

WHAT FOOD FUTURE?



Developing Nutrition Education Resources For Diverse Audiences

Society For Nutrition Education and Behavior || 2020 Annual Conference



United States Department of Agriculture

Developing Nutrition Education Resources for Diverse Audiences



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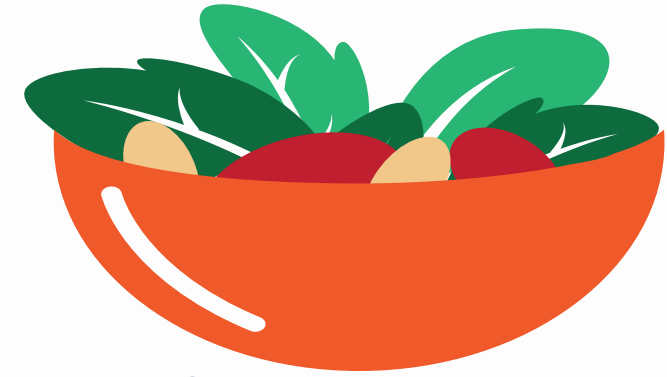
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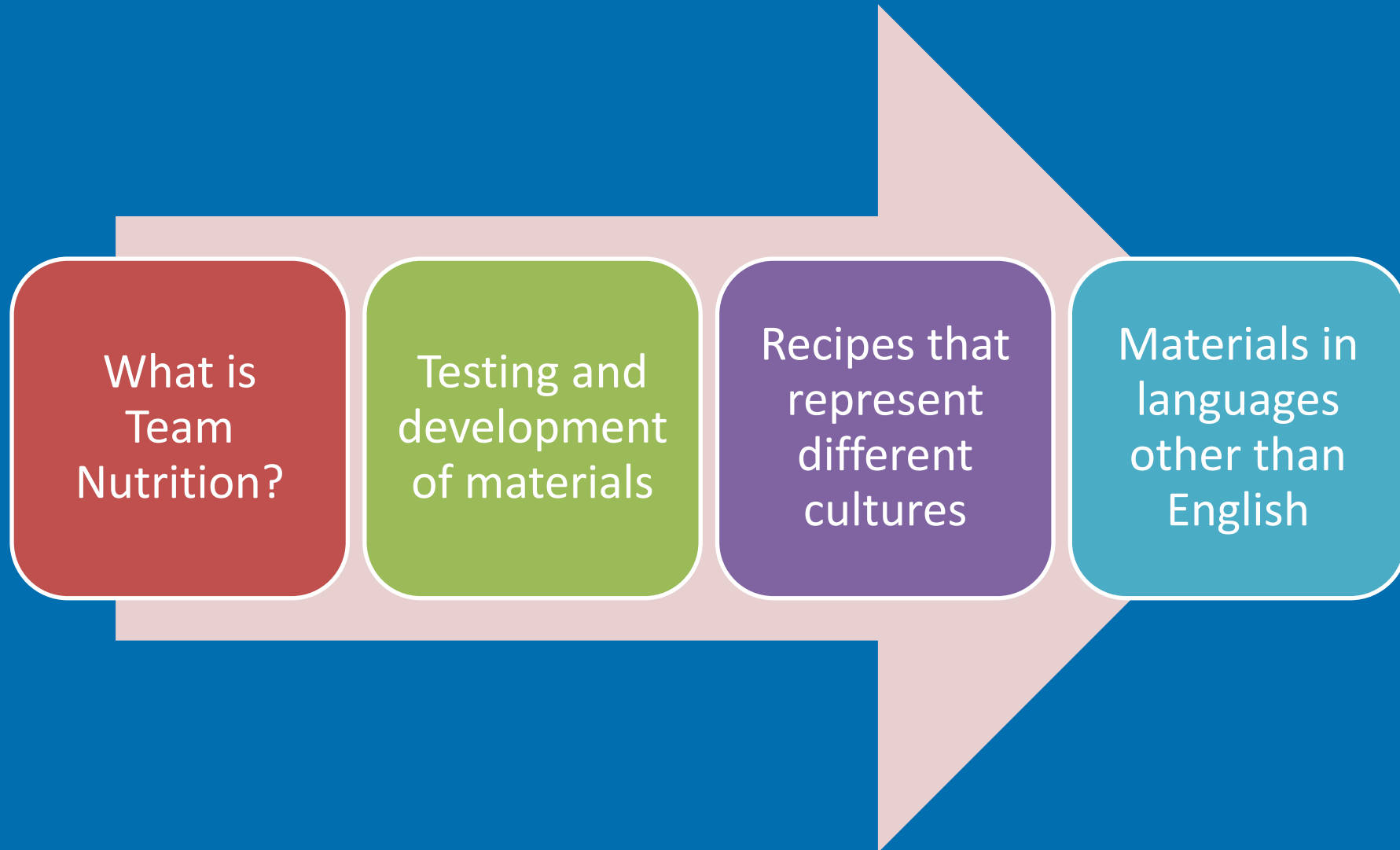
Networking Opportunity



Feel free to share with your place of employment of areas of interest with your fellow attendees via the chat box.

- Name
- Email address

Roadmap



Learning Outcomes

One

- Use research results to improve communication between educators/providers and families on nutrition and eating behaviors.

Two

- Define the steps for developing nutrition education resources that resonate with diverse audiences.

Three

- Identify at least 3 free nutrition education resources for Spanish-speaking audiences and how they were developed.

USDA Child Nutrition Programs



The Team Nutrition Initiative

Supports the Child Nutrition Programs by:

1

Providing training and technical assistance to food service professionals



2

Providing technical resources to support healthy school & child care environments

3

Developing nutrition education resources that help children learn about agriculture and make informed food choices

