Curriculum Description

The goal of the SNAP-ED program is to provide low-income individuals with the knowledge and tools necessary to make positive behavior change with regards to nutrition and physical activity behaviors. SNAP-ED utilizes teaching materials like *MyPlate in Practice* that are developed specifically for the needs of a low-income audience.

MyPlate in Practice Curriculum was developed by the Washington State University Extension, Supplemental Nutrition Assistance Program Education (SNAP-Ed). The original curriculum, *Pyramid in Practice* (2000), established student lessons that integrated the basic nutrition concepts taught through USDA's Eating Guide for Healthy Americans and the US Dietary Guidelines. It has undergone updating through the years to reflect current recommendations of the USDA. This curriculum uses experiential learning method to teach nutrition and encourage physical activity and healthy eating. The lessons and activities included in *MyPlate in Practice* target third grade elementary school-aged children.

The *MyPlate in Practice* curriculum addresses the following key behavioral outcomes:

- Make half your plate fruits and vegetables; eat whole grains, switch to fat-free or low-fat milk products, and eat lean protein.
- Increase physical activity and reduce time spent in sedentary behaviors as part of a healthy lifestyle and preventive disease strategies.
- Lower consumption of foods high in sugar and salt.

MyPlate in Practice was developed based on research Social Cognitive Theory strategies and Experiential Learning Model. Lessons focus on themes related to healthy eating and physical activity. Each *MyPlate in Practice* lesson applies an interactive engaging activities and discussion that applies learning to the real world experience. The program focuses on increasing exposure to fruits, vegetables, whole grains, lowfat dairy; and limiting sugar through activities, food demonstrations and tastings. Newsletter communication provides families with ideas and tools to increase access and consumption of these foods through tips on shopping, engagement of children in family meals and access to low-cost recipes that are child-tested.

We hope that the *MyPlate in Practice* curriculum meets your goals for nutrition education and curriculum alignments. Thank you for your dedication to providing children the tools they need to develop into healthy and successful adults.

Washington State SNAP-Ed

For the approved curriculum list, Washington State SNAP Ed standardized 6-thematic lessons from this curriculum into standardized grade-appropriate lessons for Grade 3 only. The selected lessons focus on sources of foods, emphasis on fruits, vegetables and whole grains, physical activity, minimizing foods high in sugar and salt. This 2016 edition of *MyPlate in Practice* is aligned with Washington State Learning Standards for Health and Fitness, English Language Arts and Mathematics.

Curriculum Fidelity

To maintain curriculum fidelity, the originators of this curriculum minimum of Lessons 1-6 must be taught as they cover all aspects of MyPlate concepts. Each of these lessons give acceptable adaptations for time (options for activities). Lesson 7 is optional, and addresses hidden fat in snack foods and presents a game platform for a review of lesson objectives and time for a post survey.

How to Use This Curriculum

LESSON ORGANIZATION

The following is a glossary of terms and resources used in this curriculum. If you have questions, please contact your Regional Implementing Agency.

Preparation Outline. This summarizes the list of supplies needed to teach the lesson. Lists include items such as "butcher paper" as a quick low cost table cover for clean up when offering food demonstrations. Some have 2 options for learning activities or food tastings. Educator's notes were added to give those new to teaching the curriculum some tips on time management, optional activities, or other relevant points for each lesson. The reference to the "Educators Lesson Folder" is a suggestion that may be helpful to educators' organizational management when teaching multiple classes at any one time. It is explained in the Resource section.

Teaching Outline. This outline is the semi-scripted, timed lesson. Each section provides an estimated amount of time it takes to deliver the content. Those sections that are "optional" can be omitted if less time is available to deliver the lesson; and still maintain curriculum fidelity.

Worksheets. These items can be used during handwashing to keep students occupied; and/or also left with the classroom teacher as extension activities for the SNAP-Ed lesson. Some are sourced; please see resource section for ordering information.

