

## UNIT C2

# A PROGRAMME FOR THE WHOLE SCHOOL



### CONTENTS

1. A provisional framework
2. Problems and solutions
3. Objectives and criteria (optional)
4. Formulating objectives
5. Establishing criteria
6. Developing action plans
7. Summing up

Display Document: WHOLE-SCHOOL ACTIVITIES ON NUTRITION ISSUES

Case Study: PRATO PRIMARY'S DRINKING FOUNTAINS

Key to Activities



### WHAT YOU NEED

<i>People</i>	People who have good contacts with NGOs and other sources of funds. Inputs about micro-funding opportunities would be very valuable in this session.
<i>Information</i>	Relevant technical information about the projects chosen.
<i>Course documents</i>	The course documents on display. A blank copy of the final document WHOLE-SCHOOL ACTIVITIES ON NUTRITION ISSUES.
<i>Equipment</i>	Recording equipment if there are any useful inputs.

Note: This unit takes you through the process of arriving at a plan of action for promoting healthy nutrition in the school environment, taking account of the principles you have developed. In fact, people are seldom so systematic, but this procedure helps to make sure that nothing important is forgotten and also helps to involve people in the decision-making process.

The whole process consists of:

- Drawing up a provisional framework for action (Activity 1);
- A four-stage process to arrive at an action plan for one priority, consisting of:
  - Brainstorming problems and solutions (Activity 2);
  - Formulating objectives (Activities 3 and 4);
  - Establishing criteria (Activities 3 and 5);
  - Drawing up an action plan (Activity 6).

The process is illustrated with reference to the case study PRATO PRIMARY'S DRINKING FOUNTAINS at the end of the unit.

## ACTIVITY 1

**A PROVISIONAL FRAMEWORK**

20 minutes

1. Read the CASE STUDY PART A: PRATO PRIMARY'S WHOLE-SCHOOL PRIORITIES.
2. Study the priorities you selected for the whole school in Unit C1. These should be highlighted on the display document PRIORITY NEEDS FOR THE SCHOOL ENVIRONMENT.
3. Draw up a provisional three-year framework as in the case study. Consider these questions:
  - *How much time have you got?* – Decide on an approximate time allocation for whole-school activities. Consider class time, outreach time, preparation time and planning time. Also consider whether any of this time can be increased by normal staff meetings and teacher development programmes, or by contributions from helpers or parents.
  - *What can you manage?* – Estimate the time needed for the priorities you have chosen. Map out a provisional three-year plan for your whole-school priorities and record it below.
4. Decide who to discuss the framework with – PTA, School Health and Nutrition Committee, school staff, children, school inspectors, funding agencies – and enter it on the AGENDA FOR DISCUSSION on the display.
5. Decide which priority you will work on in the rest of this unit. It will be more interesting if you divide into groups each taking a separate project.

PROVISIONAL THREE-YEAR FRAMEWORK

	Year 1	Year 2	Year 3
<b>Project</b>			
<b>For whom</b> (children, parents, etc.)			
<b>Class time</b> <b>+ outreach activities</b>			
<b>Planning and</b> <b>preparation time</b>			



ACTIVITY 2

**PROBLEMS AND SOLUTIONS**



20 minutes

What problems do you foresee?

1. **General problems** – Do you share any of these general problems?

- The school doesn't have the resources to feed children.
- There is no suitable in-service training for teachers or other staff.
- Staff are not used to whole-school activities.
- The school's physical environment needs money spent on it.
- Meetings with the school staff don't work.
- Children refuse to eat some foods because they are not used to them.
- Sweets are more available than healthy snacks: vendors sell them at the school gates.

- a) Choose one problem that matches your situation.
- b) Brainstorm some solutions – think of every solution you can, however unusual. Then pick the best ones.
- c) Compare your solutions with the KEY.

Problem	Solution

2. **Prato Primary's problems** – Read through the Case Study Part B: TROUBLESHOOTING.

3. **Problems with your first project** – Now turn to the priority you have selected for your first project. What problems do you foresee?  
Go through the same process of identifying difficulties and thinking of solutions. Enter them in the box below. This will give you some ideas for action.

Priority	Problems	Solutions



15 minutes

**OBJECTIVES AND CRITERIA**

(Optional)

Wherever people organize action, it's very important to specify exactly what is wanted – a clear objective – and some of the criteria, for example, when, where, how, how well, how much, how often and who. Here's an everyday example:

1. You send your child out to buy “something for supper” for the family. He comes back with a large cake and a big bottle of lemonade – enough for everyone. He's very happy about it, and he can't see why you are upset. What went wrong?
2. You send your child out to buy something for supper but this time you tell him exactly what you want. He buys it all, but gives it to his brother to bring home on his bike. His brother doesn't get home till late, so there is nothing for supper. What went wrong?
3. You send your child out to buy some oil, some beans and some carrots, and tell him to come straight home. He does exactly what you tell him. But the carrots are old and limp, the beans are damp and fermenting and the oil is rancid. What went wrong?

So, what went wrong? Choose from these possibilities. Some of them are crucial, some don't matter:

- You didn't specify what you wanted.
- You didn't indicate the time frame.
- You didn't say where to do the shopping.
- You didn't say anything about the quality required.
- You didn't specify the quantity required.
- You didn't say how much to spend.
- You didn't say who was to be involved.
- You didn't indicate how the shopping was to be transported.

If you don't agree with each other, see our comments in the KEY.



ACTIVITY 4

**FORMULATING OBJECTIVES**



30 minutes

Read the CASE STUDY PART C: FORMULATING OBJECTIVES FOR PRATO PRIMARY.

Take your chosen priority for the school environment. Briefly recap the situation and the reason why you have chosen this as a priority.

Decide exactly what the objectives are, both long-term and immediate. Consider *both the material and the educational aims*. Formulate the objectives as statements, with a subject and a verb.

Write the priority and the objectives below.

Explain your objectives to the whole group.

<b>Priority</b>
<b>Objectives</b> (material and educational)



30 minutes

## ESTABLISHING CRITERIA

Your criteria should say *how* you want this project realized and *who* should be involved.

### 1. Read the CASE STUDY PART D: ESTABLISHING CRITERIA.

To establish your criteria, consult the main document display and:

2. Check through the general objectives for the school environment, the classroom curriculum and the other priority needs you selected. Are there any special dimensions you want to promote?
3. Think of what could go wrong with your objectives. Then express these risks as positive criteria.
4. Check through the *who* and *how* approaches you developed in the third row of your display – approaches and objectives for the family and community, classroom approaches, and change management strategies.
5. List your criteria in the box below. Keep the number down – just put in what you think is essential to realizing a project that will *really work to promote good nutrition*.

Make a note of any *ideas for action* that come up.

#### CRITERIA

.....

.....

.....

.....

.....

.....

.....

.....

#### IDEAS FOR ACTION

.....

.....

.....

.....

.....

.....

.....

.....



ACTIVITY 6

**DEVELOPING ACTION PLANS**



20 minutes

1. Read the CASE STUDY PART E: ACTION PLAN FOR THE DRINKING FOUNTAIN PROJECT.
2. Look back at the problems you anticipated (Activity 2), the objectives you formulated (Activity 4), the criteria you established (Activity 5) and the ideas for action that emerged (Activity 5). You should now have a good idea of how to start the project.
3. Decide on the first three steps of your action plan, who will be responsible for carrying them out, and when they should be completed.

