

## NUTRITION EDUCATION

### 27.1 INTRODUCTION

Knowledge of nutrition is important for all be it young/old, illiterate/ literate, boy/girl, and those living in town /village. It helps you to eat the right food i.e. food which is good for health; develop right attitudes towards food and build good eating habits.

You have learnt about (i) nutrition— its meaning and importance; (ii) nutrients, functions, requirements and deficiency diseases, in the earlier modules. You are enrolled with NOS and have the opportunity of studying all about nutrition. It is also a compulsory part of the form at school curriculum. But, there are many who are neither studying in a formal school nor are enrolled with national open school. Have you ever thought how their need for nutrition education gets fulfilled ? Yes, through nutrition education programmes organised by various non-formal agencies. In this lesson you would learn about the concept and strategies of imparting nutrition education by such persons.

### 27.2 OBJECTIVES

After reading this lesson you will be able to do the following :

- Define nutrition education and give reasons for organising such programmes.
  - List and describe various methods and support materials used for imparting of nutrition education.
  - Elaborate the pre-preparation needed for nutrition education.
  - Select and demonstrate strategies to impart nutrition education.
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## 27.3 CONCEPT OF NUTRITION EDUCATION

Let us try to understand the meaning of the term nutrition education. Consider the following definition.

"Nutrition education is the process by which people gain knowledge of nutrition and are persuaded to bring about required changes in their food habits."

Have you noticed that in this definition giving knowledge of nutrition is only one aspect of nutrition education. The second aspect is of persuading them to accept this knowledge to bring about desirable change in the eating habits. This means that the study of nutrition should enable select the right foods, following right procedures. Good selection followed by correct cooking practices and hygienic consumption of food promotes nutritional status.

Let us see how much you practice your nutritional know how in everyday living.

**Activity :** Take stock of your own knowledge of nutrition and analyse how much of it you are putting into practice.

### Do you know about

- Important functions and 5 good food sources of vitamin A, that you will include in your diet.

### Do you use this

- Knowledge for everyday meal
- Vitamin A for eyes
- Good sources (i) Carrots  
(ii) Pumpkin (iii) Papaya  
(iv) Ripe mango  
(v) Leafy Vegetables

Note : Do the same for Vitamin B, C and D

- Enhancement of nutrients by combination.

### Combination

- Cereal + Cereal = mixed roti  
Cereal + Pulses = khichri  
Cereal + Pulses + Vegetables = paushtik roti  
Pulses + Vegetables = Dal-sag  
Cereals + Vegetables = Vegetable pulav

NOTE : Do the same for germi nation and Fermentation

- Washing vegetables after cutting leads to wastage of nutrients.

Yes/No

- Both undereating and overeating lead to malnutrition. Yes/No

## 27.4 REASONS FOR IMPARTING NUTRITION EDUCATION

Can you write a few good reasons for imparting nutrition education ?  
Yes. Having the knowhow of nutrition enables one to :

- evaluate the personal nutritional intake
- Persuade everyone to make and correct choices of foods for the family.
- Use appropriate methods of cooking to get optimum nutrition.
- Make judicious use of local food resources.
- Discourage food wastage.
- promote the concept of "health as a community asset."

## INTEXT QUESTIONS 27.1

1. Define nutrition education.
2. State four reasons for imparting Nutrition Education.

## 27.5 METHODS FOR IMPARTING NUTRITION EDUCATION

How does one impart nutrition education ? There are several methods. Let us now learn about them. Try to understand the following :

- It takes *two* to impart knowledge and the two are :

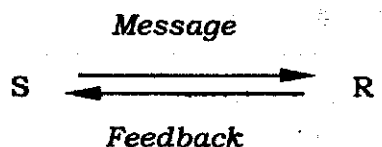
*Communicator* —————→ *Receiver*

*Teacher* —————→ *Pupil*

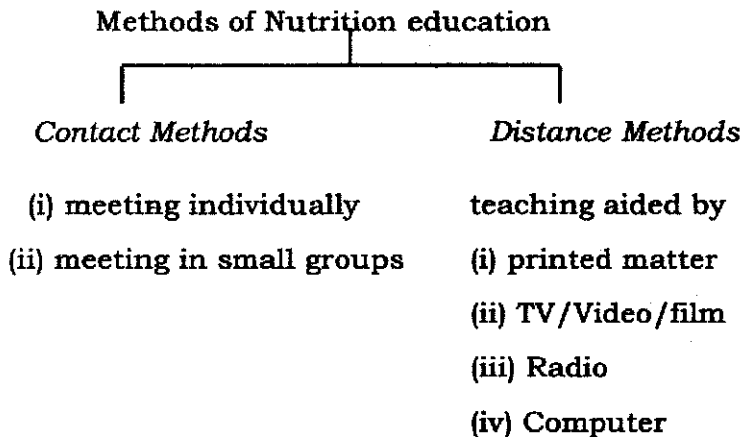
*Source (S)* —————→ *Audience receiving education (R)*

- Usually, information flows from source to receiver i.e.  $S \rightarrow R$
- Receiver provides *feedback* in gestures, expression and /or in words. This makes the process of imparting education *two way* i.e.  $S \leftrightarrow R$
- What you teach is the *message*.

