

Reflection on the Research Study: Teacher Perspectives on how Nutrition is embedded into the Teaching Curriculum in Wales

Word Count: 3334

Introduction

In the research study titled Teacher Perspectives on how Nutrition is embedded into the Teaching Curriculum in Wales, the aim was to understand the views of teachers on the inclusion of nutrition education in the curriculum, as well as understanding the challenges to delivering nutrition education in the classroom, by gathering recommendations for improving the inclusion of nutrition in education.

This research study is significant because it emphasises how important it is for teachers to promote healthy eating habits among pupils. Teachers are in a unique position to shape students' knowledge and attitudes regarding food choices because they are primary influencers in children's lives. Gaining insight from teachers' viewpoints might help us better understand the opportunities and difficulties they encounter when putting such teaching into practice, such as curriculum limitations, resource availability, and individual dietary habits. By emphasising the need of providing teachers with the skills and resources they need to teach nutrition effectively, and ultimately promote healthier future generations, this study adds to the larger conversation on public health and education.

Given the possible influence of nutrition on students' general health and well-being, the inclusion of its education in school curricula is a topic attracting much discussion. Due to the increasing prevalence of dietary-related health problems and paediatric obesity rates, it is critical to comprehend how teachers see and carry out nutrition education within the classroom.

Reflection on this research process provides an opportunity to analyse the results and the method taken to obtain the useful data (Phillip, 2015). It encourages a more thorough examination of the approaches used, teachers' responses, and the different elements affecting their viewpoints on nutrition education. The interaction of curricular requirements, institutional policies, and individual values became apparent throughout the study. This

intricacy highlights important issues regarding the barriers teachers face in delivering nutrition education.

This perspective also makes it possible to appreciate the variety of experiences that the teachers who participated in the study had. Every teacher has a unique background, education, and life experiences related to nutrition, all of which unavoidably influence how they teach this topic.

Graham Gibbs created the Gibbs reflective cycle in 1988 as a methodical framework to improve learning through organised reflection. I will adhere to the six phases of reflection: summarising the event, articulating my emotions, assessing its advantages and disadvantages, examining the contributing elements, drawing conclusions with significant revelations, and formulating a plan of action for future development. I will be able to learn valuable lessons from this method and use them to improve my practice and judgment.

Research Design

The objectives of this research study included assessing how nutrition is currently incorporated into the curriculum. To identify challenges teachers face in embedding nutrition education, and to gather recommendations for improving the integration of nutrition in teaching.

Initially, the research study aimed to employ qualitative methods, specifically interviews, and focus groups, to gather in-depth insights into participants' experiences and perceptions. This approach was chosen based on the premise that personal interactions could yield richer data and allow for nuanced understanding (Creswell & Poth, 2018). However, it was later decided to use a questionnaire as the primary method of data collection due to considerable time limits and logistical difficulties.

The transfer from qualitative to quantitative methods reflects a common compromise in research design. (Bryman, 2016). The questionnaire unavoidably limited the depth of responses and the possibility for exploratory conversation that interviews might offer, even

while it made it possible to gather more data in a shorter amount of time. Consequently, this change raises important considerations regarding the methodology's impact on the study's overall findings and the richness of the data collected.

The questionnaire included a mixture of multiple choice and open-ended questions to enhance richness and reliability of the study (Fowler, 2014). The use of multiple-choice questions (MCQ) allowed for quantitative data to be gathered which can be easily analysed and compared with other participant responses. MCQs also assist in finding patterns and trends in answers and offer an organised method of measuring variables (Bryman, 2016). According to Creswell and Poth (2018), open-ended questions, on the other hand, allow respondents to articulate their ideas, emotions, and experiences in their own words, yielding qualitative insights that can fully capture the nuanced nature of their viewpoints. Therefore, a mixed-methods approach was utilised via the questionnaire of this research study, to gain a more comprehensive grasp of the research issue.

