



Being Active

PURDUE

U N I V E R S I T Y

PURDUE EXTENSION

New 5/09

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Being Active

Lesson 1 Warm Up/Cool Down

We benefit from all movement we do, but we get great health benefits from doing planned physical activities. Everyone can choose different activities, but the important thing is to get 30 minutes a day, most days of the week. (Children need 60 minutes per day.)

<p>Activities of Daily Living (ADL): Activities/movements that you perform in your everyday life.</p> <p>Examples: walking to your car, light housework, walking in the grocery store, carrying children, etc.</p>	<p>Planned Physical Activities (PPA): Additional activities that are pre-planned in your day and result in health benefits.</p> <p>Examples: going for a walk (in addition to what you would normally do), stretching, biking, swimming, etc.</p>
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Let's Warm Up

Warm-ups are important to help the body prepare for activity, and to prevent injuries. Warm-ups are usually around 5 minutes in length. They include stretching, deep breathing, and a gradual increase in movement. This gets the blood flowing and gently stretches the muscles.

For a simple warm-up:

- Start with several stretches. Reach your hands above your head toward the ceiling for a full body stretch. Take a deep breath in as you stretch up, and a deep breath out as you release back down.
- Start marching in place, keeping your arms moving (either punching or moving at your sides) for 10-20 seconds. Then, lift your knees higher and move your arms faster for 10-20 seconds.
- Next, switch to front kicks with punches for 10-20 seconds.
- Finally change to a light jog or fast march for 10-20 seconds.

Cool Down

After doing planned physical activities, a cool-down is needed. A proper cool-down brings the heart rate down to a safe level before stopping movement. It is also a time to stretch the muscles to help prevent muscle soreness and to increase flexibility.

To cool-down:

- Start by lightly jogging or marching in place with your arms still moving for 10-20 seconds.
- Then, march slowly in place and let your arms fall to your sides for 10-20 seconds.
- Slow down your march for 10-20 seconds to bring the heart rate down to a safe level.
- Finally, reach for the ceiling again for a full body stretch. Repeat 3-4 times, taking a deep breath in when you reach up, and a deep breath out when you release down.

Warming up and cooling down can help you to work harder during your physical activities and helps your body feel better after working out. Stretching during the warm-up and cool-down can improve flexibility, and gives you more freedom of movement to do the things you need to do, and the things you like to do. It helps to prevent injuries through all stages of life and can help you perform daily activities.

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Lesson 2 Taking your Pulse

Just like all your muscles, the heart needs exercise to become stronger and work better. Regular moderate activity helps you climb stairs and play with your children without running out of breath and getting tired. Taking your pulse (or heart rate) and the talk test are two ways to measure the intensity of aerobic or cardio physical activity.

Taking your Pulse (or heart rate)

Use your index and middle fingertips



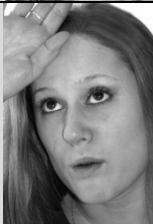


Carotid artery



Radial pulse



	Intensity	Talk Test	Examples
T a l k T e s t	When you do sedentary or light activities, you should be able to sing while doing the activity.		<ul style="list-style-type: none"> • Watching TV • Computer/video games • Talking on the phone • Housework
	If you are doing moderate activities , you should be able to carry on a conversation comfortably while engaging in the activity.		<ul style="list-style-type: none"> • Walking • Light yard work • Light weight lifting • Stretching/Yoga • Dancing
	If a person becomes winded or too out of breath to carry on a conversation, the activity they are doing can be considered vigorous activity .		<ul style="list-style-type: none"> • Jogging/running • Soccer, basketball, or volleyball • Heavy yard work • Swimming • High intensity aerobics

Participating in at least 30 minutes of moderate to vigorous activity (shaded areas) all or most days of the week will improve heart health. Be sure to gradually warm up and cool down when doing activities that raise your heart rate.

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Lesson 3 Walk Your Way to Fitness

Walking is the single most popular adult exercise in this country. And why not? It's safe, easy, and cheap. Best of all, it makes us look and feel great. Studies show that a regular schedule of brisk walking has several benefits.

- Improves circulation and helps heart and lungs work more efficiently.
- Burns calories to help lose extra pounds or maintain ideal weight. An average 150-pound person walking at a speed of about 2 miles per hour will burn about 240 calories in an hour.
- Eases tension. You can walk to think—or walk to not think.
- Boosts energy.



What makes a walk a workout?

The short answer is pace and time or distance. When you are walking to exercise, you don't stroll or stop to window shop. After an initial warm-up, you move out at a steady pace that is brisk enough to make your heart beat faster and to cause you to breathe more deeply. Walking needs to be done for at least 30 minutes if your body is to achieve any "training effect."

Use the "talk test"

Benefits are highest when you walk as briskly as your condition permits. The "talk test" can help you find the right pace. If you are too breathless to talk, you're going too fast. If you develop dizziness, pain, nausea, or other unusual symptoms when walking, slow down or stop. If your problem persists, see your physician before walking again.

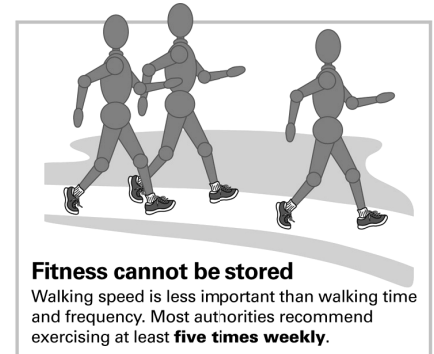
Wondering what to wear?

Choose shoes that are comfortable and provide good support. Cushioned shoes with a slightly elevated heel and arch supports are preferable. Good running shoes are good walking shoes. Select loose, comfortable clothes for your walks. In cold weather, it's better to wear several layers of light clothing than one or two heavy layers. The extra layers help to trap heat, and they are easy to shed if you get too warm. At night wear light colored clothing or a reflecting band. To maintain the proper body heat, always wear a cap during cold weather.

Walk with style

These tips will help you feel (and look!) better during and after your walking jaunts.

- Keep your head erect and back straight. Let your arms swing loosely at your sides.
- Stay relaxed, breathe deeply, and take comfortable steps.
- Always land on your heel and roll forward, finally pushing off the ball of your foot. Walking flat-footed or on the balls of your feet may cause fatigue or soreness.
- Toes should point straight ahead. "Toeing-in" and "toeing-out" are inefficient ways of walking and may aggravate or contribute to leg/hip joint problems.
- Always warm up (and cool down) with 5 minutes of slow walking. Stretch slowly afterwards to improve flexibility and reduce the likelihood of muscle soreness.
- Monitor your speed with the "talk test."
- Walk safe. Watch for dogs, cars, and bicycles. Face oncoming traffic. Do not assume drivers see you.
- Compete only with yourself. Individuals of similar ages and build vary widely in their capacity for exercise. Focus on steadily improving your own performance, not walking farther or faster than someone else.



Guidelines for a sample walking program

No one can tell you exactly how far or how fast to walk at the start, but the following guidelines can help you develop a plan for making walking a regular habit. If you've been inactive for a long time, give yourself time to get into shape. Build up slowly using these guidelines as goals—otherwise you might be tempted to push yourself too far too quickly so that walking for exercise stops being enjoyable.

	Warm up (walk slowly)	Target zone exercising (walk briskly)	Cool down (walk slowly)	Total time
Week 1				
Session A	5 minutes	5 minutes	5 minutes	15 minutes
Session B	Repeat above pattern			
Session C	Repeat above pattern			
Continue with a MINIMUM of three exercise sessions per week				
Week 2	5 minutes	Walk briskly 7 minutes	5 minutes	17 minutes
Week 3	5 minutes	Walk briskly 9 minutes	5 minutes	19 minutes
Week 4	5 minutes	Walk briskly 11 minutes	5 minutes	21 minutes
Week 5	5 minutes	Walk briskly 13 minutes	5 minutes	23 minutes
Week 6	5 minutes	Walk briskly 15 minutes	5 minutes	25 minutes
Week 7	5 minutes	Walk briskly 18 minutes	5 minutes	28 minutes
Week 8	5 minutes	Walk briskly 20 minutes	5 minutes	30 minutes
Week 9	5 minutes	Walk briskly 23 minutes	5 minutes	33 minutes
Week 10	5 minutes	Walk briskly 26 minutes	5 minutes	36 minutes
Week 11	5 minutes	Walk briskly 28 minutes	5 minutes	38 minutes
Week 12	5 minutes	Walk briskly 30 minutes	5 minutes	40 minutes

Source: "Exercise and Your Heart" National Institutes of Health (1981)



REMEMBER—If you are looking for a path to fitness, you can walk there!

For more information visit these Web sites:

Iowa State University Extension to Families, Nutrition—<http://www.extension.iastate.edu/healthnutrition/>

Iowa State University Extension Publications—<http://www.extension.iastate.edu/store/>

Adapted by Ruth Litchfield, Iowa State University Extension nutritionist, and Diane Nelson, Iowa State University Extension communication specialist, from *Walking Your Way to Fitness* (NCR 262). Illustrations by Jane Lenahan, Instructional Technology Center. Previously published as PM 1929, December 2002. Format modified by Peggy Martin for use with Iowa Food Stamp Nutrition Education curriculum, April 2008.

