



# Nutrition Educator Guide

DC DEPARTMENT OF HEALTH  
Nutrition and Physical Fitness Bureau  
EAT SMART / MOVE MORE PROGRAM (SNAP-Ed)  
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# ABOUT THIS GUIDE

This guide is intended to prepare nutrition educators to deliver effective nutrition education to program participants.

The Nutrition Facts Label-  
Your Guide to Better

FDA



to Daily Value  
the 5/20 rule  
for your diet.  
Less is low and  
more is high.

foods lowest  
saturated fat,  
total cholesterol,  
and sodium.

each bar  
wholesome  
grains (e.g. fruits,  
vegetables, dry beans  
and whole grains).





# WELCOME NUTRITION EDUCATORS

The District of Columbia (DC) Supplemental Nutrition Assistance Program: Nutrition Education and Obesity Prevention Grant Program (SNAP-Ed) congratulates you on your commitment to health and nutrition education. Our goal is to provide you with the tools you need to successfully administer and evaluate a nutrition education program.

This manual will cover key points and best practices that every nutrition educator should consider before designing and delivering a SNAP-Ed nutrition education program. We will discuss: 1) the purpose of nutrition education, 2) how to plan your lesson and prepare for class, 3) tools you can use during your class, and 4) how to put the pieces together to successfully implement and evaluate your class. Using the SNAP-Ed best practices in this guide, such as knowing your audience, goal setting, and evaluation, will help you make your lessons a success.

It is important that all guidance, communication tools, and nutrition education provided by SNAP-Ed follow the 2015-2020

Dietary Guidelines for Americans (DGAs). These are dietary recommendations created by the U.S. Department of Health and Human Services (DHHS) and the U.S. Department of Agriculture (USDA) every five years. The DGAs promote the consumption of fruits, vegetables, whole grains, low-fat or fat-free dairy, and lean protein. The guidelines are designed to help Americans consume healthy eating patterns, including populations served by federal nutrition assistance programs such as WIC, SNAP, and child nutrition programs. Using the DGAs will help ensure all nutrition educators provide consistent, evidence-based health and nutrition information that promotes behavior change.

As a nutrition educator, you play an important role translating science into easy-to-understand, food-based guidance to help your audience choose a healthful and enjoyable diet, to improve overall health, and reduce the risk of chronic disease. We hope this guide is beneficial.

**Thank you for your service!**



# THE FOUR P'S

This guide is organized into the four **P's**:

- **Purpose and Background**
- **Plan Your Lesson**
- **Prepare Yourself**
- **Put it into Action**

Each section includes instructions, links, and tools designed to help you create and evaluate a nutrition education lesson plan for your target audience. This guide also includes a number of appendices with additional tools and tips for designing effective lessons.

## 1. Purpose and Background

- Understand purpose of nutrition education
- Learn background information including:
  - Social Ecological Model
  - Elements of effective nutrition education
  - Best practices

## 2. Plan Your Lesson

- Set Goals and Objectives
- Learn about your Audience
- Choose your curriculum
- Choose your activities
- Choose your teaching methods
- Plan your food demonstration
- Plan your evaluation

## 3. Prepare Yourself

- Learn about:
  - Communicating with your audience
  - Managing your audience
  - Food safety
  - Food allergies

## 4. Put it into Action

- Deliver class
- Communicate effectively
- Reinforce learning at home
- Set participant goals
- Provide resources
- Evaluate your lesson
- Share your results





# 1. PURPOSE AND BACKGROUND

Understanding the purpose of nutrition education is essential to delivering effective and sustainable nutrition education. In this section, we will discuss background information that will lay the groundwork for planning and implementing your nutrition education sessions.



# PURPOSE

The purpose of nutrition education is to empower individuals to make educated decisions about their health.<sup>1</sup> As a nutrition educator, you have the capacity to help individuals understand the importance of making behavior changes in order to lead healthier lives. You can give participants the knowledge and tools they need to make important dietary behavior changes.

