

UNIT B3

LINKS WITH FAMILY AND COMMUNITY



OBJECTIVES

- to describe contacts between schools, the family and the community, both generally and in nutrition education
- to identify local community resources and a range of possible interactions between the school and the community
- to explore the possibility of a School Health and Nutrition Committee
- to make decisions about the best ways to strengthen links with the family and the community for nutrition education



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SUMMARY

This unit develops the idea that links between the school, the family and the community are essential for nutrition education, and looks at the reasons for this. It explores existing general links and specific resources to see if there is a good basis for extending these connections into nutrition education. It also proposes the establishment of a School Health and Nutrition Committee.

**NOTE FOR NATIONAL CURRICULUM DEVELOPERS**

The immediate relationship between schools and the family and community is not the direct concern of national curriculum developers. However, if the national group agrees that involving family and community are important for nutrition education, this may affect their task in several ways:

- It will determine, for example, the process of preparing teaching materials. In the design of lesson units there will be, for example: suggestions for involving parents in homework; ideas for outreach activities and projects; possibly an “event track” built into lessons which will lead to the creation of displays and performances on Open Days.
- If these local links are new to schools, there will also be a need for teacher guidelines and in-service teacher training to accompany the new curriculum and materials.
- It will also mean ongoing dialogue with other sectors about the possibilities of local collaboration.

The national group should therefore:

- a) make some explicit assumptions about the situation prevailing in schools (Activities 2, 3 and 5) and the community resources typically available to schools (Activity 7);
- b) outline the necessary actions to be taken, for example:
 - preparing blueprints for new teaching materials which will allow for the involvement of family and community;
 - developing guidelines and teacher training packages (in consultation with teacher educators);
 - approaching bodies such as the national PTA, health services, community services, national teachers’ unions, for advice on suitable outreach activities, and also so that they can alert their local members to collaborate with schools (see Activities 8 and 10).

If the national group is reviewing the Guide for local use, it would be helpful in any case to discuss with the national PTA, the health services, the community services and the Ministry of Agriculture the possibility of opening a dialogue at local level with a view to a cross-sectoral and collaborative promotion of health and good nutrition.

INTRODUCTION

In units A2 and A3 we identified three main contexts where children learn about food and eating: the family and community, the environment, and the classroom itself. In the remaining units in the B Phase we look at what is happening in these contexts in the schools. To emphasize their importance, we start with the family and community.

Let us first clarify what we mean by these terms.

In this unit “parents” and “family” really mean “individual households and caregivers”. We use “parents” and “families” almost interchangeably. Often other relatives take a parental role, and other members of the family may be involved with the children’s learning – for example, older brothers and sisters helping with homework.

By “community” we mean all the social structures and links *beyond* the immediate family, from the local shop to big food factories and the district council.

A LINKS BETWEEN SCHOOLS AND FAMILIES – HOW STRONG ARE THEY?

Both the school and the family are nutrition “educators”, but the family is the real home of nutrition education. What children eat at home, and their families’ attitudes and behaviour as regards food and eating, represent children’s idea of what is normal. What their parents say about nutrition represents, for a long time, the “truth”. The school therefore needs to work *with* this unconscious and repeated daily education rather than against it.

■ ACTIVITY 1 *Involving the family in nutrition education*

In unit A2 we discussed why it was a good idea for schools to establish links with families. We also related the discussion to the objectives in the document LINKS WITH THE FAMILY (see Unit B3 in the Activities Volume). To recap, the benefits are that:

- links with the family help to reinforce changes in a child’s nutritional practices;
- the nutritional practices of the whole family may be affected;
- families develop an interest in the child’s schooling generally;
- schools can find out about local foods and food practices;
- schools can benefit from parents’ knowledge, expertise and experience as regards food and eating.

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1. GENERAL LINKS BETWEEN SCHOOLS AND FAMILIES

At first sight, it is clear that schools and families can contribute to nutrition education in many ways, as we saw in the document LINKS WITH THE FAMILY. However, when considering what can be done for nutrition education, schools need first to consider the *general* level of contact and collaboration that has already been established with families. Where there is already a close relationship, it will be far easier to interest and involve families in a nutrition education programme. Equally, if the relationship is distant, it is best to start small, and cautiously.

Parents' involvement in school activities is always desirable but not always achievable. This may be for practical reasons. Some parents are at work all day and have no time during school hours; some live too far away. Or, there may be cultural factors. Some societies have a tradition of keeping the school and the family separate and parents sometimes do not think they have an important role in the school. However, most parents are very interested in what happens to their children at school and are usually ready to make an effort if it will be appreciated.

In this general picture, schools should consider how frequent are their contacts with families and what purposes they serve. They should also assess how well families are represented in discussions about the schools' policies and programmes – for example, in PTAs or other structures – and what the challenges are in creating and maintaining links with families. To do this, both school staff and families should be consulted, so that both sides of the equation are fully considered.

■ **ACTIVITY 2** *General links with families*

2. POTENTIAL FOR NUTRITION EDUCATION

As a result of this enquiry schools should be able to say whether or not the prospects are good for involving families in activities that will promote healthy eating and understanding of nutrition. They will also get an idea of what kinds of collaboration are worth trying out.

The document LINKS WITH THE FAMILY outlines the main possibilities for parental involvement. Homework is one of the most obvious – a multi-purpose instrument which enables children to observe food practices in the home, gather local information, consult family members and talk about what they have learned at school. Some people may object that families cannot help children with homework because they “don't know the subject”, but this is a limited idea of homework, and also a very limited idea of the subject! A lot of nutrition education homework consists of finding out and discussing what people do and why – i.e. it is part of the enquiry into local food and food practices that is an essential part of nutrition education for both teachers and children.

Families can help on a practical level with school activities, fundraising, food fairs, school feeding programmes, contacts in the community. Schools often forget too that families have expertise to contribute – in cooking, growing, catching, processing, preserving, buying and selling foods, or even just the experience of living in places where people eat differently. Finally, as members of the PTA or in other forums, families should take part in discussions about school nutrition and health policies and programmes. In this way all parents can become aware of what the school is trying to do, and of their own roles in the nutrition education of their children.

All of these possibilities depend on a recognition – by both schools and families – that families have a major role to play, and that dialogue between school and family matters. Attitudes are extremely important, and nutrition is a sensitive topic in this regard. Arrogant teachers who ridicule family eating practices, jeer at poverty, or believe that they are the sole source of knowledge, would probably do better not to collaborate at all. Equally, parents for their part can be hostile, interfering, passive, indifferent and resentful, individually or as a body! If intractably negative attitudes seem to exist, it may be best to take only very small initiatives at first, to test the water.

Contact and collaboration with families will also be a *dimension* of whatever other action the school takes in nutrition education, whether it is a new policy on the school environment, changes in the classroom curriculum or methodology, or campaigns to raise awareness about local nutritional issues.

- ACTIVITY 3 *Links with families for nutrition education*

B LINKS BETWEEN SCHOOL AND COMMUNITY – ARE WE IN TOUCH?

If the family is sending children messages about health and healthy eating, so too is the wider community. The classroom curriculum also deals with many aspects of nutrition found in the community. Equally, the community can come into the school: many community members have knowledge, skills and experience (and sometimes food and money) to share.

There are many reasons for involving the community. One is the general stimulus it delivers – to teachers and to community members as well as to children. Another is that it is a relatively cheap resource – most organizations will not charge for a visit, most local speakers will talk for free, and much can be learned by children just by looking around. It is also often possible to raise funds in the community – for example, donations, sponsorship for special events, prizes for competitions, even funding for larger projects from NGOs, aid agencies or charities.

But the most important point for nutrition education is that eating is about life, and education is about interpreting life. Life, of course, is always there for the viewing – in the community.

- ACTIVITY 4 *Nutrition events and activities*

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Here we look at the many kinds of community resource and their importance for nutrition education. Schools are asked to:

- consider what resources are available in their region;
- evaluate their present links with such resources;
- identify what potential there is for further development;
- select areas to explore.

1. GENERAL LINKS WITH THE COMMUNITY

The first question to ask is whether schools are in the habit of making links with the community in general. Do they, for example, make use of local radio and newspapers? Do they, as a matter of course, approach firms, shops and companies for help in delivering education? Do local enterprises take kindly to being approached? How accustomed are teachers to exploiting local events in their teaching? Are they happy to invite speakers into their classes? Do children go out and observe their environment? Is the school itself sympathetic to these “outreach” approaches? These are some of the factors that will make new links with the community either fast and confident, or slow and tentative.

- **ACTIVITY 5** *General links with the community*

2. LINKS WITH HEALTH RESOURCES

Health resources are a particularly important source of information, advice and training, and sometimes also of educational materials. Relevant institutions and services may include:

- international organizations;
- voluntary organizations;
- NGOs and charities;
- hospitals and clinics;
- doctors and nurses;
- chemists;
- dental services;
- the school health service;
- the Water Board or public sanitation office;
- the Health and Safety Inspectorate;
- Web sites or public information offices dealing with health and nutrition.

Such providers may be able to help with materials (posters, leaflets), talks and demonstrations, in-service training for teachers, and information and advice generally. For this reason local health services must be represented on the school’s Health and Nutrition Committee, when it is set up.

The school should draw up a list of these providers and the resources they can offer. Some brainstorming will generate several ideas.

■ **ACTIVITY 6** *Health resources*

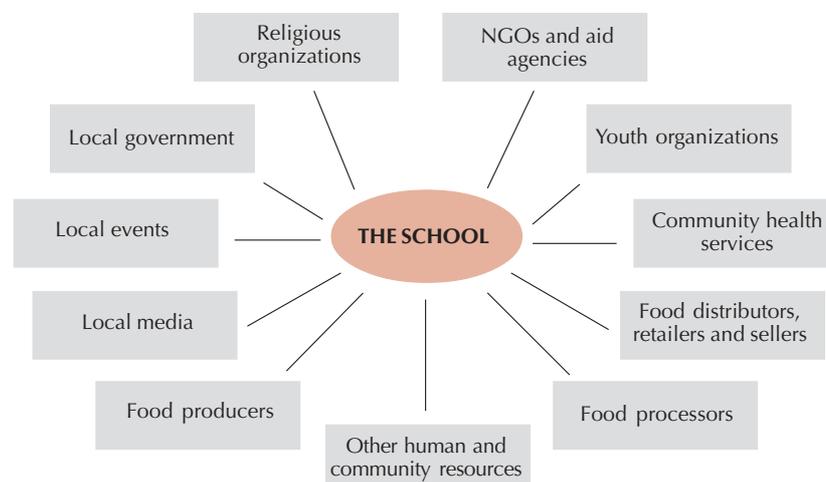
3. OTHER COMMUNITY LINKS

For nutrition education in particular, the kinds of activities that can involve the community include:

- sponsorship, donations, prizes and funding generally, of nutritional events;
- local visits, for example to farms, markets, shops, firms, factories, plants;
- talks and demonstrations given in class by local experts;
- nutritional information and expert advice;
- teaching materials, leaflets and publicity material;
- publicity for school nutritional events;
- provision of healthy food;
- provision of training, jobs and work experience;
- planning, organizing and attending events in the community (concerts, festivals, exhibitions);
- providing opportunities for children to observe, for example at market stalls, vendors, cafés, in the field.

To examine what a particular community has to offer, it is easiest to start with a picture of the relevant organizations, institutions and individuals in the area. Those that may be able to contribute significantly to school nutrition education are set out in Figure 18.

FIGURE 18 Links with the local community for nutrition education



As with family collaboration, contacts with the community should be an ongoing dimension of school nutrition education. And as with the family, specific actions can be taken to consolidate links. Table 16 suggests some ways in which community elements may be able to contribute to the work of the school. The table can be used to identify and name the specific resources that exist in a given community, and to brainstorm possibilities for fruitful collaboration.

- **ACTIVITY 7** *Community links for nutrition education*

TABLE 16 Local community resources

(The numbers refer to the objectives for community links with schools.)

3. Local government

In some countries, especially in rural areas, local decisions are taken by village chiefs or headmen as well as by local authorities. Both of these are important sources of information, advice and help. Ministries of education, health and agriculture may also have useful material to offer or special projects in which schools can be involved. Agricultural extension services and community services are often concerned with diet-related education in the community.

4. NGOs, aid agencies and voluntary organizations

Non-governmental organizations and aid agencies may be active in the area, running projects in fields related to nutrition, e.g. agriculture, irrigation, food for work, water supply, dietary supplements, educational projects. Sometimes their consultants are attached to local institutions for a period of time. Networking and talking to people in the ministries is probably the best way to find out what is happening in the area.

4. Religious organizations

Churches and religious organizations will often help publicize school events and may offer financial contributions, practical help or moral support. Many religious celebrations also involve the preparation and consumption of food.

4. Youth organizations

Children's peer groups are very influential in shaping lifestyle but are not easy for adults to get access to. It is worth making contact with organizers of youth clubs, youth organizations, sports clubs and social centres that attract young people.

5. Food producers

These include farms of all kinds, market gardens, nursery gardens and family gardens, fishermen, fish farms and hunters. The kind of produce will depend on the area.

5. Food processors

These range from farmers who prepare a few chickens for market to huge canning factories and bottling plants. Small-scale backyard processing often illuminates food conservation principles very well.

5. Food distributors and sellers

These include retail markets, shopkeepers and supermarkets, as well as restaurants, cafés, stalls selling takeaway food and street vendors.

6. Local media

Local newspapers and local radio are used to featuring educational events and can be invited to publicize a school initiative or report on an interesting project. This makes the event memorable for children and also raises awareness of the school's efforts in the community. Media features such as phone-ins, letters to the editor, interviews and advertising can also be used as models for children to imitate in projects.

6. Local events

These include all community events that admit children. Many seasonal festivities are associated with traditional food and eating practices. Children are often involved in the preparation and consumption of food at these events. Visits to the cinema, modern musical events and discos for young people may also offer interesting contrasts in diet.

Other human and community resources

Many people who are not experts in nutrition nevertheless have valuable knowledge and experience of food and diet – for example, refrigerator salespersons, restaurant chefs, athletes, home gardeners, butchers, dentists, chemists. Anyone who has lived abroad, has tolerant attitudes and has the gift of description can also throw light on how other people live and eat. There may be other community resources – such as importers, pharmaceutical companies, service industries – that are important locally and can contribute in some way.

Of course, such initiatives begin with the schools, and will only come about if the schools are convinced of the importance of the community for nutrition education, and of the need for the school to be well-informed about local food and food practices. If teachers are used to an “outreach” teaching approach this will also help enormously.

- ACTIVITY 8 *An aware, informed school*
- ACTIVITY 9 *Problems*

C A SCHOOL HEALTH AND NUTRITION COMMITTEE

A useful structure for developing links between the family, the community and the school is a *School Health and Nutrition Committee* – a group of interested parties whose job it is to meet regularly to discuss and implement school nutrition policy. Its purpose is mainly consultative, that is, to ensure that information and advice flow between school and community. But it can also take action, and help to carry out initiatives the school cannot manage by itself.

Note that what is true for individual schools, or groups of schools, is true also at district, regional and national levels. Where nutrition education policy is concerned, the four main sectors – health, agriculture, community and education – should all be represented in discussions and action plans.

1. MEMBERSHIP

The potential membership of such a committee is wide, if one considers all the people who are concerned with children’s nutritional well-being and learning. They include, in the case of individual schools:

- representatives of all school staff;
- pupils’ representatives;
- parents’ representatives;
- school inspectors;
- health service personnel (e.g. the school doctor, the clinic nurse, the local health and safety officer, the district nutritionist);
- community development workers and agricultural extension workers;
- interested churches and other community groups;
- representatives of food vendors around the school.

Clearly, membership will depend on who is available and interested in taking part in the committee, but initially at least, all these groups should be considered.

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Different groups will see things differently. It is therefore important to appreciate the school's nutrition situation from various points of view, and to have several sources of information to hand. Moreover, if the school wants to encourage a general interest in health and good nutrition, it is important to involve all parties, including those who are concerned with the overall hygiene and order of the school. Parents must obviously be involved – either directly or through the PTAs – and so must health service personnel, if possible. Community development workers have a wide understanding of social problems, are in touch with useful sources of information and often have educational training and experience. Agricultural extension workers can be called on for specialist information.

With this membership, all the relevant line ministries are represented and there is the possibility of real intersectoral collaboration. There may also be other important community groups that can make a useful contribution and who would be glad to be involved.

In setting up such a committee, schools must clearly take into account practical and cultural factors. Transport or distance may be a problem. Some potential contributors may not have enough time. There may be no tradition of such collaboration ... and so on. Depending on the circumstances, it might be decided to have a wide consultative group which meets only three or four times a year, or a small group with three or four active members. What is important is to discuss all the possibilities and find the best solution for the situation at hand.

■ **ACTIVITY 10** *A School Health and Nutrition Committee*

2. SUBJECT-MATTER

There is no lack of work for such a committee! Several items that might be on the agenda for the first meeting have already emerged, for example:

- how to promote important messages about the children's diet (B1);
- where to turn for information on local food, nutrition and health (B2);
- training for teachers in nutrition issues (B2);
- what educational support is needed for health and nutrition interventions (B2);
- gaps in health service coverage and the monitoring and referral system (B2);
- ways of involving the family (B3);
- ideas for further contact and collaboration with the community (B3).

The committee is also the place to discuss the first formulation of the school's health and nutrition policy (B4). It will also make an excellent forum for the school to explain its plans for nutrition education in the school environment and the classroom (B4 and B5), and to ask for support. Specific points might include:

- what foods to encourage children to bring to school;
- what meals are served in the school;

- facilities for eating in school;
- food shops in the school;
- vending machines and outside vendors;
- staff training and talks;
- the effect of breakfast on school performance;
- how nutrition education is integrated with other components of the school programme;
- projects, trips, visits and other whole-school activities;
- special health and nutrition campaigns;
- parent support with homework.

D CONCLUSION

This unit has considered how schools can collaborate with families and the community to enhance the messages of nutrition education. Describing the strengths and weaknesses of the present situation makes it possible to identify growth points for the future. Schools can take initiatives immediately to involve parents and the community. Setting up a School Health and Nutrition Committee is one such action. However, appropriate action will mostly consist of added family and community involvement *as a dimension of other projects* – for example, homework, trips and improvements in the school environment can all involve family and community. It is just a question of putting these things on the action agenda.

■ **ACTIVITY 11** *Summing up*

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THE SCHOOL ENVIRONMENT



OBJECTIVES

- to recognize the elements of the school environment that can contribute to healthy eating attitudes and practices
- to recognize the people involved, their roles and viewpoints
- to evaluate the school environment as a promoter of healthy nutrition
- to assess the school's consultative structures
- to identify priorities for action



CONTENTS

Introduction

A What, who and how? – What makes a “health-promoting school”?

1. *What is involved?*
2. *Who is involved?*
3. *How are they involved?*

B Evaluating the environment – What, who and how?

