

however, it does not provide adequate resources, given the fact that more than half of teens engage in athletics. Eating disorders are covered in a story that makes up the second chapter of the book, but in this chapter, as throughout the book, additional resources are not provided. Examples of missing resources that should be covered in an adolescent nutrition book include what to do if you think you or a friend has an eating disorder, additional resources for easy to prepare teen-friendly recipes, and resources for sports nutrition.

Food Facts for Teenagers covers the basics of nutrition, but some of the food group schemes emphasized in the book are outdated and the messages are inconsistent. In Chapter 4, the Food Guide Pyramid is first introduced, followed by a discussion of the 4 food groups, but the theme of the chapter is "The Magic Five." Throughout the rest of the book, the author refers to the 4 food groups. This will be confusing to adolescents if they have not been exposed to information about the 4 food groups but have been introduced to the Food Guide Pyramid.

Teenagers are in need of increased nutrition knowledge. However, adolescents and health professionals interested in teen nutrition will find more up-to-date comprehensive references than those provided in *Food Facts for Teenagers*. The combination of out-of-date information and missing areas of nutrition that are of interest to the majority of teens makes this book a less than ideal choice for teen nutrition information.

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AUDIOVISUALS

CD-ROM

Healthy Living Program, Module 5: Healthy Eating for Elders. University of Florida, IFAS Extension, 2003. From University of Florida, IFAS Extension, 3038 McCarty Hall, Gainesville, FL 32611-0310, (352) 392-1895, CD-ROM, \$20.00.

This CD-ROM on healthful eating for elders is meant for educators. It contains lesson plans for elderly people focusing on the importance of eating, strategies for eating alone, meals without cooking, and nutritious snacking.

This CD-ROM is the fifth module in a series to be completed with elderly partici-

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Healthy Living Program

Module 5: Healthy Eating for Elders



pants in face-to-face group meetings. Topics in previous modules were the unique nutritional needs of elders, healthful living for elders, diabetes, and hypertension. The integrated consumer education leaflets are available in English and Spanish, and some are also available in Haitian and Creole. The overhead sheets and the consumer information sheets have a systematic order and a clear message and are understandable and colorful. The wording and choice of pictures, however, may be slightly patronizing. Lessons lean heavily on interaction with group members and the counselor. Further, the program includes rewards for active participation; one of the lessons even includes an optional commitment-to-change contract.

Time-efficient, group-based approaches will be increasingly important as a consequence of the aging world population. However, individuals within a group may have different levels of awareness and motivation for nutrition behavior change. The introduction to the lessons and materials emphasizes this and specifically mentions the Stages of Change model as a tool to reach people at all of these different levels. In the precontemplation and contemplation stages (ie, unaware of the need or no intention to change behavior), for example, introductory group discussions are included in the lessons to raise awareness. The possible participant responses that are mentioned in the educators' manual, however, suggest a level of knowledge that may be found only in participants in the preparation, action, and maintenance stages. The suggested additional components for people in those later stages of change, on the contrary, may be too demanding for the elderly target population. Elderly people's interest in and access to the scientific papers that are recommended for further study are disputable. As a consequence, educators may need more time than is reserved in the current

lesson plans to achieve the desirable levels of awareness and motivation.

The choice of a CD-ROM containing .pdf files as the medium for the education plans is somewhat questionable. For proper review of the program and for use in practice, all documents need to be printed. The consumer materials are also designed to be provided to the participants in hard copy. CD-ROMs have powerful potential for innovative, interactive applications. However, with the current content and target groups, a manual with an enclosed CD-ROM for the overhead sheets (in future versions also in PowerPoint) would be sufficient and probably more feasible in practice.

The CD-ROM is a rich resource of science-based information, in particular for educators who are not familiar with the nutrition field. Experienced dietitians may not find sufficient new information, but the material will be particularly helpful to start activities at sites with no access to a dietitian. The attention early on to a separate consultation with a dietitian is commendable if the lessons are indeed given by someone more distant to the nutrition field. Support by a dietitian may prove particularly helpful with some possibly ambiguous counseling messages. The advice to drink plenty of fluids, for example, may be valid for many people but can lead to serious problems for specific groups as a result of a reduced kidney function at older age.

The material focuses specifically on a target group of elderly people, possibly attending communal meal sites. Explicit attention to a theoretical model of behavior change as a basis for the Healthy Living Program has large potential. A formal evaluation procedure using evaluation sheets for participants and educators is also included. In the future, the tool can therefore be strengthened and expanded based on user experiences.

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Videotape

The Learning Journey: Video Learning Package. Oklahoma Cooperative Extension Service, 2003. From Oklahoma Cooperative Extension Service, 321 HES Building, Stillwater, OK 74078-6141, (405) 744-6283, video kit, \$35.00.

The Learning Journey is a 29-minute videotape designed to be part of a training package for Expanded Food and Nutrition Program (EFNEP) community educators.

The *Learning Journey* was produced by the Oklahoma Cooperative Extension Service and also includes a CD-ROM to be used by facilitators in training sessions. The CD-ROM provides a .pdf file of a manual that contains lesson plans and resource materials. The Oklahoma Cooperative Extension Service also has a supplemental Web site (<www.fcs.okstate.edu/cnep/tools>) on which video clips can be previewed, order forms can be downloaded, and a curriculum review is "under construction."