A Microsoft forms questionnaire (see appendix 1.2) was developed and shared to local teachers for completion. Microsoft Forms' user-friendly interface makes it simple to create and customise questions, which is a major benefit of utilising the program (Microsoft, 2023). Additionally, responses may be quickly aggregated due to the automated data collection and analysis tools, freeing up time to concentrate on evaluating the results rather than handling logistics (Bryman, 2016). Additionally, a wider audience was guaranteed by the questionnaire's internet distribution, which raised the possibility of varied instructor engagement. The low response rate was one limitation. It is possible that some teachers may have lacked motivation to complete an online survey, particularly if they were already under time pressure (Dillman et al., 2014). Furthermore, although Microsoft Forms permits the incorporation of several question types, it did not include all the sophisticated analytical features included in specialised survey platforms, which could restrict the scope of the data analysis (Creswell, 2014). Overall, using Microsoft Forms had obvious advantages in terms of efficiency and accessibility; nevertheless, to improve response rates, techniques for boosting participant involvement must be considered.

A total of 13 primary and secondary school teachers from South and West Wales participated in the study. It is noted that this study included participants from a small geographical area. There are benefits and limitations to doing a study with only teachers from a small geographical area, and these can have a large influence on the research findings and their relevance. Concentrating on a small area enables contextual insights, which entail a thorough comprehension of regional problems, available resources, and community dynamics that influence teachers' viewpoints on subjects such as nutrition education (Maxwell, 2013). This contextualisation can produce insights that are especially pertinent to that community, making the findings more applicable to local teachers and politicians. Building rapport and trust with participants through local knowledge can also result in more candid and considerate answers. Additionally, restricting the study to a certain region can save travel, communication, and data collection expenses, increasing the research's viability from a financial standpoint, particularly for smaller or more constrained research projects (Bryman, 2016).

One important limitation is that it can be difficult to extrapolate the results to teachers in different areas or situations. It is possible that the distinct features of the chosen region, such as socioeconomic standing, cultural influences, and educational regulations, do not accurately represent more general trends in education (Gall, Gall, & Borg, 2007). The study's conclusions may therefore not be as generalisable to a larger audience. By choosing a small geographic area, biases pertaining to regional customs or traditions that might not be present elsewhere may be introduced. The statistics may be skewed if, for example, teachers in an area where nutrition education is strongly supported by the community express more positive opinions than those in less supportive settings (Dillman *et al.*, 2014). This restriction may have an impact on the findings' depth and thoroughness.

The questionnaire was distributed via a social media platform and teachers were asked to share the link to the questionnaire via their networks. 13 teachers (primary and secondary schools) responded to the questionnaire. It is positive that there was representation from a variety of key stage teachers among the participants as this led to diverse perspectives, potential comparative insights, and enhanced relevance to a wider audience.

There were some advantages to the smaller sample size. Researchers can examine intricate ideas and themes that might surface from individual replies by using a smaller sample size, which facilitates more thorough qualitative data collection and analysis (Creswell, 2014). Furthermore, it can be easier to manage a small sample logistically, which allows for greater interaction with participants and improves response quality because of the more individualized approach (Bryman, 2016).

On the other hand, a limited sample size restricts the findings' generalisability, making it challenging to make conclusions that apply to a larger group of teachers (Gall, Gall, & Borg, 2007). Because individual opinions can disproportionately affect the overall results, potentially leading to biased interpretations, the findings may also be more variable and less reliable (Dillman *et al.*, 2014). Small samples can therefore yield rich qualitative insights, however, will negatively impact validity and representativeness.

Despite the intention, a pilot test was not carried out because of time restrictions. This had an impact on the reliability and quality of the research. By identifying ambiguities, unclear wording, and technological issues in the survey, a pilot test lowers the possibility that respondents may misinterpret the questions (Bryman, 2016). A pilot also makes it possible to assess the length and format of the questions, which is essential for guaranteeing respondent engagement and lowering dropout rates (Dillman *et al.*, 2014). As a result, avoiding the pilot research may have compromised the reliability of the findings of this study.

