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Report of technical assistance and participatory
workshop carried out for the Jamaica Primary
Education Nutrition Project

by

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INTRODUCTION

In 1984, INCS entered into a collaborative effort with Unesco, the Jamaican Ministry of Education, and USAID to increase students' nutritional knowledge at the same time as developing their language arts skills. This is to be achieved through the development of innovative reading materials that will include not only nutritional messages but also incorporate aspects of the language arts curriculum for fourth and fifth graders. In order to carry out this project, activities were planned in several stages. These included the design and implementation of a baseline survey to provide information on students' nutritional knowledge and reading level; a workshop in which teachers and parents contribute ideas to the design of learning materials; the development, refinement, and production of materials; orientation workshops for teachers; use of the materials in classes; and, finally, evaluation of the learning to take place.

In July, 1985, INCS communication specialist, Christine Hollis, traveled to Jamaica to help the Ministry of Education with the second phase of this project--the participatory workshop. She spent the first week with the Ministry staff planning and organizing the workshop and then traveled to Mandeville where the workshop was held. At that workshop, teachers and parents developed their own visual aids to teach nutrition and reading; provided ideas for the adaptation of several language arts stories so they would convey nutritional concepts; developed potential stories, jingles, poems, and skits that could be used to teach children nutrition; discussed ways to promote the project with the community and in the schools; and learned improved methods of teaching language arts. This material and input was utilized by the Ministry staff and INCS consultant, Mr. Benedict Tisa, in the development of the actual prototype educational package that was designed after the workshop.

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Executive Summary

In July 1985, INCS communications specialist, Christine Hollis, traveled to Jamaica to assist the Ministry of Education staff in the design, organization, and implementation of a workshop. That workshop was held for teachers and parents from the Clarendon parish, site of the Jamaica Primary Education Nutrition Project, so that they could provide suggestions and ideas for educational materials being developed for the fourth and fifth graders in that parish. Those materials were to impart both language arts skills and basic nutritional concepts.

Ms. Hollis spent one week with the staff planning the workshop, gathering resources, briefing resource and funding persons, and preparing materials for the session. The workshop took place in Mandeville from July 15-19, 1985. INCS consultant, Ben Tisa, was also present to assist participants with their group work and projects. During the workshop, the participants discussed constraints in teaching nutrition and language arts; developed some visual aids for their classrooms; adapted two stories from the Doctor Bird reading series so that they contained nutritional messages; created some original skits, activities, stories, jingles, and poems to teach nutrition and reading; and provided ideas for the promotion of the project among community members and other teachers. All these ideas and materials were collected to be analyzed and possibly used in the final educational materials to be developed. The teacher-participants were also given some assistance by the attending reading specialist in the development of lesson plans for teaching language arts skills and nutritional concepts at the same time. After the workshop, Ms. Hollis returned to Kingston to work for a few days with Mr. Tisa and Ministry staff in the development of the materials.

Background Statement

The Jamaica Primary Education Nutrition project is a collaborative effort of the Jamaica Ministry of Education, the International Nutrition Communication Service, Unesco, USAID, and the teachers and parents of Clarendon parish. The project is intended to demonstrate that students can improve their nutritional knowledge at the same time as their language arts skills. It incorporates the

educational principle of integrating subjects to be taught; for instance, teaching math concepts at the same time as nutrition, as in measures used in recipes. The project is intended to develop simple but effective learning materials that will help students work on their language arts skills, while at the same time learning something about nutrition and how it relates to them.

In the first phase of the project, INCS consultant Christine Myers (see Consultant Report The Design and Development of a Baseline Survey to Assess 3rd, 4th, and 5th Graders' Nutritional Knowledge and Reading Level in Jamaica) designed a baseline survey that would provide data on the 3rd, 4th, and 5th grades' language arts skills and nutritional knowledge. She trained Ministry staff who subsequently conducted the test in the schools. Those test data were computer-analyzed and the results sent to INCS and Jamaican officials. (Results included in INCS report, Preliminary Analysis of the Nutrition Knowledge and Reading Level Baseline Survey carried out in Jamaica.)

The next step was to organize a workshop to which teachers, parents, and other technical assistance people would be invited. These participants were to help develop the materials by providing input, ideas, and suggestions for the format, the message content, and other factors affecting the design. They would also help formulate a series of activities that children could carry out that would help them understand or practice better nutrition. This report describes the methodology and outcome of the workshop.

After pilot materials are produced, it is intended that they will be distributed to teachers who will use them in their lessons during the school year. The teachers will also use the set of activities with the children. It is hoped that, through those activities, parents will become more aware of the project and of certain nutrition-related behaviors. At the end of the school year, the evaluation specialist will assist the project staff in carrying out an evaluation to look at the extent to which students' reading abilities and nutritional knowledge have improved.

Purpose of the Visit

Christine Hollis, of INCS program staff, was sent to the site in July to assist the Ministry of Education in planning, organizing, and carrying out the next phase of the project. Specifically, this meant:

- carrying out a limited number of focus group interviews with students (4th and 5th grade levels) as well as parents of those students. The information thus gathered was intended to provide some understanding of parents' level of knowledge and attitudes concerning the relationship between food and health, children's eating habits, local nutrition and agricultural problems, food availability, and intra-family food distribution. The interviews were also intended to gather more information regarding the children's activities, likes, and dislikes in the area of food and reading materials, and their situation at home and school. This knowledge was to be used in designing appropriate motivational, cognitive, and behavioral messages to be incorporated into the nutrition-language arts educational materials;
- designing a workplan and schedule for the participatory workshop that was intended to produce drafts of educational materials to be used in the classrooms;
- assisting in the organization, coordination of the workshop, as well as identifying and getting resource materials and persons for the workshop;
- assisting in the implementation of the workshop, facilitating sessions, and assuring that objectives were met;
- collaborating with the materials design/production consultant to identify potential messages and formats for the educational materials, as well as to organize the scope of his work with the Ministry.

All of the above objectives were carried out during the two-week period that I spent in Jamaica. The following is an account of the activities undertaken in Kingston and Mandeville, the two sites at which technical assistance was provided.

Report

Because of a general country-wide strike, called by Jamaica's major unions and which lasted several days, my scheduled departure was delayed one week. I thus arrived in Kingston on July 7, one week before the participatory workshop was scheduled to begin. This delay in arrival caused one major problem--the cancellation of the focus group interviews.

During the week of July 8-14, I worked with Mrs. Lola McKinley, A.C.E.O. of the Ministry's Core Curriculum Unit and director of the JPEN project, Ms. Gladys Archer, and Ms. Isoline Reid on several matters related to field research, workshop preparation, and planning for materials production. The areas covered included:

(1) Qualitative field research: Since I had arrived later than originally planned, we discussed the possibility of organizing and carrying out field-based focus group interviews in Clarendon parish. Although Ms. Archer and Ms. Reid made one more effort to organize groups of mothers at a clinic in Clarendon, we finally decided to call off the interviews. This was done for several reasons.

- School was no longer in session, which made it extremely difficult to organize and gather students together for interview sessions; the fact that school was no longer in session also made it difficult to identify and contact parents for an interview. The main mechanism for reaching parents would have been through the PTAs, which were no longer meeting.
- Transportation would have been difficult to arrange on such short notice, in terms of a vehicle, chauffeur, and gas.
- The workshop was to take place within a week, and it was obvious that much needed to be done beforehand--in terms of planning, organizing, procuring resource materials, arranging for resource persons, coordinating transportation schedules, etc. It was felt by all that a full week was needed to take care of these activities, leaving little time for carrying out any field research.

- It was assumed that at least ten parents would be present at the workshop. It was felt that I could arrange a focus group session with them during the first two days of the workshop to gather some of the information we could use for later message development.

With that plan in mind, Ms. Archer and Ms. Reid spent time going over the proposed questions I had intended to ask in the focus groups. They provided suggestions for rewording and making questions more suitable to the proposed participants; this information was based on their knowledge of the general situation in the Clarendon parish.

(2) Results of the baseline survey and the implications for message/materials design: The Core Curriculum staff was extremely interested in the results of the baseline survey, particularly the reading skills level. In general, they agreed with the conclusions that Christine Myers drew from the results of the nutritional knowledge test. These were that stress should be placed on educational messages to help students understand:

- how and why different foods affect the body (particularly protein and carbohydrate [energy] foods);
- the concept of "mixing" a variety of foods to get proper and balanced nourishment;
- the concept of food substitution (such as using plant protein to replace animal ones).

They did not feel as strongly about teaching concepts related to food storage and preservation, particularly since there was a strong possibility that the students misunderstood the phrasing of that particular survey question. We also noted that a variance existed between what the children expressed as nutrition knowledge (selecting the correct "healthy lunch" response on the test) and how they actually behaved (eating "junk food" from the vendors). Mrs. McKinley also felt that the traditional concept of three square meals a day may not be a particularly relevant nutritional behavior notion to teach in the context of rural Clarendon.

Ms. Archer provided me with some essential data that I needed to relay to Christine Myers so she could complete her final analysis. I phoned Christine, and she incorporated the information into her final report, which was sent to us on Friday for use in the workshop.

(3) Planning/Organizing the workshop: Mrs. McKinley outlined her recommendations to Unesco concerning the workshop(s). She suggested a five-day workshop for teachers, parents, and school principals to develop suggestions and/or drafts of potential learning/teaching materials. Unesco's curriculum guidelines would be considered for use in the project during this workshop. She also described a two-day workshop to take place in December. This session would allow the attending teachers to provide feedback concerning the materials and their use during the first semester. It might also serve as an orientation to any additional materials produced for use during the second semester. (See Appendix A for copy of proposal to Unesco.)

I then spent several days with Ms. Reid and Ms. Archer mapping out the workshop. We developed a set of objectives (see Appendix B) for the participants (what was to be accomplished in the workshop), a list of resources needed, and a preliminary methodology and schedule. We refined the workshop activities and schedule and obtained Mrs. McKinley's approval, after she suggested several changes. We continued working on arrangements for the workshop; transportation was set up to take myself and Mr. Tisa to Mandeville. I also spent time preparing a presentation of the results of Christine Myers baseline survey for the workshop participants.

Although the workshop schedule was developed collaboratively and approved, it was agreed that we would remain flexible and set an agenda daily. Although we did manage to carry out almost all the activities originally planned, the actual schedule of events during the workshop (due to various unforeseen occurrences, such as a reduced number of participants) varied a great deal from the original program. (See Appendix C for the actual workshop agenda/schedule.)

(4) Resource people/materials: In terms of resource people present at the workshop, it was agreed that we would need a reading (language arts)

specialist and a nutrition educator. Although it was originally intended that both persons would attend for the whole week, that became difficult to arrange when the people contacted had conflicts--both financial and time-related. A Jamaican, Ms. Marjorie Dukhran, was asked to serve as the nutrition educator since she had been developing a proposed nutrition curriculum for the primary school level. It was felt that this was input the workshop participants could use in designing messages and materials. One drawback, however, was that she had no prior practical experience either in working within the school system, nor had she developed any nutrition education materials. This put her at a disadvantage in terms of understanding the teachers' needs and situation. I did meet with her to discuss the workshop and the JPEN project on Wednesday, but at the time did not know she was to be selected, so we were not able to discuss her role in depth.

We also arranged to have Mr. Hannah, the Ministry of Health nutritionist working in Clarendon, attend the first day of the workshop. It was felt that, since he was responsible for the Clarendon area, he would be most knowledgeable about priority nutrition problems affecting school-age children. Unfortunately, he was unable to attend, or assist with the workshop, any longer than one day.

Arrangements for the reading specialist, Mrs. Marjorie Morgan, were not finalized until late in the week. As she lived close to Mandeville, there was no opportunity to get together with her for planning purposes before the workshop began.

