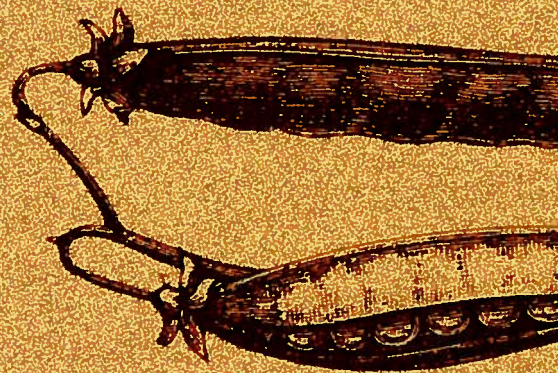


S N A P

S T A N F O R D
N U T R I T I O N
A C T I O N
P R O G R A M



S T A N F O R D C E N T E R
F O R R E S E A R C H I N
D I S E A S E P R E V E N T I O N

The Stanford Nutrition Action Program

**Developed by the staff of the
Stanford Nutrition Action Program**

Beth Howard-Pitney, Ph.D.

Cheryl Albright, Ph.D., MPH

Bonnie Bruce, DrPH, MPH, RD

Jane Rothstein, MSW, ACSW

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Stanford Nutrition Action Program—It's a SNAP!

An innovative nutrition curriculum designed and tested to help lower risk of heart disease in adults with low literacy skills

Welcome to SNAP!

SNAP is a dynamic, fun, and effective program that's aimed at helping low-literate adults reduce their heart disease risk by lowering their dietary fat intake. Students learn how to identify, select, and prepare convenient low-fat, low-cost foods by participating in small and large group activities, skill building activities, interactive discussions, and food tastings.

Philosophy

Low-fat eating helps reduce risk of heart disease, and it doesn't mean having to give up favorite high-fat foods all the time. There's no such thing as a bad food, or a good food, but there are a lot of low-fat healthy choices. It's what you eat most of the time that's important in having a heart healthy eating pattern. Three key themes in the SNAP curriculum are: 1) how to make lower-fat choices; 2) ways to eat less fat; and 3) ideas for 'dumping' the fat.

How Does SNAP Work?

Uses innovative teaching strategies

Research has shown that the best way to teach nutrition and foster dietary changes is to use participatory and interactive teaching strategies, rather than a lecture style. These strategies help to create an effective learning environment for increasing knowledge and skills and are especially important for adults with low reading abilities.

Emphasizes interactive teaching

Multiple interactive teaching strategies, such as group discussions, individual and group problem solving activities, demonstrations, and food tastings, are used throughout the curriculum. These kinds of activities involve students and enable them to personally apply information about low-fat eating and develop skills to make heart healthy choices on a regular basis. In addition,

because these teaching methods involve students personally, they get excited about the topic of nutrition. The SNAP curriculum, thus, was designed not only to impart knowledge and information, but also to provide an environment for experiential learning and discovery.

Since the emphasis is to encourage students to make dietary changes, goal setting is an integral and important component of each class. Students assess their current eating behaviors and are encouraged to try out a new lower-fat eating behavior each week. Teachers and classmates provide reinforcement, social support, and problem solving during the goal setting activity.

Uses a tailored approach

SNAP's materials are tailored for ethnically diverse, low-income adults. The curriculum has been tested with white, black, Hispanic, and Asian adults. SNAP was especially tailored, however, to be appropriate for an English-speaking, low-literate, low-income Hispanic population of Mexican-American heritage. Many of the recipes and food choices discussed in the curriculum were selected with this population in mind. All materials were developed with a low-income population in mind. The common foods and eating habits and concerns of this group are blended into the curriculum. For example, the curriculum frequently addresses the cost issues surrounding a switch to low-fat eating, which is of concern to many low-income groups. Strategies for handling potential obstacles families face when adjusting to low-fat eating are also discussed.

Uses materials designed for low-literate adults

Facts, concepts, and student classroom activities are presented in clear and concise ways that are appealing to anyone regardless of literacy level. The use of print materials has been kept to a minimum and is limited to lesson-related teaching aids (like posters) and student worksheets and handouts.

