

Eating in English: Nutrition education for 8-9 year old Taiwanese children

About the group

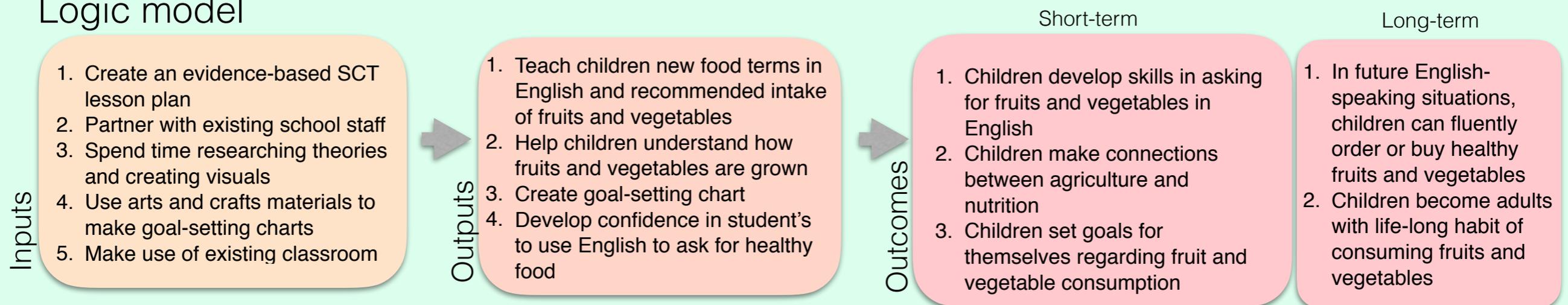
Many school-age children in Taiwan receive supplemental English education after their regular school day. The targeted group will be a class of 15 eight- and nine-year olds who meet daily from Monday-Friday at a school in Taipei, Taiwan. Currently, the students get one snack when they arrive and don't receive any nutrition education. The level of obesity in grade-school children has risen to 12% (from 0% in 1954)¹ since Taiwan began adopting a more western diet of more red meat and less rice. At this age, it's important to become familiar with nutrition guidelines and have the right vocabulary to ask for healthy foods as they become more independent in their eating.

Theoretical basis for activities

Social Cognitive Theory (SCT) states that **self-efficacy** is one of the most important factors in behavior change in children, with another being **outcome expectations**^{2, 3}. The **goal** of this session is to increase student's self-efficacy in asking for healthy food in English and have them set their own goals to increase fruit and vegetable consumption. The below activities will be delivered over a 45 minute nutrition education session:

Activity	Justification
Learn the names of popular fruits and vegetables in English and practice asking or ordering these using full English sentences with short lesson in recommended amount of fruits and vegetables a day	Helps student's develop self-efficacy and confidence in using English to identify healthy foods
Play a game to identify fruits and vegetables in English and how they are grown with visuals (on a tree? in a bush? in the ground?)	Creates deeper knowledge of and interest in healthy food ⁴ and in an interactive way to practice their new vocabulary
Each student will create their own goal-setting chart to keep track of many fruits and vegetables they eat each day for 3 days	Reflects outcome expectations and perceived self-efficacy to make healthier choices ³

Logic model



1. Tzeng, M.S. (2008) From dietary guidelines to daily food guide: The Taiwan experience. *Asia Pacific Journal of Clinical Nutrition* 17(SI): 59-62
2. Anderson, E.S. et al. (2007) Self-regulation, self-efficacy, outcome expectations, and social support: Social cognitive theory and nutrition behavior. *Annals of Behavioral Medicine*, 34(3): 304-12.
3. Larsen, A.L. et al. (2015) Nutrition self-efficacy is unidirectionally related to outcome expectations in children. *Appetite*. 84: 166-70
4. Hildebrand, D. et al. (2010) Farm to you: A traveling, interactive nutrition education exhibit enhances classroom based nutrition education. *Journal of Nutrition Education and Behavior*, 42(4S)