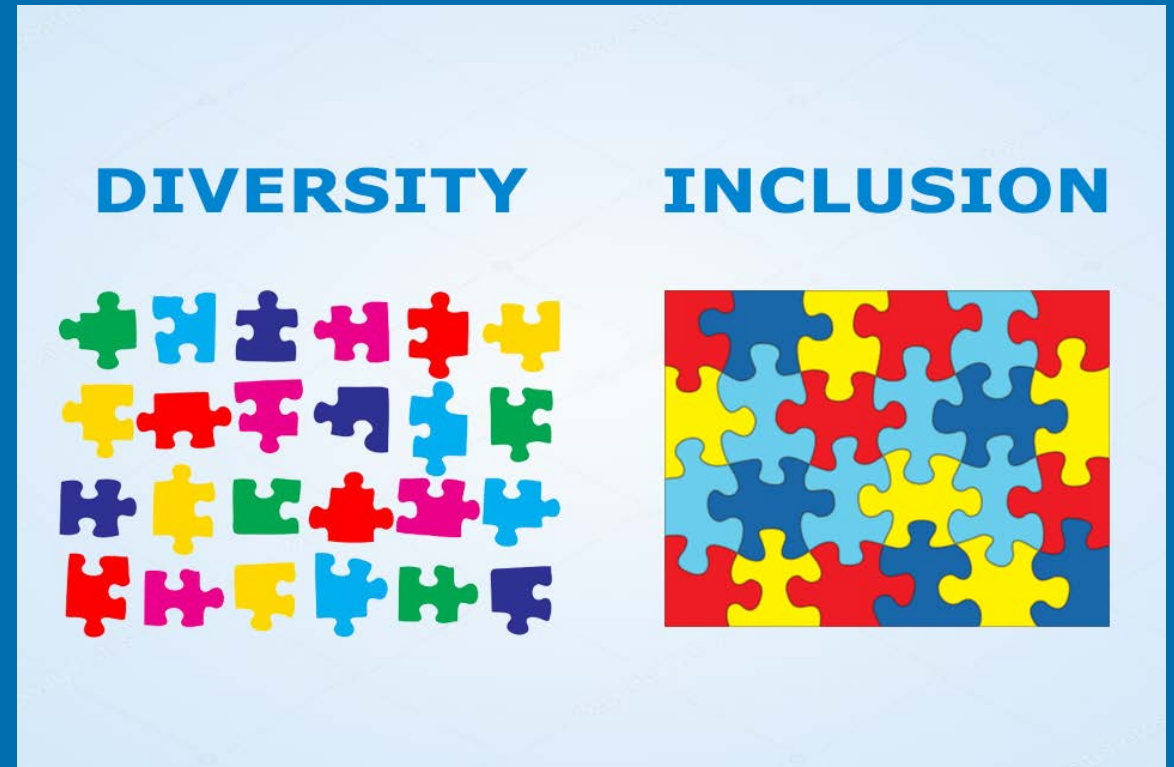
Diversity, Inclusion, and Cultural Competence

Diversity: representation of diverse or different cultures, ages, backgrounds, etc.

Inclusion: all people, regardless of abilities, disabilities, or health care needs, feel respected, appreciated, and seen as valuable members of their communities.

Cultural competence: ability to understand, communicate with and effectively interact with people across cultures.

Source: <https://www.racialequitytools.org/glossary>



Including Diversity in Nutrition, Education, Training, and Technical Assistance Efforts



Dimensions of Personal Identity



What characteristic you were born with (visible traits, e.g., language, ethnicity, and culture)?

- Grew Up in Puerto Rico

What characteristic you choose (e.g., educational, lifestyle)?

- Masters Degree
- Wife
- Loves to Cook

What context impacted your experience? (e.g., social, economic, historical)?

- Internet Access



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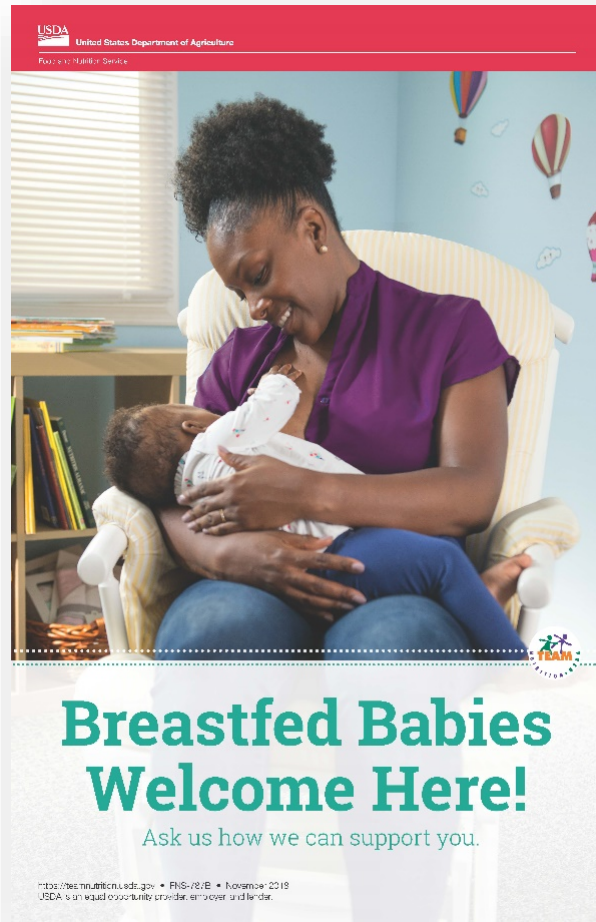
Dimensions of Personal Identity (Arredondo, 2017; Arredondo & Glauner, 1992).



Audience Testing and Resource Development



Breastfed Babies Welcome Here!



USDA



Available in English and Spanish!
TeamNutrition.USDA.gov



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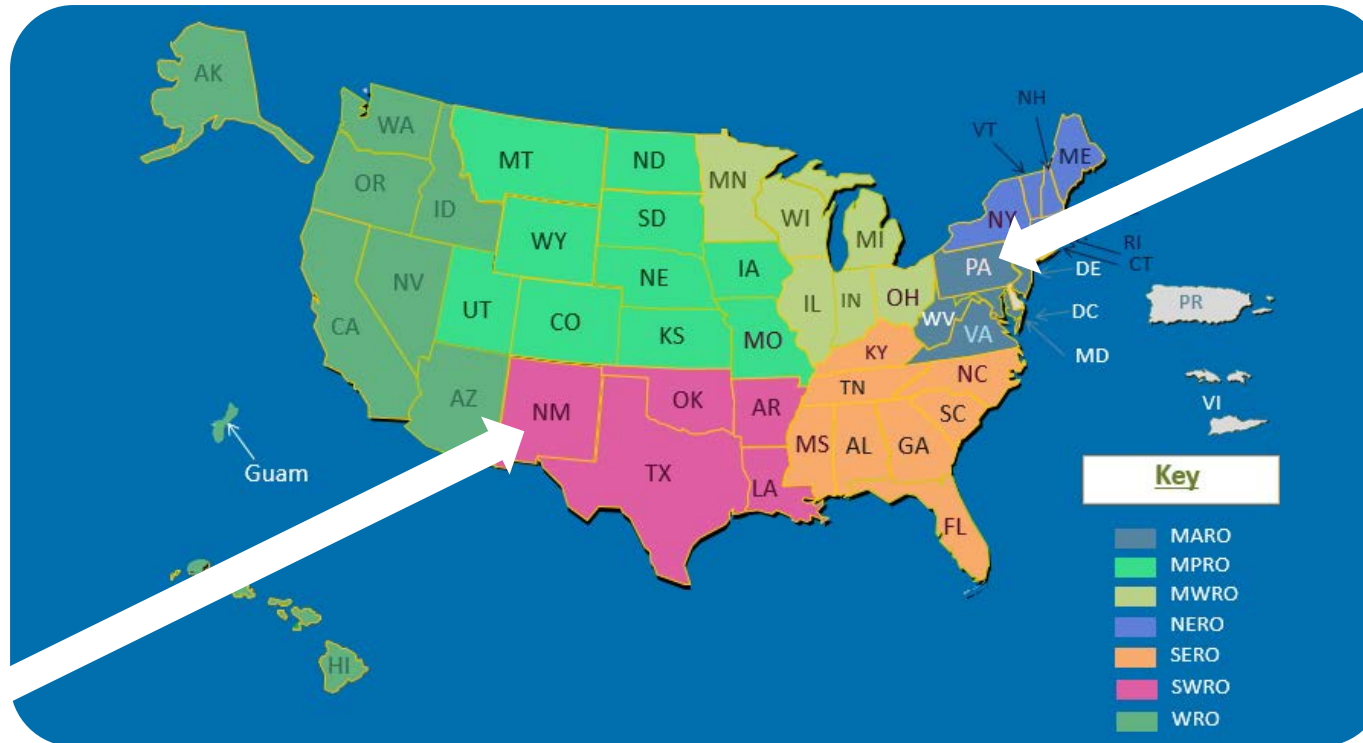
Ensuring Diverse Feedback Through Audience Testing

