

## UNIT B5

# CLASSROOM CURRICULUM CONTENT AND FRAMEWORK



### CONTENTS

1. Scope of action
2. Recalling curriculum principles
3. First impressions of the NE curriculum
4. Framework: How much time? Which subjects?
5. A selection of content
6. Marking up the chart
7. Local relevance
8. Summing up

Display Document: PRIORITY NEEDS FOR THE CLASSROOM CURRICULUM



### WHAT YOU NEED

#### *People*

Experts on curriculum content for the relevant parts of the current curriculum; experts on the curriculum development process. Ask for inputs on the curriculum development process, principles of curriculum development and where responsibility should lie for classroom curriculum development. If this workshop is to be repeated, find some means of recording these inputs and storing them.

#### *Information*

All possible information on the relevant parts of your current primary school curriculum (syllabuses, outlines, textbooks, other materials).

#### *Course documents*

The School Data Sheet, the Classroom Curriculum Chart (on display), the document CLASSROOM CURRICULUM OBJECTIVES (on display) and the document THE LOCAL DIMENSION (on display).

#### *Equipment*

Highlighter pens, or a variety of coloured pens, are essential.



10 minutes

## SCOPE OF ACTION

Which activities you do in this unit will depend on whether you are working at national or local level, and how wide your scope is.

1. Look at Table 17, *Scope of classroom curriculum development*, in the Reader, Unit B5. What are you able to do, or planning to do, with reference to the classroom curriculum for nutrition education?

Identify your own terms of reference, or at least place yourself somewhere in the table.

2. If your classroom curriculum is “given” and you have very little room for manoeuvre (as for example in cases 5, 7, 8) you will not need to carry out the detailed review of the existing curriculum in Activities 4 to 6.

The remaining Activities are still worth doing because they will affect other activities you may plan.

*We can't touch what's taught in the classroom – and of course this affects the classroom approach as well. But we can have as many extra-curricular projects as we want.*

*We have all the freedom we want with the local curriculum – but we have to send in an outline every year which is approved by the district council.*

ACTIVITY 2

**RECALLING CURRICULUM PRINCIPLES**



20 minutes

Look at the documents, OBJECTIVES FOR THE CLASSROOM CURRICULUM, THE LOCAL DIMENSION, and the CLASSROOM CURRICULUM CHART. They should all be on display.

Work with a partner to refresh your memory of the principles of NE curriculum design.

1. **Content coverage** – Look again at the Classroom Curriculum Chart.
  - a) Try to recall the main topics (A to H).
  - b) Choose one topic and try to recall the subtopics.
  - c) Select one age group and try to recall the learning objectives for one subtopic.
  - d) Test each other by reading out some learning objectives, seeing if you can decide which topic to classify them in, and which age group you would assign them to.
  - e) Discuss briefly which of the main topics you see as most important, and why.
2. **Topic development** –
  - a) Choose one subtopic and trace its development upwards through the age groups.
  - b) Identify the different capacities and interests the subtopic engages at different age levels – for example, the movement from particular to general, from concrete to abstract, from self to society.
3. **Relevance** – A nutrition education curriculum should have strong local relevance. Look back at the document THE LOCAL DIMENSION. Can you recall:
  - a) the needs you identified in Unit B1?
  - b) the important interventions you identified in Unit B2?
  - c) if you decided there was a need for local information (Unit B2)?

These are all elements which should affect the classroom curriculum.

4. **Framework** (time and distribution) –
  - a) Recall how much time is needed per year to make a difference to behaviour. How much time does this mean per class per week (approximately)?
  - b) Recall the various possibilities for integrating nutrition education into the curriculum and their advantages and disadvantages (Unit A3, Activity 7). For example: as a subject in its own right; concentrated in one or two existing subjects; infused across the curriculum; amalgamated with other urgent health issues; dealt with in themes and projects; a mix of solutions.

ACTIVITY 2 *contd.*

5. **Summary** – Check through the summary below, item by item, and make sure you agree (with each other at least!).

**A good classroom curriculum for nutrition education should:**

- cover a carefully selected range of topics and subtopics which will lay the foundation for good food behaviour, attitudes and understanding;
- cover each topic in each age group, and build up each topic on itself from year to year;
- match the learning objectives to the child's developing interests and capacities;
- be relevant to local conditions, try to tackle local problems and relate to local events;
- provide one to two hours a 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.

ACTIVITY 3



20 minutes

## FIRST IMPRESSIONS OF THE NUTRITION EDUCATION CURRICULUM

Activities 4 to 7 investigate and evaluate the existing nutrition education curriculum in order to identify the main curriculum needs. This activity asks for your first subjective impressions of these needs. You may like to look at others' first ideas of top-priority content in the Data Sheets for the Health Professionals (Point B5.1) and for Parents (Point B5.1).

In the first column below are the objectives for the classroom curriculum, which should already be on display. In the second column they have been turned into specific questions about the curriculum. Before doing a detailed analysis, discuss the existing nutrition education curriculum and record your first impressions briefly. Share your impressions with the group as a whole.

Objective	Questions	First impressions
<p><b>Content coverage</b> To select curriculum content which will contribute to the objectives of nutrition education – a healthy lifestyle, and nutrition literacy.</p>	<ul style="list-style-type: none"> <li>• Are there major gaps in the desired content – i.e. are some topics not covered or not covered fully enough?</li> <li>• Do some topics and subtopics need to be extended through the whole age range?</li> </ul>	
<p><b>Development</b> To structure the learning so that it is appropriate to the age group and develops systematically through the school years.</p>	<ul style="list-style-type: none"> <li>• Is all the learning content appropriate for its age group?</li> <li>• Should some subtopics be developed more systematically from age group to age group?</li> </ul>	
<p><b>Relevance</b> To ensure that learning is relevant to local concerns, practices, beliefs and attitudes, and makes direct connections with children's daily lives.</p>	<ul style="list-style-type: none"> <li>• Does the curriculum give enough attention to local nutritional issues?</li> <li>• Does it support specific health and nutrition interventions?</li> <li>• Are schools well-informed about local foods and food practices, and able to find out about them?</li> </ul>	
<p><b>Framework</b> To spread nutrition education through the primary school curriculum as widely as possible, while at the same time maintaining its coherence and impact.</p>	<ul style="list-style-type: none"> <li>• Are there serious shortfalls in time – i.e. is there enough nutrition education generally and in each age group?</li> <li>• Is nutrition education spread over too many subjects so that it loses coherence and impact?</li> <li>• Is nutrition education spread through a variety of subjects and activities?</li> </ul>	



30 minutes

**FRAMEWORK: HOW MUCH TIME?  
WHICH SUBJECTS?**

Although “Framework” is last in the list of objectives, it is convenient to start our analysis with it.