C Conclusion



SUMMARY

Schools usually have more influence over their immediate environment than over the classroom curriculum. This unit establishes what is involved in the “school environment” – such as rooms, rules, grounds, gardens, meals, people and their roles – and highlights its educational importance. It calls for a description and evaluation of the environment in terms of the concept of the “health-giving school”. This leads to the identification of areas for improvement and growth that can form the basis for action plans to be developed in Phase C.

Note that in this Planning Guide, the term “school environment” refers to the school's physical premises and the people in the school. It does not refer to outside influences on the children, or lessons in the classroom.

**NOTE FOR NATIONAL CURRICULUM DEVELOPERS**

This unit is specifically aimed at individual schools. However, if the importance of the school environment in health and nutrition education is recognized, then national curriculum developers should take this opportunity to consider how this important dimension will be reflected in the national curriculum, and how schools can be given a helping hand with their own local action. The Reader and the Activities for this unit suggest actions to be covered in a national curriculum development programme – for example, to:

- develop guidelines for schools, teacher educators and local education authorities on how to use the school environment as an arm of the curriculum, and include them in the curriculum document;
- consult with the Ministry of Agriculture, the Ministry of Education and the school feeding programme on the roles of school gardens and school meals in nutrition education;
- specify certain requirements for teaching materials – for example, that they should: include an outreach element; include an “event track”; outline projects which make appropriate use of the school environment; advise teachers to call on their own personal experience in their lessons;
- discuss with the Teacher Education department how teachers can be trained to make use of the school environment to support their lessons.

Activities 6 and 7, which ask how far the school environment promotes healthy eating and what is the level of involvement, are worth doing for the country as a whole, to identify any common concerns which should be highlighted in the classroom curriculum, materials or guidelines.

If the national group are reviewing the Guide for local use, then there is a need for:

- guidelines for schools and local education authorities on how to develop school policy for nutrition education;
- support from local education authorities on assessing and improving school environments;
- suggestions for specific actions, with examples and illustrations from existing schools.

INTRODUCTION

As explained in the Introduction to this Planning Guide, the concept of *health promotion* is based on the conviction that “*health is created and lived by people within the settings of their everyday life – where they learn, work, play and love*”. The school is such a setting – for students just as much as for teachers and the non-teaching staff.

The concept of health promotion is also based on the recognition that *effective* health care has to go beyond health education. In order to be effective, strategies need to be applied which *create* health – *preventing* health problems is not enough. Establishing environments – settings – that are “conducive” to health is one of those strategies that will make a big difference in our efforts to strengthen the health and nutritional well-being of people. The goal is to make healthy choices easy choices.

Schools that are committed to their mandate of helping young people acquire the knowledge, attitudes and skills necessary for choosing healthy lifestyles will strive to make the school environment one that is conducive to health. They will do this not just because of their basic responsibility for the well-being of schoolchildren, but also because a healthy school environment will perfectly reinforce the “health messages” propagated in schools’ pedagogical work. Health is promoted not only in class but also by the whole school’s activities and policies, and by the attitudes and behaviour of everyone there. If the school’s own behaviour reinforces the messages of the classroom, children will feel that a healthy lifestyle is the norm, will recognize it as valuable, and will tend to adopt healthy lifestyles of their own accord.

This is why it is so important that the school not only provides a healthy and hygienic environment, but also that everyone in the school is aware of health issues and their own roles in promoting them. Indeed, it could be said that a school that is struggling to improve a poor environment may even be raising awareness more effectively than a school in which everyone takes its wholly healthy environment for granted.

In creating this microcosm of a healthy (and health-seeking) society, it helps to involve as many people as possible, and as actively as possible. This does not necessarily mean extra work. School caretakers, for example, may be active in clearing up rubbish, but will be even more effective if they can explain to children why it matters. They will also be more motivated if they know that the school as a whole is supporting them in this policy. It is not just a question of individual motivation, but of building shared values and shared experiences within the school community.

A WHAT, WHO AND HOW – WHAT MAKES A “HEALTH-PROMOTING SCHOOL”?

What aspects of school life, outside the classroom, can embody this idea of the health-promoting school and carry these messages to the children? Who is involved and how?

1. WHAT IS INVOLVED?

Aspects of the “school environment” which are directly involved with nutrition are:

- school meals – their content, preparation and conduct;
- snacks – whether bought or brought;
- water supply;
- the school garden, if there is one.

Indirectly connected are questions of hygiene – for example, rubbish, washing of hands, and sanitation. These may all be the subject of school rules and aims, which in turn should spring from a conscious school policy inspired by a general philosophy of healthy living. These aspects are all mentioned in the document OBJECTIVES FOR THE SCHOOL ENVIRONMENT, objectives 1 to 8. Schools need to take stock of what aspects of the physical environment are sending messages to the children. For example, a negative message would be that the school garden’s sole purpose is to make money, while a positive message would be that school staff care what snacks the children eat – and what snacks they eat themselves.

We must distinguish between implicit and explicit messages. Many schools take action to improve their environments, but few see these as *educational* actions. Yet there is a huge educational difference between, for example, simply *having* a litter-free playground, and participating *consciously* in maintaining a litter-free playground. In the latter, the child understands why such a playground is necessary. Schools therefore need to make sure that lessons in the classroom reinforce and support actions in the environment.

- ACTIVITY 1 *The school environment: what is involved*

2. WHO IS INVOLVED?

The people involved with these aspects of the school may well be more than the children and their teachers. There are those responsible for administration, food preparation, hygiene, maintenance, selling food – secretaries, cooks, cleaners, caretakers, and vendors, respectively. Then there are those concerned with overall school policy – the School Board, the governors, the PTA or parent representatives, and the Health and Nutrition Committee if there is one (see Unit B3). A whole-school policy will involve them all.

- ACTIVITY 2 *The school environment: who is involved*

3. HOW ARE THEY INVOLVED?

All these players are involved in different ways. Some are engaged directly through their work. Some are engaged indirectly as planners and policy-makers. Some are producers of facilities or services and some are consumers. Some are affected physically and practically, and some socially and psychologically. For example, voluntary helpers with school meals are likely to be very concerned if children's behaviour with food makes their job more difficult – they may express their feelings by pressing for more rules, or just by leaving the job!

It is often important to see the situation from different points of view, and for this reason it matters that there is dialogue and consultation between the people involved.

■ **ACTIVITY 3** *Points of view (Optional)*

School staff should also be aware of their status as role models for children, and use this status to promote healthy eating. For example, children often feel deeply the social status of the food they bring to school: they display it with pride or conceal it with shame. This often has a lot to do with price or origin, and very little to do with nutritional value or flavour. Respected adults can do a lot to change these false values and promote the consumption of healthy food. They can, for example:

- talk about food – for example, explain how good a particular food is, and make a virtue of its low cost;
- show how they feel – for example, say how much they like a particular food and how often they eat it;
- call in other role models – for example, tell anecdotes about other impressive people who swear by a particular food;
- demonstrate or act – for example, bring healthy foods to school themselves, share them with the children, and eat them in front of them with evident enjoyment.

Since dietary behaviour is very personal, teachers' own experiences and attitudes could fill out many nutrition lessons. A teacher's story about a friend who drinks too much, or about why this particular teacher eats bananas, can be as valuable as many hours of structured instruction and exhortation.

■ **ACTIVITY 4** *Role models*

B EVALUATING THE ENVIRONMENT – WHAT, WHO AND HOW?

What? – Schools should take a close and systematic look at their physical environments to see how far they reflect an interest in health and healthy eating. The document **OBJECTIVES FOR THE SCHOOL ENVIRONMENT** (a copy of which is in the Activities Volume, Unit A2), can be used as a checklist, focusing on the areas of *Policy*,

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School environment, Eating in the school setting, Role-models and Whole-school activities. Table 17 gives a fairly-detailed example description of one aspect of the environment, the physical (responding to Objective 4).

■ **ACTIVITY 5** *Two school environments*

TABLE 17 The physical environment of Prato Primary school

Physical environment	How well is the school environment promoting healthy eating?
Does the school have a pleasant and hygienic environment, e.g. with respect to sanitation, rubbish, washing facilities, drinking water, eating facilities?	<ul style="list-style-type: none"> • The school is pleasantly situated, in mountainous open country, with plenty of fresh air. • But there are outside pit latrines, which are cold in winter, smelly in summer, and a source of flies. Children frequently go into the bush instead.
What basic improvements are needed? Check classrooms, the building, washrooms and the playground.	<ul style="list-style-type: none"> • There are four basins, not much used, with cold water and no soap (it disappears). • There are four taps with drinking water. Children have their own cups, and a few communal mugs, which are rather old and dirty.
Is there a school garden? Give its history and how it is used.	<ul style="list-style-type: none"> • There are two large rubbish bins, regularly emptied by the caretaker – even though there isn't much to throw away, as not much goes in the bin! • There are tables and chairs for eating, but no forks, plates and so on. Children sometimes bring their own food from home. • There is a big school garden, but much of it is not used. Most of the teachers know little about agriculture. Sometimes the children are made to work in the garden as a punishment. The food produced is sold to provide funds for the school.

We can see how a thoughtful description of this kind enables priority areas to be identified for discussion and action. For example, something clearly needs to be done about washing of hands. Also, the status of the school garden – used as a punishment – certainly needs rethinking.

■ **ACTIVITY 6** *How healthy is the school environment?*

Who and how? – The idea of involving everyone concerned is central to the idea of the health-promoting school. Schools need to reflect on how far all parties are aware, informed, consulted and active with regard to the school's nutrition and health education aims. Let us look at some of these issues in turn:

- *Awareness* – People in the school are often blind to health issues. They may be ignorant of important health questions or they may not make the connection between health, environment and education. For example, if the water is cut off, staff will recognize the inconvenience, but may not see that it is also a potential object lesson for children. Staff may also be unaware of their wider potential roles in the school, for example, as role models. They need to be conscious of the school's policy and aims as regards health and nutrition.

- *Information* – Often, not every member of staff knows what is going on in the school health-wise, and this may be true at all levels. The head teacher may not know how children feel about the school rules; the caretaker may not know that the school has a nutrition policy; the teachers may not know that the school doctor is paying a visit next week.
- *Consultation* – Awareness and information are important, but these concepts may also be frustrating if there is not consultation as well. It is essential that everyone concerned knows that their ideas, feelings and viewpoints are heard, respected and taken into account.
- *Action* – Active voluntary involvement cannot be forced, but awareness, information and consultation will encourage people to take part and to influence action by exchanging views and opinions. Active involvement also creates commitment and a sense of ownership.

One of the commonest problems in institutions is lack of communication. But often this is not difficult to remedy, if the will exists. The level of awareness, information and consultation about nutrition issues can easily be raised, for example by:

- including a regular item about health and nutrition in the weekly staff meeting;
- inviting non-teaching staff onto the School Health and Nutrition Committee;
- arranging to announce nutrition policy at the school assembly or at PTA meetings;
- displaying posters on a bulletin board;
- asking all classes to discuss a food question on the same day.

Both regular discussion and occasional high focus are important in creating a general culture of nutrition- and health-awareness. There are many forms of communication in schools (see, for example, Table 18). Schools may find it worthwhile to review these, to see which will give the best results – involving *all* parties in awareness of nutrition issues.

■ **ACTIVITY 7** *Communication (Optional)*

TABLE 18 Communications in schools

- Regular staff meetings; discussions between head teacher and staff
- Informal chats in the corridor, the staffroom, the playground
- The School Health and Nutrition Committee
- The School Board
- The Parent Teacher Association (PTA)
- The school assembly
- Regular bulletins – letters, newsletters or notices on boards
- Messages sent home with the children
- Working groups on specific issues and projects
- Classroom discussions
- The School Council, with student representatives
- Union meetings

C CONCLUSION

■ ACTIVITY 8 *Summing up*

The following anecdote will help us draw conclusions about the issues faced in making schools health-promoting institutions.

A conscientious head teacher in Lusaka decided to allow only two vendors into the school playground – those whose food she considered to be healthy, hygienically prepared and properly wrapped. This simple action provoked a storm – other vendors protested, school staff began to compete by selling their own snacks, and children escaped from the school premises at break time to buy the snacks they liked.

The resulting debate was quite unplanned, but educational for all concerned – children learned something about hygiene, school staff learned something about commerce, vendors learned to wrap up their wares, parents became aware of school rules, and everyone was able to contribute something in developing the school's food values.

Bringing nutrition- and health-awareness into the school environment needs good management, but it can also be the beginning of real education.

UNIT B5

CLASSROOM CURRICULUM CONTENT AND FRAMEWORK



OBJECTIVES

- to review the principles of curriculum development
- to describe the existing curriculum content and framework
- to identify priority needs



CONTENTS

Introduction

A Ideal curriculum content and framework – Recapping the principles

1. *Reviewing curriculum content: coverage, selection, development and local relevance*
2. *Curriculum framework: time and distribution*
3. *Summary of ideal content and framework*

B Curriculum framework and content in the schools – What have we got?

1. *Framework: time and distribution*
2. *Coverage and development*
3. *Local relevance*

C Conclusion



SUMMARY

This unit reviews the principles of classroom curriculum development established in Phase A: the range of topics, the adaptation of content to age, the cyclical development of topics, the importance of local relevance, the time needed, the framework for dealing with nutrition education in the overall curriculum, and the need for a principled selection of objectives. This leads to a description of the current state of the classroom curriculum and the identification of priorities for its development.

**NOTE TO NATIONAL CURRICULUM DEVELOPERS**

This unit is essential for all those involved in producing or revising a classroom curriculum for nutrition education. In many countries, although space may be left for the development of a local curriculum, this task is undertaken at national rather than local level.

The developmental path can be a challenging one. For example:

- Existing teaching about nutrition may be distributed over a number of subjects, each with its own curriculum development team and its own schedule. This may lead to multiple negotiations. Cross-curricular infusion may therefore only be possible if negotiation has been adopted as a general principle for curriculum reform.
- There may be competition for timetable space with other new arrivals (e.g. anti-smoking, life skills, HIV/AIDS campaigns), and it may be desirable to make common cause with other health groups.
- It will also be important to know the established processes for curriculum development and the normal time frame for such development.

The route taken will depend on policy, established practice, politics and power. But whatever the approach, two strategies will help. On the one hand, it is desirable to inform and involve as many of the interested parties as possible. On the other hand, it is essential for those engaged in the curriculum process to have a clear outline of what they want.

The principles established in Phase A of the Guide, and the situation analysis developed in Phase B, provide many of the criteria for development. This unit will help to determine the desired substance of the classroom curriculum itself, which can be used as a platform for presentation and negotiation.

It is therefore recommended that national curriculum developers work through the whole of this unit in order to produce an outline of the main perceived needs for the classroom curriculum. They may wish to consider producing two documents:

- a brief advocacy paper to “sell” their position to interested parties;
- a more detailed proposal to follow this up.

If the national group is reviewing the Guide for local use, they may wish to give advice to schools, teachers and local education authorities on what scope there is for local intervention in the classroom curriculum (as discussed in Activity 1).

INTRODUCTION

In units A2 and A3 we saw that nutrition education takes place in the community, the family and the school environment, as well as in the classroom. In the last two units (B3 and B4) we have looked at how stimulating – and necessary – it is for schools to interact with these aspects of the wider world. Now we turn to the area traditionally associated with education – the classroom. In this unit we will:

- review the principles of curriculum content and framework (Section A);
- describe what is happening in schools (Section B);
- identify priority areas for improvement (Activities).

Section B proposes a detailed review of the existing curriculum with a view to extending and enhancing it. Readers' interest in this process will depend very much on the level at which they are working (national or local) and on the scope of the tasks they have in hand. In Table 19 there are some examples of different kinds of scope at different levels.

TABLE 19 Scope of classroom curriculum development

	Wide scope	Narrow scope
National level	<p>1 <i>Designing</i> or redesigning the national curriculum – new syllabus, new materials, new framework.</p> <p>2 <i>Extension</i> - Creating activities and materials to support national health and nutrition interventions.</p>	<p>3 <i>Supplementing</i> the existing classroom curriculum, e.g. with supplementary materials, notes for teachers of other subjects, guidelines for projects.</p>
Local level	<p>4 <i>Designing</i> a local curriculum for autonomous implementation in a district.</p> <p>5 <i>Application</i> - Fully exploring the local dimensions of an existing national curriculum, e.g. publishing local specifications for national objectives.</p> <p>6 <i>Supplementing</i> an existing national curriculum with local and general objectives and materials.</p>	<p>7 <i>Integrating</i> a given classroom curriculum into a programme involving family, community and school environment.</p> <p>8 <i>Application</i> - Finding local examples and illustrations for existing national curriculum objectives.</p> <p>9 <i>Extension</i> - Creating activities and materials to support local health and nutrition interventions.</p> <p>10 <i>Extension</i> - Planning extra classroom activities, campaigns, projects and materials, to promote urgent local dietary messages.</p>

In most cases, at both national and local level, there is scope for change in the actual content and orientation of the classroom curriculum. However, if there is a fixed national classroom curriculum which schools cannot change much, then there is very little room for manoeuvre (as, for example, in cases 5, 7 and 8 above). In such cases individual schools may not wish to carry out the detailed analysis proposed in Section B, which is intended to lead to decisions about changing the curriculum.

- **ACTIVITY 1** *Scope of action*

A IDEAL CURRICULUM CONTENT AND FRAMEWORK – RECAPPING THE PRINCIPLES

Before launching into an analysis of the current situation we will take a little time to review and amplify the four OBJECTIVES FOR THE CLASSROOM CURRICULUM discussed in Unit A3.

Here curriculum “content” means *what* is taught – the topics, subtopics and learning objectives – and at what age. Curriculum “framework” refers to *where* it is taught – in what school subjects and activities – and *how much time* is given to teaching.

1. REVIEWING CURRICULUM CONTENT: COVERAGE, SELECTION, DEVELOPMENT AND LOCAL RELEVANCE

In unit A3 we looked at what content is needed in a good classroom curriculum and we took some examples from the Classroom Curriculum Chart. The Chart is not a perfect curriculum, nor the only possible one, but it incorporates some of the principles we have agreed are important. The first two were content coverage, and content *development*, that is, what is to be learned, and how it builds up over the years. These are both well illustrated by the Chart. To these we can add the idea of *principled selection*, illustrated in Unit A3, and the principle of *local relevance*, developed in units B1 and B2.

■ ACTIVITY 2 *Recalling curriculum principles*

As regards *coverage* we have agreed that:

- we expect to cover a range of topics, subtopics and learning objectives;
- each topic needs to be adequately covered for each age group.

You will remember that these points are represented on the vertical and horizontal dimensions of the Curriculum Chart. The topics are arranged vertically and the age groups horizontally. Each topic is divided into subtopics, and each subtopic into learning objectives.