There existed some confusion over the need for an artist at the workshop. The Core Curriculum Unit noted that it would be impossible to arrange for a Ministry artist to leave his job for a week to attend the workshop, and Mrs. McKinley did not feel that one would be needed during that time. The feeling was that the workshop participants would be providing suggestions and ideas for the educational materials and could provide rough sketches that an artist could rework and refine at a later time. For this reason, no artist was present at the workshop. Mrs. McKinley arranged for two Ministry artists to work closely with Mr. Tisa during the production stage of the educational readers and materials.

In attempting to create a resource base of potential learning activities, lessons, visual aids, and other materials, I assisted Ms. Archer in her collection by visiting the Caribbean Food and Nutrition Institute (CFNI) and the Nutrition Section of the Ministry of Health. At the Ministry of Health, I spoke with Ms. Kathleen Kainford, who graciously supplied me with samples of their nutrition-related flip charts, brochures, posters, coloring books, and charts. She also attempted to contact Mr. Hannah, the MOH nutritionist working in Clarendon, stating that she felt it important for him to participate in and collaborate with the Ministry of Education project. At CFNI, I spoke briefly with Ms. Versada (Sadie) Campbell about the project and took copies of relevant posters, leaflets, and booklets that they had researched and produced. These materials were provided to workshop participants to aid them in developing their own ideas for teaching nutrition concepts. Also provided were samples of nutrition education materials from the INCS Clearinghouse.

During the first week of preparations, I also visited the USAID Health, Nutrition, and Population officers to report on the progress being made. I reviewed the preliminary results of the baseline survey with them and brought them up-to-date on workshop activities. On Wednesday, I also met with Mr. Heimo Lakhonen (acting for Mr. George Young) of Unesco and went over the same information. He was pleased to receive a copy of the workshop schedule and noted that he hoped the funding requested by Mrs. McKinley would be soon forthcoming from the main Unesco offices.

Workshop in Mandeville (July 15 - 19, 1985)

The opening ceremony consisted of presentations by Mr. Thaxter, Principal of Church Teacher's College (site of the workshop); Mr. Dodd, S.E.O. of the Ministry of Education; and Mrs. McKinley. All three stressed the need for nutrition education in the Clarendon area and recommended the teachers for participating in the workshop, sharing their ideas, knowledge, and expertise in the development of innovative educational strategies to be undertaken in this effort. Mrs. McKinley also noted that the Ministry would depend upon the teachers for implementing the program and monitoring its effects. (See Appendix D for list of participants and speakers.)

I then presented the results of the baseline survey, which had been carried out in the teachers' schools. (Summary of those results is attached, Appendix E.) Based on those results, we recommended to the workshop participants that the following nutritional concepts be stressed in developing materials for the project:

- why the body needs food (more reasons than simply being hungry or needing energy)
- what the various types of food do for the body (what "needs" they satisfy) (i.e., to change the concept that appeared in the baseline data that vegetables are the main food considered "good" for the body)
- how and why various combinations of food are good for the body
- to work on getting children not only to know and name "healthy" foods, but also to eat them, especially for lunch and breakfast.

Mr. Hannah then spoke about the nutritional situation in Clarendon Parish. He pointed out that, although the malnutrition rate in Clarendon was only around 9%, many children suffered from some level of protein-energy malnutrition. In terms of school children, he noted that two major problems were gastroenteritis (which worsened the malnutrition problem) and anemia. Both malnutrition and anemia were factors that would have a definite effect upon the work and thinking ability of school children, according to his report. He recommended that the teachers try to deal with some of the myths and taboos related to food that are "taught" to children by their families.

Several of the participating teachers pointed out to Mr. Hannah that this was the first time they had had contact with him and that they would like to utilize him as a resource person. They noted that any collaborative efforts between themselves and a Ministry of Health staff person would support the project. On that note, Mr. Hannah promised to deliver some MOH public education materials to them for use in the workshop.

At noon, Ben Tisa (INCS consultant responsible for development of educational materials) and I spoke with Mrs. McKinley about a possible format for the "primer." For a variety of reasons, we agreed that the best choice, especially considering the short span of time available for creation and production, would be to use applicable Doctor Bird stories in the reading curriculum and adapt them for nutritional messages. (The Doctor Bird series is a total package of 34 developmental readers, with instructional materials, produced for grades 4, 5, and 6 under the auspices of the Ministry of Education. The teachers currently use these stories to teach language arts skills.) Mrs. McKinley noted that this option would ease the Ministry's acceptance of the "new" materials, since the stories, when revised, could be printed in the regular Doctor Bird series, rather than as a separate package. The Ministry was also concerned that the new materials "fit" the present curriculum; this option would make it easier to do so. And finally, the teachers themselves, who were concerned about adding to their teaching load, were already familiar with the Doctor Bird series. The use of adapted stories, along with guidelines for lessons and learning activities, would be easier for them to absorb and use than a totally new format. For those reasons, we decided upon two potential Doctor Bird stories and decided to ask the workshop participants to provide recommendations for their adaptation.

In the afternoon, the participants were split into two groups, one to work with Ms. Dukhran on nutritional concerns, the other to listen to Ms. Morgan explain language arts-related lessons. (As much of what was done in Ms. Morgan's group was repeated in Tuesday morning's session, that is explained later.)

Ms. Dukhran and I discussed a number of questions with the combined teacher/parent group. (Note: as only two parents attended the workshop, we decided not to separate them but to have them work directly with the teachers.) On issues related to food beliefs, they noted that foods are associated with social status; those high on the list are chicken, rice and peas, coconut and its products, saltfish (codfish), and food that is "foreign" (i.e., American). Vegetables, on the other hand, are considered a low status food, especially among poorer families. The emphasis on foods seems to be its bulk; Jamaicans in their areas prefer food that "fills them up." They also said that people

do not like milk, or milk powder; children are often taught that milk causes running belly (diarrhea). This belief inhibits children from eating the nutribun, milk combination offered by some schools; powdered milk is also often prepared and served in a manner not pleasing to the children. They listed some popular remedies for diarrhea, among them the use of coconut water, parched flour, and then porridge.

In terms of teaching nutrition, the teachers felt that the teachers themselves had to receive some training, as well as resource materials. Nutrition, per se, is not included in their college-level curricula. As for resources, none are provided by the schools; the teachers buy materials they need to use, and there are some libraries available. Many documents provided to them are not written at a level they can easily comprehend or adapt to teaching uses. They are also limited in that they have no idea where or to whom they could address themselves to find out what resources are available.

The teachers talked about other problems, including the fact that, because they often teach children concepts that are in conflict with their parents' beliefs or custom, the parents refuse to cooperate with them in promoting the children's learning. Also, because some things are taught with equipment available at schools but not in the homes (such as cooking and food preparation techniques), children cannot replicate learning at home. In response to a question, however, they felt that, among other things, the children should be taught: the aspect of "eating right" (different foods for different purposes), what anemia is and how it affects them, and that they should be encouraged to eat local, nutritious foods rather than "junk" food. They felt that the concepts should be taught in such a way that it was very relevant to children, such as the problem of having their teeth pulled if they eat too many sweets.

Tuesday morning Ms. Morgan demonstrated how the participants could teach a remedial-level lesson that would incorporate both nutrition and language arts concepts. She had the teachers develop simple sentences based on what they ate for dinner, and then showed how they could get the "children" to arrange the sentences into their own story. During that process, the teacher could pick up on language principles such as syllable counts, rhyming words,

singular versus plural. Ms. Morgan also described ways the teachers could encourage outside reading activities and tie some of those to nutrition.

Ms. Dukhran then had the participants split into five groups to discuss specific nutrition-related issues. The five groups were to consider one of the following: (1) food facts and fallacies; (2) nutritional problems affecting school children; (3) types of food locally available; (4) nutritional activities; (5) food substitutes (such as peas instead of meat). Some of the food facts/fallacies reported included:

- belief that if a pregnant woman did not get the food she wanted, and then scratched her arm, it would produce a birthmark on the baby;
- beliefs that tomatoes give blood; that fish heads improve brains; that fish and sweet potatoes give worms during a pregnancy; that bananas have iron;
- the belief that too many eggs bring on contractions too soon;
- the belief that sweet potato and pawpaw make a man less virile.

We discussed with the group when it might be useful to encourage some of these beliefs, or to build upon them (i.e., fish heads improve brains) in teaching nutrition.

The second group noted that school children often fell asleep during their lessons, due to hunger, or even fainted during devotion. Many students were too tired to play and others showed symptoms of malnutrition, such as dry scaly skin, constipation, etc. (Based on teachers' comments and opinions.) They blamed poor attendance rates on a lack of food; they also felt that the main causes of children not eating right were (a) a lack of money and (b) a lack of knowledge about good eating habits.

The third group noted that in the Clarendon area, the following foods were usually available: yams and sweet potatoes, chicken and goat meat, vegetables (callalu, pepper, peas, cabbage), bananas, flour, and rice. They mentioned

that both piped and well water were a problem, especially during the dry season. The fifth group provided some suggestions for available foods that could be substituted for traditional foods eaten at breakfast and dinner. It was felt that teachers would need to talk to students individually about what was eaten at home, so they would not be embarrassed. In terms of nutritional activities that could be carried out, the group suggested having the children draw pictures of food, discuss what people should eat, discuss why an athlete does well, ask children to describe foods grown in the area, work in a kitchen garden, help raise funds to supply a school breakfast.

In the afternoon, the participants split into two groups, one to adapt the story "No Fish for Dinner," the other to work on "Sweet, Sweet Mango Tree." The groups then reconvened to present their adaptations and to receive constructive feedback from other workshop members. The main thrust of the feedback was to make certain the nutritional "messages" or concepts were made clear, and that whatever changes were made were realistic (in light of the way children live in Clarendon) and appropriate. Mr. Tisa and I also made suggestions concerning ways messages could be repeated in the story, and how they could be inserted in different, more creative ways. The groups then decided to continue working on the stories that evening, taking advantage of the feedback that had been provided.

The school principals, who had been "assigned" to analyze the resource materials provided to the participants, presented their preliminary resource/reference list. This list contained the names of documents that teachers could order, as well as the names and addresses of potentially helpful development/networking organizations to be contacted, such as the Caribbean Food and Nutrition Institute. This list was to be created and provided to all Clarendon teachers, based on the need they had expressed in Monday's discussion for resource materials in their schools. Mr. Tisa and I said we would add more resource organizations and names to the final list. The teachers then began work during the evening on educational materials they could use in class to teach nutrition (posters, games, jingles).

Wednesday morning began with a presentation of the groups' re-revised stories, followed by discussion of the changes made. (Samples of the original stories,

as well as the revised ones, are included in Appendix F.) Ms. Morgan then selected the "Fish for Dinner" adaptation and developed, with the participants, a sample lesson plan that the teachers could use to teach the language arts skills and nutrition concepts contained in the story. In order to do this, the participants first worked with her to identify the actual vocabulary and nutritional ideas found in the adapted version of the story.

After lunch, Ms. Jennifer Johnson of the Tropical Metabolism Research Unit, described the "Child-to-Child" pilot project that her organization had undertaken, with support from UNICEF and the Ministries of Health and Education. Children in the St. Thomas parish, in the 3rd through 5th grades, were taught basic child rearing practices, especially in the areas of hygiene, breastfeeding, weaning, safety, and child development. They were encouraged to care for their siblings and take learning materials home to their parents. Several innovative activities were devised and utilized over a period of several years to teach children. Based on the program's experience, Ms. Johnson mentioned that the teachers had some difficulty reaching the community--parents often did not like being "taught" by their children. She also noted the importance of creating learning activities the children enjoyed and that humor was well advised. With slow learners or slow readers, they had noticed that comic strips would work.

