EatFit Curriculum
Frequently Asked Questions

What is the EatFit Curriculum?
• EatFit is a research-based obesity prevention curriculum to reduce teenage obesity. It includes information on health promoting behaviors;
• It includes seven class sessions, each lasting about 2 hours, plus five questionnaires to assess effectiveness (one before and after the 7 class sessions, and at 3- 6- and 12 months).
• Class size is generally 10-20 students;
• Direct instruction and experiential activities are included such as role playing to build skills in nutrition, exercise and awareness of healthy behaviors;
• It is delivered through trained instructors.
• Parent permission and student assent are required before class sessions begin.

Who is the Curriculum For?
• Multi-ethnic populations of high school aged students (13-18 years old)
• Urban, suburban, and rural youth

What Makes EatFit different from other nutrition health based curricula?
EatFit is a goal-oriented intervention that challenges adolescents to improve their eating and fitness choices back by evidence based trials. It consists of:
• On-line eating analysis
• A behaviorally focused nine lesson curriculum with hands-on activities that teach students the skills they need to meet their goals;
• A student workbook that provides the necessary handouts in a teen-friendly format that allow students to track goals and incorporate better eating choices and physical activities into their lifestyles

How is EatFit Evaluated?
EatFit is part of a research program on adolescent healthy decision making. Evaluating EatFit involves:
• An experimental design with an intervention group (RTR+);
• Participants complete a survey before the program, upon completion and at three- six- and 12-months after the program. The questionnaire assesses a variety of behavioral and non-behavioral variables, which you can provide in reports as scientific evidence of effectiveness for the program.

Is the EatFit curriculum scientifically proven to be effective with adolescents?
• The EatFit curriculum positively impacts adolescents’ dietary behaviors and physical activity (Journal of Youth Development). The curriculum also impacts the academic performance of youth in mathematics and English education standards (Journal of Nutrition Education and Behavior).
How Can I Use the EatFit Curriculum with my Students?

• We are working with community partners to conduct additional research trials, collecting data in order to improve effectiveness and refine content and delivery methods.
• Collaboration may include assistance with participant recruitment and retention, site location, and facilitation of the classes. It may also include grant writing opportunities.
• Partner sites may receive a site fee in addition to data regarding their program effectiveness.

Where Has the Program Been Implemented?

• The EatFit curriculum has been implemented across the state of New York.
• In previous trials, the research team partnered with 15-20 high schools in Tompkins and Broome County as well as New York City.
• The curriculum is currently being implemented in schools and community sites in Ithaca and New York City.

What Will the Intervention Group Receive?

• Students at a particular site are randomly assigned to receive either the EatFit curriculum or the RTRgist curriculum aimed at reducing adolescent risky behavior.

What are the Incentives for Program Participants?

• In addition to receiving an effective curriculum, participants may also receive coupons or gifts and some implementations may include funding for participant payments.

What is the future direction for the EatFit curriculum?

• The EatFit curriculum is currently being restructured to include the gist elements of Dr. Valerie Reyna’s Fuzzy Trace Theory. The theory behind this enhanced curriculum is supported by evidence from field and laboratory research. The Gist-Enhanced EatFit curriculum is a modified version of EatFit curriculum previously identified as effective by the Centers for Disease Control. Dr. Reyna, a renowned psychologist and professor of Human Development at Cornell University, is enhancing the curriculum based on her research on human judgment and decision making. Her research dispels common myths about how adolescents reason and suggests new approaches for reducing adolescent risk taking which she has incorporated into this curriculum.

To Learn More about Interventions for Risk Reduction and Avoidance in Adolescents
http://www.human.cornell.edu/HD/reyna/rtrgist-home.cfm