



Inclusive Nutrition Education

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INTRODUCTION

- There is a gap in nutrition education due to a lack of trained educators and poor curriculum coordination.
- Diet culture and other outdated sources has influenced nutrition messaging Nutrition education in schools is flawed, reinforcing negative stereotypes and fatphobia.
- Many children are taught that health looks one way, excluding diverse energy needs and different body types.
- School materials often rely on outdated models like BMI tracking and calorie counting activities, promoting restriction.
- Many schools do not have a structured nutrition curriculum, which can lead to gaps in knowledge.
- A reformed, inclusive reform to nutrition education is needed to prevent disordered eating.

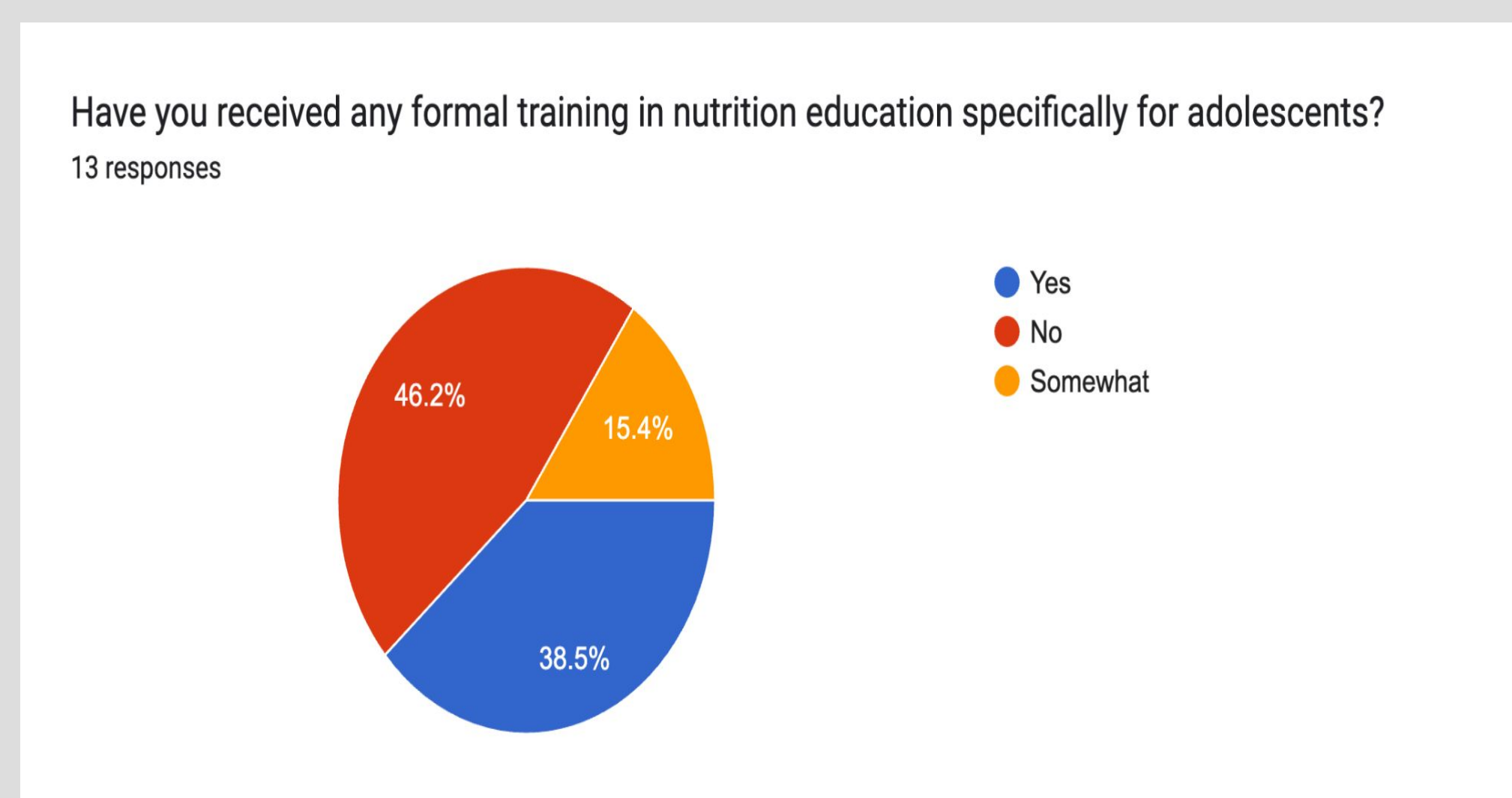
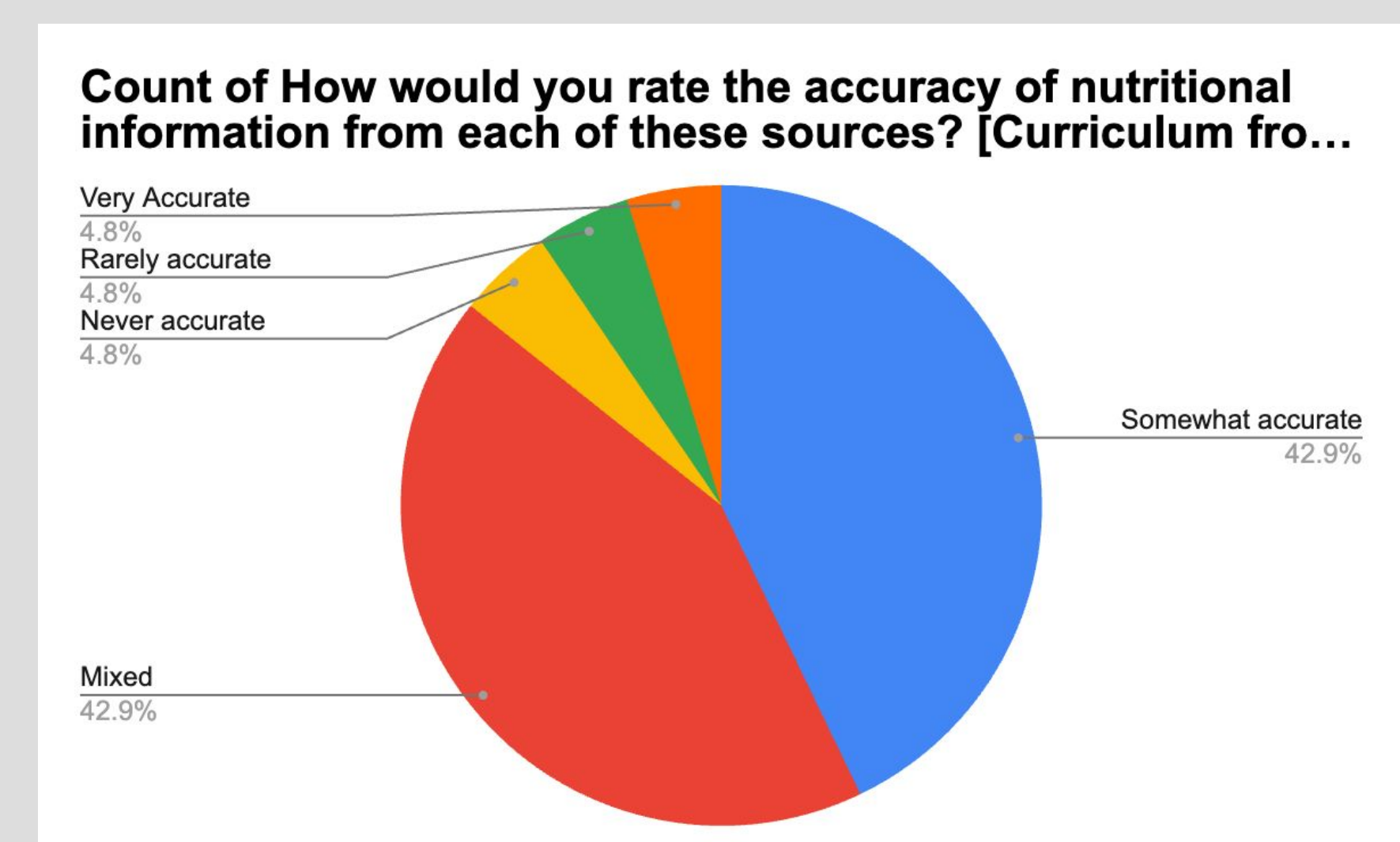
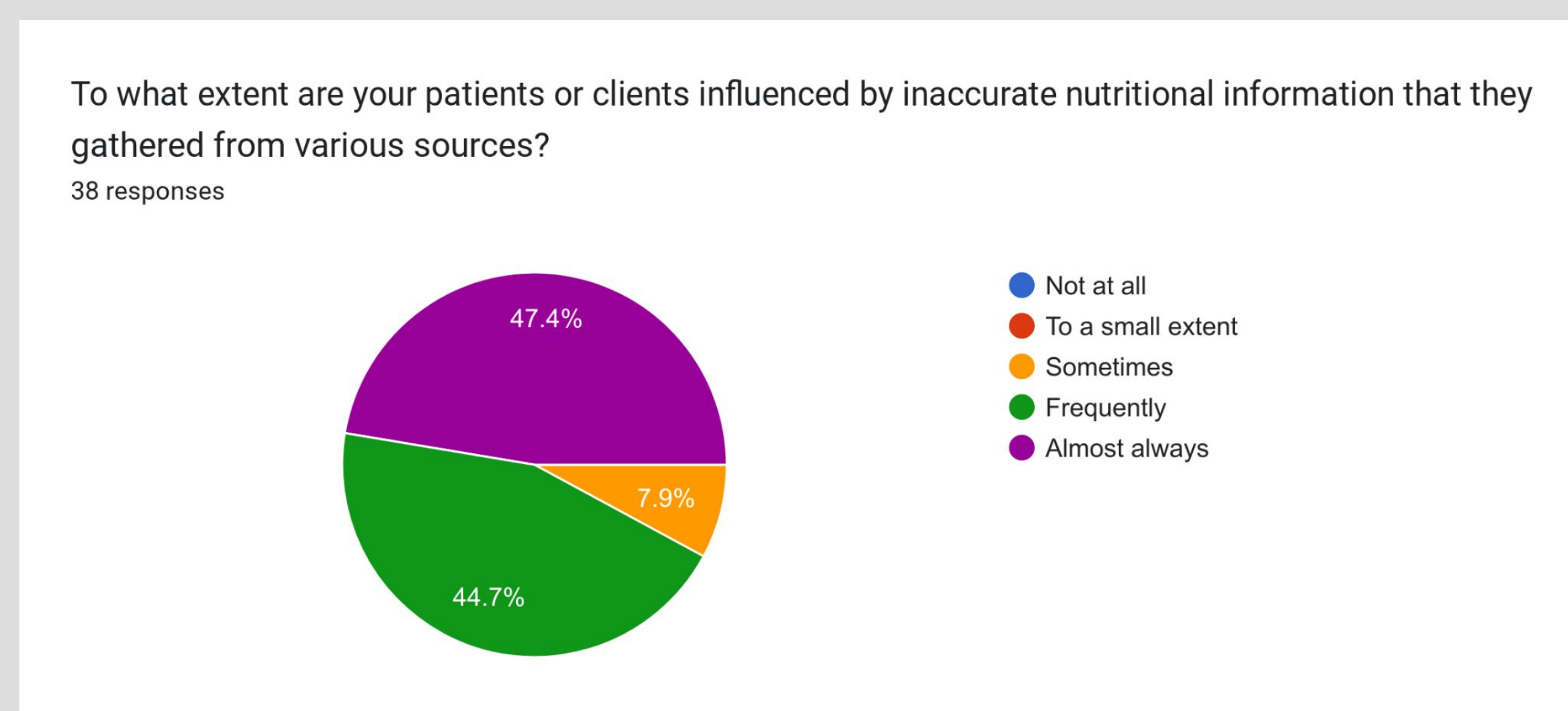
RESEARCH METHODOLOGIES