The *Learning Journey* focuses on adult education. It includes information on the characteristics of adult learners, the learning process, and the basics of lesson planning. Especially effective is the use of direct interviews with community nutrition educators in the Oklahoma Cooperative Extension Service program. The interviews describe techniques that work well with this population and identify critical stopping points in the tape to facilitate discussion. The topics discussed are not only helpful in nutrition education but are broad enough to be appealing for a number of different subjects in which adult learners are the primary audiences.

The Oklahoma Cooperative Extension Service states in their flyer describing *The Learning Journey*,

Perhaps the largest audience an NEA [nutrition education assistant] faces today is the adult learner. Strengthening the learner-educator relationship and developing mutual respect brings a wealth of experience to the

learning environment. The Learning Journey reinforces the importance of building these relationships and translating knowledge learned into positive behavior changes.

I could not agree with this more. The strengths of the program lie in its practical approach to adult learning. The style in which it was produced is exactly on target with its intended audience.

This package would be extremely useful for anyone working in community or public health nutrition programs in which adult education is a focus. The methodologies used for adult learners are somewhat different from those used for younger audiences, and often community educators are not as familiar with adult education strategies and methods as they should be. I would highly recommend this program for professionals working in adult education programs who train paraprofessionals for the purposes of direct contact with target populations.

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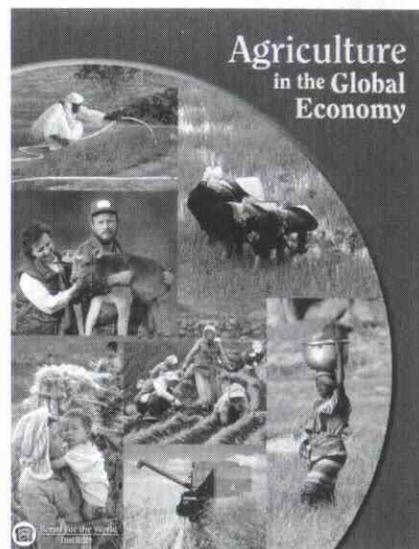
RESOURCE PACKETS

Report

Agriculture in the Global Economy: Hunger 2003. Bread for the World Institute, 2003. From Bread for the World Institute, 50 F Street NW, Ste 500, Washington, DC 20001, (202) 639-9400, report, 164 pp, \$20.00, ISBN 1-884361-11-0.

"The 2003 Hunger Report, Agriculture in the Global Economy, urges the United States and other industrialized countries to live up to their free-trade rhetoric and work to eliminate trade-distorting farm policies." If developing countries were not hampered by the subsidies and protections of industrialized countries, they could move more rapidly to raise their living standards and alleviate hunger.

The Bread for the World Institute's 2003 *Hunger Report* states that the reason for world hunger is the current agricultural system. But how does one build an agricultural system that works for the benefit of poor and hungry farmers in developing countries that does not undermine the well-being of US farmers in the process? Do we sacrifice our domestic agricultural policy for foreign policy goals? *Agriculture in the Global Economy* seeks to answer these questions by explaining how the current agricultural system works, who is benefiting from it, who is losing because of it, and

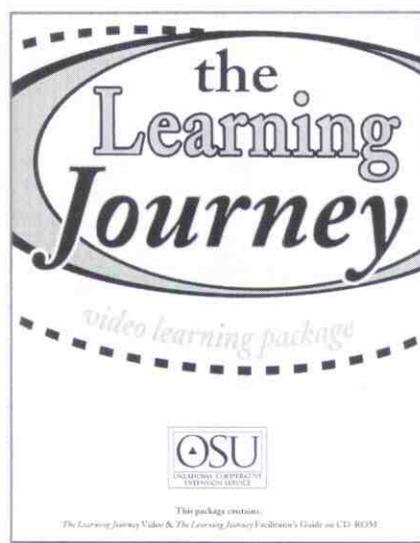


what is likely the best path for moving forward.

"Today's global agriculture system produces more than enough food to feed everyone...yet 840 million people remain undernourished." Unless people can grow their food and/or earn enough money to buy it, all of the food in the world will not alleviate hunger. Reforming agricultural policies in the United States and other industrialized countries would open opportunities for millions of hungry families in the rural areas of developing countries to receive higher prices for what they produce. That would encourage investment in ways that would raise their productivity.

Does food aid to developing countries help in the fight against hunger? The Institute believes that, although important, is only one part of the solution. Increased aid must be accompanied by reforms that allow developing countries to compete in export markets. New research released in this report indicates that the elimination of subsidies and protection in industrialized countries would allow developing countries to triple their annual net agricultural trade (exports minus imports) from \$20 billion to \$60 billion. That is about two-thirds of the value of all development and humanitarian aid provided by industrialized countries. The estimated gains to all countries from the elimination of trade-distorting subsidies and tariffs in developed countries would be \$100 billion according to the International Monetary Fund.

The report begins with a description of the relationships that characterize agriculture worldwide and then focuses on US agriculture and the role that US farm policy plays in sustaining US farmers' income



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