

Curriculum Overview: Eating Smart • Being Active (ESBA) 2017 Revision

Core Components

Objectives

ESBA is an evidence-based nutrition education and obesity prevention curriculum. Nine lessons engage participants in learning about healthy lifestyle choices. ESBA is designed to teach the main messages of the current dietary and physical activity guidelines. These research-based recommendations are the *Dietary Guidelines for Americans 2015-2020* and *MyPlate* (both developed jointly by the US Department of Health and Human Services and the United States Department of Agriculture) and the *2008 Physical Activity Guidelines for Americans* (developed by the US Department of Health and Human Services).

The curriculum addresses the core messages in the SNAP-Ed Guidance.

Theoretical framework

Components of two different learning theories have been incorporated into ESBA: Adult Learning Theory and the Social Cognitive Theory. ESBA incorporates dialogue-based learning (often called learner-centered education) teaching methods from the book, *From Telling to Teaching: A Dialogue Approach to Adult Learning* by Joye Norris. Each lesson is based on the framework: anchor, add, apply, and away. This format helps to engage the participant and build confidence through discussion and practicing new skills in class. Topics covered center around healthy lifestyle choices, including physical activity, food preparation, shopping tips to save money, healthy choices at the grocery store, food safety, feeding children, and reducing fat, added sugars, and sodium.

Setting & target audience

Low income adults with young children, including pregnant and/or parenting teens, in small group settings (designed for 12 or fewer individuals). Emphasis is placed on creating a non-threatening learning environment for participants (see pages 23-27 in the Educator's Guide to Implementing *Eating Smart • Being Active*). ESBA can be used for larger groups; however, smaller groups are encouraged for greater participant involvement and enhanced learning.

Number and duration of lessons

Eat Smart • Be Active: 9 core lessons, 1.5-2 hours each*

Eat Smart • Be Active Plus 3: Maternal and Infant Nutrition Lessons: 12 core lessons, 1.5-2 hours each*

*When scheduling a room for a class, ideally schedule at least 2.5, preferably 3 hours. This will give you 30 minutes of set-up time, 90 minutes of class time, and 30 minutes for clean-up time. Some lessons may require reserving the room for 3 hours.

Recommended pacing

Suggested time frames for each part of the lesson are outlined in each lesson plan. Frequency of lesson delivery is not specified. Best practice is to teach lessons one week apart. It is not recommended to teach two lessons at a time or more than two lessons in one week.

Instructional order & strategies

Lessons should be taught in order; each lesson builds on the previous one. Lessons may not stand alone.

Each lesson plan booklet is organized into sections. They are:

1. Goals and Key Messages
2. Preparing for Class
3. Setting Up for Class
4. Teaching the Lesson
5. Let's Be Active Instructions (lessons 2-9 only)
6. For your Information
7. References

Detailed information may be found on pages 9-16 in the Educator's Guide to Implementing *Eating Smart • Being Active* and in each lesson plan booklet.

Lesson Sequence-9 Lessons

Lesson	Title	Reinforcement	Duration
1	Welcome to Eating Smart • Being Active	Cutting Mat	1.5-2 Hours
2	Get Moving!	Collapsible Water Bottle	1.5-2 Hours
3	Plan, Shop, Save	Grocery List Pad	1.5-2 Hours
4	Fruits & Veggies: Half Your Plate	Produce Brush	1.5-2 Hours
5	Make Half Your Grains Whole	Measuring Cup Set	1.5-2 Hours
6	Go Lean with Protein	Refrigerator Thermometer and Cook It Safe! Magnet	1.5-2 Hours
7	Build Strong Bones	Walk Indoors with Leslie Sansone DVD	1.5-2 Hours
8	Make a Change	Measuring Spoon Set	1.5-2 Hours
9	Celebrate! Eat Smart & Be Active	Cookbook	1.5-2 Hours

The curriculum also contains three maternal and infant nutrition lessons as a supplement to the core nine lessons. They include:

- *Eating Smart and Being Active During Pregnancy*. The pregnancy lesson is designed to be taught early in pregnancy and covers topics about seeing a healthcare provider regularly, eating healthy and being active during pregnancy, and combating common pregnancy discomforts.
- *Feeding Your New Baby*. The new baby lesson covers information about breastfeeding and formula feeding to aid women late in their pregnancies in deciding how to feed their babies.

- *Feeding Your Baby Solid Foods*. The solid food lesson is designed to be taught to mothers of young infants and provides information regarding introducing solid foods including when and how to introduce new foods.

Lesson Sequence-9 Lessons Plus 3: Maternal and Infant Nutrition Lessons

Lesson	Title	Reinforcement	Duration
1	Welcome to Eating Smart •Being Active	Cutting Mat	1.5-2 Hours
2	Get Moving!	Collapsible Water Bottle	1.5-2 Hours
3	Plan, Shop, \$ave	Grocery List Pad	1.5-2 Hours
4	Fruits & Veggies: Half Your Plate	Produce Brush	1.5-2 Hours
5	Make Half Your Grains Whole	Measuring Cup Set	1.5-2 Hours
6	Go Lean with Protein	Refrigerator Thermometer and Cook It Safe! Magnet	60-90 minutes
7	Build Strong Bones	Walk Indoors with Leslie Sansone DVD	60-90 minutes
8	Make a Change	Measuring Spoon Set	60-90 minutes
9	Celebrate! Eat Smart & Be Active	Cookbook	
10	Eat Smart and Be Active During Pregnancy	Magnet	60-90 minutes
11	Feeding Your New Baby	*	60-90 minutes
12	Feeding Your Baby Solid Food	Sippy Cup	60-90 minutes

*if magnet is not given in lesson 10, participants receive one in lesson 11. If given in lesson 10 there is no incentive given for lesson 11.