- Masters of worksheets can often be reproduced by the classroom teacher or partnering agency to reduce costs to the SNAP Ed contracting agency. They should be kept in a plastic sleeve to increase longevity.

Nutrition Education Reinforcement Items (NERI). These are optional, low cost incentives that provide motivation to return homework, permission slips; or reinforce concepts and activities taught in a class. Refer to current SNAP Ed Guidance for allowable items.

- Costs for these items are proposed in Regional or sub-contracting proposals. Regional Implementing Agencies may have designated NERI pre-purchased at bulk rate to lower cost to local providers.

Teaching Tools. These are visual aids like posters, demonstration photos or graphic for overhead projectors or other items that help your audience to understand the concept being taught. Many can be made; others are easier, and more cost effective to purchase. Those sourced are listed in the Resource section.

- For photo or graphic teaching tools, it is suggested that these be printed on card stock and laminated or placed in a plastic sleeve to increase longevity of these visuals.

Food Models. These are teaching tools used throughout the MIP series. In most cases, paper food models can be used; however, 3D models can be purchased and are often preferred when doing volumetric comparisons of serving size relative to a plate. (see Resource section).

Food Activity/Demonstrations. Real food experience helps students increase the variety of foods they will accept. Most lessons in this series will offer a food tasting experience from very simple (tasting seeds) to complex (making a salad or smoothie). Those recipes used in this curriculum are well tested and received.

Allergies, Cultural and Religious Food Preferences. Before any food preparation activity, be sure you are aware of any food allergies among your audience. Work with caregivers, teachers, or a school nurse to confirm this information. It is suggested that educators are aware of the site agency's practice for managing any specific concerns when serving food in the classroom.

Food Safety. It is extremely important that food preparation is done safely. Prior to starting a food demonstration, be sure to sanitize the work area. All children and adults that will be handling or consuming food will need to properly wash their hands. The steps to proper handwashing include:

1. Wet hands with warm water.
2. Apply soap.
3. Rub hands together, between fingers and fingernails for 20 seconds.
4. Rinse thoroughly.
5. Dry hands with paper towel.
   Note: When soap and water are not available, hand sanitizer is an alternative. However, hand sanitizer does not prevent norovirus contamination.

Activities. Lessons contain learning activities and physical activities (short brain boosters) that if not contained in the teaching outline, will be at the end of the lesson. These activities are well received by the students.

Parent Newsletters. Each MyPlate in Practice lesson has a take home newsletter for parents of youth with added value for parents. Each newsletter is available in English and Spanish. This expanded newsletter provides parents with information of what was taught in nutrition class each week, but offers tips on foods in season, food resource management, ideas to support family meals as great family time where everyone participates, and low cost recipes that were tasted by their child/ren.

- If SNAP Ed budgets can't support duplication costs, a partnering agency may be willing to assume the copying expenses through the school. Some classroom teachers may provide access to their own/school website and post them for parents.

Evaluation Forms (see Resource section)

- **Student pre/post Surveys.** *MIP* offers a pre/post survey to assess learning change. A copy of it is in the Resource section. This tool did not go through vigorous testing, and therefore may not meet the standard now set for validated assessment tools.
  - When using pre/post surveys to assess learning and/or behavior change, some educators have the classroom teacher administer them right before the first lesson; and right after the last lesson to omit the time needed they take during scheduled SNAP Ed classes.

- **Teacher Observation Form.** Teacher observation Forms have been used with WSU Youth curricula since 2006. These and parent newsletter evaluations help to triangulate data with youth pre/post survey data as young children have difficulty with pencil/paper skills and reading tests lower than third grade. It helps to assess observed behavior change during the school day with key concepts taught through SNAP Ed curricula. Classroom teachers are very willing to complete these forms and often will include anecdotal success stories from the classroom related to nutrition learning, behavior change and decision-making.

