

ATTACHMENT 1
NUTRITION EDUCATION INTERVENTION BEST PRACTICES IDENTIFIED BY LEADING EXPERTS

Resource	Best Practice/Criteria	Page Number
<i>Assessment Tool for Nutrition Education Curriculum</i>	“Curriculum must meet the requirements of the Basic Food Nutrition Education Program/SNAP-Ed guidelines”	pg. 4
	“The curriculum needs to have research supporting its effectiveness”	pg. 4
	“The curriculum should use a variety of teaching methods”	pg. 4
	“All materials, including recipes must support key current curriculum should Dietary Guidelines for Americans”	pg. 5
	“Objectives should be clearly stated”	pg. 5
	“Each lesson should include a lesson overview that give a quick summary of what is about to be presented”	pg. 5
	“Detailed instructions are given on how to present materials”	pg. 5
	“Materials are well organized and easy to read”	pg. 5
	“An evaluation tool is included”	pg. 5
<i>Johns Hopkins Center for a Livable Future</i>	“Each curriculum should have instructional resources for educators”	pg. 5
	“Engage students in at least 30 minutes of moderate to vigorous physical activity each day”	pg. 9
	“Encourage the consumption of healthy foods by increasing the number of healthy options, pricing those options competitively, and reducing the number of unhealthy foods offered”	pg. 9
	“Provide high-quality health education in areas such as nutrition and physical activity”	pg. 9
	“Make communities more walk-able and bike-able”	pg. 12
	“Increase access to healthy foods”	pg. 12
	“Advocate for regulation of youth marketing”	pg. 14
“Strengthen consumer’s ability to make informed food choices, gain access to accurate information, and take an active role in influencing food policy”	pg. 14	

	“Engage local governments and community groups, particularly those most affected by obesity, in community and policy initiative”	pg. 16
	“Local governments and community groups engage in community and policy initiatives”	pg. 16
<i>Breakfast for Learning</i>	“Access and participation, which are defined as allowing any child to participate, program implementation three to five days per week, a minimum of 20% of the school population participate in the program, and language services should be available to allow cultural and ethnic diversity”	pg. 3
	“Parental involvement, consent, partnerships, and collaboration were also identified. More specifically, parents should be involved in the day-to-day program planning and delivery”	pg. 3
	“Inclusive and efficient program management is essential and is further defined as having a compensated coordinator, trained support staff, and recognition of volunteers and other supporters”	pg. 4
	“Food quality, safety, and financial accountability”	pg. 4
<i>Food and Nutrition Services</i>	“Target specific behaviors or practices”	pg. 5
	“Focus on the interests and motivations of the target population”	pg. 5
	“Devote sufficient time and intensity”	pg. 5
	“Deliver coherent and clearly focused curricula (18)”	pg. 6
	“Involve multiple components using a social ecological approach”	pg. 6
	“Provide professional development to staff”	pg. 6
<i>Society for Nutrition Education and Behavior</i>	“Target specific behaviors or practices”	pg. 10
	“Focusing on the interests and motivations of targeted youth”	pg. 11
	“Devote sufficient time and intensity”	pg. 11
	“Involve multiple components using a social ecological approach”	pg. 12
	“Provide professional development to staff”	pg. 12
<i>School Wellness Policy Toolkit</i>	“Be consistent with the 2010 US Dietary Guidelines for Americans”	pg. 45
	“Emphasize the appealing aspects of healthy eating”	pg. 45
	“Include enjoyable, developmentally appropriate, culturally relevant, participatory activities”	pg. 45
	“Promote fruits, vegetables, whole-grain products, low-fat and fat-free dairy products, healthy food preparation methods and health enhancing nutrition practices”	pg. 45
	“Emphasize caloric balance between food intake and energy expenditure”	pg. 45

	“Engage families as partners in their children’s education”	pg. 45
	“Teach media literacy with an emphasis on food marketing”	pg. 45
<i>Institute of Medicine</i>	“Behaviorally focused nutrition interventions”	pg. 4
	“Multi-component interventions”	pg. 8
	“Healthful changes in the food and school environment”	pg. 8
	“Family involvement”	pg. 9
	“Student self-assessments”	pg. 9
	“Quantitative evaluation measure of food-related behaviors and anthropometric measures”	pg. 9
	“Community involvement”	pg. 9
	“A focus on ethnic/cultural or heterogeneous groups”	pg. 13
	“Innovative multimedia tools”	pg. 13
	“Sequential, sufficient duration, and sufficient intensity of nutrition education”	pg. 13
<i>Nutrition Education: Linking Research, Theory, and Practice</i>	“Focus on behaviors and practices, target determinants of behavior”	
	“Utilize theoretical framework”	
	“Employ intervention on multiple levels”	
	“Devote sufficient time”	
	“Use strategies to address identified determinant”	