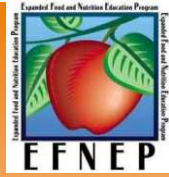




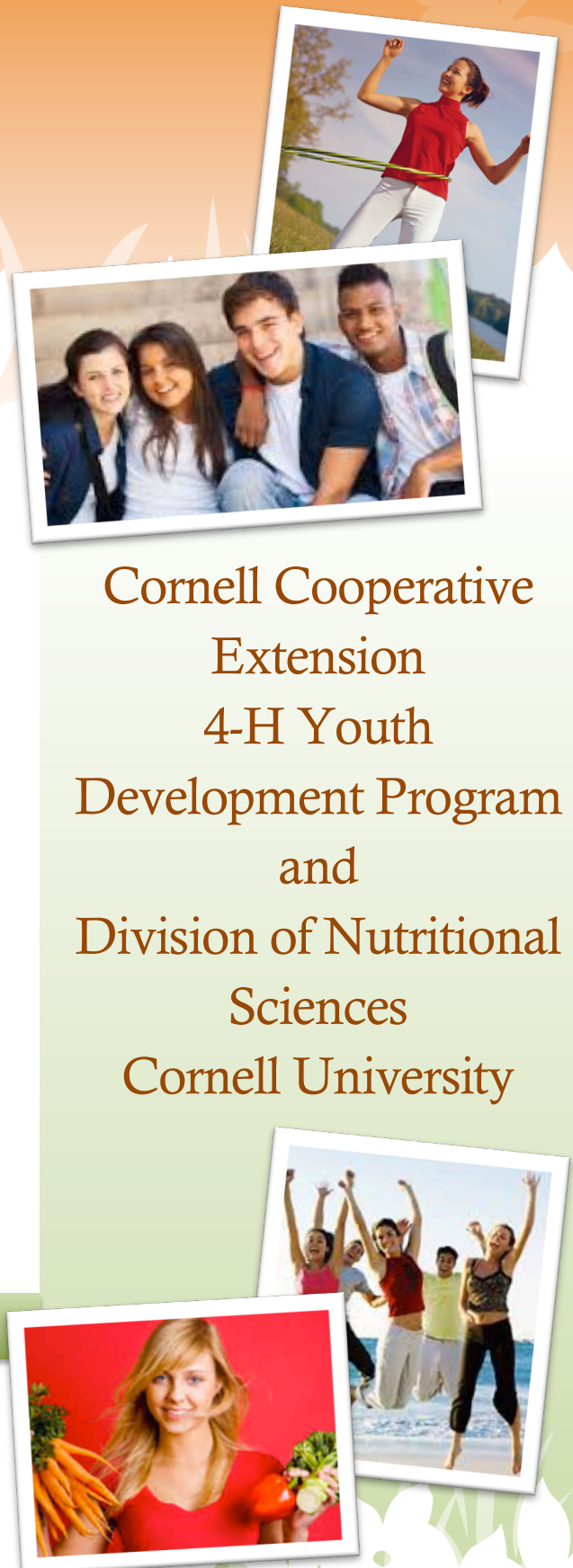
Cornell University
Cooperative Extension



Choose Health Action Teens (CHAT)

Facilitator Guide

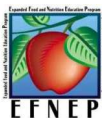
Inspire Healthy Choices!



Cornell Cooperative
Extension
4-H Youth
Development Program
and
Division of Nutritional
Sciences
Cornell University



Cornell University
Cooperative Extension



CHAT Facilitator Guide

Helping You Plan and Implement the Choose Health Action Teens Program

Written by:

Sally Crosiar, MS
Consultant, Healthy People

and

Wendy Wolfe, PhD
Research Associate,
Division of Nutritional Sciences,
Cornell University

Funded by:


USDA's National Institute for Food and
Agriculture (NIFA)
through
EFNEP and other Smith-Lever funding