Action plan – first three steps	Responsibility	Completion date

**SUMMING UP**

40 minutes

You have now been through the four steps of action planning. Here is a summary of the process:

- a) Anticipate the problems – Look at all the obstacles and assets and find a few solutions.
- b) Clarify the objectives – Spell out what they mean and write them out clearly as statements, with subjects and verbs. Think of both material and educational objectives.
- c) Specify the criteria – that is, how you want it done and who is to be involved.
  - Check through your main objectives for the school environment and the classroom.
  - Think of the things that could go wrong, then turn them from negative risks into positive criteria.
  - Check the *who* and *how*, looking at how you plan to involve family and community, the educational approaches you want to adopt and the change management strategies you think will help.
  - Gather ideas for your action plan.
  - Write out your criteria as statements.
- d) Create an action plan – Draw up the first three steps of an action plan in line with your strategies.

**Recording conclusions**

Summarize your conclusions from Activities 1, 2, 4, 5 and 6 on the display document on the following page: WHOLE-SCHOOL ACTIVITIES ON NUTRITION ISSUES. Make a blank copy of the document and fill it in, or fill it in on the next page and then copy it.

Pin up the document under the main display.

**Presenting conclusions**

Divide up these points between you and prepare to present them to the group as a whole:

- your material and educational objectives and how you have formulated them;
- how you arrived at your criteria and why they are important;
- what specific ideas for action came up;
- how you will start your project and why you have put these actions first.

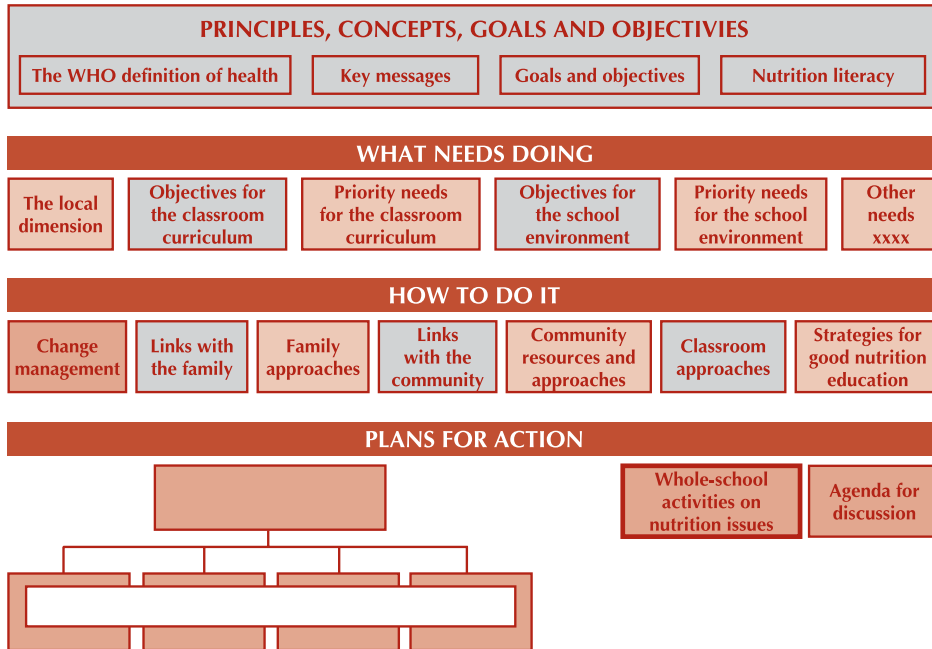
Put a time limit on each presentation (to a maximum of 5 minutes).

The audience should comment and contribute.



ACTIVITY 7 *contd.*

## DISPLAY DIAGRAM



## WHOLE-SCHOOL ACTIVITIES ON NUTRITION ISSUES

### PROVISIONAL THREE-YEAR FRAMEWORK

	Year 1	Year 2	Year 3
<b>Project</b>			
<b>For whom</b> (children, parents, etc.)			
<b>Class time</b> <b>+ outreach activities</b>			
<b>Planning and</b> <b>preparation time</b>			

### PROJECT 1

Priority	Ideas for action	
<b>Objectives</b> (material and educational)		
<b>Criteria</b>		
Action plan – first three steps	Responsibility	Completion date

---

## CASE STUDY: PRATO PRIMARY'S DRINKING FOUNTAINS

### **Part A: PRATO PRIMARY'S WHOLE-SCHOOL PRIORITIES – A PROVISIONAL THREE-YEAR PLAN**

Prato Primary School has three immediate action priorities for the whole school:

- Drinking fountains instead of taps in the playground
- A nutrition policy
- Some kind of whole-school activity

How can these projects fit into a long-term plan? Installing drinking fountains and creating an interest in them will be a small project, good to experiment with. Developing a school nutrition policy is a bigger undertaking. Thinking through the school nutrition policy may also generate ideas for the vague third priority, “some kind of whole-school activity”. One possibility is a project on clean water, a real problem locally. Another is a programme for a school breakfast with a high protein content.

How much of this can the school do, and how fast?

Prato Primary decides that in general, whole-school projects should take up, per grade, no more than:

- 3 hours of class time;
- 3 hours of outreach activities such as trips;
- 10 hours of preparation and planning.

This doesn't include staff meetings, which are held regularly, or teacher development events, which come out of the in-service teacher education time allocation. It also doesn't include time given by others, such as parents and health workers. All these will give the school a little more time to spend, but not much.

Knowing these limitations, the school decides that it hasn't the time in the coming year for both nutrition policy development and the drinking fountains. Many think it is more logical to start with the nutrition policy, but others are in favour of a more immediate hands-on approach, i.e. the fountains. Rightly or wrongly, the fountains are approved, and the policy development is put off till next year.

The provisional plan is therefore clear for the first and second years, though still vague for the third:

PROVISIONAL THREE-YEAR PLAN FOR WHOLE-SCHOOL ACTION ON NUTRITION ISSUES

	Year 1	Year 2	Year 3
<b>Project</b>	Drinking fountains	Nutrition policy	To be determined by the school
<b>For whom</b> (children, parents, etc.)	Whole school	Whole school, parents, community, school staff	?
<b>Class time + outreach activities</b>	2 half-hour lessons + tours of school yard	3 half-hour lessons + 3 hours outreach	Maximum: 3 hours
<b>Planning and preparation time</b>	5 hours	6 hours + meetings	Maximum: 10 hours

**Part B: TROUBLESHOOTING**

Prato Primary has already noted a few problems with its plans for the school environment. One problem is that not everyone is convinced that drinking fountains should be a top priority. Another is that at least half of the staff don't appear to be interested – they are underpaid, and tired because they have other jobs. A third problem is that there aren't any teaching materials.

The interested few attend a short session to identify and confront these problems.