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Lesson 4 Flexibility

Flexibility helps to prevent injuries and improve simple motions of everyday life. Being flexible allows for better movement and reduced pain in joints, making it easier to perform daily activities.

It is important to warm your muscles before stretching. Also, remember to stretch after the cool-down portion of each workout.

- Do not bounce into a stretch or during a stretch. Movements should be in slow and steady.
- Mild discomfort when stretching is normal. But you should never feel pain. If you do, it means you are stretching too far and you need to reduce the stretch so it doesn't hurt.
- Always breathe throughout the stretch; never hold your breath.
- Avoid locking your joints in place during stretches. (Example: Try to avoid locking elbows and knees.)
- Hold each stretch for 15-30 seconds. Repeat each stretch 2-4 times, trying to extend farther each time.



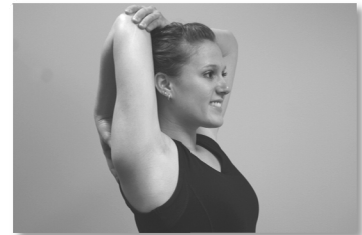
Upper Back & Side Stretch

Lace your fingers and push your hands away from your chest, rolling your shoulders forward. Then, press your hands straight up in the air and to the left and right sides.



Shoulder Stretch

Bring your arm across your body and stretch out the back part of your shoulder while keeping the thumb pointed down. Make sure you are not pressing directly on the elbow with the opposite hand. Repeat with the other arm.



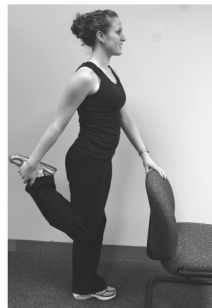
Triceps Stretch

Lift your arm straight up in the air and bend at the elbow. Gently press the elbow back with the opposite hand. Lift your head and look straight ahead. You should feel a stretch in the back part of the upper arm. Repeat with the other arm.



Hamstring Stretch

Hold on to the back of a chair or countertop and bend forward at the hips, keeping your back and shoulders straight and your knees together. You should feel a stretch in the back of your thighs.



Quadriceps Stretch

Hold on to the back of a chair or countertop and slowly pull your right ankle toward your buttocks, keeping your back and shoulders straight, knees together. You should feel a stretch in the front of your thigh.



Calf Stretch

Put both hands on the wall and press one leg back straight, keeping your front knee bent. You should feel a stretch in your calf muscle.

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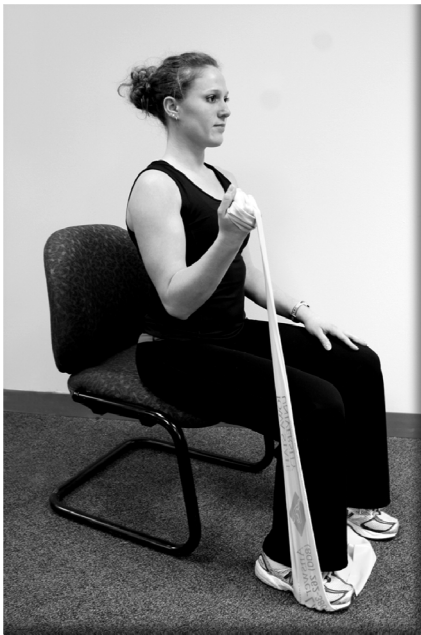
Being Active

Lesson 5 Upper Body Strength

Building muscle helps:

- Build strong bones
- Control your body fat
- Reduce your risk of injury
- Improve your sleep and your sense of well-being.

Begin strength training gradually, using proper techniques. This will prevent injuries while giving you the greatest benefit. Work up until you can do these exercises 15 times in a row, three times, with a rest in between.

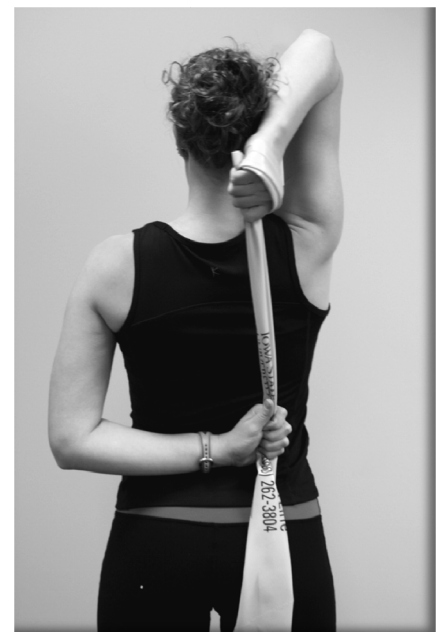


Bicep Curl works the front part of upper arm.

- Sit straight up in a chair and place one end of the band under your right foot. Hold the other end with your right hand, palm facing up.
- Keeping your elbow close to your rib cage, bend the elbow to raise the hand up to shoulder height.
- Count 1-2 seconds on the way up, give a slight hold for 1 second at the top, and count 3-4 seconds on the way down.
- **Repeat with the other arm.**

Triceps Extension works the back side of upper arm.

- While seated or standing, grip one end of the band in your right hand and drape the band over your right shoulder behind your back.
- Reach around to your lower back with your left hand and grab the bottom end of the band – reach up band until it is snug or develops a small amount of tension in the band between your hands.
- Keeping your palm facing your head and your elbow in line with the shoulder and by the ear, extend the elbow and lift hand toward the ceiling and back down.
- Count 1-2 seconds up, hold for 1 second and count 3-4 seconds down.
- **Repeat with the other arm.**





Lateral Shoulder Raises *work the shoulder.*

- Sit on one end of your stretch band and grab the other end with the nearer hand, with your palm facing down.
- Sitting straight in your chair and facing forward, keep a slight bend in the arm and raise your arm to shoulder height straight out to the side and back down.
- Count 1-2 seconds up, hold for 1 second, count 3-4 seconds down.
- **Repeat with the other arm.**

You can also perform the shoulder raise to the front and back working the front and back parts of the shoulder.

Chest Press *works the chest.*

- Put the band around your shoulders like a shawl with the band on the outside of your shoulders. Wrap the ends of the band around your hands.
- With your palms facing downward, stretch both arms straight out in front of your chest and try to push your hands together so they touch, then bring your hands back toward your chest.
- Count 1-2 seconds out, hold for 1 second while your hands touch, count 3-4 seconds back to your chest.



Muscles need to rest between workouts. You can alternate days between upper body and lower body exercises, or you can do both upper and lower body exercises on the same day. Do strength training exercises 2-3 times each week with 1-3 days rest between training sessions.

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Lesson 6 Lower Body Strength

Everyone can do strength exercises, you just have to choose your level of intensity.

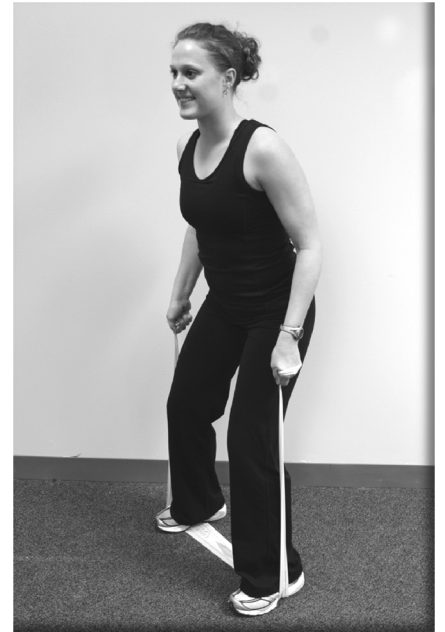
Gradually increase the intensity of your workout by:

- increasing the number of times you do the exercise (number of repetitions or sets)
- increasing the resistance (increase the weight, shortening the stretch band or use a heavy band).

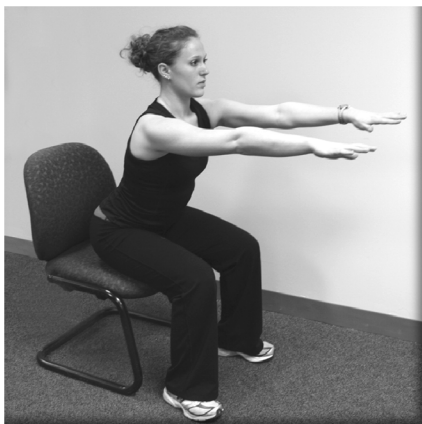
Work up until you can do 3 sets of 15 repetitions (total of 45) of these exercises.

Frankenstein Walk works the thigh and buttocks muscles.