Core Activities

All lesson components are required.

Brand names: Two ESBA activities in Lesson 3 involve using brand name food labels. Although SNAP-Ed usually covers brand names on food packages, you are not required to do so when using this curriculum. The activities are an integral part of the evidence-base and may be taught as directed.

Reading Labels Activity: Participants find information on “Nutrition Facts” labels, using brand name food labels from a variety of food and beverages.

Unit Pricing Activity: Participants compare the cost of store and national brand products using unit prices. Purchase of a store brand and national brand of the same food (e.g., canned peaches) is allowable and is part of the food tasting component of the activity.

Remember that SNAP-Ed does not promote one brand over another. Refer to the product by what it is, rather than its brand name (e.g., “canned peaches” or “whole grain cereal”).

Activity components can be downloaded and printed from here:

<http://eatingsmartbeingactive.colostate.edu/resources-for-implementation/activity-bins/>

Optional Activities

“Additional activities” included in each lesson are optional to use if you have time.

Materials

The *Eating Smart • Being Active* curriculum includes an Educator’s Guide to Implementing *Eating Smart • Being Active* booklet and lesson plan booklets for each lesson. Each lesson includes handouts, worksheets, visual posters, recipe sheets, recipe scripts, activity bin lists and enhancement (reinforcement) items.

Curriculum, handouts, worksheets, posters, incentive items and other related material can be ordered here:

<http://eatingsmartbeingactive.colostate.edu/getting-started/ordering-materials/>

Recipes for ESBA lessons can be downloaded and printed from here:

<http://eatingsmartbeingactive.colostate.edu/resources-for-implementation/recipes/lesson-1-welcome-to-eating-smart-being-active/lesson-1-welcome-to-eating-smart-being-active-english-recipes/>

Instructions for creating activity bins for each lesson are available here:

<http://eatingsmartbeingactive.colostate.edu/resources-for-implementation/activity-bins/>

Materials needed for each lesson are listed in the Preparing or Class section of each lesson.

Information and training videos for the physical activity section of each lesson can be found here:

<http://eatingsmartbeingactive.colostate.edu/resources-for-implementation/physical-activity/>

Graduate certificate templates can be found here:

<http://eatingsmartbeingactive.colostate.edu/resources-for-implementation/graduationvolunteer-certificate-templates/>

Training

- ✓ Review Curriculum Overview
- ✓ Review Educator’s Guide, lesson plans and materials
- ✓ Practice or talk through at least one lesson with another educator, your supervisor, or your unit
- ✓ Observe another educator teach an *ESBA* (if possible)
- ✓ The SNAP-Ed Curriculum Team offers training on *ESBA*. Please check the website for possible options:
<http://extension.wsu.edu/curriculum-fidelity/>

Program Leaders

- ✓ Review Program Implementer’s Guide: <http://eatingsmartbeingactive.colostate.edu/for-program-leaders/program-implementers-guide/>
- ✓ Review Tips for Training Staff on *Eating Smart • Being Active*:
<http://eatingsmartbeingactive.colostate.edu/for-program-leaders/training-resources/tips-for-training-staff-on-eating-smart-being-active/>

Recipes

A food preparation activity is included in each lesson. See pages 33-37 in the Educator's Guide to implementing *Eating Smart • Being Active* booklet to help you prepare for this portion of the lessons. Recipes are included for each lesson. Educators are encouraged to use recipes that are provided in the curriculum. Recipes should always support core content of lessons.

Other recommended recipes resources can be found at:

- <https://snaped.fns.usda.gov/basic-nutrition-everyone/healthy-low-cost-recipes>
- <https://cfacaa.human.cornell.edu/dns.fnec/files/resources/4HRecipeBookFinal.pdf>
- <http://www.foodhero.org/>
- <https://spendsmart.extension.iastate.edu/recipes/>

Fidelity is...

The extent to which a curriculum or program is delivered in accordance with the intended (and tested) design. This means:

- Using program materials
- Adhering to recommended pacing
- Keeping the program's instructional order
- Utilizing the program 'routines'
- All teachers using the same materials to equalize student learning opportunities and meet instructional objectives

Making adjustments while delivering with fidelity

You can make some adjustments to the curriculum without impacting fidelity. Examples include:

- Supplement core lessons with appropriate additional activities.¹
- Provide participants with coaching, ongoing support, and individual instruction when needed
- Adjust group size
- Increase opportunity for participants to engage and ask questions, and provide answers

Evaluation

Check with your supervisor for required evaluation tool and current evaluation protocol.

Link to Curriculum and Resources:

www.eatingsmartbeingactive.com

¹ Many curricula have several options for activities. Choose from these options first. If you plan to use additional activities, outside of the written curricula, please review with your supervisor to ensure they meet Snap-Ed guidance.