Problem	Solution
Not everyone is convinced that drinking fountains are a top priority.	Keep everyone informed at all stages. Keep discussing next year's project as well. Set up a persuasion chain – teachers convince each other, teachers convince children, children convince families.
A lot of the staff aren't interested.	Set up a small working group, but make sure it isn't seen as exclusive – it should consult frequently with other staff. Ask for very small contributions from the less-interested staff, and receive them with enthusiasm.
There aren't any teaching materials.	The fountains themselves are "teaching materials" – arrange demos and talks around them. Get clever pupils to make pictures, diagrams or models of the fountains. Ask the fountain supplier for several copies of their catalogue, with illustrations. Ask the supplier if they can send a speaker.

This produces a number of ideas that may or may not work. But the ideas are all worth trying and definitely worth writing down, so that the working group will remember them later. Some are just ongoing strategies, such as keeping everyone informed. But others can go straight into the action plan, for example, asking the supplier for the catalogue.

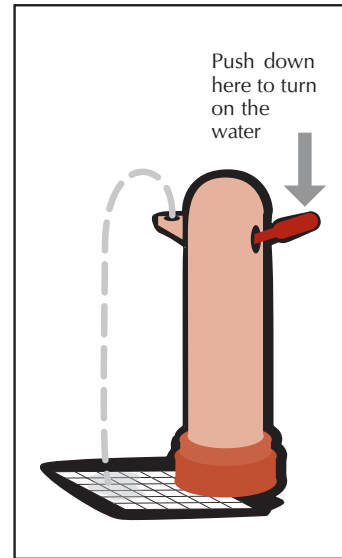
**Part C: FORMULATING OBJECTIVES FOR PRATO PRIMARY – FROM TAPS TO DRINKING FOUNTAINS**

**What's the situation?** – At the moment the school has two taps in the school yard which children use for drinking water. These have several disadvantages. Some children drink straight from the taps, which is unhygienic. They sometimes leave the taps running. There are no drains under the taps, so they are surrounded by small lakes of mud. Some of the mugs are dirty. Drinking fountains would solve these problems.

**What’s the idea?** – The “drinking fountain” they have in mind is a standpipe with a lever. When you press the lever the water shoots up in a curve so you can drink it without using your hand or a mug. When you take your hand off the lever the water turns off, so it is not wasted. Installing these fountains will also mean putting in underground drainage, and a drainage grid on the ground under the fountain, so there will be no more lakes of mud.

**What exactly are the objectives?** – There are two kinds of objective – material and educational. The long-term material objective is that *children drink safe, clean water*. The immediate material objective is *to install a working set of drinking fountains*. One educational objective has to do with simple behaviour – it is important that the children *use the fountains properly*, since this will benefit their health and the general hygiene of the environment. The other educational objective is broader – children should *understand why this change is happening* and what advantages it brings. To summarize the objectives:

- First, children drink safe, clean water.
- Second, four new functioning drinking fountains are installed in the school yard.
- Third, children use the drinking fountains properly.
- Fourth, children understand the value and purpose of the drinking fountains.



Writing them as sentences helps us to see *who is to do what*. Objectives with “to” often leave this unclear.

#### **Part D: Establishing criteria – How do we want this done?**

“Criteria” are the “quality standards” that we look for when an action is taken. Agreeing on criteria makes sure that the job is done properly, especially if several people and groups are contributing to it. They also make sure that we don’t forget the principles we have decided are important.

To establish the criteria the school does three things.

1. It checks through the general objectives for the school environment and the classroom curriculum. Are there any special dimensions it wants to promote? For example, it may decide that:

- All school staff should be involved in the project if possible.
- Learning should be multidisciplinary.

## UNIT C2

2. The school then thinks of what could go wrong. For example, the fountains might not work properly or it might break down. The children might not know how to use them, or not use them properly. The children might not appreciate why they are an improvement. Any of these factors will mean that the objectives have not been achieved.

To formulate the criteria, the school expresses these risks positively. Thus the general criteria for the drinking fountains (again written as statements) are:

- The fountains work properly – they are the right height, and don't get blocked or break down.
  - Children use them correctly – they don't waste water or spray each other.
  - Children are able to explain the value of the fountains.
3. It looks through the *who* and *how* approaches – decisions about involving the family and the community, the educational approaches it wants to adopt, and the change management strategies it favours. Checking through these generates other criteria, for example:
    - Families are kept informed and asked for reactions.
    - Learning is hands-on and participatory.

While thinking through these “criteria” it also comes up with action ideas to add to those it thought of when discussing the problems. For example:

- Make sure several people are trained to maintain the fountains (including the children?).
- Check if spare parts will be needed and where to get them.
- Train children to give parents a guided tour of the new fountains?
- If the Council won't pay for the fountains, will parents help?
- Ask the supplier for catalogues, pictures and speakers.
- Older children could explain to younger children how the fountains work.
- Children make poster, diagrams and models of the new fountains.
- There could be lessons in physics, biology and environmental science.
- Children observe the work as it is carried out and discuss it in class – trying to explain it.
- Use a small volunteer task force to oversee the project. It will consult frequently with everyone concerned and ask for very small contributions from reluctant staff.
- Start an information and persuasion chain. Children take pictures home and show them to their families.



Prato Primary assembles the objectives, the criteria and the various action ideas developed so far:

Priority	Ideas for action
<b>Replace taps with drinking fountains</b>	<ul style="list-style-type: none"> <li>• Train people to maintain the fountains (including children?).</li> <li>• Check if spare parts will be needed and where to get them.</li> <li>• Train children to give parents a guided tour of the new fountains?</li> <li>• If the Council won't pay for the fountains, will parents help?</li> <li>• Ask the suppliers for catalogues, pictures and speakers.</li> <li>• Older children could explain to younger children how the fountains work.</li> <li>• Children make posters, diagrams, models of the new fountains.</li> <li>• Lessons in physics, biology and environmental science.</li> <li>• Children observe the work as it is carried out and discuss it in class – trying to explain it.</li> <li>• Use a small volunteer task force to oversee the project. It will consult frequently with everyone concerned and ask for very small contributions from reluctant staff.</li> <li>• Start an information and persuasion chain. Children take pictures home and show them to their families.</li> </ul>
<b>Objectives</b> (material and educational)	
<ul style="list-style-type: none"> <li>• Children drink safe, clean water.</li> <li>• Four new drinking fountains are installed in the school yard.</li> <li>• Children use the drinking fountains properly.</li> <li>• Children understand the value and purpose of the drinking fountains.</li> </ul>	
<b>Criteria</b>	
<ul style="list-style-type: none"> <li>• The fountains work properly – they are the right height and they don't get blocked.</li> <li>• Children use them correctly – they don't waste water or spray each other.</li> <li>• Children are able to explain the value of the fountains.</li> <li>• The object lesson is reinforced by school staff and subject teachers.</li> <li>• Families are informed about the project and asked for reactions.</li> <li>• Learning is hands-on, participatory and multidisciplinary.</li> </ul>	

**Part E: ACTION PLAN FOR THE DRINKING FOUNTAIN PROJECT**

Finally, the school draws up an action plan. Below are the first three steps and who is to take them.