### Process of Nutrition Education.



There are a variety of methods available for imparting nutrition education. Look at the following chart.



### **I. Contact Method :**

Chief characteristics of this method is that the source meets the receiver singly or in a small group. This enables the two to establish eye contact which helps in effective teaching and learning. The two can constantly converse with each other, ask questions and get clarifications. Can you see the advantage of this procedure ? Yes, you are right, the source can revise and modify the message according to the needs of the receiver.

#### **(i) Individual Meeting :**

Meeting a learner singly has many advantages. Yes, The source can make out if the learner is learning. If not the source can change his strategy right away. The receiver can ask questions and seek clarification. The source can also reinforce the message and persuade the receiver learner to accept it.

The disadvantage is that it is time consuming and you require more people to take the role of a source.

Individual meetings are usually organised at 'home' and hence are called 'Home visits'. Such meetings are comfortable and informal for the learner.

#### **(ii) Small Groups :**

Meeting the learners in small group is a good alternative over meeting them individually. Small groups have same advantages as meeting individually i.e. the source receiver are face to face and have eye contact, they can converse ask questions and answer them too. The messages can be modified as needed be. This method is relatively less time consuming. Another advantage is when members share their experiences, it has positive influence on each other. Message gets accepted without much persuasion.

The disadvantage of this method is that if a learner is shy or quiet he she may not have his doubts cleared in the presence of those who talk too much.

If you want this method to give you good results see that the group is not larger than 30 members. Larger the group lesser is the contact between source and receiver. Consequently the learning is less effective.

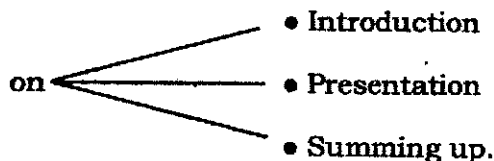
While teaching the learner individually or in a small group you can follow/use any of the following

- lecture
- discussion
- debate
- experience sharing
- graphics
- models/objects
- drama
- role play
- demonstration
- radio
- TV/Video
- film
- computer
- print

While using any of these always have a *prepreparation* in the beginning i.e. you must have some kind of introduction which prepare the receiver to attend to the message. Use a combination of the method to make presentation interesting. And you must have a follow up discussion before closing. This will help you to check if message has got across with accuracy. It will also help the source and the receiver to consolidate the learning.

#### Activity :

- (a) Plan a video presentation of 20 mts. in a 40 mts. session.
- (b) Watch a discussion programme on TV and make your comments



Do you consider the programme effective why ?

- (c) Observe the source and state what all to make the presentation effective. And, what else could have been done to improve the teaching/learning experience.

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### INTEXT QUESTIONS 27.2

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1. Present the process of imparting nutrition education graphically.
  2. How does the process of nutrition education become two way ?
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3. What is the flow of information from receiver to source called ?
  4. State two advantages of meeting receiver in small group.
  5. Mention one disadvantage of home visit.
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## **II. Distance Methods :**

You can reach people at any distance through TV, radio, printed material and films. This way you can communicate with several persons at different places at the same time. Do you listen to the news on radio or watch a serial/film/news analysis programme on TV ? Do you realise that several other individuals are also listening watching the same programme ? Money is spent on the preparation of one programme and it is sufficient to impart the desired education to many all over the country/world. More people listening watching results in cheaper informal learning.

In case you decide to use this method you can definitely reach enormous number of people but you will have no direct touch with them unless it is interactive TV. Feedback would reach if you ask them to write back. If facilities of Interactive Television are available then the source is connected to receiver through video camera, telephone, fax. This connection, therefore, can be one way or two way depending on how the two are linked.

This method of communication is quite cost effective because it can cover large number of people in shortwhile. But this method it is not as persuasive as interpersonal methods (meeting individual or a or meeting in small group) are. For coaxing people to change and accept new learning you may have to repeat the message many times.

When you are using a radio you can use the format of an interview, straight talk or a group discussion — inviting 2-3 or 4 people to talk/discuss. You can also use a drama to convey the message. If you are using a TV/Video/ film you should use the format of a drama with a strong story line, or even a straight talk with lots of pictures/objects/models/demonstrations. There are many video films on nutrition available in the market all you need to do is to get hold of them and use them.

It is important to do the following while using a radio/TV/Video or film for communicating with the masses.

