



This newsletter is produced by the *Nutrition Education Network of Washington*, to enhance communication and coordination among those who educate Washington families about nutrition and food. *Energize* shares brief information about programs and materials that support healthful and enjoyable eating.

**Tell Us What's New...**

What's new with your organization? To submit news to *Energize*, call Martha Marino 206-817-1466, e-mail [martha\\_marino@yahoo.com](mailto:martha_marino@yahoo.com).

Deadline for submission is the last day of each month.

**Subscription Information**

*Energize* can be sent to you electronically each month. There is no charge.

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**ENERGIZE YOUR LIFE!**  
**EAT HEALTHY-BE ACTIVE**

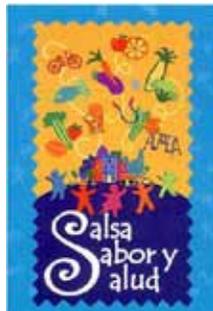
Information provided by Washington State University Extension's NEN of WA. This material was funded in part by USDA's Supplemental Nutrition Assistance Program (SNAP). SNAP provides nutrition assistance to people with low income. It can help you buy nutritious foods for a better diet. To find out more, contact your local DSHS Community Service Office.

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***This Month's Focus:***

**Cultural Considerations in Nutrition Education**

Nutrition educators in Washington State serve a broad array of people from unique ethnic and cultural backgrounds, a variety of languages, and religious practices that affect their food intake. These factors will influence our success in reaching individuals and groups with nutrition messages. We, too, have our own individual culture and perhaps biases that shape the ways we work with others. This issue of *Energize* Newsletter for Nutrition Educators explores some of these cultural considerations, educational materials in languages other than English, and the value of cultural translation as well as language translation.



**Salsa, Sabor, y Salud in Washington State** – How is teaching healthy lifestyle to Mexican immigrants different from teaching the same content to others? Virginia Bennett, a dietitian on faculty in the Department of Health, Human Performance and Nutrition at Central Washington University, attended a training by the National Latino Children's Institute (NLCI) to learn about this, and to bring the information home for implementation in the Yakima

Valley. She learned about a program called *Salsa, Sabor, y Salud* developed by NLCI and Kraft Foods Corporation, a top-notch program that received a coveted award by the American Dietetic Association; the American Dietetic Association Foundation President's Circle Award for Nutrition Education. Its aim was culturally sensitive education that took in account language, social emphasis, and cultural beliefs in creating an 8-session program for parents and children

about healthful eating and physical activity. A "food plate" was developed after gaining input from many focus groups comprised of Latinos from various parts of the country, and is used in classes. The physical activity component is called "play" because that resonates far better than "exercise" and fits well within the very family-oriented Hispanic culture. Spanish music is part of the fun during the parent-child play time. For more information about *Salsa, Sabor, y Salud*, go to NLCI's website at [www.nlci.org/common/index2.htm](http://www.nlci.org/common/index2.htm) (Contact for local implementation of the program: Virginia Bennett, Central Washington University, 509-963-3360 or [bennettv@cwu.edu](mailto:bennettv@cwu.edu).)



"Photo provided courtesy of CWU Nutrition Program."

**Cultural Competency Training** – Mary Katherine Deen, Diversity Director for Washington State University Extension, says that “culture is like a pair of sunglasses” – it’s the lens through which all of us view our worlds. She, along with Louise Parker and Melynda Husky developed a program called Navigating Difference, designed to help participants expand their skills in working with diverse audiences by understanding intercultural communications and ways to apply this in their work to be more effective in cross-cultural situations. “Ah-ha” moments hit many attendees as they learn about their own personal and organizational cultures and how these affect the ways that they “see” others. The training has been used widely throughout Washington State. For information, go to <http://ext.wsu.edu/diversity> (Contact: Mary Katherine Deen, Diversity Director, Washington State University, 509-682-6956 or [mdeen@wsu.edu](mailto:mdeen@wsu.edu), or Louise Parker, Director of Extension Family Programs and Extension and Community Development Specialist, Washington State University, 253-445-4584 or [parker@wsu.edu](mailto:parker@wsu.edu).)

**Find Washington State Materials by Language** – If you are seeking health education print materials that have been translated into a variety of language, take a look at the Health Education Resource Exchange (H.E.R.E.) site. Click on the language of your interest, such as Cambodian, Somali, or Tagalog, at <http://here.doh.wa.gov/search-by-language>.