### Action plan for the drinking fountains project

Action plan – first three steps	Responsibility	Completion date
<p><b>Research the possibility</b> Contact the School Board and the local Council about authorisation and funding. Ask the Water Board to advise on products, standards and costs. Discuss the project with the School Health and Nutrition Committee. Contact manufacturers and ask for brochures and leaflets. If necessary, mobilize the PTA as a pressure group and fundraiser. Ask manufacturers and the Water Board about speakers and advisers.</p>	<p>Head teacher Caretaker PTA School Health and Nutrition Committee</p>	<p>June, Year 1</p>
<p><b>Establish contact with whoever is to do the work</b> Ask to be informed about dates, procedures and technical details well in advance. See if the firm will send a speaker. Immediately inform parents and children about the project.</p>	<p>Head teacher <i>or</i> responsible teacher</p>	<p>June, Year 1  July, Year 1</p>
<p><b>Set up a small working group of interested teachers and school staff</b> The group will decide on ways of exploiting the educational potential of the event and dealing with it across the curriculum. Emphasize that it shouldn't take a lot of their time.</p>	<p>Head teacher Teachers School staff</p>	<p>July, Year 1</p>



**KEY TO ACTIVITIES FOR UNIT C2**

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

Problem	Solutions and strategies
The school doesn't have the resources to feed children.	Appeal to NGOs, local companies and local charitable organizations. Aim for all children to have a snack if you can't manage to give them a meal. Discuss the problem with parents. Start a chicken production unit on school premises.
There is no suitable in-service training.	Get permission to run this workshop for all school staff, and run it yourself.
Staff are not used to whole-school activities.	Involve staff in small ways in a whole-school project (e.g. Healthy Food Week). Get children to interview them about what they eat. Ask for small class contributions from teachers. If this is a success, ask staff for ideas for the future.
The school's physical environment needs money spent on it.	Maybe the school building is a disaster – but disasters are very educational! Are teachers exploiting this opportunity? Can the parents form a pressure group or help with fundraising? Is there a chance of a sponsor?
Meetings with the school staff don't work.	Lots of extra meetings don't work! Don't try to change existing structures (e.g. school assembly, PTA, staff meetings). Use them to discuss and ratify proposals worked out by smaller working groups. Set up other small voluntary task forces with limited aims, which can dissolve when their work is done.
Children refuse to eat some foods because they're not used to them.	This is a real problem, which doesn't depend on hunger, and often can't be solved rationally just by explaining how good the food is. In general, encourage children to experiment and extend their range of tastes. Try mixing old foods and new (a little bit of meat to flavour the beans, for example). Cook the new food in the old way. Get teachers to eat the new food themselves, with visible relish!
Sweets are more available than healthy snacks: vendors sell them at the school gates.	Discuss with vendors – can they add fruit to their stock? Start a pro-fruit campaign – give fruit as prizes, have a fruit break in the morning, get children to practise "selling" fruit in class using advertising techniques. Persuade children to bring fruit to school. Get school staff to tell children about their favourite fruits and why they like them. Plant fruit trees in the school garden and involve children in the choice. Make the link between sweets and rotten teeth once a week, in a variety of ways. Get a local producer to donate fruit.

■ **ACTIVITY 3** *Objectives and criteria*

- The first problem was that *you didn't specify what you wanted* – that is, the objective itself was not clear.
- The second problem was possibly that *you didn't indicate the time frame*, or that the child or his brother wasn't aware of it. So one of your criteria wasn't clear.
- The third problem was that *you didn't say anything about the quality of the food* – or perhaps that you assumed your child was able to recognize quality. So again, the criteria weren't clear.

The other criteria were irrelevant or not so important.



## UNIT C3

# THE CLASSROOM PROGRAMME



### CONTENTS

1. How much?
2. High-priority dietary messages
3. Support for health and nutrition interventions
4. Local food and food practices
5. The regular classroom curriculum
6. Provisional framework for the classroom curriculum
7. Troubleshooting (optional)
8. Objectives, criteria and action plans
9. Summing up

Display Document: THE CLASSROOM PROGRAMME FOR  
NUTRITION EDUCATION

Case Study: PRATO PRIMARY'S CLASSROOM PROGRAMME

Key to Activities



### WHAT YOU NEED

<i>People</i>	All those responsible for, and informed about, the classroom curriculum.
<i>Information</i>	The results of the situation analysis in Phase B.
<i>Course documents</i>	<i>On display:</i> The Classroom Curriculum Chart, marked up to show the desired subtopics and the existing coverage. The document <b>PRIORITY NEEDS FOR THE CLASSROOM CURRICULUM</b> .  <i>Spare copies of:</i> The Classroom Curriculum Chart; the table <b>CLASSROOM PROGRAMME: OBJECTIVES AND ACTION PLANS</b> (Activity 8); the document <b>CLASSROOM PROGRAMME FOR NUTRITION EDUCATION</b> at the end of this unit.
<i>Equipment</i>	Coloured pens and/or highlighter pens.



## HOW MUCH?

What scale of action are you thinking of for the classroom programme?

1. Read the descriptions of *major*, *moderate* and *minor* changes below. Underline the points which seem to be feasible in your situation. Note that they may not all be in the same part. *Broadly*, which of these pictures do you have in mind?
  - a) *A major change* would involve adopting most of the Curriculum Chart. It would aim to provide about 60 hours of teaching per class per year on nutrition-related issues. It would also run some 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, and possibly the production of new materials. A programme on this scale would mean allocating time for planning, coordination, materials production, learning assessment and monitoring and evaluation.
  - b) *A moderate change* 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 year – perhaps half an hour per 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 topics taught would be collected. In-service training would include briefings on local nutritional problems and an ongoing discussion of methodology, reusing parts of this Planning Guide. A small working group would be responsible for coordinating, implementing and evaluating the programme, including assessment of learning.
  - c) *A minor change* 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 or 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.



ACTIVITY 1 *contd.*

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.

2. Discuss and decide on the answers to the following questions for your own situation:

<i>What scale of action do you have in mind (major, moderate or minor)? How much time can you spare for it?</i>	
<i>Who will coordinate the innovations – a single person or a working group?</i>	
<i>How much time can be allocated for coordination (hours per week)?</i>	



30 minutes

## HIGH-PRIORITY DIETARY MESSAGES

How will the classroom deal with the children's high-priority nutritional needs?

1. Review the urgent dietary messages that you recorded in PRIORITY NEEDS FOR THE CLASSROOM CURRICULUM and originally in THE LOCAL DIMENSION. Note them one by one in the top line of the table below.
2. Read the CASE STUDY PART A: HIGH-PRIORITY DIETARY MESSAGES.
3. Discuss the questions below and record your decisions in the table below.
  - a) Who will be targeted? For example, only children, or parents and school staff also?
  - b) How will you deal with the high-priority needs you have selected? Via a project? A campaign? A special series of lessons? Meetings? Local media?
  - c) Which topics and subtopics will be involved? Consult the topics and subtopics at the top of the Classroom Curriculum Chart. Mark on the Chart those that will be touched on by the project. This may suggest ideas on how to integrate the project – for example, it can be reinforced by lessons on these topics, or parts of the project can be covered in these lessons.