1. Estimate the number of hours spent on nutrition topics in each class in each subject, enter them on the table below and add up the totals. Include school activities and projects as subjects. This will show how many subjects and activities are involved, the time given to nutrition in each subject, and the time each class spends on nutrition issues. If you have a completed School Data Sheet, use Point B5.1 for information, and compare your data with those of other schools.

Do not waste time on exact calculations – you can only make a good guess.

**CLASS HOURS SPENT ON NUTRITION TOPICS**

*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>



ACTIVITY 4 *contd.*

2. Discuss the statements below and sum up your findings. Give details for each reply.

Framework needs	Yes/No	Details
<b>Overall time</b> <i>Is the overall time spent on nutrition education adequate (minimum of 50 hours per annum)?</i>		
<b>Time for particular age groups</b> <i>Is the time for each age group adequate (minimum of 50 hours per annum)?</i>		
<b>Coherence</b> <i>Is nutrition education sufficiently concentrated to be coherent and effective?</i>		
<b>Spread</b> <i>Is nutrition education also spread across a good range of subjects and activities?</i>		



30 minutes

## A SELECTION OF CONTENT

It is unlikely that there will be room in your timetable for everything that should be covered. Some kind of selection will probably be necessary, and it is better to do this in advance, in a principled way, rather than later, under pressure.

Look back at Unit A3, Activity 8, where you prioritized the objectives of nutrition education and established some principles for the selection of curriculum content. This activity also contains two sample selections of subtopics. Both aimed at behaviour, attitudes, skills and understanding, but with slightly different emphases.

You are now in a position to select your own “core curriculum”. It will be:

- *principled* – because it will derive from the nutrition education objectives which you have agreed and prioritized, and any other principles you have established;
- *provisional* – because it may develop and change;
- *graded* – in that you will decide what is essential, highly desirable, and just desirable, and will be prepared to negotiate on this basis.

Make your selection *only* from the subtopics in the top row of the Chart. This will be oversimplified, but enough for a first selection. In the next activity you will map the *existing* curriculum onto the rest of the Chart. In this way you can compare what you are aiming at with what you have already.

Choose from here: →

CLASSROOM CURRICULUM CHART							
			Topics and	subtopics			
			L e a r n i n g	o b j e c t i v e s			

1. Work in small groups of two to four. Divide the Chart topics between you, or work on the whole Chart in each group.
2. Pin up an unmarked copy of the Classroom Curriculum Chart.
3. Go through the subtopics in the top row. For each subtopic, look briefly at the learning objectives in the Chart below so as to have a good idea of what the subtopic covers. Don't forget that subtopics are chains which go through the whole age range, so when you choose a subtopic you are selecting it for the whole school, at every level.

ACTIVITY 5 *contd.*

4. Mark the subtopics you think are *essential*, *highly desirable* and *desirable*. You may want to underline them, box them or highlight them. Mark them in different colours or in different ways, so that the level of priority you give them can be clearly seen.
5. As you work, make sure you know the principles you are applying. You may find that they are already firmly in your heads, or that you work them out as you go along. Whichever it is, you should at the end of the exercise be able to explain the basis for your choices.
6. When you have finished, come together to discuss your work. Explain the principles behind your choices, and present the resulting selection.

You may well find that you want to include only a few objectives from one subtopic, or most of another but not all. It is up to you how you show this. For example, mark the subtopic *highly desirable* if you want most of it; bracket undesired learning objectives in pencil and so on. Remember that this is only a provisional selection.



## MARKING UP THE CHART: COVERAGE AND DEVELOPMENT

The purpose now is to mark your existing curriculum on the Classroom Curriculum Chart to show which objectives are already being covered. In this way you can see the current topic coverage at a glance from the “marked up” chart. You will need the Chart, the School Data Sheet (Point B5.2) and any curriculum documents you have managed to gather (syllabuses, teaching materials), together with your own knowledge of the situation.

On the chart you need to show not only *what* is covered but *in what age group* it is covered. You will have to establish the age group, identify the nutrition education content, match it with the chart and then mark up the chart. Follow these steps:

**Step 1 – Establish the age group:** Identify the age group dealt with by the materials and syllabus. If your classes are called Year 1, Year 2 and so on, convert these into age groups – or rename the age groups on the chart Year 1, Year 2 and so on.

**Step 2 – Identify learning objectives:** Examine your materials and syllabus and find the nutrition objectives. For example, here is an entry from a primary school science programme for ages 6 to 7:

Children will learn that plants need light and water to grow. They will learn to recognize and name leaves, flowers, stems, roots and fruits of flowering plants. They will learn that flowers and plants grow and produce seed, which in turn produces new plants. They will learn to identify common food vegetables as parts of plants.

The last sentence is clearly a *nutrition* learning objective.

**Step 3 – Match learning objectives to the Curriculum Chart:** Match what you have found in your material and syllabuses to the learning objectives on the chart. For example, the objective “*They will learn to identify common food vegetables as parts of plants*” comes under Topic D “Food Supply, Production, Processing and Distribution”, subtopic “Food supply”, learning objective “to understand that all foods originate from plants and animals and water”.

**Step 4 – Mark your learning objectives on the Chart:** Box or highlight on the chart the learning objectives that are covered in your existing curriculum. Do this in the body of the chart, not in the top row. In this way you can see both your desired curriculum selection and your existing one.

- If the age group is not the same, write your age group next to the box. You can also use a different colour pen or highlighter for each age group.



ACTIVITY 6 *contd.*

- If some of your learning objectives are not exactly the same, just make as close a match as you can. You have to accept some approximations just to get the job done.
- If you have some learning objectives which are not on the chart, find an appropriate place for them and write them in. If there isn't enough space on the chart, use a Post-It note and stick it on. But do make a careful search first – often a particular learning objective is covered in another category.