**Reading Level and MyPyramid** – In order for nutrition education materials to be understandable, the printed word must not only be in the right language but also at the right reading level. Washingtonians Kathleen Manenica and Jill Armstrong Shultz adapted MyPyramid for use with people who have low reading skills and found that with a few graphic additions and simple language, the abstract MyPyramid symbol is better understood. (Source: Manenica K and JA Shultz, “Adapting MyPyramid to Low-literacy audiences,” *Journal of Nutrition Education and Behavior*, 38(4):S35-S36, July 2006.) (Contact: Kathleen Manenica, Washington State University Extension, 253-445-4598 or [Manenica@wsu.edu](mailto:Manenica@wsu.edu).)

**Cultural Food Guides** – How about a Japanese Food Guide Spinning Top? or an Asian Pyramid? Here is a link to dietary guidance and their visual representations among a variety of cultures, available through USDA’s Food and Nutrition Information Center:

[http://fnic.nal.usda.gov/nal\\_display/index.php?info\\_center=4&tax\\_level=3&tax\\_subject=256&topic\\_id=1348&level3\\_id=5732](http://fnic.nal.usda.gov/nal_display/index.php?info_center=4&tax_level=3&tax_subject=256&topic_id=1348&level3_id=5732).

**Health Literacy and Barriers to Understanding Nutrition** – Although many factors can get in the way of an individual’s understanding of nutrition information, certainly language is one of them. In an older but still interesting article published in the *Journal of the American Dietetic Association (JADA)*, the authors use the Healthy People 2010’s definition of health literacy, “the degree to which individuals have the capacity to obtain, process, and understand basic health information and services needed to make appropriate health decisions.” So, a low level of health literacy can make it a challenge for nutrition educators to teach healthful eating. The article explores language, literacy, and culturally relevant communication. Some startling facts are these: about one in 20 adults in the US is not literate in English, one child in four grows up not knowing how to read, and three out of four Food Stamp recipients perform in the lowest two literacy levels. (Source: Boehl, T, “Linguistic Issues and Literacy Barriers in Nutrition,” *JADA*, 107(3): 380-383, March 2007)



“Photo source: Health Canada”

**Food Guide for Canada’s First Nations** – How about a food guide that includes fiddlehead ferns, foraged greens, moose and bannock? To make Canada’s 2007 Food Guide more reflective of the traditions and food choices of First Nations, Inuit and Metis, the Canadian government produced nutrition education materials targeted to these specific audiences. The guide includes both traditional and store-bought foods that are generally available in rural areas, affordable, and accessible for Aboriginal people living in Canada. To read more, go to <http://www.hc-sc.gc.ca/fn-an/pubs/fnim-pnim/index-eng.php>.

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**Healthful Recipes for Latinos** – For delicious, taste-tested recipes that reflect the flavor traditions of a variety of Spanish-speaking people in the US, consider *Platillos latinos sabrosos y saludables / Delicious heart healthy latino recipes* by the National Heart, Lung and Blood Institute. The colorful booklet is written in both English and Spanish, and includes tempting recipes such as Oven-Fried Yucca, Salvadoran Pickled Cabbage, Puerto Rican Yellow Plantain and Meat Casserole, and Chickadillo. Available for free download at [www.nhlbi.nih.gov/health/public/heart/other/sp\\_recip.htm](http://www.nhlbi.nih.gov/health/public/heart/other/sp_recip.htm).

**Is Acculturation Bad for Latinos' Health?** – Compared with whites, Latinos, particularly those coming to the US from rural areas, experience much higher rates of poverty, food insecurity, depression, obesity, and serious chronic conditions such as type 2 diabetes. There is some indication that as Latinos increasingly adopt certain American food patterns, their nutritional status declines. In an article exploring this issue, authors caution nutrition educators and others to not lump all Latinos together. Currently there are about 44 million Latinos in the US, comprised of 64% Mexican origin, 9% Puerto Rican, 8% Central American, 6% South American, 3% Cuban, and others of various other countries. Not only does the country of origin vary, but so does their experience of acculturation. There are many stages in the non-linear process of acculturation. (Source: Perez-Escamilla R “Dietary quality among Latinos: Is acculturation making us sick?” *Journal of the American Dietetic Association*, Supplement 1 110(5):S36-S39, May 2010.)