Following this presentation, I broke the participants into small task groups in order to brainstorm potential means for promoting and explaining the project to schools, PTAs, and other community groups. A summary of their suggestions is provided in Appendix G. During the evening, the participants continued to work on their classroom educational aids.

Thursday morning began with a presentation of the participants' teaching/learning aids. Several posters were prepared, some jingles and poems, a puzzle, and a game (see Appendix H). In most cases, the materials represented a mix of nutritional concepts as well as a means of utilizing reading and writing skills. After a general discussion, the participants grouped themselves to develop a nutrition story for the students, a skit that could be performed by the students, a comic strip, and some poems (see Appendix I). The emphasis at this point was on devising children's activities that

incorporated nutrition learning. During the afternoon, these stories and activities were presented and feedback was given. Most feedback was concerned with making sure that the materials, again, were as relevant as possible to the children's living conditions.

Mrs. McKinley then spent some time talking with the participants about what they could do to implement the project upon their return to the schools. She suggested they could "train" the other teachers who had been unable to attend the workshop, as well as pass on information learned and share their posters. She said the Ministry would write to principals asking them to request that the participating teachers present a report on the workshop and JPEN project to their PTAs. The teachers responded by saying the Ministry might also sponsor other aids-making sessions, and that the Curriculum Unit staff should visit the schools to monitor the program and provide further assistance to teachers.

(I left with Mrs. McKinley that day to try to get my visa extended to work for a longer period of time with Pen Tisa in Kingston. That Friday, in Kingston, I also visited the Peace Corps library and gathered reference documents that could be used in designing educational materials/activities, as well as providing input to the reference list to be provided to teachers.)

On Friday morning, the participants, under the guidance of Ms. Morgan, developed several recipes that the children could use at home. They took basic recipes from the newspaper and substituted other appropriate, cheaper ingredients. These recipes were intended to be used as children's activities in the home. The participants also put together a list of other potential nutrition-learning activities that could be carried out with children and which could possibly involve their parents. That list is provided in Appendix J. Before leaving, the participants filled out an evaluation form. The results of that evaluation are provided in Appendix K. Overall, the respondents were enthusiastic about what they had gained during the workshop, were positive about the project, and hoped that further workshops could be provided.

Results

The participatory workshop was intended to generate ideas and suggestions for potential nutrition/language arts lessons and materials. In that respect:

1. two stories of the Doctor Bird series underwent a preliminary revision;
2. participants designed and produced several posters and games that they intended to use in their classrooms and share with other teachers (see Appendix H);
3. participants provided ideas and suggestions for: teacher and classroom-oriented activities and materials, activities children could carry out at home, and methods for promoting the project and integrating parents and community members into its progress.

The workshop also appeared to have generated a great deal of enthusiasm among the participants. They were pleased with their constructive, active role, and the parents involved pledged to inform the teachers of their schools about the project.

Constraints (Workshop-Related)

(1) Out of 36 teachers who were invited, only a total of 18 arrived, and that number dwindled throughout the workshop week. Only two parents and three principals were present, and they all left within the first two days of the sessions. This small attendance was caused partially by confusion over (a) a cancellation notice concerning another workshop held at the same time, and (b) a notice from the Jamaica teachers union requesting their non-attendance at the workshop.

(2) Because of the lack of time and resources for carrying out field-oriented qualitative research, it was not done. If I had been able to gather information based on focus group interviews and classroom observations, it could have served as a basis for (a) developing clearer, more appropriate educational and motivational messages in the stories and aids, and (b)

assisted myself and Mr. Tisa in providing more effective feedback and assistance to the teachers, as they were developing their materials.

(3) It was not possible for me to meet with either the nutrition educator or the reading specialist to discuss the workshop in depth before it took place. Thus, we were unable to go over the planned objectives, schedules, and proposed roles for the workshop nor was I able to describe to them the full background and objectives of the project. If these meetings had occurred, full agreement on the methodology to be used in the workshop would have taken place, which in turn would have promoted a smoother flow of activities.

(4) No experienced nutrition educator (one who had worked in the school system or who had designed nutritional materials) was available to work with participants throughout the entire workshop. Thus, the teachers present were not given any exposure to teaching techniques, nutritional information, or nutrition education activities they could use in a classroom. This was a need they had expressed at the beginning of the workshop.

Considerations and Constraints (Project-Related)

In terms of implementing the project, as well as the development and delivery of the learning materials, several things must be taken into account. One is the general economic situation. Because of the new IMF requirements, many of the teachers and other Ministry of Education staff may be laid off by the next school year. If this occurs, a greater teaching burden is placed on the remaining teachers who will have even less time to adapt to and utilize new, unfamiliar materials and lessons. In that vein also, the Core Curriculum Unit's staff will find their administrative/monitoring workload increased, making it more difficult for them to travel to sites to assist teachers and monitor progress.

The teachers at the workshop were also concerned about having new subjects added to the curriculum for which they were already responsible. However, they did agree that nutrition was a subject area that was sorely needed. We attempted to minimize the "burden" of new lessons by incorporating our materials into the existing Doctor Bird series. This will, hopefully,

encourage the teachers to use the stories and accompanying materials. One added drawback is that the teachers themselves have very little training in basic nutrition. Thus, they feel they need more resources available to them, as well as training and guidance in "how to teach" the concepts put forth in these stories/educational activities. Again, we attempted to address this issue somewhat by providing to all teachers a list of free or inexpensive resource documents, as well as the names and addresses of institutions that could supply them with publications and/or assistance. Ms. Archer also was arranging to purchase and deliver copies of relevant CFNI documents to school, to be used as resource references.

Review

The development of effective educational materials that combine reading skills and nutritional concepts is a complex and lengthy process. This is especially true if the development of the materials is done as a "participatory" process, that is, incorporating the input and assistance of a number of involved people--teachers, parents, resource people, Ministry staff and others.

As noted, the development of materials in the Jamaica Primary Education Nutrition Project is to go through several stages. The following have taken place:

- A baseline survey has been completed; that survey provided information relevant to the children's (target audience) reading level and to their knowledge of certain basic nutritional concepts. That information has provided guidelines in determining (a) the level at which reading skills should be taught, and (b) gaps in basic nutrition-related knowledge. In terms of nutrition, we decided to focus on some of the important gaps, making those the key nutritional themes or "messages" to be incorporated into the learning materials.
- The information provided from the baseline survey was made available at the "Materials development" workshop. At this workshop, Ministry officials, teachers, parents, school principals, resource persons, and INCS consultants collaborated on the conception of materials to be

used, in their preliminary adaptations, and in providing ideas, suggestions, and comments relevant to their further evolution. In particular, the workshop participants took the first step in revising the two selected stories to be used, inserting certain nutritional concepts into the stories.

- In the next step of the process, INCS consultant, Benedict Tisa, worked closely with Mrs. McKinley's staff to design a prototype "primer" and accompanying educational materials. Those materials included a proposed teacher's guide, poster-flash cards, and other activities. (See Appendix L for Tisa's report.)

Next Steps

Upon receipt of those preliminary, prototype materials, INCS staff must carry out several revisions. The next stage calls for:

- a) Adaptations of "No Fish For Dinner" and two other stories taken from the Doctor Bird series. These two stories are: "Sweet, Sweet Mango Tree" and "Maggie's Wish." Another story, an original one created by the workshop participants ("Mickey Left His Six Dumplings"), also needs adaptation to include both reading and nutritional aspects.
- b) The design of a materials package for the stories, such as a nutritional reader, which also might include complementary stories, games, worksheets, etc.
- c) For each story, appropriate nutrition-related vocabulary words must be identified and exercises attached to the stories. These will assist the teachers in determining how well the children learn the words and nutrition concepts.
- d) For each story (and accompanying lesson) the following should be prepared:
 - a set of learning objectives;
 - an "advance organizer" for the teachers, to assist them in

introducing the story and the vocabulary, the nutritional concepts, and to provide them with sample discussion questions to use in working on the story.

- d) A schedule should also be attached that provides guidelines to the teachers in how to teach the stories over a period of time. Because of the generally low reading level, it is suggested that each story be taught on at least a two-week basis. This will allow for a fair amount of repetition that will enhance learning of reading skills and allow time for learning nutrition principles.
- e) The teachers should also be provided with a list of the overall nutritional messages that are to be covered during the period of the pilot project. These messages, or concepts, are to be present in the stories read by the children.
- f) A pre-test must be formulated, based upon the nutritional messages to be taught and learned. This pre-test is to be administered by the teachers before the materials are used in class. This will provide a measure of the level of nutritional knowledge (based on the curriculum content) before the pilot project begins, and the results can be compared with final evaluation (post-test) results.

A suggested plan of operation must be worked out with the Ministry of Education staff, to provide them with guidelines for monitoring the program throughout the school year. It might be wise to develop some observational criteria for the staff, so that they have a basis for noting teacher needs and then providing those teachers with assistance as needed.

If further workshops are to be held (i.e., an orientation to materials workshop and a feedback workshop) for the teachers, advance planning needs to be undertaken with the Ministry. This advance work would ensure that there is agreement by all participating groups on workshop objectives and methodologies, and that there is enough time for organization and coordination of resources, people, and other inputs.

List of Contacts

Mrs. Lola McKinley	ACEO, Core Curriculum Unit, Ministry of Education
Ms. Gladys Archer	Functional Education Section, Core Curriculum Unit, Ministry of Education
Ms. Isoline Reid	Functional Education Section, Core Curriculum Unit, Ministry of Education
Mrs. E. Huffstead	Y.E.O., Region 5, South Clarendon, Ministry of Education
Miss Estralita Carlos	W.F.P. School Feeding Program, Ministry of Education
Ms. Beverly MacFarland	Art Director, EBS, Ministry of Education
Ms. Diane Browne	Publications Unit, Ministry of Education
Ms. Kathleen Rainford	Nutrition Unit, Ministry of Health
Mr. Hannah	Nutritionist, Clarendon Area, Ministry of Health
Ms. Jennifer Knight-Johnson	Tropical Metabolism Research Unit, University of the West Indies
Dr. Patterson	Director, Caribbean Food and Nutrition Institute
Ms. Versada Campbell	Nutrition Educator, CFNI
Ms. Marjorie Dukhran	Nutrition Educator
Mrs. Marjorie Morgan	Reading/Language Arts Specialist
Mr. John Coury	Health, Population, Nutrition--USAID
Ms. Francesca Nelson	Health, Population, Nutrition--USAID
Ms. Patricia Moser	Health, Population, Nutrition--USAID
Mr. George Young	Sub-Regional Education Advisor, Caribbean, Unesco
Mr. Heimo Laakkonen	Associate Expert, Unesco

JAMAICA NUTRITION EDUCATION PROJECT
WORKPLAN FOR IN-SERVICE TEACHER TRAINING COURSES

**OVERALL
OBJECTIVE:**

To receive and co-ordinate recommendations for the preparation of educational materials which will facilitate the learning of nutrition concepts as well as support the development of reading skills.

**TRAINING
COURSES:**

There will be 2 workshops, one for 5 days and the other for 2 days.

WORKSHOP I: A 5-day residential workshop, July 15-19, 1985, at Church Teachers' College, Mandeville for 50 participants (40 teachers from the 18 project schools and 10 parents representing the Parent Teachers' Associations).