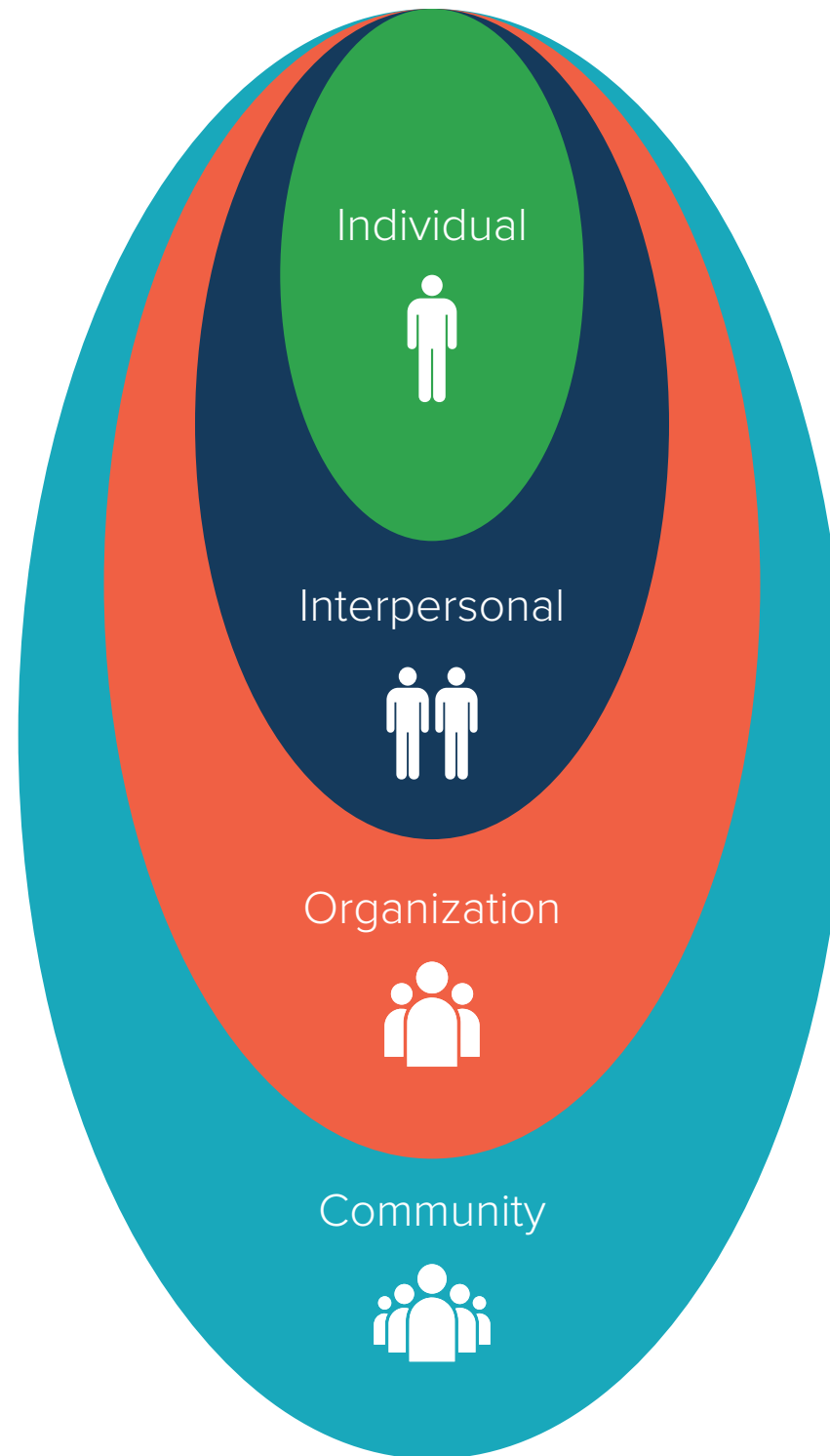




# BACKGROUND

## Social Ecological Model

The Social Ecological Model serves as a framework to help us understand the many ways that nutrition education can make a difference within different groups of people. This model looks at the different levels of influence in a person's life which include: individual behaviors and beliefs, friends and family traditions, and the types of food available in the community, in the home, in schools, in work sites, etc. While nutrition education alone cannot target all levels of influence, it can create lasting change at many levels:



At the **individual** level, nutrition education can provide the tools and information needed to create behavior change.



At the **interpersonal** level, nutrition education can help families and friends work together to eat better.