In conclusion, as the study employed a mixed-methods approach that integrated both quantitative and qualitative data collecting, the research design was suitable for addressing the research question on teachers' opinions of nutrition education in schools. The study successfully documented a variety of teachers' attitudes and views by using a Microsoft Forms questionnaire with both multiple-choice and open-ended questions. While the qualitative responses offered more in-depth understanding of their experiences and difficulties, the quantitative data made it possible to identify trends (Bryman, 2016;

Creswell, 2014). The robustness of the results was further increased by employing statistical software for the quantitative components of the data analysis and theme analysis for the qualitative aspects (Dillman *et al.*, 2014; Maxwell, 2013). Overall, this comprehensive design supports a nuanced understanding of the complexities surrounding nutrition education in schools, despite certain limitations such as the small sample size, lack of pilot study, and narrow geographical area.

Data Analysis and Key Findings

The multiple-choice questions in the questionnaire generated quantitative data which was analysed using SPSS (statistical software). This produced descriptive statistics, such as frequency counts and percentages, which help summarise respondents' selections (Bryman, 2016). Visualisations such as bar charts or pie charts were created using this data, to represent the distribution of responses, enabling clearer communication of findings (Dillman *et al.*, 2014).

Thematic analysis, on the other hand, was necessary to find recurring themes and patterns in the qualitative data generated by the open-ended questions. This qualitative analysis procedure was aided using NVivo, a program for qualitative data analysis. Based on recurrent themes, attitudes, or concepts—such as training requirements, educational resources, and the perceived significance of nutrition education—the responses were classified and categorised (Creswell, 2014). A deeper comprehension of the perspectives and experiences of the respondents was made possible by this qualitative coding.

Combining the analyses of both question types can lead to a more comprehensive understanding of the research topic. While the qualitative insights from open-ended responses offered context and more in-depth explanations for those trends, the quantitative data from multiple-choice questions revealed broad tendencies (Maxwell, 2013). Triangulation of the results was made possible by this mixed-methods technique, which improved the research findings' credibility and robustness.

The study found that many teachers acknowledged the importance of nutrition as part of the curriculum. However, the implementation faces several challenges. Time constraints, a lack of resources, and training gaps hinder the effective delivery of nutrition education. Additionally, curriculum constraints imposed by assessments and educational standards often hinder prioritisation of nutrition. The study concludes that educational authorities must prioritise nutrition as a core subject, provide teachers with necessary tools and training, and explore adaptable curriculum designs to overcome these obstacles. This will help create a healthier generation of students. Furthermore, qualitative responses provided rich context to the quantitative findings, revealing a desire for additional training and resources to support the integration of nutrition into their teaching practices.

Likert scale items (1–5, where 5 = Very confident and 1 = Not at all confident) were used in the questionnaire to gauge respondents' confidence in their ability to teach nutrition. One teacher claimed to have been trained in nutrition education. The mean score for untrained teachers is 2.17, which suggests that they are generally insecure about their ability to teach nutrition. Only one of the 13 teachers polled had training in nutrition education, according to the data, yet this teacher expressed a reasonable level of confidence (Level 3) in their ability to teach the subject. Conversely, the confidence ratings of the remaining 12 inexperienced teachers were lower (Mean = 2.17). This implies that lower confidence levels in nutrition instruction are correlated with a lack of nutrition education training.

This research study has a wide range of implications for future studies. The results highlight the need for teacher nutrition education professional development programs. School districts and educational organisations must give priority to training initiatives if teachers lack the confidence or expertise to include nutrition into their curricula. The study also emphasises how nutrition education needs to be taught in the curriculum itself in a more systematic manner. Although many teachers believe that teaching nutrition is beneficial, it is known that these subjects can be inconsistently or neglectfully implemented in the absence of a clear framework or set of principles. To provide complete curriculum materials that smoothly incorporate nutrition education across a variety of courses, educational authorities and health organisations must collaborate.

