CBE

Competency-Based Education

COURSE OUTLINE

COURSE NO.: 52-05-51  REVISED: February/2001

TITLE: PRINCIPLES OF NUTRITION FOR HEALTH/OLDER ADULTS

DEPARTMENT: Programs for Older Adults

CREDITS: 0*  HOURS: 60

APPORTIONMENT NO.: 09.090.118

COURSE DESCRIPTION:
This competency-based course is designed as instruction for the older adult in the principles of nutrition and the relationship between sound nutritional practices and health maintenance. This course addresses the effects of aging on nutritional needs; value of food groups; planning and preparing well-balanced meals; the beneficial relationship of exercise to nutrition; as well as, the practical application of nutritional information. This course outline contains SCANS related instructional activities and lesson plans.

PREREQUISITES:
None

*This is a non-credit course and may be repeated to learn specific competencies.
A MESSAGE to COMPETENCY-BASED COURSE OUTLINE USERS

This competency-based course outline is for use by students, teachers, counselors and school administrators, advisory committees, and all others having interest in the course.

Before enrolling, students can read the course competencies listed to help them decide whether or not the course will meet their needs. After enrolling, a copy of the competencies can help a student track his/her progress through the course.

Teachers can use competency-based areas and statements to gain an overview of the course. The competencies can be used to develop lesson plans and teaching strategies. The Instructional Materials and Other Resources page provides teachers with instructional support in the form of textbook titles, media and technology options, as well as the names of advisory personnel. Many course outlines provide sample lesson plans written by experienced teachers of the course.

Counselors can use the course outline to explain course purpose, goals and content to students. Sharing competency lists with students will make them aware of the minimal skills and knowledge they need to demonstrate after taking the course. This process can identify potential candidates for a course.

Principals can scan the competency-areas and statements to decide if the content of a course should be offered at their school in order to meet the needs of the community which it serves.

Competencies can be used to generate relevant questions and items for tests. The writing of individualized instructional contracts also needs to reflect the competency-based course outline components.

Clearly defined competency-based areas, statements, and minimal competencies are the points upon which curriculum, instruction, and assessment focus.
THE DEVELOPMENT of a COMPETENCY-BASED COURSE OUTLINE

Every approved CBE course outline is written by Los Angeles Unified School teachers who teach the course. All teacher/writers have been inserviced and certified by the Adult Curriculum Office to learn about competency-based education and the outline format.

New courses and course revisions are initiated by school and/or central office subject area departments. The schools and the subject area departments share the responsibility for approving the subject content, hours, credits, etc. Teacher/writers submit their first draft to the appropriate central office subject area supervisor, specialist, consultant or adviser.

Course outline draft copies are next submitted to the curriculum office. There all information required by the District and the State is verified. The outlines are edited and entered into the course outline computer data base. One formatted copy of an outline, with every page stamped “Draft Copy Only”, is either approved by the curriculum office or returned for clarification or improvement.

Once signed off by the curriculum office an outline is routed back to the department that submitted it. When approved there, it is routed to the office of the Director of Instructional Services and finally to the Division’s Assistant Superintendent for approval. The curriculum office then requests the required approvals by the LAUSD Board of Education.

The curriculum office sends master file copies of every approved CBE outline to principals of all Community Adult Schools and Employment Preparation Centers. These masters are used to produce copies for counselors and teachers. Students, community members, and other interested parties may also request copies. The curriculum office maintains a limited inventory of all outlines for additional distribution.

Changing needs are reflected in the constant development and revision of course outlines. It is an ongoing process designed to support the various demands of students, teachers, and the communities we serve.

TOM CALDERON
Adult Curriculum Office
Instructional and Counseling Services
Course Outline Competency-Based Component Definitions

**Course descriptions** state the major emphasis and content of the course.

**Competency areas** are units of instruction based on related competencies.

**Competency statements** are competency area goals that together define the framework and purpose of the course.

**Competencies** fall on a continuum between goals and performance objectives and denote outcome of instruction.

**Competency-Based Philosophy Overview**

Competency-based instruction tells a student before instruction what skills, or knowledge he/she will demonstrate after instruction.

A competency is stated as a minimum. This is the least a student has to demonstrate or know to be judged as competent. Stating competencies as minimums does not mean minimum instruction. Activities and opportunities should be provided for students to achieve maximum potential.

Competency-based education provides instruction which enables each student to attain individual goals as measured against pre-stated standards.

**CBE** instruction provides immediate and continual repetition and remediation. A student repeats tasks until achieving competence.

In competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies.

Curriculum, instruction and assessment in CBE are: explicit, known, agreed upon, integrated, performance-oriented, and adaptive.
A course outline reflects the essential intent and content of the course described. Acceptable course outlines have six components. (Education Code Section 52506). Course outlines for all apportionment classes, including those in jails, state hospitals, and convalescent hospitals, and convalescent hospitals, contain the six required elements:

(EC 52504; 5CCR 10508 [b]; Adult Education Handbook for California [1977], Section 100)

Course Outline Components

GOALS AND PURPOSES

The educational goals or purposes of every course are clearly stated and the class periods are devoted to instruction. The course should be broad enough in scope and should have sufficient educational worth to justify the expenditure of public funds.