Print materials follow guidelines for teaching low-literate adults (see references under Teaching Tips). For example, they contain only the most important information stated in the active voice using concrete terms, avoiding idioms and figures of speech. SNAP materials require only a fifth-or lower-grade reading ability. However, they are also appropriate for adults with higher literacy skills.

Is SNAP effective?

Lowers fat intake

SNAP helps people reduce their dietary fat intake. In 1993-94, the Stanford Center for Research in Disease Prevention conducted a randomized, controlled intervention trial (funded by the National Heart, Lung, and Blood Institute) comparing the effectiveness of the SNAP curriculum with a general nutrition (GN) course. This trial, conducted in San Jose, California, took place in 24 adult vocational education and high school equivalency classes. Participants in these classes were primarily young, low-income, and low-literate Hispanic and white women.

Results indicated that SNAP participants reduced their daily intake of total fat and saturated fat in comparison to the GN course participants. This is a critical finding since a high dietary fat intake, and especially a high saturated-fat intake, is a significant risk factor for heart disease. Furthermore, SNAP participants maintained those reductions in total fat and saturated fat for 12 weeks following the end of the curriculum, indicating that changes in eating habits were incorporated into their daily lifestyles.

Changes knowledge and attitudes

Other important results were that SNAP participants increased their fat-related nutrition knowledge and awareness of dietary fat and other nutrition information. They also became more positive

about low-fat eating. As with fat intake, these statistically significant findings were maintained 12 weeks after the course ended.

Who can benefit from SNAP?

SNAP is suitable for English-speaking adults where group or classroom-based activities are conducted. The curriculum has been implemented with English as a Second Language (ESL) students and acculturated Hispanic and Asian/Pacific Islander groups. Feedback from participants indicated that they enjoyed the classes, learned a great deal, and personally applied what they learned to lowering their fat intake and eating healthier. We believe, however, that SNAP may not be effective with some newly immigrated groups, such as Asians, since their traditional diets tend to be low in fat already.

Who can teach SNAP?

Anyone who has had experience teaching adults can be successful in implementing this curriculum. You don't need to be a nutrition expert or have an extensive background in nutrition education. SNAP has been implemented successfully by community-based organizations using teachers with varying levels of nutrition training. Among the organizations that have used SNAP are: the Santa Clara County HeadStart program, which implemented the course with parents of their preschool children; the 4C Council of Santa Clara County, a U.S. Department of Agriculture (USDA) Child Care Food Program, which conducted classes with their licensed child care providers; Project Read, a library literacy program; and the Georgia Travis Center, a daytime center for low-income and homeless women.

Experience with interactive teaching is helpful, but all the information you need to teach the course is described in detailed, step-by-step directions to

the teacher. SNAP can also be team taught if there is more than one teacher. In addition, a teaching assistant can help distribute materials and assist with class activities, if desired.

What's in the curriculum?

Lesson Plans

The curriculum consists of six lessons designed to take 90 minutes each. The course can, however, be modified for seven, 60-minute sessions. Instructions for changing the 90-minute classes into 60-minute sessions are integrated into each lesson. Each lesson plan contains all the elements needed to teach the class, including scripted comments for verbatim use if desired, questions and their appropriate responses, step-by-step directions for all activities, and detailed instructions for creating visual aids and ordering supplies. Lessons are designed to be given as a series, though they can be used out of sequence.

Topics

Each class is centered around reducing intake of high-fat foods and increasing consumption of lower-fat alternatives, like fruits and vegetables.

The six lessons are:

- Lesson 1 All about Meat Fat
- Lesson 2 Plant Foods: Eating More Is Eating Better
- Lesson 3 Milk and Foods from Milk
- Lesson 4 Fats and Food Labels
- Lesson 5 Sweets, Snacks, and Desserts
- Lesson 6 Eating Away from Home (with emphasis on low-fat choices from fast food) and Meal Planning

As you proceed through the SNAP curriculum, you will be challenged, not only by the innovative teaching strategies, but also by the students, many of whom have not given much thought to the nutritional value of what they eat. Your skills in understanding their traditional foods and in helping them recognize the potential for a longer, healthier life by choosing to lower their fat intake will benefit not only themselves but also their families.