As regards the *development* of the topics, you will remember how important it is that:

- each topic builds on itself and on others from year to year, creating a spiral curriculum – i.e. there is development within each topic and from topic to topic;
- the learning objectives at each stage are in line with the developing child’s interests and capacities.

Changes in the curriculum therefore have to be made with care, to ensure that topics are suitable for the age group being aimed at, and that they are developed and recycled as children grow older.

These principles are also exemplified by the development of topics in the Chart.

Principled selection – As we have seen, the Chart covers more than most schools could realistically expect to cover. Schools will therefore need to make some kind of selection. It is important that this is done in line with the objectives they have adopted for nutrition education, so that purpose and coherence are not lost.

Local relevance is also a key phrase. Nutrition education must respond to local needs and be seen to be relevant to local circumstances. We have seen what this may mean for the classroom curriculum:

- *Urgent local messages* (see Unit B1) must be given special attention.
- *Health and nutrition interventions* (see Unit B2) should be fully supported educationally. Children, teachers and families should learn from events in the school.
- *Local content* – Much of the illustrative content of a nutrition curriculum will be locally defined (see Units A3 and B2). This may mean simply that teachers will give examples from their own local knowledge, or, it may involve building up a bank of local knowledge which can strengthen the local dimension of the curriculum and fill out existing teaching materials.

2. CURRICULUM FRAMEWORK: TIME AND DISTRIBUTION

Two essential elements of the curriculum framework must be described here: *time* and *distribution*. There may already be questions about how much *time* is needed to implement a programme of the size represented by the Classroom Curriculum Chart. The question of time is related, however, to how the teaching of nutrition is *distributed* through the various school subjects.

Time – In unit A1 we pointed out that one objective of nutrition education is healthy eating – that is, behaviour. It has been demonstrated that making an observable difference in behaviour towards food and eating requires at least 50 to 60 hours of educational activity per year. If we were to treat each of the eight main topics on the Classroom Curriculum Chart equally, these 50 hours would represent six to seven hours per topic per year. Bear in mind that these are *minimum* figures – that is to say, 50 hours will begin to produce results, but will not do much more than that; 60 hours per year would be quite a bit better. This means one to two hours per week, for every class, over the *whole* primary school period.

Distribution – Two hours per week would be a big addition to a normal school timetable if they were added on as a stand-alone subject. However, the eight topics in the Curriculum Chart may be integrated over several subjects – for example Home Economics and Environmental Science – as well as having their own timetable slot called “Nutrition”. We have recommended (in Unit A3) that, while nutrition issues

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should maintain their principal home in one or two main subjects (so that they can be coherently developed), they should also be raised in other subjects in the school curriculum. Projects and whole-school activities can also extend the time devoted to questions of healthy eating.

We can see from the above that the question of how much time is allocated to nutrition education is closely related to where, how and by whom the programme is implemented.

3. SUMMARY OF “IDEAL” CONTENT AND FRAMEWORK

To sum up, an “ideal” nutrition education curriculum will:

- cover a carefully selected range of topics and subtopics, laying the foundation for good food behaviour, attitudes and understanding;
- cover each topic in each age-group, and build up each topic in a spiral fashion from year to year;
- match the learning objectives to the children’s developing interests and capacities;
- be relevant to local conditions, will try to tackle local problems, and will relate to local events;
- provide one to two hours per week of nutrition-focused learning for each age group;
- be mainly dealt with in one or two subjects, but also;
- extend nutrition education into a range of subjects and activities.

B CURRICULUM FRAMEWORK AND CONTENT IN THE SCHOOLS – WHAT HAVE WE GOT?

If we match the existing school situation to this ideal template we will be able to identify:

- serious shortfalls in time – is there enough nutrition education generally, and in each age group?
- limitations in distribution – is nutrition education sufficiently concentrated, but also spread widely enough?
- major gaps in coverage – are some areas not covered or not covered enough?
- imbalances in development – should we distribute what we are teaching in a different way across the age groups?
- gaps in relevance – does the curriculum really deal with the local situation?

■ ACTIVITY 3 *First impressions of the NE curriculum*

We begin the analysis by looking at the existing framework of nutrition education in the schools, as this will show us where nutrition is being taught and how much it is being taught.

1. FRAMEWORK: TIME AND DISTRIBUTION

It is easiest to start with those subjects in the schools' programme which deal with nutrition topics, and how much time is being given to them. For this purpose we can include projects and school activities – such as visits, talks, school gardens – along with school subjects. We should remember that a minimum target for nutrition education is 50 hours per class per annum.

■ ACTIVITY 4 *Framework*

There may be difficulties in estimating time spent, since nutrition topics are often concealed in other subjects. Take the example of a mathematics project that devotes a week every year to the concept of “growth”, including human and plant growth. How can we estimate its contribution to nutrition issues? It is simpler to consider only time that is *consciously* devoted to nutrition topics – counting oranges and bananas has a lot to do with arithmetic but very little to do with nutrition! In any case, rough estimates are all that can be hoped for and time should not be wasted on striving for precise figures.

Having undertaken this kind of analysis it should be possible to see if:

- enough time is being given to nutrition education in general;
- enough time is being given to nutrition education in each grade;
- nutrition education is being given a lot of attention in one or two subjects;
- nutrition education is dealt with in a range of subjects.

2. COVERAGE AND DEVELOPMENT

Before looking at what is currently taught, schools should make a provisional selection of what they feel *should* be taught. In order to do this they will need to prioritise the objectives they have agreed for nutrition education, and decide on their principles of selection. This should enable them to make a provisional choice of a “core curriculum” based simply on subtopics. This can be done using the Classroom Curriculum Chart as a basis, possibly adding further subtopics if that is felt necessary. It could be that other ideas and topics will emerge as the existing curriculum is analysed.

■ ACTIVITY 5 *A selection of content*

Next, the school should look at what topics are currently taught throughout the school programme, and at what age they are taught.

One way to get a good visual impression of the school's present topic coverage is to mark it on the Classroom Curriculum Chart, boxing the areas covered and indicating the years in which the topics are taught. Clear mismatches can also be highlighted visually for further discussion.

■ ACTIVITY 6 *Marking up the chart*

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This exercise will reveal what topics and subtopics are thinly covered, or not at all, and will help to show whether there is logical topic development from year to year. Some topics may need to be redistributed so as to introduce them at appropriate ages and recycle them later.

3. LOCAL RELEVANCE

The final question is how relevant the existing curriculum is to the local situation. It should:

- emphasize priority messages and nutritional needs;
- support health interventions;
- apply general learning to the local situation.

Does it meet these requirements?

■ ACTIVITY 7 *Local relevance*

Priority messages – How far are the special needs of the area reflected in the existing curriculum? Special attention could, for instance, be paid to: inadequacies in diet; vulnerable groups in the community; the unjustified low status of traditional foods; the inflated status of “modern” foods; the contributory causes of malnutrition – for example, disease and poor hygiene; and many other topics of high local relevance and importance.

Educational support for health and nutrition interventions – As we noted in Unit B2, it is important that events with significance for nutrition education are given proper educational support by the school. The school should ask if it is exploiting such events to increase the relevance and significance of classroom learning for its children.

Local information – As we saw in Unit B2, teaching about nutrition needs to be related to and illustrated by local practice wherever possible. We need to know if schools are sufficiently informed about local knowledge, attitudes and practices in agriculture and food preparation. More importantly than that, we also need to know whether teachers and children are actively engaged in *finding* such information. In this way, theory can be reinforced by visible local practice.

Any or all of these approaches could form the basis of a local curriculum in the area of nutrition education. Even together, however, they would never be a *complete* nutrition education programme, because they do not systematically cover the basic elements of understanding food and food processes. But they should nevertheless supplement the scholastic programme and be reinforced by it.

C CONCLUSION

■ ACTIVITY 8 *Summing up*

Analysing the existing curriculum in these terms will enable schools or education services to describe and make judgements about how much time is being spent on nutrition education, how many subjects are involved, how wide the coverage is, how systematically the topics are developed from year to year, and how relevant the coverage is to local conditions, events and needs.

All of these are essential steps in evaluating the present curriculum and clearing the ground for decisions about changes in Phase C.

However, we should bear in mind that this exercise is only a beginning. Topic coverage is important but is only a *sine qua non*. It does not mean that children learn!

UNIT B6

CLASSROOM APPROACHES AND CLASSROOM RESOURCES



OBJECTIVES

- to describe the general classroom approaches of the schools concerned
- to identify ways of improving classroom approaches for nutrition education
- to evaluate the school's resources – teachers, and teaching materials



CONTENTS

Introduction

A The prevailing teaching approach – What are our classrooms like?

1. *Traditional and progressive approaches*
2. *Ways forward*

B Resources – What do we have to work with?

1. *Teachers*
2. *Classrooms*
4. *Teaching materials*

C Conclusion



SUMMARY

The teaching approach can make the difference between effective and ineffective nutrition education. Critical factors are the prevailing methodology, the quality and interest of the teachers, and the quality of the teaching materials. Classroom conditions also play a part. This unit looks at all these factors with a view to identifying workable strategies for improving teaching approaches.

**NOTE TO NATIONAL CURRICULUM DEVELOPERS**

As suggested in Unit A4, an active, experiential, participatory teaching approach is part and parcel of the wider concept of nutrition education. A decision to aim for this kind of approach will strongly affect teaching materials and give new importance to Teachers' Notes. It will also have implications for teacher training, both pre-service and in-service. Material writers and teacher educators must therefore be involved in the decisions emerging from this unit, but teachers and parents should also be represented. Community educators familiar with social marketing can also contribute, given their valuable experience of effective methodologies and materials.

It is suggested that national developers look through the whole unit. Activities 3, 4 and 6 can be used to identify strategies for methodology, teacher training and materials development, which would make useful subparagraphs for a section on "the teaching approach" in a policy statement on curriculum development.

If the national group is reviewing the Guide for local use, they may wish to recommend that this unit, together with Unit A4, be used for in-service teacher training. Together, these two units are also a useful entry point for work on developing appropriate teaching materials.

INTRODUCTION

In Unit A4 we looked at what is learned in nutrition education, how it is learned and what kind of classroom it needs. This combination of learning models, methodology and classroom culture gives us an overall “teaching approach”, which may range from solidly traditional to wildly progressive.

We have recognized that nutrition education is different from most other subjects. First, it involves many kinds of learning – behaviour, attitudes, skills and life skills, as well as knowledge – and these are learned in many different ways. Second, to penetrate the “whole person” and have a real effect on his or her lifestyle, there is a need for active, experiential, participatory learning, with a range of stimuli and room for individual differences in learning style.

This kind of learning is certainly facilitated by a classroom culture that allows for movement, dialogue, action and choice, hands-on activity, sharing of experience, outreach – that is, a progressive approach. An entirely traditional approach is too narrow for a subject which needs to get close to hearts, homes and habits. But there are many aspects of traditional education which should be conserved – not least because they lend dignity to education and those who deliver it.

Most directly, the “educational approach” is seen in the interaction between teacher and pupils in the classroom. But it is also embodied in teaching materials, which make many assumptions about what will happen in the classroom. At the same time, there are intangible ideas about what should happen in classrooms, which may or may not conform to reality – teachers’ ideas, schools’ ideas, children’s ideas and parents’ ideas. All these have an influence on what can be done, and all should be taken into account when curriculum developers think about where they want to go with “the teaching approach”.

A THE PREVAILING TEACHING APPROACH – WHAT ARE OUR CLASSROOMS LIKE?

1. TRADITIONAL AND PROGRESSIVE APPROACHES

The main aspects of the traditional and progressive teaching approaches are set out in Table 20. Most teachers are probably more sympathetic to one of these approaches than the other. But it is important neither to exalt nor condemn either. First, *all* well-conducted teaching has value. Second, there are other important factors that make education “good” or “bad”. In the end, the “method” is less important than the quality of the teachers and their relationship with the pupils. Finally, both the traditional and

progressive approaches involve benefits and risks – so most good teachers mix the two. Schools should discuss their perceptions of these teaching approaches, and also find out what parents have to say about them.

■ **ACTIVITY 1** *Traditional and progressive approaches*

The table can also be used to produce a closer description of the prevailing teaching approach in the schools, by selecting the elements that apply. There will certainly be differences between individual teachers and between age groups (especially between the first grades and the final grades) but it should be possible, by highlighting the most typical elements, to decide where schools fit on the traditional-progressive spectrum.

■ **ACTIVITY 2** *Describing the classroom approach*

TABLE 20 Traditional and progressive teaching approaches

	Traditional	Progressive
Model of learning	Learning aims mainly at <i>knowledge</i> . The material to be learnt is more important than personal experience and reactions.	Aims to develop attitudes, behaviour, skills and life skills as well as knowledge. Calls on <i>learners' experience</i> , beliefs, feelings, as well as knowledge.
General methodological principles	Pupils are expected to be very <i>receptive</i> , and to learn through <i>listening</i> rather than by direct experience, action and discovery.	Aims to develop <i>active, experiential, participatory</i> learning, with the full involvement of the learners, and room for <i>reflection on learning</i> .
Typical activities	Written exercises, written composition, worked problems, <i>question-and-answer, listening, repeating</i> , with the emphasis on <i>getting the right answer</i> .	A range of activities involving project work, independent work and <i>self-expression</i> as well as conventional instruction, with an emphasis on <i>discovery</i> and <i>active involvement</i> .
Faculties targeted	Classroom learning depends mainly on listening, <i>recording</i> , memorizing and reproducing, with some visual input.	Tries to appeal to <i>all faculties</i> by using a <i>wide range of stimuli</i> and calling frequently on the <i>imagination</i> .
Classroom organization	<i>Fixed</i> , with pupils sitting in rows <i>facing the teacher</i> at the front of the class. Pupils may stand up or sit down, but do not move around much.	<i>Flexible</i> , with work in pairs and groups as well as with the whole class. Pupils and teacher move around and there is room for <i>physical activities</i> such as drama and presentations.
Classroom roles and discourse	The teacher is a <i>respected authority figure</i> and the main source of information and instruction. A good teacher is seen as one who <i>knows a lot</i> , and can keep good order. S/he initiates most interactions. There is <i>little interaction</i> between pupils and they are not expected to help each other.	Teachers are <i>facilitators and guides</i> , and sometimes work in teams. A good teacher is seen as one who can <i>organize pupils' learning well</i> . Pupils' <i>sources of information</i> are wide, and include a range of materials, each other and the outside world. Pupils have <i>choices</i> and take <i>initiatives, interact freely, help each other</i> in class and may also teach each other.
Outreach	The teacher makes occasional links between the classroom and the outside world, but these are not essential to the programme.	<i>Links with the outside world</i> (e.g. visitors, trips, homework surveys) are an essential part of the programme.

2. WAYS FORWARD

From this position, what are the best ways forward? What traits need to be strengthened for more effective nutrition education? We need to identify what elements can most easily and effectively be improved. This may well mean reinforcing and extending what already exists, rather than introducing new ideas.

At the same time, what elements will be most acceptable to teachers and to parents? It is important to have an idea of how these two groups feel about what happens in the classroom before deciding where effort should be concentrated.

■ **ACTIVITY 3** *Strategies*

B RESOURCES – WHAT DO WE HAVE TO WORK WITH?

What will make these changes easy or difficult? The teaching conditions will make a difference, but the main resources are the teachers and the materials. Are they adequate to the task?

This question goes beyond methodological change. In Phase B of this Planning Guide every initiative discussed so far involves teachers:

- the local food information base (Unit B2);
- the monitoring and referral system;
- contacts with local health resources (Unit B2);
- contacts with parents and the community (Unit B3);
- action for the school environment (Unit B4);
- changes in the curriculum (B5).

Are teachers willing to be involved? How much can they do?

Change is demanding in terms of attention and energy. If teachers' morale is low and they have little interest in innovation, if their experience and training are limited, and if the general teaching conditions are poor, then this is probably not the time to start talking about changes that demand professional interest or effort. However, changes that would make a real improvement in their situation – for example, better sanitation, training in nutrition issues – might interest them considerably.

It is therefore very important to look at the teachers' situation to see what changes the present climate in the schools can bear, and what kind of support is needed.

■ **ACTIVITY 4** *Teachers*

1. TEACHERS

If there are changes in the air, what do teachers need? Some desirable qualities are high morale, interest in the subject (whether personal or professional), general interest in their job, experience and expertise.

General morale – Teachers’ positive feelings about their jobs are governed by many things: pay, conditions, prospects of promotion, children’s attitudes, working relationships, their sense of being valued, the enjoyment they get out of teaching. Most teachers will never admit to high morale (just in case they give the impression that nothing is wrong!), so if teachers say their morale is medium-high, this is quite a good response. But if they say that their morale is very low, then it is necessary to find out why – if the reasons are not already clear. If there are real unresolved problems, teachers will not be very interested in innovation.

Interest in the subject – If teachers are personally interested in health, diet and a healthy lifestyle, they will involve themselves in nutrition education more readily. Even if they are not personally interested, they may nevertheless recognize the importance of the subject for young children.

Professional interest – It is hard to be a good teacher if one is not professionally interested in the job. Are the teachers interested enough to try something new, to participate actively in the nutrition education programme, or to experiment with different sorts of class activity?

Experience, qualifications and training – Experienced teachers are confident about what they are doing, practised in their methodology, and able to get maximum results with minimum fuss. They generally have a good range of teaching techniques at their command. Training is really just a form of enhanced experience. Of course, an experienced teacher is not necessarily a good teacher, but there are not as many good teachers who are not experienced!

Expertise – Knowing the subject is highly desirable, of course. How many teachers have some education in the field of health and nutrition? Even more important perhaps, in these days of rapid change, is teachers’ ability to respond to new knowledge and ideas – training from 20 years ago may sometimes be a disadvantage.

2. CLASSROOMS

Classroom conditions can help or hinder change. What facilities do the schools have? What are the classroom challenges that may prevent teachers and students from realizing a good nutrition education programme? Some of these are set out in Table 21, with a few suggested solutions. Schools need to decide which of these apply in their classrooms and which may represent a serious obstacle to learning. They should certainly consult teachers before drawing their final conclusions.