The goals and purpose of a course are stated in the COURSE DESCRIPTION. Course descriptions state the major emphasis and content of a course, and are written to be understandable by a prospective student.

PERFORMANCE OBJECTIVES OR COMPETENCIES

Objectives should be delineated and described in terms of measurable results for the student and include the possible ways in which the objectives contribute to the student’s acquisition of skills and competencies.

Performance Objectives are sequentially listed in the COMPETENCY-BASED COMPONENTS section of the course outline. Competency Areas are units of instruction based on related competencies. Competency Statements are competency area goals that together define the framework and purpose of a course. Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-based instruction tells a student before instruction what skills or knowledge they will demonstrate after instruction. Competency-based education provides instruction which enables each student to attain individual goals as measured against prestated standards.

Competency-based instruction provides immediate and continual repetition and in competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies. Curriculum, instruction and assessment in competency-based education are: explicit, known, agreed upon, integrated, performance oriented, and adaptive.

INSTRUCTIONAL STRATEGIES

Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.

Instructional strategies for this course are listed in the SUGGESTED INSTRUCTIONAL MATERIALS AND OTHER RESOURCES section of the course outline. Instructional strategies and activities for a course should be selected so that the overall teaching approach takes into account the instructional standards of a particular program, i.e., English as a Second Language, Programs for Older Adults, Programs for Adults with Disabilities.
UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT

The approximate time devoted to each instructional unit within the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be that it ensures the student will learn at an optimum level.

Units of study, with approximate hours allotted for each unit are listed in the COMPETENCY AREA STATEMENT(S) of the course outline. The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education) is listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.

EVALUATION PROCEDURES

The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performances as well as anticipated skills and competencies to be achieved.

Evaluation procedures are detailed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructors monitor students’ progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through a variety of formal and informal tests (applied performance procedures, observations, simulations), paper and pencil exams, and standardized tests.

REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT

After a student has completed all the objectives of the course, he or she should not be allowed to reenroll in the course. There is, therefore, a need for a statement about the conditions for possible repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.
ACKNOWLEDGMENTS

The contributions of HAZEL BLACK, MARSHA KAVALLER and ARLENE TORLUEMKE are gratefully acknowledged for the revision of this course outline.

Thanks to TOM CALDERON for editing and preparing this course outline as competency based.

BARBARA LEVIN
Specialist
Programs for Older Adults

DOLORES DIAZ-CARREY
Director
Instructional Services

APPROVED:

SANTIAGO JACKSON
Assistant Superintendent
Division of Adult and Career Education
### COMPETENCY AREAS AND STATEMENTS

**A. INTRODUCTION**

Understand course goals and determine relevancy to personal goals; identify personal and interpersonal skills necessary to effectively participate in classroom activities.

### MINIMAL COMPETENCIES

<p>| | |</p>
<table>
<thead>
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<tbody>
<tr>
<td>1.</td>
<td>Identify competency areas of course.</td>
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<td>2.</td>
<td>Discuss personal goals of course.</td>
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<tr>
<td>3.</td>
<td>Compare personal goals of course to competency areas of course outline.</td>
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<tr>
<td>4.</td>
<td>Demonstrate an understanding of classroom policies and procedures.</td>
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</tbody>
</table>
| 5. | Discuss importance of the following personal skills in the classroom:  
   a. positive attitude  
   b. self-confidence  
   c. honesty  
   d. perseverance  
   e. self-management/work ethic  
   f. pride in product/work  
   g. dependability  
| 6. | Demonstrate the ability to prioritize tasks and meet deadlines. |
| 7. | Discuss the importance of initiative and leadership. |
| 8. | Discuss the importance of life long learning in a world of constantly changing technology. |
| 9. | Identify and discuss behaviors of an effective team. |
| 10. | Demonstrate ability to work cooperatively, share responsibilities, accept supervision and assume leadership roles. |
| 11. | Demonstrate cooperative working relationships and proper etiquette across gender and cultural groups. |
| 12. | Discuss and demonstrate strategies for conflict resolution and negotiation. |
| 13. | Complete a pre-assessment to determine student’s prior knowledge and experience of principles of nutrition specific to the older adult. |
| 14. | Discuss personal responsibility for attaining medical clearance before participating in exercise portion of course. |

**COMPETENCIES**

- Resources: Allocates Time/ Allocates Human Resources
- Interpersonal: Participates as member of a Team/ Negotiates/ Works with Diversity
- Information: Acquires and Evaluates Information/ Organizes and Maintains Information/ Interprets and Communicates Information
- Systems: Understands Systems

**FOUNDATION**

- Basic Skills: Reading/ Writing/ Listening/ Speaking
- Thinking Skills: Decision Making/ Problem Solving/ Knowing How to Learn
- Personal Qualities: Responsibility/ Sociability

(4 hours)
B. NUTRITION AND AGING

Recognize the need for proper diet to maintain/improve health while aging.