	1.	2.	3.
<i>High-priority dietary needs</i>			
<i>Who will be targeted?</i>			
<i>How will you deal with the high priority needs?</i>			
<i>Which topics and subtopics will be involved?</i>			



ACTIVITY 3

**SUPPORT FOR HEALTH AND NUTRITION INTERVENTIONS**



1. Read the CASE STUDY PART B about how Prato Primary School planned to give educational support to the Vitamin A supplementation programme.
2. Refer to your list of PRIORITY NEEDS FOR THE CLASSROOM CURRICULUM. If you aim to give educational support to any health and nutrition interventions, discuss:
  - a) Who will be targeted – children only, or also teachers, parents, and school staff?
  - b) How you will deliver the interventions – outside the classroom and inside the classroom.
  - c) Which topics and subtopics will be involved.
3. Record your conclusions in the table below.

	1.	2.	3.
<b>Interventions</b> (and dates if known)			
<b>Who will be targeted?</b>			
<b>How you will deliver the interventions</b> (e.g. via a project, a campaign, special lessons, meetings, local media)?			
<b>Which topics and subtopics are involved?</b>			

**LOCAL FOOD AND FOOD PRACTICES**

20 minutes

The third aspect of the local dimension is local food and food practices. Refer to your selected priorities in PRIORITY NEEDS FOR THE CLASSROOM CURRICULUM. Did you decide that local application and local information were a priority? If so:

1. Read the CASE STUDY PART C: LOCAL FOOD AND FOOD PRACTICES.
2. How far do you want to go with researching local food and food practices? Possibilities are:
  - an occasional classroom project;
  - a five-year programme of work for the whole school;
  - a collaborative effort with other schools;
  - a regional initiative.
3. Discuss what local foods or food practices need researching (don't exclude water) and decide on three top priorities for investigation.
4. Discuss who should be involved – children, parents, school staff, teachers, resource centre, inspectors, other schools, members of community?
5. Note your findings in the table below.

**INFORMATION ON LOCAL FOOD AND FOOD PRACTICES**

<b>How far do you want to go in researching food practices?</b>	
<b>Priority topics for investigation</b>	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>
<b>Who will be involved?</b> (For example, children, parents, school staff, teachers, resource centre, inspectors, other schools, members of community).	



ACTIVITY 5

## THE REGULAR CLASSROOM CURRICULUM



40 minutes

In Unit B5, you identified what your schools are already teaching on the Classroom Curriculum Chart, and made some broad decisions about what topics and subtopics needed more coverage and development.

It is now time to be more specific about your overall plan for the regular classroom curriculum. Look back at the Chart you marked up in Unit B5, Activities 5 and 6. It should show (at the top) the subtopics you decided were *essential*, *highly desirable* and *desirable*, and (in the body of the Chart) the learning objectives and subtopics already covered in your existing curriculum.

1. Read the CASE STUDY PART D about the topics Prato Primary selected for its regular classroom programme, and its reasons for selecting these.
2. If you are adopting most of the proposed curriculum (a *major* change), mark up your existing copy of the Curriculum Chart, deleting the areas you don't want to cover, and adding what you feel is missing. If your existing chart is already unclear, use a fresh copy.

If you are going for a *moderate* or *minor change*, use the mini-chart on the following page to note down what subtopics you plan to cover in each age group, highlighting those which are already dealt with in some way.





ACTIVITY 6

**PROVISIONAL FRAMEWORK**



60 minutes

You have looked at four programme elements: high-priority dietary messages, support for health and nutrition interventions, local foods and food practices, and the regular classroom curriculum.

You are planning a three-year programme of innovation. Draw up an outline framework to include all the programme elements. Work in pencil so you can change it as you go along.

1. Read the CASE STUDY PART E.
2. Make a selection, if necessary, from your programme elements – for example, it may not be possible to cover all the urgent local needs in the first three years.
3. Make decisions for each of your chosen programme elements:
  - *How long will it last*, how many years will it run and when will it start (for example, projects)?
  - How much *class time* is to be spent on it?
  - What *other activities* will be involved (e.g. field trips, open days)?
  - 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?
  - *Who will help*?
4. Complete the table below.

	High-priority dietary messages	Support for health and nutrition interventions	Local foods and food practices	Regular classroom curriculum
Curriculum element				
Details				
Duration and timing				
Class time				
Other activities				
Coordination time				
Age groups				
School subjects				
Who will help?				



ACTIVITY 8

**OBJECTIVES, CRITERIA AND ACTION PLANS**



60 minutes

Read the CASE STUDY PART F and recall how you refined your objectives in Unit C2. You should now do the same for the programme elements you have selected, so that you have clear objectives and criteria, and an idea of how your action plan will begin.

Divide the programme elements between you, one for each group. Follow the same procedure as for the objectives in Unit C2, and record your work on the next page.

**Procedure**

1. **Anticipate the problems** – Look at the obstacles and find some solutions (as in Activity 7). This will give you ideas for action and possibly for criteria.
2. **Clarify the objectives** – Spell out your objectives and write them out clearly as statements, with subjects and verbs.
3. **Specify the criteria** – that is, how you want it done and who is to be involved.
  - Check through your main objectives for the school environment and the classroom.
  - Think of the things that could go wrong, then turn them from negative risks into positive criteria.
  - Check the *who* and *how*, looking at how you plan to involve family and community, the educational approaches you want to adopt, and the change management strategies you think will help.
  - Gather ideas for your action plan.
  - Write out your criteria as statements.
4. **Create an action plan** – Draw up the first three steps of an action plan in line with your strategies.



**THE CLASSROOM PROGRAMME:OBJECTIVES AND ACTION PLANS**

Priority	Ideas for action
<b>Objectives</b> (material and educational)	
<b>Criteria</b>	
Action plan – first three steps	Responsibility

ACTIVITY 9

**SUMMING UP**



40 minutes

**Recording conclusions**

1. Using the decisions in Activity 7, draw up a provisional three-year plan for extending nutrition education in your schools (as in CASE STUDY PART E). This will be for display. Either complete the Display Document THE CLASSROOM PROGRAMME FOR NUTRITION EDUCATION on page 259, and then copy it, or make a blank copy and then fill it in. Pin it up as indicated in the Display Diagram at the end of this Activity.
2. Underneath this, pin up copies of all the objectives and action plans developed in Activity 8 (see the Display Diagram again).

**Presenting conclusions**

Nominate one person to talk through the three-year plan, and others to present each element of the classroom programme, explaining the objectives and the criteria. Allow five minutes for each presentation. The audience should check that the programme is workable, that the objectives and criteria are clear, and that the programme makes good use of the family and community, and the school environment. They should also applaud each presentation – this is, after all, the final product!

CASE STUDY PART G – The final part of the case study reminds us that none of these decisions is written in stone. Get someone to read it out to the whole group.

**Dissemination plans**

After the programme planning exercise you have just gone through, who will you tell, inform, and consult – and how? Discussing, informing and consulting are helpful to decision-makers. They also build good relations and make people feel involved. However, they take a lot of time, and coordinators should think about what communications are most productive in terms both of information and of human relations.

