


# Nutrition Education and Promotion: The Role of CYFAR in Helping Families Make Healthier Eating and Lifestyle Choices

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# Objectives

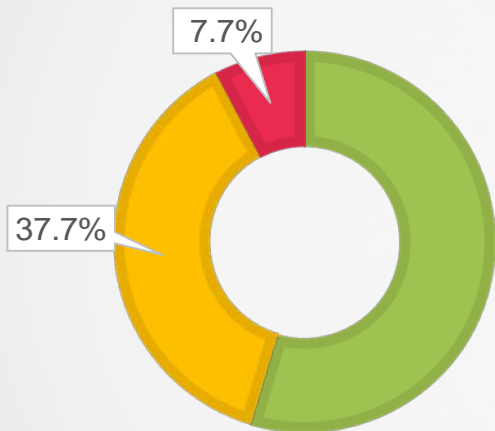
- Understand the relationship between poverty and obesity
  - Discuss strategies to promote healthy habits in CYFAR youth and families
  - Understand the resources available to CYFAR programs that can assist youth and families achieve a healthy lifestyle
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# **CYFAR:** Promoting the Well-Being of Children, Youth and Families

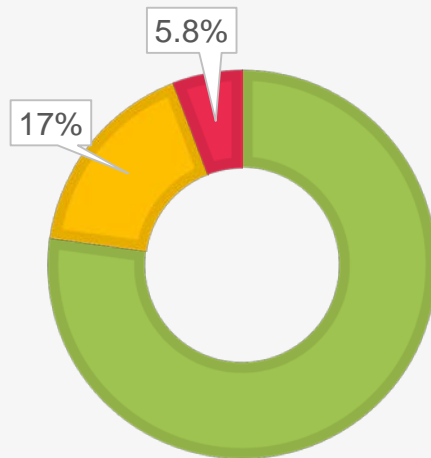


# Obesity in the U.S.

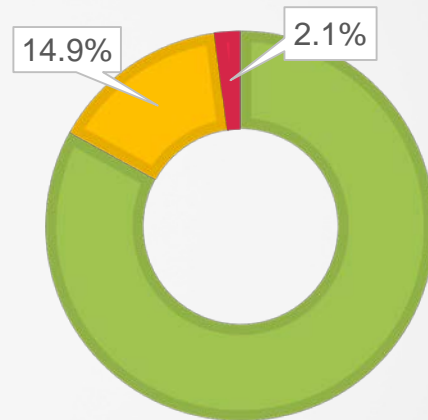
## Adults



## Children and Adolescents



## Low-income Preschoolers



Severely Obese


Obese

Not Obese

Disparities exist based on race/ethnicity, gender, age, geographic region, and socioeconomic status.

Source: Ogden C. L., Carroll, M. D., Lawman, H. G., Fryar, C. D., Kruszon-Moran, D., Kit, B.K., & Flegal K. M. (2016). Trends in obesity prevalence among children and adolescents in the United States, 1988-1994 through 2013-2014. *JAMA*, 315(21), 2292-2299.

# Relationship Between Poverty and Obesity



Adults in the  
Lowest  
Income and  
Education  
Groups  
have the  
Highest  
BMI

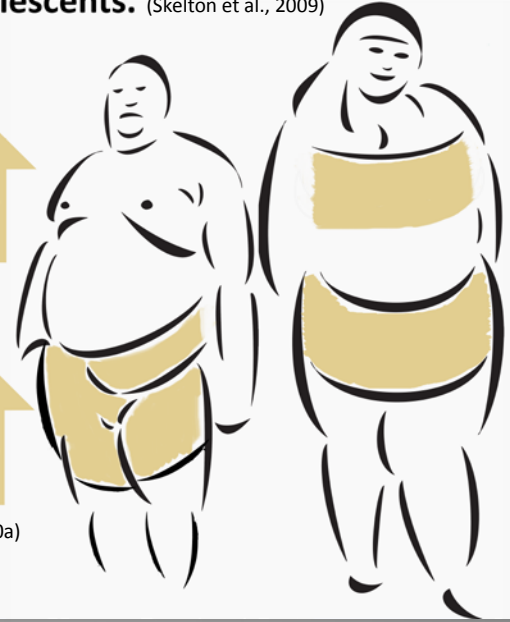
(Truong & Sturm, 2005)