1. Location
2. Participant recruitment
3. Test stimuli and questions



Location

Identify and recruit the participants for the formative research from **different areas**.



Participant Recruitment



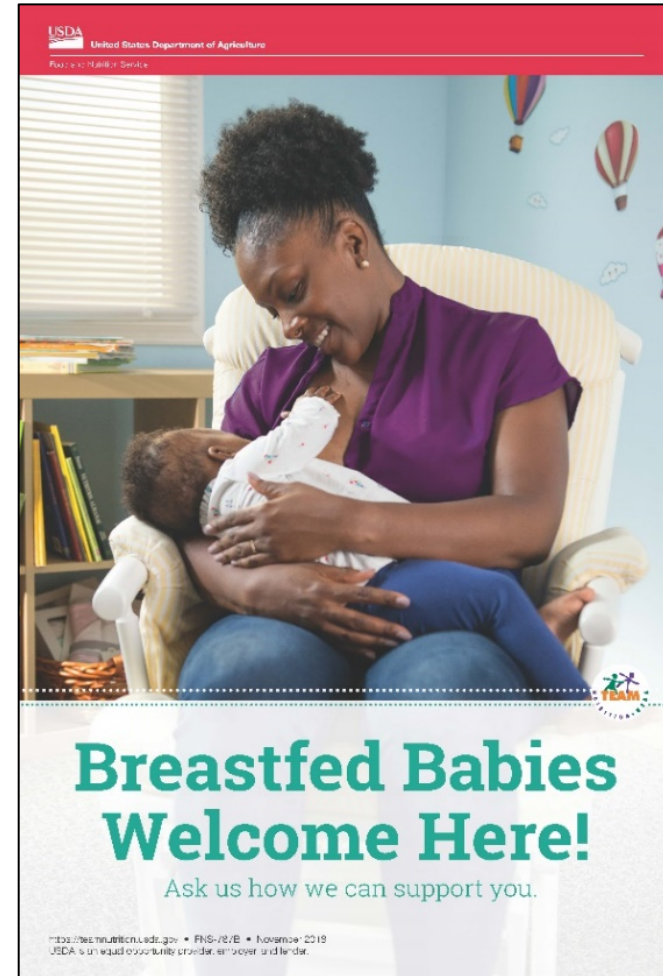
Participants must:

1. Represent the ethnic and racial diversity of the target program audience.
2. Represent a mix of work experience.
3. Include at least half Spanish-speakers in each location.

Test Preferred Graphics



Tested poster



Published Poster



Test Key Terms

Increase acceptability of messaging.



“Amamantar”
or
“Lactar”?

“Breastmilk”
or
“Human Milk”?

“Expressed Milk”
or
“Pumped Milk”?





Other Team Nutrition Resources

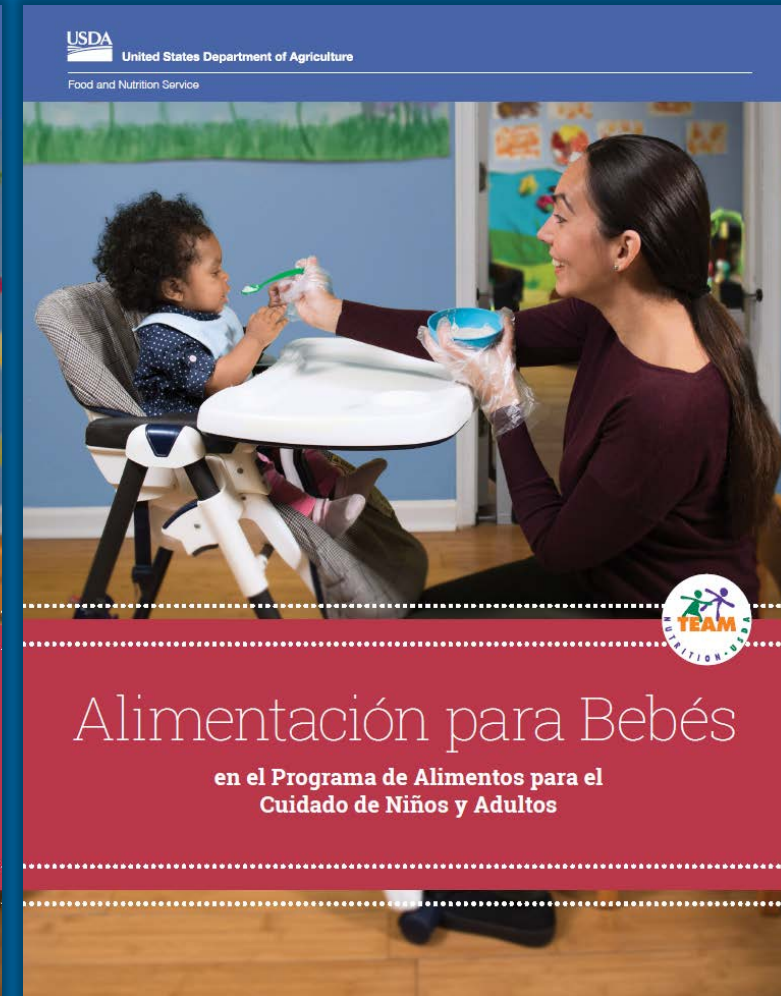
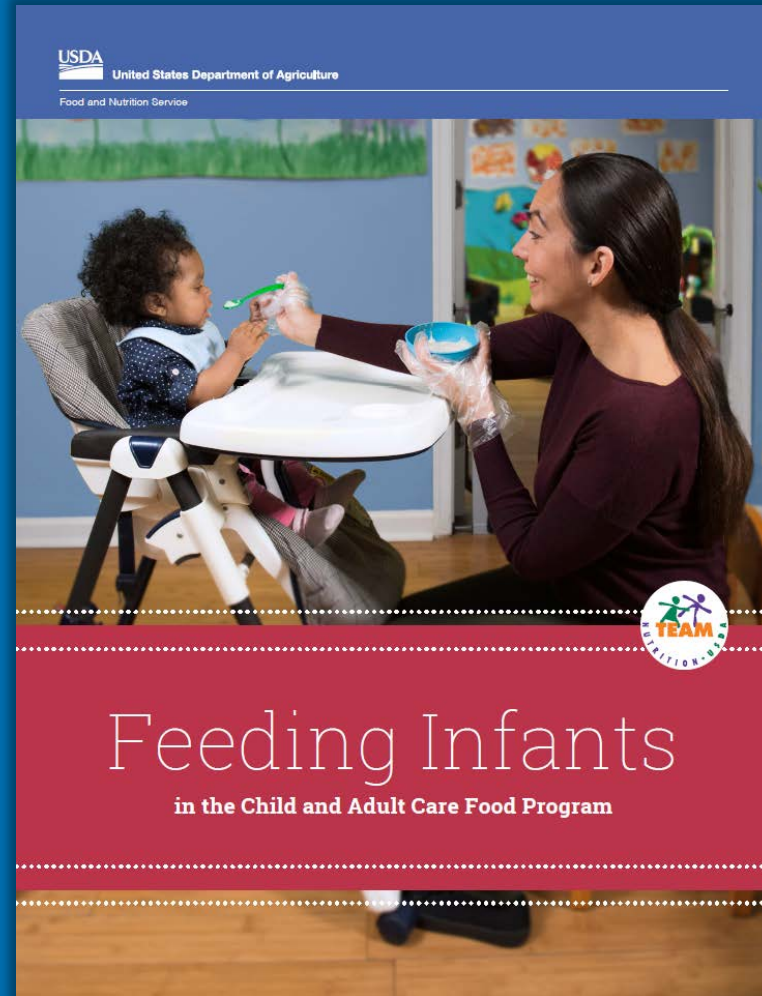
Research Findings