As a final plenary activity:

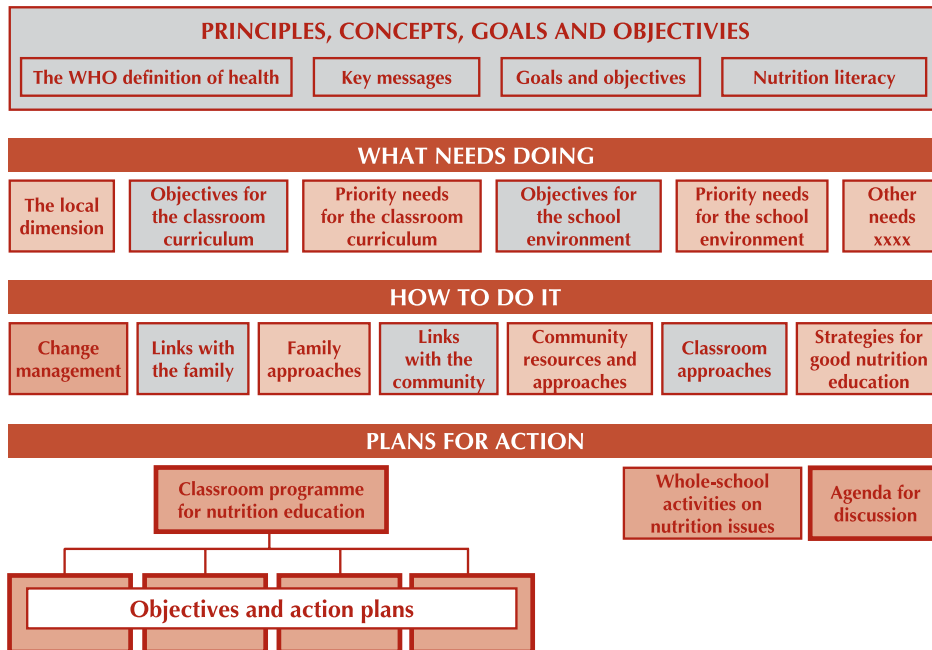
- a) Discuss the possibilities in the table below, decide on three communications priorities and record them in the AGENDA FOR DISCUSSION in the main display.

ACTIVITY 9 *contd.*

	Who	About	How
<b>Tell?</b>	The children	<ul style="list-style-type: none"> <li>the planned programme for nutrition education, including the outline framework and objectives</li> </ul>	Meetings
<b>Discuss with?</b>	The families The PTA		<ul style="list-style-type: none"> <li>the campaign/project on urgent dietary needs</li> <li>plans for supporting health and nutrition interventions</li> <li>ideas for exploring local foods and food practices</li> <li>the decisions for the regular classroom curriculum programme</li> </ul>
<b>Consult?</b>	The School Health and Nutrition Committee	Posters Pictures	
	The School Board	Telephone calls	
	The Health Service	Other?	
	The teachers		
	The school staff Community services The inspectorate Others?		

b) Discuss possible further uses of the Planning Guide – either the whole of it or parts of it.

**COMPLETE DISPLAY DIAGRAM**







---

## CASE STUDY: PRATO PRIMARY'S CLASSROOM PROGRAMME

### **Part A: HIGH-PRIORITY DIETARY MESSAGES**

Our fictitious school, Prato Primary, has opted for a “moderate” classroom programme. It will aim at half an hour of nutrition education per class per week, to be introduced over a period of three years. Some of this time will be absorbed with whole-school activities and projects. There will be one coordinator, a specialist teacher. Small working groups or task forces will be set up as necessary.

Prato Primary has identified three high-priority nutrition messages for the children in the area. They are that the children:

- need more protein;
- should eat fruit snacks instead of sweets;
- need a good breakfast before going to school.

Education can help with all of these, of course. Prato Primary feels that there is a need to give these problems a lot of attention so as to have some direct impact on food behaviour.

As a first high-focus project the school decides to concentrate on the protein issue. It will mount a special intensive “alternative protein project” aimed at both children and their parents, with the help of the local community and the health services. This will be run each year for two years. The messages of this special project will also be covered in normal classroom lessons.

The school is aware that this problem-solving focus will call on a spread of topics and subtopics in the Classroom Curriculum Chart, rather than dealing with them systematically through the scholastic programme. For example, the alternative protein project will need to discuss:

- how children and families feel about beans and pulses;
- what they taste like;
- how much they cost and where to get them;
- what their nutritional value is;
- how to preserve them;
- how to prepare them so that they taste good.

**CASE STUDY** *contd.*

This covers several major topics (and subtopics) from the Classroom Curriculum Chart:

- Topic A: Food preferences (trying new foods).
- Topic B: Factors influencing own food choice; Meals and meal patterns (traditional foods).
- Topic C: Functions of food for health (nutrients); Food classifications (food composition, nutritional value); Principles of healthy eating and diets (variety, balanced, meeting nutritional needs).
- Topic D: Food supply (food production).
- Topic F: Food preservation; Food storage.
- Topic G: Preparation techniques and skills; Cooking techniques and skills.

The project can reinforce these topics but will deal with them only partially: it can't replace them in the regular curriculum. It is an add-on, not a substitute for the normal teaching programme.

**Part B: EDUCATIONAL SUPPORT FOR NUTRITION INTERVENTIONS**

At Prato Primary teachers have been asked to hand out Vitamin A capsules to children under ten, starting next year, under a large project funded by a major donor. There is a joint circular from the Ministries of Education and Health explaining the plan.

How can this intervention be reinforced educationally by the school?

**Outside the classroom**, the school will collaborate with community and health services to raise awareness among parents. A mini-campaign will emphasize the diseases prevented by Vitamin A, its local importance, the local food sources of the vitamin and how to prepare them. The campaign will also serve to educate teachers and school staff, who will be briefed by a nutritionist. Teachers, health services, community workers and parents will collaborate to turn the Ministries' circular into a simple poster with a message reinforced by pictures.

**In the classroom**, the school plans two special lessons on Vitamin A when the capsules are handed out for the first time, and some homework to be discussed with parents. Children will learn which local foods are rich in Vitamin A so that they see food solutions as well as medical ones. They will discuss which foods they like to eat. When vitamins are dealt with in Topic C of the regular classroom curriculum (Food, Nutrition and Personal Health), these special lessons will be recalled. The Vitamin A lessons will be delivered to the whole school this year and next, but after that, only to the first two school years. In this way, every child will hear the message twice. Children will study the poster, copy it into their exercise books and explain it to their families at home.

CASE STUDY *contd.***Part C: LOCAL FOOD AND FOOD PRACTICES**

Prato Primary recognizes that most of the subtopics it has selected (e.g. snacks, food supply, food storage) will have far more impact if they are expressed in local terms. However, some of the teachers are not native to the area and don't know a great deal about its nutritional practices and attitudes. Others are local but are not well-informed about the nutritional value of local foods, or even how they are grown. They need to learn more in order both to educate themselves and to make their teaching relevant.

The school aims to build up information gradually regarding the most important local food items, using the grid in Unit B2, Activity 6 ("Our Food"). Its first choice is the local staple, cassava. The "cassava file" or box will contain data on cassava's nutritional value, how it is cultivated, why, by whom, when, where it grows best, how it is harvested, stored, sold, cooked, eaten . . . and so on. Experts in these areas – such as farmers, housewives, agricultural extension workers, cooks, nutritionists – will be mentioned by name, and there will be interviews (taped or written). There will be a map of the area showing where cassava is grown and sold and how it is taken to town. There will be photos and drawings, the names of other countries which eat cassava, recipes, stories and so on.