Nationally, rates of severe obesity were **1.7 X higher** among poor children and adolescents. (Skelton et al., 2009)

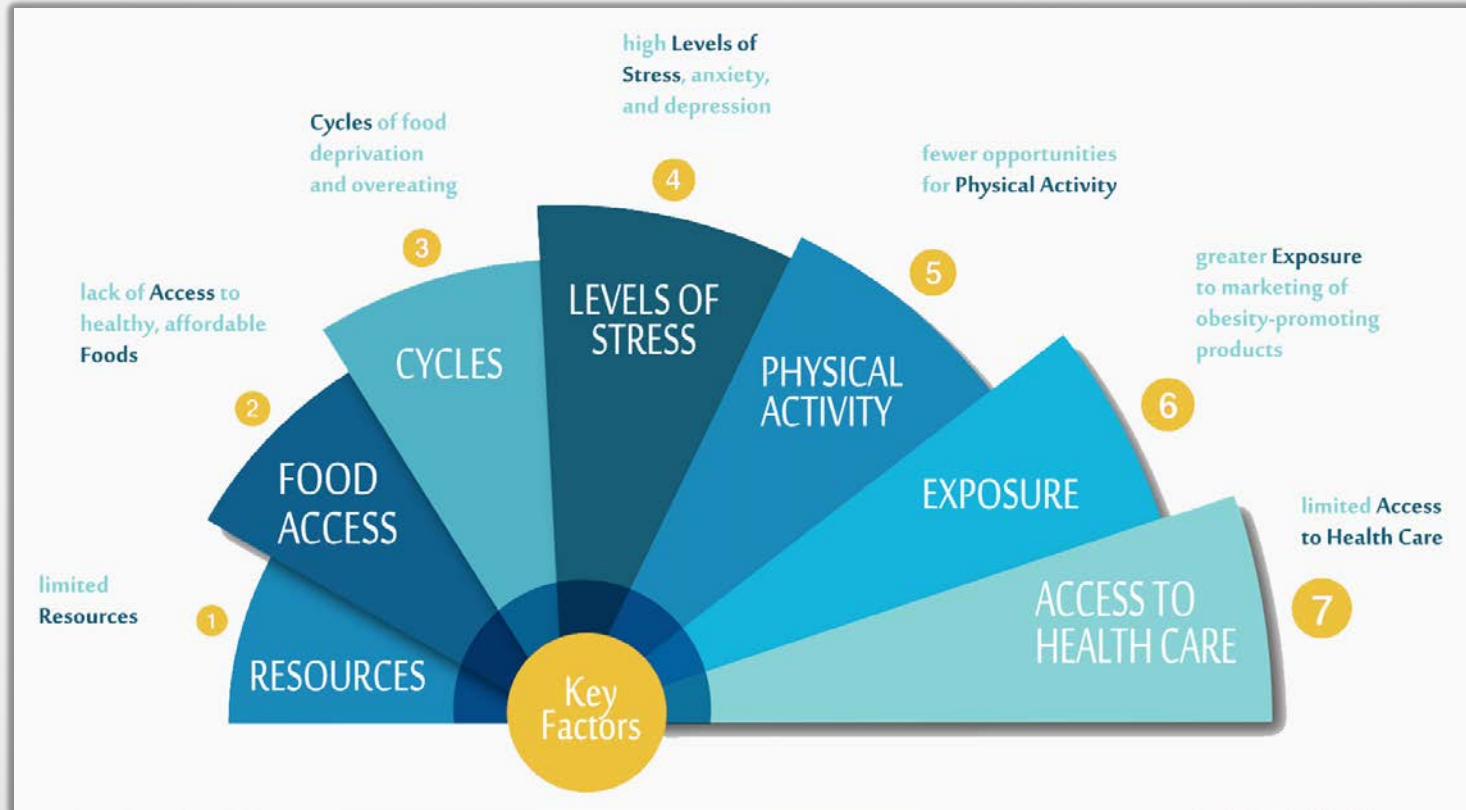
2003 and 2007  
Obesity Rates increase by **10%**  
for all U.S. children

but increased by **23%**  
for low income children

(Singh et al., 2010a)