1. Discuss the relationship between proper diet and nutrition and the maintenance of health as the body ages.
2. List some physiological changes that occur as a result of the aging process.
3. Discuss physical concerns specific to the older adult (e.g., constipation, heartburn, anemia, loss of appetite and taste acuity, etc.).
4. Discuss nutritional concerns specific to the following physical conditions:
   a. diabetes and digestive and kidney disease
   b. osteoporosis and related bone diseases
   c. high blood pressure
   d. high cholesterol
   e. weight gain/weight loss
5. Discuss the interaction of foods and medication.
6. Discuss emotional and social factors common to older adults that may affect nutrition (e.g., living alone, financial restrictions, etc.).
7. Discuss the importance of effective communication skills to access nutrition information from medical personnel.
8. Assess personal style of communication with regard to:
   a. clarity
   b. accuracy
   c. assertiveness
9. Discuss strategies to improve personal style of communication.
10. Understand and implement written instructions from written communications and reference sources.
11. Present a positive image through verbal and nonverbal communication, and understand the power of body language in communication.
12. Demonstrate active listening through oral and written feedback.
14. Role-play assertive, clear and accurate communication skills (both oral and written) in various mock situations.
15. Identify forms of technology used for communication.
16. Select and use appropriate forms of technology for communication.
17. Identify sources (e.g., books, periodicals, newsletters, internet web addresses) that provide current information regarding nutrition and aging.
18. Identify community resources that provide nutrition information and services.
19. Interview a representative from a community agency with regard to nutrition and aging and present an oral report on the types of services provided to older adults.

COMPETENCIES
Resources: Allocates Material and Facilities
Interpersonal: Participates as Member of a Team/ Negotiates/ Works with Diversity
Technology: Selects Technology/ Applies Technology to Task

FOUNDATION
Basic Skills: Reading/ Writing/ Listening Speaking
Thinking Skills: Creative Thinking/ Decision Making/ Problem Solving
Personal Qualities: Responsibility/ Sociability/ Self-Management
C. NUTRITIONAL COMPONENTS
Understand the major nutrients and basic food groups

1. Describe balanced menus of the basic food groups as a nutritional need of older adults.
2. Discuss the benefits of a daily regular schedule of intake of nutrients.
3. List the major nutrients (e.g., proteins, carbohydrates, fats, vitamins and minerals).
4. Describe minimum requirement of nutrients as needed by older adults.
5. Identify food sources of vitamins and minerals.
6. Identify the functions of nutrients as providing energy, repairing tissue, maintaining body functions, and improving emotional stability.
7. Describe the role of vitamin and mineral supplements in maintaining/improving health.
8. Evaluate the use of herbs and over-the-counter supplements for efficacy and prescribed drug interaction.
9. Describe need for sufficient fluids and dietary fiber as nutritional needs of older adults.
10. List substances that affect functions of nutrients such as caffeine, alcohol, nicotine and prescribed medications.
11. Describe the food guide pyramid as USDA guidelines for recommended daily servings and portion sizes (Recommended Dietary Allowances).
12. Identify the five food groups and recommended servings for each.
13. Identify sources of milk (e.g., buttermilk, yogurt, ice cream, ice milk, cheese, etc.).
14. Identify sources of meat alternatives (e.g., fish, eggs, legumes, nuts, seeds, etc.).
15. Identify processed proteins (e.g., soybean products, gluten products, peanut products, etc.).
16. Identify some fruits and vegetables.
17. Compare enriched and whole grain bread.

COMPETENCIES
Resources: Allocates Material and Facilities
Interpersonal: Participates as Member of a Team
Information: Acquires and Evaluates Information/Organizes and Maintains Information/ Interprets and Communicates Information
Systems: Understands Systems

FOUNDATION
Basic Skills: Reading/ Writing/ Listening/ Speaking
Thinking Skills: Decision Making/ Problem Solving
Personal Qualities: Responsibility/ Self-Management

(12 hours)

D. EXERCISE AND NUTRITION
Understand the importance of exercise and nutrition.

1. Discuss the relationship between exercise, nutrition, and the maintenance and improving of general health.
2. Describe exercise as promoting physical, mental, emotional, and social stability.
3. Distinguish between a sedentary vs. an active lifestyle.
4. Describe the health risks of inactivity.
5. Describe exercise as promoting the proper metabolism of foods.
6. Describe how regular exercise improves digestion and elimination.
7. Discuss how regular exercise promotes lean body mass while burning fat, and lowers overall blood cholesterol.
8. Explain calories, their role as the body's fuel, and how they affect body weight.
9. Discuss healthful weight-loss and weight gain strategies.
10. Describe how exercise can prevent bone loss.
11. Describe a health profile as including personal data, family health history, sedentary and active hobbies, and dietary practices.
12. Define personal data for a health profile as height, weight, age, and sex.
13. Establish an individual health profile, using personal data such as height, weight, age, and sex.
14. Adapt exercises as described in the Physical Fitness/Older Adults competency-based outline to individual needs.
15. Establish an individual exercise program (based on ability) which incorporates appropriate exercises described in the Physical Fitness/Older Adults course outline.