If you have a commitment to decrease heart disease risk and to encourage heart healthy eating, then you will have no problem sharing the knowledge contained in this program with your students. Have fun! Expect to learn a lot!

Getting Started

This section gives you all the basic information and tools you'll need to help you prepare for the first course. It includes details on the following:

About the format of the SNAP curriculum

This tells you how the curriculum is formatted and describes such features as scripted text, teacher instructions, and where to make cuts for changing the 90-minute lessons into 60-minute lessons.

About lesson preparations

This provides information on what materials to order and prepare before you begin teaching SNAP.

Tips for teaching low-literate adults

This is an overview of guidelines that were used to develop the curriculum and design teaching strategies.

Nuts and bolts of interactive teaching

This is a summary description of the kinds of teaching strategies that can promote student learning about nutrition.

Tips for student goal setting

This is a description of how to orient and guide students in the process of setting appropriate low-fat eating goals.

Nutrition readings and resources

This is a list of references and contacts for additional reliable nutrition information.

Glossary of key fat-related nutrition terms

The glossary provides definitions of key terms used in the curriculum.

Class evaluation form

This is a form to assess how your students felt about the class, its contents, and the teacher.

Student survey

This is a survey to assess student changes in nutrition knowledge, attitudes, and behavior as a result of taking the SNAP course. Directions on use, scoring, and interpretation are also given.

About the format of the SNAP curriculum

Each lesson in the SNAP curriculum gives you step-by-step directions to make the material as easy as possible to deliver. Each one contains background information, directions for conducting activities, and a script. The format was designed so that you can easily distinguish different types of information by their location on the page and by color and style of the text.

The contents are organized as follows:

The left column is in blue type and contains:

- Directions for conducting discussions and activities.
- Optional directions for alternative or additional ways to conduct activities.
- Notes giving supplemental or additional nutrition information.

The right column is in black type and contains:

- Scripted sentences to help guide information delivery.
- Sample student responses.
- Sample graphics of how concepts should be depicted visually.

The text is read across the two columns rather than down the left and then up to the top right column. Follow the numbers from 1 to 4 in the example on the facing page to get a feel for the flow.

In addition, we have indicated which parts of the lesson are to be omitted if you are teaching seven 60-minute lessons by bracketing the text with up and down arrows. An example is shown on the facing page.

Fat calories from meat

1 Before beginning the first part of this large-group activity, ensure that students recognize the concept of a calorie.

3 If there are adequate responses to give you a sense that students recognize the concept or have even heard the word before, proceed with the activity. If not, give students a brief and very simple definition.

Note: If needed, a 'calorie' could be defined as body fuel provided by food.

2 We're going to talk about calories, that means lots of things to lots of people. Tell me what the word 'calorie' means to you.

Reasonable responses might include:

- *Energy.*
- *Things we count to lose weight.*

4 Now let's look at the *Meats* poster again and pretend that each picture of meat is equal to 100 calories. Let's guess how many of those 100 calories are from fat.



O M I T F O R 6 0 - M I N U T E S E S S I O N



Lesson Review

Briefly summarize today's major ideas by asking students to respond to the following:

Acknowledge and comment on responses as appropriate.

What was the most important thing about fat that you heard today?

What have you learned today that will make a difference in what you eat?



Lesson preparations

Because SNAP is a highly interactive and multi-component curriculum, teaching aids such as visuals and demonstration materials should be purchased and created prior to teaching the first lesson. Based on our experience, an extra day or two for preparing such materials is usually needed. Complete directions for assembling teaching materials are found at the end of each lesson. After finishing the initial advance preparation, additional preclass time should be needed only to prepare food for tasting and for you to review the lessons prior to teaching.

Teachers who have used the curriculum have told us that the initial preparation to teach the course takes extra time, but that preparation time for subsequent courses is much less. We have found that volunteers, such as students, are excellent resources to help with this.