According to earlier research, teachers who have received nutrition education training typically have greater confidence and more favourable opinions regarding nutrition education. For instance, primary school instructors who had received formal nutrition training were more likely to feel comfortable introducing nutrition-related issues into their teachings, according to a 1995 study by Contento *et al.* A similar pattern was noted in a comprehensive review by Deshpande *et al.* (2009), which demonstrated that insufficient integration of nutrition instruction in school curricula is caused by a lack of training. This supports my conclusion that most teachers polled felt unqualified to properly teach nutrition. Harris *et al.* (2011) also covered the lack of resources and training teachers encounter when putting nutrition education into practice, this was also a key theme that arose throughout my study.

Numerous studies show that most educators understand the value of teaching pupils about nutrition, as was displayed in my research. For example, a 1995 study by Contento *et al.* discovered that teachers are aware of how important nutrition is to students' academic and overall health.

Another major obstacle is restricted access to resources and supplies. According to a study by Lloyd *et al.* (2014), many teachers are unable to engage pupils because they lack the necessary teaching materials or resources to properly transmit nutrition principles. This was a barrier that was mentioned by numerous participants in my study.

In the classroom, teachers frequently face conflicting priorities. According to Drewnowski *et al.* (2018), there may be less focus on integrating nutrition education since it is seen as a secondary topic to other academic disciplines like reading or mathematics. Teachers' perspectives and approaches to nutrition instruction can also be influenced by elements like cultural values and familial histories. According to research by Fisher *et al.* (2014), teachers frequently face opposition from parents or students who might not place the same priority on nutrition, which presents another challenge. Participants in my study documented 'curriculum constraints' and 'lack of parental support' as a barrier to optimising nutrition education in schools.

Overall, my research supports the body of literature that indicates nutrition education training for teachers is essential for improving their confidence when instructing these subjects, as well as ensuring they are equipped with appropriate resources and time allocation. The data suggests that initiatives to give teachers chances for professional growth in this field may result in improved curriculum integration for nutrition education.

Personal Learning Experience

Researching teachers' opinions on nutrition education for my project was a worthwhile educational experience that greatly improved my comprehension of the ethical issues and the research methodology. The significance of meticulous planning, especially when creating a questionnaire that successfully captured the complex opinions of participants, was one of the most important lessons I took away. I learned how to balance gathering quantitative data and gaining qualitative insights through this method, which also made sure that the questions were pertinent and understandable.

This research project not only expanded my understanding of nutrition education in schools but also reaffirmed the significance of ethical procedures in carrying out studies that honour and value participant input. Whilst my initial ethics form was approved to conduct interviews and focus groups, a questionnaire was also included on this form should time limitations become an issue. The same proposed questions were utilised but in a written format which ensured the same ethical approval.

Another pivotal learning experience involved the analysis of qualitative data. Initially, the open-ended comments made me feel intimidated because I was unsure how to synthesise and interpret them in a meaningful way. I did, however, find that I had a fresh capacity to make connections between the quantitative findings and the teachers' open-ended responses as I became more familiar with coding and thematically analysing this qualitative data. I now have useful abilities for qualitative research in the future thanks to this experience.

Future Research Directions

Longitudinal studies could be used in future studies to evaluate how teachers' opinions on nutrition education change over time. This method would shed light on how teachers' views and practices around nutrition education are affected by evolving educational policies, curriculum revisions, and societal changes (Maxwell, 2013). Comparative studies including teachers from various geographic locations or educational systems might be advantageous. This would allow for a more comprehensive understanding of how local settings impact teachers' viewpoints and behaviours, which could reveal regional variations in the implementation and prioritisation of nutrition education (Creswell, 2014).

It may be influential to investigate how professional development programs affect teachers' confidence and understanding when it comes to teaching nutrition. Ascertaining efficient training methods and materials that enable teachers to integrate nutrition education into their lessons would be made easier with the aid of this field's research (Bryman, 2016). Future research could examine the connection between student results, such as eating patterns and academic achievement, and teachers' opinions on nutrition education. Knowing this link could help policymakers make decisions about health education in schools and emphasise the value of good nutrition education (Dillman *et al.*, 2014).