COMPETENCIES
Resources: Allocates Time/ Allocates Material and Facilities
Interpersonal: Participates as Member of a Team
Information: Acquires and Evaluates Information/Organizes and Maintains Information/ Interprets and Communicates Information Systems: Understands Systems/ Monitors and Corrects Performance

FOUNDATION
Basic Skills: Reading/ Writing/ Listening Speaking
Thinking Skills: Creative Thinking/ Decision Making/ Problem Solving
Personal Qualities: Responsibility/ Sociability/ Self-Management

E. PRACTICAL APPLICATION OF NUTRITIONAL INFORMATION
Plan, store and prepare food that is nutritious.

1. Plan nutritious meals using food guide pyramid.
2. Create a weekly menu.
3. Discuss strategies for shopping and cooking for oneself.
4. List the information required on a nutrition information label.
5. Read labels for nutritional information.
6. Interpret open-dating information on food labels
7. Compare food prices by using unit pricing.
8. Describe nutritious ways to cook food (e.g., reduced fat, cooking to retain nutrients, etc.)
9. Identify nutritious culturally diverse food choices.
10. Describe safe ways to store food.
11. Identify symptoms of food-borne illness.
12. Describe how to enhance the eating experience (e.g., dining while sitting down, cooking and dining with friends, attractive table settings, garnish, use of color, flowers etc.).
13. Record a seven-day food intake.
14. Assess the nutritional value of the seven-day food intake.
15. Discuss appropriate recommendations for improving the nutritional value of the seven-day food intake.

COMPETENCIES
Resources: Allocates Time/ Allocates Money/Material and Facilities
Information: Acquires and Evaluates Information/Organizes and Maintains Information/ Interprets and Communicates Information Systems: Understands Systems
### F. EVALUATION

Demonstrate competency of course content through application of skills.

1. Participate in one or more of the following activities:
   a. Plan and implement an informational workshop which communicates principles of nutrition information by utilizing one or more of the following methods and procedures:
      i) guest speaker presentations and/or demonstrations
      ii) team presentations and/or demonstrations
      iii) multi-media presentations
   b. Plan and execute a cooking demonstration that communicates principles of nutrition to the community/class.
      i) Elicit community/class members’ evaluation of activity’s relevance.
      ii) Self-evaluate methods and procedures through individual and group feedback.
   c. Plan and budget a month’s worth of menus that illustrates principles of nutrition. Methods and procedures may include:
      i) Field trip to grocery store
      ii) Class portfolio of nutritious recipes

### COMPETENCIES

Resources: Allocates Time/Allocates Money/Allocates Material and Facilities/Allocates Human Resources
Interpersonal: Participates as Member of a Team/Teaches Others/New Skills/Negotiates/Works with Diversity
Information: Acquires and Evaluates Information/Organizes and Maintains Information/Interprets and Communicates Information/Systems: Understands Systems/Monitors and Corrects Performance

### FOUNDATION

Basic Skills: Reading/Writing/Arithmetic/Mathematics/Listening/Speaking
Thinking Skills: Creative Thinking/Decision Making/Problem Solving/Seeing Things in the Mind’s Eye/Knowing How to Learn
Personal Qualities: Responsibility/Self-Esteem/Sociability/Self-Management
DEFINITIONS of SCANS COMPETENCIES and FOUNDATION SKILLS

Definitions of SCANS Competencies

Resources
• Allocates Time: Selects goal-related tasks; prioritizes tasks; schedules work to meet deadlines.
• Allocates Money: Uses or prepares budgets; forecasts costs; keeps records to track budget performance.
• Allocates Material and Facility Resources: Acquires, stores, and distributes materials, supplies, equipment, parts, or products.
• Allocates Human Resources: Assesses knowledge and skills and distributes work accordingly; evaluates performance; provides feedback.

Information
• Acquires and Evaluates Information: Identifies need for data, acquires data or creates data sources, and evaluates relevance of information.
• Organizes and Maintains Information: Organizes, processes, and maintains written or computerized records; sorts, classifies or reformats information.
• Interprets and Communicates Information: Selects and analyzes information; communicates the results to others using oral, written, graphic, or multi-media.
• Uses Computers to Process Information: Uses computers to acquire, analyze, organize, and communicate information, including entering, modifying, storing, retrieving, and verifying data.

Interpersonal
• Participates as a Member of a Team: Works cooperatively with others; contributes ideas, suggestions and effort; encourages team members; listens and responds to contributions of others; resolves differences for the benefit of the team; takes responsibility for achieving goals and for doing own share of the work.
• Teaches Others: Helps others learn by coaching or other means; conveys job information to others; provides constructive feedback.
• Serves Clients/Customers: Works and communicates with clients and customers to satisfy their expectations; listens actively to determine needs; communicates in a positive manner; obtains additional resources to satisfy client or customer needs.
• Exercises Leadership: Communicates to justify a position; encourages, persuades or motivates others; establishes credibility through competence and integrity; takes minority viewpoints into consideration.
• Negotiates to Arrive at a Decision: Works toward agreement; clarifies problems and resolves conflicts; proposes and examines options; sets realistic goals; resolves divergent interests.
• Works with Cultural Diversity: Works well with men and women and with a variety of ethnic and social groups; respects the rights of others; bases impressions on individual performance, not on stereotypes.