Preparations

Three to four weeks in advance

- Order 1# Fat Glob (for Lesson 1):
Health Edco
P.O. Box 21207
Waco, TX 76702
1-800-299-3366
1994 cost: \$16.95 (+ tax/shipping)
- Obtain a deck of ordinary playing cards in its box (for Lesson 1).
- Purchase eight 19" x 27" pieces of poster board and glue to mount the posters.
- Order the USDA Food Guide Pyramid Poster: Consumer Information Center, Dept. 159-Y
Pueblo, CO 81009
1994 cost: about \$1.00
- Collect food labels that have a Nutrition Facts box on them (for Lesson 4). Ask co-workers and friends to save food labels for you, as well as

saving your own, so that you will have a wide variety to use in class. Be sure that at least some of the labels are for foods that are typically eaten by your students.

One to two weeks in advance

- Obtain storage boxes or containers to hold lesson materials. We found having one box for each lesson was especially helpful for keeping everything organized.
- Ensure you will have a chalkboard, white board, or flip chart and writing instruments.
- Arrange for use of a videotape player and monitor for lessons 1, 2, and 6.
- Obtain a small ice chest or cooler for lessons 2, 3, and 5.
- Photocopy all the following student handouts as directed. Because students like bright colors, we suggest using a different color for each lesson's handouts and making all handouts for a lesson the same color. Master copies of student handouts are located at the back of each lesson.
- Recipe cards: You'll need 8 ½" x 11" card stock. Regular weight photocopy paper will work if card stock is unavailable, but the recipes are more durable when card stock is used. Copy recipes onto card stock. You will get two recipes per page. Cut them on the dashed lines, and staple together any recipes that are on two cards. Then, paper clip the recipes together in the order described in the Recipes section of each lesson.
- SNAP Tip Sheets and Goals That Work: Simply copy each one onto colored photocopy paper.
- Quick Check Worksheet: Take the master Quick Check Worksheet for each lesson to a quick-copy print shop. Have the shop copy the worksheet onto a two-part, carbonless form and then glue the top edge.

Alternatively, you could purchase carbonless paper forms from an office supply store, then photocopy and staple each set together yourself.

- **Cue Cards:** You'll need 8 ½" x 11" card stock. For these, regular weight photocopy paper will work if card stock is unavailable. Photocopy the master cue card onto card stock. You'll get four cue cards per page. To use, cut them on the dashed lines.

Prior to each class

- Put together the teaching materials that are needed for that class. Teaching materials are identified in the Materials Checklist at the beginning of each lesson. Assembly directions are located at the end of each lesson.
- Purchase food for classroom activities and food tastings. The cost for purchasing these foods for the entire course is estimated to be \$35 to \$45, depending on your class size and the cost of food in your area.

Tips for teaching nutrition to low-literate adults

The following tips are useful and practical for increasing the effectiveness of teaching nutrition to adults with limited literacy skills. Refer to the references below for more information on this topic.

To illustrate ideas, use examples of traditional or common foods eaten by your students.

For example, make sure your students eat burritos or tortillas if you talk about these foods to illustrate your points.

When giving information, use an active voice instead of a passive one.

For example, 'Children 2 years and older should eat a low-fat diet,' rather than 'A low-fat diet should be followed by children 2 years and older.'

Avoid figures of speech, idioms, or colloquial terms.

For example, don't use the term 'junk food' for candy, soda pop, or chips, or expressions such as 'making a mountain out of a molehill,' 'the cutting edge,' or 'Murphy's Law.'

Make examples as specific, concrete, and familiar as possible.

For example, say 'Milk and cheese are ways to get calcium,' rather than saying 'Dairy foods are good ways to get calcium.'

Repeat and review important points several times in different ways.

For example, if you say 'The second kind of cholesterol is in your body's bloodstream. It is called blood cholesterol.' Reiterate it by saying 'Blood cholesterol is found in your body—not in food.'

When writing out terms or ideas, always write in lower case and capital letters, not in all capital letters. Words written in all capitals are more difficult to read.

For example, print the words 'Medium Fat' like this, not like this—'MEDIUM FAT.'

Use the same terms consistently. Don't vary them just for the sake of interest and variety.

For example, with the term saturated fat, don't interchange it with 'meat fat,' assuming that your students will know that you mean the same thing; or when you talk about blood cholesterol, don't switch it with the term serum cholesterol.

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