- **Parent Newsletter Evaluation.** Parent newsletter evaluations are used to assess changes in targeted behaviors in the home environment due to exposure to SNAP Ed nutrition education. Annually, since 2006, an average of 30% of parent newsletter evaluation forms distributed are returned. The results show consistently the nutrition learning and behavior change is increased over the course of youth curriculum series. Returned surveys also include parental sharing of success stories in behaviors changing in the home and in the market place due to both youth and parent engagement.

RESOURCE SECTION

- This section provides ordering information for various teaching tools, worksheets and stickers that are found in the Preparation Outline of each lesson. Many of the worksheets are available for free download. Items from the Washington State Dairy Council (WSDC) can be purchased for a nominal fee. Also, educators are granted $25 per year for free materials from this agency.
- Other items found here are examples of management forms that MIP educators have used for organization, behavior management strategies, and evaluation. These are not required, but are offered as ideas if interested.

Scope and Sequence: The Curriculum Snapshot

- The Scope and Sequence table that follows, provides a summary of all lessons and activities. This overview may be helpful to school principals or curriculum specialists to determine if this curriculum is appropriate for teaching during the school enrichment day. *MyPlate in Practice* lesson vocabulary lists are listed in the Washington State Academic Alignments in English Language Arts that follows. They also are integrated into each Teaching Outline.

Title/Theme Academic Standards	Objectives	Lesson Outline and Teaching Tools	Food Tasting Activity	Physical Activity Handouts and Worksheets
LESSON 1 **Handwashing and Intro to MyPlate** Standards **Health & Fitness** H7.W2.3; H1.W3.3a H1.N4.3b; H3.N6.3 **English Language Arts** L.3.4; RI.3.6; W.3.8; SL.3.1; SL.3.4	• Describe where germs come from • Explain why we need to wash out hands frequently • Develop a proper handwashing technique (skill) • Understand that MyPlate is a tool that guides our food choices for good health	Teaching Tools My Plate poster, Germ story, Be a Germ Buster Handwashing Chart Glo-germ light, lotion or powder Management forms Evaluation Student pre-survey Demographic form Vocabulary	Recipe None	Physical Activity • Practice using big muscles with ideas generated by students Worksheets • Germ Buster Tracker • Choose MyPlate.gov Coloring sheet Newsletter for Parents (E/S)
LESSON 2 **GRAINS: Are Yours Whole Grains?** Standards **Health & Fitness** H7.W2.3;H5.W7.3; H6.W8.3; H1.N3.3a; H1.N3.3b ;H1.N4.3a; H1.N4.3b; H1.N5.3c; H3.N6.3 **English Language Arts** L.3.4; RI3.5; RI.3.6; W.3.4; W.3.8; SL3.1; SL.3.4	• Understand that MyPlate's Grains Group has specific nutrients that our bodies need to be healthy. • Recognize grains as seeds and identify foods made from grains. • Practice identifying healthy cereals using the Nutrition Facts Label. (skill) • Identify the number of servings of grains needed for good health, using MyPlate.	Teaching Tools MP Poster Document camera Empty cereal boxes 3 parts of a grain model Grain Food Models Photos of grain types NERI Stickers or pencils Vocabulary	Recipe Trail Mix	Physical Activity On the Farm Worksheets Be A Label Detective! Power UP with Breakfast How Much Sugar in Your Bowl? Newsletter for Parents (E/S)
LESSON 3 **FRUITS – What's Your Beverage?** Standards **Health & Fitness** H7.W2.3; H3.W5.3; H5.W7.3; H6.W8.3; H1.N2.3; H1.N3.3a; H1.N3.3b; H1.N5.3a-c; H3.N6.3 **English Language Arts** L.3.4; RI.3.5; RL3.6; W.3.8; SL.3.1; SL.3.4	• Identify specific nutrients in the Fruits Group that our bodies need to be healthy. • Identify the number of servings of fruits needed for good health. • Understand that not all fruit drinks contain fruit. Recognize the benefits of drinking fruit juice made from real fruit.	Teaching Tools MP Poster Catch a Rainbow Poster Fruit food models Beverage examples Recipe for Sugar-Sweetened Beverage Name that Fruit Game Vocabulary NERI: none	Recipe Apple wedges or Juice Sparkler	Physical Activity *Go Bananas!* Worksheet Beverage Comparison Worksheet Newsletter for parents (E/S)