Finding the information should not be difficult, but the school will have to decide how much information it needs, how much time it can spend, who will be involved, who it can turn to for help, and who will look after the cassava "archive" – and make sure it is used. The school would like to persuade the PTA to do some of the work, plus give the project a few hours of class time and perhaps organize a field trip. There is also a possibility several schools will participate, and that the district might adopt this information as an aspect of a local syllabus.

**PART D: THE REGULAR CLASSROOM CURRICULUM**

Prato Primary's "moderate" programme involves introducing one new subtopic in each of the eight topic areas. They will be introduced over three years, but the order has still to be decided.

The school has selected the subtopics below for the first phase. In most cases they have adopted the *whole* subtopic, making sure that it follows on from age group to age group.

CASE STUDY *contd.*

CHOICE OF SUBTOPICS FOR THE REGULAR CURRICULUM

Age	A	B	C	D	E	F	G	H
6 to 7	Food preferences	Meals and meal patterns	Functions food for health	Food supply	Food shopping	Food spoilage	Preparation of food	Water
8 to 10	Food preferences	Meals and meal patterns	Functions food for health	Food supply	Food shopping	Food storage in the home	Preparation of food	Water
11 to 13	Food preferences	Meals and meal patterns	Functions food for health	Food supply	Food shopping	Food storage in the home	Preparation of food	Water

The choice is a mixture of principle and pragmatism. Some subtopics (shown in *italics*) are already taught in Home Economics lessons, but mostly to older children. The school wants to keep these topics but spread them through the whole age range. Other subtopics have been chosen because they are in line with nutritional priorities identified for the children – such as the “meals and meal patterns” in Topic B. The “functions of food for health” subtopic supports the vitamin supplementation programme and the focus on good cheap protein-rich foods. Topic G will reinforce this by suggesting how to make such food appetizing. The water subtopic in H reflects the need for clean water locally and is suitable for cross-curricular treatment. The subtopic in A (Food preferences) is a good all-round opener, suitable (like Water, in H) for multidisciplinary treatment. The D and E subtopics are both basic to their main topics. With the subtopics in B, C and G they would also be relevant to a school breakfast project, if this goes ahead in the following years.

**Part E: PROVISIONAL FRAMEWORK**

Prato Primary now has four main curriculum innovations in mind, one in each priority area:

- an “alternative protein project”;
- some educational support for vitamin A supplementation intervention;
- the “Our Food” project;
- the introduction of eight subtopics in the classroom teaching programme.

It builds these elements into a provisional framework, considering:

- when to introduce them;
- how much time to spend on each and over what period;
- how much time to set aside for planning;
- what other activities will be involved;
- which classes and age groups will be affected;
- which school subjects will be involved.

This is the school's preliminary thinking:

**PROVISIONAL FRAMEWORK FOR NUTRITION EDUCATION PROGRAMME**

	1. High-priority dietary messages	2. Support for health and nutrition interventions	3. Local foods and food practices	4. Regular classroom curriculum
<b>Curriculum element</b>	Protein project	Support for Vitamin A supplementation	"Our food" – cassava	Various subtopics
<b>Details</b>	Raise awareness of alternative protein sources	Explain the value of Vitamin A and show its food sources	Create a information base on cassava	Various
<b>Duration and timing</b>	6 weeks per year May–June Repeat next year	2 weeks February, when treatment begins	4 weeks, at planting time (at the beginning of the rainy season)	1 <sup>st</sup> year-1 <sup>st</sup> term-2 <sup>nd</sup> year - both terms. From the start of the school year
<b>Class time</b>	Half an hour per week for 6 weeks	Half an hour per week for 2 weeks	Half an hour per week for 4 weeks	Half an hour per week throughout the school year
<b>Other activities</b>	2 meetings for parents and teachers	Meeting with parents and build into homework	Field trip to study planting; interviews; observation	Various
<b>Coordination time</b>	10 hours	6 hours	12 hours	1 hour per week for 2 years
<b>Age groups</b>	All classes	All classes for 2 years, then in only the first 2 years	11 to 13 only	All classes
<b>School subjects</b>	Home Economics and others if possible	Home Economics	Environmental Science	Various
<b>Who is targeted?</b>	Children and parents	Children and parents	Children, teachers	Children
<b>Who will help?</b>	Agricultural station, FAO project, district nutritionist, health services ... etc.	Health services, PTA	Agricultural station, parents, farmers	Education service

This helps the school to draw up a tentative three-year plan:

**A PROVISIONAL THREE-YEAR PLAN FOR NUTRITION EDUCATION IN THE CLASSROOM PROGRAMME**

First year	Class hours	Second year	Class hours	Third year	Class hours
1. Protein project	3	Protein project	3	?	?
2. Vitamin A support	1	Vitamin A support	1	Vitamin A support (only for the first 2 years)	
3. Local food	2	Local food	2	Local food	4
4. Regular programme	8	Regular programme	15	Regular programme	15
<b>Total hours</b>	<b>14</b>	<b>Total hours</b>	<b>21</b>	<b>Total hours</b>	<b>?</b>

**Comment**

- a) The programme is smaller than it looks. The time to be spent on elements 1, 2 and 3 will have to come out of the classroom teaching allocation of half an hour per

**CASE STUDY** *contd.*

week. Together, they add up to nearly half the classroom teaching on nutrition for the year. The school will have to decide which parts of the regular nutrition education curriculum will have been covered by these other programme elements.

- b) In this school most of the nutrition education teaching is likely to be done in Home Economics and Environmental Science. However, there are some topics that the school would like to distribute more widely, and some which might be covered entirely by other subjects. This will require a lot of negotiation and discussion.
- c) A lot of teacher time is required. Interdisciplinary innovation needs planning and coordination, and a local information base will also demand time for research. Introducing new subtopics at all levels will mean coordinating between the years, so that teachers can check what children are supposed to know already and plug any essential gaps. It is also desirable for teachers to attend talks and demonstrations by experts as part of their in-service training.

**PART F: OBJECTIVES, CRITERIA AND ACTION PLANS**

Prato Primary spells out its plans in greater detail:

Priority	Programme Element
<b>High-priority local nutrition messages</b>	<i>The school runs a special project on protein foods, emphasizing the nutritional value of cheap locally-available vegetable proteins, and demonstrating how to prepare them.</i>
<b>Educational support for nutrition interventions</b>	<i>The school provides educational support for the national programme of Vitamin A dietary supplementation, emphasizing the diseases prevented by Vitamin A, its local importance, its local food sources and how to prepare them.</i>
<b>The regular classroom curriculum</b>	<i>The school introduces selected nutrition subtopics at all levels, namely food preferences, meals and meal patterns, functions of food for health, food supply, food and shopping, food spoilage/food storage in the home, preparation of food, water.</i>
<b>Local food and food practices</b>	<i>The school sets up a local nutrition information base, starting with the local staple food, cassava.</i>

**Problems**

The main problems Prato Primary foresees are the time required for coordinating and planning, and the need for good teaching materials. The school decides to ask that both these activities be regarded as in-service training. It also recognizes that teachers should not be pressured to take part, and that this may mean sacrificing a cross-curricular approach to some extent.