Table of Contents

Section		Page
	Introductory Letter	i
	Acknowledgements	ii
1	Introduction: About CHAT (Choose Health Action Teens)	1
2	How to Implement a Successful CHAT Program	2
	• CHAT Partnership Agreement	4
3	Teens as Teachers: Twelve Essential Elements	5
4	Key Elements of <i>Choose Health: Food, Fun, and Fitness Curriculum (CHFFF)</i>	8
	• Quality Youth Nutrition Education in Cornell Cooperative Extension	9
5	Tips and Tools to Recruit Choose Health Action Teens	10
	• Recruitment Tips and Steps	11
	• CHAT Job Description, Application, Contract	12
	• Recruitment Tools: Flyers, Sample School Letter, and News Release	15
	• Optional Interview Activity	22
6	Train Teens to be CHATs	23
	• Training Modules at a Glance	24
	• Recommended Training Modules 1-12, in 4A format and scripted	27-59
	• CHAT Training and Readiness Tracking Form	49
	• CHAT Schedule Tool	59
7	Support and Mentor CHATs	60
8	CHAT Program Evaluation	61
	• Instructions	61
	• Mentor Observation Form (CHAT 6-1)	63
	• CHAT Goal-Setting and Tracking Sheet (CHAT 11-1)	64
	• CHAT Evaluation Questionnaire	1-4
CHAT Handouts for Teens	<p>See Separate Document for Handouts to use during CHAT Teen Training:</p> <p>1-1 Welcome Choose Health Action Teen!</p> <p>1-2 CHAT Job Description</p> <p>1-3 CHAT Contract</p> <p style="text-align: center;"><i>(Print from CHAT Facilitator Guide)</i></p> <p>1-4 CHAT Training Schedule</p> <p>2-1 Tips for Great Teaching – A Snapshot</p> <p>3-1 Key Features of CHFFF Lessons</p> <p>4-1 Eat Healthy! Live Active!</p> <p>4-2 Choose Health Behavior Goal Worksheet</p> <p>4-3 Choose Health Behavior Goal Chart</p>	<p>5-1 Tips for Great Teaching Revisited</p> <p>6-1 Mentor Observation Form</p> <p>7-1 Know Kids to Teach Them</p> <p>7-2 Child Development Puzzles</p> <p>7-3 How Children Change as They Grow</p> <p>7-4 What Are Children Like After School?</p> <p>9-1 Active Games Leadership Tips</p> <p style="text-align: center;"><i>(Print from CHFFF Introduction)</i></p> <p>11-1 Goal-Setting and Tracking Sheet</p> <p>12-1 Get Ready to Teach!</p>



Dear Facilitator:

Thank you for your interest in Choose Health Action Teens (CHAT), a collaborative initiative of Cornell Cooperative Extension's 4-H Youth Development Program and Cornell's Division of Nutritional Sciences, in which teens are recruited and trained to help teach the *Choose Health: Food, Fun, and Fitness (CHFFF)* curriculum to younger youth. The 6-lesson *CHFFF* curriculum is aimed at 8-12 year olds and uses experiential learning to teach healthy eating and active play, targeting those behaviors research shows to be most important for preventing childhood obesity and chronic disease. We hope you find this CHAT Guide both comprehensive and easy to use.

The CHAT program is intended for use by Cooperative Extension educators and adult mentors with some knowledge of nutrition and experience working with youth. Those without a nutrition background are encouraged to carefully review the background for each *CHFFF* lesson, and work closely with a local nutrition professional or nutrition colleague (if possible) in learning and implementing the *CHFFF* curriculum.

To do CHAT as intended requires recruiting and training teens to teach *CHFFF* (a minimum of 10 hours of high quality training will enable the teens to be successful), mentoring them and providing ongoing support (debriefing after they teach), gathering supplies, preparing and co-facilitating each lesson, and participating in the evaluation.

Please do not reproduce or distribute this Guide beyond the scope of the CHAT program without author permission.

We welcome your comments on CHAT and encourage you to share your experiences, so we can share your learning with others who are doing CHAT programs. We especially encourage you to conduct the CHAT evaluation with your teens, using the three evaluation instruments included in this guide. Send the results to Cornell for to be included into an aggregated, comprehensive evaluation of the CHAT program. This can help in promoting CHAT and securing funding for its continued use.

