2013 CCE Summer Internships

CATEGORY ARCHIVES: DEVELOPMENT OF A YOUTH EVALUATION TOOL FOR THE CHOOSE HEALTH: FOOD, FUN, AND FITNESS CURRICULUM

Our First Focus Group!

Posted on **June 25, 2013** by **hes77@cornell.edu**

For each focus group, I will travel with Laura Thomas, who is a Post-Doctoral Associate in the Community Nutrition Department. She has experience with focus groups and is skilled in leading the discussion! For the first focus group, we traveled to Seneca Falls to speak with a group of 5th grade students. We traveled through some streets with primarily farms and I saw a sign I had never seen before – a 'Horse and Buggy Crossing' sign!

That was pretty exciting, needless to say, and got us off to a great start. We were able to observe the lesson once we got to the elementary school. This was Lesson 6 – the Sweetened Drinks lesson – so it was the last lesson that

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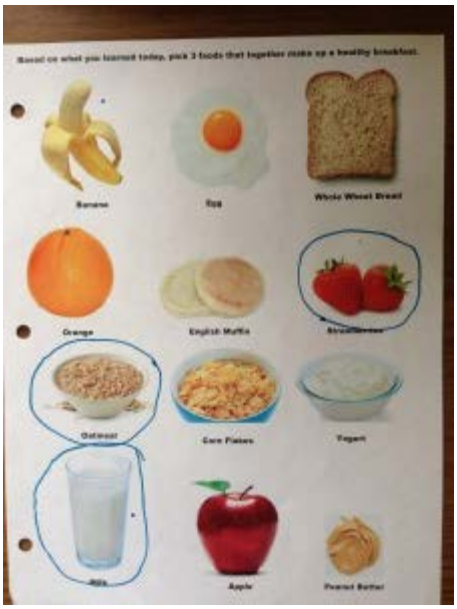
these 5 graders were a part of. For the focus groups, we took ten kids (selected by the teacher) to another classroom and sat in a circle on the floor. We used a 'Smiley Face Rating' system. When Laura asked the children about a specific game or activity that they did, each kid would hold up the face that best represented how he/she felt about that particular part of the lesson. This type of rating will help us categorize different games and activities and clarify which ones might need to be altered or replaced.

We also included an activity to help test how well the kids understood the content of the lesson. Although I was originally supposed to be solely working on an Evaluation Tool for the CHFFF curriculum, this USDA project now is my main priority given it needs to be completed as soon as possible. However, we have managed to incorporate some evaluation type questions that might help later to determine what sorts of questions a 3rd-6th grader can accurately answer. You can see that this 5th grader understood the content well and circled a food from the grain group, the dairy group, and the fruits and vegetables group for her breakfast.



This focus group went really well and I am excited to see what the next one brings! We will be traveling to Wayne

County on June 27th for our next one!

Posted in **Development of a Youth Evaluation Tool for the Choose Health: Food, Fun, and Fitness Curriculum**

The 6 CHFFF Lessons: A Quick Summary

Posted on **June 25, 2013** by **hes77@cornell.edu**

Below is a brief summary of each lesson in the Choose Health: Food, Fun, and Fitness Curriculum. As I mentioned in my first blog post, there are 4 games in each lesson, 2 recipes to choose from, and interactive activities to enforce the key points of the lesson. Additionally, each lesson has a newsletter for kids to take home to their parents that also includes the recipes. However, to keep this concise, I left out all of those specific details hear and focused on the overall purpose of each lesson.

Lesson 1: Drink Low-Fat Milk and Water Instead of Sweetened Drinks: This lesson teaches kids about Stop, Slow, and Go drinks. Stop drinks include sports drinks, sodas, fruit drinks like fruit punch or lemonade and other sweetened beverages; Slow drinks include 100% fruit juices, flavored milks and 2% fat or higher milk; and Go drinks include skim or 1% milk, unsweetened, low fat, fortified non-dairy milks, and water. Children learn how to convert grams of sugar to teaspoons and get to measure the amount of sugar in assorted drinks, including cola.

