

WNEP Curricula Workgroup – Other Adult Programming Recommendations

March 2013

Situation that informed workgroup recommendations:

- Members of this workgroup work mostly with adults with cognitive and physical disabilities and people in sheltered housing facilities. This workgroup will focus on adults with cognitive disabilities for now.
- A long series of lessons is the most common educational format used with this audience, but may need to design the series as a set of single lessons. There may be great variation in attendance from session to sessions. Some learners attend every session, others may just come periodically.
- Lessons for 30 minutes of teaching up to 1 hour of teaching is needed
- Depending on the abilities of the learners, lessons may need to focus on a single topic over several sessions. Having multiple activities available per topic is helpful.
- Workgroup members used the following resources from the WNEP resource database:
 - Money for Food – it offers flexibility with learners, enough lessons to choose from with new and existing learners, lots of lessons to choose, many activities in any one lesson and can easily adapt for different types of learners, easily can include lessons from other curriculum to add content on food safety and diet quality.
 - Sisters in Health
 - Nutrition for the Young at Heart has some activities that support the needs of these audiences
- The WNEP database does not have materials specific for this audience. Members have adapted resources for use with adults with physical and cognitive disabilities.
- There is not much diversity in the counties where members of workgroup teach, although could use handouts in Spanish, which are available from MFF.
- Workgroup sought feedback from colleagues for “strategies” through a survey to all WNEP colleagues.
- The workgroup compiled a list of counties working with “other adults” and then requested feedback/commentary on resource recommendations from nine counties known to work with adults with cognitive disabilities.

Strategies for working with Adults with Cognitive Disabilities:

NOTE: Learners must have the opportunity to make food choices in order to be an appropriate audience for WNEP.

- Treat your learners with respect, regardless of situation or disability
- Work closely with your partner to understand your learners. Partners know your learners best and can help you to work with them effectively. Ask for support from agency staff or from those who work closely with your learners. Agency staff may be able to:
 - Provide support during the lesson
 - Help you to know your audience; agency staff can help to clarify learners’ needs, abilities, and skills

- Ask for support from colleagues:
 - If possible, shadow WNEP staff member who is experienced working with adults with cognitive disabilities.
 - If you do not have support within your county, seek support from colleagues from different counties and state staff.
- Clearly understand the abilities and challenges of your participants:
 - Adults with cognitive disabilities should be treated as adults. Your learners may be similar to early elementary-aged kids in ability to understand and do, but they must be treated in an age-appropriate manner.
 - Some learners may: 1) not completely understand complex or abstract concepts; 2) take longer to master skills or absorb information; 3) need concrete, simple steps.
 - Assess the reading level of your group by observation and feedback from agency staff.
 - Pictures, videos, or other visuals are a good alternative for non-readers
 - Learn about your learners' food environment:
 - Where and how do your learners shop for food?
 - Where do your learners eat?
 - Who prepares meals and how are they prepared?
 - Learn about individuals in your group:
 - Learn individuals names and use them
 - Learn personalities and respect individuals' comfort levels with activities
- Make your lesson learner-centered and hands-on:
 - Think about what is practical and useful for your learners
 - Use food models and colorful, visual examples
 - Make the lesson interactive and include hands-on activities
 - Use real-life scenarios and tips
 - Repeat key concepts; review important messages from previous lessons in lessons that follow.
- Be flexible and patient.
 - Depending on abilities of your group, you may need to allow extra time to complete activities.
 - Some learners may “stray” from the topic—use each moment as a learning opportunity. Patiently guide learners back to the topic at hand.
 - Know when you are losing your learners' attention and develop strategies to reengage them.
- Try to implement a consistent schedule so learners know when to expect you and so the subject “sticks” in learners minds more effectively.

Recommended Resources:

General comments:

- Lesson content may need to be reduced or divided into multiple lessons
- Evaluations will need to be adapted depending upon learner's aptitude

Teaching Topic	Curriculum or Lesson	Supporting Resources
a. Choosing healthful foods	Money for Food - Lesson 5 <i>Choosing Foods</i>	<u>Money for Food activities</u>
	Simply Good Eating - <i>Variety</i>	Simply Good Eating - <i>Variety</i> Activities 3,4,5,6,7
b. Portion awareness	Stepping Up - <i>How Much Should I Eat</i>	Activities 1 and 3
		<u>Fruit & Veg Diary – “My Pyramid for Kids” level 1</u>
c. Grain foods/whole grains	Stepping Up - <i>Fiber Fitness</i>	Activities 1,2,3
		<u>Label reading activity</u>
d. Fruits	Sisters in Health - Mtg D <i>Enjoy Fruit Anytime</i>	
	Stepping Up - <i>5 Cups a Day</i>	Activities 2 and 3
e. Vegetables	Sisters in Health - Mtg 1 <i>Getting Started</i> Sisters in Health - Mtg 2 <i>All About Me</i> Sisters in Health - Mtg A <i>Scoring With Salad</i>	
	Stepping Up - <i>5 Cups a Day</i>	Activities 2 and 3
	Stepping Up - <i>Grow a Garden</i>	Activities
f. Fruits and vegetables	Simply Good Eating - <i>Fruits & Vegetables</i>	Activities 1,2,3,4
	Eat Smart, Live Strong Session 1 <i>Reach Your Goals</i> Session 3 <i>Make a Classic Better</i>	
g. Milk & other calcium-rich foods	Stepping Up - <i>Calcium for Fitness</i>	Activities 1 and 2
	Simply Good Eating - <i>Calcium</i>	Activities 1,2,3,4
h. Meat & beans group		
i. Choosing beverages	Stepping Up - <i>What’s In Your Drink?</i>	Activities
	Simply Good Eating - <i>Beverages</i>	Activities 2,3,4