For more information or to send evaluation results:

Wendy Wolfe, Research Associate
Division of Nutritional Sciences, Cornell University, Ithaca, NY 14853
(607) 255-2677
ww16@cornell.edu



Acknowledgements

The CHAT program is a collaborative effort developed with input from many people. The initial idea for CHAT at Cornell began with JoAnne Baldini, former State 4-H Specialist, who recruited Wendy Wolfe in 2008 for help in developing the “Choose Health Ambassadors” program, as it was originally called. Thanks also to others in the state 4-H office for their support – initially Barbara Schirmer, Kimberly Fleming Celeste Carmichael, and Josephine Swanson, and more recently Nigel Gannon and Valerie Adams-Bass.

The CHAT program and facilitator guide were developed and modified over a 3-year pilot phase with input from many local 4-H and nutrition educators, including members of the CCE Youth Healthy Eating and Active Living (HEAL, formerly Youth Healthy Lifestyles) Program Work Team. In particular, thanks to Mary Lee Bourbeau, Peg Lewis, Linda Tripp, Rachel Williams, and Nancy Robertson for their detailed review of the Facilitator Guide in January 2012. Also a huge thank you to the local CCE educators who piloted CHAT and shared their successes and challenges so that we could improve the CHAT process and Guide.

Thanks also to Mary Arnold, PhD, Oregon State University 4-H Youth Development Program, for permission to use parts of her *Teens Teaching Youth Program Evaluation Instrument* (2011) in our CHAT evaluation questionnaire.

Finally, thanks to my Cornell Food and Nutrition Education in Communities colleagues Joan Doyle Paddock and Jamie Dollahite for their support and guidance, and to Bonnie Schwenn for all her administrative help.

Development of this curriculum was supported by Smith Lever funds from the National Institute for Food and Agriculture (NIFA), U.S. Department of Agriculture, under Agreement No 2009-10-264, and by EFNEP funds. Any opinions, findings, conclusions, or recommendations expressed in this publication are those of the author(s) and do not necessarily reflect the view of the U.S. Department of Agriculture.

-Wendy Wolfe, January 2013

Introduction: About the Choose Health Action Teens (CHAT) Program

What is CHAT?

Choose Health Action Teens (CHAT) is a program of Cornell Cooperative Extension's 4-H and Nutrition departments and is led by Wendy Wolfe, PhD, Research Associate in the Division of Nutritional Sciences and Sally Crosiar, MS, a consultant with expertise in youth development and healthy lifestyles.

The program integrates youth civic engagement with efforts to encourage healthy lifestyles by engaging teens in teaching healthy eating and active living to younger youth. Training is provided to Cooperative Extension educators and adult mentors to recruit, train, and mentor local teens to be CHATs who will teach or co-teach our newly developed nutrition curriculum, *Choose Health: Food, Fun, and Fitness* to 8-12-year-olds.

What makes the *Choose Health: Food, Fun, and Fitness* curriculum special?

The curriculum targets those behaviors research shows to be most important for preventing childhood obesity and chronic disease, and includes hands-on learning activities, food preparation, active games, and a parent newsletter. Lessons are scripted to ensure the accuracy of the messages, but once familiar with the lesson content, teens and other facilitators are encouraged to use their own words. Lessons also use the "4 A" (Anchor, Add, Apply, Away) dialogue approach for more effective retention and application of information and skills. (See Training Module 3 for more on the 4A approach.)

Where do CHATs teach?

CHATs can teach Choose Health lessons wherever 8-12 year-olds consistently gather – after-school, summer recreation programs, 4-H Clubs, and the like. You'll arrange a schedule of six sessions at a program and organize the logistics to get your trained CHATs there.

How can you influence healthy eating and active living in after-school even more?

Because the food and activity environment has such an important influence on choices that individuals make, Cornell has developed a self-assessment tool (called CHASE, found at www.fnec.cornell.edu) to encourage afterschool programs to reflect upon their practices and generate ideas for how to make healthy choices easier for their participants. Ask program leaders to conduct this self-assessment and be ready to help them consider simple changes that might make a big difference in children's healthy eating and activity behaviors.

Note: The CHAT program is still new and we are all learning from each other. As you implement CHAT in your county, please send regular updates and feedback to Wendy Wolfe at Cornell to facilitate this shared learning. Also plan to participate in CHAT conference calls as you are able.