**Step 5** – Once you have marked up your chart, look at it vertically to see the coverage and development.

- See which columns are very thinly marked. These will indicate low coverage of certain topics. Which main topics are not very extensively covered in your curriculum? Are they “essential” or “highly desirable”?
- Divide up the remaining topic columns between you and study the coverage and development within your topic.
  - Which subtopics are not taught at all? Which are very thinly covered across the whole age range? In relation to your desired selection, which should be more extensively covered in your curriculum?
  - Take three subtopics that are relatively well covered in your column. Are the present learning objectives distributed through the whole age range? Do they develop clearly from one another?
  - Are these learning objectives suitable for the ages at which they are being taught?
- Report back to the whole group.

**Step 6** – Sum up your findings in the two tables below.

Coverage needs	Yes/No	Details
<b>Major gaps</b> <i>Are all important topics and subtopics adequately covered?</i>		
<b>Gaps at certain ages</b> <i>Are all important topics and subtopics extended through the whole age range?</i>		



Development needs	Yes/No	Details
<b>Appropriateness to age</b> <i>Is the existing learning content appropriate to its age group?</i>		
<b>Development</b> <i>Do all subtopics develop systematically from age group to age group?</i>		

ACTIVITY 7

**LOCAL RELEVANCE**



20 minutes

How relevant is your existing curriculum to the local situation? Look back at the document THE LOCAL DIMENSION, which should be on display. Discuss the questions below and finally complete the table at the bottom of the page.

1. **Priority issues** – In part 1 of THE LOCAL DIMENSION you recorded local nutritional issues:

- local factors affecting health;
- the special nutritional problems of the area;
- children’s dietary needs;
- guidelines for children’s diet.

Does your existing nutrition education programme give special attention to these problems? If so, how? In classroom teaching? In special projects or campaigns? In action programmes?

2. **Supporting health and nutrition interventions** – You also listed local health and nutrition interventions which should be supported educationally.

Are these already covered in your school’s health education programme, or is there room for more useful action in this area?

3. **Local food and food practices** – Finally, you looked at how far the education programme took account of local food and food practices.

- Is nutrition education in your schools related to and illustrated by local practice?
- Are schools sufficiently well informed about local foods and food practices?
- Is full information about local foods and food practices available to schools?
- Are teachers and children actively engaged in exploring local knowledge, attitudes and practices relating to food, agriculture and diet?

Local relevance needs	Yes/No	Details
<b>Local nutritional issues</b> <i>Does the nutrition education programme give sufficient attention to local nutritional issues?</i>		
<b>Educational support for health and nutrition interventions</b> <i>Are local health and nutrition interventions adequately supported by the education programme?</i>		
<b>Local food and food practices</b> <i>Does the nutrition education programme take full account of local food and food practices?</i>		

## ACTIVITY 8

## SUMMING UP



30 minutes

Look back over the needs you identified in the shaded boxes in Activities 4, 6 and 7.

You are going to record these needs in the display document **PRIORITY NEEDS FOR THE CLASSROOM CURRICULUM**. Either write them in the document on the next page and then copy the document, or make a copy of the blank document and then fill it in.

**Recording conclusions**

1. Record the main needs on the document **PRIORITY NEEDS FOR THE CLASSROOM CURRICULUM** on the next page. Mark those which seem to be particularly important.

Remember that although you identified the *Framework needs* first (in Activity 4), they come last in the document. The others are in the same order.

2. Display the document next to the document **OBJECTIVES FOR THE CLASSROOM CURRICULUM** as in the display diagram below.

**Presenting conclusions**

3. Divide the four areas between you and prepare to present them. Remind yourself of the details you recorded in the Activities. Allow a maximum of five minutes for each presentation. The rest of the group should comment, correct and so on.

## DISPLAY DIAGRAM





DISPLAY DOCUMENT

**PRIORITY NEEDS FOR  
THE CLASSROOM CURRICULUM**

<b>Content coverage</b>	<i>Major gaps</i>	
	<i>Gaps at certain ages</i>	
<b>Development</b>	<i>Appropriateness to age</i>	
	<i>Development through the age groups</i>	
<b>Local relevance</b>	<i>Local nutritional issues</i>	
	<i>Support for health and nutrition interventions</i>	
	<i>Local food and food practices</i>	
<b>Framework</b>	<i>Overall time</i>	
	<i>Time for each age group</i>	
	<i>Concentration/coherence</i>	
	<i>Spread</i>	



## UNIT B6

# CLASSROOM APPROACHES AND CLASSROOM RESOURCES



### CONTENTS

1. Traditional and progressive approaches
  2. Describing the classroom approach
  3. Strategies
  4. Teachers
  5. Classrooms
  6. Teaching materials
  7. Problems
  8. Summing up
- Display Document: CLASSROOM STRATEGIES FOR GOOD NUTRITION EDUCATION
- Key to Activities



### WHAT YOU NEED

- People* Teacher educators, materials writers and teachers can make useful inputs to these sessions by describing classroom approaches, and the situation as regards teachers, classrooms and teaching materials. If this session is to be repeated, try to record the inputs for future use.
- Information* Teaching materials which are currently in use for nutrition education should be brought to the session.
- Course documents* The Teacher and Parent Data Sheets, the document CLASSROOM APPROACHES (already on display), and a blank copy of the display document CLASSROOM STRATEGIES at the end of this unit.
- Equipment* Highlighter pens and recording equipment if possible.

## ACTIVITY 1

**TRADITIONAL AND PROGRESSIVE APPROACHES**

20 minutes

Look at the summaries of the traditional and progressive approaches on the next page, as well as the figure of a traditional and modern classroom below.