A. Specific Objectives:

1. To identify specific nutritional concepts and content areas to be covered in the Grades 4 and 5 instructional materials that will dovetail with existing curriculum content and meet the specific needs of the area.
2. To identify possible causes of poor achievement at reading and prioritise the reading skills that must be developed at this level.
3. To develop a preliminary set of activities/tasks to be carried out by children in school and at home which will simultaneously
 - (i) improve attitude to and achievement in reading
 - (ii) change/modify their own and their families' nutrition - related behaviour.
4. To identify potential methods of involving parents and community members in the attitudinal and behavioural changes stated at #3 above.
5. To determine the most appropriate educational materials and identify the best formats to be used in the design of these materials.

B. Organisation

1. The workshop will be residential to allow for maximum inter-action and sharing amongst the participants and to cut down on time lost during daily travel.

2. The working sessions will be devoted to
 - (a) Information Sharing on:
 - (i) nutritional status/problems in Jamaica/Clarendon/the specific area
 - (ii) school baseline survey:
 - reading levels
 - nutritional knowledge, attitudes, behaviours.
 - (iii) objectives and projected outcomes of workshop
 - (iv) expected role of participants.

 - (b) Group Exercises to:
 - (i) identify nutritional content to be covered and reading skills to be developed in/support materials
 - (ii) examine existing materials developed/being used such as those by MOH, CFNI, UNESCO, MOE
 - (iii) select suggested tasks/activities for children to perform at school and at home
 - (iv) identify ways to involve parents/guardians/community members
 - (v) determine project implementation and evaluation strategies
 - (vi) plan post-workshop activities which will lead to the production, printing, dissemination of learning materials.
 - (vii) draw post-workshop explanatory and promotional program/activities to orient PTAs, schools, teachers and obtain their support

WORKSHOP II: A 2-day non-residential Workshop, December 5 - 6, 1985
at Denbigh Primary School, May Pen for 40 teachers.

A. Specific Objectives:

1. To receive feedback on use of materials during the first semester of the school year
2. To determine strategies for dealing with problems identified and for reinforcing positive experiences.
3. To give orientation in use of additional/alternative materials

B. Organisation:

1. Teachers will be excused from their normal teaching/administrative responsibilities to attend the workshop and will travel to and from the workshop each day.

2. The working sessions will be devoted to

(a) Information sharing on

- how the materials were used: time spent on the activities, flexibility in usage, possibilities seized for integration etc.
- themes/topics/ aids that were most/least useful and /or effective
- observable differences in behaviours amongst pupils, parents, community members.

(b) Group exercises to:

- determine changes/modifications that must be made to the materials, if any
- develop other feedback instruments, as needed
- introduce new materials.

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JAMAICA PRIMARY EDUCATION NUTRITION PROJECT
WORKSHOP - JULY 15 - 19, 1985
CHURCH TEACHERS' COLLEGE - MANDEVILLE

RATIONALE:

To address some of the concerns associated with a low level of reading achievement and nutritional awareness among fourth and fifth graders in 14 selected schools in Clarendon.

PURPOSE:

To receive and coordinate recommendations for the preparation of educational materials which will facilitate the learning of nutrition concepts as well as support the development of reading skills for fourth and fifth graders. Also to provide recommendations for the promotion of the JPEN project at the community level.

PARTICIPANTS:

Participants will include 36 teachers representing fourth and fifth grade teachers from selected schools in Clarendon, and approximately 10 parents of fourth and fifth grade students. There will also be present six resource persons and workshop facilitators.

OBJECTIVES:

At the end of the workshop, participants will have:

- A. 1) discussed and made suggestions related to nutritional concerns relevant to school children in the geographical area;
- 2) identified specific nutritional concepts and content areas to be covered in grades 4 - 5 educational materials that will correspond with existing curriculum content and meet the specific needs of the area;
- 3) considered various existing materials, activities and curricula developed/being used by MOH, MOE, UNESCO, CFNI and others for possible use and adaptation in teaching nutritional concepts to the children in project schools;
- B. 1) identified possible causes for poor achievement in reading at the grades four and five levels;
- 2) selected and prioritized the reading skills that must be developed at these levels;
- 3) shared information and received guidelines concerning various methods and materials used in teaching reading skills.
- C. 1) developed a draft set of learning/instructional materials that

incorporate the identified reading skills and nutritional concepts;

- 2) developed a preliminary set of activities/tasks to be carried out by children in school and at home that will;
 - improve reading skills
 - modify family and student nutrition-related behaviour
 - 3) identify potential methods of involving parents in attitudinal and behaviour changes;
 - 4) determined a potential educational package, including identification of preferred (or suggested) formats, themes and overall design of materials;
 - 5) outlined ideas and suggestions for monitoring students' progress in learning reading skills and nutritional knowledge.
- D. 1) outlined ideas and suggestions for the promotion of the program with schools, PTAs and other involved groups in the community,
- this would include involvement of these people in pre-testing of the preliminary educational materials.

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Workshop Schedule

Appendix C

Monday (July 15)

- Welcome -- Mrs. Gladys Archer
- Prayer - Chaplain - Ms. Thompson
- Introduction of Special Guests and Participants
- Greetings - Mr. K. Thaxter, Principial, Church Teachers' College
- Greetings - Mr. R. Dodd - S.E.O., Ministry of Education
- Presentation of the Project - Mrs. L. McKinley
- Workshop Objectives and Schedule - Ms. C. Hollis
- BREAK
- Presentation of Baseline Survey Results - Ms. C. Hollis
- Nutritional Status of Jamaica Children - Nutrition Educator
- Discussions
- LUNCH
- Group Work: Small Task Groups
 - a) Group I - Hollis/Nutrition Educator
 - b) Group II - Reading Specialist/Tisa
- Special Evening Activity

Tuesday (July 16)

- Instruction in preparing reading lessons using nutrition as the subject to be learned (Ms. Morgan)
- Small group work on nutritional issues (Ms. Dukhran/Ms. Hollis)
- LUNCH
- Small group work; task to adapt Dr. Bird stories to contain nutritional messages; principals assigned to review resource materials and develop a resource list for teachers
- Total group reunion to provide constructive feedback on first adaptation of stories
- DINNER
- Evening activities:
 - continuation of group work on story development
 - individual work on developing teaching/learning materials (posters, for use in classroom)

Wednesday (July 17)

- Presentation of revised stories; group discussion
 - Demonstration of how to develop a nutrition- and reading skills-oriented lesson plan based on one of the adapted stories
- LUNCH
- Presentation of the Tropical Metabolism Research Unit's child-to-Child program, introduced into the schools in St. Thomas parish (Ms. Jennifer Johnson)
 - Small group work on recommendations for promotion of program with schools, parents, community in Clarendon (Ms. Hollis)
- DINNER
- Evening activities: - continuation of work on visuals, games, and other educational materials

Thursday (July 18)

- Presentation by participants of the educational materials developed
 - Small group work to develop specific language arts/nutrition educational resources: story, skit, comic strip, and poems (Emphasis was on children's activities)
- LUNCH
- Presentation of educational materials/activities with constructive feedback provided
 - General discussion of further activities (especially promotional) that teachers could undertake upon return to their schools (Mrs. McKinley)

Friday (July 19)

- Group work on development of nutritional recipes to be used as class activities
- LUNCH
- Group work on identification of other student-involvement activities
 - Evaluation of the workshop

LIST OF PARTICIPANTS

NAME	SCHOOL	SCHOOL'S ADDRESS
Mrs. G. Patrick	Portland Cottage All Age	Portland Cottage P.A. Clarendon
Miss. W. Campbell	Portland Cottage All Age	Portland Cottage P.A. Clarendon
Mr. Grant (Principal)	Portland Cottage All Age	Portland Cottage P.A. Clarendon
Mrs. Carol Weir (Parent)	Portland Cottage All Age	Portland Cottage P.A. Clarendon
Mrs. P. Williams	Alley Primary	Alley P.O. Clarendon
Miss M.A. Campbell (Parent)	Cross All Age	c/o Principal Cross All Age Clarendon
Miss J. Whyte	Race Course Primary	Race Course P.O. Clarendon
Mr. I. Messam	Race Course Primary	Race Course P.O. Clarendon
Mrs. M. Brown (Principal)	Race Course Primary	Race Course P.O. Clarendon
Mrs. E. Howell	Mitchell Town Primary	Mitchell Town P.A. Clarendon
Mrs. P. Bassier	Mitchell Town Primary	Mitchell Town P.A. Clarendon
Miss H. Sitadeen	Salt Savannah Primary	Lionel Town P.O. Clarendon
Miss H. McLean	Salt Savannah Primary	Lionel Town P.O. Clarendon
Mrs. Fay Russell	Watsonia Primary	Lionel Town P.O. Clarendon

NAME	SCHOOL	SCHOOL'S ADDRESS
Mrs. Pearl Ramsay	Watsonton Primary	Lionel Town P.C. Clarendon
Mrs. A. Donaldson	Gimme-me-bit Primary	Gimme-me-bit P.A. Clarendon
Mrs. F. Morgan	Green Park All Age	May Pen P.C. Clarendon
Mrs. Elliott (Principal)	Green Park All Age	May Pen P.C. Clarendon

MINISTRY OF EDUCATION

T. N. R. U.

Miss G. Archer

Jennifer Knight-Johnson

Miss I. Reid

Miss E. Carlos

READING SPECIALIST

Mrs. M. Ramsay

Mrs. Marjorie A. Morgan

Mrs. E. Huffstead

P.O. Box 334

Mrs. L. McKinley

Wandaville

Miss Dukhran

Mr. Hannah - Ministry of Health, N. de Hermit

Mrs. Christine Hells }
 Mr. Ben Tice } INCO consultants

PRELIMINARY SURVEY RESULTS OF NUTRITION/READING BASELINE SURVEY

A. In terms of reading levels of the 3rd, 4th, 5th grades tested in Clarendon:

- (1) Approximately 60% of 3rd grades are non-readers
 Approximately 40% of 4th grades are non-readers
 Approximately 20% of 5th grades are non-readers

*Non-reader is defined as a respondent who could not get three correct answers out of six second-grade level questions; respondent is not scouring anything beyond random chance.

- (2) Approximately 16% of the third grades tested read at or above 3rd grade level
 Approximately 22% of the 4th grades tested read at or above 4th grade level
 Approximately 22% of the 5th grades tested read at or above 5th grade level

- (3) The following is a matrix outlining the breakdown (by percentage) of students tested and their level of reading ability:

Level of Reading Skills for 3rd, 4th, 5th Grades Tested

Level of Reading	Grade Level and Total % of Students' Level			
	Total %*	3rd grades	4th grades	5th grades
0 (non-readers)	37.9%	55.5%	35.1%	18.2%
1st Grade - level reader	15.7%	17.5%	16.4%	15.1%
2nd grade - level reader	13.1%	10.8%	14.7%	13.9%
3rd grade - level reader	11.6%	8.5%	12.0%	15.0%
4th Grade - level reader	10.2%	4.3%	12.6%	14.7%
5th Grade - level reader	10.4%	3.3%	9.2%	22.1%

*Score is higher due to larger number of 3rd grades tested than 5th grades.

B. In terms of nutrition knowledge

- (1) There was a tendency for scores to be lower (answers at lower end of scale) for students in more remote, rural schools and for 3rd graders. 3210 students were tested.
- (2)

92.6%	of	students tested	selected the green vegetable correctly
60.1%	of	" "	chose the correct answer for a healthy lunch
64.9%	of	" "	selected the correct answer for foods affecting eyes
74.9%	of	" "	picked the correct "starchy" food
57.4%	of	" "	selected the correct response for making teeth strong
81.3%	of	" "	had the correct answer for number of meals to eat
76.1%	of	" "	had the correct response for a healthy breakfast
* 46.3%	of	" "	picked the food that would "keep the longest time"
* 33.6%	of	" "	could select the healthy mix of foods
64.3%	of	" "	knew which food came from Jamaica
98.5%	of	" "	knew which food came from the sea
53.3%	of	" "	responded correctly to when the body needs more food
* 12.8%	of	" "	had the correct response to food making a body strong
59.6%	of	" "	responded that "rain only" makes plants grow
36.7%	of	" "	responded that "rain and sun" are needed to grow plants

(There was a higher number of 4th grades than 5th grades who got this correct).

