

## RECESS: A Culturally Competent Nutrition Education Program in an Urban Elementary School

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### Objectives

- Discuss national and regional trends that impact children's risks for childhood obesity.
  1. Define and examine demographics of childhood obesity in New Jersey as compared to the rest of the United States.
  2. Describe the social determinants of health for elementary school aged children within an urban community.
- Apply evidence based physical activity and nutrition knowledge in the development of the RECESS program.



### Objectives Continued

- Discuss strategies to implement an active recess program in an urban elementary school setting without an outdoor playground.
- Identify and Integrate culturally competent nutritional education and physical activity strategies among an urban elementary population.



### Trenton/New Jersey

- The population of Trenton is over 84,913.
- The ethnic breakdown includes:
  - 22,549 Caucasian
  - 44,160 Black/African American
  - 28,621 Hispanic/Latino
  - Remainder describe themselves as other.
- Trenton is the capital of New Jersey, and is located in the county of Mercer, bordering Philadelphia.



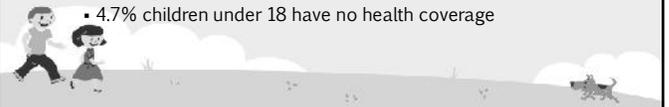
### Trenton Community Needs Assessment Resource availability (safe housing and food markets)

- Two grocery stores in: Shop-Rite and Selecto Supermarket.
- Primarily shop at corner stores, where there is limited fresh fruits and vegetables.
- 59% own homes, primarily on outskirts of Trenton, median mortgage \$1421, home value \$126,400
- City center primarily rentals, median rental price \$962, 38% rent.



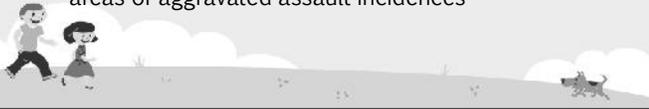
### Trenton Community Needs Assessment

- Access to health care services
  - 16% diabetes
  - 39% obesity
  - 31% hypertension
  - Incidence of diabetes 250% higher, obesity 200% higher than residents in Mercer county overall
- Overall, residents of Trenton:
  - 40.1% public coverage,
  - 45.3% private insurance
  - 4.7% children under 18 have no health coverage



### Trenton Community Needs Assessment

- Availability of community-based resources in support of community living and opportunities for recreational and leisure-time activities
  - Parks and playgrounds are crime-ridden and unsafe for children to play.
- Public safety
  - Violent crimes all over Trenton, homicide correlate with areas of aggravated assault incidences



### Trenton Community Needs Assessment

- Exposure to crime, violence, and social disorder (presence of trash and lack of community cooperation)
  - 2013: highest number of homicides in history (37)
  - 2012: 1,211 violent crimes, 2,683 non-violent crimes
- Literacy/Educational Level
  - 27.7% of residents have less than a high school education.



### Trenton Community Needs Assessment

- Culture/Language
- Over 50% identify themselves as non-hispanic black or African American
- Nearly a third of Trenton's population claim Spanish as their primary language.
  - 29.4% Spanish
  - 0.4% Asian/Pacific Islander
  - 1.4% other
  - Other Indo-European languages: 4.9%
  - English only 63.9%



### 2011 Economic Summit Development Survey (March 31, 2011, Trenton, NJ):

- City of Trenton top economic disadvantages:
  - Crime rate
  - Property taxes
  - Quality of schools
  - Physical appearance & availability and cost of parking
  - Access to parks and public space



### Trenton New Jersey



### As a Result of the Needs Assessment

- 4 Elementary Schools in the Trenton was chosen.
- Students participate in physical education class (PE) once a week.
- No playground at the school, therefore no outdoor recess.
- IPADS for recess activities.



## RECESS

- The Recess Exercise Communities for Education in Smart Schools (RECESS)
- Culturally competent program to improve health outcomes among a diverse population of elementary school aged children.
- RECESS uses an integrated health approach including, hands on learning and physical activity.
- It includes an interdisciplinary and community team approach.



## RECESS

- Recess Activities During Lunch
- Variety of Activities
  - Go Noodle
  - Simon Says
  - Freeze Dance
  - Outside Activities on Blacktop



## Childhood Obesity and Type 2 Diabetes

The link between childhood obesity, physical inactivity, and type 2 diabetes is well known (CDC, 2014).

According to Pender's Health Belief Model, individuals actively regulate their behavior based on motivation and desired outcomes.