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Feeding Infants in the CACFP

- Topics:
 - Infant meal pattern
 - Handling and storing breastmilk and infant formula
 - Developmental readiness
 - Hunger and fullness cues
 - Solid foods
 - Creditable Foods
- Parent communication tools
- “Check Your Knowledge” questions



Available in English and Spanish!
TeamNutrition.USDA.gov



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Feeding Infants in the CACFP (Guide)

Partnering With Families is Very Important

1. Encourage parents to talk.
2. Observe body language.
3. Be patient and open minded.
4. Practice active listening.
5. Provide praise.





















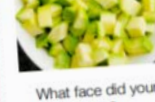



Feeding Infants in the CACFP (Guide)

USDA United States Department of Agriculture
Food and Nutrition Service

For Parents: Varying Your Baby's Veggies

Giving your baby a variety of vegetables is a great way to introduce different flavors and nutrients into your baby's diet. You can start by giving your baby thinner pureed vegetables. Introduce thicker and lumpier vegetables as he or she gets older. This includes mashed, ground, and finely chopped foods.

What Face Does Your Baby Make When Trying These Foods?
Circle the face that looks like the face your baby made when trying the new food.

Age	Around 6-8 Months		Around 8-12 Months
	Pureed	Mashed	Ground/Finely Chopped
Texture of Food	Pureed sweet potato  What face did your baby make?   	Mashed avocado  What face did your baby make?   	Chopped green beans  What face did your baby make?   
	Pureed peas  What face did your baby make?   	Mashed broccoli  What face did your baby make?   	Chopped cooked zucchini  What face did your baby make?   

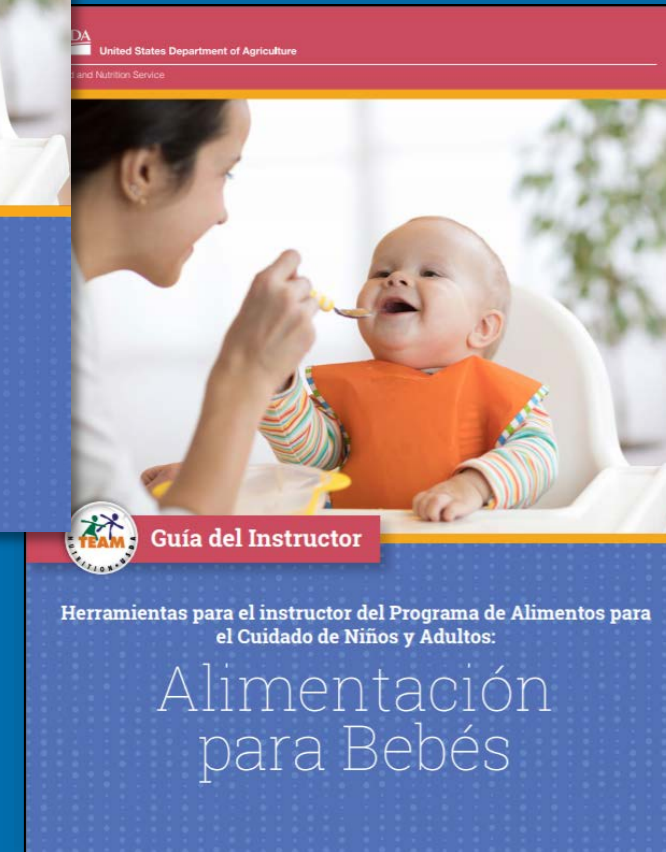
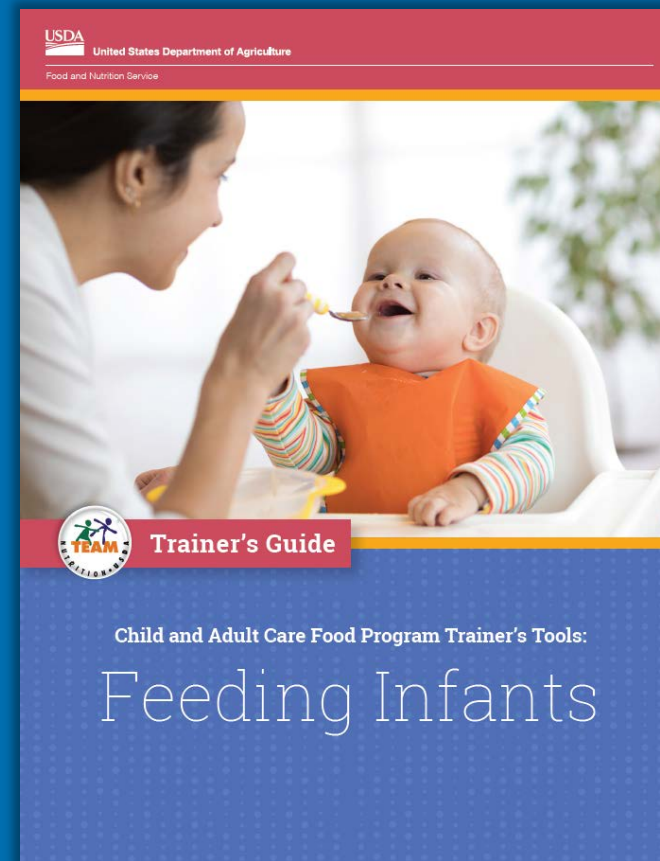
88 | Chapter 6 • Feeding Solid Foods