Systems
• Understands Systems: Knows how social, organizational, and technological systems work and operates effectively within them; knows who to ask for information and how to get resources.
• Monitors and Corrects Performance: Monitors how procedures are working; predicts trends; diagnoses problems; takes action to maintain system performance.
• Improves and Designs Systems: Makes suggestions for improving products or services; recommends alternatives; responsibily challenges the status quo.
DEFINITIONS of SCANS COMPETENCIES and FOUNDATION SKILLS
(continued)

Technology
- Selects Technology: Chooses procedures, equipment, or computer programs to produce desired results.
- Applies Technology to Task: Understands purpose and procedures for setting up and operating machines, including computers and their programs.
- Maintains and Troubleshoots Technology: Prevents, identifies, or solves problems in machines, computers, and other technologies.

Definitions of SCANS Foundation Skills

Basic Skills
- Reading: Locates, understands, and interprets written information in prose and documents – including manuals, graphs, and schedules – to perform tasks.
- Writing: Communicates thoughts, ideas, information, and messages in writing; records information completely and accurately; checks, edits, and revises written material.
- Arithmetic: Performs computations; uses numerical concepts in practical situations; uses tables, graphs, and diagrams to obtain or convey numerical information.
- Mathematics: Approaches practical problems by choosing from a variety of mathematical techniques.
- Listening: Receives, attends to, interprets, and responds to verbal and non-verbal messages.
- Speaking: Organizes ideas and communicates oral messages appropriately in conversation, discussion, and group presentations; asks questions when needed.

Thinking Skills
- Creative Thinking: Uses imagination; combines ideas or information in new ways; reshapes goals in ways that reveal new possibilities.
- Decision Making: Specifies goals and constraints, generates alternatives, considers risks, evaluates and chooses best alternative.
- Problem Solving: Recognizes that a problem exists, devises and implements a plan to resolve it, evaluates and monitors progress, and revises plan as needed.
- Seeing Things in the Mind’s Eye: Organizes and processes symbols, pictures, graphs; visualizes outcomes from blueprints, diagrams, flow charts, recipes, etc.
- Knowing How to Learn: Can use learning techniques to apply and adapt new knowledge and skills in both familiar and changing situations.
- Reasoning: Uses underlying principles to solve problems; uses logic to draw conclusions.

Personal Qualities
- Responsibility: Works hard to be excellent; sets high standards of attendance, punctuality, enthusiasm, and optimism in approaching tasks.
- Self-Esteem: Has a positive view of self; knows own skills and abilities; is aware of impact on others.
- Social: Demonstrates friendliness, adaptability, empathy and politeness; relates well to others; asserts self appropriately; takes an interest in others.
- Self-Management: Assesses own knowledge, skills, and abilities accurately; sets personal goals; responds to feedback unemotionally; is a “self-starter.”
- Integrity/Honesty: Can be trusted; recognizes personal and societal values; chooses ethical courses of action.
# SAMPLE LESSON PLAN
for the
Principles of Nutrition for Health / Older Adults Course

<table>
<thead>
<tr>
<th>COMPETENCY AREA AND TOPIC</th>
<th>MINIMAL COMPETENCY</th>
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<tbody>
<tr>
<td>C. NUTRITIONAL COMPONENTS</td>
<td>10. Describe the food guide pyramid as USDA guidelines for recommended daily servings and portion sizes (Recommended Dietary Allowances).</td>
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<tr>
<td></td>
<td>11. Identify the five food groups and recommended servings for each.</td>
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## SAMPLE LESSON PLAN

**LEONSON OBJECTIVE:**
The older adult student will be able to use the food guide pyramid to make healthy food selections.

**PERFORMANCE OBJECTIVES:**
Upon completion of this lesson, the student will be able to:

1. Recognize the food guide pyramid.
2. Name the five food groups.
3. Identify foods and place them in the appropriate level of the pyramid.
4. Make menu selections following the daily requirements of the pyramid.

**MATERIALS:**
1. Food guide pyramid poster
2. Pictures of various foods
3. Handouts of pyramid
4. Food Pyramid Bingo for Older Adults (prize for winner)
5. Measuring cups/spoons, food boxes, food samples

**MOTIVATION:**
Define what the pyramid is and why it is important to our health especially as we grow older. Explain how appropriate food choices from each group, combined with exercise and stress reduction, can maintain or improve health status.