- Used observational methodology to gather both qualitative and quantitative data
 - examined the approach and impact of nutrition education in schools across the U.S
- Collected data through use of 2 Google surveys, participants:
 - Health educators (elementary, middle, high school) surveyed about their curriculum, available resources, and requests for improvement.
 - Healthcare professionals (eating disorder specialists, therapists, dietitians, pediatricians) surveyed on recurring patient issues, important nutrition information, ways to reform.
- Data analysis: correlation and evaluation analysis.
 - Relationships between resource availability, educator training, and quality of nutrition education.
 - Connected survey responses to identify gaps in curricula.
 - Used health professionals responses to identify areas of improvement and indicate how improvements may be made.

DATA AND FINDINGS

Figure 1: All graphics should be numbered and have a short descriptor that accompanies them. The figure number should also be referred to in “analysis” section text when describing the information.

- 76.9% of teachers are entirely responsible for developing their curriculum.
- 46.2% of teachers received no formal training in adolescent nutrition.
- 42.9% of teachers believe school curricula has mixed levels of accuracy.
- 92.1% of eating disorder specialists vote that patients are either frequently or always influenced by inaccurate nutrition information.
- 37.5% of educators report using outdated nutrition teaching methods such as BMI tracking and calorie counting activities.



IMPLICATIONS AND NEXT STEPS

Implications:

- Both healthcare professionals and educators recognize that nutrition misinformation is a problem widespread and prevalent in the U.S.
- Medical professionals emphasize how students relying on social media, fitness/health apps, and unverified sources can develop unhealthy behaviours, and false stigma's around nutrition.
- Lack of educator training:
 - majority of respondents received little to no formal training
 - teachers struggle to effectively debunk misinformation due to lack of critical nutrition training.

Next Steps

- Need curriculum reform:
 - Cooperate with registered dietitians and medical professionals to develop.
 - Emphasis on mental health protection and body inclusivity.
 - includes critical thinking skills to help protect students from misinformed nutrition claims from various sources.
- Professional training programs:
 - Districts can collaborate with health professionals to train teachers on accurate nutrition education
 - Having professional development standards would ensure consistent and accurate information being taught nationwide.

CONCLUSIONS AND ANALYSIS

- To better improve nutrition education, there needs to be an elimination of outdated materials that no longer serve a scientifically accurate purpose.
- A reform on the nutrition curriculum should greatly involve medical professionals and mental health professionals.
- Future curricula should focus on promoting balanced, flexible and inclusive eating rather than restrictive practices, with an emphasis on the social and emotional aspects of nutrition.
- Professional development training programs can further help close the gap between misinformation and insufficient information being taught.

ACKNOWLEDGEMENTS / REFERENCES

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