

## About the JIFF Curriculum

The Jump Into Food and Fitness Program (JIFF) is an integrated curriculum that brings nutritional education and physical fitness education together for youth. JIFF is a research-based curriculum developed in 2003 by Michigan State University Extension and was designed for use with youth aged 8 to 11 (grades 3 to 5) to help them develop healthier lifestyles that improve their overall wellbeing. Fun nutrition, physical fitness, and food safety learning activities are integrated into the program. Instructors of the curriculum do not need to be experts in nutrition or fitness to work with individuals on JIFF. They can be club advisors, after-school, and schoolteachers and facilitators in other non-formal educational settings. JIFF was designed with children's developmental characteristics in mind. The program encourages win-win situations and keeps youth actively engaged in learning. In addition, this program includes a component that enhances the learning of the youth by having the lessons brought home to the family. There are eight core lessons contained in the JIFF curriculum that are designed for use in 60 to 90 minute meetings. Each session includes:

- **INTRODUCTORY PAGE:** this overview includes the objectives, learning, and life skills that the children will learn.
- **BACKGROUND BASICS FOR FITNESS AND NUTRITION:** this section includes research-based background information about the unit's content to help instructors feel comfortable with the material as they use the activities with youth.
- **ICEBREAKERS AND ATTENTION GETTERS:** these 5 minute introductory activities help focus the youth's attention and introduce the lesson topic.
- **LEARNING ACTIVITIES:** these 15 to 20 minute main activities teach nutrition and physical fitness concepts. The activity description lists the objectives, learning, and life skills for students; materials needed to run the activity; detailed steps for carrying out the activity; and processing questions to ask the group.
- **FOCUS ON FOOD SAFETY:** this section offers brief information and activities on preparing, serving, and storing food safely to prevent food-borne disease.
- **SNACK SUGGESTIONS:** this section offers nutritious, tasty, low-cost, easy-to-make snack ideas that feature foods from the food groups or theme covered in the lesson.
- **FAMILY NEWSLETTER:** this reproducible newsletter informs parents and family members of the food, nutrition and fitness concepts explored in each lesson the group has completed.

# About the Curriculum Adaptation Guide

The Curriculum Adaptation Guide has been revised to include best practices from the field. It is intended to supplement the original JIFF curriculum, and suggest field tested ways to adapt the curriculum for teaching youth, teens, and young adults with developmental disabilities. Some of the games have been changed, additional resources are added, and the recipes have been made into picture recipes.

The adaptations needed are not extensive. The University of Missouri-Kansas City Institute for Human Development, and the University of Missouri Extension selected the JIFF curriculum for the JIFF YDD project based on its strengths: active learning, assessable/adaptable activities, and connection with families.

## Integration of Guide

Nutrition, and physical fitness education are woven together through active, and interactive themes, and concepts. A complete understanding of the theme, activities, and concepts of each section enables you, the instructor, to tailor it to your teaching style. The guide enhances your creativity as lesson adaptations can be tailored to students' learning styles as well as the environment, space, and time limits.

Each lesson is called a **jump** and begins with a summary table that reviews the changes and points you to additional resources. Please see Integration of Guide on the back of each tab, which also includes your preparation and checklist. You will be using the original JIFF curriculum jointly with the JIFF Curriculum Adaptation Guide. It is important to understand how the two guides work together. Taking time to develop your own system before beginning the class will allow you to make full use of both guides.

Integration of nutrition education and physical fitness education is at the heart of JIFF and can be done by using important concepts learned in one jump and incorporating them into future jumps. Ideas are given throughout the guide on how to integrate a previously discussed topic. For example, the Jump 6 Slow Poke Copycats activity (p. 104) reviews how to find your heart rate, a concept from Jump 1 (p. 18). JIFF concepts are to be reinforced throughout the course.

As concepts are being reinforced so are suggestions about activities that can be done at home. Each jump has the same layout and is designed with logical transitions between each activity so it is important to follow the outline. Each session taught should have a component of review, icebreakers, nutrition and exercise activities and snack followed by Talking It Over. As you are the best judge of your students and their environment, understanding the integration of all

components allows you to select the activities most suited for the particular students and setting. Remember when making modifications, the theme of the jump will not change.

The information in the curriculum may be new and presented in a way that is unfamiliar. Preparing and reviewing before class time helps you become familiar with the lessons and enhances your approach to teaching with the guide. When each session is followed and components are integrated you will have a model for success in teaching children to live healthier lives.

### **Dietary Restrictions**

If a student within your group has a dietary restriction be sure to incorporate ways in which that child can eat within each food group. For instance, if the child has a casein (milk) restriction, when discussing the dairy group talk about alternatives ways to get the nutrients found in this group. Give examples such as Rice Dream (rice milk) or Silk (soy milk). Foods high in calcium include vegetables (broccoli, cabbage, kale, bok choy, spring greens), dried fruits, oranges and lemons, beans (kidney, baked beans, lentils, peas, chickpeas), nuts (almonds and Brazil, sesame seeds), tahini, and tofu. Another instance would be a child with a gluten restriction. When discussing grains, incorporate gluten free grains such as almond, white and brown rice flours, buckwheat, corn flour, potato flour, quinoa, sorghum, soy, and tef (injera bread).