**SCANS FOCUS**

**COMPETENCIES**
- Resources: Allocates
- Material and Facilities
- Interpersonal: Participates as Member of a Team/
  Negotiates/ Works with Diversity
- Information: Acquires and Evaluates Information/
  Organizes and Maintains Information/ Interprets and Communicates Information
- Systems: Understands Systems

**FOUNDATION**
- Basic Skills: Reading/
  Listening/ Speaking
- Thinking Skills: Decision Making
- Personal Qualities: Sociability/ Self-
  Management
**SAMPLE LESSON PLAN**  
for the  
**Principles of Nutrition for Health / Older Adults** Course

<table>
<thead>
<tr>
<th>STAGE OF LESSON</th>
<th>LESSON PLAN</th>
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</table>
| PRESENTATION    | 1. Display and discuss poster in front of room.  
                  2. Explain and discuss handouts.  
                  3. Explain five food groups.  
                  4. Discuss what foods fall into each level of pyramid.  
                  5. Use pictures for students to identify and place in appropriate level of pyramid. |
| APPLICATION     | Group: Play “Food Pyramid Bingo for Older Adults”. |
| EVALUATION      | Discuss meals from the previous day and count the number of servings from each Pyramid group. Compare results with recommended amounts. Have class make suggestions to improve meal plan, if needed. |
| CLOSURE         | Next class meeting: Plan a day’s menu and shopping list using the Pyramid as a guide for making food selections. |
SAMPLE LESSON PLAN
for the
Principles of Nutrition for Health /Older Adults Course

COMPETENCY AREA AND TOPIC | MINIMAL COMPETENCY
---|---
B. NUTRITION AND AGING | 2. List some physiological changes that occur as a result of the aging process.

SAMPLE LESSON PLAN

LESSON OBJECTIVE: Student will be able to identify the physiological changes which occur as a result of the aging process, and understand that the ability to adapt to the changes in their lives will determine how well they age and how independent they will remain in the future.

EQUIPMENT NEEDED:
Chalk, blackboard, handouts, pens

WARM-UP REVIEW:
Instructor will explain that aging is a slow and natural process of change which takes place in our minds as well as in our bodies.
1. Teacher will review the aging process.
2. Teacher will conduct the review via question and answer session.
3. Teacher will pose the following questions: How often do you exercise? What is your favorite vegetable or meal?

INTERACTION:
1. Teacher will identify the focus of today’s class, which includes: coping with the change in exercise and nutrition habits, current events, and question of the day.
2. Teacher will outline today’s objective on the board.

PRESENTATION:
1. Teacher will conduct a discussion on psychological changes during aging using the handout “Meeting the Challenge for Older Adults”.
2. Teacher will present articles by reading and discussing them.
3. Teacher may ask class to think about the stereotypes society has imposed on them.

COMPETENCIES
Interpersonal: Negotiates to Arrive at a Decision
Information: Acquires and Evaluates Information/ Organizes and Maintains Information/ Interprets and Communicates Information
Systems: Understands Systems

FOUNDATION
Basic Skills: Reading/ Listening/ Speaking
SAMPLE LESSON PLAN
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Principles of Nutrition for Health / Older Adults Course

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<td>D. EXERCISE AND HEALTH</td>
<td>14. Adapt exercises as described in the Physical Fitness/Older Adults competency-based outline to individual needs. 15. Establish an individual exercise program, based on ability and which incorporates appropriate exercises described in the Physical Fitness/Older Adults course outline.</td>
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SAMPLE LESSON PLAN

10 EXERCISES COMPATIBLE WITH HEALTHY NUTRITION

NOTE: Discuss personal responsibility for attaining medical clearance before participating in exercise portion of course.

1. Complete a need assessment to determine the appropriate level of exercise

2. Participate in a selection of the following exercises adapted to individual need:

a. “Deep Breathing Exercises” (Inhale through nose, raising arms at sides, exhale and lower arms. Repeat Process 3 times. This can be done between other exercises or as a warm up before a new topic is introduced). This exercise improves focus, concentration, lowers blood pressure, and aids digestion.

b. “Reach for the Stars” (Raise one arm in the air and reach up. Alternate arms as you stretch. Repeat 8-10 times). This exercise lowers blood pressure and aids digestion.

c. “Plantar Flexion” (Stand straight, holding onto chair back for balance. Slowly stand on tips of toes. Hold position to count of three. Slowly lower heels. Repeat 5-7 times. Modify with group’s progress to release chair and hold arms out at sides). This exercise strengthens lower leg muscles, improves balance and reduces risk of falling, and aids circulation to the feet.

d. “Hip Flexion” (Stand straight, holding onto chair back for balance. Slowly bend knee toward chest, without bending hips or waist. Hold position to count of 5. Slowly lower leg. Repeat with other leg. Repeat process 3 times. Modify with group’s progress to release hand from chair. Raise arms at sides to shoulder height. Progress to raising arms above head). This exercise improves balance, hip mobility, flexibility as well as bone density, and reduces risk of falling.

SCANS FOCUS

COMPETENCIES
Interpersonal: Participates as Member of a Team
Information: Acquires and Evaluates Information/Interprets and Communicates Information
Systems: Understands Systems/Monitors and Corrects Performance

FOUNDATION
Basic Skills: Listening/Speaking
Thinking Skills: Seeing Things in the Mind’s Eye/Knowing How to Learn
Personal Qualities: Sociability/ Self-Management
SAMPLE LESSON PLAN (continued)

e. “Touch the Ground” (While seated, maintain erect posture with back against chair back, and arms down at the sides. Lean slowly to the left, allowing the left fingertips to reach down toward the floor. Return to starting position and repeat the movement to the right side. Alternate 8-10 times). This exercise improves abdominal and lower back strength.