- Stand and place both of your feet on the stretch band, shoulder width apart.
- Hold one end of the band in each hand.
- Keep a tight grip on the band with your knees slightly bent.
- While keeping space between your feet and knees, walk forward, backward, and shuffle side to side.
- Repeat walking in various motions until you feel fatigued. Take a few seconds to rest and repeat 1-2 more times.



Chair Squat works the hamstring, quadriceps, and buttocks muscles.

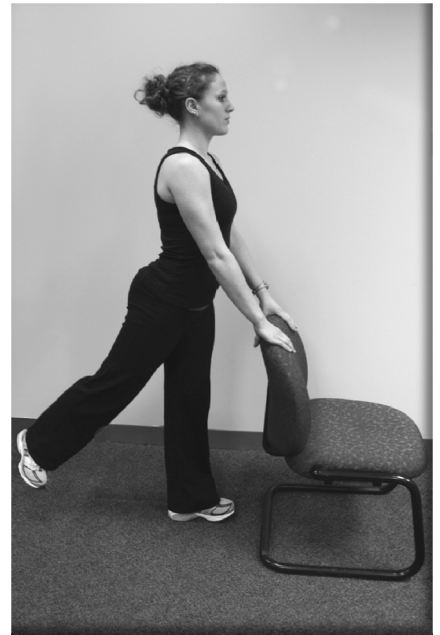


Third Progression pictured

- While sitting straight in a chair, stand and sit using the arm rests or table for support. Start with 2 sets of 3 repetitions.
- **Second Progression:** Repeat the same exercise, but do not use the arm rests or table for support.
- **Third Progression:** Repeat the same exercise, but allow yourself to barely touch the chair, or hover over the chair as you perform the sitting motion.
- **Fourth progression:** Repeat the same exercise motion, but this time take away the chair and perform the squat using the chair or a table for support.

Reverse Leg Lifts works the *buttocks muscles.*

- Stand behind a chair with your back and neck straight, holding onto the chair for support with your feet slightly apart.
- Slowly lift one leg straight backwards keeping your knee straight and without pointing your toes or bending your upper body forward.
- Lift the leg backwards for 1-2 seconds, hold for 1 second, and release the leg back down for 3-4 seconds.
- Repeat with the other leg, starting out with 2 sets of 6 repetitions.



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Lesson 7 Mind and Body Activity

Since stress is here to stay, everyone (adults and children) need to develop methods to relax. Relaxation is needed to lower blood pressure, respiration, and pulse rate, as well as release muscle tension, and ease emotional strain.

Deep breathing techniques and exercise help you feel successful and in control. Try to practice deep breathing once a day and build up to 5-10 minutes a day

There are many variations of deep breathing. They all involve breathing slowly and deeply and can all be done sitting in a chair. Include your children in your deep breathing sessions. It will help them relax, also.

Ocean Breath

For thousands of years the ocean has breathed against the shores of country after country.



Learn this breath while seated in a comfortable cross-legged position on the floor or seated in a chair with your feet on the floor.

Inhale and exhale deeply through the mouth. On the exhales, begin to tone the back of the throat, slightly constricting the passage of air. Imagine that you are fogging up a pair of glasses.

Once you are comfortable with the exhale, begin to apply the same toning of the throat to the inhales. This is where the name of the breath comes from: it sounds like the ocean. (It also sounds like Darth Vader.)

Elephant Breath

Elephants shower themselves with their own trunks. Choose something to shower yourself with—sparkles, love, laughter, strength.



Stand with your feet wide apart. Link your hands and dangle your arms in front of you like an elephant trunk.

Inhale through your nose as you raise your arms high above your head and lean back.

Exhale through your mouth as you swing your arms down through your legs.

Repeat for 3 rounds.

Snake Breath

When they are coiled and resting, snakes look around calmly, and when they move, they are slow and smooth.



Sit up tall. Take a deep breath in, filling up your whole body.

Pause and breathe out slowly and smoothly making a hissing sound for as long as you can.

Repeat for 3-5 rounds, feeling yourself slow down and become calmer each time.

Bunny Breath

Bunnies are very alert. Keep yourself awake and alert with this cleansing breath.



Sit on your shins with your back straight, shoulders wide and chest lifted (or sit cross legged or in a chair if that feels better).

Keeping your chin down, take three big sniffs, one right after the other.

Then exhale on a long release, as though you are sighing out through your nostrils.

Repeat for 5 to 7 rounds.

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Adult Curricula:

Name	Author/Distributor	Contact
Eating Smart, Being Active	Colorado State University and University of California at Davis	http://www.ext.colostate.edu/esba/
Loving your Family, Feeding Their Future	USDA	http://snap.nal.usda.gov
Eating Smart and Moving More	North Carolina State University	http://www.eatsmartmovemorenc.com/EFNEPFamilies/EFNEPFamilies.html
Eating Right is Basic	MSU Extension	http://msue.anr.msu.edu/program/info/eating_right_is_basic_erib
Money for Food	University of Wisconsin Extension	http://www.uwex.edu/ces/wnep/teach/mff/index.cfm
Eating Right for Life	University of Florida	http://fyics.ifas.ufl.edu/efnep/units/State.html
Small Steps to Health	Purdue	https://mdc.itap.purdue.edu/item.asp?item_number=CFS-749
Teen Parents – Nutrition Curriculum for Pregnant and Parenting Teens	University of Missouri Extension	http://extension.missouri.edu/p/N715
Cent\$ible Nutrition	University of Wyoming Extension	http://uwadmnweb.uwyo.edu/centsible/
Smart Choices for Adults	Louisiana State University	http://www.lsuagcenter.com/en/food_health/education_resources/
Eat Smart, Live Strong	USDA	http://snap.nal.usda.gov
Choices: Steps Toward Health	UMass Extension	http://extension.umass.edu/nutrition/index.php/publications/nutrition-education/educator-materials
Simply Good Eating	University of Minnesota Extension	http://www.extension.umn.edu/distribution/nutrition/DJ8020.html
University of Minnesota Extension	Colorado State University Extension	http://www.csuextstore.com/store/pc/viewPrd.asp?idproduct=454
Sisters in Health	Cornell University	http://ecommons.cornell.edu/handle/1813/3901

Appendix A



Knowledge to Go Places

Cooperative Extension

Colorado State University

Extension Nutrition Programs, EFNEP and FSNE

Department of Food Science and Human Nutrition

Fort Collins, Colorado 80523-1571

Dear (EFNEP Coordinator),

My name is Katie Rogers and I am a graduate student at Colorado State University in the department of Food Science and Human Nutrition. I am currently working with Susan Baker, the Colorado EFNEP Coordinator to replace the current adult EFNEP curriculum used in Colorado. We are interested in purchasing newly written or revised curricula. We have identified your program as either having a strong curriculum presently or that you are planning to develop a new curriculum. We're hoping that you would be willing to take a few minutes to answer the questions in our web-based survey. The survey will take approximately ____ minutes. Your responses will assist us in our decision-making process and would be appreciated.

Please click on the URL at the bottom of this message to complete the survey. Please submit the completed survey by (date)_____.

Consent to Participant:

Completion of the survey will aid us in identifying EFNEP curriculum to be purchased. Research subjects include EFNEP Coordinators at land grant universities across the country. This cover letter serves as a waiver of informed consent. By completing our survey, you are giving consent to participate in our research. There are no known risks associated with taking part in our research. Questionnaire responses will be linked to individual subjects identifying information, but these responses will only be available to the PI and Co-PI.

If you have any questions, please contact:

Susan Baker 970-491-5798 or sbaker@cahs.colostate.edu

Katie Rogers 970-310-3198 or kathrynrogers21@yahoo.com

<http://www.studentvoice.com/colostate/efnep.html>

- 1) Are you planning to revise your **current** adult EFNEP curricula?
 - Yes (web-based survey will take the participants to question #2)
 - No (web-based survey will take the participants to question #16)

- 2) What is the name of your **current** adult EFNEP curriculum?

- 3) When do you estimate the revisions to be complete?

- 4) Could we borrow or purchase a copy of your **current** adult curriculum, prior to revisions, for review?
 - Borrow
 - Purchase (Purchase price \$_____)
 - Neither

*If we can borrow or purchase your curriculum, whom shall we contact? (Please list a name, email address, telephone number, and price if applicable)

- 5) Is your **current** adult curriculum available in Spanish?
 - Yes
 - No

- 6) Which response best describes lessons in your **current** adult curriculum?
 - Lessons are designed to be delivered in
 - Approximately 30 minutes
 - Approximately 45 minutes
 - Approximately 60 minutes

- 7) Which components does your **current** adult curriculum include? (check all that apply)
 - Hands-on activities
 - Low-literacy level handouts
 - Visuals appropriate for groups of 5 or less people
 - Visuals appropriate for groups of 5-12 people

- 8) What kinds of visual aids are included in your **current** adult curriculum? (check all that apply)
 - Posters
 - Small, table-top diagrams (appropriate for groups of 2-5 people)
 - Large, table-top diagrams (appropriate for groups of 6-15 people)
 - Overheads
 - Take-home handouts
 - Power Point slides

- 9) Is your **current** adult curriculum based on a theory?
 Yes; which theory?