# Why Low-Income and Food Insecure People are Vulnerable to Obesity



# What is Being Done to Assist Families in Engaging in Healthy Habits?

Improving Overweight Among At-Risk Minority Youth: Results of a Pilot Intervention in After-School Programs, Journal of Health Care for the Poor and Underserved

## Summary:

- Conducted at four low-income, diverse elementary schools in Los Angeles, CA
- Focused on increasing opportunities for physical activity and healthy snacks and boosting youths' knowledge
- Students' knowledge, behavior and height/weight measurements captured pre and post
- Used evidence-based, sequential nutrition and physical activity curriculum

## Results:

- Proportion of children who were obese or overweight in the intervention group decreased by 3.1 percent by the end of the school year, compared with a 2.0 percent reduction among children in the comparison group.
- Study found mixed results regarding diet and physical activity knowledge and behavior.

# What is Being Done to Assist Families in Engaging in Healthy Habits? (cont'd)

After-School Programs for Health Promotion in Rural Communities:  
Ashe County Middle School 4-H After-School Program

## Goals and Objectives:

- To involve families in all areas of the program
- To promote healthy living
- To promote academic development
- To promote independence
- To develop a wide range of interest and broadened awareness (community/world)
- To provide an environment that allows freedom and opportunity for self-expression

## Lessons Learned:

- Rural after-school programs need to position themselves as essential to community well-being by leveraging their resources and strengths in the community.
- Strong community partnerships among youth, parents, and educators help develop a community-wide reputation for providing high-quality youth programs that effectively deliver health-promoting activities.



# The Role of the Federal Nutrition Programs in Combating Obesity

## ❖ Child Nutrition Programs:

- National School Lunch Program
- School Breakfast Program
- Child and Adult Food Program
- Summer Food Service Program
- Fresh Fruit and Vegetable Program



## ❖ Infants, Women and Children (WIC)

## ❖ Supplemental Nutrition Assistance Program (SNAP)

## ❖ Food Distribution Programs (CSFP, FDPIR, and TEFAP)

# Best Practices in Nutrition Education for Low-Income Audiences

- Content Areas
- Evidence Based
- Goal Setting
- Appropriate for Audience
- Literacy Considerations
- Theoretical Basis
- Goals and Objectives
- Social Ecological Model

**Program Design**

- Learning Styles
- Experiential Activities
- Contacts
- Fidelity
- Enhancement Items
- Collaboration

**Program Delivery**

- Relate to the Target Audience
- Expertise in Content
- Expertise in Teaching Methods
- Performance Expectations

**Educator Characteristics**

- Initial Training
- Ongoing Training
- Observation of Educators

**Educator Training**

- Formative Evaluation
- Process Evaluation
- Outcome Evaluation
- Impact Assessment
- Sustained Behavior Change
- Goals and Objectives
- Social Ecologic Model

**Evaluation**

# Strategies to Promote Healthy Habits for CYFAR SCP Sites



# Eat Smart

- Assist with meal planning ideas
- Educate families on how to stretch food dollars
- Explain cooking healthy on a budget
- Encourage family meals
- Advise on how to apply for federal funding  
(i.e., SNAP-ed, WIC, School Lunch Program)



# Move More

- Provide physical and social environments that encourage and enable safe and enjoyable physical activity.
- Include physical education in your programming
- Implement health education to help youth develop knowledge, attitudes, and confidence needed to adopt and maintain physically active lifestyles
- Provide time for extracurricular physical activity during your sessions
- Include parents and guardians in physical education instruction
- Assess physical activity patterns among young people, counsel them about physical activity, refer them to appropriate programs, and advocate for physical activity instruction and programs for young people