f. “Foot Rotations” (While seated, flex right foot and point toes forward. Repeat 3 times. Then, rotate foot in circular motion; reverse direction and repeat. Complete these two exercises using the left foot). This exercise improves joint mobility, flexibility, and circulation.

g. “Knee Lifts” (While seated, place hands behind head. With back straight and head forward, lift right knee to left elbow. Lower knee, then lift left knee to right elbow. Continue alternating knee lifts for 10-40 repetitions as appropriate to group ability). This exercise strengthens abdominal muscles, aids digestion, improves lower body strength, and flexibility.

h. “Seat Rock ‘N Roll” (Sit in a chair with legs extended in front of you. Lift feet off of floor. Hold onto seat of chair. Keeping back and legs straight, rock to left, lifting right hip off of the seat. Roll to the right side, lifting left hip. Repeat, rocking to one side and rolling to the other. With progress, stretch arms out at sides to shoulder height while rocking and rolling). This exercise strengthens abdominal and upper leg muscles, aids digestion and elimination.

i. “Chair Stand” (Sit toward the middle or front of a chair and lean back. Shoulders and back should be straight, knees bent and feet flat on the floor. Raise upper body forward to sit upright, using hands as little as possible. Slowly sit back down. Repeat 8-10 times). This exercise improves balance, strengthens abdominal and thigh muscles.

j. “Biceps Curl” (Using Dyna-band or hand weight: Sit in armless chair, allowing the chair to support the back. Keep feet flat on the floor. Hold hand weight at side, arm straight, palm in. Slowly bend one elbow, lifting weight toward chest- rotate palm to face shoulder while lifting weight. Hold position. Slowly lower arm to starting position. Complete 5-10 repetitions as appropriate to the group. Repeat with arm. If using Dyna-band, step on one end of the band with right foot. Wrap the other end of the band around the palm of your hand. Make a fist and lift the band toward the chest, with the palm of the hand up. Lower to starting position. Repeat as above). This exercise strengthens upper arm muscles and increases bone density.
SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES

TEACHER RESOURCE BOOKS

General Nutrition and Health


Cookbooks


SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES (continued)

TEACHER RESOURCE BOOKS

Cookbooks (continued)


JOURNALS AND NEWSLETTERS

American Dietetic Journal. 236 W. Jackson Blvd., Chicago, IL 60606.

BHS Bugle. Newsletter of Behavioral Health Services, Inc. 15519 Crenshaw Blvd. Gardena CA. 90249. (310) 679-9126 Speaker services available from this organization. . www.bhs-inc.org

Communicating Food for Health. P.O. Box 266498, Weston, FL. 33326. www.foodandhealth.com

FDA Consumer. Food and Drug Administration. HFI-40, Rockville, MD 20857.

Focus on Healthy Aging. Mount Sinai School of Medicine. P.O. Box 420235, Palm Coast, FL. 32142-0235

Food Insight. Food Education Foundation, 1100 Connecticut Ave. NW, Washington, D.C.

Harvard Medical Health Letter. P. O. Box 10945, Des Moines, IO 50340.

Health Tips. California Medical Education and Research Foundation, 221 Main St., P. O. Box 7690, San Francisco, CA 94120.
SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES
(continued)

JOURNALS AND NEWSLETTERS (continued)

Health Facts, 237 Thompson St., New York, NY 10012.

Johns Hopkins Health Letter After Fifty. P. O. Box 359179, Palm Coast, FL 32035.

Mayo Clinic Health Letter. Subscription Services, P. O. Box 53889, Boulder, CO 80322-3889. (800) 333-9037. www.mayo.edu/pub-rst/healthlt.html


Tufts University Health Nutrition Letter. P.O. Box 57843, Boulder CO 80321. (800) 274-7581. www.healthletter.tufts.edu


Women’s Healthsource. Mayo Clinic. P.O. Box 56931, Boulder, CO 80322-6931.

MULTIMEDIA AND TECHNOLOGY

Diet Wise - Energy Wise. Nutritional Data Services, P. O. Box 540, Willoughby, OH 44094.


Know It All - Let’s Eat. DDA Software, P. O. Box 25, Hamburg, NJ 07419.


WEB SITES


AARP. http://www.aarp.org
SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES
(continued)

WEB SITES (continued)

California Department on Aging. http://www.aging.state.ca.us


Public/Patient Education Materials, including nutrition, for sale online: http://agingwell.state.ny.us/frame.cgi?src=/eatwell/


UCLA GeroNet. http://www.geronet.med.ucla.edu

COMMUNITY RESOURCES


City of Los Angeles Department of Aging. 2404 Wilshire Boulevard # 400 Los Angeles, CA 90057. (213) 368-4030. http://www.cityofla.org/doa

UCLA Center on Aging. 10945 Le Conte Avenue, Suite 3119. Box 956980, Los Angeles, CA 90095-6980. (310) 794-0676. http://www.aging.ucla.edu

RESOURCE PERSONS

Subject area specialist

Mentor teachers

Representatives from private, governmental, and consumer agencies
TEACHING STRATEGIES and EVALUATION

METHODS AND PROCEDURES

A. Personal needs assessment
B. Lecture and discussion
C. Multimedia presentations
D. Role playing
E. Cooperative learning techniques
F. Field trips
G. Guest speakers
H. Demonstration and participation

EVALUATION

A. Individual and group assignments and projects
B. Teacher observation
C. Self assessment
D. Group assessment
E. Teacher developed tests (pre- and post-tests can be created using the competencies in this course outline)
MODEL STANDARDS for PROGRAMS for OLDER ADULTS

Program Standards for Programs for Older Adults

Programs are designed to meet the varied needs of the aging population in California ranging from retraining for a second or third career to assistance with activities of daily living. The goal of the older adult program is to educate individuals by providing lifelong learning opportunities.