1. Which do you personally prefer?
2. Pick two expressions to describe each approach and write them in the box below.

*rigid*  
*reassuring*  
*clear*  
*confusing*  
*expensive*

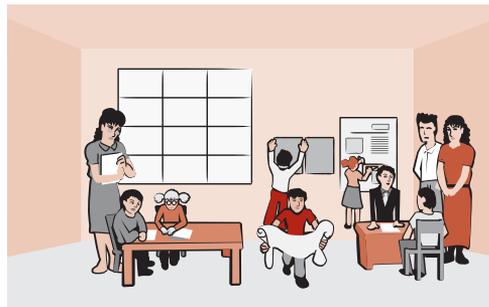
*stimulating*  
*well-ordered*  
*uncontrollable*  
*respectful*  
*interesting*

*limited*  
*tiring*  
*labour-saving*  
*boring for children*  
*boring for teachers*

*chaotic*  
*fun*  
*highly educational*  
*hard work*  
*flexible*

<b>Traditional approach:</b>	
<b>Progressive approach:</b>	

3. Explain the reasons for your choice to the whole group.
4. Compare your reactions with the comments in the KEY.

**TRADITIONAL AND MODERN CLASSROOMS**

ACTIVITY 1 *contd.*

TRADITIONAL AND PROGRESSIVE TEACHING APPROACHES

	Traditional	Progressive
<b>Model of learning</b>	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.
<b>General methodological principles</b>	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> .
<b>Typical activities</b>	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> .
<b>Faculties targeted</b>	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> .
<b>Classroom organization</b>	<i>Fixed</i> , with pupils sitting in <i>rows 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.
<b>Classroom roles and discourse</b>	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 are wide</i> , 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.
<b>Outreach</b>	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.





## TEACHERS



20 minutes

The teachers are the crucial element in making changes. How strong are they as a resource?

Discuss the points below and make notes. Look at strengths as well as weaknesses. When you have finished, share your findings, then identify and underline the major problems. We will come back to these in Activity 8.

Teachers - strengths and weaknesses	Notes
<p>a) <b>Morale</b> Is teachers' morale generally high, medium, or low? What generally affects teachers' morale? If you have a completed Teacher Data Sheet, refer to Point B6.2.</p>	
<p>b) <b>Interest in the subject</b> Are a good number of teachers generally or professionally interested in health, diet and a healthy lifestyle? Consult Teacher Data Sheet Points B4.1, B4.2, and B6.3.</p>	
<p>c) <b>Professional interest</b> Are teachers generally interested in trying something new? For example, are they prepared to change their classroom practice, take an active part in new programmes, or just try out new activities? Consult Teacher Data Sheet Points B6.4, B6.5 and B6.7b.</p>	
<p>d) <b>Experience, qualifications and training</b> Are most of the teachers well trained as <i>teachers</i>, with a good deal of experience and a range of techniques at their command? Consult the Teacher Data Sheet if you have it, Points B6.6 and B6.7a. Would you say there is a reasonably high level of experience and training – enough to be considered an asset?</p>	
<p>e) <b>Expertise?</b> Do teachers know enough about nutrition? Check Teacher Data Sheet Point B6.6. Have they done any courses? Can they learn from each other?</p>	

ACTIVITY 5

**CLASSROOMS**



20 minutes

What is your classroom situation? Check teachers' opinions in the Teacher Data Sheet Point B6.8.

Make some notes on the situation. Share your findings and then identify and underline the main problems. We will come back to these in Activity 8.

<i>What are the classrooms like?</i>	Notes
<b><i>Is there enough space?</i></b> Inadequate space limits the range of classroom activities that are possible.	
<b><i>What is the teacher-pupil ratio?</i></b> Marking homework and checking individual progress can be a burden to teachers with very large classes.	
<b><i>Is there a wide range of ability or age?</i></b> "Lockstep" teaching, in which all children studying the same thing at the same time, is least effective in mixed-ability classes. A wide age range presents the same problems.	
<b><i>Is there a mix of cultures or religions?</i></b> This could lead to conflict and incomprehension in some circumstances.	
<b><i>How regular is pupils' attendance?</i></b> Irregular attendance by pupils or an irregular supply of teachers clearly limits educational achievement.	
<b><i>Are there basic facilities and equipment?</i></b> It is hard to teach and learn without chairs, tables, paper, textbooks, chalkboards, pens and pencils (especially colour ones). Dark, cold or hot rooms will hinder the learning environment, as will external noise.	
<b><i>Are there teaching assistants, or parents acting as helpers?</i></b> Many schools have no helpers, and therefore struggle to deliver with the limited staff they have.	



ACTIVITY 7

**PROBLEMS**



20 minutes

Look back at the problems you underlined in the last three activities. Did you come up with any of these?

- Teachers are reluctant to change and experiment.
  - Teachers don't know enough about nutrition.
  - Parents won't approve of progressive methods.
  - Children find new methods disturbing and cannot cope with them.
  - The classroom conditions are unsuitable.
  - The teaching materials are inadequate.
1. Choose those which match your situation and brainstorm solutions in the table below.
  2. Divide the solutions into “home-made solutions”, which you can do something about, and “outside solutions”, which will need to be discussed with other bodies. Be realistic with your solutions – it is not in anyone's power to double teachers' salaries, for example!
  3. Consult the KEY for comments and possible solutions.
  4. What other problems did you identify?  
Enter them in the table below and brainstorm solutions in the same way.

Problems	Home-made solutions	Outside solutions

5. Pick out the most effective “home-made solutions”. Put them in the lower half of the display document CLASSROOM STRATEGIES FOR GOOD NUTRITION EDUCATION at the end of this unit.

## SUMMING UP



30 minutes

**Recording conclusions**

1. This unit has two products:
  - a) A set of strategies for the classroom approach, with the most acceptable marked. See Activity 3.
  - b) Ideas for coping with resource problems (teachers, classrooms, teaching materials). See Activity 7 – *Home-made solutions*.

These should be recorded in the document CLASSROOM STRATEGIES FOR GOOD NUTRITION EDUCATION and pinned up in the main display next to CLASSROOM APPROACHES (as in the diagram below).