Another crucial area for future research is examining how technology may improve nutrition education in classrooms. Examining how well online platforms, applications, and digital tools assist teachers and engage students in nutrition-related subjects may offer insightful information for contemporary teaching methods (Harris *et al.*, 2019). The opinions of students regarding nutrition education may be a fascinating topic for further study. Teachers may learn useful teaching techniques and curriculum improvements by looking at how students perceive and interact with nutrition-related issues.

By pursuing these research directions, future studies can contribute to a more comprehensive understanding of the challenges and opportunities within nutrition education, ultimately enhancing both teaching practices and student learning outcomes.

Conclusion

To conclude, this investigation into the perspectives of teachers on the inclusion of nutrition in the curriculum has been informative and empowering. I learned a lot about the needs, obstacles, and opinions of teachers regarding nutrition education from the questionnaire methodology. The results highlight how crucial it is to assist teachers in incorporating nutrition into their lesson plans by providing them with curriculum materials and professional development opportunities.

Furthermore, whilst I have identified many areas of improvement for my future research opportunities, my abilities as a researcher have been reinforced by the personal development I've undergone during the study process, particularly in the areas of adaptability, ethical considerations, and qualitative analysis. As I proceed, I'm determined to look for other research opportunities that advance the subject of nutrition education and promote students' general wellbeing. A research journal was kept throughout, please see appendix 1.1.

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Appendix:**1.1 Research Journal and Timeline**

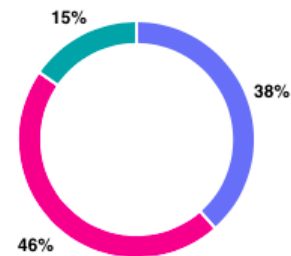
Week Number	Task	Description
Week 1	Preparation and review of the literature	• Comprehensive review of the literature to see what information existed already in relation to teachers' perspectives on nutrition education, barriers to implementation and importance of integration. • Developed a research framework and finalised the mixed-methods questionnaire, incorporating both multiple-choice and open-ended questions
Week 2	Finalising the questionnaire and recruiting participants	• Ensured questionnaire included all key areas: confidence in teaching nutrition, perceived importance of nutrition education, and barriers to implementation • Began recruiting participants from local primary and secondary schools
Week 3	Began data collection	• Distributed the questionnaire to participants via social media • Provided a brief introduction to the study • Emphasised confidentiality and voluntary participation • Began collecting responses
Week 4	Continued data collection	• Continued to gather responses
Week 5	Initial data analysis	• Began analysing quantitative data using means, standard deviations • Reviewed qualitative responses from open-ended questions to identify emerging themes
Week 6	Further data analysis and coding	• Identified key themes through coding qualitative responses • Triangulation of quantitative findings with qualitative insights for more comprehensive understanding
Week 7	Interpretation of results	• Drafted key findings • Prepared charts and tables to visually represent data
Week 8	Academic Poster and Reflective paper	• Compiled key findings and summary of the research study and created an academic poster as a visual representation • Wrote a reflective paper on the experience, acknowledging key findings, comparison with

		other studies, areas for improvement for future research opportunities
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1.2 – Questionnaire Responses

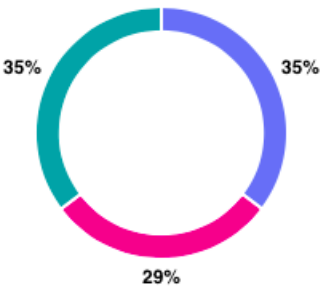
1. Do you teach in a primary or secondary school?