Title/Theme Academic Standards	Objectives	Lesson Outline and Teaching Tools	Food Tasting Activity	Physical Activity Handouts and Worksheets
LESSON 4 **Vegetables/Parts of a Plant** Standards **Health & Fitness** H7W2.3; H6.W8.3; H1.N1.1b; H1.N4.1; H1.N5.1, H1.N5.3a **English Language Arts** L.3.4; RI.3.5; RI.3.6; W.3.8; SL3.1; RL.3.4	• Name the six parts of a plant and vegetables and fruits that represent each. • Recognize that eating a daily variety of vegetables and fruits to get specific nutrients contributes to good health. • Identify strategies to minimize salt intake in processed vegetables. • Identify the serving amounts of vegetables and fruits needed for good health. • Identify how to best clean vegetables and fruits.	Teaching Tools MyPlate poster Catch A Rainbow Poster Parts of a Plant overhead or sub Parts of a Plant Activity A or B Vegetable food models Eat a Rainbow Jeopardy Game Vocabulary	Food Tasting Parts of a Plant Snack	Physical Activity Being A Plant Mime or *Go Bananas!* Worksheet none Newsletter for parents (E/S)
LESSON 5 **Dairy: Do You Wear a Moo-stache?** Standards **Health & Fitness** H7.W2.3; H3.W5.3; H6.W8.3; H1.N2.3; H1.N3.3a-b; H1.N44.3a-b; H1.N5.3ab; H3N6.3; H6.N6.3 **English Language Arts** L.3.4; RI.3.5; RI.3.6; zW.e.4, W.3.8, W.3.10; SL3.1, SL3.4	• Identify that calcium in the Dairy Group is needed to build strong bones. • Identify the number of servings of dairy foods needed for good health and name three calcium-rich foods. • Explain how physical activity helps build strong bones to prevent disease. • Understand the actions required to keep food safe.	Teaching Tools MyPlate Poster Dairy food models 3D bone models or photo of healthy, diseased bones 5 empty milk cartons 1 fortified orange juice carton 1 flattened cereal box Bone Builder Activity Cards Thumbs up/down Game questions Vocabulary	Food tasting Lemon Velvet or Grape Ape Smoothie Equipment: blender NERI Moos-stache stickers (optional)	Physical Activity Dancing Dice game Worksheet (opt) Dairy Word Search (E/S) Find the Bone Builders worksheet Newsletter for parents (E/S)
LESSON 6 **Protein: How Lean is Your Protein?** Standards **Health & Fitness** H7.W2.3;H5.W7.3; H1.N4.3;H1.N5.3a-b; H3.N6.3	• Understand that foods in the Protein Group are necessary for muscle growth. • Identify how much protein food is needed daily for good health of 9 year old youth. • Identify a meat protein and a plant protein food.	Teaching Tools • MyPlate Poster • Protein food models • Fat model or photo • Hidden Fat demonstration If last class in the series: • Post assessment	Food Tasting Hummus and dippers OR If last class of the series: MyPlate Parfait	Physical Activity On the Farm or Simon Says Worksheet Protein Word Search (E/S) Newsletter for parents (E/S)

English Language Arts L.3.4; RI.3.5, RL3.6; W3.4, W.3.8, W3.10; SL3.1, W3.4	• Identify processed protein foods that are high in sodium. • Understand that physical activity is a component of good health and muscle growth.	• Parent/teacher evaluations • Student certificates, stickers • MyPlate BINGO Game Vocabulary		
LESSON 7 **MyPlate Revisited and Graduation** Standards **Health & Fitness** H7.W2.3 **English Language Arts** W3.4, W3.8, W3.10; SL3.1, SL3.4	• Understand that fat hides in snack foods so reading package labels are important to making low-fat choices. • Celebrate nutrition education learning through a fast-paced game to recall facts and work in teams.	Teaching Tools MyPlate Jeopardy game parts Fat demo bag from week 6 Student certificates Evaluation Post assessments Teacher Observation sheets Parent Newsletter Evaluation NERI Pencils and stickers for returned parent evaluations 4-5 items for drawing post jeopardy. Vocabulary	Food Tasting Almost MyPlate Parfait	Physical Activity Students choice if time Worksheet None Newsletter for parents (E/S)