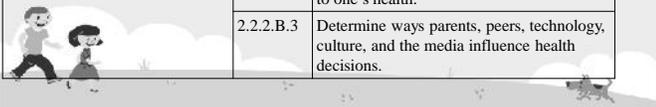
## Core Curriculum Standards

- NJ Standards for physical activity and nutrition education among urban youth in an elementary school setting.
- Provides the foundation for creating personal responsibility for one's health through an active, healthy lifestyle that fosters a lifelong commitment to wellness.



## Nutrition & Physical activity; Grade 2 & 3

Choosing a balanced variety of nutritious foods contributes to wellness.	2.1.2.B.1	Explain why some foods are healthier to eat than others.
	2.1.2.B.2	Explain how foods on MyPlate differ in nutritional content and value.
	2.1.2.B.3	Summarize information about food found on product labels.
Effective decision-making skills foster healthier lifestyle choices.	2.2.2.B.1	Explain what a decision is and why it is advantageous to think before acting.
	2.2.2.B.2	Relate decision-making by self and others to one's health.
	2.2.2.B.3	Determine ways parents, peers, technology, culture, and the media influence health decisions.



## Nutrition & Physical activity; Grade 2 & 3

Appropriate types and amounts of physical activity enhance personal health.	2.6.2.A.1	Explain the role of regular physical activity in relation to personal health.
	2.6.2.A.2	Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.
	2.6.2.A.3	Develop a fitness goal and monitor progress towards achievement of the goal.



# RECESS

Program known as the Coordinated Approach to Child Health (CATCH) to “get moving”.

CATCH based on the CDC’s Whole School, Whole Community, Whole Child (WSCC) model connecting learning and health to improve children’s overall wellbeing.

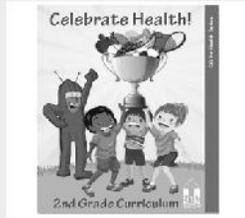
Available in English and Spanish, incorporating culturally competent food choices.



# Whole School, Whole Community, Whole Child Approach



# CATCH



# RECESS

- CATCH promotes a healthy lifestyle: regular physical activity and healthy food choices
- Collaborative health education approach: school, family and community.
- Grade appropriate nutritional knowledge surveys
- Implementation of the RECESS program included: twice weekly CATCH physical activities during recess and nutrition education twice weekly.
- Participants’ parents had access to nutrition education videos via the schools’ parents’ portal.



# RECESS

- Evaluation of the RECESS program will be ongoing..
- Program measures include: changes in lifestyle, eating choices, portion control, and knowledge of risk factors leading to childhood obesity and type 2 diabetes in children grades 2-3.



# RECESS

Our program incorporates the cultural beliefs of the children in the RECESS program, primarily African American and Hispanic American children.



### What We Found: African American Food Preferences

- Fried
- Barbequed
- Gravies, sauces
- Pies
- Fried fish, yams, ham hocks, fried chicken and gravy are foods eaten as part of Sunday dinner



### Why Soul Food:

- Early African-Americans worked long, strenuous hours in the fields,
- The food they ate had to be hearty, rice, beans, and greens were cooked with ham hocks, bacon, and "fat back"
- Corn meal and flour were added to a lot of dishes to add more calories and flavor.
- Many of the meats they ate were preserved with salt, and they fried many of their foods.
  - Contributes to the high rates of obesity
  - More sedentary, modern day African-American



### Reluctance to Change:

- Soul food has heavy connections with African-American history
- The reason why a lot of African-Americans serve the typical soul food is that they want to be considered good hosts or hostesses, and social graces prevent guests from asking for healthier foods.
- Many friends and relatives are resistant to eating healthier types of soul food. This may be because they feel that it will not taste as good



### Teaching African Americans

- Teaching to prepare soul food in healthier ways such as baking, roasting, or broiling meats encourages healthier eating habits
- The bread and cereal group could include foods like corn bread, grits, and hominy.
- The vegetable group could include sweet potatoes, coleslaw, and okra.
- Education, healthier preparation methods, and more dietary variety are the keys.



### Hispanic Food Preferences

- Rich in Corn, beans, rice and bread
- Adequate protein: Beans, eggs, fish, poultry
- Fruits and Vegetables: tomatoes, squash, mango, avocado, pineapple, papaya.
- Spicy foods.
- Fried foods high in fat.



### Eating practices of the Hispanics

- Breakfast: coffee, sweet rolls, beans and occasionally eggs.
- Lunch: soup, meat coffee and dessert.
- Beans and rice and meats.
- Family meals are important.



### Teaching implications for Hispanics

- Modify traditional food choices: lower fat, lower sugar, and more whole grains.
- Increase knowledge of healthy food selections.
- Encourage low-fat cheeses, lean meats, fresh fruits and vegetables.
- Decrease sweetened beverages.



It is important for cultures to keep their food preferences and traditions but equally important to incorporate healthy food choices.



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