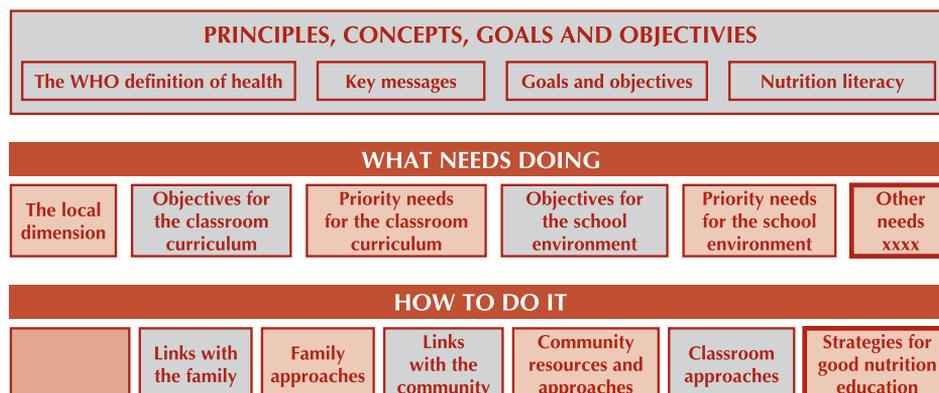
2. Look back again at your notes on Activities 4, 5 and 6, and your *Outside solutions* in Activity 7. What needs have you identified which can't be dealt with by the school alone? They may have to do with teacher education, teaching materials or classroom equipment. You may be able to discuss these needs with the local education authority, or the health services, or with donors.

Record these in the document OTHER NEEDS, which is already on display.

**Presenting conclusions**

Divide into groups and prepare to present to the whole group your classroom strategies, your ideas for promoting them, your proposals for teacher education, teaching materials and classroom facilities, and the thinking behind them. Allow five minutes for each presentation. You may like to discuss what (if anything) can be done about the needs that can't be tackled by the school itself.

## DISPLAY DIAGRAM





## KEY TO ACTIVITIES FOR UNIT B6

■ ACTIVITY 1 *Teaching approaches: first reactions***Comments on the teaching approach**

Some teaching approaches or methods are not acceptable in particular contexts, and some teachers are simply better teachers than others, regardless of their approach and methods. But those are different issues as compared to the question of the effectiveness of a particular approach or method, if that approach is well implemented. Here we present our comments on the two approaches.

***The traditional approach***

This can be *reassuring* for both teachers and children – it is *clear* to them what they are supposed to do. It reinforces social roles and is thought to promote *respect* for teachers and schools, and correct social attitudes. It is *well-ordered*, although often *rigid* and repetitive and therefore *boring for teachers* as well as *boring for children*.

It can be effective in doing what it aims at (usually, the mastery of facts), providing there is enough repetition and practice. If there is not enough of this, then many children will fail. Failure is also a potential outcome because the traditional approach is thin on stimulus and variety.

It is not *highly educational* because it has *limited* aims and doesn't (for example) get children to think, to understand personal experience, to find out for themselves. For conscientious teachers the amount of marking means *a lot of work*, although the work itself is not difficult.

It is difficult for very traditional teachers to change, since their approach does not allow for free feedback from learners. But most can handle new approaches without too much difficulty, provided they happen in a non-classroom context – for example, via projects and school trips.

***The progressive approach***

This can be *chaotic* and *uncontrollable* (and hence *tiring*) but only in the hands of teachers who are inexperienced or trying to innovate too fast. If handled well, it is *stimulating* and *interesting* and has good potential for effective learning, because it aims to reach all faculties in all pupils. It is also *flexible* enough to meet individual needs, to use appropriate activities and to change direction when necessary.

**KEY TO ACTIVITIES** *contd.*

It is often thought that a progressive classroom means *a lot of work* for the teacher, but at its best it means *a lot of work for the pupils* – it is they who should be doing the work. The art of teaching this approach lies in organizing pupils’ activities and using pupils’ efforts to supplement the teacher’s efforts. A progressive classroom benefits from a lot of different learning materials, and in this sense is *expensive*, but many progressive approaches (e.g. drama, imagination, stories, making models) cost nothing.

A danger in the progressive classroom is that the means may sometimes unwittingly replace the ends, i.e. activities are sometimes done almost for their own sake. This is *confusing* if pupils can’t see what they should be learning, but can be remedied by discussing objectives and outcomes, reflecting on learning, and testing.

Progressive teachers can often learn from traditional teachers in terms of structuring and clarifying learning, and should be able to use traditional techniques, but it is generally difficult for them to return to a completely traditional approach, which they would find limiting.

■ ACTIVITY 8 *Strategies*

Some solutions to some problems:

KEY TO ACTIVITIES *contd.*

Problem	Home-made solutions	Outside solutions
<i>Teachers are reluctant to change and experiment.</i>	Break the context. If teachers do not want to change in the classroom, let innovations take place outside the classroom – via whole-school events, trips, visits, speakers, etc. Let teachers see what can be done. Get good teachers to talk about what they do. Interested teachers can swap classes to try out something new, or make agreements to try out new techniques and compare notes.	Get community workers to demonstrate participatory approaches. Get the Ministry or the local education authority to set up an incentive scheme – e.g. a prize for the best set of three innovative lesson plans.
<i>Teachers don't know enough about nutrition.</i>	For specific questions, reinforce the school's contacts with the health services and health ministry. If any of the school staff have expertise, get them to share it in seminars. Arrange joint meetings with other schools to share knowledge. If possible, access health and nutrition web sites.	Persuade the health services to give briefings and short training courses. Get nutrition issues adopted as part of the in-service teacher development programme.
<i>Parents don't approve of progressive methods.</i>	Compromise: take things slowly and don't do anything conspicuously progressive. Many progressive activities can be disguised as traditional ones if you conceal the fun element! For example, competitions can look like tests; reflective diaries can be seen as writing exercises; giving marks always classifies an activity as "serious", even if it is highly active, experiential and participatory.	Get the PTA to open up the question at a PTA meeting. Demonstrate a lesson and explain its purpose.
<i>The children find new methods disturbing and cannot cope with them.</i>	Any new classroom activity is stimulating and children can get overexcited. However, children don't like chaotic classrooms any more than teachers do. Discuss new techniques with children beforehand, presenting them as experiments that require their cooperation. Make it very clear what they are to do and why, ask them if they think they can manage it, and let them decide if they want to try it. Afterwards discuss if it worked.	Ask for an in-service course on how to introduce some progressive approaches with immediate success.
<i>The classroom conditions are unsuitable.</i>	<i>If there is no space</i> , take lessons outside the classroom, and use the classroom for discussing, writing, and reflecting on learning. <i>With big classes</i> , use quick-check exercises and get help from parents and helpers (and children). <i>With a wide range of ages and abilities</i> , do a lot of group work, get children to help each other, rotate tasks, and use recyclable worksheets. <i>If there is a mix of cultures</i> , use the children as expert informants and as illustrations of dietary differences. <i>If attendance is irregular</i> , try to ensure that children know what homework they have to do. Get children to twin up as "buddies" responsible for each others' learning. <i>If equipment is lacking</i> , use real objects such as fruits, vegetables, models – and real people – in dialogues, discussions, drama, walkthroughs and role-plays. <i>Get assistance if possible</i> from parents and volunteers.	Ask for an in-service course on coping with difficult classroom conditions.  Propose a project to produce "full self-access materials" which children can use at home with help from parents. Demand really essential items – posters, paper and coloured pens.
<i>The teaching materials are inadequate.</i>	Good teachers can do better than poor materials! Collaborate with other teachers in planning a few lessons in which you build up the discussion element and call on your own experience. Find some way to make the conclusions of the lesson permanently visible – for example, posters on the wall; Key Messages on old pieces of card which children can hold up and explain.	Get the health services to give you a briefing. If you think you can produce your own materials, seek funding for a pilot series on one topic. If not, discuss what is needed with the local education authority.