Primary	5
Secondary	6
Other	2



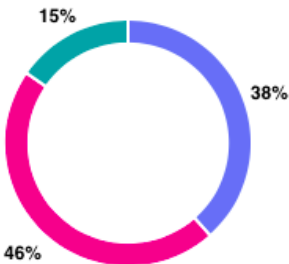
2. What age group do you teach?

4-11 years	6
11-16 years	5
16-18 years	6

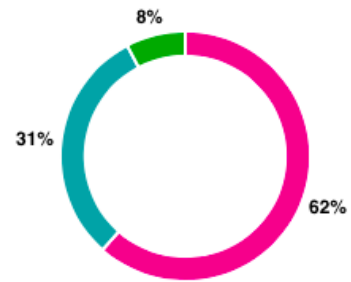


3. Do you think that nutrition is an important aspect of the school curriculum?

Strongly agree	5
Agree	6
Neutral	2
Disagree	0
Strongly disagree	0



4. To what extent do you feel nutrition is adequately covered in the current curriculum?



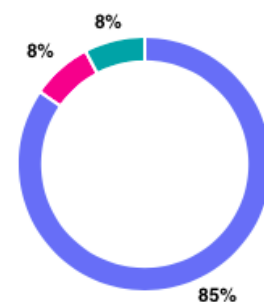
5. Are there any specific topics related to nutrition that you feel should be included in the curriculum?

ID	Name	Responses
1	anonymous	Eat well plate is included in the curriculum however i think learning about how to cook and prepare balanced meals would be useful
2	anonymous	I think for older pupils it is crucial that they have an understanding of how an unhealthy diet can impact their lifestyle and overall health.
3	anonymous	Calories in different foods. Zero sugar drinks and the harm they still do to you even though they say sugar free. When to eat and what to eat.
4	anonymous	N/a
5	anonymous	Eating habits Performance nutrition Female athlete triad
6	anonymous	Energy balance
7	anonymous	Nutrition as a whole- the importance, how nutrition can affect an individual positively and negatively, awareness of the different types of risks
8	anonymous	When they are so young, it's about teaching them a healthy balanced diet and the importance of eating to fuel our brains and be strong.
9	anonymous	I feel children need to be made aware what different foods give, for example milk gives calcium, oranges give vitamin c etc and why it's important. How do they benefit the body.
10	anonymous	What different foods provide to the body
11	anonymous	No
12	anonymous	Balanced diet Food types e.g protein, carbs Understanding energy drinks/ sugared food

ID	Name	Responses
13	anonymous	Information on local and seasonal products (reducing grocery costs - eating healthier for less money - and also better for the environment). More information on easy meals to have at home. Promoting more nutritional, accessible meals/foods that can improve energy levels and well being

6. Do you think nutrition education should be embedded across different subjects? (e.g. science, physical education)

● Yes	11
● No	1
● Not sure	1



7. If you answered yes to question 6, which subjects should include nutrition?

11 Responses

ID ↑	Name	Responses
1	anonymous	Health and wellbeing
2	anonymous	Science, PE, art, literacy, maths - we teach cross curricular in school so that nutrition is taught in a variety of ways
3	anonymous	Chemistry, Biology, PE and BTEC
4	anonymous	Science, food, pe, health and well eing
5	anonymous	Physical Education
6	anonymous	Physical education/health and well being
7	anonymous	PE, Science, PSE
8	anonymous	Science, physical education and health and wellbeing
9	anonymous	Science, PE and PSE
10	anonymous	Wellbeing lessons, in form class, science, PE,
11	anonymous	Physical education, science, maths, English language (comprehension tasks)

8. Have you received any formal training on teaching nutrition?

- Yes 1
- No 12



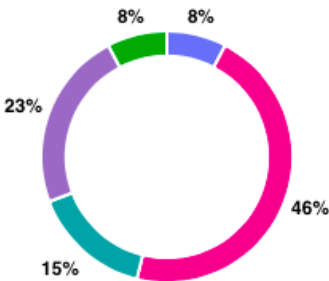
9. If you answered yes to question 8, please describe the training you received.