At the **organizational** level, nutrition education can provide tools and inspire change, to make more nutritious food available in grocery stores, schools, and community centers.



At the **community** level, nutrition education can provide cooking demonstrations and nutrition classes that help a community to grow and change together.



# BACKGROUND

## Elements of Effective Nutrition Education

Changing behavior is much more challenging than changing knowledge. Keep in mind that behavior change, supported by knowledge and skill-building, is the ultimate outcome of effective nutrition education. The following tips encompass the key characteristics of effective nutrition education:<sup>3</sup>

- Healthy behavior change should be your main goal when designing any curriculum or demonstration.
- Direct your curriculum and teaching efforts to focus on a concise topic that aligns with your behavior change goals.
- Involve participants in discussions on problem solving during your presentation. Troubleshooting any obstacles they might encounter in forming healthy habits will be crucial for sustained behavior change.
- Involve the community in your education efforts as much as possible. Include discussions of how participants can involve family and friends to form a community support system to maintain healthy habits.

Additionally, when possible, increase the number of times you interact with the individuals in your class. The more classes that you can host within a community, increases the number of hours that participants will have with you and other nutrition educators. Each class is another chance to build upon previous lessons and reiterate key messages to promote behavior change.

# BACKGROUND

## Elements of Effective Nutrition Education

Be sure to emphasize actionable tips and behaviors during your lesson. Nutrition educators are often passionate about nutrition science information, but participants may not have the educational background or interest in learning the specifics of biology and nutrition science. They need advice that draws on their own personal motivations and tips that they can apply in their daily lives. Use the following ideas to help increase the effectiveness of your presentations and empower participants to enact healthy behavior change.<sup>3</sup>

- **Beliefs about outcomes affect people's motivation to change.** Throughout your lessons, connect a nutrition topic to participants' underlying motivations. For example, eating more fruits and vegetables may reduce risk of certain types of cancer. This outcome alone may be enough to motivate someone to incorporate more fruits and vegetables into their meals. However, other participants may need you to walk them a bit further. Can increasing fruit and vegetable consumption possibly give them a longer, healthier life and more time to spend with their children and grandchildren? Absolutely! Try to connect nutrition behaviors to outcomes that participants can relate to in their daily lives.
- **Behavior change and goal-setting skills improve self-efficacy.** Nutrition education is about empowerment! Self-efficacy is the belief in your ability to succeed in a specific situation or to accomplish a task. We can teach people the skills to self-regulate, such as self-monitoring (food journals), planning (goal setting), decision making (using nutrition knowledge to make food choices), and self-assessment (reflecting and evaluating progress). Teaching these skills instills participants with the confidence to start and maintain many different healthy lifestyle habits.

# BACKGROUND

## Best Practices

The USDA Food and Nutrition Services (FNS) has developed a list of best practices in nutrition education. Best practices are elements and strategies that are proven to be effective in achieving a program's goals and objectives. The use of best practices helps ensure that your education efforts will result in positive health-related behavior changes.<sup>2</sup>

### A good program design should:

- Include accurate nutrition content and/or information related to physical activity, food resource management, food safety, eating behaviors, etc.
- Present content that is evidence-based, containing information from accurate, reliable, and current research (such as the Dietary Guidelines for Americans)
- Include participant behavior change goal setting
- Be appropriate for the intended audience, considering the target audience primary language, culture, and age.
- Use appropriate materials and teaching methods for the literacy level and primary language of audience
- Have clearly stated goals and objectives that drive the intervention and the evaluation (SMART goals)
- Use the Social Ecological Model by recognizing and targeting multiple levels of influence





# BACKGROUND

## Best Practices

### Effective program delivery should:

- Use various learning styles: visual, auditory, and kinesthetic
- Use hands-on experiential activities such as food demonstrations that share new information using with minimal lecture-style presentations
- Schedule appropriate number and length of meetings with participants to achieve learning and behavior change objectives
- Remain true to the original program design and material

### A nutrition educator should:

- Be able to relate to the target audience
- Have expertise in the content and teaching methods
- Receive or create clearly defined performance expectations

### Program evaluation includes:

- Process evaluation is used to monitor the implementation process of the program
- Outcome evaluation is used to assess the outcomes, report on progress, and make revisions based on progress towards goals and objectives
- Sustained behavior change assessment helps to investigate participants' maintenance of their behavior change







## LET'S GET STARTED!

As a nutrition educator, your responsibility is to provide quality, evidence-based nutrition education to participants, preparing them to make health and wellness behavior changes in their own lives. This guide will teach you how to achieve this responsibility. Applying the Social Ecological Model and Best Practices list will empower you to deliver the most effective nutrition education program within your classes and communities when planning, delivering, and evaluating your nutrition education lesson.