# **PHASE C ACTION PLANS**

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## UNIT C1

# PRIORITIES AND STRATEGIES



### CONTENTS

1. Experience of change (optional)
  2. Top down or bottom up?
  3. Recipes for change management
  4. The institutional framework (optional)
  5. A School Health and Nutrition Committee
  6. Selecting priorities
  7. Summing up
- Display Documents: RECIPES FOR CHANGE MANAGEMENT,  
AGENDA FOR DISCUSSION
- Key to Activities



### WHAT YOU NEED

<i>People</i>	People with experience of managing change within the education system.
<i>Information</i>	Knowledge of the institutional framework of the education system.
<i>Course documents</i>	The document display built up during Phases A and B. Blank copies of the display documents at the end of this unit – RECIPES FOR CHANGE MANAGEMENT and AGENDA FOR DISCUSSION.
<i>Equipment</i>	N/A



30 minutes

## EXPERIENCE OF CHANGE

(Optional)

How can change be brought about successfully?

Recall your own experience of change and the feelings it gave you.

1. Recall an institutional change you experienced, preferably in an educational context.

- What were the changes?
- Who were the “changers” and the “changees”?
- What kind of culture prevailed in the institution?
- Was there resistance and grumbling?
- How did the “changers” behave? Did they consult?
- Was the change worthwhile in the end?

2. Make a few notes, then describe your experience to a partner or to a small group. What conclusions can you draw about change management?

3. Report your conclusions to the whole group.

*“We now have to do achievement tests at three different ages in the primary school. They say it’s just to monitor national standards, but they publish the results for each school, so everyone takes them very seriously. We were briefed on what to do, but no-one has ever asked us what we think about it.”*

– A teacher

*“I got so used to grumbling about the lack of good materials for teaching my subject that it was a real shock when I got put in charge of preparing some new ones. It was very interesting but very hard work. Now I’m much more selective in my grumbles.”*

– A teacher

*“My boss consults us about everything, but she gets offended if we don’t agree with her – and in the end we have to do what she says anyway. So we just nod and smile in the meetings.”*

– A teacher

*“For years I tried to get everyone to collaborate on the timetable – the beginning of every year was a nightmare, everyone squabbling. In the end I decided the only solution was to be a dictator. Now I just tell them what to do – they hate it but they do it.”*

– A head teacher

**What is your experience of change?**

ACTIVITY 2

**TOP DOWN OR BOTTOM UP?**



20 minutes

Where do the changes required by nutrition education come from? Can they be easily imposed from above or do they need to come from the people directly involved?

Below are some of the issues we have studied. In your opinion, which of them can be successfully addressed from above, by a “top down” intervention? Which demand a sense of ownership from the participants – a “bottom up” approach – to be successful?

1. Discuss this critically, drawing on your own experience, then mark the items T/D or B/U.
  - Providing for children’s nutritional needs
  - Utilizing local health resources
  - Supporting health interventions educationally
  - Improving monitoring and referral systems
  - Involving parents
  - Involving the community
  - Involving the whole school
  - Making changes in the classroom curriculum
  - Adopting new classroom approaches
2. Compare your ideas with the KEY.



## RECIPES FOR CHANGE MANAGEMENT



20 minutes

Change agents need to find ways of involving people willingly, “bottom up”, so that the changees are motivated to help and contribute ideas.

What recipes can you think of for getting things done with people?

1. With a partner, think of three messages, write them down, and share them with the whole group.

**RECIPES FOR CHANGE MANAGEMENT**

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2. Read the other recipes for change management in the KEY.
3. Together, make a selection of good advice that you think will help to manage change in your context. This final selection will be pinned up in the main document display. Record your messages on a blank copy of the document RECIPES FOR CHANGE MANAGEMENT at the end of this unit, or write them on the document and then copy it.