j. Foods with less fat +/or solid fats	Simply Good Eating - <i>Fats</i>	Activities 1,2,3,4
k. Foods with less added sugar		
l. Foods with little salt	Simply Good Eating - <i>Spices</i>	Activity 1
m. Healthful foods away from home		
n. Being active/ balancing activity & food	Stepping Up - <i>Set New Activity Goal</i> Stepping Up - <i>Be Active in Weather</i> Stepping Up - <i>Freeze Your Screen</i> Stepping Up - <i>Energy IN!</i>	<i>Doesn't Have to Cost a Lot</i> Activity handout
o. Food choices during preg/breastfeeding p. Feeding infants (including breastfeeding) q. Feeding toddlers or preschoolers r. Feeding school age children	N/A	N/A
s. Family meal times		
t. Keeping hands & surfaces clean	FightBAC!	<u>Coloring sheets & handouts</u>
	Simply Good Eating - <i>Preparing Safe Food</i>	Activities 1,2,3,4
u. Handling & cooking food safely	FightBAC!	<u>Family Board Game</u>
	Simply Good Eating - <i>Microwave Safety</i>	Activities 1,2,3
v. Storing food properly	FightBAC!	
	Simply Good Eating - <i>Food Safety & Storage</i>	Activities 2,3,4
w. Determining resources for food	MFF - Lesson 3 <i>Managing Your Food Money</i>	
x. Planning & tracking spending	MFF - Lesson 3 <i>Managing Your Food Money</i> MFF - Lesson 4 <i>Food Needs, Food Wants</i>	* <u>Tracking Your Spending fact sheet</u> * <u>Shopping Tips to Stretch Your Food Dollar fact sheet</u>
y. Living within a spending plan	MFF - Lesson 3 <i>Managing Your Food Money</i>	
z. Planning healthy meals & snacks	MFF - Lesson 6 <i>Why Plan Meals?</i> MFF - Lesson 7 <i>Planning Meals</i> MFF - Lesson 9 <i>Good Foods to Have on Hand</i>	* <u>Planning = Money Saved + Better Nutrition Display and handouts</u> * <u>More Food Under \$1 (poster/mini display)</u> * <u>USDA handouts – DGA tip</u>

		<u>sheets: #9, #16 and “Eating on a Budget – The 3 P’s” go to: http://www.choosemyplate.gov/</u> <u>*Shopping Tips to Stretch Your Food Dollar fact sheet</u>
	Stepping Up - <i>Smart Snacking</i>	Activity
	Stepping Up - <i>Vending Spending</i>	Handouts
	Simply Good Eating - <i>Snacks</i>	Activities 1,2,4
aa. Shopping for food	MFF - Lesson 5 <i>Choosing Foods</i> MFF - Lesson 9 <i>Good Foods to Have on Hand</i> MFF - Lesson 10 <i>Making Choices to Save Money</i> MFF - Lesson 11 <i>Food Shopping Tips</i>	* <u>Healthy Eating on a Budget (DVD) (10 minutes)</u> * <u>How Much Food Can You Buy with \$16 poster and handout</u> * <u>Shopping Smarts DVD (part of Food Basics series) also can be used with its own lesson plan</u> * <u>Frugal Shopping Tips for Families handout from UF</u> * <u>More Food Under \$1 (poster/mini display)</u> * <u>Choosing the Best Deal – online lesson from Iowa State on unit pricing</u> * <u>USDA handouts – DGA tip sheets: #9, #16 and “Eating on a Budget – The 3 P’s” go to www.ChooseMyPlate.gov</u> * <u>Shopping Tips to Stretch Your Food Dollar fact sheet</u>
	Simply Good Eating - <i>The Smart Shopper</i>	Activities 1,2,3,4
bb. Eating away from home on a budget	MFF - Lesson 12 – <i>Eating Away From Home</i>	
cc. Using garden produce to improve food security		

Next Steps:

- Continue filling in “gaps” for lessons and supporting resources
- Workgroup will run “best practices” by partners and revise in the future.
- Not all sites/partners work in the same way. Create a checklist or a set of questions for colleagues to use with partners to determine if the site or learners are appropriate for WNEP

- Working with adults with cognitive disabilities requires a specific skill set. Work on identifying necessary skills and opportunities to obtain/hone skills, including coaching and mentoring from colleagues and partners.
- Finding, adapting, or creating evaluations for each teaching topic is the next priority. Workgroup will start with the statewide evaluation for caregivers working with adults with disabilities.
- Suggest additional supporting resources for teaching topics currently without additional resources. Consider finding several appropriate recipes for each topic.
- Several members would like to continue working on recommendations for supporting resources and evaluations. Workgroup would like to recruit more members. Input from a very small group of Educators and a Coordinator is a limitation. Their opinions may not represent all of those working with adults in cognitive disabilities across WNEP.
- The workgroup would like to continue meeting monthly until evaluations and supporting resources are selected.
- Once supporting resources and evaluations are finalized the group can move into a “maintenance” mode and meet quarterly. Until then, group would like to meet monthly and review new curricula as they are made available at the State level
- Consider creating similar recommendations for English Language Learners.