- Arouse interest/prepare the listeners/viewers psychologically to receive the message. Tell them the time of broadcast and the theme/gist of the programme.
  - Play the programme and let them listen/view it .
  - Pose some questions. This would help viewers/listeners to think.
  - Invite reactions about the programme or solutions to problems raised.
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You are familiar with the importance of learning through the medium of printed matter (Books, newspaper, magazines etc.) The modern computers and software programmes have brought about tremendous boost to learning.

**Activity :**

Listen/view some educational programmes on radio/ TV and categorise these into some of the formats suggested here

Name of programme	T/V Radio	Type of programme	Message Conveyed	Remarks
		Interview Discussion Talk Drama		

### 27.6 PRE PREPARATIONS FOR NUTRITION EDUCATION

While planning for imparting of Nutrition Education you must remember what the research findings which revealed :

- that negative approach used for teaching nutrition education works better;
- that shock treatment works better than gentle approach;
- that participating methods are more effective than submissive listening.

Do you recall advertisements on TV telling you about the ill effects of smoking, drinking alcohol and use of drugs ? Or the advertisement which says use helmet while driving a two wheeler ? What have you noticed ? These use negative approach and shock treatment ? The person who smokes dies ; one who does not wear helmet gets fatal head injury. Can you list some more advertisements which fall in the above mentioned category ?

Nutrition Education can be organised at following places :

- Home
- Hospital
- Panchayat ghar/  
chopal/rural water  
points.
- School/College
- Welfare centre
- Mahila Mandal meeting
- Community Centre
- Conference hall
- Garden

Can you say why these are favourable sites ? You can see that these are the places where people get information. At home one is busy doing

household chores, cooking being the major activity. A demonstration of any house hold activity is a good example of group learning. A garden or panchayat ghar offer space for group learning in villages.

You can plan your nutrition education programme at any of the above sites.

### ACTIVITY :

- Identify your target group and know them well. *A target group is the group of people who you think need the nutrition education.* It is important to know their needs, problems, financial status, educational level, their strengths and weaknesses. All these would help you to choose your message, method of nutrition education and support materials correctly. These would also help you to plan convey your message more effectively.
- Know your subject well : People will get impressed if they feel you have a mastery over the subject and you can explain well. Hence if you want to impart nutrition education, make sure that you have mastery over at least the following messages :
  - (a) Nutrients and their functions in our body
  - (b) Food sources for each of the nutrients
  - (c) Concept of adequate meals and how to plan them
  - (d) Nutritive value of the foods
  - (e) Deficiency diseases, their symptoms and preventive measures
  - (f) Food requirements of people in different age groups
  - (g) Suitable methods of cooking for different foods to retain maximum nutrition.
  - (h) Enhancing food values at no cost
  - (i) Correct weaning practices
  - (j) Nutritional needs of the vulnerable group-pregnant and lactating women, infants and small children
  - (k) Incidences of PEM, vitamin A deficiency, anemia, etc.
  - (l) Local nutrition problems, food habits and available food resources.
- Select appropriate method. You have already learnt about the various methods of conveying the nutritional messages and support materials. Each one of these methods has its own strengths and weaknesses. Selection also depends on availability of TV, radio, video, book or a pamphlet.
- Use appropriate support materials : Support material may be anything that helps in smooth and effective communication. It may be a chart,

poster, graph, flannel graph, model, actual specimen, drama, demonstration, TV/video/film programme, etc. Some of these can be developed while others have to be procured/ acquired. Care must be taken to *select* and use these intelligently. Let us **Know more about the support materials.**

- **Graphics** : Chart, poster, graph, sketch, picture, flannel graph, and flash cards, all belong to this category. Graphics have the following characteristics.
- They are two dimensional— make extensive use of picture, diagram, word and figures.
- simple to make and inexpensive
- easy to carry
- easy to use
- reasonably good in catching attention and enable the receiver to concentrate on the message being conveyed.

You can make your own graphics and use them while imparting nutrition education. You can even develop most of these while you are talking to the group. Flash cards and flannel graphs are specially good for children and illiterates.

**Models** : These are replica of the actual object on same, smaller or larger scale. A model of *orange* looks very much like an orange specially when the dimensions (size, shape, colour) are same as of original orange. You can even make an orange small (half or one fourth) or big double or three times the original size) Models are good to use because they look similar to the original item and can be easily recognised by the receiver. Use actual objects specimen whenever these are available. You can use fruits, plants, leaves, processed food, or cooked food.

**Activity** : Collect actual objects to illustrate your message on foods you can eat to get your supply of vitamin A/B complex/iron/calcium.