 No
- 10) What educational methodology guides the lesson plan format of your **current** adult curriculum? (check all that apply)
 Lecture
 Dialogue-based Learning
 Experiential Learning
 Other (please explain) _____

- 11) Please describe the level of detail of the lesson plans of your **current** adult curriculum.
 Very detailed; educators utilize developed script with little room for variance and improvisation.
 Moderately detailed; educators follow a detailed outline
 Minimal detail; educators follow a brief outline format listing topics to be addressed
- 12) What is the format of your **current** adult curriculum?
 Lessons are designed to be taught in a specific order
 Lessons are designed individually and can be taught in any order to meet the needs of the class
- 13) Does your **current** adult curriculum include maternal and infant nutrition topics?
 Yes
 No
- 14) Does your **current** adult curriculum provide specific lessons for pregnant teens?
 Yes
 No
- 15) Please enter your contact information below in case we want to follow up with you. Thank you.
 Name: _____
 Email: _____
- 16) Are you planning to develop a **new** adult curriculum?
 Yes (web-based survey will take participant to question#17)
 No (web-based survey will take the participant to question #29)

- 17) What is the estimated date for completion of the *new* adult curriculum?
 ____/____ (month/year)
- 18) Could we review a draft of the *new* adult curriculum?
 ____ Yes
 ____ No
- 19) Will the *new* adult curriculum be available in Spanish?
 ____ Yes
 ____ No
- 20) Which response might best describe the lessons in the *new* adult curriculum?
 Lessons are designed to be delivered in
 ____ Approximately 30 minutes
 ____ Approximately 45 minutes
 ____ Approximately 60 minutes
 ____ Other (please explain) _____

- 21) Which components will the *new* adult curriculum include? (check all that apply)
 ____ Hands-on activities
 ____ Low-literacy level handouts
 ____ Visuals appropriate for groups of 5 or less people
 ____ Visuals appropriate for groups of 5-12 people
 ____ Other (please explain) _____

- 22) What kinds of visual aids will be included in the *new* adult curriculum? (check all that apply)
 ____ Posters
 ____ Small, table-top diagrams (appropriate for groups of 2-5 people)
 ____ Large, table-top diagrams (appropriate for groups of 6-15 people)
 ____ Overheads
 ____ Take-home handouts
 ____ Power Point slides
 ____ Other (please explain) _____

- 23) Will the *new* adult curriculum be based on a theory?
 ____ Yes; which theory?

 ____ No

24) What educational methodology will guide the lesson plan format of the *new* adult curriculum? (check all that apply)

- Lecture
 - Dialogue-based Learning
 - Experiential Learning
 - Other (please explain) _____
-

25) Please describe the level of detail of the lesson plans of the *new* adult curriculum.

- Very detailed; educators utilize a well-developed script with little room for variance and improvisation.
- Moderately detailed; educators follow a detailed outline
- Minimal detail; educators follow a brief outline format listing topics to be addressed

26) What will be the format of the *new* adult curriculum?

- Lessons are designed to be taught in a specific order
- Lessons are designed individually and can be taught in any order to meet the needs of the class

27) Will the *new* adult curriculum include maternal and infant nutrition topics?

- Yes
- No

28) Will the *new* adult curriculum provide specific lessons for pregnant teens?

- Yes
- No

29) Please enter your contact information below in case we want to follow up with you. Thank you.

Name: _____

Email: _____

Appendix B

Reviewer: _____

Curriculum: _____

Part I: EFNEP Curriculum Review Review Feedback

Instructions for reviewer: This review tool was developed to review multiple curricula. Please use the Table of Contents to locate the specific lesson from the curriculum you are reviewing. The titles of the topics are general and may be different from the titles in the curriculum. For example, the lesson identified in Part I as “Food Safety” may be entitled “Keeping Food Safe” in the curriculum under review. In addition, there are multiple lessons listed in the review tool that may not be included in the curriculum you are reviewing. If so, please leave those sections blank.

Part I Review Tool - Table of Contents

A) Specific Lessons

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A) Specific Lessons

If any of the topics are not included in the curriculum as an individual lesson or incorporated into multiple lessons, circle *No* to question 1.a. and 1.b. and move to the next lesson. If the topic is incorporated within multiple lessons, please provide as much information as possible. If you are using the soft copy of this review tool, please delete the unwanted answer, leaving only your desired answer.

1. MyPyramid

Please circle one

- | | | |
|---|-----|----|
| a) Does the curriculum contain a specific lesson about MyPyramid? | Yes | No |
| b) If MyPyramid is not a stand-alone lesson, is it included within multiple lessons? If yes, which lesson(s)? | Yes | No |
| c) Is the content of the lesson/topic accurate and complete? | Yes | No |
| d) Do the lesson handouts serve as a review and reinforcement of the material? | Yes | No |
| e) Do the lesson activities require active involvement of participants? | Yes | No |
| f) Does the lesson include specific learner objectives? | Yes | No |
| g) Do the learning activities consistently support the objectives? | Yes | No |
| h) Please describe the strengths of the MyPyramid lesson. | | |
| i) Please describe the weaknesses of the MyPyramid lesson. | | |
| j) What would you change about the MyPyramid lesson? | | |
| k) What is your overall feeling about the MyPyramid lesson? | | |

Excellent Very Good Good Fair Poor

Additional comments about the MyPyramid lesson:

2. Grains

- | | | |
|--|-----|----|
| a) Does the curriculum contain a specific lesson about grains? | Yes | No |
| b) If grains is not a stand-alone lesson, is it included within multiple lessons? If yes, which lesson(s)? | Yes | No |
| c) Is the content of the lesson/topic accurate and complete? | Yes | No |
| d) Do the lesson handouts serve as a review and reinforcement of the material? | Yes | No |
| e) Do the lesson activities require active involvement of participants? | Yes | No |
| f) Does the lesson include specific learner objectives? | Yes | No |
| g) Do the learning activities consistently support the objectives? | Yes | No |
| h) Please describe the strengths of the grain lesson. | | |
| i) Please describe the weaknesses of the grain lesson. | | |
| j) What would you change about the grain lesson? | | |
| j) What is your overall feeling about the grain lesson? | | |
- Excellent Very Good Good Fair Poor

Additional comments about the grain lesson:

3. Vegetables

- | | | |
|--|-----|----|
| a) Does the curriculum contain a specific lesson about vegetables? | Yes | No |
| b) If vegetables is not a stand-alone lesson, is it included within multiple lessons? If yes, which lesson(s)? | Yes | No |

- | | | |
|--|-----------|--------------------------|
| c) Is the content of the lesson/topic accurate and complete? | Yes | No |
| d) Do the lesson handouts serve as a review and reinforcement of the material? | Yes | No |
| e) Do the lesson activities require active involvement of participants? | Yes | No |
| f) Does the lesson include specific learner objectives? | Yes | No |
| g) Do the learning activities consistently support the objectives? | Yes | No |
| h) Please describe the strengths of the lesson about vegetable intake. | | |
| i) Please describe the weaknesses of the lesson about vegetable intake. | | |
| j) What would you change about the lesson on vegetable intake? | | |
| k) What is your overall feeling about this lesson on vegetable intake? | | |
| Excellent | Very Good | Good Fair Poor |

Additional comments on the lesson about vegetable intake:

4. Fruit

- | | | |
|---|-----|----|
| a) Does the curriculum contain a specific lesson about fruit? | Yes | No |
| b) If fruit is not a stand-alone lesson, is it included within multiple lessons? If yes, which lesson(s)? | Yes | No |
| c) Is the content of the lesson/topic accurate and complete? | Yes | No |

- | | | |
|--|-----|----|
| d) Do the lesson handouts serve as a review and reinforcement of the material? | Yes | No |
| e) Do the lesson activities require active involvement of participants? | Yes | No |
| f) Does the lesson include specific learner objectives? | Yes | No |
| g) Do the learning activities consistently support the objectives? | Yes | No |
- h) Please describe the strengths of the lesson about fruit intake.
- i) Please describe the weaknesses of the lesson.
- j) What would you change about the lesson on fruit intake?
- k) What is your overall feeling about this lesson on fruit intake?

Excellent Very Good Good Fair Poor

Additional comments about the lesson on fruit intake:

5. Milk

- | | | |
|--|-----|----|
| a) Does the curriculum contain a specific lesson about milk? | Yes | No |
| b) If milk is not a stand-alone lesson, is it included within multiple lessons? If yes, which lesson(s)? | Yes | No |
| c) Is the content of the lesson/topic accurate and complete? | Yes | No |
| d) Do the lesson handouts serve as a review and reinforcement of the material? | Yes | No |
| e) Do the lesson activities require active involvement of participants? | Yes | No |
| f) Does the lesson include specific learner objectives? | Yes | No |

g) Do the learning activities consistently support the objectives? Yes No

h) Please describe the strengths of the milk lesson.

i) Please describe the weaknesses of the milk lesson.

j) What would you change about the milk lesson?

k) What is your overall feeling about this lesson about milk?