83.3% of students tested said they should wash their hands before cooking

(3) Discussions:

- (a) The concept of the body's need for different types of food, especially protein, does not seem to be well understood. Emphasis might be placed on the concepts of how and why foods affect the body. Also, the idea of a "mix" of foods should be stressed, as that does not seem to be clear to respondents.
- (b) They do not seem to be clear on the idea of food preservation but that might also be caused by some confusion over the wording of the question.
- (c) More students had a correct response to a "healthy breakfast than lunch; It would be worth exploring what their concept of healthy is and what differences there are between their expressed knowledge and actual behaviour (buying sweets from vendors).
- (d) The traditional concept of 3 meals a day may not be the best "rule" to stress in Jamaica.

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ORIGINAL STORY

FISH FOR DINNER

Written by Diane Browne

Clive's mother was asking him to go
to the shop.

"Take this money," she said, "and buy
something for dinner. I don't have
anything for your father to eat."

"What must I buy?" asked Clive.

"A little fish, some rice, and a
bun," she said.

"Now, don't forget. Your father
likes fish. And do not stop to play .

It is getting late."

Clive walked down the street. "I
must not forget: a little fish, some
rice, and a bun."

He had not gone far when he saw Bill.

Bill was kicking a ball. "Hello, Clive,"
he called out. "Come and play ball, man."

"I have to go to the shop," said Clive.

"I can't stop."

"Stop a little," said Bill. "You can go to the shop after."

It was nice new ball and Clive wanted to play. So he stopped and kicked the ball for a little. It was a good ball. After a time he said, "I have to go. See you later, Bill."

As he walked down the street he said, "A little fish, some rice and - a bun."

Just before he got to the shop, he met John. John had some marbles. He called to Clive, "Come and play marbles with me man."

"I am going to the shop," said Clive.

"I can't stop."

But the marbles were pretty. They were blue and green and red. Clive wanted to play for a little.

He would not stop for a long time.

So he played marbles with John.

Then he said, "I have to go, man."

He went down the street and into the shop.

"Hello, Clive. What can I sell you today?" asked the man in the shop.

"My mother wants" said Clive.

And he could not think of what to say.

"Oh, I know," he said. "She wants some rice - and a bun."

"Is that all?" asked the man.

"Yes," said Clive. He was not sure, but he could not think of anything more.

He went home quickly. "Here are the things, Mother," he said.

"Thank you," she said. But then she looked at the things. "What is this? Where is the fish? What am I going to do? Your father will be hungry when he comes home. And today is the day when he has fish for dinner."

"I am sorry. I forgot the fish," said Clive. "I will go back for it."

"It is too far," she said. "You will take too long."

Soon Clive's father came in. "I am hungry," he said. "I worked hard today. I am going to have a good dinner. Today is the day we have fish. Is it ready?"

"I am sorry," said Clive's mother. "We only have rice and a bun."

"What! No fish? We only have rice and a bun!" said his father.

"Well," said his mother, "Clive went to the shop for it. But he did not bring it back. He took so long that he forgot."

"Clive! Where is that boy?" called his father. "When I catch you, we will talk about this!"

But Clive was not around. He did not think his father would just talk about it.

His father would know that he stopped to play.

Clive was sure his father would beat him if he stayed outside. His father would forget about it by the next day.

Clive came in when his father had gone to bed. His father was asleep; so he could not beat him.

His father did not get any fish. But

Clive did not get any dinner, and he was

very hungry. Clive did not think

he would forget the fish next time.

FISH FOR DINNER

Clive's mother was asking him to go to the shop.

"Take this money," she said, "and buy something for dinner. I don't have anything for us to eat."

"What must I buy?" asked Clive.

"Some fresh fish from which we get protein which will help us to grow, and calcium which will make our bones and teeth strong. Some rice and sugar from which we get carbohydrate which gives us energy, and tomatoes which give vitamins which protect us from diseases," she said.

"Now, don't forget. Your father likes fish. And do not stop to play. It is getting late." Clive walked down the street. "I must not forget: some fish, some vegetables and sugar and rice."

He had not gone far when he saw Bill. Bill was kicking a ball. "Hello, Clive," he called out. "Come and play ball, man."

"I have to go to the shop," said Clive.

"I can't stop."

"Stop a little," said Bill. "You can go to shop after."

It was a nice new ball and Clive wanted to play. So he stopped and kicked the ball for

a little. It was a good ball.

"Clive! how can you kick the ball so well?"

asked Bill.

"Because I eat rice and sugar which gives me energy and make my bones strong.

After a time Clive said, "I have to go to the shop now to get some fish which gives us protein to make us grow, calcium to make our bones and teeth strong, rice and sugar from which we get carbohydrate which will give us more energy to play and vegetables from which we get vitamin which help to protect us from getting diseases. See you later, Bill."

As he walked down the street he said, "Some fresh fish, some rice and vegetables and sugar."

Just before he got to the shop, he met John.

John had some marbles. He called to Clive,

"Come and play marbles with me, man."

"I am going to the shop," said Clive.

"I can't stop."

But the marbles were pretty. They were blue and green and red. Clive wanted to play for a little.

He would not stop for a long time.

So he played marbles with John.

"How can you see the marbles so well, Clive?" asked John.

"Because I eat vegetables which gives me vitamin which helps my eye sight," said Clive.

Then he said, "I have to go, man."

He went down the street and into the shop.

"Hello, Clive. What can I sell you today?" asked the man in the shop.

"My mother wants" said Clive.

And he could not think of what to say.

"Oh, I know," he said. "She wants some rice, sugar and some vegetables.

"Is that all?" asked the man.

"Yes," said Clive. He was not sure, but he could not think of anything more.

He went home quickly. "Here are the things, Mother," he said.

"Thank you," she said. But then she looked at the things. "What is this?

Where is the fish? What am I going to do?

Your father will be hungry when he comes home. And today is the day when we have fish for dinner."

"I am sorry. I forgot the fish," said Clive. "I will go back for it."

"It is too far," she said. "You will take too long."

Soon Clive's father came in. "I am hungry," he said. "I worked hard today. I am going to have a good dinner. Today is the day we have fish. Is it ready?"

"I am sorry," said Clive's mother. "We will still have a balanced meal because we have some delicious stewed peas in the refrigerator which we can use instead of the fish. I can heat it up with rice and some refreshing lemonade."

"What? No fish? We only have rice and stewed peas," said his father.

"Well," said his mother, "Clive went to the shop for it. But he did not bring it back. He took so long that he forgot."

"Clive! Where is that boy?" called his father. "When I catch you, we will talk about this!"

But Clive was not around. He did not think his father would just talk about it. His father would know that he stopped to play. Clive was sure his father would beat him so he stayed outside. His father would forget about it by the next day.

Clive came in when his father had gone to

bed. His father was asleep; so he could not beat him.

His father did not get any fish.

Clive's father heard when he came in, "Clive", he called. Clive stared at his father in surprise.

"Go and have your dinner. You should never go to bed hungry because your body is still working in the night and needs the food to make it work. That is why in the mornings you are hungry and need a very good breakfast to start the day again."

Clive listened to his father. He had his dinner and he promised his father he would never be disobedient again.

NEW WORDS

tomatoes	surprise	sugar	vegetables
fresh	lemonade	delicious	stewed
peas	refreshing	energy	calcium
diseases	proteins	carbohydrate	vitamin
disobedient	working	refridgerator	breakfast
balanced	hungry	listened	moinings

FISH FOR DINNER

OBJECTIVES:

- Pupils should be able to:
1. identify foods that have such nutrients as carbohydrates, proteins and vitamins;
 2. identify foods that are needed for a nutritious meal;
 3. plan a balanced breakfast;
 4. plan a balanced dinner;
 5. explain the concepts such as weight loss, protein, energy, calcium, vitamins, diseases, balanced breakfast;
 6. identify new words - delicious, lemonade, refrigerator, refreshing, stewed, hungry, listened, surprised;
 7. list factors which affect choice of foods by individuals;
 8. identify and utilize substitutes of the same food value for breakfast and dinner;
 9. recall specific facts and details from story;
 10. draw conclusion as to why Clive bought everything else except the fish;
 11. identify sequence of events;
 12. help their parents to plan meals suitable for breakfast and dinner;
 13. display willingness to try new foods;
 14. exchange new ideas;
 15. encourage their parents to plant some foods they need.

Best Available Document

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SWEET, SWEET, MANGO TREE

Written by Diane Browne

Ben was a man who did not like to
work.

One day he was sitting under a tree.

He heard a noise far away in the bush. It
was like somebody singing. But it was not a
song Ben knew.

Ben wanted to see what was happening.

So he walked quietly through the bush.

Then Ben saw a funny thing. There was an
old man in a red hat. He was dancing
around a big mango tree. As he danced, he
sang:

"Sweet, sweet, mango tree

Mango tree sweet,

My children need something to eat."

Then, to Ben's surprise, he heard a deep

voice.

"What do you want to eat?" It was
the mango tree speaking.

The old man in the red hat danced
and sang:

"Sweet, sweet, mango tree
Mango tree sweet,
My children need rice and
meat."

Then the tree began to shake. It
looked as if a big wind was blowing.

But there was no wind. The mangoes
on the tree went round and round.

Suddenly Ben heard a loud noise.

He thought it was mangoes falling,

but it was not. Bags of rice and
meat fell out of the tree.

The old man put the rice and meat
into a basket.

Then he danced around the tree again.

As he danced, he sang:

"I thank you, dear mango

tree,

I thank you."

Then the old man went away.

Ben stood still. He thought about
what he had seen. "I am not hungry,"
he said to himself. "But what a good
way to get food. And I would not have
to work for it."

Ben ran to the tree and shouted:

"Mango tree, mango tree, I want
something to eat."

Nothing happened. So he danced around
the tree, but still nothing happened.

He had forgotten the words the old man said.

So the next day Ben stayed in the bush. He wanted to see if the old man would come again.

The old man did come. He danced and sang. He asked for milk and bread.

And just as before, the tree shook as if a big wind was blowing it. Milk and bread fell to the ground.

This time Ben was sure of the words.

He said just what the old man had said.

But he asked for a lot of things.

He wanted meat, rice, milk, bread and rum.

All these things dropped out of the tree. He began to pick up some rice.

And suddenly everything went back
up into the tree. What had happened?

He had forgotten to say thank you.

So Ben danced around the tree and
sang:

"I thank you, dear mango tree,

I thank you."

All the things dropped to the
ground again.

Ben could not eat all these things.

So he went to town and sold some of
them. It was a good way to make money,
and he did not have to work.

Every day the old man came to the
tree and asked for a little food.

And every day Ben came to the tree and
asked for a lot of food. Then he went

to town and sold it.

Den was making a lot of money. But he wanted more. "Let me see if the tree will give me other things," he said to himself. "Maybe I could ask for clothes. No, I will ask for a lot of money. Then I can buy anything I want. I will live in a big house. Even selling is hard work. This way I will not have to work again. I will be rich!"

So the next day he went to the mango tree.

He took a lot of baskets to put the money

in. He danced and sang:

"Sweet, sweet mango tree,

Mango tree sweet,

My children want money to

eat."

"Maybe nothing will happen," he thought.

"Maybe the tree will know that people do not eat money."

But the tree began to shake and shake.

Money began to fall to the ground. And

Ben began to fill the baskets. He did

not even stop to say thank you.