■ **ACTIVITY 5** *Classrooms*

TABLE 21 Classroom conditions

Space	Inadequate space limits the range of classroom activities that are possible. In nutrition education much can be done outside the classroom; inside, the classroom is used for discussing, writing up, reflecting on learning.
Size of class/ teacher-pupil ratio	There are many ways of handling large numbers of children. But marking homework and monitoring individual progress can be a burden in very large classes. Teachers should use quick-check exercises and get help from parents and helpers.
Range of abilities	“Lockstep” teaching, in which all children study the same thing at the same time, has its worst effect in mixed-ability classes. Teachers should try group work, recyclable worksheets, getting children to help each other, rotating tasks. A good range of teaching resources helps a lot.
Range of ages	A wide age range in a class presents the same problems as mixed ability classes. Get older children to help younger ones.
Mix of cultures or religions	Mixed cultures and religions can be an asset if cultural differences are valued and children are treated as expert informants.
Regularity of attendance – by pupils or teachers	Irregular attendance by pupils or an irregular supply of teachers are real problems. A stopgap solution is “full self-access materials” which children can use at home with help from parents. They are no substitute for proper schooling, but will help to maintain interest and continuity.
Basic facilities and equipment	It is hard to get along without paper, textbooks, chalkboards, pens, pencils, chairs and tables. There are also obvious disadvantages caused by dark, cold or hot rooms, or a lot of external noise.
Assistance	Many schools solve some of their problems with assistance from parents or helpers.
Multiple problems	All problems become more intractable if they are compounded – for example, if there are mixed-ability classes with a wide age range as well as a lack of teaching materials and facilities.

3. TEACHING MATERIALS

Good teaching materials have a vital role to play in delivering nutrition education. They not only help to educate children, they can also educate teachers in the subject itself and in its methodology. The role of teaching materials in teacher development is large – although largely unacknowledged! In this respect, Teacher’s Notes are particularly important and should give real support to teachers who are feeling their way with new material.

■ ACTIVITY 6 *Teaching materials*

Existing materials should be reviewed to see how far they are likely to make a real difference to what children understand, feel and behave as regards food and eating. This may likely depend on how far their approach reflects the principles of nutrition education promoted by this Planning Guide. Apart from checks on such teaching aspects as the lengths of lessons, level of language used and so on, some of the questions that should be asked relate to the following key areas:

Objectives

- Do the materials appear to have clear understanding of the effect they are trying to have on children?

UNIT B6

- Do they appear to aim at developing attitudes, feelings and behaviour, as well as knowledge?
- Do they seem to have a real bearing on improving children's eating?

Teacher briefing

- Do the materials explain their aims to the teacher?
- Do they make clear the importance of the learning?
- Do they brief teachers on the subject?
- Do they outline potential learning difficulties?

Local issues

- Is there an attempt to localize the learning in some way, for example with illustrations and examples, or with advice to the teacher about giving such examples?
- Are there opportunities for the teacher to learn how people in the area think and behave?

Activities

- Do the activities (including homework) reflect the learning objectives?
- Do they make a real attempt to relate to children's lives and get them to apply their learning?
- Do they try to find out what children already think, feel and do?
- Do they involve children in direct experience?
- Do they call on teachers' own experiences?
- Do they allow children choice, initiative and scope for active learning?
- Do they involve interaction, dialogue, collaboration, exchange of experience?
- Are there suggestions for observation of and interaction with the environment, the family and the community?
- Are they stimulating? Are pictures, drama, stories, clippings, physical action, discussion and so on used wherever appropriate? Is there an appeal to the imagination?

Evaluation and revision

- Do the materials try to find out if they have achieved what they aimed to do?
- Is the learning recycled in some way in following lessons?

If existing materials are incomplete, the expensive solution is to produce completely new materials. Less costly solutions are to create new materials to supplement particular lessons, or simply to extend and adapt the existing materials in the process of teaching.

All these initiatives can be built into in-service teacher education and can often bring hidden talents to light. Indeed, locally produced materials, tried and tested in local schools, are often a good basis for wider publication.

■ **ACTIVITY 7** *Problems*

C CONCLUSION

■ **ACTIVITY 8** *Summing up*

There is no doubt that some elements of the “progressive” approach are good for nutrition education. But equally it is necessary to proceed with caution, in case the effective parts of any traditional teaching that may already exist are unnecessarily discarded.

Teaching approaches are shaped by many factors: general culture and expectations; the training of the teachers, their experience and their ideas about education; the syllabus, textbooks and the “repetition” effect of exams; the resources and facilities in the classroom, as well as classroom conditions and class sizes. Many of these are beyond the control of individual schools or even of education authorities, so the approach taken by individual schools may need to vary.

There is no suggestion here that teaching approaches should be revolutionized across the board. Rather, parts of both the traditional and progressive approaches can be successfully applied to schools’ approaches to nutrition education.

There should, nevertheless, always be room for a little improvement and experimentation. Schools should start by describing their current approach and their feelings about it. They should choose some traits they would like to strengthen, then look at the human and material resources that can help or hinder that change. Since it is for the sake of children’s health, it is always a worthwhile effort!

PHASE C: ACTION PLANS

Phase C deals with planning action. It aims to develop action plans for the school environment and the classroom curriculum which will try to fulfil the principles of Phase A and have a good chance of succeeding in the circumstances described in Phase B.

- C1 deals with change in general and how action may be distributed between the various levels of the education system.
- C2 deals with action plans for the school environment, using the priorities identified in Unit B4.
- C3 deals with action plans for the classroom programme, using the priorities identified in Units B1, B2 and B5.

All action plans call on the approaches and strategies identified in Units B3 and B6, and also on the change strategies discussed in Unit C1.

The Reader in Phase C outlines what should be done and explains its importance.

The Activities in Phase C are about:

- the process of establishing the scale and scope of the programme framework;
- identifying problems and challenges;
- refining objectives;
- defining criteria and drawing up plans for action;
- illustrating the process with reference to a case study and calling on the display built up in the previous two phases.



NOTE FOR NATIONAL CURRICULUM DEVELOPERS

Unit C1 should be of interest to national curriculum developers in particular if they wish to make proposals for a multilevel approach to nutrition education, spreading the initiative between national, district and local level (Unit C1). The “action planning” units C2 and C3 are mainly directed at individual schools or groups of schools, and are of interest to national curriculum developers in so far as they are able to help schools with their own action plans. However, these units should also suggest strategies for handling the curriculum development process within the national education service, and ways in which other national services and organizations can improve communications and collaboration with schools. These could be added to the final “Recommendations” section of a curriculum development report.

UNIT C1

PRIORITIES AND STRATEGIES



OBJECTIVES

- to select strategies for change management
- to recognize the scope for change
- to select priorities for action



CONTENTS

Introduction

- A Ownership and change – Whose idea is this?
 1. *Managing change*
 2. *Extending ownership*
 3. *Ways and means*
- B Scope for action – What is the room for manoeuvre?
 1. *Levels of action*
 2. *Institutional framework*
- C Action in schools – Three areas of action
 1. *What needs doing*
 2. *Who and how*
 3. *Discussions and recommendations*
 4. *Setting up a school Health and Nutrition Committee*
- D Selecting priorities – What comes first?



SUMMARY

This unit looks at some of the questions concerned with making changes and innovations – how one should approach change in general, what kinds of change are possible within existing structures and expectations, what actions can be undertaken by schools, and how they will set their priorities.

**NOTE FOR NATIONAL CURRICULUM DEVELOPERS**

Parts A and B of the Reader are of direct interest to national curriculum developers if they wish to make recommendations about approaches to change and ways of sharing out the responsibility for nutrition education. Parts C and D concern national curriculum developers mainly if they have plans for helping schools with their own initiatives – for example, by developing guidelines for the school environment, or ideas and outlines for special nutrition-oriented projects.

Activity 4 in particular may help to generate ideas about a possible multilevel approach to nutrition education.

INTRODUCTION

We have now worked through the six units of the situation analysis (B1 to B6) and looked at all of the following aspects of the situation:

- the nutritional needs of the children;
- the health resources available and the monitoring and referral system;
- the educational support needed for health and nutrition interventions;
- the information needed about food and food practices in the area;
- the schools' links – actual and potential – with family and community;
- the schools' physical environment and its needs;
- the classroom curriculum and its local dimension;
- the teaching approach and how it can be adapted to learning for healthy eating;
- the condition of the teachers and the classroom;
- the teaching materials.

This situation analysis has revealed a number of priority needs, both urgent and long term. Some of these are needs which can be tackled by schools themselves, in the school environment and in the classroom. In Phase C we turn to developing action plans to meet some of these needs. But before looking at detailed action planning (in Units C2 and C3) we first consider what change means, how far we can go with it, and what our priorities should be.

A OWNERSHIP AND CHANGE: WHOSE IDEA IS THIS?

1. MANAGING CHANGE

A new curriculum aims at change, and schools, local education authorities or ministries, are the “change agents”. It is a critical role. Management experts see change as one of the biggest challenges that faces organizations, perhaps because it so often goes wrong. Many people in organizations see change as threatening, deskilling, time-consuming and energy-demanding. It is often not the *substance* of the changes that people resent, but *change itself*, and having it imposed on them.

■ ACTIVITY 1 *Experience of change (Optional)*

Of course, not everyone feels like this. The “new brooms” who are actually making the changes are usually enthusiastic, with a heroic self-image. They are often disillusioned at the antagonism they meet among colleagues and subordinates.

So attitudes to change depend a great deal on who “owns” the change, that is, whether one is a “changer” or a “changee”.

Much also depends on institutional culture. For example:

- Some institutions respond well to top-down decrees. Individual members are happy to leave the decisions to the management.
- Some managements make a show of consulting the parties involved, but in the end impose their decisions just the same. This kind of empty consultation may end up being even more frustrating for changees than more autocratic management.
- Some institutions allow room for bottom-up initiatives, either through management policy, or because the system is collegial rather than hierarchical.
- In some cases the management is inactive and the members of the organization have found ways of working together to run things themselves.

In summary, when considering if the change will work, institutions need to take a look at themselves to see what people's expectations are and how much they will be shaken by the change.

2. EXTENDING OWNERSHIP

One of the strategies for facilitating change is to extend the ownership of the change more widely. In this way, all the stakeholders really do have a stake, and feel that the new ideas belong to them.

When does this matter? For example, one would not usually consult the whole nation about the design of a new postage stamp, or the number of light bulbs in the Parliament building. Most people are happy to have such decisions taken for them. On the other hand, extended ownership is very important in a "hearts and minds" operation, where it is important to engage people's interest, win their support and enlist their energies.

In the field of nutrition education some top-down interventions are useful and necessary – for example, health interventions are generally decided by the authorities, and so are regulations about sanitation and the health monitoring and referral system. But most of the initiatives that have been discussed here – relationships with family and community, teaching method and so on – depend on the goodwill and cooperation of school staff and teachers, and will not work unless participants feel that the changes belong to them. They need to have some say in what goes on. "Extending ownership" is therefore an important part of the programme.

- **ACTIVITY 2** *Top down or bottom up?*

3. WAYS AND MEANS

What does ownership by the participants mean for the change agents?

First, it means that they have to relinquish some control. Some of their ideas may have to be presented to a wider group, who may change, reject or ignore some of their

choices. For example, delegates from a school or group of schools will need to go back and discuss the decisions made in this workshop with the other stakeholders. This is inevitable – if there is to be real consultation, there will be real choices.

On the other hand, a large group of people does not make for a good decision “maker”. Change agents will therefore have to maintain an “executive focus”, which may mean taking a lot of administrative decisions independently, that is, maintaining some of the control. They can still give people choices about how (or whether) to participate, whilst at the same time making sure they know when things have been decided for them. It is therefore also essential that change agents develop good ways of drawing people in and maintaining their interest and engagement.

- **ACTIVITY 3** *Recipes for change management*

B SCOPE FOR ACTION: WHAT IS THE ROOM FOR MANOEUVRE?

1. LEVELS OF ACTION

Action plans can be developed at several levels:

- for individual schools;
- for a group of schools in the same area;
- at district level;
- at national level.

Or, different areas of the curriculum may be developed at different levels. For example, there may be national control over the classroom curriculum but complete autonomy for individual schools with regard to the school environment. Or the school environment may be in the control of the local authority while large areas of the classroom curriculum are decided at district level. Or the individual school may be free to pioneer classroom education in certain fields, while the district or national education authorities only suggest guidelines or ideas for projects. Educational support for nutritional interventions may be left to the schools or undertaken by local health authorities, education authorities or specific aid programmes.

And so on. If nutrition education is taken seriously, many multilevel initiatives are possible. One suggestion is to implement the Planning Guide experimentally at local level and take the results into account in the development of the national curriculum. Another would be to adopt a core classroom curriculum at national level while also training teachers in developing a local curriculum and producing teaching materials for it.

2. INSTITUTIONAL FRAMEWORK

What can be done in any particular school or education service will depend very much on the institutional framework, where it assigns responsibilities, and how much freedom of action it traditionally allows at each level. In every country these structural elements are set up differently. Some of the responsibilities and some of the parties involved are set out in Table 22.

TABLE 22 The institutional framework: responsibilities and bodies

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- Classroom curriculum, whether national or local.
- Initial teacher training; teaching practice and mentoring; in-service teacher development and staff training.
- Exams or screening, whether national or local.
- Teaching materials; teaching methodology; advice for teachers on method and content; resource provision for teachers.
- School meals and food on the school premises.
- Water and sanitation facilities; maintenance of school premises and their improvement; school gardens (if any).
- Health screening and inoculations; health monitoring and referral systems; health information and education.
- Whole-school projects and campaigns; fundraising; extra-curricular activities.
- Liaison with families; liaison with communities; liaison with health services.
- School policy and mission statement; school rules.

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- The Ministry of Education – for example, the teacher education department, curriculum development department, national inspectorate.
- National examination boards and vocational training institutions.
- Educational publishers; broadcasting services.
- The Local Education Authority – inspectors and advisers, resource centres, teacher training colleges.
- The local council.
- The local chief, the community, churches, the parents, the PTA (whether local or national).
- Other organizations – international, national and local – for example, charities, trusts, NGOs, aid organizations.
- The Ministry of Health and School Health Service; local clinics and hospitals.
- Teachers' unions.
- The school itself, the school board, groups and individuals within the school.

It is a useful exercise for schools or education authorities to spell out which of these areas they have direct control over, and how far they can go in the areas that are not their direct responsibility. This may not be as clear-cut or inflexible as it first seems. For example:

- It may be possible to include nutrition education in the in-service teacher education programme at the school's request, but this may have to be programmed well ahead. There may be incentives for teacher development – for example, points schemes which would enhance staff promotion prospects.
- Ministries of Education or local education authorities may issue guidelines, for example on school policies, rather than imposing central decisions. Guidelines may be soft or hard.

- Even if the classroom curriculum is out of the school's control, there may be no barriers as regards how the subject is taught, on supplementing the main textbook, or on extra-curricular projects.
- Teachers' Resource Centres sometimes have access to grants.
- There may well be funding available for improving various aspects of the school environment, and the agencies responsible may be interested in developing the educational component. Frequently, funding is not taken up for lack of information or encouragement.
- Any Internet access point, for example in a Teachers' Resource Centre, can give access to health organizations, information and nutrition education materials.
- Timing may be critical. If, for example, it is time for the revision of the national curriculum, there may be grassroots consultation. If projects are being formulated locally in health or agriculture, they may welcome liaison with schools. If a health-based radio or TV programme is coming on the air, schools can use it to piggyback their own health education programmes.
 - **ACTIVITY 4** *The institutional framework (Optional)*

C ACTION IN SCHOOLS -THREE AREAS OF CONCERN

Two main dimensions have emerged from the Phase B analysis – on the one hand, *what* needs doing, and on the other hand, *who* should be involved and *how* it should be done.

1. WHAT NEEDS DOING

Although the scope for action looks immense, in fact the main areas for action planning for schools are only two: the school environment and the classroom. Action priorities for the *school environment* will involve some of the elements discussed in Unit B4 – school policy and philosophy, training needs, the physical environment, school feeding practices, whole-school activities and role-models. Priorities for the *classroom* will concern the content, order and location of the scholastic curriculum (Unit B5) as well as questions of local relevance and need (Units B1 and B2).

2. WHO AND HOW

The third “leg” of the curriculum, family and community, mostly concerns *who* is involved in these action plans and *how* they are implemented. For example, one of the objectives concerning families is that children should disseminate at home what they have learned – but first there must be something to disseminate! In this way “family involvement” is a dimension of the classroom curriculum. Or, if we call on community resources, we do so because they fit our classroom curriculum objectives or our plans

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for the school environment. The other aspects we have reviewed – for example, the choice of teaching approaches, involvement of the whole school staff, strategies for change management – are also absorbed into these two action areas: they suggest ways of supporting action on the school environment and the classroom curriculum.

3. DISCUSSIONS AND RECOMMENDATIONS

There are other areas of action, where schools or education services cannot take unilateral action, but can only raise questions and make proposals. A situation analysis will throw up many items for such a discussion agenda. For example, the health services would need to be involved in discussions about whether the monitoring and referral system can be improved, and what direct nutrition and health interventions are needed. There may be proposals for in-service teacher education or for adapting existing teaching materials. Some of the places where these questions might be raised are the School Health and Nutrition Committee, the district education committee, the teacher education colleges or the Ministry of Education.

4. SETTING UP A SCHOOL HEALTH AND NUTRITION COMMITTEE

A Health and Nutrition Committee, as suggested in Unit B3, can be a mechanism and reference point for discussion, consultation and action. It can take away much of the burden from school staff, as well as provide valuable information and contacts. Whatever the level of operations, it is important to call on all the parties involved. These include the four relevant government sectors (education, health, community services and agriculture), parents and families, interested community organizations, school staff and school governors. At the same time, effectiveness may be more important than representation: what is most important is that the members are active and interested and that the committee should not be too big.

If such a body is not feasible, alternatives should be considered. For example, it may be possible to establish a special task force, invite the PTA to set up a working group, designate nutrition education activities as an INSET teacher development project, or collaborate on a special project with the local teacher training college.

Even if a Health and Nutrition Committee is not feasible, its agenda will still have to be dealt with, so it will be useful to make a list of points to be discussed and action to be carried out.

- **ACTIVITY 5** *A School Health and Nutrition Committee*

D SELECTING PRIORITIES – WHAT COMES FIRST?

■ ACTIVITY 6 *Selecting priorities*

Many factors will help to decide what to deal with first. Urgency and importance will suggest top priorities, but these are not the only considerations. Some urgent and important actions – for example, formulating a school policy on health and nutrition – are not expensive and do not take long. Other actions, such as revising the curriculum, may be more difficult and time-consuming. A quick and easy activity, such as a children’s poster exhibition, can encourage involvement and raise awareness. Cost is another consideration, and this includes time as well as money. Publicity is yet another – attracting the interest of families and the support of the community must be one of the main concerns. The priorities selected should also recognize that nutrition education takes place outside the classroom as well as inside it, and should involve the school environment as well as the classroom teaching programme.

■ ACTIVITY 7 *Summing up*

UNIT C2

A PROGRAMME FOR THE SCHOOL ENVIRONMENT



OBJECTIVES

- to produce a provisional three-year plan for whole-school priorities for nutrition education
- to produce objectives, criteria and action plans for individual projects for the school environment



CONTENTS

- Introduction
- A A provisional framework for action – A three-year plan
- B Objectives, criteria and action plans – Workable plans
 1. *Problems and solutions*
 2. *Formulating the objectives*
 3. *Specifying the criteria*
 4. *Drawing up action plans*
- C Conclusion – A four-stage process



SUMMARY

The purposes of this unit are to arrive at a provisional three-year framework for action to promote nutrition education in the school environment, and to formulate objectives, criteria and a detailed action plan for one project. To do this, the unit works systematically through a four-stage process which makes it possible to ensure that the improvements are educational as well as material, that all those involved understand what is being aimed at, and that the principles and strategies adopted are applied in practice. The process is illustrated by a Case Study (in the Activities): PRATO PRIMARY'S DRINKING FOUNTAINS.