Linking to the Classroom Curriculum

This curriculum is intended for use by Washington State SNAP-Ed nutrition educators, elementary classroom teachers, after-school providers, librarians, and other community collaborators.

While its use is vast, we realize that school-based programming requires a predominant focus on the state curriculum objectives. Washington State University Extension provides the alignments to specific curriculum objectives. The *MIP* lessons should be tailored to meet the goals and objectives of the teacher. We encourage classroom teachers to employ extension activities to the lessons to meet desired standards.

Washington State Learning Standards

Each of the seven lessons standardized in Washington State for Grade 3 are aligned with the Common Core English Language Arts and Health and Fitness Standards (2016). Where other curriculum standards are met, such as mathematics, they have also been added. Additional standards may also be relevant but were not aligned at this time.

When approaching school principals and/or teachers, these alignments provide certified teachers with the information needed for acceptance into the school enrichment day.

Supporting the Common Core through *MyPlate in Practice*

MyPlate in Practice consists of 7 lessons, each addressing a variety of standards in English Language, Mathematics and Health and Fitness. Because healthy eating is vital for health and wellness, nutrition lessons provide an ideal vehicle for students to practice mastery in the Common Core State Standards. Below is a sampling of how various standards are met in the lessons. We are committed to supporting our partner school districts in ensuring that students are college and career ready.

English Language Arts

Anchor Standards for Language

- **Vocabulary Acquisition and Use** - Use a range of general academic and domain-specific words, determine the meaning of unknown words or phrases by using context clues and reference materials.

MIP Lesson	Vocabulary Words Introduced & Discussed
Lesson 1 Handwashing	Germs Microscopic Cuticles Calluses Fingernails
Lesson 2 Grain	Grain Carbohydrates MyPlate Fiber Investigator
Lesson 3 Fruit	Nutrients Digestion Vitamin A Vitamin C
Lesson 4 Vegetables	Parts of a Plant: leaf, bulb, flower, root, tuber, stem, fruit, seed
Lesson 5 Dairy	Dairy "Bone Bank" Calcium Vitamin D Weight Bearing Exercise
Lesson 6 Protein	Protein Lean Vegetarian Processed Sodium
Lesson 7 MyPlate Revisited	Review Jeopardy Graduation

Anchor Standards for Reading: Informational Text

- **Integration of Knowledge and Ideas** – Use information gained from illustrations and words to demonstrate understanding.
- **Craft and Structure** - Use text features and search tools to locate information.

Each of the seven lessons includes an activity where students read and interpret information. Examples include: interpreting the MyPlate graphic, reading cereal box Nutrition Facts Labels and drawing conclusions, reading information on fruit and vegetable cards and categorizing, reading and following recipe directions, and reading and categorizing food model cards.

Anchor Standards for Writing

- **Production and Distribution of Writing** - Produce clear and coherent writing.
- **Research to Build and Present Knowledge**. Recall information and gather information
- **Range of Writing** - Write routinely for a wide variety of tasks, purposes, and audiences.

Most lessons include a handout where students use critical thinking skills to write responses.

Classroom teachers are given supplemental activities to reinforce discoveries and information presented during lessons.

Anchor Standards for Speaking and Listening

- **Comprehension and Collaboration** - Effectively participate in conversations.
- **Research to Build and Present Knowledge** Recall information and gather information
- **Presentation of Knowledge and Ideas** - Present information, findings, and supportive evidence.