Scenario: Baby Ella's parents let you know that she does not like vegetables.

Communication tool: You can share "For Parents: Varying Your Baby's Veggies" with Ella's parents. Let them know that they may need to offer Ella a food more than 10 times before she might like it. They can also track all the baby's faces after trying different vegetables. They can keep offering her different vegetables until that sad face becomes a happy one.

CACFP Trainer's Tools: Feeding Infants

- Trainer's Guide
- Presentation with trainer's notes
 - Overview of CACFP infant meal pattern
 - Developmental readiness
 - Hunger and fullness cues
 - Solid foods and more
- Videos
- Game show-style digital interactives
- Pre- and post-tests



Available in English and Spanish!
TeamNutrition.USDA.gov



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Mealtimes With Toddlers in the CACFP

- Eight-page Booklet for Providers
- Two-page Family Handout

Main topics:

- Assisting children in self-feeding
- Encouraging children to try new foods
- Choosing the right type of milk



Also see SNEB recorded webinar: *Research and Resources for Feeding Infants in a Child Care Setting!*

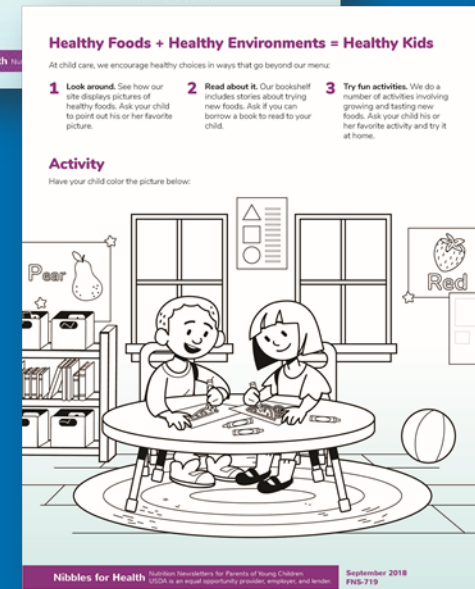
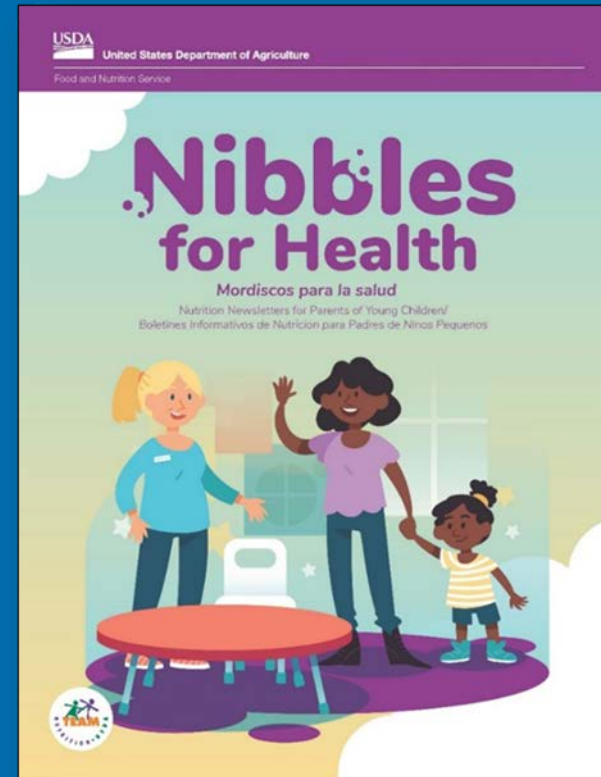
Nibbles for Health

Nutrition Newsletters for Parents of Young Children (3-5 years)

- Child Care: What Will My Child Eat?
- Colorful Fruits
- Encouraging Vegetables
- Growing Strong with Milk
- Healthy Celebrations, Lasting Memories
- Healthy Meals with MyPlate
- Healthy Snacks with Smiles
- Portions for Preschoolers
- Tips for a “Choosy” Eater
- Vary Your Protein Foods
- Water: It’s a Great Choice
- Whole Grains Make a Difference



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Available in English and Spanish!
TeamNutrition.USDA.gov

Team Nutrition Cooks! Materials

Available in English! TeamNutrition.USDA.gov



Activity Guide



Family Handout



Video



Team Nutrition Cooks!

Available in English!

TeamNutrition.USDA.gov

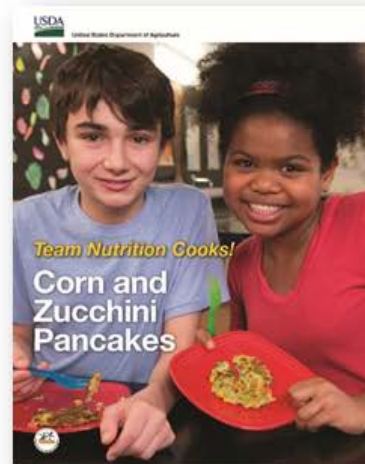
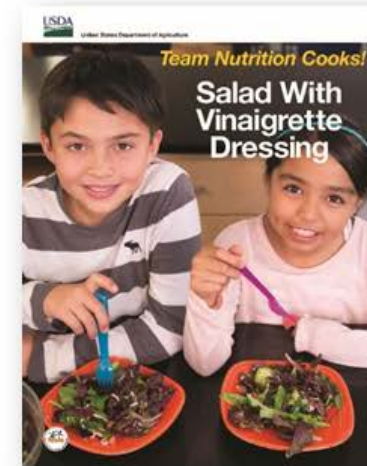


"The thing that I like more is peeling and cutting."
- Student (CT)