ACTIVITY 4

**THE INSTITUTIONAL FRAMEWORK**

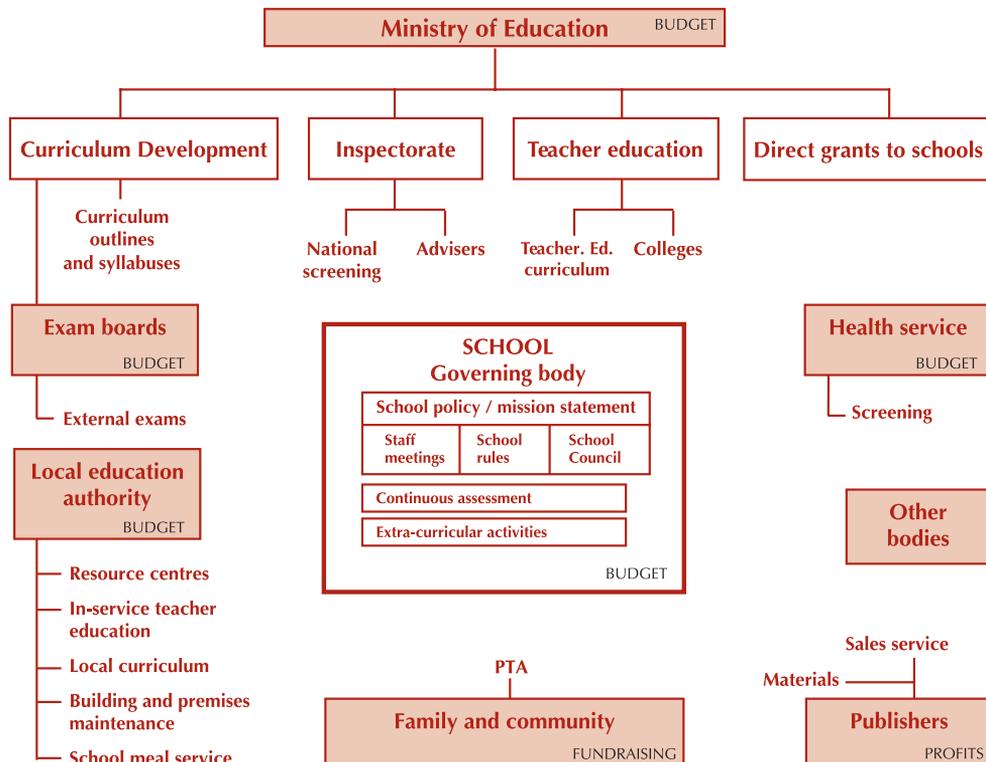


30 minutes

(Optional)

Apart from what *needs doing* or what you *would like to do*, what are you actually empowered to do?

Here is a diagram showing the bodies involved in one country. Are they the same in yours?



**1. Your own institutional framework**

Draw a similar diagram for your own situation.

Explain it to other groups, especially to anyone who is not familiar with the system – for example, health workers, representatives of NGOs, families and others. Go through all the elements, showing:

- who does what
- how active they are, and how well-resourced
- the school's own resources and what they are used for.

**THE EDUCATION SYSTEM: INSTITUTIONAL FRAMEWORK**

**2. Room for manoeuvre**

In this framework, how free are schools to act with regard to:

- |   |   |
|---|---|
| • Links with family and community                 | • School gardens                                  |
| • Links with the health services                  | • School policy and rules                         |
| • Health monitoring and referral systems          | • Classroom curriculum, whether national or local |
| • In-service teacher education and staff training | • Teaching materials                              |
| • School food                                     | • Methodology                                     |
| • Other food on the school premises               | • Whole-school projects, campaigns, etc.          |
| • School environment, sanitation, etc.            |   |

Mark the “room for manoeuvre” on your own chart – in green for “GO” if possible.

ACTIVITY 5

## A SCHOOL HEALTH AND NUTRITION COMMITTEE



30 minutes

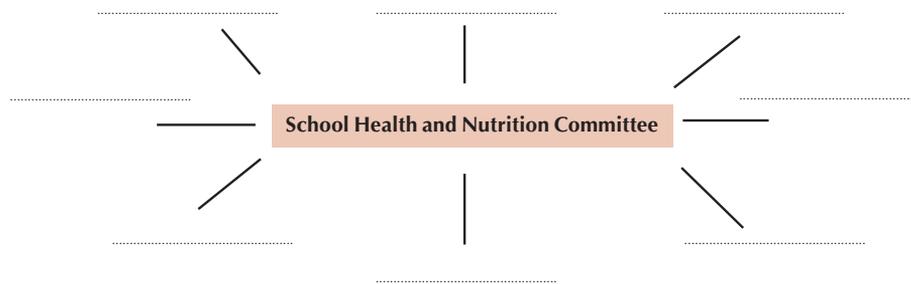
Who will help to discuss and plan changes?

Did you decide in Unit B3 that a School Health and Nutrition Committee was desirable and feasible? If so:

1. Check through the list of groups that might be represented:

- school staff
- teachers
- community services
- child welfare officers
- agricultural services
- NGOs
- the health service and other health resources
- parents and families
- the education service
- interested community groups
- representatives of vendors
- representatives of schoolchildren

2. Discuss specific people who in your own case might be willing to take part in such a committee, and who you think would be valuable members. Write their names on the diagram below. Try to keep a balance between representation and quality.



3. Open a provisional agenda for the School Health and Nutrition Committee on the display document AGENDA FOR DISCUSSION at the end of this unit. The first items should be:

- a) Terms of reference and mission statement for the School Health and Nutrition Committee.
- b) Situation analysis carried out with the Curriculum Planning Guide.



30 minutes

## SELECTING PRIORITIES

### 1. Look back at the display you have built up in Phases A and B.

- In grey are the principles, goals and objectives established in Phase A. The light red boxes represent the needs and approaches identified in Phase B. The dark red ones are the set of RECIPES FOR CHANGE MANAGEMENT you drew up in Activity 3, and the new AGENDA FOR DISCUSSION.
- The NEEDS boxes in the second row are the main areas for action planning. The two main ones are the school environment and the classroom curriculum. OTHER NEEDS are important needs that may be outside the direct influence of the school, or beyond the scope of curriculum developers. They are areas for discussion and recommendation.
- The next row represents *how* it is to be done – for example, by calling on family and community, by using a particular kind of teaching approach, by applying strategies for change management.

### 2. Select the priorities for your action programme.

Inspect the priorities summarized in the NEEDS FOR THE SCHOOL ENVIRONMENT and NEEDS FOR THE CLASSROOM CURRICULUM. Which would you put first? Make a selection of actions that could be accomplished over the next three years.

In making your selection, consider these questions:

- Is it urgent and important?
- How easy is it to do?
- What will it cost (in time and money)?
- Will it be valuable for raising awareness?
- Will it be easy to involve family and community?

All these questions will influence your choice. For example, you might choose one important and time-consuming action, and two or three smaller, easier ones.

### 3. Select priorities for discussion.

From the OTHER NEEDS document, pick out issues which:

- are very urgent or very important;
- are beyond your own scope of action;
- would be useful to discuss with a view to making recommendations.

Enter these on the display document AGENDA FOR DISCUSSION.

ACTIVITY 7

**SUMMING UP**



20 minutes

**Recording conclusions**

Pin up the display document RECIPES FOR CHANGE MANAGEMENT, as shown in the display diagram below.