1 Responses

ID ↑	Name	Responses
1	anonymous	Through academy nutritionists, replaying their information. Also topics I covered through my degree.

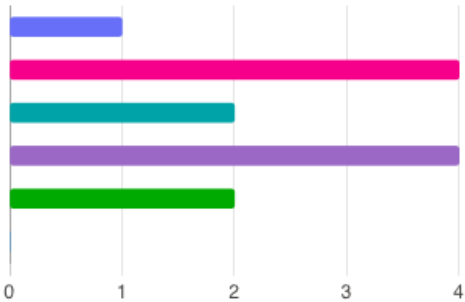
10. How confident do you feel in teaching nutrition to your students?

- Extremely confident 1
- Somewhat confident 6
- Neutral 2
- Somewhat not confident 3
- Extremely not confident 1



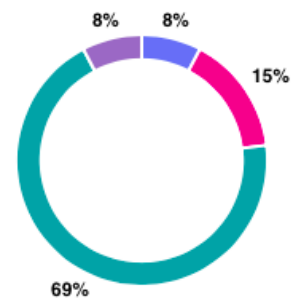
11. How often do you incorporate nutrition-related content into your teaching?

- Daily 1
- Weekly 4
- Monthly 2
- Seasonal 4
- Yearly 2
- Never 0



12. Do you feel that resources available to you for teaching nutrition are adequate?

Strongly agree	1
Agree	2
Neutral	9
Disagree	1
Strongly disagree	0



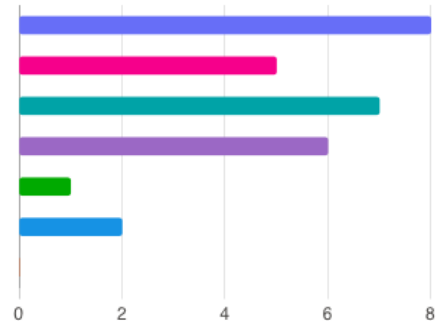
13. If you selected disagree/strongly disagree to question 12, please suggest what kind of resources would be helpful.

1 Responses

ID ↑	Name	Responses
1	anonymous	Simple PowerPoints, games and activities. Especially in Welsh.

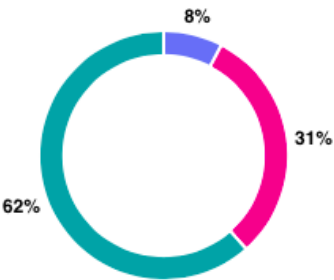
14. What are the main challenges you face when teaching nutrition in the classroom?

Lack of time	8
Lack of resources	5
Limited training	7
Curriculum constraints	6
Lack of student interest	1
Lack of parental involvement	2
Other	0



15. Do you feel there is enough support from school leaderships in integrating nutrition into the curriculum?

Yes	1
No	4
Not sure	8



16. If you answered no to question 15, what support would you find beneficial?

5 Responses

ID ↑	Name	Responses
1	anonymous	Training on how to lesson plan based on nutrition
2	anonymous	More organised talks on the positives and negatives of nutrition. Not just focussing on the sports students but a whole school approach.
3	anonymous	N/a
4	anonymous	Volume of food
5	anonymous	More tailored training and resources are needed.

17.

Are there any external factors (e.g. societal, cultural influences) that affect how nutrition is perceived or taught in your school/college?

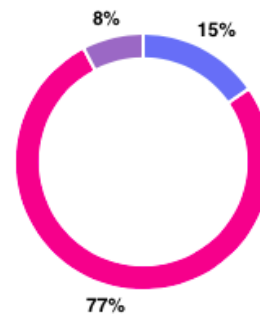
13 responses13 Responses

ID	Name	Responses
1	anonymous	Children do come into school with poor diet
2	anonymous	In the school I teach in we are in a fairly affluent area so the children do have a good understanding of healthy food. However other schools I have taught in, in more socially deprived areas, the children need a lot more teaching around nutrition and the importance.
3	anonymous	No.
4	anonymous	N/a
5	anonymous	Celebrating through the use of alcohol Nutrition companies sponsoring massive sporting events Perception of relationships with food for females
6	anonymous	Pro rugby background helps
7	anonymous	No
8	anonymous	Social media plays a massive role especially for children of secondary school age. But for primary school the main factor is parents.
9	anonymous	Not sure
10	anonymous	Cultural
11	anonymous	To be honest it's down to the low abilities of the children and their understanding. They find these concepts very difficult.