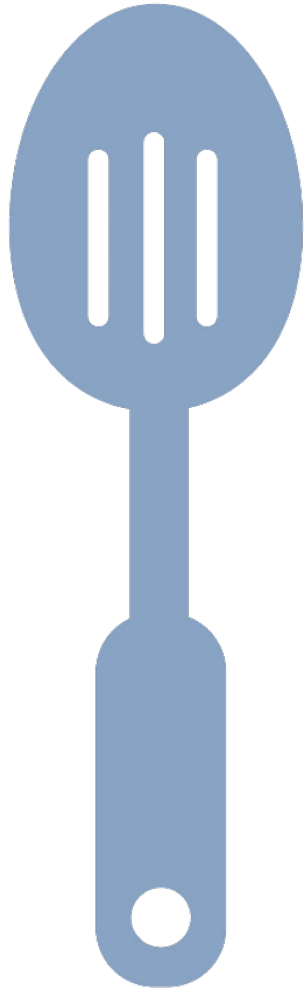
"What I like most [...] was eating the food."
- Student (DC)

"Cutting carrots and whisking" (most liked)
- Student (IL)

"I most like about this activity is I like when I crack the eggs."
- Student (DC)



Recipes for CACFP



Central/South
America



North America



Africa



Europe

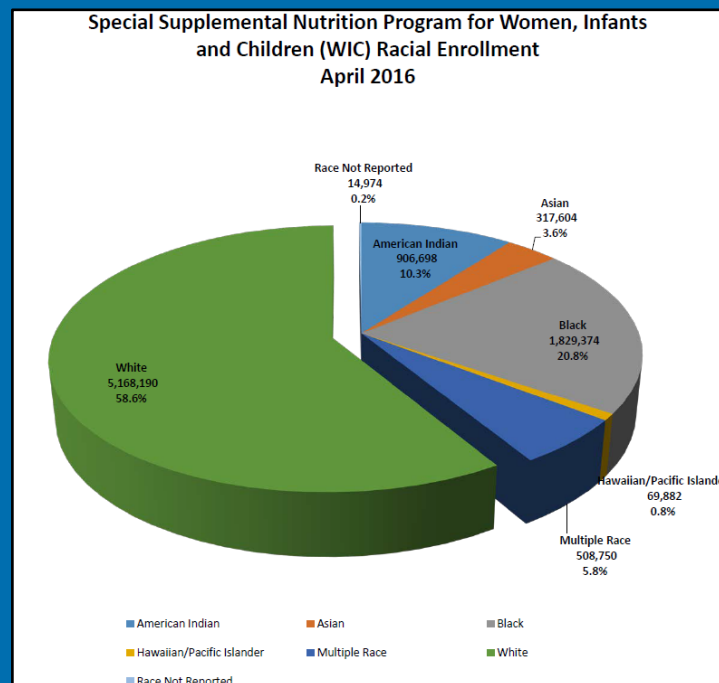


Asia/Pacific Islands



Available in English! Spanish is coming soon. TeamNutrition.USDA.gov

Demographic Data



Source:

<https://fns-prod.azureedge.net/sites/default/files/resource-files/Racial%20Enrollment%20Pie%20Chart%202016.pdf>

Household composition	Total participants		Prorated benefits ^a	
	Number (000)	Percent	Number (000)	Percent
Adults age 18–49 without disabilities in childless households^c	2,864	7.3	462,120	9.8
Race and Hispanic status				
White, not Hispanic	14,006	35.7	1,639,193	34.9
African American, not Hispanic	9,864	25.1	1,210,270	25.7
Hispanic, any race	6,541	16.7	809,279	17.2
Asian, not Hispanic	1,177	3.0	146,305	3.1
Native American, not Hispanic	570	1.5	74,422	1.6
Multiple races reported, not Hispanic	296	0.8	37,081	0.8
Race unknown	6,817	17.4	785,562	16.7

Source:

<https://fns-prod.azureedge.net/sites/default/files/resource-files/Characteristics2018.pdf>



Deciding Which Recipes to Include

1. Recipes included in the project could be from any culture

2. Budget Friendly

- Avoid recipes with costly ingredients
- Avoid recipes with special cooking equipment

3. Easy to Prepare

- Maximum of 10 ingredients
- Limited preparation time
- Avoided advanced/difficult cooking skills

Deciding Which Recipes to Include cont.