## 2. PLAN YOUR LESSON

Planning before your nutrition education class sets you up for success. While planning, there are a number of factors to consider, including setting goals and objectives, knowing your target audience, planning your lesson, and planning your food demonstration.





# KNOW YOUR TARGET AUDIENCE

To deliver an effective nutrition education lesson, it is important to understand your audience. You should consider your audience's language, age, gender, culture, and literacy level.<sup>4</sup> In addition to understanding your audience, it is critical to recognize that your own language, age, gender, culture, and education influence your approach to nutrition education and your ability to relate to others. This is called being culturally self-aware.<sup>5</sup> Be humble and remain curious about others' experiences. Instead of making assumptions or building your lesson plans and recipes from inaccurate stereotypes, talk to people who live or work in the community that you will be serving.

In order to learn about the participants you will have in your class, you can:

1. Ask the coordinator of the class, or
2. Ask the participants themselves with an informal survey or by hosting a focus group.
  - A focus group is a session held with a sample of the target audience. They can help you understand how people in the community feel about SNAP, and you can learn more about their resources and obstacles in order to come up with potential solutions.<sup>5</sup>

When contacting the coordinator, refer to [Appendix A](#) for a list of questions to ask before you begin your lesson plan.





## Language

If you do not speak the language(s) of your participants, you will need to make some adjustments to the delivery of your lesson. It is important to ensure that language is not a barrier for participation in the program. You can consider using a translator or another bilingual educator for the in-class delivery of the lesson. It is also important to make sure all materials have been accurately translated to the targeted language(s).



## Case Study: Language

A nutrition educator taught a lesson on fiber at a Retirement Center last week. Most of his participants were 70-year-old Caucasian men, but a few were Hispanic. The majority of the group participated except the Hispanic men. The educator just assumed they were grumpy old men. The educator received an email from the retirement home asking for information from his lesson in Spanish.

Which steps did the educator forget when preparing for his lesson?

- A. Ask the language of the group prior to arrival
- B. Translate the material
- C. Decide translating the material was too much effort
- D. Cancel the class





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Which steps did the educator forget when preparing for his lesson?

- A. **Ask the language of the group prior to arrival**
- B. **Translate the material**
- C. Decide translating the material was too much effort
- D. Cancel the class

**Before going to the retirement center, the educator should have asked who would be attending his session and whether or not everyone in the group spoke and understood English. He then would have found out that he needed Spanish materials and an interpreter to effectively communicate his lesson to everyone in the room.**



## Culture

It is very likely that you will interact with individuals that come from different backgrounds as you deliver your nutrition education classes. Cultural competency is the ability of an individual to communicate and convey information that is easily understood and tailored for diverse audiences.<sup>6</sup>

Understanding the cultural practices and customs of your target audience as well as recognizing your own biases and cultural roots will help you tailor your message to meet their needs. It can also help you convey respect for different cultures. It is important that we are aware of and sensitive to cultural differences as we try to reach diverse populations.<sup>7</sup> See this list [Cultural and Ethnic Food and Nutrition Education Materials](#) for links to books and online resources, and refer to an [Introduction to Cultural Competence and Nutrition Counseling](#).



## Case Study: Cultural

You are preparing for a class on the importance of eating fruits and vegetables. Your target audience is a Hispanic community. What considerations might you make? What do you do to prepare for the class?