**NOTE FOR NATIONAL CURRICULUM DEVELOPERS**

If national curriculum developers are in agreement with the principles of the tripartite curriculum, they may wish to think of ways of helping schools to develop the influence of the school environment. Some possibilities are:

- a) to produce Guidelines for possible projects for the school environment, with detailed descriptions of some successful ones, as a parallel document to the published classroom curriculum;
- b) to propose that districts train the school inspectors and headteachers in the use of the Planning Guide, and recommend using Unit C1 specifically for focusing on the school environment;
- c) to recommend using Units B4 and C1 as the basis for an assessed project for trainee teachers;
- d) to recommend including observation and evaluation of the school environment in teaching materials.

INTRODUCTION

Having identified priority areas for action, we turn to producing feasible action plans – for the school environment in this unit, and for the classroom curriculum in the next. It will be necessary to decide how much can be done and how fast, what it will cost in time or money, and how it can be managed so that it will really work to promote good nutrition behaviour and nutrition literacy.

To turn priorities into action, we normally go through these processes, whether consciously or unconsciously:

- establishing a provisional framework;
- confronting the problems;
- clarifying the objectives;
- establishing criteria;
- creating a detailed action plan.

This unit goes through these processes one by one. Section A deals with the framework, while Section B goes through the other four stages in order to arrive at a detailed action plan. The whole process is illustrated by the Case Study in the Activities, which describes in detail how one primary school arrived at a plan for a small improvement in the school environment.

In real life we are seldom so systematic, but formalizing what people do naturally makes sure that nothing important is forgotten and may also throw up good new ideas. Where several groups of people are working together, it is also valuable simply as a process for involving participants and carrying them forward together.

A PROVISIONAL FRAMEWORK FOR ACTION – A THREE-YEAR PLAN

What can realistically be done? Resources are always limited. Taking on too much and doing it badly is often worse than doing nothing at all, because confidence is lost. An individual school working on action priorities for the school environment will have to think how much time can be spared for whole-school activities in any school year – class time, time for outreach activities such as trips, hours of preparation and planning. These hours might be supplemented if some of the activities can be regarded as part of a teacher development programme, or if time is contributed by others, such as school helpers and parents.

The question then is, how much time is required by the whole-school activities that the school regards as priorities? On this basis it will be possible to decide the scale of

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activity (how much to do) and the time frame (over what period). Thinking three years ahead is usually quite enough!

This rough scheduling of priorities can be presented for discussion to school staff, the health and nutrition committee, the PTA (and through them to all families) and (hopefully) to the children too. Transparency and publicity help to ensure that everyone involved is interested and aware.

■ **ACTIVITY 1** *A provisional framework*

B OBJECTIVES, CRITERIA AND ACTION PLANS WORKBE PLANS

1. PROBLEMS AND SOLUTIONS

Before formulating an action plan, we need to clear the ground. What are the obvious problems with the priorities we have chosen?

There is usually a rich array of obstacles to progress. They are always more visible than the assets, which we often take for granted. Sometimes the obstacles are indeed sufficient to block all movement, and it will have to be decided if this is the case. But often they are not immovable. And sometimes, the creative process of thinking around them throws up interesting strategies, and may even transform the objectives.

For example, suppose it has been decided that the schoolchildren need more protein in their diet. Obstacles to this might be that meat and fish are expensive. On the other hand, an asset is that there are other foods rich in protein in the area, such as beans and nuts. Yet this may throw up another obstacle – that these are not valued or liked as much as animal foods.

Schools cannot increase the wealth of local families or reduce the price of meat, but they can adopt a variety of educational strategies. In the above example, they may be able to:

- identify cheaper sources of animal protein;
- explore children's and families attitudes to meat;
- educate children (and parents) about sources of protein;
- promote beans and nuts as a meat substitute;
- include beans in school meals (with small amounts of meat for flavour); and
- persuade teachers to eat them with visible relish!

Some strategies will be particularly suitable for the classroom. Others will activate the whole school, and others might be tackled on all fronts, as major projects, in collaboration with parents, health services or school feeding programmes. Some solutions

will just be general strategies – for example, “talk to everyone concerned”, or “get more information about local high-protein foods”.

The process of looking at the difficulties and thinking around them – pushing the purposes through the problems – is time-consuming, but valuable. It can result in compromises which make best use of local assets. It benefits from brainstorming – that is, discussing ideas openly in a group until something useful emerges. The process also benefits when it takes into account the viewpoint of outsiders, who can often see the situation more clearly than insiders. It should be carried out for all the school’s action priorities.

■ **ACTIVITY 2** *Problems and solutions*

2. FORMULATING THE OBJECTIVES

“Priorities” are not working objectives – that is to say, they do not specify exactly what is to happen, what the outcomes should be, how the job should be done or who should be involved. To refine objectives – that is, to turn them from vague ideas into *concrete aims which everyone understands* – we need to clarify them by asking:

- *What are our objectives?* What exactly are we aiming at?
- *What are our criteria?* For example, how well, how much, in what way, by who?

These two questions are essential if we are to clarify clearly what we want to achieve. They are particularly important when many people and different groups are collaborating: clear objectives prevent people working at crossed purposes. Many a project fails because its objectives and criteria are obscure, ambiguous or even non-existent.

■ **ACTIVITY 3** *Objectives and criteria (Optional)*

One useful way to arrive at a clear objective is to think about what will happen as a result of our actions. For example, if we teach children about brushing teeth, our long-term objective is that *teeth are protected from decay*. Our immediate objective might be that *children brush their teeth regularly*. And, if we believe that they should also know why they brush their teeth, we could add another educational objective – *children appreciate why it is important to brush teeth*.

Writing statements like the last two above, with a subject and a verb, is a clearer way to formulate objectives than with the word “to”, e.g. *to brush teeth regularly, to know why it's important*. “To” does not tell us *who* is going to produce the desired behaviour, whereas the word “children” does. This avoids educational objectives being written for the teachers instead of for the pupils, e.g. *to demonstrate how to brush teeth, to explain why brushing teeth is important*. Teachers can achieve these objectives without difficulty, but that is not the same as the children actually learning anything!

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Two sorts of objective – When thinking about action in the school environment, the other important thing to remember is that whatever action is taken must aim at an *educational* result as well as a *material* one. This is what turns the physical environment into a learning environment. For example, most schools are ready to think and act to install a new water pump, improve school snacks, grow more nutritious vegetables, bury rubbish, provide more washbasins and so on. But few schools see these *as lessons*, as part of the nutrition education curriculum. This is the area of innovation.

■ ACTIVITY 4 *Formulating objectives*

3. SPECIFYING THE CRITERIA

“Criteria” are the *quality standards* that we look for when an action is taken. We generally take them for granted – unless they are absent! Thinking about what criteria we are aiming at beforehand is an effort, but they make sure that the job is done properly, especially if several people and groups are contributing. They also make sure we constantly remind ourselves of what we are looking for on a wider scale, and that we do not forget the principles we have decided are important. Again, the *process* of doing this, and the discussion it provokes, are an important part of the job, bringing people together and creating common ground.

One way to establish criteria is to think of what could go wrong. For example, the toothbrushing campaign will have failed if children brush their teeth only once a week, or if their teeth are still dirty after brushing, or if children have no idea why they should brush their teeth. To arrive at the criteria for the toothbrushing objectives, we can simply express these risks positively and say that the campaign is successful if:

- a) children brush their teeth at least twice a day;
- b) children have clean teeth afterwards; and
- c) they are able to explain to other children why it matters.

Another way to arrive at criteria is to review our guiding principles. In nutrition education, we have agreed that these have to do with involving the family, the community and the whole school, creating a local dimension and using a certain kind of educational approach. We can also add the general principles of change management we have discussed. In each of these areas schools will have to decide how to respond to the general questions, e.g. *How can we best involve the family or community in improving tooth care? What kind of educational approach would work best?* Schools will also need to take account of the particular approaches they have decided to adopt, e.g. *Keep the families informed of what we’re doing. Invite experts from the clinic. Use a very visual approach. Get older children to give demonstrations to younger ones.* This discussion will generate further ideas about how they want the task to be done, which will go into action plans.

Finally, an important criterion concerns the time frame. How long will things take? Events will have to be programmed so as to fit in with the school year, the availability of the people concerned, the time at the schools' disposal, the quality of local communications, and normal expectations of how long things take. Getting tasks completed on time will be one of management's main responsibilities.

- ACTIVITY 5 *Establishing criteria*

4. DRAWING UP ACTION PLANS

Once the objectives are clearly formulated, and the criteria established, then the school knows *what* it wants to do, and *how*. It is now ready to make an action plan and think about the time frame for accomplishing it.

- ACTIVITY 6 *Developing action plans*

C CONCLUSION – A FOUR-STAGE PROCESS

- ACTIVITY 7 *Summing up*

The four-stage process illustrated in this unit consists of finding solutions to problems, clarifying objectives, specifying the criteria and drawing up an action plan:

- *Finding solutions* to problems means being creative. It may also mean changing objectives to make them more manageable.
- *Clarifying the objectives* involves saying what they mean and writing them out as clear statements, with a subject and a verb.
- *Specifying the criteria* involves deciding *how* and *how well* the task is to be done, *who* should be involved in completing it, and how they should be involved. Criteria include the specific requirements of the task and also the wider principles involved in nutrition education as a whole – for example, involving the family and community.
- *Creating an action plan* means taking account of the particular difficulties of the situation and adopting appropriate strategies.

This all may seem an elaborate process, but in fact it simply represents the natural actions of good planners. It will pay dividends in terms of improved collaboration and successful outcomes.

UNIT C3

THE CLASSROOM PROGRAMME



OBJECTIVES

- to decide the scale of the innovation
- to outline a classroom nutrition education programme
- to formulate the educational programme's objectives and criteria
- to draw up a provisional three-year plan



CONTENTS

Introduction

A How much? – What is the scale of the innovation?

B What? – Priorities for the classroom curriculum

1. *High-priority dietary messages*

2. *Educational support for health and nutrition interventions*

3. *Local food and food practices*

4. *The regular classroom curriculum: topics and subtopics*

C The provisional framework – How much time? When? Which subjects?

D Objectives, criteria and action plans – Pinning it down

E Conclusion



SUMMARY

This unit returns to the classroom curriculum priorities identified in Phase B. It looks at how local nutritional needs, support for health and nutrition interventions, and information on local food and food practices can be accommodated in a classroom curriculum, together with a regular classroom programme based on long-term nutrition education needs. Objectives are defined and refined, and the programme elements are integrated into a three-year framework for action. The process is illustrated by a Case Study, PRATO PRIMARY'S CLASSROOM PROGRAMME (in the Activities Volume).

**NOTE FOR NATIONAL CURRICULUM DEVELOPERS**

The process of classroom curriculum planning is illustrated here by looking at how individual schools or groups of schools may make decisions in their own areas of responsibility. However, all the questions discussed also need to be asked for the national curriculum:

- how to cope with urgent nutritional needs;
- how to support health and nutrition interventions;
- how to use local knowledge;
- how to select and organize the regular classroom programme;
- how to involve family and community and the school environment;
- how to ensure a teaching approach which will genuinely affect lives.

Both the Reader and the Activities are therefore recommended for national curriculum developers. The outcomes of this unit at national level should be:

- a) a national nutrition education classroom curriculum (or the core of it, depending on the procedures of the country) that adheres to the criteria for a good nutrition education classroom curriculum, as explained in Unit A2;
- b) suggested strategies for handling the curriculum development process within the education service – for example, by producing special materials, guidelines for schools, project ideas, briefing manuals, a choice of tracks within the curriculum, in-service teacher education and extra options for pre-service training;
- c) suggestions for ways in which other national services and organizations can improve communications and collaboration with schools – for example, by producing educational back-up materials for health programmes, arranging briefings for teachers, providing speakers, sensitizing parents to their role in nutrition education, producing joint training courses, making information more accessible to schools, collaborating in action research and so on.

INTRODUCTION

Finally we come to planning the centrepiece – the classroom programme, which is the operational realization of the chosen curriculum. (So as to leave no doubt: The *curriculum* is the set of learning *objectives* selected; the *programme* is *how they are realized*, including the amount of teaching, frequency, approach, materials and so on.) Of course, not all of this programme will take place in the classroom: there may be homework, visits, projects in the neighbourhood, work in the school garden and so on. But it is called the “classroom programme” because it starts and finishes in the classroom and is under the supervision of the teacher.

A lot is involved. We have to deal with these questions:

<i>HOW MUCH?</i>	What general level of innovation can we manage?
<i>WHAT?</i>	How will we deal with priority dietary needs in our teaching? What class support can we give to health and nutrition interventions? How will we build in information on local food and food practices? What topics will we cover in regular classroom teaching?
<i>WHO CAN HELP?</i>	How can we involve the family, community and school environment in our classwork? What people and organizations can we collaborate with to improve classwork?
<i>HOW MUCH TIME?</i>	How much time should we spend on its various elements? What stages do we need?
<i>WHICH SUBJECTS?</i>	Who will be involved in the teaching? Which subjects?
<i>WHEN?</i>	What is the timeframe? When do we introduce the new programme?
<i>HOW?</i>	What classroom approaches will we adopt? How will we cope with limited resources? How will we introduce and manage changes?

A HOWMUCH? WHAT IS THE SCALE OF THE INNOVATION?

An important preliminary decision is about scale. What size of intervention is possible or desirable?

A *major* change would involve adopting most of the Classroom Curriculum Chart, or its equivalent. It would aim to provide about 60 hours per class per year on nutrition-related issues. It would also run special educational projects or campaigns to tackle high-priority dietary needs in the area. The family, the community and the school environment would be involved as much as possible, and there would be some whole-school projects. There would be a commitment to establish a local information base on food and food practices, and educational support where needed for health and nutrition interventions. In-service teacher training would emphasize awareness of nutrition issues, some experimentation with methodology, possibly production of new teaching materials and the extensive use of the Planning Guide. A programme on this scale would mean allocating time for planning, coordination, materials production, learning assessment and monitoring and evaluation.

A *moderate* programme might mean extending the existing nutrition education curriculum by including some new topics and subtopics, and possibly trying to involve more subject-teachers. It would aim at about 30 hours per class per annum, perhaps half an hour a week. There would be at least one project or campaign to deal with dietary needs in the area, and perhaps one or two other small projects involving the whole school. Family and community links would be explored and some local information relating to taught topics would be collected. In-service training would include briefings on local nutritional problems and an ongoing discussion of methodology (using some units of this Planning Guide). A small working group would be responsible for coordinating, implementing and evaluating the programme, including assessment of learning.

A *minor* innovation might involve several small experiments, for example:

- one new subtopic for one age group;
- one new teaching method;
- some awareness-raising for children and families about high-priority dietary needs;
- a small project involving more than one teacher and school subject;
- a visit related to a new or old topic;
- one or two new informal links with family and community;
- some effort to involve the whole school.

In-service training would consist of some discussion of local nutritional problems, occasional meetings to discuss approaches and evaluate progress, and some dissemination of the ideas in this Planning Guide. The coordination might be left to one person.

■ ACTIVITY 1 *How much?*

B WHAT PRIORITIES FOR THE CLASSROOM CURRICULUM

Whatever the scale, the available time still has to be divided between the priorities identified, that is:

- high-priority local nutrition messages, for example, promoting beans as a protein source;
- educational support for nutrition interventions, for example, explaining the value of vitamin capsules;
- local information and illustration, for example, researching the nutritional value of a local staple food;
- the regular curriculum, that is, the particular topics and subtopics selected as most important.

We will deal with questions of local relevance first, because:

- they are likely to be urgent;
- they will almost certainly benefit from a high educational focus;
- they may affect choices in the rest of the classroom curriculum.

1. HIGH-PRIORITY DIETARY MESSAGES

High-priority needs should, of course, be reflected in the choice of topics and subtopics in the classroom curriculum. But this is not enough. The regular classroom curriculum deals with topics in stages and in due order, year by year. To highlight a particular issue something more immediate is needed – a special project or campaign, or a special sequence of lessons.

Since the aim is to have a direct effect on behaviour and awareness, the organization of the learning content will be a little different from the normal classroom curriculum. It will probably draw on a number of topics and subtopics across the board rather than falling neatly into one topic area. For this reason projects of this kind cannot be expected to substitute for topics in the regular classroom curriculum – although they may reinforce them.

In dealing with a special priority need, it will almost certainly not be necessary for schools to start from scratch. There will be a lot of scope for collaboration and interaction with other sectors (e.g. community services and health), who are likely to be aware of the issues and may have their own initiatives for dealing with nutritional problems in the community.

- **ACTIVITY 2** *High-priority dietary messages*

2. EDUCATIONAL SUPPORT FOR HEALTH AND NUTRITION INTERVENTIONS

Educational support for health and nutrition interventions will probably be a small and occasional input, although in some cases it may be vital (for example, children have been known to secretly spit out the pills they are given at school in case they do them harm!). Schools should think of providing backup *before, during* and *after* the event, and consider actions both inside and outside the classroom. They should ask health authorities to give them plenty of notice in advance, for example by providing any information and leaflets that are available. A briefing of teachers by the health expert is always a good idea and is a good opportunity for brainstorming ideas for classroom backup. The involvement of parents and community may also be very important.

- ACTIVITY 3 *Support for interventions*

3. LOCAL FOOD AND FOOD PRACTICES

We saw in Phase B that it is often important for nutrition ideas to be expressed in local terms, and that schools need to be well-informed about local foods and food practices. One way of doing this is to make a deliberate attempt to explore the nutritional environment by establishing a local food information base. This may be done on a large or small scale, at a regional or local level, and could involve a range of participants. Or it may simply be an aspect of teacher education, and could also become part of the school's teaching programme.

Whatever the decisions here, it is important that information flows *into* the school – a school which is not itself capable of learning is not a complete educational institution!

- ACTIVITY 4 *Local food and food practices*

4. THE REGULAR CLASSROOM CURRICULUM: TOPICS AND SUBTOPICS

Choices of content for the classroom curriculum may consist of new topics (in themselves a major change), extensions of existing topics through the age range, redistribution of existing topics, or a re-emphasis on certain topics. All these decisions should be taken in line with the principles of selection which have been established (see Unit A3, Activity 8 and Unit B5, Activity 5). If the institution is adopting most of the proposed classroom curriculum (a “major” innovation), it is simplest to mark up a copy of the Classroom Curriculum Chart, deleting the areas which are *not* to be covered, and adding anything that is felt to be missing. If the innovation is to be “moderate” or “minor” it is advisable to draw up a new mini-chart representing the topics and subtopics to be covered in each age group, with some kind of marking to indicate those which are already in place.