But this time the tree did not take

back anything. More money just fell.

Soon Ben had filled all the baskets.

And still more money fell and fell

and fell. It fell on top of him. It

covered him up.

Then the tree stopped shaking.

The old man came the next day. He saw

a lot of green mangoes under the tree.

But he did not think about it. He just

got his food and went away. He did not

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know about Ben. So he did not

look for him.

And nobody ever saw Ben again.

SWEET, SWEET, MANGO TREE

Ben was a man who did not like to work.

One day he was sitting under a tree.

He heard a noise far away in the bush. It was like somebody singing. But it was not a song

Ben knew.

Ben wanted to see what was happening.

So he walked quietly through the bush.

Then Ben saw a funny thing. There was an old man in a red hat. He was dancing around a big mango tree. As he danced, he sang:

"Sweet, sweet, mango tree
Mango tree sweet,
My children need something for
breakfast.

Then, to Ben's surprise, he heard a deep voice.

"What do you want to eat?" It was the mango tree speaking.

The old man in the red hat danced and sang:

"Sweet, sweet, mango tree
Mango tree sweet,

My children need milk and bread,
eggs and oranges.

Then the tree began to shake. It looked as if a big wind was blowing. But there was no wind. The mangoes on the tree went round and round. Suddenly Ben heard a loud noise. He thought it was mangoes falling, but it was not. Boxes of milk, loaves of bread, eggs and oranges fell out of the tree.

The old man put the food he got into a basket. Then he danced around the tree again.

As he danced, he sang:

"I thank you, dear mango tree,

I thank you."

Then the old man went away.

Ben stood still. He thought about what he had seen. "I am not hungry," he said to himself. "But what a good way to get food. And I would not have to work for it".

Ben ran to the tree and shouted:

"Mango tree, mango tree, I want

something to eat."



Nothing happened. So he danced around the tree, but still nothing happened.

He had forgotten the words the old man said.

So the next day Ben stayed in the bush. He wanted to see if the old man would come again.

The old man did come. He danced and sang.

He asked for some rich hot vegetable soup with beef, dumplings and yams. He wanted to make sure that his children were properly fed.

And just as before, the tree shook as a big wind was blowing it, and everything the old man requested fell to the ground.

This time Ben was sure of the words.

He said just what the old man had said.

But he asked for a lot of things.

He wanted meat, rice, milk, bread and mango nectar.

All these things dropped out of the tree.

He began to pick up some rice. And suddenly everything went back up into the tree. What had happened? He had forgotten to say

Thank you. So Ben danced around the tree and sang:

"I thank you, dear mango tree, ...

I thank you."

All the things dropped to the ground again.

Ben could not eat all the e things.

So he went to town and sold some of them.

It was a good way to make money, and he did not have to work.

Every day the old man came to the tree and asked for a little food. And every day Ben came to the tree and asked for a lot of food. Then he went to town and sold it.

Ben was making a lot of money. But he wanted more. "Let me see if the tree will give me other things," he said to himself. "Maybe I could ask for clothes. No, I will ask for a lot of things to sell. Then I can buy anything I want. I will live in a nice house.

So the next day he went to the mango tree.

He took a lot of baskets in which to put the food to sell. He danced and sang:

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"Sweet, sweet mango tree,

Mango tree sweet,

My children want sky-rock, cheese trix,

sweets and biscuits to eat."

Nothing happened so Ben stood by the tree looking disappointed.

The old man came and asked, "Why are you looking so sad?

Ben told him what had happened. The old man shook his head and explained.

"The things you asked for are of little or no nutritional value to the body, that is why your request is not granted. You should have asked for foods like rice, meat, callaloo, and pineapple.

You see, from the rice you get carbohydrates which gives you energy, the meat supplies protein which repairs and builds body tissues, the callaloo supplies iron which makes blood, and the pineapple provides vitamins which help to fight diseases.

Ben nodded his head in agreement. Then he danced and sang:

"Sweet, sweet, mango tree,
Mango tree sweet,
My children need a balanced diet;
They do not want junk food."

Then to Ben's pleasant surprise all the nutritious foods began to fall to the ground. He filled his baskets and sang:

"I thank you, dear mango tree,
I thank you.

It was then that Ben realised that the mango tree supplied foods to help make a balanced diet as should be prepared in your home. Ben took up his baskets and went home feeling very happy.

BREAKFAST

Orange juice
Cornmeal porridge
Bread and butter and egg
Tea

DINNER

Pineapple juice
Rice and peas
Chicken
Vegetable salad

VOCABULARY

breakfast

carbohydrate

tissue

quietly

protein

happened

disease

forgotten

pleasant

shook

nutritious

suddenly

balanced

SWEET, SWEET MANGO TREE

OBJECTIVES:

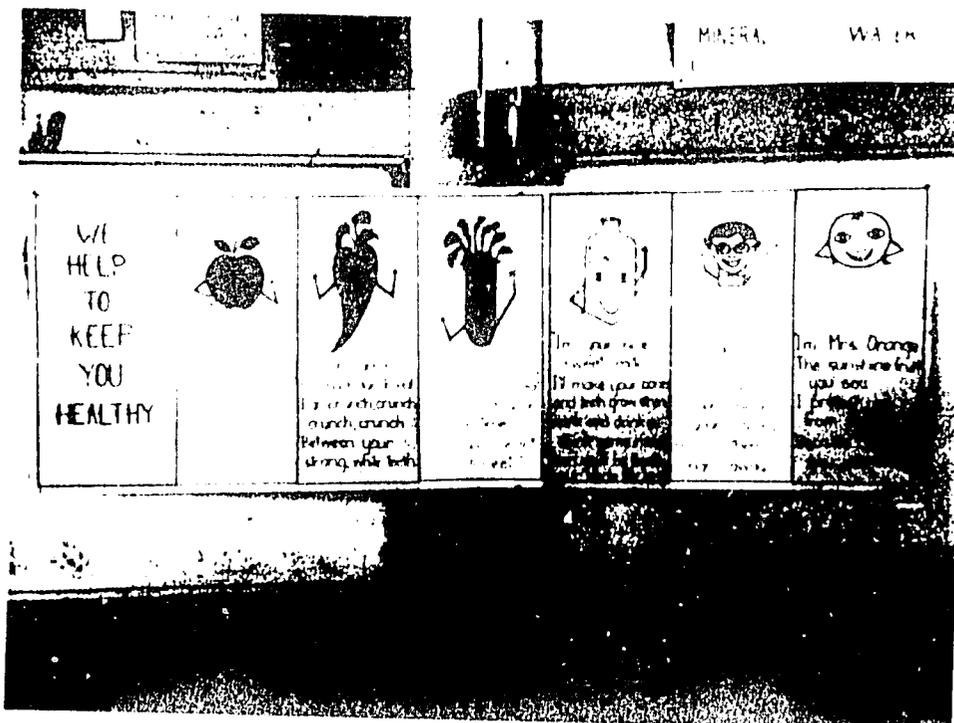
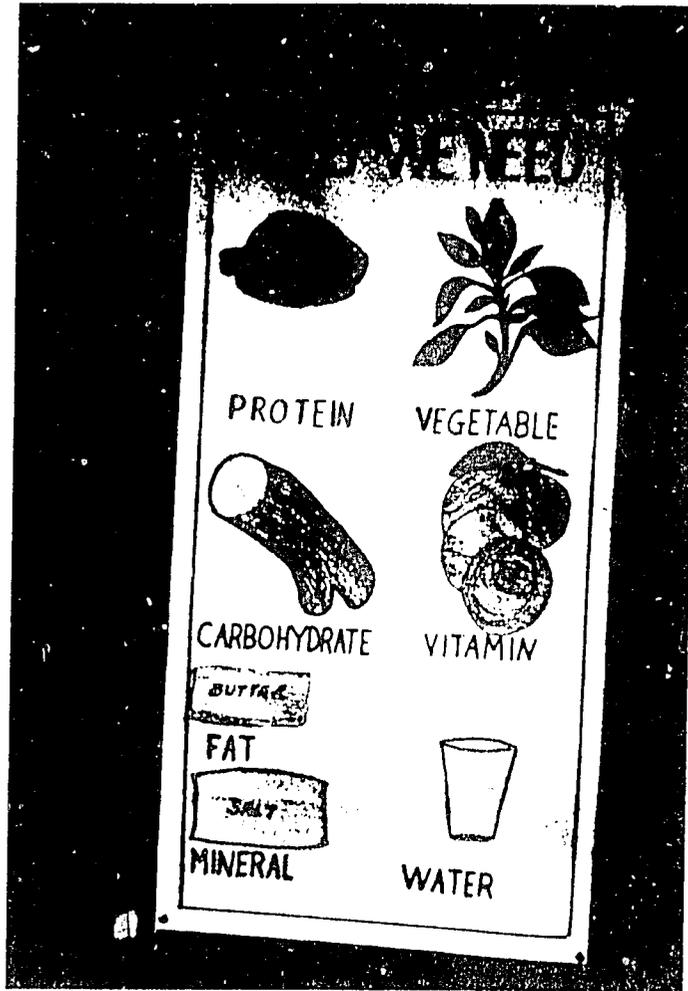
The pupils should be able to:

1. identify foods that are necessary for a nutritious breakfast, lunch and dinner;
2. plan a balanced breakfast;
3. plan a balanced lunch;
4. plan a balanced dinner;
5. explain the concepts such as vitamins, proteins, staples, junk foods, disease, tissue;
6. identify new words - balanced, carbohydrate, nutritious, breakfast;
7. list factors that affect choices of foods by individuals;
8. identify and utilize substitutes of the same food value for breakfast, lunch and dinner;
9. identify sequence in the story;
10. identify the main ideas in the story;
11. recall specific facts;
12. draw inferences as to why Ben wanted the junk foods to sell;
13. help their parents to plan suitable meals for breakfast, lunch, and dinner;
14. encourage their parents to plant some foods they need;
15. display willingness to try new foods;
16. exchange new ideas.

PROMOTION OF NUTRITIONAL
PROGRAMME

1. Through pictures - Let children draw and colour pictures of different food groups to display in class and for them to take home.
2. Pt. P.T.A. meeting - by inviting Resource persons to demonstrate things pertaining to nutrition. During this session parents could be encouraged to plan a day for their involvement where they will set up displays to show various nutritional dishes and other aspects.
3. Church - Special service by also inviting Resource persons
4. Pupils making their own scrap books - parents helping to collect pictures.
5. School concerts - invite parents to see skits, drama, dance and songs pertaining to nutrition.
6. Film shows - invite the J.I.S. and the Ministry of Health to show nutritional films.
7. Making and publishing of children's recipes.
8. Poems
9. Games - played with family members.
10. Quiz - have a team from each grade to enter nutritional quiz and invite parents to see children participate.

EXAMPLES OF TEACHERS' POSTERS



MICKY' LEFT HIS SIX DUMPLINGS

Micky turned over in bed, stretched and yawned, opened his eyes and saw that the sunlight was flooding the room. "Laud a mass!", he exclaimed as he jumped out of bed. "A so it late man, and today a mats tes!"

With that he rushed to the bathroom, splashed some water on himself and in a few minutes he was in his khaki.

Micky! Micky! "Yu nuh ready yet." It was Roundhead, Georgie, and Raymond shouting from the gate.

"Bwoy a can't stop fe eat", Micky thought to himself as he grabbed his bag. Micky's mother called, "Micky memba yu tea, see it in a de kitchen deh."

With bag in hands Micky hurried to the kitchen, swallowed a mouthful of mint tea, grabbed a dumpling and joined his friends at the gate.