**Objectives**

The school develops objectives for each programme element, worded as statements of the desired results, with a subject and a verb. For example, for the “protein project”, the main objective is that children, parents and school staff:

**CASE STUDY** *contd.*

- recognize the range of protein foods available in the area;
- know how to prepare them;
- are prepared to try them in their diet.

There is also an institutional objective:

- Teachers develop skills in preparing lessons and materials.

**Criteria**

To develop criteria or “standards”, Prato Primary checks through its main objectives for the school environment and the classroom. The school wants to use the school garden, where it will be possible to grow several kinds of nuts and beans experimentally, with advice from the agricultural station. So the criterion is:

- the school garden is used.

Prato Primary also imagines the worst. Suppose that: information is wrong and out of date; there are no teaching materials; no one turns up to the parents’ meeting; other subject teachers are not interested; influential local parents are scornful about nuts and beans, saying they are poor people’s food. The school reverses this doom scenario and decides that the project will be successful if:

- there is adequate, correct information;
- there are appropriate teaching materials;
- interest and motivation are stimulated;
- teachers are properly briefed;
- local attitudes are heard and taken into account.

The school then runs through the other priorities and objectives it has established and picks out a few extra points. It is important, for example, to make sure that parents are not just lectured at, but are involved in a real exchange of information and opinion. The school would also like a cross-curricular element. The educational activities should be stimulating and interactive, and there should be some teacher briefing. These further criteria are added:

- Parents’ views are expressed and heard.
- The project involves several subjects and teachers.
- The educational activities are stimulating and interactive.
- There is an element of teacher development.





**CASE STUDY** *contd.*

The objective now looks like this:

<b>Priority</b>
<p><b>Give special attention to high-priority nutritional messages</b></p> <p>The school runs a special project on high-protein foods, emphasizing the nutritional value of cheap locally available protein-rich beans and pulses, and demonstrating how to prepare them.</p>
<b>Objectives</b>
<p>1. Children, parents, teachers and school staff:</p> <ul style="list-style-type: none"> <li>• recognize the range of protein foods available in the area;</li> <li>• know how to prepare them;</li> <li>• are prepared to try them in their diet.</li> </ul> <p>2. Teachers develop skills in preparing lessons and materials.</p>
<b>Criteria</b>
<p>The school garden is used experimentally.          There is adequate correct information.          There are appropriate teaching materials.          Interest and motivation are stimulated.          Teachers are properly briefed.          Local attitudes are heard and taken into account.          Parents' views are expressed and heard.          The project involves several subjects and teachers.          The project activities are stimulating and interactive.          There is an element of teacher development.</p>

They go straight on to developing the immediate action plan. The first steps of the project are:

<b>Action plan – first three steps</b>	<b>Responsibility</b>
a) The project is discussed with the School Health and Nutrition Committee and the local health services. A nutritionist is identified who can brief teachers and lead the discussion at a prospective parents' meeting. The head teacher applies to the local education committee to treat the project as in-service training.	Head teacher School Health and Nutrition Committee
b) The project is discussed at a teachers' meeting and interested teachers are invited to participate. A small working group is established.	Responsible teacher
c) The nutritionist briefs the working group on the nutritional objectives (the reasons for the project, the foods to be promoted, the recommended methods of food preparation) and supplies appropriate literature. Local attitudes are discussed and the working group decides to talk to representative parents. It also decides to consult children about their food preferences.	Working group Nutritionist

**PART G: REVISED THREE-YEAR PLAN**

After working through its four current priorities, Prato Primary has a clearer idea of what each will involve, as well as the risks associated with each priority. Although the school is aiming only at moderate innovation, a lot of things are expected to change and the staff aren't yet very enthusiastic. At a staff meeting, one of the teachers makes a suggestion. Instead of investigating cassava, he says, why not start the information base with the beans, legumes and nuts dealt with in the protein project? This would accomplish all the objectives and reduce the workload. The other teachers decide that the suggestion is practical, and also fulfils their main message for change management – *start small*.

As a result the school modifies its three-year plan and adds on some detail. It also adds a summary of the plan for the school environment so that the whole programme can be seen at a glance. The result looks like this:

REVISED THREE-YEAR PLAN		
First year	Second year	Third year
<b>CLASSROOM PROGRAMME</b>		
Run the protein project on cheap sources of local protein.	Repeat the protein project.	?
Support Vitamin A intervention for all children under the age of ten.	Support Vitamin A intervention for all children under the age of ten.	Support Vitamin A intervention for the first and second year only.
Set up a local nutrition information base concentrating on local nuts and beans.	Extend the local nutrition information base to cassava.	The local information base: add water sources?
Introduce the first three subtopics at all levels.	Introduce three more subtopics at all levels.	Introduce the final two subtopics at all levels.
<b>WHOLE-SCHOOL ACTION</b>		
Run the drinking fountains project.	Develop a nutrition policy for the school.	A water project? A breakfast project?

Finally, the school thinks about who to consult with over its outline plans. The sooner it involves others and gets their help, the better.

**KEY TO ACTIVITIES FOR UNIT C3**

■ **ACTIVITY 7** *Troubleshooting*

The local dimension.

<b>Problem</b>	<b>Solutions and strategies</b>
<i>Families are simply too poor to afford good food.</i>	Make sure families know about cheap nutritious foods. Grow samples in the school garden and arrange cooking demonstrations and tasting sessions.
<i>There are times of the year when fruit is lacking.</i>	Ask local community workers and health workers if they have suggestions about preserving fruit that they could demonstrate to families.
<i>Information about health and nutrition interventions isn't available.</i>	Often, the information is there for the taking. Make health authorities aware that the school wants information about interventions in good time. Request educational back-up material and a briefing for teachers if possible.
<i>The school doesn't have the resources to establish a food information base.</i>	Start small: begin the information base with one food only. Make a deal with other schools to share and exchange the knowledge gained. Discuss this with the local education inspector.

The regular classroom programme.

<b>Problem</b>	<b>Solutions and strategies</b>
<i>We haven't got enough time in the timetable for more work.</i>	Do what you have time for. Run a single project across the whole curriculum. Use some of your resources to improve the impact of the lessons you already teach. Push for a bit of nutrition education in extra-curricular activities (e.g. sports and clubs). Ask parents to help with one learning objective.
<i>We haven't got time to organize and coordinate these changes.</i>	Ask for extra coordination to be recognized as paid time. Meanwhile, divide up the responsibility between the age groups and do as much as possible through existing teachers' meetings. Spread the load as far as possible.
<i>Teachers are reluctant.</i>	Don't try to convince sceptics. Work with those who are willing, and start small. Ask teachers if they can incorporate one suitable learning objective in their teaching and get them to choose it. Ask good teachers if they would be willing to outline to other teachers how they plan to teach it.
<i>There aren't any good materials.</i>	Make good use of the materials that are already available. Set up a working party with other schools to develop or improve teaching materials. Plan activities which don't need teaching materials – there are plenty.