- ACTIVITY 5 *The regular classroom curriculum*

C THE PROVISIONAL FRAMEWORK: HOW MUCH TIME AND WHICH SUBJECTS?

Going through this process will produce a number of priority programme elements which can be organized into a provisional framework. Schools need to think about how much time these programme elements will need, how they can be fitted in and who will be involved. The questions are:

- (In the case of projects) *How long will they take* and how many years will they run?
- *Who is being targeted?* – just children? or also parents? teachers? school staff?
- How much *class time* is to be spent on the various elements?
- What *other activities* will be involved?
- How much time will be required for *planning and coordination*?
- *Which classes* and age groups will be involved?
- *Which school subjects* will be involved? How cross-curricular will it be?
- *When* will the innovation be introduced?
- *Who will help?* – Can we call on health services, parents, NGOs, community organizations?

■ ACTIVITY 6 *Provisional framework*

D OBJECTIVES, CRITERIA AND ACTION PLANS -PINNING IT DOWN

■ ACTIVITY 7 *Troubleshooting (Optional)*

As we saw in Unit C2, we need to be clear what we want in our educational programme and what our standards are. Before moving on to the action plan, it is necessary to refine objectives and establish criteria. We can apply the same process as for whole-school objectives:

- *Look at the problems* and identify possible solutions.
- *Clarify the objectives.* That is, spell them out and write them out clearly as statements.
- *Specify the criteria.* Think of what could go wrong, then turn the risks into positive criteria. Also check criteria against other priorities and objectives.
- *Create an action plan.* Draw up an initial action plan.

■ ACTIVITY 8 *Objectives, criteria and action plans*

Going through this process may seem laborious, but it is a way of avoiding mistakes, frustration and wasted effort. It clarifies thinking, generates ideas, ensures that targets are manageable, enhances cooperation and makes sure that everyone is talking about the same thing. It doesn't guarantee success (there is always room for mistakes!) but it does reduce the chance of failure and also reinforces the philosophy that has been adopted.

E CONCLUSION

With tentative answers to these questions it becomes possible to draw up a provisional three-year plan for nutrition education innovation.

The chances of success are improved by informing and consulting the parties concerned – this important ingredient should be recognized by the coordinator(s). Discussion and consultation are helpful to decision-makers, assist in maintaining good relations between all the parties involved, and make people feel valued. On the other hand, communication can be expensive, and can also sometimes take up more time than it should. Coordinators will need to use their judgement: it is perhaps best to keep a mental checklist of all the parties concerned, and run through it from time to time so that good opportunities are not wasted. And when it comes to information and consultation, don't forget the children!

■ **ACTIVITY 9** *Summing up*

APPENDICES

APPENDIX 1

GUIDELINES FOR SCHOOLS ON EXTENDING NUTRITION EDUCATION INTO THE SCHOOL ENVIRONMENT, AND INVOLVING FAMILY AND COMMUNITY

INTRODUCTION

Ideally, schools should use Units A2, B3, B4 and C2 as an in-service package for developing policy and practice with regard to school environment and involving family and community.

If this is not possible, the following guidelines may serve as a basic foundation for changes in the classroom curriculum and teaching materials, so as to develop nutrition education interventions as established in the body of this Planning Guide.

A third alternative is to issue these guidelines and make the units available as backup.

The core *objectives* of this Planning Guide as regards family and community are set out in the two tables below. These tables serve as a quick and easily accessible reminder of the aims of the Guide in these areas.

Links with the family: Objectives

1. Generally, to provide dynamic, positive and productive school/family links.
2. To support an active PTA or similar structure.
3. To ensure that parents/families are aware of the school's nutrition education goals, policy and curriculum.
4. To raise parents'/families'/teachers' awareness of the family's role in nutrition education.
5. To encourage pupils to discuss and disseminate what they learn at school.
6. To involve parents/families directly in school nutrition education activities.
7. To ensure that parents/families' relevant knowledge, skills, practices and beliefs are explored.
8. To ensure that parents/families' relevant knowledge and skills are used.
9. To ensure that teachers and school staff are aware of the importance of parents/families in nutrition education.

Links with the community: Objectives

1. Generally, to develop and establish dynamic, positive and productive school/ community links.
2. To utilize the potential of community health services related to nutrition education (information, advice, materials, talks).
3. To make good use of government/local government services related to nutrition education (information, advice, materials and so on).
4. To involve non-governmental organizations in the school's nutrition education programme.
5. To involve traders, retail suppliers and other commercial organizations in practical nutrition education activities.
6. To use community media to promote school nutrition and health activities.
7. To ensure that teachers and school staff are aware of the importance of the community in nutrition education.
8. To enable the whole school to become well informed about local food and food practices.

THE GUIDELINES

Actions that should be taken by schools include the following.

Task Force

Set up a small task force of three or four people, in one school or a group of schools, to look at the question of schoolchildren's nutrition and nutrition education. The task force may include a parent, a teacher, a head teacher, a school adviser, a health worker, a community worker, a representative of the school feeding programme. What is important is that they are interested and committed. Get the support of the local education authority and keep them constantly informed.

School Health and Nutrition Committee

The task force should decide if it is worthwhile to set up a wider Health and Nutrition Committee to represent family and community and the health and agriculture sectors. In any case, they should establish informal relationships with the local health and agriculture sectors and join forces with them in marketing important nutrition messages, approaching local NGOs, charities, food producers/processors, and making contact with the local media in order to publicize the school's achievements.

Nutrition and dietary needs

Consult nutritionists, health workers and home economists to find out what are the main dietary needs of the children – for example, more fruit and vegetables, greater variety of food (especially in the dry season), more frequent meals, breakfast before school. Make sure the whole school and the parents are aware of these needs, and repeat the message every year.

Objectives and school policy

1. Circulate or present the objectives for Family/Community and the School Environment to all school staff, the PTA, and the Committee if there is one. Hold a meeting to discuss whether and how these objectives can be realized in your own school. Invite suggestions for a school nutrition policy.
2. Draft a school policy based on the discussions (there is an example in Appendix 2). Make sure the policy is realistic and can be implemented without excess effort. Circulate or present the policy to all school staff, the PTA and the Health and Nutrition Committee if there is one. If necessary hold a further meeting to discuss and agree the policy.
3. Take steps to make the policy known to all parents and children – for example, through lessons and homework, posters drawn by children, open meetings. Plan to do this every year: call on parents of current pupils to promote the policy to the new school year's intake of pupils.
4. Brief all school staff on the school nutrition policy and specific plans for the coming year. Discuss with them how they can contribute in their work, their teaching or their personal actions as role models.

Action plans

Decide on the most realistic action plans for the coming year. Choose something small and manageable. Whatever is chosen, keep in mind the possibilities for publicity – both to raise awareness of nutrition issues and to enhance the reputation of the school. Some possibilities are:

Health and nutrition interventions – If any health and nutrition interventions or school environment improvements are part of the upcoming school calendar (e.g. growth monitoring, food fortification, micronutrient supplementation, deworming, sanitation installations, water supply), discuss with teachers, school staff and relevant authorities how to support them educationally. This can be achieved via special lessons, presentations, role-plays, children's illustrated diaries, briefing meetings for parents. Share ideas and materials with other schools.

School environment – Get children to survey the school environment from the point of view of healthy nutrition, looking at:

- sanitation
- rubbish

- washing facilities
- drinking water
- eating facilities
- school garden
- school vendors
- snacks available.

Pinpoint areas for improvement and plan projects. Develop rules if necessary in consultation with the whole school. Launch a campaign, inform parents and ask for their help. Get children to document the whole process in words and pictures: select the most vivid accounts and display them for visitors to see.

School garden – If the school has a garden, get advice from nutritionists, agriculturists and home economists on what to grow to improve and vary children’s diet (e.g. dark green leafy vegetables) and how to prepare such foods for eating. Call on local farmers to donate seeds or seedlings. Enlist families’ help with cultivation and food preparation. Support these efforts with classroom lessons so that children learn why these foods are good, how to grow them and how to prepare appetizing meals with them. Organize a special event to celebrate these foods when they are harvested. Get children or parents (or both) to prepare healthy snacks from garden produce and set up a stall to sell them.

Food at school – Discuss how children’s eating at school can be improved (in quality, quantity or timing), and how children and families can become aware of its nutritional value. For example:

- If there are school meals, give children a lesson about them and ask them to pass on the information at home. Discuss school meals at least once a week in class.
- Review the timing of meals and snacks. Start a campaign for school breakfast or for a mid-morning snack; interest sponsors in contributing ingredients.
- Ask parents to visit the school and discuss what children, when they eat it, and what they bring to school. Suggest some healthy economical snacks and explain their value. Call on parents to demonstrate other possible snacks. Produce an illustrated booklet of snacks and train children to explain it.

Vendors – If there are vendors selling snacks on or near the school premises, discuss with children and parents what snacks are best buys, and why, and how they can be sure they are healthy and safe. If possible, involve the vendors in the discussion. Have children role-play interactions with vendors so that they practise good choices.

Local food – Join with other schools in a project to study particular local foods – how they are grown, eaten, marketed and so on – and decide which ones could be eaten more often. Share your findings. Use the Table “Our Food” in Unit B2. Invite local

food producers and processors to the school to talk about their produce; explain the school's policy to them; brief pupils to interview them.

Get pupils to describe the food that is eaten at special events in the community – parties, festivals, weddings, religious feasts – and also at places where young people gather (cinema, disco). Illustrate the description and comment on the food; keep a scrapbook with their best work in it; establish relations with a school in another region and exchange information on local diet.

Local speakers – Bring in local sports heroes or well-known personalities to talk about their own diet, what kinds of food they value, what they grow themselves and so on. Select these role models carefully, brief them on the school's policy and discuss with them beforehand what they will say so you can be sure they will support your messages. Discuss with pupils what questions they will ask.

Find local people who have lived abroad and get them to describe other people's diets.

Get children to thank speakers both at the time and afterwards, by letter.

Field trips – These can be organized to visit local farms, factories, agricultural centres, restaurants, shops and so on. On these visits, children can look at:

- how particular foods are grown, stored, preserved and prepared;
- what good quality produce looks like;
- what is good value for money;
- what hygiene precautions are necessary;
- how water is kept clean...and so on.

Leave behind a copy of the school's nutrition policy. Use the trip to consolidate links with the community: approach hosts tactfully, brief children on how to behave and get children to write "thank you" letters afterwards. Make sure that children know what they are looking for, and that they keep a record of the event.

Events – Organize a food event at least once a year, for example:

- a food fair
- a harvest festival
- a presentation of nutrition lessons learned
- a tasting session for nutritious snacks
- a demonstration of how to dry vegetables or use a solar cooker.

Events may be just for the school and families, but if they are open to the public, invite the media and be sure to have a picture and some accompanying text ready for the reporter to print – include a copy of the school's nutrition policy.

APPENDIX 2

SAMPLE SCHOOL POLICY ON NUTRITION AND NUTRITION EDUCATION

MISSION STATEMENT

The school aims to promote a healthy environment that will contribute to a healthy diet, encourage children to adopt healthy food practices, and extend understanding of healthy eating among children, their families and the community.

POLICY

The school will aim to ensure that children:

- eat healthy food at school, in particular a variety of fruits, vegetables and protein foods (e.g. beans);
- have a good idea of what healthy food is;
- have enough healthy food at school – in particular breakfast and mid-morning snacks – to give them energy for study;
- know how to choose healthy snacks from vendors;
- understand and practise hygiene rules for eating and preparing food (e.g. washing hands, washing food, washing utensils, burying rubbish);
- are aware of foods and food practices in their community.

That the school:

- is well-informed about local foods and food practices and shows respect for them;
- provides classroom nutrition education which focuses on dietary needs, calls on children's experience and aims at improving nutrition behaviour and attitudes, as well as knowledge;
- makes connections between classroom education, the school environment, the home and the wider environment;
- highlights nutrition issues by involving the whole school, the family and the community.

That all school staff:

- understand and appreciate children's nutrition needs;
- understand and support the school's policy;
- receive training if possible in health and nutrition issues (including hygiene and sanitation);
- provide positive role models for children with regard to healthy eating and healthy lifestyle.

That families and community:

- are aware of important nutrition issues for their children;
- are aware of the school's policy, participate in it and contribute to it.

QUESTIONNAIRES AND DATA SHEETS

THE PURPOSE OF THE QUESTIONNAIRES

One of the principles of good nutrition education is to act in different areas at the same time so that the different actions reinforce each other. This requires that all the parties concerned should be involved and consulted. Another principle is that information should flow into the school as well as out of it.

These Questionnaires aim to follow these principles by gathering information and attitudes about nutrition education from all the groups of people concerned with the children's health, education and growth – families, teachers, non-teaching staff, health service professionals and the children themselves.

The information collected contributes to the situation analysis in Phase B, which provides the basis for the action plans in Phase C. It concerns, for example, children's health and nutritional status, the health of the school environment, the roles of family and community, and what is taught in the school about healthy eating. The Questionnaires also ask for opinions and attitudes about the school, nutrition education, teaching approaches, and the relations between the various parties. Sometimes all groups answer the same question, to give a range of points of view.

The information and attitudes are collected from representative groups and then *summarized on a Data Sheet for each Questionnaire*. The Data Sheets contribute to the workshop discussions.

This survey is important for several reasons. It means that the workshop participants make their decisions on the basis of fact, not just subjective impressions. For this reason, the expert inputs from teachers and health workers are essential. The survey also ensures that all voices are heard, especially the voices of those who are not represented in strength in the workshop – for example, the children and the non-teaching staff. The survey is, in itself, an educational process for those who gather the data. Finally, it represents the first human contact undertaken on this subject and helps to raise interest in the project of improving nutrition education. The more human contact there is at this stage, the better. For this reason, different ways of gathering data (*Who and how*) are suggested below for each Questionnaire.

THE SCOPE OF THE ENQUIRY

None of these enquiries aims at comprehensive and statistically representative data. All that is needed is some basic information and opinions relevant to the curriculum planning process.

If a small group of schools is involved, it may be possible to cover all of them in this initial survey. If there are a large number, or if the information is to be gathered for use at national level, the aim should be to obtain a good general picture of the issues in the region covered (without, of course, approaching each and every school). It would be best to keep the sample size (the number of schools contributing data) as small as possible without sacrificing the value of the information. This could happen if the number of schools is *too* small to capture important differences between certain regions, schools or groups of informants. Hence, only a partial and distorted picture of reality in the country would emerge.

The aim is not to obtain feedback from all individuals of a certain group, but to capture the main facts and opinions of different groups. Even in the case of very large groups such as students and parents, it is recommended that the number of respondents is kept fairly small – about 15 to 20 per school. If many schools are covered, we recommend further reducing the number of individuals to keep the amount of information manageable.

THE QUESTIONNAIRES AND HOW TO DEAL WITH THEM

There are six Questionnaires and five Data Sheets:

- Questionnaire about the school (this also serves as a Data Sheet).
- Questionnaire and Data Sheet for teachers.
- Questionnaire and Data Sheet for non-teaching staff and others.
- Questionnaire and Data Sheet for parents/caregivers.
- Questionnaire and Data Sheet for health professionals.
- Questionnaire and Data Sheet for children.

Note that each question in each Questionnaire is coded/numbered according to the Phase and Unit it is linked with. This allows for easy cross-referencing back to the Unit, so that you can refresh your memory regarding the conceptual background to each question. The third digit of the code is the number of the question for that Unit (e.g. B3.1; B3.2; etc.)

QUESTIONNAIRE ABOUT THE SCHOOL

This Questionnaire is mostly factual. It asks for data about the school's use of local resources and its relationships with families and the community. It assesses whole-school activity in the area of health and nutrition. The heaviest part (the B5 questions) explores the nutrition-related curriculum content. This information is marked up on the Classroom Curriculum Chart, a copy of which should accompany the Questionnaire.

Who and how – Workshop participants should fill in this Questionnaire personally, from their own knowledge and with the help of school staff. Since it has to be completed only once, the Questionnaire and the Data Sheet are the same document. As regards the classroom curriculum content, there is no need to be very precise – all that is needed are accurate impressions.

QUESTIONNAIRE FOR TEACHERS

The Questionnaire for teachers looks at teachers' ideas of children's health and diet, so as to be able to compare their impressions with those of health professionals. It asks for information and opinions about family and community contacts and whole-school activities. Teachers give their opinions about classroom approaches and classroom conditions, and say how much importance they personally give to health and healthy lifestyle. The findings are summarized on the TEACHER DATA SHEET.

Who and how – The Questionnaire should be completed by teachers of all subjects in each school. If possible, the head teacher should be included. In schools with only one teacher the head teacher will have to be responsible for this Questionnaire as well as the school Questionnaire.

Questionnaires are usually seen as a burden. Teachers should be asked to do it *as a favour* and reminded that it is important for them to have their say in shaping innovations.

QUESTIONNAIRE FOR NON-TEACHING SCHOOL STAFF AND OTHERS

This Questionnaire establishes the number of non-teaching staff in the school and the work they do. The answers contribute to the discussion of whole-school policy and structures. School staff give their impressions of the school environment and say how interested they are personally in health and diet. The findings are summarized on the SCHOOL STAFF DATA SHEET.

Who and how – This information can be gathered via the Questionnaire or by interview. If there is a good chance of catching the interest of school staff, personal interviews will lay a good foundation for future cooperation.

QUESTIONNAIRE FOR PARENTS

This Questionnaire asks parents for their ideas about children's diet and their own interest in health and diet. It looks at how far families are involved in school activities, whether they think nutrition education is important, and if they are prepared to contribute to it. Parents are also asked to evaluate the school environment and to give opinions on classroom approaches. The findings are summarized in the PARENT DATA SHEET.

Who and how – Parents' support is crucial to nutrition education. The best way to approach them is through an informal chat, roughly structured according to the Questionnaire. This may also bring out other interesting points not covered in the Questionnaire – interviewers should note these down. It will not be possible to interview all parents, so it is important to get a representative sample – men and women, young and old, well-off and less well-off. In any case, try to avoid talking to only one kind of parent, for example, those who regularly visit the school.

QUESTIONNAIRE FOR HEALTH PROFESSIONALS (*Doctors, nutritionists, district nurses, school health service personnel, school counsellor*)

Health professionals are asked for their opinions on the general health, nutritional status and dietary needs of the children. Their answers will form the basis for special dietary messages to be included in the classroom curriculum, and can also be compared with teachers' and parents' ideas. The findings should be summarized on the HEALTH PROFESSIONALS' DATA SHEET.

