



GUIDELINES FOR STAKEHOLDERS



Guidelines for Administrators

The following guidelines are designed to help adult school Administrators integrate effective nutrition policies into existing educational programs. They are derived from the U.S. Center for Disease Controls' Guidelines for School Health Programs to Promote Lifelong Healthy Eating, which are based on an extensive review of research and practice.

KEY PRINCIPLES

School-based nutrition education programs are most likely to be effective when they

- Help people learn skills not just facts
- Provide repeated opportunities to practice healthy eating
- Validate students' traditional healthy eating practices
- Provide engaging activities relevant to students' lives
- Derive strategies for reinforcing, modifying or changing eating behaviors from students themselves
- Involve teachers, administrators, staff, community leaders, and students in delivering strong, consistent messages about healthy eating as part of a coordinated school-wide program.

RECOMMENDATIONS FOR ADMINISTRATORS

There are three areas of a nutrition education program in which administrators can provide leadership.

1 Policy

The adoption of practices that lead to a healthy lifestyle require school-wide commitment made visible in classroom lessons and a supportive school environment.

- Provide adequate time for nutrition education by integrating it throughout the basic skills curriculum
- Offer healthy, appealing food and beverage options whenever food is available, discouraging the availability of foods high in fat, sodium, and added sugars (soda, fried chips candy) on school grounds (cafeterias, snack trucks, vending machines)



Guidelines for Administrators

- Establish links with professionals who can provide in-class talks and food demonstrations as well as referral of students to nutrition services.
- Promote student/staff participation in community – based events such as health fairs and walk-a-thons that promote healthy living
- Establish meeting policies, such as the American Cancer Society’s Meeting Well program, for stretch breaks every 90- minutes and provision of water and healthy snacks at school meetings
- Lead the establishment of criteria for documenting instructional outcomes including changes in eating behaviors and adoption of a more healthy lifestyle

2 Staff Development

School personnel are not experts in nutrition education. To effectively integrate nutrition education into the existing program, pre-service and on-going in-service training that focuses on teaching strategies for promoting behavior change is needed.

- Support staff participation in cost – effective staff development such as regional workshops sponsored by the California Department of Education to prepare teachers to implement curriculum with behavior change outcomes.
- Provide opportunities for in house staff development such as peer coaching and mentoring.
- Support training of school staff (counselors, registers, front office clerical workers) in giving referrals to students in need of emergency food assistance and community resources for information on health issues.

3 Evaluation

Regularly evaluate the program’s effectiveness in promoting healthy eating and behavior change and make changes as appropriate.



Guidelines for ESL Program Coordinators

The following guidelines are designed to help coordinators of adult ESL programs integrate nutrition education into existing curricula. They are derived from formative research (Perham & Associates, 2002) conducted in adult schools, Community-based English Language Training (CBET) family literacy classes, and community college non-credit classes representing key districts in major geographic areas. The research consisted of the convening of both teacher and student focus groups as well as an extensive review of research and practice.

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RECOMMENDATIONS TO PROGRAM COORDINATORS

Infuse nutrition education into all aspects of the adult ESL program to establish a commitment to reinforcing strong, consistent messages about healthy eating.

A school-wide commitment to changing eating and physical activity behaviors, planning and coordination at all levels will:

- Seek input from all members of the school community (community advisory boards, student government, staff and teachers)
- Delegate tasks to various components of the school-wide effort such as
 - creation of a calendar of community events to the community advisory committee



Guidelines for ESL Program Coordinators

- _ school participation in a neighborhood health fair to student government
- _ maintenance of school hallway or classroom bulletin boards on health topics to rotating groups of students
- _ writing of nutrition - related articles for school newsletters to high level classes

2 Curriculum

As part of a curriculum that meets the requirements of *California's Model Standards for Adult Education Programs (ESL)*, enhance and expand nutrition education content.