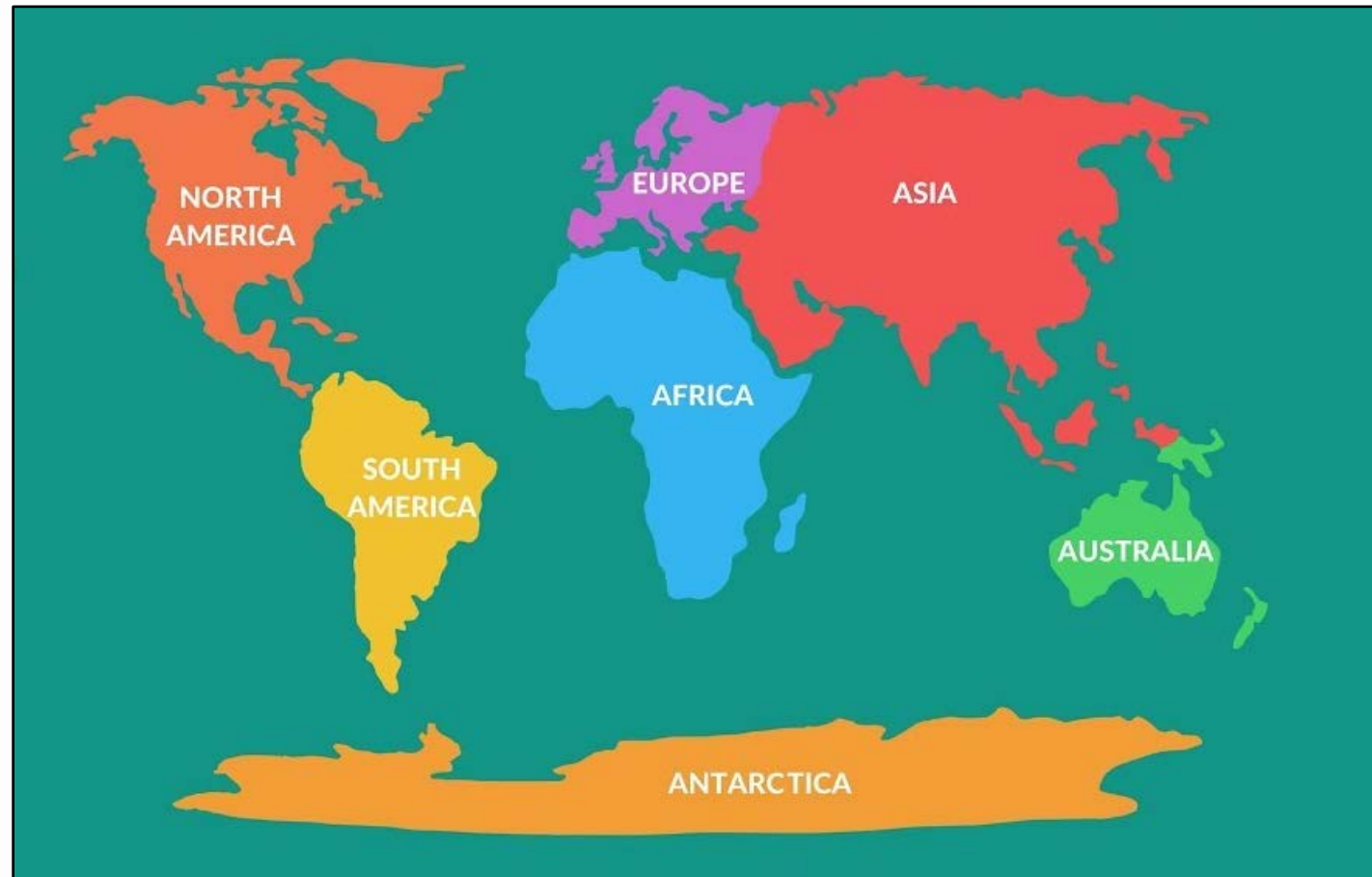
4. Nutrition Guidelines

- Whole grain-rich when appropriate
- Avoid high sodium/high saturated fat while maintaining the cultural integrity of the recipe
- No deep-fat frying
- No trans-fat

5. Acceptable to Children

- Appealing to children but not “kid food”
- Mixture of finger foods and foods that require utensils

Recipes Represented Multiple Continents



Recipe Testing and Feedback

Is the recipe easy to prepare (1-5 scale)?

Did the children and adults like the recipe?

Let Us Know

Would you prepare the recipe again, why or why not?

Additional Comments

Provider Feedback

• Ease of Preparation	• Likability?	• Would you prepare the recipe again?
N/A	Yes, some of the children enjoyed the dish and others seemed to need to “experience” it a few more times!	Yes
Easy, prepared in advance	Yes, I love it, some of the children would try it.	Yes I would prepare this recipe again, I feel it takes multiple chances with children.
Easy	No, not liked by children or staff	No, we would not try it again because the children did not like it even after encouragement.
Moderate, prepared in advance	Yes, I made this as a snack instead of a meal	Yes. I would not make it again as a snack because it takes a long time. The avocados were expensive and messy. I might make it for a low kid count day or special occasion.

Provider Feedback

Comments

I do want to say that it was impossible to find eggplant in the rural area that I live and I had to get it when I went to Des Moines (60 miles away)

Rated 9/10 , sent copies of the recipe home. Great children's garden recipe, seasonal recipe because the eggplant was hard to find.

Fun to make, something new

Will use the zucchini from the day care garden to make this in the summer

The adults in the program enjoyed the dish with an additional hint of salt

Dry, unpleasant after taste, try adding honey






Recipe Feedback and Taste Test



Additional Feedback

3 SISTERS STEW

Nati
km

I like it.
I would eat it at school.

It's OK.
I might eat it at school.

I don't like it.
I would not eat it at school.

I like the way the food looks: yes

I like the way the food tastes: yes

Beans are good and the veg. are great

Recipe name: Chicken Ratatouille

Please rate the following traits of this product using the scale provided.

	Very Undesirable	Moderately Undesirable	Neither Desirable nor Undesirable	Moderately Desirable	Very Desirable
The appearance of the food	1	2	3	4	5
The taste of the food	1	2	3	4	5
The temperature of the food	1	2	3	4	5
The texture of the food (moistness, firmness)	1	2	3	4	5
The overall acceptability of the food	1	2	3	4	5
Total Score ^a <u>24</u> Mean Score ^b <u>4.8</u>					

Recipe Cultural Validation

Division of International Nutrition Education (DINE) of the Society of Nutrition Education and Behavior (SNEB) provided comments related to:

- Recipe ingredients
- Recipe cooking methods
- Recipes region of the world

Child care providers' feedback:

- *“When we did the Greens and Beans recipe one of the moms who is from Africa came in and smelled it and knew exactly what it was.”*

Nutrition Education in Child Care:

Formative Survey Results

Director-reported frequency of providing nutrition education for children by child care site type (centers vs FDCH)

	N	Mean	Never (1)	Only Special Occasions (2)	Once a month (3)	Every other week (4)	Once a week (5)
Centers	111	3.56	1.8%	22.5%	32.4%	4.5%	38.7%
FDHC	56	4.00	1.8%	7.1%	30.4%	10.7%	50.0%
Total	169*	3.71	1.8%	17.0%	31.6%	6.4%	42.1%

*These totals don't add up as 2 respondents did not provide their site type and two did not respond to this survey question.

Nutrition Education in Child Care:


Formative Survey Results

Director-reported frequency of children's involvement in food prep by site type (centers vs FDHC).

	N	Mean	Never (1)	Only Special Occasions (2)	Once a month (3)	Every other week (4)	Once a week (5)
Centers	111	3.56	1.8%	22.5%	32.4%	4.5%	38.7%
FDHC	56	4.00	1.8%	7.1%	30.4%	10.7%	50.0%
Total	169*	3.71	1.8%	17.0%	31.6%	6.4%	42.1%

*These totals don't add up as 2 respondents did not provide their site type and two did not respond to this survey question.

Child Nutrition Recipe Box




Child Nutrition
Recipe Box

Healthy Recipes for Child Nutrition Professionals

[Home](#) [Recipes for Child Care](#) [Recipes for Schools](#) [About](#) [Contact Us](#) [Search Recipes](#)

Quick Quesadilla

Quesadillas, a popular menu item in Mexico, are made by folding a corn or flour tortilla in half and filling it with a variety of ingredients. This recipe puts a twist on the traditional favorite by baking the quesadillas, instead of toasting them on a griddle or in a pan.