Thanks in advance for your help!

What do teens get from the CHAT Program?

By co-leading delivery of the curriculum, CHATs gain experience in facilitation skills and effectively teaching younger youth, and also learn health, nutrition, and fitness information they can use in their own lives. A statewide evaluation is underway to document these impacts. (See Section 8.)

How to Implement a Successful CHAT Program

For educators or adult mentors to successfully implement the CHAT program, substantial preparation is required, including the following:

- CHFFF: View the webinar and learn all aspects of the lessons, including games, food prep, and nutrition background, ideally by attending a training led by experienced educators.
- CHAT: View the webinar and carefully read this Guide, including tips on successful teens as teachers programs and facilitation skills for teens, then follow the implementation steps below.

Step	Completion Check	What You'll Do	Supporting Materials	
			Facilitator Guide	CHAT Handouts
Plan your CHAT Program		<ul style="list-style-type: none"> • Know and use research-based <i>Teens as Teachers</i> philosophy and strategies 	Section 3	
		<ul style="list-style-type: none"> • Know the <i>CHFFF</i> curriculum, including its nutrition background, and prepare teens to teach its lessons 	Section 4 and <i>CHFFF</i>	CHAT 3-1
		<ul style="list-style-type: none"> • Collaborate with your county nutrition educators, especially for help in learning <i>CHFFF</i> and training teens 		
Notes				
Recruit Teens		<ul style="list-style-type: none"> • Know and use <i>Teens as Teachers</i> philosophy as you plan teen recruitment 	Section 3	
		<ul style="list-style-type: none"> • Use/adapt CHAT recruitment flyers, sample news releases, and other recruitment tools provided 	Section 5	
		<ul style="list-style-type: none"> • Recruit teens via clubs, school, etc. 		
		<ul style="list-style-type: none"> • Have teens and parents sign CHAT contract 	Section 5	
Notes				
Train Teens		<ul style="list-style-type: none"> • Provide a minimum of 10 hours of initial teen training and up to 30 hours ongoing training to prepare CHATs to be good facilitators and be prepared to teach the CHFFF lessons, using this Guide and the CHAT Handouts for Teens 	Section 6	All CHAT Handouts
		<ul style="list-style-type: none"> • Use/adapt recommended Teen Training Modules provided 		
		<ul style="list-style-type: none"> • Decide which teens will teach which parts of each lesson 		
Notes				
Recruit Site and Set Schedule		<ul style="list-style-type: none"> • Recruit and select after-school programs, summer camps, clubs, other 		
		<ul style="list-style-type: none"> • Complete CHAT Partnership Agreement 	Section 2	
		<ul style="list-style-type: none"> • Schedule 6 lessons for 8-12-year-olds, ideally weekly 		
Notes				

How to Implement a Successful CHAT Program, continued

Step	Completion Check	What You'll Do	Supporting Materials	
			Facilitator Guide	CHAT Handouts
Conduct CHFFF		<ul style="list-style-type: none"> • Coach, mentor, and support teen teaching, leadership, and other skill development 		
		<ul style="list-style-type: none"> • Use Mentor Observation Form to monitor and provide feedback to CHATs on their facilitation skills 	Section 8	CHAT 6-1
		<ul style="list-style-type: none"> • Have teens complete Goal-Setting and Tracking Form 11-1 right after each lesson 	Section 8	CHAT 11-1
Notes				
Evaluate Your Program		<ul style="list-style-type: none"> • Collect the following evaluation forms from teens in sealed stamped envelope to maintain confidentiality and submit to Cornell: <ul style="list-style-type: none"> • CHAT Evaluation Questionnaire (completed by teen at the end of final lesson) • First and last Mentor Observation Forms 6-1 • Goal Tracking Sheet 11-1 	Section 8	CHAT 6-1, 11-1, CHAT Evaluation Questionnaire
Notes				
Encourage After-School Self-Assessment		<ul style="list-style-type: none"> • If working with after-schools, request that they use the CHASE Self-Assessment Tool to examine their food and activity environment 	www.fnec.cornell.edu	
		<ul style="list-style-type: none"> • Encourage use of the CHASE tool as soon as good rapport is established – before, during, or after your teaching sessions. 		
		<ul style="list-style-type: none"> • Offer assistance to providers on ways to make healthy choices easier for children in their program in areas of need identified on CHASE Tool. 		
		<ul style="list-style-type: none"> • If possible, conduct CHASE again as a follow-up. 		
Notes				
Share Feedback and Successes		<ul style="list-style-type: none"> • Send regular updates to Cornell as you schedule and run programs 		
		<ul style="list-style-type: none"> • Share success stories, impact statements, news releases, photos, etc. as created 		
		<ul style="list-style-type: none"> • Participate in quarterly conference calls 		
Notes				