Excellent Very Good Good Fair Poor

Additional comments on the milk lesson:

6. Meat and Beans

a) Does the curriculum contain a specific lesson about meat and beans? Yes No

b) If meat and beans is not a stand-alone lesson, is it included within multiple lessons? If yes, which lesson(s)? Yes No

c) Is the content of the lesson/topic accurate and complete? Yes No

d) Do the lesson handouts serve as a review and reinforcement of the material? Yes No

e) Do the lesson activities require active involvement of participants? Yes No

f) Does the lesson include specific learner objectives? Yes No

g) Do the learning activities consistently support the objectives? Yes No

h) Please describe the strengths of the lesson about meat and beans.

i) Please describe the weaknesses of the lesson on meat and beans.

j) What would you change about the lesson on meat and beans?

k) What is your overall feeling about this lesson on meat and beans?

Excellent Very Good Good Fair Poor

Additional comments about the lesson on meat and beans:

7. Physical Activity

- | | | |
|---|-----|----|
| a) Does the curriculum contain a specific lesson about physical activity? | Yes | No |
| b) If physical activity is not a stand-alone lesson, is it included within multiple lessons? If yes, which lesson(s)? | Yes | No |
| c) Is the content of the lesson/topic accurate and complete? | Yes | No |
| d) Do the lesson handouts serve as a review and reinforcement of the material? | Yes | No |
| e) Do the lesson activities require active involvement of participants? | Yes | No |
| f) Does the lesson include specific learner objectives? | Yes | No |
| g) Do the learning activities consistently support the objectives? | Yes | No |
| h) Please describe the strengths of the lesson about physical activity. | | |
| i) Please describe the weaknesses of the lesson on physical activity. | | |
| j) What would you change about the lesson on physical activity? | | |

k) What is your overall feeling about this lesson on physical activity?

Excellent Very Good Good Fair Poor

Additional comments about the lesson on physical activity:

8. Food Safety

a) Does the curriculum contain a specific lesson about food safety? Yes No

b) If food safety is not a stand-alone lesson, is it included within multiple lessons? If yes, which lesson(s)? Yes No

c) Is the content of the lesson/topic accurate and complete? Yes No

d) Do the lesson handouts serve as a review and reinforcement of the material? Yes No

e) Do the lesson activities require active involvement of participants? Yes No

f) Does the lesson include specific learner objectives? Yes No

g) Do the learning activities consistently support the objectives? Yes No

h) Please describe the strengths of the lesson about food safety.

i) Please describe the weaknesses of the lesson on food safety.

j) What would you change about the lesson on food safety?

k) What is your overall feeling about this lesson on food safety?

Excellent Very Good Good Fair Poor

Additional comments about the lesson on food safety:

9. Label Reading

- | | | |
|---|-----|----|
| a) Does the curriculum contain a specific lesson about label reading? | Yes | No |
| b) If label reading is not a stand-alone lesson, is it included within multiple lessons? If yes, which lesson(s)? | Yes | No |
| c) Is the content of the lesson/topic accurate and complete? | Yes | No |
| d) Do the lesson handouts serve as a review and reinforcement of the material? | Yes | No |
| e) Do the lesson activities require active involvement of participants? | Yes | No |
| f) Does the lesson include specific learner objectives? | Yes | No |
| g) Do the learning activities consistently support the objectives? | Yes | No |
| h) Please describe the strengths of the lesson on label reading. | | |
| i) Please describe the weaknesses of the lesson on label reading. | | |
| j) What would you change about the lesson on label reading? | | |
| k) What is your overall feeling about this lesson on label reading? | | |

Excellent Very Good Good Fair Poor

Additional comments about the lesson on label reading:

10. Food Budgeting/Shopping

- | | | |
|---|-----|----|
| a) Does the curriculum contain a specific lesson about food budgeting/shopping? | Yes | No |
| b) If food budgeting/shopping is not a stand-alone lesson, is it included within multiple lessons? If yes, which lesson(s)? | Yes | No |
| c) Is the content of the lesson/topic accurate and complete? | Yes | No |

- | | | |
|--|-----|----|
| d) Do the lesson handouts serve as a review and reinforcement of the material? | Yes | No |
| e) Do the lesson activities require active involvement of participants? | Yes | No |
| f) Does the lesson include specific learner objectives? | Yes | No |
| g) Do the learning activities consistently support the objectives? | Yes | No |
| h) Please describe the strengths of the lesson about food budgeting/shopping. | | |
| i) Please describe the weaknesses of the lesson on food budgeting/shopping. | | |
| j) What would you change about the food budgeting/shopping lesson? | | |
| k) What is your overall feeling about this lesson on food budgeting/shopping? | | |

Excellent Very Good Good Fair Poor

Additional comments about the lesson on food budgeting/shopping:

11. Meal Planning

- | | | |
|---|-----|----|
| a) Does the curriculum contain a specific lesson about meal planning? | Yes | No |
| b) If meal planning is not a stand-alone lesson, is it included within multiple lessons? If yes, which lesson(s)? | Yes | No |
| c) Is the content of the lesson/topic accurate and complete? | Yes | No |
| d) Do the lesson handouts serve as a review and reinforcement of the material? | Yes | No |
| e) Do the lesson activities require active involvement of participants? | Yes | No |

f) Does the lesson include specific learner objectives?	Yes	No
g) Do the learning activities consistently support the objectives?	Yes	No
h) Please describe the strengths of the lesson on meal planning.		
i) Please describe the weaknesses of the lesson on meal planning.		
j) What would you change about the lesson on meal planning?		
k) What is your overall feeling about this lesson on meal planning?		
Excellent	Very Good	Good
		Fair
		Poor

Additional comments about the lesson on meal planning:

12. Eating Breakfast

a) Does the curriculum contain a specific lesson about breakfast?	Yes	No
b) If breakfast is not a stand-alone lesson, is it included within multiple lessons? If yes, which lesson(s)?	Yes	No
c) Is the content of the lesson/topic accurate and complete?	Yes	No
d) Do the lesson handouts serve as a review and reinforcement of the material?	Yes	No
e) Do the lesson activities require active involvement of participants?	Yes	No
f) Does the lesson include specific learner objectives?	Yes	No
g) Do the learning activities consistently support the objectives?	Yes	No
h) Please describe the strengths of the lesson on eating breakfast.		

i) Please describe the weaknesses of the lesson on eating breakfast.

j) What would you change about the lesson on eating breakfast?

k) What is your overall feeling about this lesson on eating breakfast?

Excellent Very Good Good Fair Poor

Additional comments about the lesson on eating breakfast:

13. Snacks

- | | | |
|--|-----|----|
| a) Does the curriculum contain a specific lesson about snacks? | Yes | No |
| b) If snacks is not a stand-alone lesson, is it included within multiple lessons? If yes, which lesson(s)? | Yes | No |
| c) Is the content of the lesson/topic accurate and complete? | Yes | No |
| d) Do the lesson handouts serve as a review and reinforcement of the material? | Yes | No |
| e) Do the lesson activities require active involvement of participants? | Yes | No |
| f) Does the lesson include specific learner objectives? | Yes | No |
| g) Do the learning activities consistently support the objectives? | Yes | No |
| h) Please describe the strengths of the lesson about snacks. | | |
| i) Please describe the weaknesses of the lesson on snacks. | | |

j) What would you change about the lesson on snacks?

k) What is your overall feeling about this lesson on snacks?

Excellent Very Good Good Fair Poor

Additional comments about the lesson on snacks:

14. Eating Right for 2 (prenatal)

a) Does the curriculum contain a specific lesson about prenatal nutrition? Yes No

b) If prenatal nutrition is not a stand-alone lesson, is it included within multiple lessons? If yes, which lesson(s)? Yes No

c) Is the content of the lesson/topic accurate and complete? Yes No

d) Do the lesson handouts serve as a review and reinforcement of the material? Yes No

e) Do the lesson activities require active involvement of participants? Yes No

f) Does the lesson include specific learner objectives? Yes No

g) Do the learning activities consistently support the objectives? Yes No

h) Please describe the weaknesses of the lesson on prenatal nutrition.

i) What would you change about the lesson on prenatal nutrition?

k) What is your overall feeling about this lesson on prenatal nutrition?