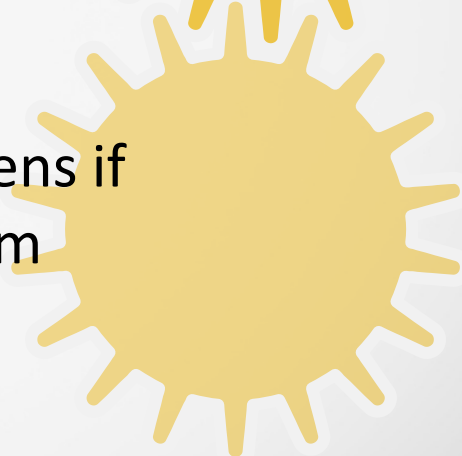
# Be a Community Partner

- Partner with community organizations such as schools, health centers and businesses to promote healthy living
- Use community resources (i.e., YMCA)



# Grow Your Own

- Teach youth how to grow a garden
- Incorporate an evidence-based gardening curriculum into your programming
- Enlist Master Gardeners through your local Extension office
- Encourage families to use local community gardens if they do not have outdoor space available to them



Morris, J., K. Koumjian, M. Briggs, and S. Zidenberg-Cherr. Nutrition to Grow On: A garden-enhanced nutrition education curriculum for upper-elementary school children. *Journal of Nutrition Education and Behavior* 34(3):175-176.

Foerster, S., J. Gregson, D.L. Beall, M. Hudes, H. Magnuson, S. Livingston, M.A. Davis, A.B. Joy, and T. Garbolino. 1998. The California Children's 5 a Day Power Play! Campaign: Evaluation of a large-scale social marketing initiative. *Family and Community Health* 21(1):46-64

# Promote Local Nutrition Resources

- Partner with local organizations to provide workshops on healthy cooking and eating (i.e., Cooperative Extension Service)
- Host monthly meals where inexpensive foods that are simple to prepare are made and served by the youth and their families (i.e. family night)
- Promote healthy recipes by incorporating healthy snacks and nutrition education as a core part of the youth program
- Work with parents to identify opportunities for change, and practical nutrition goals and plans to make changes
- Promote local Farmers Markets that accept food stamps and other opportunities and healthy foods.





# USDA Nutrition Education and Physical Activity Resources

- **Team Nutrition – Food and Nutrition Service (FNS)**
- **Team Nutrition Garden Resources - Food and Nutrition Service (FNS)**
- **MyPlate Kids' Place – Center for Nutrition Policy and Promotion (CNPP)**
- **MyPlate, MyWins for Families – Center for Nutrition Policy and Promotion (CNPP)**
- **SuperTracker- Center for Nutrition Policy and Promotion (CNPP)**



United States  
Department of  
Agriculture

National Institute  
of Food  
and Agriculture

4-H National  
Headquarters



# 5-2-1-0 *Let's Go!*

**5** or more fruits & vegetables

**2** hours or less recreational screen time\*

**1** hour or more of physical activity

**0** sugary drinks, more water

\*Keep TV/Computer out of the bedroom. No screen time under the age of 2.

[www.letsgo.org/](http://www.letsgo.org/)

# Eat, Gather, Go

Easy as.....

## EAT

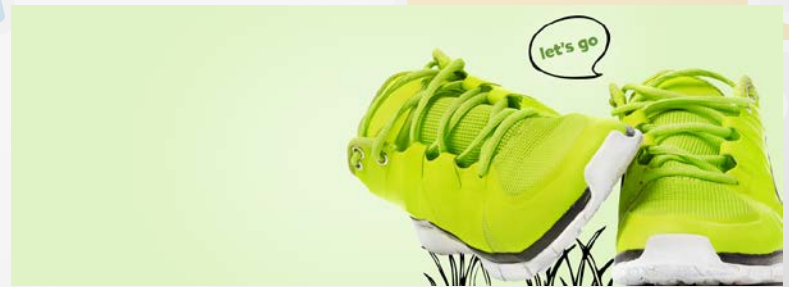
Plan, Shop, Cook

## GATHER

Benefits of family mealtime  
Cooking as a family  
Making the most of mealtime

## GO

How to add activity in daily life  
Tips for being more active



# CYFAR.org Nutrition Resources

[https://cyfar.org/resources/search?combine=&field\\_cyfar\\_topic\\_tid%5B%5D=137&field\\_media\\_or\\_doc\\_type\\_tid=All](https://cyfar.org/resources/search?combine=&field_cyfar_topic_tid%5B%5D=137&field_media_or_doc_type_tid=All)