- Select textbooks that meet the criteria of the Textbook Checklist (see Textbook Evaluation section of Guidelines)
- Integrate review and reinforcement of nutrition education content in appropriate ESL life skill competency units (Family, Consumer Economics, Health, Food, Community Resources, Employment)
- Develop activities using the models provided by this project to supplement the gaps in information or applications of nutrition information found in common texts.
- Assemble nutrition education "kits" (see *Curriculum Resources for Promoting Healthy Eating in Adult English as a Second Language Programs*, Prehm and Associates, 2003 in the Resource section) to provide teachers with realia, visuals of ethnic foods, equipment needed for food demonstrations and tasting, and materials for projects.
- Provide teachers with current Internet resources for nutrition background information, community resources, information on food assistance programs, curricula, videos and other instructional support materials (see Nutrition Background Information section).



Guidelines for ESL Program Coordinators

3 Staff Development

ESL teachers are not experts on nutrition. Staff (teachers, paraprofessionals, volunteers) needs adequate pre-service and ongoing in-service training that focuses on teaching strategies for promoting healthy behaviors.

- Provide training on interactive group methods which provide students the opportunity to share their skills and ideas for solving common food problems
- Provide training on delivering lessons with multi-tiered objectives – language development, nutrition content, behavior change over time.
- Utilize experts on nutrition from the community (WIC programs, local health departments, Project LEAN, Cooperative Extension, University programs in public health/nutrition) to provide nutrition background information to teachers related to the nutrition content standards (see Standards section of the *Guidelines*)
- Provide alternative models for in-service training to fit teachers schedules, interests and learning styles, e.g. peer coaching, mentoring, team teaching, online training, attendance at workshops or conferences.
- Be an agent of change, encouraging teachers to continue trying new methods and approaches and adapt them to their teaching styles



Guidelines for ESL Program Coordinators

4 Community Involvement

Over 300 public, non-profit, and business entities are partners with the Network in promoting changes in eating behaviors and a healthy lifestyle. Behavior change is more likely to occur when the public is bombarded with positive healthy eating messages in all sectors of their lives.

- Form partnerships with other community-based nutrition education programs to exchange expertise in influencing low income immigrant families
- Organize school-wide events to raise awareness about nutrition messages such as participation in *California 5-A-Day for Better Health* campaign. (See Nutrition Background Information Section for websites)
- Advertise community health events such as health fairs in school publications, bulletin boards
- Link students and staff to nutrition websites that are appropriate for their language skill level (See model lesson for Webquest – Key Message #5, Intermediate High and Nutrition Background Information)

5 Program Evaluation

Include the nutrition education component of the curriculum in the regular evaluation of program effectiveness. Make changes based on data collected on behavior change outcomes.

- Build program accountability into curriculum
- Support teachers in collection and analysis of assessment data including behavior change in healthy eating
- Use data collected to make changes in text selection, curriculum and identify areas for staff development



Guidelines for Publishers

These Guidelines have been developed in collaboration with representatives with the California Department of Health Services', Cancer Prevention and Nutrition Section, the California Department of Education, the Comprehensive Adult Student Assessment System (CASAS), California Association of Teachers of English to Speakers of Other Languages (CATESOL), nutrition educators from community-based organizations (WIC, Cooperative Extension, Project LEAN, University Graduate Programs), CalPRO staff development project, Office of Technical Assistance Network (OTAN), ESL program coordinators, County Offices of Education (see Executive Summary, Project Organizational Chart). The recommendations are drawn from formative research commissioned for this project (Prehm & Assoc. 2002) and an extensive review of research and practice. (See Research section of these Guidelines)

KEY PRINCIPLES

The research shows that nutrition education for low income immigrant families enrolled in ESL classes are most effective when they

- Help people learn skills not just facts
- Provide repeated opportunities to practice healthy eating
- Validate students' traditional healthy eating practices.
- Provide engaging activities relevant to students' lives
- Involve teachers, administrators, community leaders, and students in delivering strong, consistent messages about healthy eating as part of a coordinated school program.

RECOMMENDATIONS TO PUBLISHERS

It is recognized that published materials take several years to develop. Content is not expected to be current. These guidelines reflect research findings that address broad nutrition content issues. Textbooks with nutrition content should:

1 Audience

- Represent the cultural diversity in food choices of adult ESL students
- Validate healthy traditional diets
- Address parents' concerns about their children rejecting traditional foods in favor of American "junk food."