Soon they were at school. "Marning teacher, sorry mi late, mam," said Micky, as he took his seat. Teacher gave Micky his test paper.. Micky glanced through his paper quickly.

"Dis is butta," he said to himself with a broad grin on his face.

Just as he started the fifth problem, he felt funny all over. His head pounded. He perspired. He slumped on the child sitting next in his bench. This attracted the attention of the teacher who later discovered that Micky had fainted. By this the class had stopped working and was staring at what was happening.

"Robert, Donald quickly put two benches together " said the teacher. The teacher put him to lie down, loosened his clothes and fanned him with a book. Luckily, the teacher had a bottle of smelling salt which she used to help him to revive.

"Run and get the principal," Georgie!

"Hurry boy!", exclaimed the teacher.

Within seconds the principal was there. She immediately went to Miss Walters, Micky's teacher explained what had happened to Micky.

"Come with me Micky." She held his hand and they walked to the office.

"Micky, how are you feeling now?" asked the principal.

"A still feel bad, teach."

"Did you have your breakfast this morning?"

"Yes, Miss."

"Are you sure?"

"Yes, Mam."

The principal, not sure of what had happened to Micky, sent Roundhead to call Micky's mother.

"Good marning, teacher," said Micky's mother in a breathless voice.

"What happen to Micky now, mama?"

"He fainted in class. I don't know why because he said he had his breakfast."

"Breafast! no mam. De bwoy lef de breafast same place in a de kitchen. Teacher mi gi him six fried dumplings and one big mug a mint tea. And him only tek out one and run out a de house lef de res same place."

The principal sent over her cottage and ask her helper to prepare a cup of hot milk, an egg, bread and an orange.

When Micky saw the breakfast his countenance brightened. His mother stared at the breakfast.

The Principal explained to Micky and his mother that it is important to eat breakfast because the body is always using up the foods we eat.

"To start the day we should have a balanced meal," said the principal.

"What yu mean by a balanced meal, mam?" asked Micky's mother.

"A balanced meal means a little of all the substances the body needs."

"Let us look at the breakfast that Micky got. The milk and eggs build our bodies. Bread gives us energy and the organge helps our bodies to fight diseases."

The principal further explained that if she could not provide an egg she could use fish or tinned mackerel instead of bread she could use fried dumplings.

"Thank yu teacher, from now on a wi mek sure that wi always eat little a everything from all a the deifferent type a food them."

In fact, teacher a going home to look bout a balance meal now."

Micky's mother bowed and left the office with a happy smile.

NIGHTMARE

SCENES: HOME, COCONUT PARK, HOME

Scene 1: (Mother and Ricky at home)

Mother: Ricky are you ready.

Ricky: Long time, mama.

Mother: Here is your lunch.

Ricky: Wha in a it (peeping into the lunch kit)

Mother: Vegetables bully beef sandwiches, orange, rice & peas, chicken and drinks, and here is \$5.00

Ricky: Thanks, mama and bye (dashing through the door)

Scene II: (At Coconut Park) Lunch time

Ricky: John, gi mi \$1.50 fi dis chicken leg.

John: Yes, man. (Then he ran off to Danny)
Danny, me jus buy one chicken leg from Ricky fi \$1.50.
Him foolish yu si. Him don't even know seh it has
protein. A ting as protein which build our muscles
and make us strong like a lion (showing the
expression). Him have plenty more nutritious food and
him selling them cheap! cheap!

(Danny runs to Ricky)

Danny: Ricky sell me some of yuh rice & peas and chicken, nuh.

Ricky: Here gi me a dollar.

(Danny went back and boast on the other boys)

Danny: Boy, me get a good mixture. Me get rice & peas which
gives me energy and protein.

(Tony hearing that nutritious food was going cheap,
decided to go and get some too)

Tony: Ricky, a vegetable dat, sell me some no man, fe eat
wid mi lunch.

Ricky: Gi mi a dollar an hole it.

(Ricky pleased with his quick sale quickly had his
drink and eat his orange, then ran off to spend his
money).

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TONY: (Returns to the group) Boy! me get some vegetables that provide me with vitamin so that I can fight against diseases. Ricky, fool, eh, him sell him nutritious lunch to buy cotton candy, bubble gum, sweets, sky juice, pop corn and cheese trix.

(Then the three boys chanted)

We get de whole a Ricky protein, vitamin and staple,
We a go strong and muscular, fat and healthy,
Look how him long and mawga, wear and sickly,
For him eat pure junk food.

Scene III: (Back Home - Ricky holding his tummy and talking in a feeble voice)

Ricky: Mama mi belly a hurt me.

Mother: Let me give you some warm mint tea and you go straight to bed.

(In his sleep Ricky had a dream. Here he saw a very feeble man)

Ricky: (Tossing and turning) Who are you? Who are you?

Man: I am you in thirty years time because you have not eaten your nutritious lunch which will give you your protein, vegetables, minerals and vitamin. You are going to get weak and sickly. (Then he vanished)

(After that Ricky saw a fat muscular man)

Ricky: Who are you let me touch you!

Fat Man: No! I am not real. I won't be real until you have your proteins, vegetables, minerals and vitamins. (Then he disappear)

(Ricky awoke and heard mother calling)

Mother: Ricky! come for your breakfast!

Ricky: Coming mother, am I getting a balanced meal. I am going to eat it all because I want to be strong like the man I saw in my dream.

GROUP

Marjorie Morgan	-	Salt Savannah Primary
Hyacinth McLean	-	Watson Primary
Fay Russell	-	Portland Cottage A/A
Winsome Campbell	-	Gimme-me-bit Primary
Angela Donaldson	-	

CLUES TO COMIC STRIP

PICTURE 1: Rosemarie is day-dreaming (thinking about food)

PICTURE 2 : Teacher: Rosemarie, why are you sleeping in class?
You should be paying attention!

PICTURE 3: Rosemarie: Mi wasn't sleeping, Miss, mi was thinking
bout all sort a nice food like rice and peas,
fry chicken, ripe banana, patty

Teacher: Stop! Rosemarie, tell me something. Did
you have lunch today?

Rosemarie: Yes, Miss, cheese-trix and suck-suck.

PICTURE 4: (Children laugh)

Teacher: Why are you laughing? Most of you have been
very drowsy today. How many of you had
lunch? As far as I can see, very few of you
seem to have a good lunch.

PICTURE 5: Tomorrow in our Science lesson we are going to
talk about food and nutrition. What do you
think we could do?

Boy: Mek we run boat, Miss.

Girl: Mek we borrow de canteen and cook, Miss

Teacher: How can we do this?

Girl: Mi father raise chicken. Him wi gi mi one,
teacher.

Boy: We have backyard garden yuh know, teacher,
wi lettuce, cabbage, tomatoes, and callaloo.
Mi wi bring.

(Children

(Children shout): We can bring banana, cassava, and flour.

Teacher: What kind of drink can we have?

Children: We can make fruit punch wid pineapple, banana,
orange and grapefruit.

Teacher: Well, we you tomorrow.

PICTURE 6: Teacher: ~~From the food~~ you bring we will get all we need for a balanced diet. (She writes on blackboard)

PICTURE 7: Teacher: When these fruits are not in season, what could we use instead?

Child: Guava, miss.

Another Child: Melon, cherry and apple.

PICTURE 8: Child De lunch nice, Miss,

Another Child: I jwine tell my mother when I go home that Miss sey wi must eat some-ting from every food group.

Another Child: Me too! Miss, lunch nice. A feel strong already.

Rosemarie: M-m-m. What a good ting teacher fine out sey mi did 'ungry.

Mrs Pearl Ramsay - Watsonton Primary

N U T R I T I O N A L P H A B E T

- A - pples
- B - ananas
- C - arrots
- D - umplings
- E - ggs
- F - ruit
- G - rapes
- H - ealthy
- I - ron
- J - uice
- K - ale
- L - iver
- M - angoes
- N - aseberry
- O - ranges
- P - eas
- Q - uality
- R - ice
- S - hortening
- T - urnips
- U - gly fruit
- V - egetables
- W - ater
- 'X - cellent' food for our body
- Y - am
- Z - is the end result of good food, good health

A C R O S T I C

N is for nuts our bodies to feed,

U is the union of foods that we need

T is for tubers from which we get starch

R is for rice we get energy to march

I is for iron that makes our blood good

T is for turnip a very nice food

I is for ice-cream, too much makes us fat

O is for oils, not too much of that

N is for nutrients we get from our food

So eat for your health; your health will be good.

NUTRITION

RHYMES

&

JINGLES

Eat right

Live right

Fruits sweet

Vegetables a treat

No need to worry

If you're in a hurry

Have some for lunch

.....

Rice, bread, corn, sugar cane

Makes you go, ~~go, go~~

Fish, eggs, cheese, milk

Makes you grow, grow, grow

Banana, pawpaw, orange, pumpkin

Jolly healthy helpers

All give nourishment, to name
only a few

So when you go to school

Don't play a fool

But sit on a stool and have the
right food.

.....

Tomato red...

Tomato round

Tomato green

Tomato bound

Look for the TO....

And spot the MAT....

Then bring in the O

To complete the show.

.....

Orange, fish, yam, tomato

Keeps the doctor away

Milk, butter, cheese

Keeps the dentist away

Banana, sugar cane, rice,
chicken

Helps you to play

Good foods a day prepares
you for the way

.....

Healthy eyes, healthy mouth
Healthy teeth, healthy throat
A healthy body, leads to
healthy lives
Which go miles and miles and
miles

.....

Vitamins, Carbohydrates,
protein, fats,
To you all we lift our hats
Water, minerals and calcium
Are a part of that nutritious
sum.

.....

Eyes are bright and clear,
Only when we children hear
Proper eating habits
Makes us healthy as Bre
Rabbit.

.....

Ripe bananas, plantains sweet
Yams, tomatoes and some meat
Mangoes, pineapples, oranges
and beet
Taste and see while on your feet.

.....

Stems like pakchoi
Leaves like callaloo
Fruits like pumpkin
Roots like potato
Seeds like peas
All leads to eating right.

.....

Banana, butter, beans and
beet
All combine to make a treat
To the children a surprise
That they comprise of good
food value

.....

Spend wisely, buy the foods
that make us healthy
Not junk foods
Prepare wisely
Store them properly and cook
them palatable

Eat wisely, choose wisely
From the tasty food groups.

.....

Beef, Mutton, milk and cheese
When you ask just say some
please

Try to make yourself at ease
Keep your body from all
disease.

.....

Hot milk, cold milk

Milk, milk, milk

Give me a glass right up to
the brim

Bobby and Tabby, Min and Tim

Will all have some to sing the
hymn

White food - rice

Red food - tomato

Green food - Cucumber

Yellow food - pawpaw

Oh how strange yet so mellow

That this little fellow

Called out from his belly

More, more, more

I need to score

POEM

ALL IN A DAY'S EATING

You get up in the morning and before you hit
the street

Never dilly, dolly but have some food to eat

Breakfast, Breakfast, oh what an important meal

That's no fable but something that is real

Fix porridge with banana green, cornmeal or even
rice

A little bread and butter topped with tasty fruit
juice

A breakfast to keep you to the mid-day hour

With lots and lots of power.

GROUP A

G. Patrick	-	Portland Cottage A/A
P. Bassier	-	Mitchell Town Primary
F. Morgan	-	Green Park All Age
J. White	-	Race Course Primary
H. Sitadeen	-	Salt Savannah Primary
P. Williams	-	Alley Primary
G. Messam	-	Race Course Primary

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JAMAICA MARKET

by Agnes Maxwell-Hall

(Jamaica)

Honey, pepper, leaf-green limes,
Pagan fruit whose names are rhymes,
Mangoes, breadfruit, ginger-roots,
Granadillas, bamboo-shoots,
Cho-cho, ackees, tangerines,
Lemons, purple Congo-beans,
Sugar, okras, kola-nuts,
Citrons, hairy coconuts,
Fish, tobacco, native hats,
Gold bananas, woven mats,
Plantains, wild-thyme, pallid leeks,
Pigeons with their scarlet beaks,
Oranges and saffron yams,
Baskets, ruby guava jams,
Turtles, goat-skins, cinnamon,
Allspice, conch-shells, golden rum.
Black skins, babel -and the sun
That burns all colours into one.

