DEVELOPMENT OF NUTRITION MODULES FOR USE IN NUTRITION EDUCATION CAMPAIGN AMONG 6-9 YEARS OLD CHILDREN AND THEIR MOTHERS OR CAREGIVERS

Milflor S. Gonzales, Ph.D., Idelia G. Glorioso, Shannen Faye Q. Arevalo, Jerlyn Avilla-Moya, Erlinda V. Ilao, Romeo R. Artuz, Eva L. Rebato, Andrea Marie P. Malit, Regina M. Pagaspas, Marilou R. Galang, Divorah V. Aguila and Mario V. Capanzana, Ph.D.

Background

Underweight, stunting and wasting are still persistent problems among children aged 5-10 years old as reported in the results of DOST-FNRI 2015 Updating of Nutritional Status of Filipino Children and Other Population Groups. Thus, nutrition education among school children is an opportunity to promote lifelong healthy eating and other behaviors to improve nutrition and well-being of school children.

Objectives:

The project aimed to develop nutrition education modules for use by Grades 2 & 3 teachers in their education sessions among Grades 2 & 3 students of selected public elementary schools and their mothers or caregivers. The project is under the program entitled: Forging Public-Industry Society Alliance: A Program United for Healthier Kids or PISO for Healthy Kids.

Materials and Methods:

Prior to the development of the modules, a workshop was conducted among teams of DOST-FNRI Nutritionist-Dietitians and teachers from public school to develop comprehensive nutrition education modules that is in line with the K-12 curriculum. A total of five (5) nutrition education modules were developed with key nutrition messages. These modules were pre-tested among Grades 2 & 3 teachers in urban and rural settings to determine the attractiveness, comprehensibility, acceptability, and self-involvement (ACAS) of the modules. The modules were revised accordingly based on the comments and suggestions of the teachers. The final version of five modules were given to the teachers of the four schools in Bay and Calauan, Laguna. Before the start of nutrition education, teachers from the selected schools underwent training on “Teaching Nutrition for Healthier Kids”. The mothers’ classes were conducted alongside the nutrition education classes for students from August 2017 to March 2018.

Results:

A total of five (5) nutrition education modules were developed with key messages on healthy plate or Pinggang Pinoy®, fruits and vegetables, protein sources, nutrient-dense source of energy, and water and healthy beverages. A total of 60 hours was allotted for the 29 nutrition education sessions for each of the five modules. These modules were used among 22 sections of Grades 2 & 3 with 1,788 students. Nutrition learning preferences among the student-participants for five modules were word search, drawing, coloring, games and storytelling. A total of nine (9) sessions among mothers or caregivers were also conducted. Each session tackled different topics based on the five modules. Based on the results of the mothers’ classes, the post-test scores in each session were higher than the pre-test scores. Thus, the nutrition education classes increased the scores of mothers and caregivers.

Conclusion and Recommendations:

The study suggests the inclusion of Nutrition Education sessions in the Department of Education curriculum. This should be separate from Music, Arts, PE, and Health (MAPEH) subject. Moreover, the study recommends the mother-child pairing for Nutrition Education be sustained and that lessons taught to students must be the same with those taught to mothers for follow-through of learnings in the home.