**Demonstration** : It means visual presentation of a process. Suppose you want to tell your learners about washing of green vegetables before cutting. You can actually take spinach and wash it in a bucket of water, drain and then cut. You can show the dirt collected in water when you throw away the water to convince a learner that is effective to wash before cutting. Can you think of some other processes which you can demonstrate? Yes, you can show how pulses are germinated/fermented. You can demonstrate cooking of green leafy vegetables to preserve green colour. You could show how paushtic roti/khichari can be made with cereal, pulses and spinach. Make the group taste the same and comment on its acceptability.

**Activity** : Sprout moong dal and write your observations through the process. What other cereals and pulses can you sprout?

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## INTEXT QUESTIONS 27.3

1. Name four methods of communication which can be used for contacting people for nutrition education at a distance.
2. State one disadvantage of distance nutrition education method.
3. Name possible sites where you would like to hold nutrition education programmes.
4. You can make TV/Radio programme two way by
  - a) asking questions
  - b) holding discussions
  - c) asking for reactions
  - d) all the above.
5. Tick mark the qualities of programmes which work better with viewers
  - a) positive approach
  - b) negative approach
  - c) shock treatment
  - d) gentle approach
  - e) participation
  - f) submissive listening
6. Define target group.
7. State two reasons why you should know your target group and support materials.

## 27.7 STRATEGY FOR NUTRITION EDUCATION

You want to tell children in your neighbourhood to eat green leafy vegetables every day. What would be your plan of action? Can you recall all that you have learnt so far about imparting nutrition education? Good, You will now put all that into practice.

**Problem :** To educate children about the need for eating green leafy vegetables everyday.

**Target Group :** Children between 5 and 12 years. of age.

**Need :** To acquaint the children that a constant supply of vitamin A, iron and calcium is essential for their well being. All of these are present in green leafy vegetables.

**Time :** One week (1-2 hrs. each day)

**Strategies :**

- (i) A discussion with children to findout their likes and dislikes.
- (ii) A drama — "सब्जियों का मेला" in which children can bring out the good points of green leafy and other vegetables.

- (iii) A role play — "राजु का सपना" through which Raju can talk about his encounter with green leaves.
- (iv) Demonstration for mothers about serving greens in variety of ways and nutritive value of each.
- (v) A session with mothers and children highlighting the achievements so far and the long term objectives of nutrition education.

Once these activities are complete; homes visits can persuade both children and mothers for including leafy vegetables in daily meals.

- What would you require for carrying out this plan ?
- How would you plan if you decide to use a distance method ?
- For distance method of Nutrition education you will have to use one or more of the following :
  - (i) Print material —book, pamphlet, folder.
  - (ii) Radio and Tape recording.
  - (iii) TV and Video
  - (iv) Computer Network

Remember you can use printed material only when you are sure that your target group can read and write. Can the target group of children between the ages of 5-12 years read and write ?

Radio, TV, computer network programmes have to be developed by the competent authorities and broadcast/ telecast at preannounced time that will be suited to the target group.

## **27.8 WHAT HAVE YOU LEARNT**

- Concept of Nutrition education (NE)
- Reasons for organising NE programmes.
- Methods of NE —
  - contact method
    - Individual meetings
    - Small group meetings
    - Distance methods
    - Radio/TV/Video/Films/Print
    - Support Materials
      - Graphics
      - Models
      - Demonstration
- Strategy/Plan for NE. (Nutrition Education)

## 27.9 TERMINAL QUESTIONS

1. Why is it important to impart nutrition education ? Give two reasons to support your answer.
2. Differentiate between a communicator and a receiver.
3. State one important advantage that distance methods have over the contact method of nutrition education.
4. List the important points that you will keep in mind while giving nutrition education over radio/TV.
5. Enumerate the nutrition messages over which the 'source' or the nutrition educationist should have a mastery.
6. 'Models' are better support materials than 'graphics' for nutrition education. Explain.
7. How will you enact the drama of सब्जियों का मेला. Give a brief account.

## 27.10 ANSWERS TO INTEXT QUESTIONS

27.1 1. Refer Text

2. Refer Text

27.2 1. Refer Text

2. Refer Text

3. "feed back"

4. Refer Text

5. The disadvantage of home visit is that it is time consuming.

27.3

1. (i) Printed matter (ii) TV/Video/Film

(iii) Radio (iv) Computer

2. One disadvantage of distance nutrition education is that, this method is not as persuasive as the individual teaching method.

3. The sites where nutrition education could be carried out are:
    - (i) Home
    - (ii) School/College
    - (iii) Community centre
    - (iv) Hospital
    - (v) Welfare centre
    - (vi) Conference Hall
    - (vii) Panchayat ghar/chopal/rural water point
    - (viii) Mahila Mandel Meetings
    - (ix) Garden
  4. (d) All the above
  5. (b), (c) and (c)
  6. Refer Text
  7. Know target group to know their problems/ financial status/ educational level/ their strengths and weakness/ (any two). This information will help in the selection of suitable support material to convey the message to the target group.
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