Who and how – Health professionals are busy people, often with too much paperwork. Ask the questions personally – on the spot – rather than leaving the Questionnaire with them. Alternatively, invite the experts to a brief meeting and complete the Data Sheet together, or invite them to the workshop.

QUESTIONNAIRE FOR THE CHILDREN

Children are asked about what they eat and how often, what they like eating, what they think of the school environment (including school meals, the school garden, the playground), and their feelings about different kinds of classroom activity. Their contributions are particularly important since they are the only group that will not be directly represented in the workshop.

Information gathered from children can be useful in several ways. It can provide insights into children's dietary patterns and into nutritional issues that can be addressed via nutrition education at school (not only in the form of classroom teaching). It can also give valuable hints for improving the teaching approach, hence making children appreciate nutrition education all the more.

Who and how – About thirty children, in groups of six to ten, would give a good impression of children's points of view. They must come from the school(s) concerned and represent a range of social groups and ages, with roughly equal numbers of boys and girls. We suggest focus groups (especially with the younger children), either in regular classes or in withdrawal groups. The groups should be divided according to age (e.g. under ten and over ten), so that age differences emerge clearly and to make sure that younger children's voices are heard. Facilitators (teachers or outsiders, preferably two for each focus group) should be friendly, reassuring people that children can talk to freely. They should ensure that all children have their say, so that not only the most talkative and confident are heard. Children may write their answers, or discuss them, or both: suggestions are given in the Questionnaire. About an hour is needed to cover all the questions. The findings should be summarized on the CHILDREN'S DATA SHEET.

**NOTE FOR NATIONAL CURRICULUM DEVELOPERS**

The information required by the Questionnaires should also be gathered at national level. It is important to base decisions on some hard data and to consult the stakeholders. Some of the necessary information may already be available in government reports and surveys. If it is collected directly by curriculum developers it is important to make sure that it comes from a representative sample. This sample should cover, for example:

- rural and urban environments;
- a range of incomes;
- different ethnic groups;
- different regions;
- both genders (in the case of parents and teachers);
- different age groups (in the case of children), and so on.

The Questionnaire about the school can be answered impressionistically, or with hard data supplied by school inspectors, head teachers, the Ministry of Education and any other relevant organizations (e.g. School Feeding Programme, the national PTA).

The Questionnaires for teachers and non-teaching staff should be answered by a representative sample of employees. This can be done directly through a sample of schools or through appropriate unions or national staff organizations. The national Teacher Education Department should also be consulted.

The Questionnaire for parents can be answered through a selection of schools or through a small survey carried out by the national PTA.

The Questionnaire for health professionals is best answered by the School Health Unit, if there is one, in the Health Service or the Ministry of Education. It can be supplemented by replies from a sample of local medical services, and from the National Institute for Nutrition or equivalent.

The Questionnaire for children needs to be conducted with a representative spread of children in a representative sample of schools.

QUESTIONNAIRE ABOUT THE SCHOOL / SCHOOL DATA SHEET

This Questionnaire is to be completed before the workshop by participants from individual schools. The information may come from their own knowledge or from others at the school. To complete the Questionnaire they will need a copy of the Classroom Curriculum Chart.

Completed by: Date:

HEALTH MONITORING AND REFERRAL

B2.1 What role does the school undertake in health monitoring and referral? Does it:

- Keep records of illness?
- Monitor growth, weight and height?
- Refer children to clinics or hospitals?
- Discuss children's health with parents?
- Do other things?

RELATIONSHIPS BETWEEN SCHOOLS AND FAMILIES

Here are two descriptions of relationships between schools and parents.¹

Close relationship	Distant relationship
<ul style="list-style-type: none"> • Parents act as helpers in class. • Parents help to organize activities and raise funds. • The school keeps parents constantly informed. • Parents drop in frequently to talk to teachers. • Parents discuss children's progress with teachers. • Parents are involved in the choice of school activities. • Parents are represented in a PTA and also take part in other committees and working groups. • Parents expect and are expected to take an interest in children's homework. • Parents sometimes give talks and demonstrations to the children, or help in classes. 	<ul style="list-style-type: none"> • Parents are seldom seen in school. - Parents don't expect to be actively involved in school activities. • The school communicates with parents mostly by letter and only occasionally. • Personal contact is limited to formal occasions. • Parents do not discuss the school's approach with teachers and are not consulted about activities. • Parents are represented on decision-making bodies but otherwise don't participate much in the school. • The school does not have a policy on how parents should help children at home. • Children are only taught by teachers.

B3.1 In relation to these descriptions, how would you describe your school's relationship with parents?

Close

Medium

Distant

¹ "Parent" is used as synonymous with "caregiver" – whoever lives in the house with the child and is responsible for his/her welfare.

- B3.2 How are the *parents involved in the school's nutrition education programme?*
Say how and to what extent, and give reasons. (Answer this question only if the school already has a nutrition education programme.)

	A lot/A bit/ Not much	If not, why not?
By being informed of the school's NE policy/programme.		
By recognizing their own role in nutrition education in the home.		
By following what their children learn at school.		
By helping with school activities (trips, projects, etc).		
By informing the school about local knowledge, practices and beliefs.		
By contributing their own knowledge, skills, etc.		

RELATIONSHIP BETWEEN SCHOOL AND COMMUNITY

- B3.3a) Which of the local resources below does the school make use of extensively or regularly for educational purposes?
Tick in Column B (✓) – double tick (✓✓) for very frequent use.
- b) Of the local resources listed below (whether the school makes use of them or not), which have good potential for contributing to nutrition education in your school, e.g. market gardens that can be visited, fish farm, canning plant, food fairs, food shops? Name them in Column C.

A Community resources for nutrition education	B Used by school	C Good potential
Local government services		
NGOs, aid agencies and voluntary organizations		
Religious organizations		
Youth organizations		
Producers, for example farms		
Processors, for example factories, processing plants		
Distributors, for example shops, cafés, markets		
Local media – radio, newspapers, TV		
Local events		
Other human resources (specify)		

B4.2 Which of the statements below are true for the school?

- Tick the ones that are satisfactory in the second column.
- Indicate any particular problems in the third column, and comment.

<i>How healthy is the school environment?</i>	Yes (✓)	Problems, reasons, comments
The school has a philosophy of health and well-being, which it actively promotes		
The school has a nutrition policy, which it actively promotes.		
There is training for staff in nutrition issues.		
The school has a pleasant, hygienic environment (washing facilities, drinking water, eating facilities, sanitation, rubbish, etc.)		
The school garden (if there is one) is a source of good food, good education, and pleasure.		
The food provided by the school is healthy.		
Healthy snacks are available to children.		
The food the children themselves bring is nourishing.		
The staff are positive role-models for healthy eating and healthy lifestyle.		
There are activities involving the whole school (trips, projects, open days, etc.)		
There are whole-school activities that deal with nutrition issues.		

THE CLASSROOM CURRICULUM

B5.1 In the table below, estimate roughly the hours spent on nutrition topics per year, showing which subjects they are taught in, and which activities cover nutrition topics. Only include time *consciously* devoted to nutrition topics. If there is more than one class in each year, give a rough average figure.

Class hours on nutrition education

Subjects/activities (e.g. Science, Home Economics, Physical Education, Geography, activities and projects)

Subjects/activities	Hours spent on nutrition topics								Total hours per school subject
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	
<i>Total hours p.a. for each school year</i>									<i>Total hours</i>

B5.2 Attached is a copy of a nutrition education *Classroom Curriculum Chart*. Read it through topic by topic and underline or otherwise highlight the points that are at present taught in your school. If possible, also indicate in some way at what age they are taught, e.g. by colour or by writing in the age group.

QUESTIONNAIRE FOR TEACHERS

To be completed by as many teachers in the school as possible.

Date:

B1.1 In your opinion, do the children in your school generally have a healthy diet?

- a) Very b) Fairly c) Not very

B1.2 What improvements would you recommend in the children's diet?

- a) b)..... c)

B3.1 Approximately how much time *on average* do you spend in contact with parents during a teaching week?

- a) A few minutes b) About an hour c) One to two hours

B3.2 Do you find your contacts with parents generally:

- a) Valuable/useful/interesting b) Routine/necessary c) Unproductive/negative

B3.3 In your view, how important are the following in a school nutrition education programme?

1. Involving families and parents.

- a) Extremely important b) Fairly important c) Not very important

2. Involving the local community.

- a) Extremely important b) Fairly important c) Not very important

B3.4 As a teacher, what contacts have you made with the local community?

Put a tick (✓) for every time you have done one of these things over the last year:

- Contacted local organizations (e.g. public services, companies, local producers)
- Invited a speaker or visitor to the school
- Advised children to participate in local events
- Sent children out to explore the environment
- Made use of local resources/media (e.g. shops, newspapers, radio)
- Made some other contact with the local community.

B4.1 Do you personally take a strong interest in physical health and diet?

Yes No

B4.2 Do you see yourself as a person with healthy eating habits and a healthy lifestyle?

Yes No

B6.1 Below are descriptions of highly traditional and highly progressive *teaching approaches*.

	Traditional	Progressive
Model of learning	Teaching aims mainly at knowledge. The material to be learned is more important than personal experience and reactions.	Aims at attitudes, behaviour, skills and life skills as well as knowledge. Calls on learners' experience, beliefs, feelings, knowledge.
General methodological principles	Pupils are expected to be very receptive, and to learn through telling rather than by direct experience, action and discovery.	Aims at active, experiential, participatory learning, with the full involvement of pupils.
Typical activities	Written exercises, written composition, worked problems, question-and-answer, listening, repeating, with the emphasis on getting the right answer.	A range of activities involving project work and self-expression as well as conventional instruction, with an emphasis on discovery and active involvement.
Faculties targeted	Classroom learning depends mainly on listening, recording, memorizing and reproducing, with some visual input.	Tries to appeal to all faculties by using a wide range of stimuli and calling frequently on the imagination.
Classroom organization	Fixed, with pupils sitting in rows facing the teacher at the front of the class. Pupils may stand up or sit down but do not move around much.	Flexible, with work in pairs and groups as well as with the whole class. Pupils and teacher move around and there is room for physical activities such as drama and presentations.
Classroom roles and discourse	The teacher is a respected authority figure and the main source of information and instruction. A good teacher is seen as one who knows a great deal, and can keep good order. S/he initiates most interactions. There is little interaction between pupils and they are not expected to help each other.	Teachers are facilitators and guides. A good teacher is seen as one who can organize pupils' learning well. Pupils' sources of information include a range of materials, each other and the outside world. Pupils have choices and take initiatives, interact freely and help each other in class.
Outreach	The teacher makes occasional links between the classroom and the outside world, but these are not essential to the programme.	Links with the outside world (e.g. visitors, trips, homework surveys) are an essential part of the programme.

- a) Would you say your school's approach is fairly traditional, a mixture, or fairly progressive?
- b) What elements of these two approaches would you like to see more of in your schools? Underline anything in the two descriptions above that appeals to you.

B6.2 1. Would you say your professional morale is:

High Medium Low

2. What is your main work problem at the moment?
.....

B6.3 How important is nutrition education in the primary curriculum in your opinion?

Very important Quite important Not very important

B6.4 In your own classroom, would you be prepared to:

	Yes	No
a) Teach more nutrition-related topics?	<input type="checkbox"/>	<input type="checkbox"/>
b) Try out (given) materials for nutrition education?	<input type="checkbox"/>	<input type="checkbox"/>
c) Try out some new activities?	<input type="checkbox"/>	<input type="checkbox"/>

B6.5 Would you be interested, if there were no obligation, in:

	Yes	No
a) Participating in a working group on the nutrition education curriculum?	<input type="checkbox"/>	<input type="checkbox"/>
b) Collaborating in organizing a school nutrition-related project or event?	<input type="checkbox"/>	<input type="checkbox"/>
c) Producing special materials for nutrition education?	<input type="checkbox"/>	<input type="checkbox"/>

B6.6 Give some information about your experience and qualifications:

- a) Teaching qualification(s)
- b) Years spent teaching
- c) Have you taken any in-service courses of more than 3 days? How many?
.....
- d) Have you had any nutrition-related training? If so, what?

- B6.7 a) Which of these *activities* in the table below do you often use in your classroom?
b) Are there any you would like to try out?

Classroom activities	I often use this	I'd like to try this	Classroom activities	I often use this	I'd like to try this
Role-play and drama			Competitions and games		
Interviews by children			Songs, chants, rhymes		
Group writing			Listening to stories		
Discussions			Taking notes		
Classroom experiments			Pair work		
Personal diaries			Drawing pictures		
Projects			Copying from the board		
Group work			Creating charts and tables		
Listening to tapes			Reading aloud, or silently		
Presentations by children			Physical activities		

- B6.8 a) Which of the *classroom conditions* below would you say represent a serious barrier to effective learning in your school? (Tick ✓)

- Inadequate space
- Very large classes
- Very mixed-ability classes
- Different age groups in the same class
- Different cultures and religions in the same classroom
- Very irregular attendance by pupils
- Irregular teaching – for example, teachers often absent, frequently replaced, etc.
- Inadequate basic facilities – for example, chairs, tables, chalkboard, electricity, light, heat, textbooks, exercise books, paper
- No teaching assistants
- Other (specify)

- b) What are the positive aspects of your classroom conditions?

.....

.....

.....

TEACHER DATA SHEET

Number of teachers who responded: Date:
(Underline as appropriate when several options are given.)

TEACHERS' PERCEPTION OF CHILDREN'S DIET

B1.1 Most teachers believe that the school's children have a *very / fairly / not very* healthy diet.

B1.2 The teachers' three most frequent dietary recommendations for children are:

- a)
b)
c)

CONTACTS WITH FAMILY AND COMMUNITY

B3.1 Most teachers are in contact with parents during a teaching week for:

Very little time A reasonable time Quite a lot of time
(a few minutes) (about an hour) (one to two hours)

B3.2 Most teachers find their contacts with parents generally:

Valuable/useful/interesting Routine/necessary Unproductive/negative

B3.3 For most teachers:

a) Involving families and parents is:

Extremely Fairly Not very important

b) Involving the local community is:

Extremely Fairly Not very important

B3.4 Teachers make use of the community in their teaching:

Not very much To some extent Quite a lot
(average 0 to 2 ticks) (average 2 to 3 ticks) (average 3 < ticks ticks)

INTEREST IN HEALTH AND HEALTHY LIFESTYLE

- B4.1 Most teachers *do/do not* take a strong interest in physical health and diet.
- B4.2 Most teachers *do/do not* see themselves as having healthy eating habits and a healthy lifestyle.

PERCEPTIONS OF CLASSROOM APPROACH

- B6.1 a) Most teachers think their school's approach is:

Fairly traditional A mix/fairly Progressive

- b) The particular changes teachers would prefer are:

.....

.....

.....

THE TEACHERS' SITUATION AND ATTITUDES

- B6.2 a) Teachers' morale is generally:

High Medium Low

(N.B. Remember that "medium" is actually a good response)

- b) Teachers' most frequently mentioned work problems are:

.....

.....

.....

- B6.3 Most teachers see nutrition education in the primary school as:

Very important Quite important Not very important

- B6.4 Most teachers are prepared to make adjustments in their own classroom practices to accommodate nutrition education.

Not very much To some extent Quite a lot
(average 0 to 1 ticks) (average 1 to 2 ticks) (average 2 < ticks)



B6.5 Teachers are interested in participating actively in the NE programme:

- Very interested (average more than one tick)
- Fairly interested (average 0 to 1 ticks)
- Not interested (average 0 ticks)

EXPERIENCE AND QUALIFICATIONS

B6.6 a) *Most/ many/ some/ a few* teachers have a recognized teaching qualification.
(Underline)

b) Teachers on average have years of experience.

c) *Most/ many/ some/ a few* teachers have done in-service courses. (Underline)

d) *Most/ many/ some/ a few* teachers have had some nutrition-related training.
(Underline)

B6.7 a) Teachers' methodological expertise is:

- Extensive (average of 7 or more ticks in Column 'a')
- Fairly extensive (average of 4 to 7 ticks in Column 'a')
- Not very extensive (average of less than 4 ticks in Column 'a')

b) Teachers' interest in methodological innovation is:

- High (average of 3 or more ticks in 'b')
- Medium (average of 1 to 3 ticks in 'b')
- Low (average of 0 to 1 ticks in 'b')

CONDITIONS

B6.8 a) These three classroom conditions are most frequently selected by teachers as serious barriers to effective learning:

.....
.....
.....

b) The positive aspects of the classroom most frequently selected by teachers are:

.....
.....
.....

QUESTIONNAIRE FOR NON-TEACHING STAFF AND OTHERS

To be completed by anyone who has a regular non-teaching role in the school. This would include the non-teaching staff such as secretaries, administrators, gardeners, caretakers, cooks, cleaners, and others involved with the school such as school helpers, governors, food vendors, members of school boards.

Job/role: Date:

B4.1 In your opinion, which of these is true about the school?

<i>How healthy is the school environment?</i>	Yes (✓)	Comments
The school has a philosophy of health and well-being, which it actively promotes.		
The school has a nutrition policy, which it actively promotes.		
The school has a pleasant, hygienic environment, e.g. washing facilities, clean drinking water, good eating facilities, sanitation, rubbish collection.		
The school garden (if there is one) is a source of good food, good education, and pleasure.		
The food provided by the school is healthy.		
Healthy snacks are available to the children.		
The staff are positive role models for healthy eating and lifestyle.		
There are activities involving the whole school, such as trips, projects, open days, etc.		
There are whole-school activities that deal with nutrition issues.		

B4.2 Do you regularly take part in any meetings/working groups/committees/chats which have to do with your work? If so, what and how often?

.....

B4.3 Do you feel you are sufficiently informed, consulted and actively involved in the school's policies, decisions and activities which concern your work?

Sufficiently informed Sufficiently consulted Sufficiently actively involved

B4.4 Do you personally take a strong interest in physical health and diet?

Yes No

B4.5 Do you see yourself as a person with healthy eating habits and a healthy lifestyle?

Yes No

SCHOOL STAFF DATA SHEET

Respondents (jobs/roles): Date:

INVOLVEMENT OF THE WHOLE SCHOOL IN NUTRITION ISSUES

B4.1 Those interviewed see the whole school involvement in this way:

<i>How healthy is the school environment?</i>	<i>Yes (✓)</i>	<i>Comments</i>
The school has a philosophy of health and well-being, which it actively promotes.		
The school has a nutrition policy, which it actively promotes.		
The school has a pleasant, hygienic environment, e.g. washing facilities, clean drinking water, good eating facilities, sanitation, rubbish collection.		
The school garden (if there is one) is a source of good food, good education, and pleasure.		
The food provided by the school is healthy.		
Healthy snacks are available to the children.		
The staff are positive role models for healthy eating and lifestyle.		
There are activities involving the whole school, such as trips, projects, open days, etc.		
There are whole-school activities that deal with nutrition issues.		