Change Grams of Sugar into Teaspoons

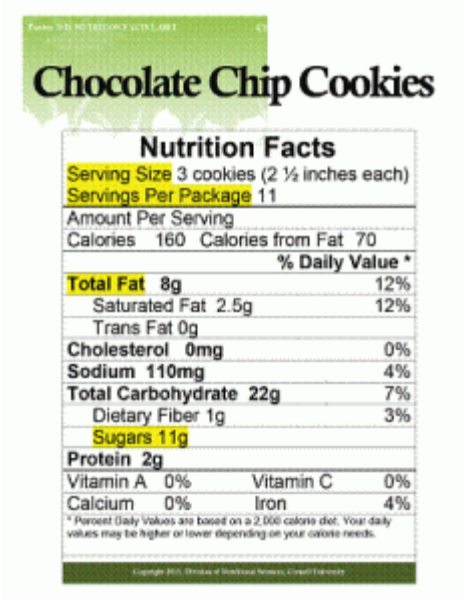
Grams of Sugar Per Serving	Teaspoons Sugar in Whole Container		
	1 Serving Per Container	2 Servings Per Container	2.5 Servings Per Container
5	1	2	3
6	2	3	4
7	2	4	4
8	2 teaspoons*	4 teaspoons	5 teaspoons
9	2	5	6
10	2	5	6
11	2	6	7
12	3 teaspoons	6 teaspoons	8 teaspoons
13	3	7	8
14	4	7	9
15	4	8	9
16	4 teaspoons	8 teaspoons	10 teaspoons
17	4	9	11
18	5	9	11
19	5	10	12
20	5 teaspoons	10 teaspoons	13 teaspoons
21	5	11	13
22	6	11	14
23	6	12	14
24	6 teaspoons	12 teaspoons	15 teaspoons
25	6	13	16
26	7	13	16
27	7	14	17
28	7 teaspoons	14 teaspoons	18 teaspoons
29	7	15	18
30	8	15	19
31	8	16	19
32	8 teaspoons	16 teaspoons	20 teaspoons
33	8	17	21
34	9	17	21
35	9	18	22

— Lesson 1: The chart for the conversion of grams or sugar to teaspoons of sugar.

Lesson 2: Eat a Rainbow! Eat More Vegetables and Fruits : This lesson enforces the idea that half a plate at any meal should consist of vegetables and fruits. Children are taught how many servings of fruits and veggies they should have every day and they do an activity where they must add fruits and veggies to meals and snacks to make healthy plates. Eating a variety of fruits and vegetables and varying the colors of the produce is encouraged and discussed as well.

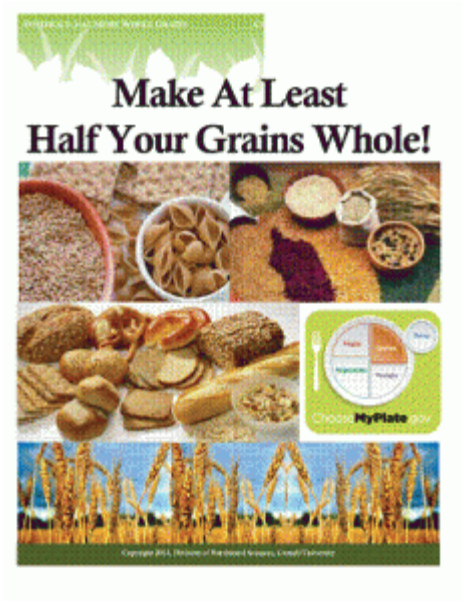
— Lesson 2: This visual demonstrates that a healthy plate is 50% fruits and veggies!

Lesson 3: Read it Before You Eat it! The Nutrition Facts Label: Children learn the importance of a nutrition facts label in this lesson and get instruction on how to read and utilize one. Fat and sugar content of different snacks are the focus and kids get to rank snacks from highest fat/sugar to lowest fat/sugar.



— A sample Nutrition Facts Label for Lesson 3!

Lesson 4: Make Half Your Grains Whole! Eat More Whole Grains: This lesson discusses the importance of eating whole grains and they learn about how grains get processed and refined. Kids learn about what a whole grain looks like before the germ and bran are removed. Ingredient lists and nutrition labels of different products are used to teach the children how to identify whether a grain group food is whole or refined.



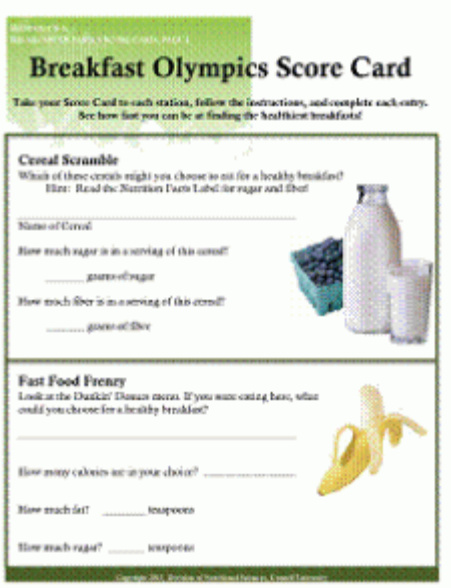
— Lesson 4: A poster visual for the Whole Grains lesson!