CHAT Partnership Agreement

Memorandum of Agreement between:

_____ Program and Cornell Cooperative Extension of _____
County

Cornell Cooperative Extension (CCE) has trained Choose Health Action Teens (CHATs) to deliver the *Choose Health: Food, Fun, and Fitness Curriculum* to 8-12 year-olds in your program in partnership with an adult CCE Educator or other adult mentor.

Cornell Cooperative Extension Educators and Choose Health Action Teens agree to:

- Conduct themselves professionally and ethically, following the program’s rules
- Provide 70-90 minutes of educational activity during each of the 6 times they visit in the following general order: 10 minutes active games, 30-45 minutes hands-on instructional activities, 10 minutes more of active games, and 10-20 minutes food preparation
- Arrive at least 15 minutes prior to beginning their lessons with the children
- Leave the program space cleaner than they found it
- Bring all materials and equipment they need – or request at least one week in advance that the program provides certain items such as table, sink, stove (if available), play equipment, food ingredients, and so forth.

The _____ Program agrees to:

- Schedule and provide time and space for CHATs to conduct 6 lessons with the same group of 8-12 year-old children.
- Assure that a minimum of at least five children are present for each Choose Health session
- Support CHATs with adult supervision of children so that appropriate adult/child ratios are maintained and so that CHATs can focus their energy on teaching lessons rather than on maintaining discipline.

 Signed Date
 (Cornell Cooperative Extension Educator)

 Signed Date
 (Program Director)

<i>Choose Health: Food, Fun, and Fitness Lessons</i>	Date of Lesson	Time of Lesson
Lesson 1: Drink Low-Fat Milk and Water Instead of Sweetened Drinks		
Lesson 2: Eat a Rainbow! Eat More Vegetables and Fruits		
Lesson 3: Read it Before You Eat It! The Nutrition Facts Label		
Lesson 4: Make Half Your Grains Whole! Eat More Whole Grains		
Lesson 5: Healthier Foods – Fast: Eat Fewer High-Fat and High Sugar Foods		
Lesson 6: Power Up Your Day: Eat Breakfast!		

Teens as Teachers: Twelve Essential Elements

Source: *Teens as Teachers: Twelve Essential Elements*, by Faye C.H. Lee, Shelley Murdock, Carole A. Paterson (Oakland, CA: University of California Ag and Natural Resources Publication 21613, 2002). Excerpted by Sally Crosiar, December, 2010.

Characteristics of Successful Programs

Findings from in-depth research of 14 cross-age teaching programs in the San Francisco Bay Area (in a variety of disciplines) indicate that successful programs share these characteristics:

- ✓ Teens teach children at least 2-3 years younger than they are.
- ✓ Teens do actual teaching; they don't merely assist an adult.
- ✓ Teens teach small groups of children, not one-on-one.
- ✓ Teens are trained to teach a particular curriculum rather than general homework assistance.
- ✓ The curricula taught to younger children are aimed at enrichment rather than remediation.
- ✓ Programs are of sufficient duration that teens develop relationships with one another and with the children they teach.

Twelve Essential Elements

1. Teens can teach!

- Teens can be effective role models – especially when their cultural background is similar to the children they teach.
- Teens who struggle with living in high-risk environments often benefit most from experiences as a cross-age teacher.

2. An effective program director is essential.

- Most successful program directors work long hours.
- Successful directors establish respectful personal and professional relationships with teen teachers.
- Successful directors maintain relationships with teen teachers long after the program concludes.