Excellent Very Good Good Fair Poor

Additional comments about the lesson on prenatal nutrition:

15. Feeding Your Infant (Breast vs. Bottle – up to 1 yr.)

- | | | | | |
|--|-----------|------|------|------|
| a) Does the curriculum contain a specific lesson about infant feeding? | Yes | No | | |
| b) If infant feeding is not a stand-alone lesson, is it included within multiple lessons? If yes, which lesson(s)? | Yes | No | | |
| c) Is the content of the lesson/topic accurate and complete? | Yes | No | | |
| d) Do the lesson handouts serve as a review and reinforcement of the material? | Yes | No | | |
| e) Do the lesson activities require active involvement of participants? | Yes | No | | |
| f) Does the lesson include specific learner objectives? | Yes | No | | |
| g) Do the learning activities consistently support the objectives? | Yes | No | | |
| h) Please describe the strengths of the lesson about infant feeding. | | | | |
| i) Please describe the weaknesses of the lesson on infant feeding. | | | | |
| j) What would you change about the lesson on infant feeding? | | | | |
| k) What is your overall feeling about this lesson on infant feeding? | | | | |
| Excellent | Very Good | Good | Fair | Poor |

Additional comments about the lesson on infant feeding:

16. Feeding Young Children (ages 1-3)

- | | | |
|---|-----|----|
| a) Does the curriculum contain a specific lesson about toddler nutrition? | Yes | No |
|---|-----|----|

- | | | |
|---|-----|----|
| b) If toddler nutrition is not a stand-alone lesson, is it included within multiple lessons? If yes, which lesson(s)? | Yes | No |
| c) Is the content of the lesson/topic accurate and complete? | Yes | No |
| d) Do the lesson handouts serve as a review and reinforcement of the material? | Yes | No |
| e) Do the lesson activities require active involvement of participants? | Yes | No |
| f) Does the lesson include specific learner objectives? | Yes | No |
| g) Do the learning activities consistently support the objectives? | Yes | No |
| h) Please describe the strengths of the lesson on toddler nutrition. | | |
| i) Please describe the weaknesses of the lesson on toddler nutrition. | | |
| j) What would you change about the lesson on toddler nutrition? | | |
| k) What is your overall feeling about this lesson on toddler nutrition? | | |

Excellent Very Good Good Fair Poor

Additional comments about the lesson on toddler nutrition:

17. Feeding Your Preschooler (ages 3-5)

- | | | |
|---|-----|----|
| a) Does the curriculum contain a specific lesson about preschooler nutrition? | Yes | No |
| b) If preschooler nutrition is not a stand-alone lesson, is it included within multiple lessons? If yes, which lesson(s)? | Yes | No |

- | | | |
|--|-----|----|
| c) Is the content of the lesson/topic accurate and complete? | Yes | No |
| d) Do the lesson handouts serve as a review and reinforcement of the material? | Yes | No |
| e) Do the lesson activities require active involvement of participants? | Yes | No |
| f) Does the lesson include specific learner objectives? | Yes | No |
| g) Do the learning activities consistently support the objectives? | Yes | No |
| h) Please describe the strengths of the lesson about feeding preschoolers. | | |
| i) Please describe the weaknesses of the lesson on feeding preschoolers. | | |
| j) What would you change about feeding preschoolers? | | |
| k) What is your overall feeling about this lesson on feeding preschoolers? | | |

Excellent Very Good Good Fair Poor

Additional comments about the lesson on feeding preschoolers:

B) General Topics

These topics may be included in the overall curriculum but do not necessarily have their own individual lesson.

1. The 2005 Dietary Guidelines – The curriculum does not need to specifically address the new Dietary Guidelines, but ideally reviewers should be able to see that the curriculum is based on them.

- | | | |
|--|-----|----|
| a) Is the curriculum based on the 2005 Dietary Guidelines? | Yes | No |
|--|-----|----|

- b) Please describe the strengths of the curriculum in regards to the 2005 Dietary Guidelines.
- c) Please describe the weaknesses of the curriculum in regard to the 2005 Dietary Guidelines.
- d) What would you change about the curriculum in regard to the 2005 Dietary Guidelines?
- e) What is your overall feeling about this curriculum in regard to the 2005 Dietary Guidelines? (Please circle one)

Excellent Very Good Good Fair Poor

Additional comments about the curriculum with regard to the 2005 Dietary Guidelines:

2. Salt Intake

- a) Is salt intake addressed somewhere in the curriculum? Yes No
- b) Please describe the strengths of the curriculum based on its content relative to salt intake.
- c) Please describe the weaknesses of the curriculum based on its content relative to salt intake.
- d) What would you change about the curriculum in regard to addressing salt intake?
- e) What is your overall feeling about this curriculum in to regard to salt intake? (Please circle one)

Excellent Very Good Good Fair Poor

Additional comments with regard to the curriculum addressing salt intake:

3. Fat Intake - The curriculum should address fat intake in at least one of the lessons, but does not need a specific lesson on fat.

- a) Is fat intake addressed somewhere in the curriculum? Yes No

- b) Please describe the strengths of the curriculum based on its content relative to eating a variety of food.
- c) Please describe the weaknesses of the curriculum based on its content relative to eating a variety of food.
- d) What would you change about the curriculum in regard to addressing eating a variety of food?
- e) What is your overall feeling about this curriculum in to regard to eating a variety of food? (Please circle one)

Excellent Very Good Good Fair Poor

Additional comments with regard to the curriculum addressing variety:

Any additional comments about the curriculum:

Reviewer's Signature _____ **Date**
Reviewed _____

Appendix C

Reviewer: _____

Curriculum: _____

Part II: EFNEP Curriculum Review Review Feedback

Please circle the answer that reflects your response and include specific comments as appropriate. If you complete this tool electronically, please just delete the other answers, leaving your answer.

A) Reading and Comprehension Level

1) Clear Purpose Yes No N/A

Title of each lesson conveys content of material and/or attracts reader's attention. The introduction provides clear purpose of the material.

Comments:

2) Appropriate Word Usage Yes No N/A

Words are familiar and appropriate to the target audience. Words are short, usually two syllables or less. New words are clearly defined. Vocabulary is consistent.

Comments:

3) Appropriate Sentence Structure Yes No N/A

Sentences are simple, short, specific, and use the active voice. Material is free of grammatical errors. Material is free of typographical errors.

Comments:

4) Appropriate Paragraph Structure Yes No N/A

Paragraphs are limited to a single message. Main ideas are clear and simply stated. Ideas flow smoothly and logically.

Comments:

5) Appropriate Overall Organization Yes No N/A

Appropriate number of concepts presented for the length of the piece. Priority is given to key information and recommendations. Headings identify different topics or concepts. Headings are simple and located close to text. Key ideas are highlighted, repeated, and summarized.

Comments:

6) Appropriate Tone	Yes	No	N/A
----------------------------	-----	----	-----

Tone is personal, positive, and respectful. Uses personal pronouns and avoids gender bias.

Comments:

B. Content

1) Accurate, Credible Information	Yes	No	N/A
--	-----	----	-----

Information is based on credible research. References and resources are accurate and current. Material is free of sponsor/product bias.

Comments:

2) Appropriate Information	Yes	No	N/A
-----------------------------------	-----	----	-----

Information is appropriate to the age, educational level, ethnicity, socioeconomic status, and lifestyle of the target audience. Free of cultural bias and stereotyping.

Comments:

3) Target Audience	Yes	No	N/A
---------------------------	-----	----	-----

Does the content target a particular audience/subgroup/ethnic group?
If yes, which group does it target? _____

4) Useful Information	Yes	No	N/A
------------------------------	-----	----	-----

The content addresses target audience needs and concerns. Examples are relevant to lifestyle of target audience. Messages clearly describe desired behavior changes and how to achieve them. General or abstract ideas are reinforced with specific, concrete examples.

Comments:

5) Appropriate Recipes

Are recipes included in the curriculum?	Yes	No	N/A
--	-----	----	-----

If yes, do the recipes:

* teach desirable preparation skills?	Yes	No	N/A
---------------------------------------	-----	----	-----

* reinforce important concepts?	Yes	No	N/A
---------------------------------	-----	----	-----

* use readily available ingredients?	Yes	No	N/A
--------------------------------------	-----	----	-----

* use a reasonable number of ingredients?	Yes	No	N/A
---	-----	----	-----

* use precise and simple measurements?	Yes	No	N/A
--	-----	----	-----

* give the number of servings and portion size?	Yes	No	N/A
---	-----	----	-----

* give recommendations for safe food handling & storage?	Yes	No	N/A
--	-----	----	-----

* provide nutrient data/nutrition facts?	Yes	No	N/A
--	-----	----	-----

If included, are the recipes:

* easy to read?	Yes	No	N/A
-----------------	-----	----	-----

- * easy to follow? Yes No N/A
 - * adaptable to various cooking conditions and equipment? Yes No N/A
- Comments:*

6) Lesson Plans

Do the lesson plans:

- * Utilize hands-on activities? Yes No N/A
- * Include all background information needed? Yes No N/A
- * Include learner objectives for each lesson? Yes No N/A
- * Include a list of all materials needed? Yes No N/A
- * Include instructions for the educator? Yes No N/A
- * Include optional activities? Yes No N/A
- * Include adaptations for different group sizes? Yes No N/A

* What level of detail best describes the lesson plan? (*Please circle one answer*)

Minimal detail

Moderate detail

Very detailed

Comments:

* What educational methodology is used most?
(*Please estimate percentage for each methodology used*)

Lecture-based Learning _____%

Dialogue-based learning _____%

Experiential Learning _____%

Other: _____%

Comments:

C. Design

1) Appropriate Use of Color Yes No N/A

Color is used to enhance the appeal of the material or to draw attention to key ideas. Print can be read easily.