### **Dietary Considerations**

When preparing for the snack portion of each jump it is necessary to determine any special dietary needs within your group of students. Common examples may include food allergies, diabetes, celiac disease, adherence to gluten free or casein (milk) free diet or both. Other important information to gather includes sensory/textural issues and limited oral motor skills (chewing or swallowing issues). The websites listed below provide information to help with cooking for those with special dietary needs.

Websites for special dietary considerations:

- <http://www.foodallergy.org>
  - This site provides information for people affected by peanut, tree nut (walnut, cashew, pecan, etc.), milk, egg, soy, wheat, fish and shellfish allergies. Its resources include details about different allergens, how to purchase foods, recipe ideas, and updates on what is new in the field.
- <http://www.tacanow.org/gfcf-diet/dietinfo.htm>

- Information presented on this website pertains to the gluten free and casein free diet. The site describes how to go gluten and casein free, where to purchase products, how to find recipe ideas and make substitutions, how to make GFCF foods fit, and much more.
- <http://www.celiac.com>
  - This site is all about living gluten free. You will find lists of both safe and unsafe gluten free foods and ingredients. Many resources are given, from gluten free beverages to cooking methods for different gluten free ingredients.
- <http://www.diabetes.org>
  - Information on this site will give you a general understanding of diabetes and adherence to diet. The site provides recipes and important information to use when cooking for persons with diabetes.

Those with diabetes are not limited by specific foods. The focus is on the quantity and order in which food is eaten. Diet plans can be arranged to incorporate special occasions or variation in menu. It is important to notify the student or parents ahead of time so necessary changes can be made.

Throughout each jump you will be discussing the Food Guide Pyramid and the different food groups. When a student has a dietary restriction, be sure to incorporate ways in which that child can eat within each food group. For instance, if the child has a casein (milk) restriction, when discussing the dairy group talk about alternative ways to get the nutrients found in this group. Give examples such as Rice Dream (rice milk) or Silk (soy milk). Also incorporate the calcium-rich foods listed earlier in the Dietary Restrictions section.

### **Evaluation and Assessment**

This section has been revised to help you determine to what degree your program is interested in showing changes in students' knowledge, attitudes and choices related to nutrition and physical fitness. If your program would like outcomes to provide a measurement of program success, the pretest and posttest can be used. This would be a good activity in which to include the parents. If your program is interested in outcomes of progress when all sessions are completed, the Sound Off Survey is a good tool of measurement and can be done as a group. There are three versions of surveys provided in Jump 8. This allows your program to choose the level at which to evaluate program effectiveness on teaching healthy lifestyles to youth, teens, and young adults with developmental disabilities.

## Getting the Message Home

When working with children, many of their food choices are impacted by the choices of their parents. A successful JIFF program at your site will need to communicate with families as well. The JIFF curriculum has a family newsletter each week that we recommend you send home with your students. A best practice from Northwood School, one of the JIFF YDD host sites, is to make a booklet with all the newsletters, picture recipes and informational handouts that you want the parents to have. You can give this to parents so they can follow along through the course of the project. When you see the parents, be sure to reference the booklet.

## History of JIFF YDD

Early in 2008, the Health Care Foundation of Greater Kansas City approved a grant to the Institute for Human Development to adapt an existing program on nutrition and fitness to be inclusive to students with disabilities. Alexis Petri joined IHD and became the project director in February 2008. Alexis teamed up a dietician, Sheila Chapman; a research assistant, Terri Glenn; and an administrative coordinator, Carol McGinnie. Come April, the group ran through the JIFF Curriculum Guide, checking the inclusivity of the jumps and verifying resources in the guide. Sheila began the search for appropriate exercise while Alexis and Carol cast the net for just the right sites. May brought the first meeting of the Advisory Council. The applications started coming in throughout June and the council approved the sites at its meeting in July.

August, hot, dry, busy, pulled everyone and everything together. Alexis edited the Adaption Guide while Carol gathered the pieces for the bags. Alexis, Terri, and Sheila prepared the training sessions with Jennifer's assistance. The website came online. Everyone planned for September's Train the Trainer workshops. In October 2008, the first sites began to try out the JIFF YDD curriculum. Teachers started sending in weekly feedback through the website questionnaires and continued all winter. November included a trip for JIFF YDD to the Association of University Centers on Disabilities' annual conference as a poster session. Typical December weather delayed Jump 8 for some of the JIFF YDD sites. Sites started; sites finished. More data came in. In March 2009, the team met and collated the information to see which jumps worked and which needed modification, leading to the May rewrite of the Adaption Guide. August 2009 closes the old JIFF YDD and opens the new JIFF YDD to the entire metro area using the second edition Curriculum Adaption Guide.