3. Teens should be recruited and formally selected.

- Experienced teens are often the best recruiters of new teen teachers.
- Interviews help teens and program directors get to know one another's strengths and weaknesses.
- Using a selection process that includes an application, interview, reference checks, etc. help teach teens job application skills.
- Observing other teen teachers helps prospective teens understand what they will be doing.
- Agreements or contracts help build teen commitment.

Teens as Teachers, *continued*

4. *The type and structure of the curriculum matters.*

- Teens are most successful when teaching a subject that matches their own interests.
- A strong curriculum includes at least 5 lessons of 1-1½ hours each.
- Initial lesson plans should be detailed and can become more flexible after teens gain experience with the lessons.
- Teens are particularly effective when using hands-on and interactive learning activities.

5. *Pay attention to details!*

- Plan for effective communication among all stakeholders: teens, program director, parents, schools, etc.
- Attend to basic needs of teens: food, transportation, rest, etc.
- Train teens to handle potential emergencies.
- Provide some form of compensation – not necessarily money – for teens.
- Involve parents appropriately.

6. *Provide initial training.*

- At least ten hours of training is recommended as a minimum, but 30-40 hours of training is preferred.
- Training in communication, team-building, and multicultural understanding is as important to teens as curriculum training.
- Effective training includes both modeling by trainer and opportunities for teens to practice teaching.
- Teens need and want to understand children's behavior and gain skills in managing groups.
- Include instruction on how to teach.

7. *Provide ongoing training and support.*

- Provide frequent and regular training throughout the program.
- Include opportunities to debrief teaching experiences and share lessons learned.
- Move teens from basics to higher levels of understanding and ability to problem-solve and think on their feet.
- Give teens increasing levels of responsibilities to build on their training and skill levels.
- Give clear and timely feedback.
- Introduce a new activity or strategy at each session to keep training fun and interesting.

8. *Offer team-building opportunities.*

- Teens viewed working with other teens as a valuable part of cross-age teaching experiences.
- Team-teaching in pairs reduced teen anxiety, increased confidence and comfort levels, and improved quality of instruction.
- Provide time and/or activities just for teens to do together.

Teens as Teachers, continued

9. Prepare teens for success.

- Regularly express confidence in teen abilities and high expectations for their performance.
- Pay attention to each teen's teaching readiness, and provide teens with incremental increases in responsibility and autonomy.
- Provide flexible curricula that can be revised or adjusted as needed.
- Model the enthusiastic leadership you expect from teens.
- Pay attention to teen/child ratios. "Too many children can overwhelm teens; too few can flatten the energy of a lesson."

10. Offer recognition and reward.

- Use both material (certificates, notes from children, fun gifts such as toss-able toys, gift cards, etc.) and non-material (thumbs-up, gaining a child's trust and respect) recognition and reward following successful teen efforts.
- Recognition through publicity benefits both teens and the program.
- Working with adults who trust them serves as significant recognition and pride for teens.
- Service to others and making a difference in a real-world activity are seen by teens as forms of reward.
- Find opportunities to publicly thank and congratulate teen teachers.

11. Give teens a voice and involve them in decisions that affect their teaching.

- Gradually increase the amount of influence teens have in the program and the level of responsibility they are expected to assume.
- Teens welcome opportunities to plan and pilot activities and train other teens.
- Teens express both surprise and delight at the impact they have on younger children, and come to see themselves as positive role models and contributors.
- Take on jobs like taking pictures or washing dishes while teens teach so you aren't tempted to interfere.

12. Monitor and evaluate.

- Ongoing reflection and self-evaluation are essential for teen growth and development.
- Give general feedback to entire teen team. Give specific feedback to each teen individually.
- Feedback is most effective when it's immediate and directed to an individual teen.
- End-of-day de-briefing provides teens with opportunities to express concerns and adjust teaching as needed.
- Ask teens to fill in blanks, "I like the way I ..." "Next time, I will ..."

Key Elements of the *Choose Health: Food, Fun, and Fitness Curriculum*

Choose Health: Food, Fun, and Fitness (CHFFF) was developed to meet today's thinking about what should be included in a high quality nutrition education program. The full recommended criteria for CCE youth nutrition education programs follows on the next page.

Here are some highlights of how *Choose Health: Food, Fun, and Fitness* incorporated these criteria.

