainbow and Think Your Drink
- **Toolkits include:** PowerPoint, teacher's guide, activities, posters, and take home handouts for parents
- **Aligned with Arizona's Common Core Standards**
- **Grades: K-8**

<http://www.maricopa.gov/publichealth/Services/Nutrition/Education/>



## Activity Breaks

Quick & Easy Classroom-Based Physical Activities



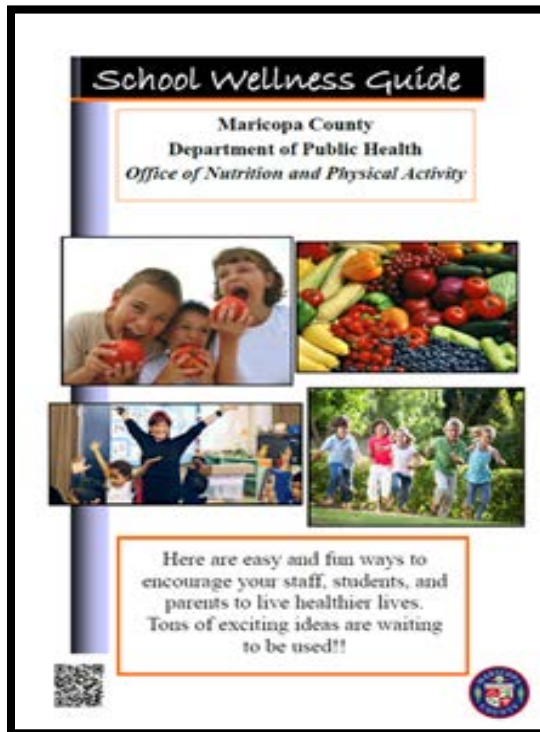
## Physical Activity Booklet:

- Nutrition discussions with each activity
- Grades K-8 and adults

# MCDPH - School Wellness Guide

Quick and easy ideas on how to eat well and be active.

<http://www.maricopa.gov/publichealth/Services/Nutrition/teachers.aspx>



# SNAP-Ed Plan Guidance FY 14

- FNS encourages targeting first women, and then children in households participating in SNAP. (page 14)
- Many view women as gatekeepers of what food is purchased.
- Together, mothers and their children make or influence food purchases and decisions.



# SNAP-Ed Plan Guidance FY 14

- FNS recognizes that programs such as WIC, the Child and Adult Food Care Program (CACFP), and the Expanded Food and Nutrition Education Program (EFNEP), also target women and children, to varying degrees. This shared targeting provides an opportunity to reinforce and build upon nutrition and physical activity-related education messaging across programs using multiple sources. FNS believes that this will increase the likelihood of positive changes in eating, and other nutrition-related behaviors for a significant portion of the SNAP population and that effective SNAP-Ed interventions will duplicate this national focus. Furthermore, SNAP-Ed activities for children, that include related parental activities, hold greater promise of success because they reinforce messages in the home setting. (page 15)

# Yuma County Public Health Services District

- **Handling a Picky Eater Lesson Plan**
  - Ellyn Satter’s Division of Responsibility in Feeding
    - The parent is responsible for *what, when, where to eat.*
    - The child is responsible for *how much and whether to eat.*
  - Collaborated with a WIC Registered Dietitian
  - Based on Nibbles for Health Newsletters (available on SNAP-Ed Connection)
- **Other SNAP-Ed approved lesson plans:**
  1. Healthy Snacks for Growing Bones – Which Milk
  2. Portions vs. Servings
  3. Why Breakfast
  4. Family Food Shopping

# SNAP-Ed Curricula List: What's In

- **Building Better Bones (BBB) is back!**
  1. Curriculum must be updated to meet current AZNN requirements.
  2. All updates made must be reviewed and approved by a Registered Dietitian.
  3. BBB will be added to the SNAP-Ed Approved Curricula List.

# SNAP-Ed Curricula List: What's Out

- **The University of North Carolina at Chapel Hill**
  - Disparaging messages
  - Outdated information
  - Will be removed from the SNAP-Ed Approved Curricula List

# SNAP-Ed Connection Review Criteria

The screenshot displays the SNAP-Ed Connection website interface. At the top, it features the USDA logo and the text "United States Department of Agriculture". Below this is a navigation bar with links for "Home", "About SNAP-Ed Connection", "Databases", "SNAP-Ed Talk", "Contact Us", and "Help". The main content area is titled "Review Criteria" and includes a search bar, a "Browse By Subject" menu, and a "Resource Finder" sidebar. The central text lists nine criteria for materials submitted for inclusion in the Resource Finder.

**Review Criteria**

Materials submitted for inclusion in the Resource Finder should meet these criteria.

**Content**

1. **Purpose** is clearly stated in the title or introduction.
2. Topic matter is **well organized**.
3. Consumer material is "**action-oriented**" and/or can be used as part of a **behaviorally focused intervention**.
4. Information is **evidence-based, accurate and consistent with the Dietary Guidelines for Americans**.
5. Training and consumer materials are **learner-centered** and/or include **interactive activities**.
6. Materials are **appropriate for low-income audiences** or the staff that work with such audiences.
7. Materials fall within the **scope of the SNAP-Ed Guiding Principles**.
8. Subject matter is presented objectively and fairly; no brand name promotion or obvious author/sponsor **bias**.
9. Includes **positive role models** in text and illustrations; material is free from stereotypes.

**Recipes**

1. Overall, recipes are **compatible with the Dietary Guidelines for Americans**.
2. Recipes and menus generally use low-cost, readily available **ingredients**.
3. Recipes appear **accurate and tested** and ideally contain yield, serving size and nutrition information.

*\*For recipes submitted for inclusion in the Recipe Finder, see Recipe Review Criteria*

**Readability of Consumer Materials**

1. **Vocabulary is familiar** to the target group. Minimal use of jargon, technical and regional terms.
2. Writing is **positive, personal and action oriented**. Active voice used most of the time.
3. Simple, appropriate, and recognizable **illustrations** are on the same page as their textual references. Graphics have captions. Tables and graphs include simple directions.
4. **Layout and design** of the material stimulate interest and readability. Appropriate color contrast between type and paper. Upper and lower case are used most of the time. Paragraphs are not justified.

Allows SNAP-Ed Programs to submit curricula and other materials to be included in the Resource Finder of SNAP-Ed Connection.

<http://snap.nal.usda.gov/resource-library/resource-finder/review-criteria>

# Questions?

**“The doctor of the future will no longer treat the human frame with drugs, but rather will cure and prevent disease with nutrition.”**

**- Thomas Edison**