Students participate in collaborative activities during each of the 7 lessons. Students are asked to think critically about information presented, talk with partners and share back to the entire classroom.

Health and Fitness

Anchor Standards for Wellness (W)

- **Hygiene** Demonstrate effective hygiene practices
- **Disease Prevention** Identify ways pathogens enter the body

Student participate in activities to identify sources of pathogens and how they enter the body. Students recognize that food is a primary source of contamination if good hygiene practices are limited. This concept is reinforced through participatory activities in food preparation. Preventive measures are practiced in the classroom to minimize pathogen contamination sourced through touch and via air (breathing) as it relates to food selection, preparation and consumption.

- **Access Valid Information** Investigate resources from home, schools and community that provide valid health information
- **Decision-making** Predict potential short-term outcomes of health-related decision
- **Goal-setting** Identify resources to support achievement of a personal health goal

Students acquire skills to make informed decisions in food selection and consumption using valid tools available to them such as MyPlate, with recommended servings of food groups per day, and package labeling (Nutrition Facts Label and Ingredients List). Students understand that in the short-term decisions that are unhealthy need to be 'balanced' with larger picture health

goals, i.e. providing moderation and balance to both nutrition consumption and physical activity to achieve personal health goals.

Anchor Standards for Nutrition (N)

- **Food Groups and Nutrients**
- **Caloric Intake and Expenditure**

MyPlate in Practice is designed to approach nutritional health using the 5 food groups and related lead nutrients obtained through each. Each nutrient group is addressed including its role in human health. Specific nutrients emphasized include carbohydrate components of fiber (whole grains, fruits, vegetables) and sources of sugar; minerals calcium (dairy and non-dairy sources, iron (heme and non-heme sources); vitamins A, C and D; animal and plant sources of protein; and an introduction to hidden fat. Lesson 1 introduces the concept of MyPlate and its food groups; and its relationship to energy balance. This concepts is reinforced throughout the 7 lessons when addressing recommended food intake and needs for physical activity as a major component of good health. Physical activity is also practiced in most lessons through brain boosting activities or games.

- **Beverages**
- **Label Literacy**

MyPlate in Practice emphasizes the importance of reading food labels on packaged foods as a strategy to make healthier food decisions. The focus of the label reading skills-building activities is on the fiber and sugar content of ready-to-eat cereals (Grains lesson) and flavored drinks (Fruit lesson) that are easily accessible and appealing to this age group. Skill-building activities compare a range of foods with varied fiber and sugar content; discuss to explain which foods are healthy or less healthy choices. The Nutrition Facts Label and Ingredients Lists are both used in activities for critical thinking when making food choices. The Dairy Group lesson also compares types of milk/dairy products with added sugar and fat content.

- **Disease Prevention**

Specific disease states addressed in *MyPlate in Practice* are directly related to nutritional deficit or excess, or hygiene. Food-borne illness and proper controls for prevention are the primary focus of Lesson 1 where proper handwashing technique is taught through an interactive, visual Glow-Germ Experiment and practiced throughout the series; and how to wash fruits and vegetables is addressed in the Vegetable Lesson. Osteoporosis, its causes and preventive measures are addressed in the Dairy lesson; and iron-deficiency anemia is also addressed I the Protein lesson. Overweight/obesity is addressed indirectly through teaching energy-balance concepts and increased consumption of fruits, vegetables and whole grains.

Mathematics

- **Number and Operations – Fractions –** Develop understanding of fractions as numbers.

MyPlate by its very nature is a graphic that is divided into fractions. As students learn about a different food group each week, they visualize how much of their plate should be taken up with each of these food groups. As students learn about the number of servings they need of a food group, they determine how to divide that between meals (Example: 1/3, 1/3, 1/3 – breakfast, lunch and dinner).

- **Measurement and Data –** Measure and estimate liquid volumes and masses of objects.

Students are exposed to recipes and food tastings each week. This gives them hands on experience with measurements used in cooking. As food groups are discussed, they are shown examples of serving sizes which provides additional reinforcement.