QUESTIONNAIRE FOR PARENTS

To be completed by a representative sample of parents or caregivers, both women and men.

Respondent is female male Date:

B1.1 In your opinion, do the children in this area generally have a healthy diet?

Very Fairly Not very

B1.2 What improvements would you recommend in children's diet?

- a).....
b).....
c).....

B3.1 In what ways are you involved in the school's activities generally? Tick the statements below once (✓) if you do this occasionally, twice (✓✓) if you do it often.

- You sometimes act as a helper in class.
 You help to organize school activities (e.g. trips).
 The school keeps you informed about what it is doing.
 You go to meetings at the school.
 You talk to teachers informally about your child's progress and other things.
 You discuss with teachers what should be done in the classroom.
 You belong to a parent-teacher association or take part in other meetings.
 You take an interest in your child's homework.
 The school asks you to do things to help your child with his/her study.
 The school asks you to talk to the children in class, or give a demonstration.

B3.2 Do you see your contacts with the school as:

Useful/interesting/valuable Necessary/routine Unproductive/negative

B3.3 How important is nutrition education in the primary school, in your opinion?

Very important Fairly important Not very important

B3.4 Would you be interested in participating in the school's nutrition education programme?

Definitely Possibly Probably not

B3.5 If so, what could you offer? Tick (✓).

- Help with school activities, trips, etc.
- Help for your own children with projects and homework.
- Special skills, knowledge, experience related to nutrition.*
- Knowledge of producing, preparing, distributing or selling food.
- Professional knowledge of health, diet, physical activity.
- Experience of living abroad and observing others' eating practices.
- Special knowledge of advertising, marketing, the media.
- Contacts in any of the above areas (specify).

B4.1 In your opinion, which of these are true about the school?

How healthy is the school environment?	Yes (✓)	Comments
The school has a philosophy of health and well-being, which it actively promotes.		
The school has a nutrition policy, which it actively promotes.		
The school has a pleasant, hygienic environment, e.g. washing facilities, clean drinking water, good eating facilities, sanitation, rubbish collection.		
The school garden (if there is one) is a source of good food, good education, and pleasure.		
The food provided by the school is healthy.		
Healthy snacks are available to the children.		
The staff are positive role models for healthy eating and lifestyle.		
There are activities involving the whole school, such as trips, projects, open days, etc.		
There are whole-school activities that deal with nutrition issues.		

B5.1 In your opinion, what are the most important things children need to learn with regard to food and eating? Think of behaviour as well as knowledge; urgent needs as well as long-term education.

- a).....
- b).....
- c).....

B6.1 Here are some ideas about what should happen in classrooms. Tick (✓) the ones you agree with *strongly*.

WHAT SHOULD HAPPEN IN THE CLASSROOM?

Children learn mostly knowledge.	Children learn many things as well as knowledge – for example, attitudes, behaviour, skills and life skills.	
Pupils learn mostly by listening to the teacher.	Children learn through experiment, action, discussion, as well as listening.	
Activities are mostly written exercises, question-and-answer, listening, repeating.	Activities include project work and self-expression: children discover things for themselves and ask a lot of questions.	
Children mostly learn by memorizing words and facts.	Children have many ways of learning, including pictures, stories, drama, discussion, song.	
Pupils sit in rows facing the teacher. They do not move around much.	Children work in pairs and groups as well as with the whole class. They move around to do drama and make presentations.	
The teacher is a respected authority. The teacher knows a lot. The teacher keeps good order. Pupils should not help each other.	The teacher is a guide, who organizes children's learning well. Children get information from many sources apart from the teacher. Pupils help each other in class.	
Links between the classroom and the outside world are not essential.	There are many links with the outside world, for example, visitors, trips, homework surveys.	

PARENTS DATA SHEET

Number of parents interviewed of which, women men

Date:

PARENTS' PERCEPTIONS OF CHILDREN'S DIET

B1.1 Most of the parents interviewed believe that the children in the area have a *very/fairly/not very healthy* diet.

B1.2 The parents' most frequent recommendations for the children's diet are:

a) b) c)

PARENTS' PARTICIPATION IN SCHOOL ACTIVITIES

B3.1 The parents interviewed are involved in school activities in at least different ways. (number) The most frequent activities are and.....

B3.2 Most of the parents interviewed see contacts with the school as:

Useful/interesting/valuable Necessary/routine Unproductive/negative

INTEREST IN NUTRITION EDUCATION

B3.3 Most of the parents interviewed see nutrition education in the school as:

Very important Fairly important Not very important

B3.4 Most of the parent interviewed would:

Definitely Possibly Probably not

be interested in participating in the school's nutrition education programme.

B3.5 The parents interviewed are prepared to help in these ways (count the ticks for each item).

	Number of offers
Help with school activities, trips, etc.	
Help for your children with projects and homework.	
<i>Special skills, knowledge, experience related to nutrition</i>	
Knowledge of producing, preparing, distributing or selling food.	
Professional knowledge of health, diet, physical activity.	
Experience of living abroad and observing others' eating practices.	
Special knowledge of advertising, marketing, the media.	
Contacts in any of the above areas (specify).	

INVOLVEMENT OF THE WHOLE SCHOOL IN NUTRITION ISSUES

B4.1 The parents interviewed see the whole school involvement in this way:

<i>How healthy is the school environment ?</i>	No. of ticks (✓)	Summary of concerns
The school has a philosophy of health and well-being, which it actively promotes.		
The school has a nutrition policy, which it actively promotes.		
The school has a pleasant, hygienic environment, e.g. washing facilities, clean drinking water, good eating facilities, sanitation, rubbish collection.		
The school garden (if there is one) is a source of good food, good education, and pleasure.		
The food provided by the school is healthy.		
Healthy snacks are available to the children.		
The staff are positive role-models for healthy eating and lifestyle.		
There are activities involving the whole school, such as trips, projects, open days, etc.		
There are whole-school activities which deal with nutrition issues.		

TOP-PRIORITY NEEDS FOR THE CURRICULUM

B5.1 Parents believe that the most important things for children to learn about nutrition are:

- a).....
- b).....
- c).....

PARENTS' PERCEPTIONS OF CLASSROOM APPROACHES

B6.1 (Count the ticks in both columns. Ticks on the left indicate support for a traditional approach, those on the right for a progressive approach.)

a) Parents are generally in favour of:

A traditional classroom approach A progressive classroom approach

b) The parents interviewed generally favour these aspects of classroom approaches:

- a).....
- b).....
- c).....

QUESTIONNAIRE FOR HEALTH PROFESSIONALS

To be completed by any health professionals associated with the school – doctor, health worker, nutritionist, paediatrician, district nurse, school guidance counsellors or psychologist – or who know the area and the children concerned.

Date:

B1.1 Malnutrition in the area is generally:

High

Medium

Low

B1.2 The main malnutrition problems in the area are:

- a)
- b)
- c)

B1.3 The main local causes of malnutrition are:

- a)
- b)
- c)

B1.4 Especially vulnerable groups in the area are:

- a)
- b)
- c)

B1.5 Schoolchildren have these main nutrition problems:

- a)
- b)
- c)

Prevalent psychological eating disorders (e.g. anorexia, bulimia, compulsive overeating) are:

- a)
- b)
- c)



B1.6 In your opinion, do the children in this area generally have a healthy diet?

Very

Fairly

Not very

B1.7 What improvements would you recommend in children's diet?

a).....

b).....

c).....

B5.1 In your opinion, what are the most important things children need to learn with regard to nutrition? Think of behaviour as well as knowledge; urgent needs as well as long-term education.

a).....

b).....

c).....

HEALTH PROFESSIONALS DATA SHEET

People interviewed: Date:

MALNUTRITION IN THE AREA

B1.1 Health professionals believe that malnutrition in the area is generally:

High Medium Low

B1.2 They identify the main malnutrition problems in the area as:

- a)
- b)
- c)

B1.3 They suggest that the main local causes of malnutrition are:

- a)
- b)
- c)

VULNERABLE GROUPS

B1.4 Specially vulnerable groups in the area are:

- a)
- b)
- c)

B1.5 Schoolchildren have these main nutrition problems:

- a)
- b)
- c)
- d)



CHILDREN'S DIET

B1.6 In the health professionals' opinion, the children in this area generally have a diet which is:

Very healthy Fairly healthy Not very healthy

B1.7 Their main recommendations for improving children's diet are:

- a).....
- b).....
- c).....

TOP-PRIORITY NEEDS FOR THE CURRICULUM

B5.1 They believe that these are the most important things for children to learn about nutrition:

- a).....
- b).....
- c).....

QUESTIONNAIRE FOR CHILDREN

The information below should be gathered from a gender-balanced sample of children of all ages and social groups attending the school(s) involved. See also the advice on sample size and composition given at the beginning of the section on Questionnaires and Data Sheets.

Completed by: Date:

CHILDREN'S DIET – CONTENT AND FREQUENCY

B1.1, B1.2 The best way to get an idea of children's diet is to ask them about their diet on one day. However, remember that the results may be heavily biased by seasonal influences, e.g. food availability.

Older children can complete the table themselves, in class or at home. Alternatively, the teacher or facilitator can lead a fact-finding session and record the answers.

A. Children complete the table themselves in class – for older children only.

1. First activate children's memories. Ask if they can remember exactly what they ate and drank yesterday, through the whole day – *What was the first thing they had? Did they have a snack in the morning? At midday, what? Something in the afternoon? And in the evening?* They shouldn't say *what* they ate, but just *whether* they can remember.
2. Distribute copies of the table below or write it up and get them to copy it into their exercise books. Go through it, making sure they understand what kind of information is required. Give examples if necessary.
3. Explain that if they had nothing to eat or nothing to drink at a particular time, they should cross out the appropriate box. They should do this first. Give examples.
4. Children fill in the table. Make sure each child answers for him/herself. Move around the class while they are doing it to check that the information is complete and comprehensible (For example, have they put down what they drank as well as what they ate? Does "fish" include vegetables and a sauce? Have they crossed out all appropriate boxes?).
5. Collect the answers and thank the children for taking the time to fill out the Questionnaire.
6. Collate the information onto the Data Sheet.
7. At a later occasion tell children the results of the survey.

	<i>What did you eat yesterday?</i>	<i>What did you drink yesterday?</i>
Snack/drink		
First meal		
Snack/drink		
Second meal		
Snack/drink		
Third meal		

B. Children complete the tables at home

As above, but Step 4 is done at home. Emphasize that everyone must complete the table for the same day. Since teachers or facilitators cannot oversee the completion of the table, it is suggested that the exercise is done twice: the first time as a trial run to see if the table needs clarifying, or what help children need in giving clear information.

C. The teacher collects the information orally

It is useful to have a helper who can record the information while the teacher or facilitator conducts the discussion.

1. First, activate children's memories (as in Step 1 above) to see if they can remember what they ate and drank the day before.
2. Explain that first you want to know *when* they ate, not what. Ask questions like *Did you have anything before your first meal? Did you have a meal before starting school? Did you have something in the middle of the morning?* Collect numbers in the table below.

WHEN DID THE CHILDREN EAT AND DRINK YESTERDAY?

	Snack/drink	First meal	Snack/drink	Second meal	Snack/drink	Third meal	Snack/drink
<i>Number who had this meal/snack</i>							

3. Explain you are now going to write down what they ate and drank yesterday. Write up the table below on the board or flipchart and explain it. Make sure your writing is large enough so that all can read it.

4. Go through the table section by section and ask the questions (e.g. *What did you have for your first meal? Who else had that food? What else did you have? Did you have anything to drink at that time?*) Count heads. In the table write up the food/drink and the number of people who had it. (The table below is only a model; you may need to prepare a larger table following the model that leaves sufficient space to fill in the information obtained).

WHAT DID THE CHILDREN EAT AND DRINK YESTERDAY?

	Snack/ drink	No.	First meal	No.	Snack/ drink	No.	Second meal	No.	Snack/ drink	No.	Third meal	No.	Snack/ drink	No.
Ate														
Drank														

5. Transfer the data collected in this way directly to the Children's Data Sheet.

CHILDREN'S FOOD PREFERENCES

- B1.3 This survey should follow directly after the enquiry above, when the range of food choices is fresh in the children's minds. Older children can complete the table themselves. Alternatively, the teacher can lead a fact-finding session and record the answers.

A. Children complete the table themselves – for older children only

1. Display the table below on the board.
2. Ask children to think of the three foods they like best, and the three they dislike most. Ask them to do this silently, without consulting others, so that no one influences their choice.
3. Still without consulting others, they should complete the table for themselves.
4. They can then share their ideas in pairs or small groups. This may suggest other foods and other reasons.
5. Collect the responses and thank the children.

Foods I like most	Why?

Foods I dislike most	Why?

- Analyse the reasons in terms of *taste, physical effect, status, familiarity* and any other categories that arise. Then enter the results into the Children's Data Sheet.
- At a later occasion, report the results to the children.

B. The teacher collects the information orally

It will be useful to have a helper who can record the information while the teacher or facilitator conducts the discussion.

- Display the table if you wish, or just record what children say directly onto paper.
- Ask children to think of the three foods they like best. Then ask them to call them out. Take a vote on the top favourites.
- Ask children why they like these foods and collect the reasons.
- Go through the same process for the foods children dislike most.
- Analyse the reasons in terms of *taste, physical effect, status, familiarity* and any other categories that arise. Then enter the results into the Children's Data Sheet.

THE CHILDREN'S VIEW OF THE SCHOOL ENVIRONMENT

- B4.1 This enquiry should only be carried out if it is likely that children will respond freely and frankly to the questions. This will depend on who the facilitator is and on whether an open atmosphere can be achieved. Questions have not been included on the school philosophy of health and nutrition or on the food the children themselves bring to school. Some questions – for example, about the school garden – may not apply to your school. You may want to remove other questions – for example, about teachers!

The enquiry can be done as an open discussion, collecting children's answers as they come up. Be careful that all children get a chance to speak and that the opinions recorded are not just those of the most talkative and confident children.

With older children who can read easily, the table can be copied and distributed or written up on the board; children can work in groups to answer the questions and then report back.

Push the children to expand on their answers – for example, why do they think the food is healthy? If they don't like the school garden, what do they think is wrong with it? What would they like to have?

<i>Do you agree?</i>	Yes (✓)	Comments <i>What is good? What could be better? What would you like to have?</i>
<i>The school has good rules about hygiene, health and cleanliness. It seems to care about these things.</i>		
<i>The school playground and classrooms are clean and tidy.</i>		
<i>The toilets, drinking water and washing facilities are good.</i>		
<i>The school garden is a nice place and produces good food, and you can learn a lot there.</i>		
<i>The school meals are tasty and healthy.</i>		
<i>We usually eat everything.</i>		
<i>There are good snacks available – tasty and healthy.</i>		
<i>The teachers in general are healthy and energetic.</i>		
<i>We would like to be like them.</i>		
<i>There are a lot of lessons and activities to do with food and eating in the school.</i>		

CHILDREN'S PERCEPTIONS OF CLASSROOM APPROACHES

B6.1 Adapt the table below by crossing out those activities which pupils have not experienced, and adding others which are common in your classrooms. For ease of reference, keep the “traditional” classroom activities in the top half and the more “progressive” ones in the second half.

Older children can complete the table themselves, in class or at home. Alternatively, the teacher or facilitator can lead a discussion and record the answers.

1. Explain to the children that they do many different things in class, and that you are going to find out which things they prefer.
2. Give pupils copies of the adapted table or display it. Read out the activities and make sure they recognize what you are talking about – give examples if necessary.
3. Go through the activities one by one and ask them to say which they like or dislike, and why.
4. On the table, record the number who say they like or dislike each activity, and the reasons for these likes and dislikes.

5. Thank the children for their cooperation.
6. Select the three favourite activities and three most disliked activities. From the reasons given try to identify the children's main criteria of likes and dislikes. Transfer the information to the Data Sheet.

Things we do in class	I like it (✓)	Reason why I like it / don't like it
<i>Learning facts</i>		
<i>Listening to the teacher</i>		
<i>Remembering and repeating</i>		
<i>Giving the right answers to questions</i>		
<i>Copying from the board</i>		
<i>Reading aloud</i>		
<i>Sitting in rows</i>		
<i>Preparing for exams</i>		
<i>Talking about/discussing my own life and things I have done</i>		
<i>Working with friends in pairs and groups</i>		
<i>Doing experiments, finding things out</i>		
<i>Imagining things</i>		
<i>Listening to stories</i>		
<i>Doing drama, singing songs, playing games</i>		
<i>Doing projects</i>		
<i>Drawing and modelling</i>		
<i>Going outside the classroom</i>		

CHILDREN'S DATA SHEET

Number of children responding:

Age and gender balance:

Date:

CHILDREN'S DIET

B1.1 Number of meals and snacks eaten per day

When did the children eat and drink yesterday?

	Snack/drink	First meal	Snack/drink	Second meal	Snack/drink	Third meal	Snack/drink
<i>Number who had this meal/snack</i>							

B1.2 Meal content

See next page for the table *What did the children eat and drink yesterday?*

CHILDREN'S FOOD PREFERENCES

B1.3 Children's most liked and least liked foods, and their reasons

Favorite foods	Reasons (e.g. taste, physical effect, status, familiarity – indicate which are the most important)

Least liked foods	Reasons (e.g. taste, physical effect, status, familiarity – indicate which are the most important)

INVOLVEMENT OF THE WHOLE SCHOOL IN NUTRITION ISSUES

B4.1 The children's evaluation of the school environment is:

HOW HEALTHY IS THE SCHOOL ENVIRONMENT?

Original Statements about the school environment	Statements reformulated for the children's Questionnaire	General Yes/No	Summary of comments
The school has a philosophy of health and well-being, which it actively promotes.	The school has good rules about hygiene, health and cleanliness. It seems to care about these things.		
The school has a nutrition policy, which it actively promotes.			
The school has a pleasant, hygienic environment, e.g. washing facilities, clean drinking water, good eating facilities, sanitation, rubbish collection.	The school playground and classrooms are clean and tidy. The toilets, drinking water and washing facilities are good.		
The school garden (if there is one) is a source of good food, good education, and pleasure.	The school garden is a nice place and produces good food, and you can learn a lot there.		
The food provided by the school is healthy.	The school meals are tasty and healthy. We usually eat everything.		
Healthy snacks are available to the children.	There are good snacks available – tasty and healthy.		
The staff are positive role models for healthy eating and lifestyle.	The teachers in general are healthy and energetic. We would like to be like them.		
There are activities involving the whole school, such as trips, projects, open days, etc.	There are a lot of lessons and activities to do with food and eating in the school.		
There are whole-school activities that deal with nutrition issues.			



PERCEPTIONS OF CLASSROOM APPROACH

B6.1

a) Children's three favourite classroom activities are:

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.....
.....

b) Their least favourite activities are:

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.....

c) They seem to want activities which (infer from the reasons given):

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.....
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