- **Targets behaviors to prevent childhood obesity and chronic disease, as shown on right!**
- **Fun Active Games!**
Rather than teach a specific lesson about active play, four active games are built into each lesson to teach new and different ways for children to be active every day.
- **Hands-on, Interactive Learning!**
The 4A lesson structure involves children interactively by having each lesson organized to include:
 - An **Anchor** that connects with children's experience or interests,
 - Some new information to **Add**,
 - A chance to **Apply** this new information using hands-on activities,
 - And an **Away**, a goal-setting challenge to use the new information in their daily lives.
- **A Tasty Healthy Snack!**
Each lesson has one recipe that requires cooking facilities and one that does not to accommodate different learning settings. Involve children in food preparation, but do not have them use knives without specific instruction and close monitoring.
- **Six Sequential Lessons!**
Why? Research suggests that people need at least six lessons before they really learn nutrition information. And the lessons need to be sequential – so each lesson builds on learning from the previous lesson.
- **Involves Families!**
Children take home a family newsletter after each lesson with their goal for the week, information to reinforce the lesson topic, healthy recipes, and ideas for families to be active.

Choose Health Behavior Goals

- Drink water and low-fat milk instead of sweetened drinks
- Eat more vegetables and fruits
- Eat fewer high-fat or high-sugar foods and more nutrient-rich and high-fiber foods
- Eat only as much and as often as you need to satisfy your hunger
- Move actively 60 minutes a day
- Limit recreational screen time (e.g., TV, video games, computer) to 1-2 hours a day
- Promote healthy behaviors

Quality Youth Nutrition Education in Cornell Cooperative Extension

Youth nutrition education within the Cornell Cooperative Extension system should ideally align with the following recommendations, excerpted from the Cornell Food and Nutrition Education in Communities (FNEC) Policy and Procedure Manual, 700.7. *Choose Health: Food, Fun, and Fitness* was designed to meet these recommendations.

Recommended curricula and resources will reflect current theories and best practices in nutrition and youth development. To ensure high-quality programming and achieve greater statewide impact, recommended curricula will be behaviorally focused with experiential teaching strategies and learning activities to help youth gain skills for healthy eating and active lifestyle choices.

Youth programming will also be aligned with the key behavioral outcomes for nutrition education from the national SNAP-Ed (Supplemental Nutrition Assistance Program Education) plan guidance:

- **Eat fruits and vegetables, whole grains, and fat-free or low-fat milk products every day.**
- **Be physically active every day as part of a healthy lifestyle.**
- **Balance caloric intake from food and beverages with calories expended.**

Approved curricula and youth programming efforts will also be aligned with the following guidelines, developed by the CCE Youth Healthy Lifestyles Program Work Team (5/09). Programs will:

- Be evidence-based and/or theory-driven
- Be accurate and up-to-date, consistent with current USDA Dietary Guidelines and EFNEP programming goals
- Support and reinforce one or more of the six CCE Choose Health child behavior goals for preventing obesity and chronic disease:
 - Replace sweetened drinks with water and low-fat milk**
 - Eat more vegetables and fruits**
 - Eat fewer high-fat or high-sugar foods and more nutrient-rich and high-fiber foods**
 - Eat only as much and as often as you need to satisfy your hunger**
 - Move actively 60 minutes a day**
 - Limit recreational screen time (e.g., TV, video games, computer) to 1-2 hours a day**
- Support positive youth development principles (e.g., encourage mastery, independence, generosity and belonging)
- Aim at youth ages 8 and up to align with 4-H age (non-Cloverbud)
- Be experiential, e.g., hands-on, skills-based, with interactive activities and discussion in which all feel safe, and focused on simple steps and small achievable changes
- Include at least 6 sequential sessions, minimum of at least 6 hours
- Include each of the following:
 - Educational food experience: ideally preparing, but at least tasting**
 - Healthy snack**
 - Fun, non-competitive physical activity**
 - Involvement of parent/caregiver/influential adult in the learning**
- Be developmentally and culturally appropriate, and feasible for educators to teach
- Include evaluation of content (e.g., changes in knowledge, attitudes, behavior) and context (e.g., what went well, what should be done differently.)