- **Healthy Eating and Exercise** A set of downloadable files developed in collaboration with The United States Department of Agriculture's National Institute of Food and Agriculture through a cooperative agreement with The University of Minnesota. <https://cyfar.org/resource/healthy-eating-and-exercise>
- **Childhood Obesity: What's it All About?** A webinar that attempts to answer questions about childhood obesity such as, how it is measured and whether it can be prevented. Presented by Dr. Janet Kurzynske, Extension Specialist and Professor in the Department of Dietetics and Nutrition at the University of Kentucky <https://cyfar.org/resource/childhood-obesity-what-it-all-about>
- **Living a More Balanced Life** A webinar that teaches individuals how to balance time, manage stress, eat mindfully, be physically active, and sleep well in order to live a more balanced life. <https://cyfar.org/resource/living-more-balanced-life>
- **Mastering the Mystery: Food, Facts and Fun** A webinar that highlights the benefits of gardening, curriculum connections, activities, technology tools, food and nutrition and related initiatives. <https://cyfar.org/resource/mastering-mystery-food-facts-and-fun>

# Additional Resources

## For Kids:

- USDA: Choose MyPlate: [www.choosemyplate.gov/](http://www.choosemyplate.gov/)
- UC 4-H Healthy Living Activities and Ideas: <http://4h.ucanr.edu/Projects/HealthyLiving/activities/>
- Super Kids Nutrition: [www.superkidsnutrition.com/kidsactivities/](http://www.superkidsnutrition.com/kidsactivities/)
- Dairy Council of California: [www.healthyeating.org/Healthy-Kids/Kids-Games-Activities.aspx](http://www.healthyeating.org/Healthy-Kids/Kids-Games-Activities.aspx)
- Healthy Kids; [www.healthykids.nsw.gov.au/kids-teens/kids-activities/healthy-kids-activities.aspx](http://www.healthykids.nsw.gov.au/kids-teens/kids-activities/healthy-kids-activities.aspx)

## For Tweens and Teens:

- Nutrition.gov: [www.nutrition.gov/life-stages/adolescents/tweens-and-teens](http://www.nutrition.gov/life-stages/adolescents/tweens-and-teens)
- Purdue Extension: [www.extension.purdue.edu/extmedia/cfs/cfs-737-w.pdf](http://www.extension.purdue.edu/extmedia/cfs/cfs-737-w.pdf)
- Dairy Council of California: [www.healthyeating.org/Healthy-Kids/Kids-Games-Activities/TeenBEAT.aspx](http://www.healthyeating.org/Healthy-Kids/Kids-Games-Activities/TeenBEAT.aspx)
- National Institute of Health: [www.niddk.nih.gov/health-information/health-topics/weight-control/take-charge-your-health/Documents/TakeCharge.pdf](http://www.niddk.nih.gov/health-information/health-topics/weight-control/take-charge-your-health/Documents/TakeCharge.pdf)

# CYFAR Nutrition Assessment Tool (C-NAT)

## What is the C-NAT tool?

- Online tool developed for school-aged kids (K-5) to identify gaps in health promotion behaviors. Findings from review of existing nutrition screening tools for children based on or related to the 5-2-1-0 model.

## Why should I use It?

- Collects information about health promotion behaviors from kids in your after-school program. Recommendations will be crafted for sites to

## What will I get out of it?

- The data collected from the children will provide real-time recommendations for program staff regarding health promotion strategies for children and families that should be emphasized within the programming at that site

## What you should know?

- Tool provides picture responses to make it easy and engaging for kids to use
- An adult on-site should be available to help read the questions. Voice-over components are in the works.

# We Can Help

- **PDTA Team Nutrition Specialists:**

- Laura Palmer, MS, RDN, CYFAR Coach and nutrition specialist
- Dr. Janet Kurzynske, Ph.D., RDN, CYFAR leadership team

- **NIFA primary point of contact:** Deirdra Chester, Ph.D., RDN

- **Your CYFAR Coach**



# Q & A time!



# Thank you!!

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## Webinar Evaluation

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[https://umn.qualtrics.com/SE/?SID=SV\\_5uxqNoBkqE9zXHT](https://umn.qualtrics.com/SE/?SID=SV_5uxqNoBkqE9zXHT)