D. Other

1) **Lesson Time** Yes No N/A

Are the lessons designed to be delivered in the amount of time specified by the authors? (Lessons designed to be delivered in ____)

Comments:

2) **Financial Cost** Yes No N/A

Is the financial cost of delivering the curriculum appropriate? (participant handouts, materials, food, etc.)

Comments:

3) **Appeal of Educational Materials to Participants** Yes No N/A

Do the educational materials encourage positive attitudes toward learning by being presented in a fun, appealing, engaging, and challenging manner that is consistent with learning theories.

Comments:

Please add any other comments/concerns/thoughts about the curriculum in regard to learner comprehensibility, content, and design.

Reviewer's signature: _____

Date reviewed: _____

Adapted from *Guide to Evaluating Written Nutrition Education Materials*: Iowa State University-University Extension

**Peer-Review of EFNEP Curricula
Revised for the 2005 Dietary Guidelines
and MyPyramid**

**Kathryn Rogers, Dr. Susan Baker, and Ann Diker
Department of Food Science and Human Nutrition
Colorado State University**

The Colorado Adult EFNEP Curricula Peer-Review Project

The recent revision of the *Dietary Guidelines for Americans* and development of MyPyramid rendered nutrition education materials out-of-date. Thus, the education materials used for programs such as Food Stamp Nutrition Education (FSNE), the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC), and the Expanded Food and Nutrition Education Program (EFNEP) needed to be revised or replaced. The purpose of this project was to identify curricula that were either currently under revision or recently developed, appropriate for Adult EFNEP audiences. Once identified, these curricula were reviewed for possible future use with adult EFNEP audiences.

Results derived from a national EFNEP survey conducted with state-level EFNEP coordinators prior to the on-set of the Colorado EFNEP Curriculum Review Project yielded a list of 18 states with potentially appropriate curricula. The first step of the project was to develop a web-based survey assessing characteristics of these 18 curricula (see Appendix A for the survey and cover letter). Of the 18 states invited to respond to the survey, 12 states responded. Based on the responses to the web-based survey, eight curricula were chosen for review. Once the results were received, permission to include curricula in the review process was requested and granted from the eight states.

Copies of each of the eight curricula were requested for the review process. Eleven reviewers were involved in the peer-review process. Four of the reviewers were from the Food Science and Human Nutrition Department (FSHN) at Colorado State University (CSU). The other eight reviewers were from land-grant universities and were dispersed across the country, serving to give a cross-regional perspective. All reviewers involved work with either EFNEP or FSNE and thus have experience with limited resource audiences.

The reviewers used two review assessment tools in the peer-review process. The first tool was developed at CSU and was used to evaluate lesson topics and desired content (see Appendix B). The second tool was adapted from the Iowa State University Extension Program's *Guide to Evaluating Written Nutrition Education Materials*. This tool was used to assess readability, content, and design (see Appendix C).

The reviewers within the FSHN department at CSU each were responsible for reviewing two curricula. The out-of-state reviewers each received one curriculum to review. Thus, two reviewers, one within the FSHN department at CSU, and one out-of-state reviewer reviewed each curriculum.

The results of the web-based survey and peer-review are depicted in the following tables and summaries: Table 1 is a summary of the results of the web-based survey; Table 2 indicates which topics are included in each curriculum. It is important to note that these are topics, not necessarily lessons. Table 3 summarizes the reviewers' answers from the review tool designed to assess readability, content, and design; and lastly, the paragraphs following the tables provide detail about which components were available for review from each curriculum and a summary of strengths and limitations, as noted by the reviewers, from each curriculum.

Peer-Review of EFNEP Curricula
Table 1: Survey Results for Specific States

State and Title of Curricula	Revised* or Rewritten**	Available in Spanish	Theory Based	Length of Lesson	Visuals Included	Lesson Order	Lesson Plan Detail
FL Nutrition Essentials	Revised	NR	NR	NR	NR	NR	NR
IL Building a Healthy Lifestyle	Revised	Yes	Adult Learning Theory	30 min.	-Table-top diagrams -Handouts	Taught in any order	Very detailed
IA Build a Healthy Diet	Revised	Yes	Adult Learning Theory	60 min.	-Posters -Table-top diagrams -Handouts	Taught in any order	Very detailed
MA Choices: Steps to Health	Revised	Yes	-Social Learning Theory -Stages of Change	60 min.	-Posters -Table-top diagrams -Handouts	Taught in any order	Moderate detail
MI Eating Right is Basic	Revised	No	No data	45 min.	-Handouts -PowerPoint	Taught in any order	Moderate detail
NC Families – Eating Smart and Moving More	Rewritten	Yes	-Transth. Model -Social Cognitive Theory	60 min. or 30 min.	-Table-top diagrams -Handouts -PowerPoint	Taught in any order	Moderate detail
WI Wisconsin Nutrition Education Program	Revised	Yes	No response	Varies	-Booklets	Taught in any order	Minimal detail
WY Cent\$ible Nutrition Program	Revised	No	Social Cognitive Theory	60 min.	-Table-top diagrams	Taught in any order	Very detailed

*Revised = Curricula updated with information relevant to the 2005 *Dietary Guidelines* and MyPyramid

**Rewritten = Major revision of curriculum format, content, visuals, and/or lesson plans

NR-No response; the survey was not fully completed by respondents of this curriculum

Peer-Review of EFNEP Curricula

Table 2: Topics Addressed in Each Reviewed Curriculum

	MyPyramid	Grains	Vegetables	Fruits	Milk	Meat & Beans	Physical Activity	Food Safety	Label Reading	Food Budgeting/Shopping	Meal Planning	Eating Breakfast	Snacks	Prenatal Nutrition	Breast vs. Bottle	Feeding Children (1-3)	Feeding Preschoolers (3-5)	2005 Dietary Guidelines	Salt Intake	Fat Intake	Portion Size	Variety	Eating Away from Home	
FL	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	
IL	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
IA	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
MA	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
MI		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
NC			•	•			•	•	•	•	•					•			•	•	•	•	•	•
WI		•	•	•	•	•	•	•	•	•	•	•	•		•	•	•			•	•	•	•	•
WY	•	•	•	•	•	•	•	•	•	•	•			•	•	•	•	•	•	•	•	•	•	•

Rogers, K., Baker, S., Diker, A. (2005) *Peer Review of EFNEP Curricula Revised for the 2005 Dietary Guidelines and MyPyramid.*

Peer-Review of EFNEP Curricula

Table 3: Readability, Content, and Design of the Reviewed Curricula

	FL	IL	IA	MA	MI	NC	WI	WY
Clear Purpose	Yes/Yes	Yes/Yes	Yes/Yes	Yes/Yes	Yes/Yes	Yes/Yes	Yes/Yes	Yes/Yes
Appropriate Word Use	Yes/No	Yes/Yes	Yes/Yes	Yes/Yes	No/Yes	Yes/Yes	Yes/Yes	Yes/Yes
Appropriate Sentence Structure	Yes/Yes	No/No	Yes/Yes	No/Yes	Yes/Yes	Yes/Yes	Yes/Yes	Yes/Yes
Appropriate Paragraph Structure	Yes/Yes	Yes/Yes	Yes/Yes	Yes/Yes	Yes/Yes	Yes/Yes	Yes/Yes	Yes/Yes
Appropriate Overall Organization	Yes/Yes	Yes/Yes	No/Yes	Yes/Yes	Yes/Yes	Yes/Yes	No/No	Yes/Yes
Appropriate Tone	Yes/Yes	No/Yes	Yes/Yes	Yes/Yes	Yes/Yes	Yes/Yes	Yes/Yes	Yes/Yes
Accurate Information	Yes/Yes	Yes/Yes	Yes/Yes	Yes/Yes	Yes/Yes	Yes/Yes	Yes/Yes	Yes/Yes
Appropriate Information	Yes/No	Yes/Yes	Yes/Yes	Yes/Yes	Yes/Yes	Yes/Yes	Yes/No	Yes/Yes
Target Audience	Yes/No	No/No	Yes/Yes	No/Yes	Yes/Yes	Yes/Yes	Yes/Yes	Yes/No
Useful Information	No/No	Yes/No	Yes/Yes	Yes/Yes	Yes/Yes	Yes/Yes	Yes/Yes	Yes/No
Recipes Included	No/No	No/No	Yes/Yes	Yes/Yes	Yes/Yes	No/No	Yes/Yes	Yes/No
Appropriate Use of Color	Yes/Yes	Yes/Yes	No/No	Yes/Yes	Yes/Yes	Yes/Yes	No/No	N/A
Readable Type Size and Style	Yes/Yes	Yes/Yes	Yes/Yes	Yes/Yes	Yes/Yes	Yes/Yes	Yes/Yes	Yes/Yes
Appropriate Illustrations	N/A	Yes/No	Yes/Yes	Yes/Yes	Yes/Yes	Yes/Yes	No/Yes	Yes/No
Appropriate Tables, Charts, and Graphs	Yes/No	Yes/Yes	Yes/Yes	Yes/Yes	Yes/Yes	N/A / NA	No/No	Yes/Yes
Organized, Balanced Layout	Yes/Yes	Yes/Yes	No/Yes	Yes/Yes	Yes/Yes	Yes/Yes	No/No	Yes/Yes
Appeal to Participants	Yes/Yes	No/No	Yes	Yes/Yes	Yes/Yes	Yes/Yes	Yes/No	Yes/Yes

Both reviewers' answers are included for each curriculum.
Please see Part II: EFNEP Curriculum Review (Appendix C); the tool used to review readability, content, and design, for a complete description of each category.