Guidelines for Publishers

2 Instructional Approach

Research shows that change in eating behaviors is influenced little by knowledge about nutrition and more by lessons with behavior change objectives.

- Utilize interactive group methods that enable students to share the knowledge and skills they already have
- Incorporate problem solving to practice the language of critical thinking
- Provide teachers with ideas for projects (in Teacher's Guides) to enable students to apply their skills
- Develop performance-based measures of attainment of objectives based on criteria in the California Model Standards

3 Content

The Textbook Checklist developed by this project establishes criteria for evaluating the nutrition content of textbooks in order to select those that:

- Represent cultural sensitivity to students cultural backgrounds
- Represent nutritious "American" and ethnic food choices
- Review nutrition topics in many topic areas (Food, Family, Health, Community Resources, Employment) in order to allow sufficient exposure to influence behavior change
- Include "application" activities that are real life based e.g. students try a recipe at home modified for less fat
- Present nutrition information consistent with research findings and relevant to students' interests and lives
- Reflect nutrition content standards identified by research (See Research section) that shift focus from nutrition information to making informed choices
- Reflect language and nutrition content objectives consistent with CASAS and SCANS competencies



Guidelines for Curriculum Writers

These Guidelines have been developed by a collaboration of experts in nutrition education and registered dietitians (the Network, ESL Workgroup) adult ESL professionals (representatives of CATESOL, CASAS, CalPro staff development project, OTAN, CBET and program coordinators from large and small districts across the state). The nutrition content objectives are derived from formative research commissioned for this project (see Research section). The language objectives are aligned with *California Model Standards for Adult Education* (ESL).

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RECOMMENDATIONS TO CURRICULUM WRITERS

The lessons and supplemental activities developed by this project are models for writers to use to integrate nutrition education throughout the adult ESL curriculum

1 Instructional Approach

The contributors of this project (U.S.D.A. Food Stamp Program through the California Department of Health Services) espouse a behavior change instructional approach. Lessons that are student-centered and focused on skills not facts are shown by research to lead to behavior change. They:

- Reflect *California Model Content Standards* (ESL)
- Validate research findings that traditional immigrant diets are healthier than the average American diet



Guidelines for Curriculum Writers

- Utilize student-centered approaches in which the teacher is the facilitator not a nutrition expert
- Utilize experts from the community where needed, e.g. to do cooking where a Food Handlers' Certificate is called for

2 Lesson Design

The lessons developed by this project are models of language lessons with three tiers of objectives that lead to behavior change in eating. They are not meant to be models of just the ESL instructional approaches. Rather they model using language lessons as a vehicle to influence healthy eating behaviors. Lessons derived from these models should:

- Select content objectives derived from research (see Research section)
- Select language objectives from the Model Standards (ESL) appropriate to students' language development level that will enable the application of the content objective. For example teach a dialogue to enable students to interview school mates about preferences for school vending machine choices
- Provide background information for teachers on the nutrition content integrated into the lesson (see Research Section)
- Provide "teacher friendly" lesson plan detailed enough for teachers inexperienced in integrating content and language development
- Build in flexibility for teachers to deliver the lessons over enough time to affect behavior change.



Guidelines for Curriculum Writers

3 Content

California Model Standards for Adult Education Programs (ESL) recommend that content be “relevant” to students’ lives. Lessons that integrate nutrition education and language development should:

- Reflect cultural food preferences of the diverse ESL student population
- Respect cultural traditions, values, motivations
- Help students learn practical nutrition-related skills such as planning a balanced meal, or comparing food labels
- Provide information on the relationship of healthy eating and general health such as setting goals for reducing fat in the diet
- Reinforce and validate students who already have healthy eating behaviors
- Lead to application of nutrition related skills in real life situations such as taking inventory of the refrigerator at home over time to document changes in food on hand that reflects balanced choices



Guidelines for Curriculum Writers

4 Evaluation

Since behavior change is the desired outcome, evaluation measures need to be designed that document behavior change over time. (See "Evaluating Nutrition Education") Examples might include:

- Post/pre surveys of food preferences or eating behaviors
- Journals for writing about nutrition related topics such as goals for change, plans for influencing children's reflection on eating habits
- Drawings over time as Post/pre assessment e.g. "Rate Your Plate"
- Teacher and student designed rubrics for measuring attainment of goals and objectives
- Criteria for evaluating the effectiveness of a project
- A range of "happy faces" to indicate responses to food tasting
- Graphs to collect data on change in behaviors
- Readiness scales for change



Guidelines for ESL Instructors

It is the mission of the *California Nutrition Network for Healthy Active Families (the Network)* (California Department of Health Services) to “create partnerships so that low income Californians are enabled to adopt healthy eating”. Their target audience is Californians eligible to participate in the Federal Food Stamp Program or those at 185% of the federal poverty level. Many adult ESL students are in that target audience. This project adds adult ESL programs to the partners in the *California Nutrition Network*. It is not just another content-based ESL curriculum. Its goal is to change the eating behavior of Californians, which will require a school-wide commitment to promoting a healthy lifestyle by administrators, staff, teachers, and students.

KEY PRINCIPLES

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RECOMMENDATIONS FOR ESL INSTRUCTORS

Formative research identified six “Key Messages” as standards for adult ESL nutrition education: (See Research section)

1 Content

- Identify solutions for healthy eating as defined by the USDA with limited time to cook and eat in order to function optimally at work, school and in the home.
- Continue to eat, or add, fruits and vegetables to students’ diets to equal USDA recommendations.
- Influence children to eat more healthy meals and snacks



Guidelines for ESL Instructors

- Eat a balanced diet as defined by the U.S.D.A.
- Access food resources for low-cost healthy food
- Demonstrate safe food handling practices at home, school and on the job

2 Textbook Selection

This project reviewed over 100 ESL textbooks commonly used across California. A Textbook Checklist was developed (See Textbook Evaluation Section) for teachers to use to evaluate the lessons that include nutrition information. Supplemental lessons were developed to address the weaknesses found in text lessons. Textbooks that effectively teach nutrition should:

- Provide repeated exposure to messages about the connection between nutrition and health e.g. include review of nutrition related topics in the Family, Health, Consumer Economics, Community Resources and Employment units as well as the Food Unit
- Provide culturally sensitive representations of food from diverse ethnicities
- Provide sufficient information for ESL students to make informed choices
- Teach critical thinking skills for problem solving and making decisions about healthy choices

3 Instruction

Research shows that the most effective nutrition education is not increasing student' knowledge about nutrition, but rather delivering common sense messages to impact behavior. Instructional approaches to integrate nutrition education into the ESL curriculum should:

- Be participatory, validating students' existing healthy eating patterns
- Provide practical solutions, often times emanating from students that can be tried in class or at home
- Be culturally relevant



Guidelines for ESL Instructors

4 Evaluation

Since behavior change is the desired outcome, evaluation measures need to be designed that document behavior change over time. (See “Evaluating Nutrition Education” section of the Guidelines and model lessons for examples) Examples might include:

- Post/pre surveys of food preferences or eating behaviors.
- Journals for writing about nutrition related topics such as goals for change, plans for influencing children’s eating and reflection on eating habits.
- Drawings over time as assessment e.g. “Rate Your Plate.”
- Teacher and student designed rubrics for measuring attainment of goals and objectives.
- Criteria for evaluating the effectiveness of a project.
- A range of “happy faces” to indicate responses to food tasting.
- Graphs to collect data on change in behaviors.
- Readiness scales for change.

5 Community Involvement

Become familiar with community resources such as:

- Nutrition education by community-based organizations (WIC, Project LEAN, Cooperative Extension, local health departments, Food Stamp outreach, etc.)
- Community-based organizations who could provide guest speakers, cooking carts, licensed Food Handlers for cooking demonstrations, nutrition education in primary language
- Field trip opportunities
- Community resources for emergency food or low cost food assistance

6 Staff Development

ESL instructors are not experts in nutrition. The instructional approach advanced by this project is delivering strong consistent messages within ESL language lessons that will lead to behavior change in eating. Participating in staff development activities including work shops, peer coaching, mentoring or online training will help teachers practice skills and exchange ideas for delivering such lessons.