- A. Do your research. Speak with the coordinator or people in the community to find authentic recipes with a healthy twist.
- B. Ask if you can get an interpreter to be present to help translate your presentation to any participants whose primary language is not English.
- C. Reflect on your own food culture and use that to relate to your participants.
- D. All of the above

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- B. Ask if you can get an interpreter to be present to help translate your presentation to any participants whose primary language is not English.
- C. Reflect on your own food culture and use that to relate to your participants.
- D. **All of the above**

**When practicing cultural competency, it is important to be respectful of other cultures and look at nutrition education through others' eyes – to see what they may see or feel about different topics such as goal setting, preparing and sharing meals, and food preferences.**





## Literacy

Literacy refers to a person's ability to read, write, and understand information. If you cannot find out about the reading and writing level of the group before you go, plan your material at a 7th or 8th grade level and adjust as necessary. To find out the reading level of the material you are providing, you can use a SMOG test or Microsoft Word's reading level function. These are both tools to help you make sure the material is appropriate for your audience. See [Appendix B](#) for more information about assessing reading level.



## Case Study: Literacy

You are designing a lesson plan with handouts. Which of these are literacy factors that you should take into consideration?

- A. Reading Levels
- B. Time of Day
- C. Age
- D. Education Level



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## Case Study: Literacy

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- A. Reading Levels
- B. Time of Day
- C. Age
- D. Education Level

**When teaching to a specific grade level, keep in mind their age and the grade's expected reading level. If you are presenting to a non-school group think about the education level of the group. Have the majority of the people graduated from high school or gone to college?**



## Age and Gender

Different groups of people have different nutritional needs. It is important to consider the gender and age of your group when developing your lessons. The age and gender of the group can affect your topic, your teaching style, the content of your class materials, and the nutritional recommendations that you provide. When handing out materials, you should consider whether they are age-appropriate. Wordy materials will not be understood by children and materials with cartoon characters will seem childish to adults.

You may want to ask yourself: What are the demographics of the group? How old is the group? Am I teaching men, women, or both? Are the women in my class pregnant? Am I teaching children, adolescents, or teenagers? Answers to these questions should inform your decisions about the class.





# SET GOALS AND OBJECTIVES FOR YOUR LESSON

When planning a program, it is important to set goals and objectives for your lesson plan in order to identify what you want to accomplish. Goals and objectives serve as the criteria for determining the success of your program.

**Goal:** A goal is a broad statement of what should happen as a result of your program. It serves as a foundation for developing your program's objectives. Your goal helps to identify what you want people to learn or be able to do at the end of a lesson or program.

**Objectives:** Objectives are specific statements about what the audience will gain from your session; this can be either knowledge or skills. Multiple objectives are usually needed to address one goal.<sup>8</sup> Based on your goal for the group, you can create objectives and tailor the lesson to best support your goal.

For each lesson you teach, you should have at least one goal and 2-3 objectives that break the goal into smaller actions that can be accomplished. One way to develop well-written objectives is to use the acronym SMART.<sup>3</sup> SMART objectives are:

## SMART

**S**pecific

**M**easurable

**A**chievable

**R**elevant

**T**ime-bound





## SMART Objectives

To be **specific** with your objectives, ask yourself the five “W” questions:

- Who? – Who is involved?
- What? – What do I want to achieve?
- Where? – What is the location?
- Which? – Which resources do I need?
- Why? – Why am I doing this?

A **measurable** objective should set a quantifiable benchmark to measure progress. When writing an objective, think about how you will determine your success.

Your objectives should be aspirational, but not impossible. An **achievable** objective can be met within the time frame given and does not set you up for failure by demanding perfection.

Check your objective to make sure it is **relevant** to your lesson topic. It can be easy to go off topic and set broad objectives that relate to nutrition as a whole but are tangential to the lesson content. Stay specific and stay relevant when writing your objectives.

**Time-bound** objectives keep you accountable to your goals. One-time lessons will usually set a time frame of “at the end of this lesson, participants will...”

See [Michigan Nutrition Standards SMART goals](#) to read more about SMART goal setting for nutrition.

# SMART OBJECTIVE EXAMPLES

**Goal: To increase fruit and vegetable intake**

<b>Vague Objectives</b>	<b>SMART Objectives</b>
Participants will eat fruits and vegetables.	At the end of this lesson, participants will understand the importance of eating fruits and vegetables in maintaining a healthy weight.
Participants will learn about fruit and vegetable servings.	At the end of this lesson, participants will be able to identify how many servings of fruits and vegetables they should eat daily.
Participants will increase the number of fruits and vegetables they eat.	At the end of this lesson, participants will prepare an action plan and goal-setting to increase their consumption of fruits and vegetables.