Rogers, K., Baker, S., Diker, A. (2005) *Peer Review of EFNEP Curricula Revised for the 2005 Dietary Guidelines and MyPyramid*.

Florida EFNEP professionals in Florida are in the process of revising their EFNEP curriculum, *Nutrition Essentials*; therefore, only one lesson was available to review. The lesson reviewed is on MyPyramid. All other topics marked in Table 2 were either addressed throughout the MyPyramid lesson or noted in a list of topics to be included in the final revised version.

Reviewers reported the following strengths of the lesson: active involvement of participants, handouts that review and reinforce the material, good overall design, and coverage of basic nutrition messages.

Weaknesses identified by the reviewers based on review of the one lesson available at the time of the review included potential failure to target the intended audience, inappropriate word usage for target audience, and use of out-dated nutrition terms such as serving size, which is not used in the *2005 Dietary Guidelines*. Review of additional lessons in the Florida curriculum would generate a more complete picture of the curriculum.

Reviewer's suggestions on improvements that could be made to the curriculum included using portion size rather than serving size. Reviewers also suggested pictures of commonly known inanimate objects should be used to convey portion size.

Illinois The curriculum *Building a Healthy Lifestyle* is from the University of Illinois. EFNEP professionals at the University of Illinois are in the process of revising their curriculum; therefore, only five lessons were available for review. The five lessons reviewed cover the topics of grains, vegetables, fruits, milk, and meat and beans. Other topics marked in Table 2 are addressed within these five lessons or were provided in a list of topics to be included in the final revised version.

Strengths of the curriculum identified by the reviewers included accurate and complete content of the main topics addressed in the five lessons, useful lesson plans, and overall appropriate design.

Reviewers' comments concerning the weaknesses of the curriculum included no specific target audience identified, limited active involvement of participants, and incomplete coverage of important topics such as portion size. Review of the entire curriculum may help to attenuate some of these weaknesses.

Reviewer's suggestions for improvement to the curriculum included increasing active involvement of participants and explaining the background knowledge in more detail.

Iowa The curriculum from Iowa is called *Build a Healthy Diet*. All but one of the lessons reviewed were from the "old" curriculum because revisions were not complete at the time of the review. The MyPyramid lesson was the one revised lesson reviewed. The revisions will be limited to adjusting for the *2005 Dietary Guidelines* and MyPyramid, so a review of the old curriculum with the revisions in mind should serve to provide an idea of how the revised curriculum will appear.

Reviewers' comments concerning the strengths of the curriculum included the complete and accurate coverage of MyPyramid, grains, vegetables, fruits, milk, meat and beans, and physical activity. Other strengths are the inclusion of recipes, active involvement of participants, and thorough lesson plans.

Weaknesses identified by the reviewers included that some of the topics are not covered completely and accurately. In addition, no specific audience is targeted, the reading level may not be appropriate for a low-literacy audience, and some

typographical errors were found. A review of all curriculum materials after the revisions are complete would give a complete and accurate picture of the curriculum.

Suggestions on improvement to the curricula made by the reviewers included less lecture, more active involvement of participants, and more emphasis on portion size. Reviewers also suggested that changes could be made to format to make the materials more user-friendly.

Massachusetts The Massachusetts' curriculum is called *CHOICES: Steps to Health*. EFNEP professionals are in the process of revising the curriculum to conform with the *2005 Dietary Guidelines* and MyPyramid, while keeping format and packaging very similar to the “old” curriculum. The reviewers looked at the “old” curriculum keeping in mind that revisions would reflect the *2005 Dietary Guidelines* and MyPyramid.

According to the reviewers, strengths of the curriculum included appropriate reading and comprehension level for low-literacy audiences, inclusion of appropriate recipes, useful lesson plans, favorable design, active involvement of the participants, and accurate and complete information.

Reviewers suggest improvements to the curriculum such as separation of the food budgeting/meal planning/shopping lesson into multiple lessons, separation of the fruit/vegetable lesson into multiple lessons, and inclusion of topics such as snacks and eating breakfast.

Michigan The curriculum currently used in Michigan is called *Eating Right is Basic (ERIB)*. EFNEP professionals are in the process of revising the curriculum to update for the *2005 Dietary Guidelines* and MyPyramid. Revisions made to this

curriculum will include only updates for the *2005 Dietary Guidelines* and MyPyramid; thus, keeping in mind the revisions to be made, reviewers looked at the “old” curriculum.

According to the reviewers, *ERIB* is a high-quality curriculum with many strengths. The content of all lessons is accurate and complete, the illustrations reinforce the material and are appropriate for target audiences, lesson plans and objectives are complete and useful, and presentation of the material encourages participation and conveys messages in a fun and easy way.

Suggestions by the reviewers for improvement included weaving more cultural diversity into the materials, defining difficult words such as anti-oxidant, and including active participation in all lessons.

North Carolina EFNEP professionals and colleagues in North Carolina are in the process of writing a new curriculum, which will be completed in the spring of 2006. The curriculum submitted for review, *Families – Eating Smart and Moving More*, is the “old” curriculum. While the existing curriculum was not developed specifically for EFNEP, it was developed for use with low-income families. The design team developing the new curriculum plan to use a similar format for materials, lesson plans, visuals, etc. Reviewers were asked to assess the “old” curriculum.

According to the reviewers, strengths of the “old” curriculum included interactive and useful visuals, active participant involvement throughout the lessons, effective use of technology, and accurate and useful information for the target audience. Reviewers also like the format of the lessons.

Reviewers' comments regarding weaknesses included potentially combining too many messages in one lesson and the failure of some of the visuals to represent the target audience. Review of the finished "new" curriculum is needed to assess whether or not the strengths of the "old" curriculum are maintained and the weaknesses are addressed. An improvement noted by the reviewers used to ensure that pictures, places, etc. in visuals depict the target audience; reviewers felt some of the illustrations seemed "middle-class." The reviewers made no suggested improvements to the curriculum.

Wisconsin The Wisconsin EFNEP program uses a series of booklets in their adult program. Each booklet covers a variety of nutritionally related topics that are designed to be taught in a series of lessons. The booklets reviewed have not yet been updated for the *2005 Dietary Guidelines* and MyPyramid. Curriculum developers plan to limit revisions to these updates; all other aspects of the curriculum will remain the same. Reviewers looked at the booklets keeping in mind that revisions will reflect current updates to the *Dietary Guidelines* and MyPyramid.

According to the reviewers, the design of the booklets and reading and comprehension level of the materials are the curriculum's greatest strengths. The use of the booklets as teaching resources as well as take-home handouts helps to reinforce the messages. However, reviewers commented that the organization of the booklets might be confusing to target audiences, making the lesson format difficult to follow.

Reviewers reported that some of the information in the booklets was out-of-date (not just regarding the *Dietary Guidelines*), and certain important topics, such as salt intake, are either inadequately addressed or not covered at all. The curriculum is not accompanied by any visuals or handouts other than the booklets, which may limit the

teaching methods of the paraprofessionals. In addition, purchasing a set of booklets for each participant may prove to be more expensive than other curricula options. The reviewers made no suggested improvements.

Wyoming The EFNEP curriculum reviewed from Wyoming is called the *Cent\$ible Nutrition Program*. EFNEP professionals are in the process of revising this curriculum; therefore, only a few revised lessons were available for review.

Reviewers deemed this curriculum strong overall. Each lesson available for review contains accurate and complete background information intended to aid the paraprofessional in teaching classes. The lessons include active involvement of the participants with useful, interactive activities. Reading and comprehension level are appropriate for low-literacy audiences and content material is accurate, complete, and useful. Each lesson also contained background information for the paraprofessional's use in preparing to teach. This section of each lesson provided content information at a level deeper than addressed in the lesson. This was seen as a strength by reviewers.

According to the reviewers, an area of the curriculum that could use improvement is the lesson on infant feeding. There are a few minor errors regarding accurate information in the infant feeding lesson. In addition, the topics in the infant feeding lesson cover a wide range of infant feeding topics, which may be more effective as separate lessons. Lastly, the reviewers found the direction for the use of some of the handouts included in the lessons to be confusing. Reviewers suggested that additional instructions on the use of the handouts could be useful.