Guidelines for Community Nutrition Educators

The formative research underlying this project (Prehm & Associates, 2002) to integrate nutrition education with English language development provided the ESL field with standards for nutrition education content. (See Research section). Nutrition educators, many of whom are bilingual and come from the ethnic communities they serve, are experts in the nutrition content. They deliver curricula developed by university-based projects that are well researched and student-centered. However, since many of the clients served by these programs are limited English speakers, the partnership forged by this project may be able to assist nutrition educators with key principles of language acquisition that can be integrated into their curricula.

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| <hr style="border: 1px solid black;"/> <p style="text-align: center;">KEY PRINCIPLES</p> <hr style="border: 1px solid black;"/> | <p><u>California Model Standards for Adult Education Programs</u> (ESL) (California Department of Education, 1992) sets forth curricular standards and instructional standards for language acquisition.</p> <p><u>Curricular Standards</u></p> <ul style="list-style-type: none"> • The curriculum is focused on meeting students’ needs as determined by assessments of language proficiencies, goals and interests. • ESL instruction integrates language components – vocabulary, grammatical structures, language functions, pronunciation – in units on topics that are important to the students. • In the design of curriculum, students’ levels of literacy skills – whether in their primary language or English – are an essential consideration. <p><u>Instructional Standards</u></p> <ul style="list-style-type: none"> • Instructional activities integrate the four language skills (listening, speaking, reading and writing) to emphasize the holistic nature of language. • Language tasks consist of meaningful interchanges that enhance students’ communicative competence. • Activities focus on the acquisition of communication skills necessary for students to function in real-life situations. • Instruction focuses on the development of receptive skills (listening and reading) before development of productive skills (speaking and writing). |
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Guidelines for Community Nutrition Educators

- A variety of grouping strategies are used to facilitate student-centered instruction.
- Activities are varied to address the different learning styles of students (aural, oral, visual, kinesthetic).
- Activities integrate language and culture so that students...can compare and contrast U.S. culture with their own.
- Activities develop the language necessary for students to access higher level thought processes.
- Activities require students to take active roles in the learning process, transferring critical thinking to real problem – solving situations in their everyday lives.

RECOMMENDATION FOR NUTRITION EDUCATORS

ESL instructors and nutrition educators share similar Key Principles. The field of ESL can contribute to the field of nutrition education in the following ways:

1 Curriculum

- Collaborate on integrating strategies for addressing language issues, such as how to introduce and reinforce new vocabulary, into nutrition lessons.
- Provide technical assistance in evaluating and modifying the literacy levels of nutrition education materials.

2 Instruction

- Provide nutrition education lessons that respect the limited language skills of participants
- Provide strategies to lower the “affective filter” of nutrition education lessons by increasing the focus on healthy behaviors and reducing the delivery of information
- Provide strategies to increase “comprehensible input” by using simple English vocabulary and grammatical structures in delivering information and frequently checking comprehension using student-centered interactive techniques



Guidelines for Community Nutrition Educators

- Provide strategies on utilizing grouping strategies of participants that combine students with higher-level English skills to support those with less developed English skills.
- Demonstrate how to model activities and check comprehension of directions before moving into practice of new behavior or skills

3 Staff Training

Provide nutrition educators with in-service training that focuses on instructional strategies to integrate principles of language acquisition into existing curricula. In return nutrition educators can provide ESL instructors with in-service training on content lessons that deliver strong, consistent messages on healthy eating.

4 Community Involvement

Community based organizations that deliver nutrition education can partner with adult education providers to share the strengths of their approaches in the following ways:

- Provide training for school personnel (counselors, front office staff, instructors) on making sensitive referrals for food assistance, resources for low cost healthy foods, obesity counseling
- Collaborate on lesson design to integrate nutrition content and language acquisition
- Jointly participate in community health events
- Collaborate with schools to provide students with opportunities for in class food demonstrations by certified food handlers when there are school policies restricting food in classes

These guidelines were adapted from *Guidelines for School Health Programs to Promote Lifelong Healthy Eating* (Center for Disease Control, Division of Adolescent and School Health, 1999). Permission is granted in that brochure to reproduce and adapt the guidelines without permission of CDC. Copies of those guidelines are available online at <http://www.cd.gov/nccd-php/dah/nutguide.htm>.