[Download Recipe](#)[Recipes For Schools](#)[Recipes For Child Care](#)

United States Department of Agriculture

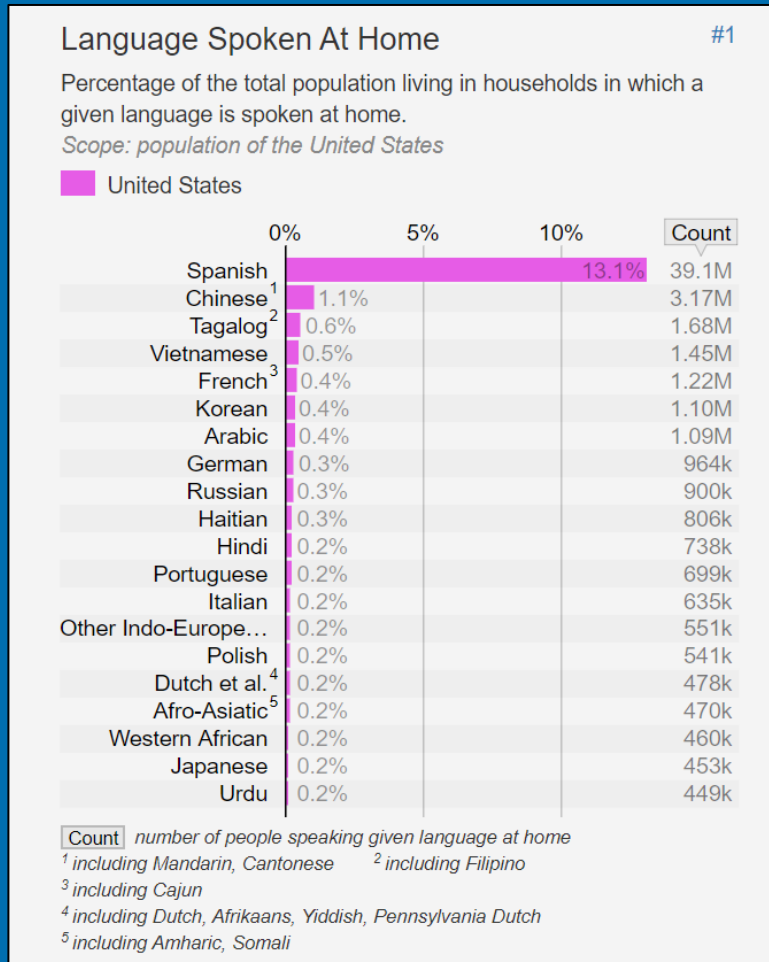


Materials in Languages Other Than English



United States Department of Agriculture

Most Common Languages Spoken in U.S. Other Than English



Source: 2017 American Community Survey of the United States Census Bureau.

Team Nutrition Spanish Materials



Team Nutrition en español

<https://www.fns.usda.gov/tn/es>



United States Department of Agriculture

French

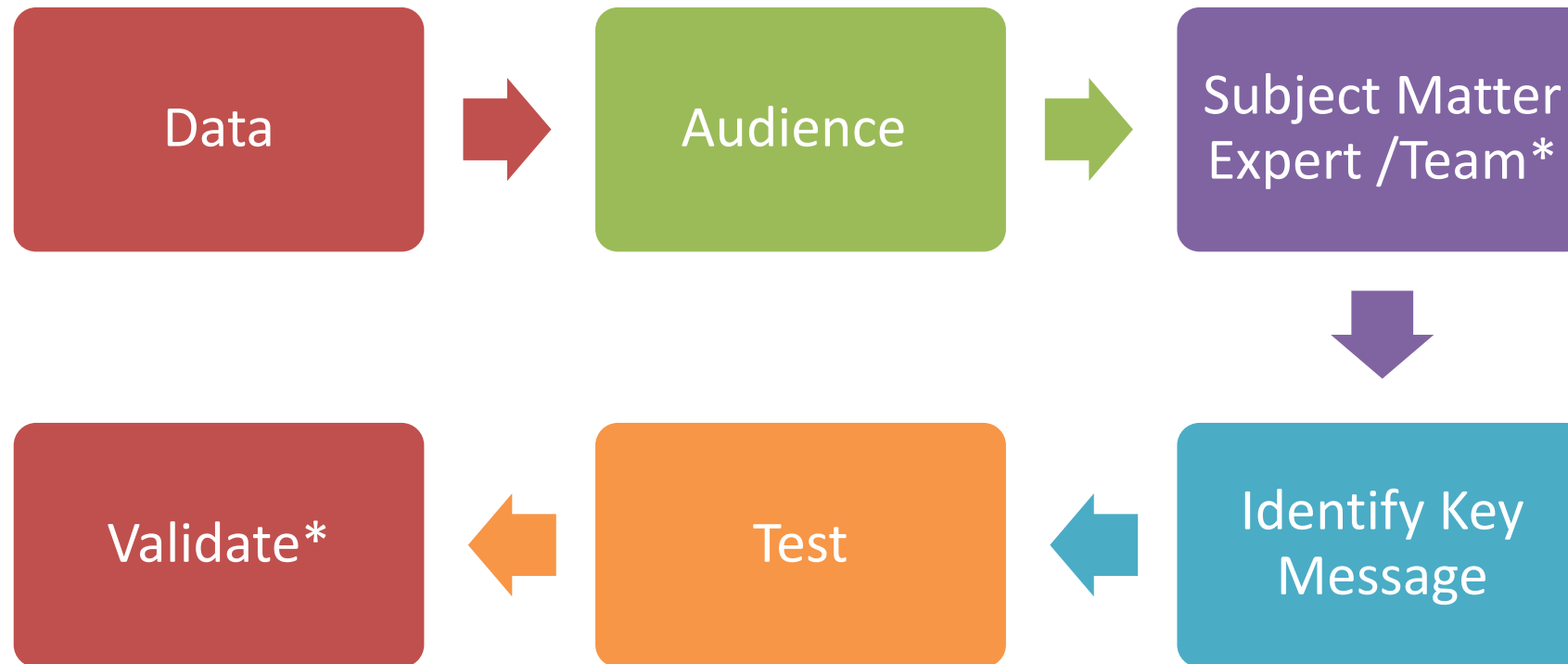
Spanish

What colleges and majors are the best right now? We offer

Infografía de un plato saludable con sus ingredientes:

- leche sin grasa
- papa
- ensalada de lechuga verde, zanahorias, tomates, calabacines
- arroz integral
- cerdo con la grasa ramaneada (o paleta de pollo sin piel)

Developing Resources in Other Languages...



Accessing Team Nutrition Resources

- Visit **TeamNutrition.usda.gov** to access our free materials online
- Order Team Nutrition Resources (if applicable)
- Follow us on Twitter **@TeamNutrition**
- Email us at: **TeamNutrition@usda.gov**



Practice Applications



- Audience testing helps to make sure materials resonate with diverse audiences.
- Supporting frequent communication between families and child care providers is key to establishing healthy habits.
- Introducing new foods takes time. Remember that children may need to be offered a new food more than 10 times to start accepting it.
- Keep a glossary of tested terms and update it as you conduct further audience testing.
- Over 50 Team Nutrition resources are available in Spanish language at: <https://www.fns.usda.gov/tn/es>.

Thank you!



<https://teamnutrition.usda.gov>

THE TEAM NUTRITION *E-newsletter* 

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