ID	Name	Responses
12	anonymous	Not that I'm aware
13	anonymous	Monetary struggles, sensory issues, parents being responsible for their nutritional intake and being too busy to make healthier choices.

18. Do you think the current curriculum effectively promotes healthy eating and nutrition?

Very effective	2
Somewhat effective	10
Neutral	0
Somewhat ineffective	1
Very ineffective	0



19. What improvements or changes would you suggest to better integrate nutrition education into the teaching curriculum?

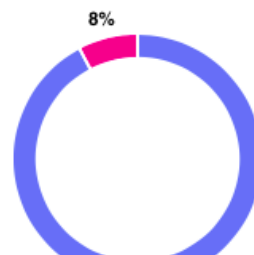
13 responses [13 Responses](#)

1	anonymous	Practical sessions-cooking/shopping
2	anonymous	External companies coming into school and delivering free engaging sessions.
3	anonymous	Organise trips to the supermarket. Show the kids how they cleverly layout the store to get people to buy certain foods. How to cook healthily is also a massive concern. Children can't cook so end up eating ready meals and fast food.
4	anonymous	N/a
5	anonymous	More nutrition imbedded into the curriculum More education around nutritional requirements for growth and maturation and sex differences
6	anonymous	Allowing more options for them to make and try out different healthy foods
7	anonymous	Every pupil as part of the health and well being lessons should receive education on nutrition
8	anonymous	Time and adaption to the curriculum.
9	anonymous	More knowledge and understanding of what is age appropriate to teach with nutrition.
10	anonymous	Not quite sure

11	anonymous	Unsure
12	anonymous	Have external people to come in e.g dietitians to come in and discuss nutrition - to do workshops
13	anonymous	Information on local and seasonal products (reducing grocery costs - eating healthier for less money - and also better for the environment). More information on easy meals to have at home. Promoting more nutritional, accessible meals/foods that can improve energy levels and well being.

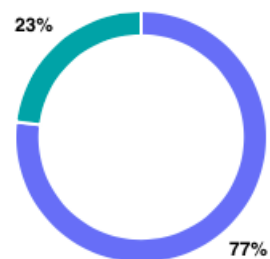
20. In your opinion, how important is it for schools/colleges to educate students about nutrition and healthy eating habits?

Extremely important	12
Somewhat important	1
Neutral	0
Somewhat not important	0
Extremely not important	0



21. Would you be interested in further professional development opportunities on teaching nutrition?

Yes	10
No	0
Maybe	3



22.

Any other comments or suggestions regarding nutrition in the teaching curriculum?

13 responses [13 Responses](#)

ID	Name	Responses
1	anonymous	N/a
2	anonymous	The new curriculum does promote nutrition under the health and well being area of learning. It is important to make sure that schools across Wales are delivering a consistent approach to children regarding this.
3	anonymous	This is a great topic and I am glad you are raising awareness of this topic in education. Good luck!
4	anonymous	N/a
5	anonymous	Not sure
6	anonymous	No
7	anonymous	No
8	anonymous	Yes nutrition is important for eating being healthy and staying healthy but we have to be careful what we say as someone could easily be triggered into unhealthy habits if there is too much emphasis on “bad” and “good” foods
9	anonymous	Having the information mapped out at age appropriate levels making it easy to teach. There are always a lack of resources through the medium of Welsh.
10	anonymous	No
11	anonymous	No
12	anonymous	No
13	anonymous	N/A