Participants' List of Suggested Children's Activities:

- Create a bulletin board
- Games
- Quizzes
- Stories
- Poems, jingles, songs
- Recipes
- Nutrition Chart
- Puppet shows; panoramas
- Mystery box
- Dramas
- Kitchen gardens
- Jigsaw Puzzles
- Modeling clay; paper mache foods; dust and clay figures
- Decoration of the school canteen by the school community
- Acrostics
- Plays with the children dressed as food
- Drawing pictures of food and writing stories from the pictures
- Food trains from boxes
- Make a "Mr. Breakfast" from seraps of cloth
- "Simon Says" with Mr. Vitamen
- Scrambled word games
- Nutrition corner in class that has pamphlets, books
- Set up experiment to show the necessity of food for growth
- Finger play to the tune of "Mulberry bush"
- Make sentences relating to nutrition
- Letter writing to business places for getting resource materials
- Scrap book
- Survey to find the number of children carrying lunch as contrasted to those who don't

LANGUAGE ACTIVITIES

FOR NUTRITION UNIT

- LETTERS: Have children write to resource organizations requesting materials.
- LEARNING AND WORDS: Children make dictionaries of nutrition words and their meanings.
- DRAMA: Children make their own plays.
- CHARTS: See display for examples
- T.V.: Make T.V. and children make their own shows.
- ADDITIONAL ACTIVITIES: See example on sheet - children make their own
- JOURNAL, PAPER, AND OTHER PROJECTS: Arrange various activities with them - have children write their own
- ACTIVITIES: See example on sheet - children make their own
- ROOT WORDS: Suffixes and prefixes - Use paper plate
plate root word - good food on left side prefixes;
right side suffixes
- RELATIONS: result of poor nutrition, etc.
- MEASUREMENT: Using food items or pictures for numbers
- BOOKS: Children make own booklets on food groups - also original stories booklets
- COMPLEMENTING
- READING: Language Experience Charts
Research for accelerated students
Doctor Bird - insert food in stories.

QUESTIONNAIRE FOR THE EVALUATION OF THE
WORKSHOP FOR TEACHERS ON THE JAMAICA
NUTRITION EDUCATION PROJECT

VENUE:

DATE:.....

1. To what extent do you think that the objectives of the workshop have been achieved?

Completely () More or less () Not at all ()

Comments:
.....
.....

2. What do you think of the overall organization of the workshop?

Satisfactory () Fairly satisfactory () Unsatisfactory ()

Comments:
.....
.....

3. Do you think that the range of activities covered were?

Too much () Just right () Limited ()

If too limited, what additions would you suggest?
.....
.....

4. What do you think of the Handbook (Nutrition Education in the Primary School: A Handbook for Caribbean Teachers)?

a) Is the general information:

- clear and understandable ()
- moderately complicated ()
- too complicated and technical ()

b) Are the suggested ways of integrating nutrition and Language Arts

- easy to follow ()
- moderately difficult ()
- very difficult ()

c) Do the suggested reading and nutrition activities require:

- too much preparation ()
- varied and costly materials ()
- too much class time to complete or reach a satisfactory stage of completion ()

5. Was the time allocated for the various activities in the workshop:

Just right () Too much () Too short ()

6. What level of personal satisfaction have you derived from participating in the workshop?

High level () Moderate level () Low level ()

7. Suggestions for improving future workshops:

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

8. Suggestions for follow-up to the workshop:

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

9. How would you assess the relevance of the workshop to your teaching activities?

Very relevant () Limited relevance ()
No relevance ()

THANK YOU FOR COMPLETING THE QUESTIONNAIRE

Workshop Evaluation-- Summary of Results:

1. In response to the question of whether objectives of the workshop have been achieved, six out of 10 respondents felt they had been completely met; four respondents felt they had been met "more or less."

Among the comments made were: " that discussions, labor and materials underscored the fact that objectives were reached;" " that if the course had been longer, more could have been accomplished."
2. In terms of the overall organization of the workshop, all 10 respondents felt it was satisfactory. Some mentioned that the organization reflected proper planning, implementation and evaluation; that materials were available; resource personnel were good and that the facility was ideal.
3. All respondents (10) indicated that the range of activities covered in the workshop was "just right."
4. This question referred to an analysis of a specific resource: Nutrition Education in the Primary School: A Handbook for Caribbean Teachers. Eight respondents (total responding) felt the general information was clear and understandable; eight felt the suggestions for integrating nutrition and language arts were easy to follow, while one felt it was moderately difficult; two indicated that the suggested reading/nutrition activities required too much preparation, two felt they required costly materials, and two thought it would take too much class time to complete the activities.
5. Seven respondents indicated that the time allocated for the workshop was "just right," while three noted that it was too short.
6. Of those indicating the level of satisfaction they felt with the workshop participation, seven had a high level, while three felt a moderate level of satisfaction.
7. Among the suggestions for improving future workshops:
 - Hold a one-day workshop designated for making teaching/learning aids
 - Hold the workshops in the actual schools
 - Have the workshops on a more regular basis
 - Future workshops should pattern themselves on this one
8. Among the suggestions for follow-up on the workshop:
 - Supply the teachers with available materials
 - Send constant reminders to the teachers about the lessons to be taught, etc.
 - Have Education officers visit the schools to monitor progress and assist the teachers with the materials/lessons
 - Have a workshop related to hygiene and personal development
9. All ten respondents felt that the activities of the workshop were very relevant to their teaching activities.

DAILY LOG OF ACTIVITIES

14th July-1st August 1985

14 JULY, PHILADELPHIA-KINGSTON-MANDEVILLE, JAMAICA

Left Philadelphia 9:15 am; arrived Mandeville early evening about 5 pm. I was briefed by Ms. Hollis on the drive. On arrival in Mandeville, we went to the teachers college to meet with Miss Archer, Miss Reid and workshop participants. The complete description of the workshop is provided in Ms. Hollis's trip report. (Report of Technical Assistance and Participatory Workshop, July 2-23, 1985)

15TH THROUGH 21ST JULY, MANDEVILLE

Workshop in reading skills, nutrition education, message and audio-visual development. (See Ms. Hollis's report.)

22 JULY, KINGSTON

I spent the morning at Caenwood Center developing and adapting the "No Fish For Dinner" materials. The story was modified with the assistance of Mrs. Diane Browne of the Core Curriculum Division and writer of the Doctor Bird materials which we had decided to adapt. The second story being adapted is entitled, "Sweet, Sweet Mango." It was decided that "Sweet, Sweet Mango" needed some major re-working. The understanding was that we should develop only "No Fish For Dinner" and make a complete set of supporting materials for that lesson alone. Some of the factors we had to take into consideration were the lack of time and manpower available during this consultancy. It was also felt that with a good model to work from, other stories and supporting materials would be easier to adapt in the future.

AW

Posters were laid out, and a decision was made to make three color posters of the three food groups: "Go," "Grew," and "Helper." The posters are being designed so that if printed on heavy stock they can be cut up and used as flash cards to support the nutrition and reading materials. We decided to adapt and design exercises and guides for the use of flash cards.

An artist from the NCE was commissioned to begin working on the posters.

Mrs. Brown began a word count on "No Fish For Dinner" and took "Sweet, Sweet Mango" home for revisions.

Revised version of "No Fish For Dinner" was prepared for typing.

23 JULY, KINGSTON

Meetings were held with Ms. Moser of USAID and Mr. Young of UNESCO.

In the afternoon, the artwork in progress was inspected and the three messages for the posters were decided upon.

I began a mock-up of the "No Fish For Dinner," then began adapting and designing support materials from exercises and materials developed at the workshop.

24 JULY, KINGSTON

In discussion with Mrs. McKinley it was decided that I would supply them with a mock-up of the story, plus a teachers' guide and supporting acti-

vities for classroom reinforcement of reading skills and nutritional messages. I continued working on educational materials and the mock-up for the story.

25 JULY, KINGSTON

I worked on support materials and teachers' guide.

26 JULY, KINGSTON

I worked on mock-up of materials and teachers' guide.

27 JULY, KINGSTON

I worked at the Caenwood Center. The story mock-up and lesson plans with supporting classroom activities were reviewed and modified by Miss Archer and Miss Reid.

A second artist was commissioned to do the illustrations for "No Fish For Dinner."

It was decided to add a song to the activities package.

I continued working on materials.

29 JULY, KINGSTON

I went to Caenwood to see how the art work was going. It was going slowly. I developed a resource list for the teachers' guide. I continued working on materials.

24

30 JULY, KINGSTON

I spent the morning at LithoGraphic printers getting quotations and specifications, then spent the afternoon at Caenwood. I talked to EDC on the phone.

31 JULY, KINGSTON

I packaged up a draft of the report to leave with Mrs. McKinley and Miss Archer. I briefed Mrs. McKinley as to the status and progress of the program, with suggestions and recommendations.

1 AUGUST, KINGSTON - PHILADELPHIA

I left Kingston 2:50 pm and arrived 10:30 pm Philadelphia.

2 AUGUST, PHILADELPHIA

I worked on my consultant report for Education Development Center.

45

2. Although teachers are familiar with many of the games and exercises, I would suggest that at the next workshop there be a short session on ways of using these resources. This will encourage the teachers to make use of the materials and the practice afforded by the workshop will ensure a correct and efficient use of the games. We might also learn more and better ways to adapt these resources for other lessons and stories.

3. In the future if there should be an expansion of these lessons it might be wise to look at using an audio format such as a radio series starring Clive or some other character having "adventures" with health.

To prepare for this it might be good to look at how the radio is being used now in health education. JBC and RJR broadcast health and educational programs.

This might be something that the teachers could have the children do. Children could monitor the radio for programs that talk about health. They could then tell or write up when they heard it, what it was about, what it told them to do, etc.

4. A good and inexpensive teaching tool for the classroom is the newspaper. It might be good to develop a comic strip that could run in the Sunday Gleaner in the children and comic section of the newspaper and to tie the series in with the characters used in the primers.

5. I think that someone should develop a "reading" bingo game using the flash cards.



6. Because of the shortage of personnel at the Core Curriculum Unit and the heavy load of work placed on the personnel there, it may be in everyone's best interest, including the teachers, to have Education Development Center play a larger role in the logistics of getting the materials produced.

PEOPLE CONTACTED

Mrs. L. McKinley	A.C.E.O. Core Curriculum Unit, Ministry of Education
Miss G. Archer	Functional Education Section, Core Curriculum Unit, Ministry of Educa- tion
Miss I. Reid	Functional Education Section, Core Curriculum Unit, Ministry of Educa- tion
Mrs. D. Brown	Writer, Core Curriculum Unit, Ministry of Education
Mr. L. Tarvares	Artist, Core Curriculum Unit, Ministry of Education
Mr. T. Newville	Artist, Core Curriculum Unit, Ministry of Education
Ms. Christine Hollis	Development Communications and Training, Education Development Center, Boston, Mass.
Ms. Patricia Moser	Health and Education Officer, USAID, Kingston
Mr. George Young	Sub-Regional Education Advisor for the Caribbean, UNESCO, Kingston
Mr. Michael Gordon Smith	General Manager, LithoGraphic Printers, Kingston