Program standards for older adult programs need to be examined from the viewpoint of determining what elements are essential, and how these are to be included in all older adult educational programs.

Program Standard 1
The focus of the program is for older adults.

Program Standard 2
Program meets the needs of the subpopulations within the older adult category.

Program 3
There is a collaboration and coordination of program offerings among all providers of older adult programs.

Program Standard 4
Student enrollment and participation are voluntary in older adult classes.

Program Standard 5
Program is directed and coordinated by faculty and administrators who meet the state and/or local requirements.

Program Standard 6
Program reflects the diversity of the community including ethnic, racial, economic, language, linguistic, religious, educational, and sexual orientations or gender differences. Programs and instructors are sensitive to individual differences and the ways they affect the learning process.

Program Standard 7
Program has sound repetition policy to ensure fairness, equity, and equal access for older adult students.

Program Standard 8
Courses are advertised and marketed specifically for older adults.

Program Standard 9
Classes are attended primarily by older adults.

Program Standard 10
There is a long term planning process for older adult programs that is a component of program evaluation.

Program Standard 11
Program includes standards for curriculum, instruction, and student assessment.
Curricular Standards for Programs for Older Adults

The standards outlined in this section are designed to provide direction to those involved in overall program planning, specifically, program coordinators, curriculum committees, and governing boards. Curriculum provides the structure that defines and supports instruction. These standards specify the instructional areas to be addressed as well as measures of successful implementation.

Curricular Standard 1
Curriculum for school districts and community colleges conforms to state law and statutes contained in the California Educational Code; regulations stipulated in the California Code of Regulations, Title V; Title XXII; and policies and guidelines established by the California Department of Education and the Chancellor’s Office California Community Colleges. Other providers of older adult programs may use these standards as a guideline.

Curricular Standard 2
Curriculum meets all requirements of the local state course approval processes. Programs for older adults may be offered through local school districts and community colleges in the following categories and topic areas: Community Involvement, Creative Expression, Personal and Social Identity, Employment and Training, Health Physical and Mental, Life Transitions, and Resources and Entitlements.

Curricular Standard 3
Curriculum is developed around student needs by utilizing multiple resources such as research, community needs assessment, advisory committees, and long term planning.

Curricular Standard 4
Curriculum has a logical scope and sequence to target the developmental stages of older adults.

Curricular Standard 5
Curriculum planning takes into consideration the variety of physical and mental abilities of the older adult population being served and their motivation for participation.

Curricular Standard 6
Curriculum is educational with a series of learning activities with scope and sequence that foster learning of objectives in an organized plan to create a change in attitude or behavior.

Curricular Standard 7
Course outlines are written for each course to identify purpose, goals and objectives, learning activities, methodologies, instructional strategies, evaluation, length of course, and repetition policy.

Curricular Standard 8
Course outlines are updated as part of an ongoing process.

Instructional Standards for Programs for Older Adults

The standards outlined in this section are designed as a guide for instructors in developing effective lesson planning and delivery of instruction for older adult programs.

Instructional Standard 1
Instructional Activities require that students take an active role in the learning process, transferring critical thinking to real problem solving situations in life.
Instructional Standard 2
Instructional strategies used in the classroom are developed to address varied learning styles and special needs of older adults.

Instructional Standard 3
Instruction provides older adults with opportunities to enhance their individual growth.

Instructional Standard 4
Incorporate educational technologies to improve quality of classroom instruction.

Instructional Standard 5
Communication tasks in the classroom encourage cooperative learning to enhance competence.

Instructional Standard 6
The learning environment is conducive to facilitating instruction for older adults.

Student Assessment Standards for Programs for Older Adults

Student assessment is built into each course of study. The three major components are: Initial Assessment, Formative (On Going) Assessment, and Summative (Final) Assessment. The following standards show multiple measures used in the assessment process.

Student Assessment Standard 1
Initial assessment is conducted prior to enrollment for students in classes requiring specific competencies relevant to course objectives. Assessment may be conducted by the instructor or staff member of an outside agency, or may be a self assessment. Ultimately, enrollment in classes is voluntary.

Student Assessment Standard 2
Formative assessment is on-going. It measures student progress toward skill attainment and completion of course objectives. Results of these periodic assessments are shared with learner.

Student Assessment Standard 3
Summative, or final assessment of course competency attainment is the basis of recommendation for course repetition, advancement to the next course level or completion of course objectives.

Statement for Civil Rights

All educational and vocational opportunities are offered without regard to race, color, national origin, gender, or physical disability.