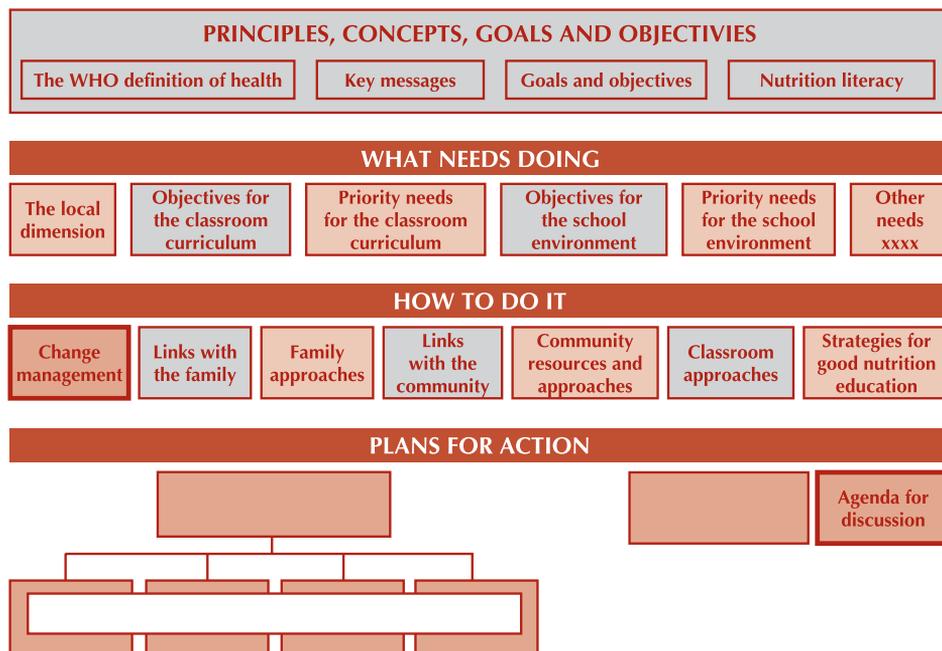
Pin up the AGENDA FOR DISCUSSION to the right below, as shown in the display diagram.

Highlight in some way your action priorities from Activity 6 on the main display – underline them, box them or use a highlighter pen.

**Presenting conclusions**

- a) Call on individuals who have contributed items to the document RECIPES FOR CHANGE MANAGEMENT and ask them to explain why they chose these strategies.
- b) Talk through the items on the AGENDA FOR DISCUSSION, decide who they should be discussed with, and who recommendations might be made to.
- c) Explain the reasons for the choice of the action priorities.

**DISPLAY DIAGRAM**







DISPLAY DOCUMENT

**AGENDA FOR DISCUSSION**

1. ....
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....
8. ....
9. ....
10. ....
11. ....
12. ....

## KEY TO ACTIVITIES FOR UNIT C1

■ ACTIVITY 2 *Top down or bottom up?*

Many of the activities in the nutrition education curriculum depend on school staff feeling involved with the programme. It would be difficult to impose this programme entirely from above.

*Children's nutritional needs*, once they become the responsibility of the health service, are generally addressed top down – children are not consulted (for example) about whether they want cod-liver oil. Changes in children's diet are, however, close to the heart and involve everyone.

*Utilizing local health resources* for educational purposes is something that will generally be undertaken by individual teachers or head teachers, but it is not part of their jobs: they will only do it if they feel involved.

*Support for health interventions* may arrive in the form of back-up materials but normally it is teachers who see the educational value and take the initiative – if they are motivated.

*Improving monitoring and referral* will be a mixture. Teachers are always concerned with individual children, but changes to the system will be a joint responsibility of school, health service and education services.

*Parental involvement, community involvement and whole-school involvement* are all cases where a feeling of ownership and engagement will be critical.

The *classroom curriculum* is traditionally imposed from above. Teachers may complain, but they are used to it. With good teaching materials, a lot can be accomplished. There may also be some elements of choice, and with nutrition education the local application will generally be up to the school. Moreover, you can't impose on teachers the desire to reach the children's behaviour, without which any programme will certainly fail.

As for *educational approaches*, they are notoriously difficult to change from above: the desire has to come from the teachers themselves. Examples and dialogue help a lot.

■ ACTIVITY 3 *Recipes for change management*

**Engage people's interest** – Constantly consult and discuss. Don't order or be overly persuasive – instead, invite contributions, give choices, ask for suggestions. Go with the flow – try to steer away from sceptics and encourage willing people. After any undertaking, get feedback and discuss how to cope in future. Tell people what others are doing. Set up small task forces and *invite* people onto them. If possible, get teacher training time for everyone in the school to do this workshop, and lead it yourself.

**Be patient and listen** – Remember that it takes time for people to adapt to change.

**KEY TO ACTIVITIES** *contd.*

Listen to what people are saying. Don't be surprised if you meet anger, antagonism or apathy, and don't overtly fight it head on. State your case but avoid argument: let results speak for themselves.

**Communicate** – Do this little and often, and keep it simple. Get people to pass on messages (you save yourself the effort and they remember better). Send important messages in pictures as well as in words.

**Create attractions** – Set up visible events that will attract people – an exhibition, a play, a special day, a fund thermometer. Make sure they are thoroughly prepared.

**Use what's available** – Use available energy and interest. Use children as messengers to parents, and parents as messengers to each other. Explain an idea twice, then get your audience to explain it to others. Look at the talents around you and use them. Use existing structures and programmes and don't dismantle what's working well – if it's not broken, don't fix it. Learn from failures – use them to do things better in the future.

**Reduce the burden and spread the load** – Start small, this way you will be much more likely to succeed. Begin with something obvious and easy. Ask for small contributions. Get people to share commitments. Delegate and use other people's energy – involve other schools, call on the inspectorate, use the children. Reduce meeting times to a minimum. Don't allow yourself to be too closely identified with the initiative – there should be many oars paddling the boat. Plan yourself out of the picture and congratulate yourself when you become unnecessary.

**Reward people** – Make sure that participants have fun, make friends, and are recognized for their work – ask the children to interview them and display reports and pictures of what they've achieved. Involve the media in reporting. Spend a part of every meeting on congratulations. Encourage, and give praise.

**Reward yourself** – Be proud! Enjoy yourself! Whatever you want, reward yourself with some! *Take it easy* – work smarter, not harder. Make sure everyone (including you) eats properly, gets enough sleep and learns how to relax. An exhausted coordinator is hardly an advertisement for a nutrition education programme!