**Spanish-Language Materials for Moms** – The National Fruit and Vegetable Alliance compiled a long list of nutrition education resources for use with low income Latina moms, most of which promote increased consumption of fruits and vegetables. See <http://www.dhss.mo.gov/fruitsandveggies/ResourcesTipsforHispanicMothers.pdf>.

#### Useful websites on health literacy:

-Food and Nutrition Information Center's *Health Literacy Resource List for Educators*, 2007  
[www.cnpp.usda.gov/DGAs2010-DGACReport.htm](http://www.cnpp.usda.gov/DGAs2010-DGACReport.htm).

-Archived webcast on health literacy sponsored by the National Institute for Literacy, “Advancing Health Literacy: Meeting the Needs of Adult Learners” available as webcast, Word document, e or presentation slides.  
<http://www.nifl.gov/webcasts/health08/webcast0916.html>.

-Harvard's Health Literacy Studies which includes resources for educators.  
[www.hsph.harvard.edu/healthliteracy/index.html](http://www.hsph.harvard.edu/healthliteracy/index.html).

-National Cancer Institute's *Clear & simple: Developing effective print materials for low-literate readers*.  
[www.cancer.gov/cancerinformation/clearandsimple](http://www.cancer.gov/cancerinformation/clearandsimple).

## IN THE MEDIA

**2010 Dietary Guidelines – Making Progress!** – The much-awaited report from the Dietary Guidelines Advisory Committee was released on June 15 and is now available for comment. The Dietary Guidelines (DGs) are a big deal: they serve as the cornerstone for federal nutrition policy and federally programs and as authoritative advice for all Americans over age two about what to eat. The DGs are issued jointly by the Departments of Agriculture (USDA) and Health and Human Services (HHS). Here are some of the more significant proposed changes:

-For the first time, the DGAC report explicitly makes recommendations for an obese and overweight American population with health problems.

-Central to the report is consuming nutrient-dense foods, reducing calorie intake and increasing physical activity.

-The report puts a huge focus on children and it specifically mentions the quality of food in schools.

-Plant-based diets are emphasized, recommending fruits, vegetables, whole grains, nuts and seeds, and increases in seafood and low-fat and fat-free dairy products. It advises consuming only moderate amounts of lean meat, poultry and eggs (decreasing by 25 to 30%).



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- New to the food patterns, in addition to the USDA base pattern and DASH eating plan in the 2005 DGs, are USDA vegetarian, lacto-ovo, and vegan patterns.
- The DGAC recommends saturated fat be 7% of calories, down from 10%, with a possible goal of 5% by 2015. For the first time, the DGAC concludes that stearic acid should not be considered a cholesterol-raising fatty acid.
- It also recommends a gradual reduction in sodium intake from 2,300 mg per day to 1,500 mg.

To read the whopping 1000+ page report, go to: [www.cnpp.usda.gov/DGAs2010-DGACReport.htm](http://www.cnpp.usda.gov/DGAs2010-DGACReport.htm)

To read the evidence behind the recommendations, go to: [www.nutritionevidencelibrary.com/default.cfm?](http://www.nutritionevidencelibrary.com/default.cfm?)

Have an opinion? Anyone is welcome to share their views. Public comments will be accepted until July 15, 2010. Go to [www.dietaryguidelines.gov](http://www.dietaryguidelines.gov) to learn how.

### **DID YOU KNOW?**

Botched language and cultural translations can be quite entertaining! Here are nominees for the Chevy Nova Awards, given out in honor of General Motors' fiasco in trying to market this car in Central and South America.

Of course "No va" means in Spanish, "It doesn't go."

-Pepsi's "Come alive with the Pepsi generation" translated into "Pepsi brings your ancestors back from the grave" in Chinese.

-Perdue's chicken slogan, "It takes a strong man to make a tender chicken" was translated into Spanish as "It takes an aroused man to make a chicken affectionate."

-When Gerber started selling baby food in Africa, the company used the same packaging as in the US, with the smiling baby on the label. Later they learned that, in Africa, companies routinely put pictures on the labels of what's inside, since many can't read.

-The dairy industry's success with the "Got Milk?" campaign didn't go over well in Mexico. It was brought to their attention that their Spanish translation read "Are you lactating?"

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