Lesson 5: Healthier Foods – Fast! Eat Fewer High-Fat, High-Sugar Foods: In addition to encouraging kids to eat

less fast food if possible, this lesson talks about how to make the best choice at a fast food restaurant. This lesson contains one of the most entertaining activities in which kids make a 'Blubber Burger' and scoop out the amount of fat in a burger using shortening onto a hamburger roll. Children use menus from fast food restaurants to determine what healthier choices are available.

— Lesson 5: A poster about fast food portion sizes!

Lesson 6: Power Up Your Day – Eat Breakfast!: This lesson wraps up the curriculum by teaching kids the important of breakfast. It also discusses the importance of having a fruit or vegetable food with breakfast. The Breakfast Olympics teach kids how to pick the healthiest cereal, pick the healthiest Dunkin Donuts option, pick a healthy on-the- go option, and make a breakfast out of a silly combination of foods. This lesson incorporates many of the skills and knowledge that the participating children will hopefully have captured from the previous lessons!


Breakfast Olympics Score Card

Take your Score Card to each station, follow the instructions, and complete each entry. See how fast you can be at finding the healthiest breakfasts!

Cereal Scramble

Which of these cereals might you choose to eat for a healthy breakfast?
Hint: Read the Nutrition Facts Label for sugar and fiber!

Name of Cereal

How much sugar is in a serving of this cereal?

_____ grams of sugar

How much fiber is in a serving of this cereal?

_____ grams of fiber

Fast Food Frenzy

Look at the Dunkin' Donuts menu. If you were eating here, what could you choose for a healthy breakfast?

How many calories are in your choice? _____

How much fat? _____ teaspoons

How much sugar? _____ teaspoons

— Lesson 6: Half of the Breakfast Olympics Score Card!

Posted in **Development of a Youth Evaluation Tool for the Choose Health: Food, Fun, and Fitness Curriculum**

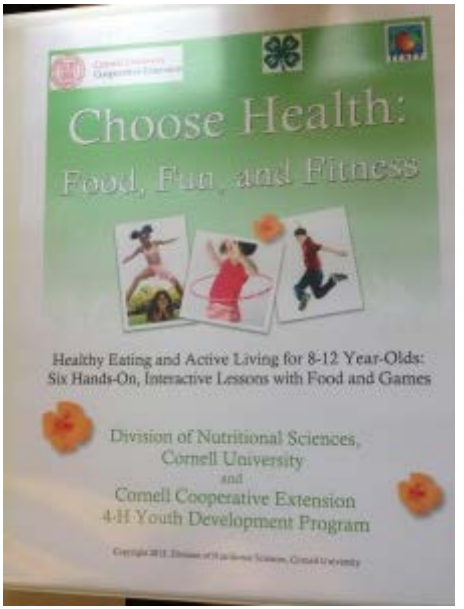
Choose Health: Food, Fun, and Fitness

Posted on **June 25, 2013** by **hes77@cornell.edu**

My name is Hannah Swartz and I am a rising senior studying Nutritional Sciences in the College of Human Ecology. This summer, I am working with Dr. Wendy Wolfe on her Choose Health: Food, Fun, and Fitness (CHFFF) curriculum. This curriculum is composed of 6 lessons and aims to teach healthy eating habits to 3rd through 6th graders. Each lesson also has four games designed to get the kids moving around and encourage physical activity.

This summer, I will help Dr. Wolfe to get this curriculum fully approved by the USDA. We will be doing approximately 12 focus groups with children ages 8-12. We are aiming to do two focus groups for every one of the six CHFFF lessons, one with a younger group of kids and one with an older group to determine what the youth liked and did not like about the lesson. We also are going to do 5-10 short phone interviews with afterschool care providers about the use of electronic media in learning environments. Lastly, we will design, distribute, and collect the results from a survey of CHFFF educators – those who teach the lessons to the children in the classrooms. This will hopefully provide us with detailed information and feedback about what works in the CHFFF curriculum and what could be improved. Each lesson has three components that we are focusing on: games, content, and recipes. We want to ask kids and educators about each game, the content of each lesson and the activities designed to enforce these concepts, and each of the recipes.

I am excited to contribute to, and learn from such a project! I have always been interested in the obesity epidemic as a whole and after working in an obesity clinic last summer, this project allows me to understand more about the community nutrition realm. It also allows me to work more closely with children, which is something I am looking forward to! I also am excited to explore upstate NY a little bit more and learn about some of the surrounding communities. Some of the places I will travel for focus groups will be very rural and it will be a great learning experience for me given I have lived in the same suburb of Boston my whole life. I can't wait to see what is ahead for this summer!



— This is the CHFFF curriculum cover!

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