# CHOOSE YOUR CURRICULUM AND ACTIVITIES

Using an evidence-based, behaviorally focused nutrition education curriculum is essential. Your organization may have lessons and curricula approved for use, and there are also evidence-based curricula available online. Review the:

- [SNAP-Ed Toolkit](#),
- [SNAP-Ed Connection](#), or
- [USDA Nutrition Education Resources](#) for options.

When choosing a curriculum and planning your lesson, the USDA's [ChooseMyPlate.gov](#) is a highly visual educational tool that helps Americans prepare, portion, and plate their meals. Using [MyPlate materials](#) with your participants can help them connect your lesson to actions in their daily lives and understand which foods are necessary for a healthy diet.

While researching your curriculum, it will be helpful to define exactly what you want to teach during your lesson. Keep in mind the goals and objectives you set. You should choose one or two topics to be covered during your lesson.

Once you have decided on a topic to teach and have identified the nutrition

education curriculum you will use, it is time to start planning the delivery of the lesson. Depending on your goals, objectives, and target audience, you may need to modify the lesson plans from the curriculum, see [Appendix E](#). Adding activities or changing the delivery style can help engage your target audience.

# CHOOSE YOUR TEACHING METHODS

Different people have different learning styles. In group settings, it is extremely likely that you will have people with different learning styles. So, it is important to include activities that work for everyone. In order to meet the needs of all of these different learning styles, consider including a variety of teaching methods. Review this list of teaching styles to make your class fun, informative, and interactive.

- **Demonstrations:** Demonstrations are an innovative way for educators to provide examples of the topic they are teaching. This method of teaching shows a class how to do a task. For example, educators can use cooking demonstrations to present a recipe, physical activity demonstrations to teach different exercise moves, or gardening demonstrations to explain nutrition through food production. Demonstrations can be performed solely by the educator or the educator can involve a few participants in helping with the demonstration
- **Interactive Activities:** This style of teaching involves activities that allow participants to take part in the lesson. It differs from demonstrations in that all participants are given the opportunity to try their hand at a skill or interact with foods/objects rather than simply observing the action. This teaching style is a great way to keep participants engaged and encourages hands-on experiences that help them learn. For example, the Sugar Overload activity from [Cooking Matters](#)<sup>9</sup> asks participants to calculate the amount of sugar in one package of a snack or beverage. Then they are directed to measure out the full amount of sugar and display it to their fellow classmates for an impactful visual!







## Quick Tip

Get your audience involved in the lesson and they will learn more and be more engaged!

- **Discussions:** The educator provides a topic to the class and prompts participants to talk to each other about the topic. Participants are encouraged to discuss how they relate to the topic, thoughts and tips for achieving the topic, or the “why” behind the topic. The educator’s role is to act as a facilitator to inspire participants to work together. For a lesson on fiber and whole grains, the educator may start the class discussion by asking participants to talk in groups about how they could cook with or choose whole grains in their daily meals and snacks.
- **Role Playing:** This method involves asking participants to act out an improvised scene or read from a script that covers a nutrition topic. Role playing is often done in small groups of 2-4 people. The educator can ask participants to volunteer to act out their scene in front of the entire class. Role playing is often helpful when an educator wants to make participants aware of potential social barriers that would hinder behavior change. Additionally, role playing can be helpful to teach participants how to talk to their family members, friends, or colleagues about healthy choices and behaviors. Check out [Washington State University’s Eat Together, Eat Better](#) lessons for role playing activities for youth, adults, and families.
- **Question and Answer Sessions:** During Q&A sessions, the educator not only asks the participants questions, but the participants are encouraged to ask the educator questions. The participants are challenged to think about their answers based on what they have learned during the class. In contrast, the participants can also ask questions on a topic and the nutrition educator will provide the answers. By using Q&A sessions, educators are able to build rapport with the participants and to maintain engagement and participation in the class.<sup>1</sup>

# PLAN YOUR FOOD DEMONSTRATION

Food demonstrations are often used during a nutrition education lesson to reinforce the concepts covered in class. Demonstrations allow participants to hear, see, taste, touch, and smell the topics that you cover in your lesson. Food samplings and recipe preparations show them how to integrate key nutrition concepts into their life. Planning for your food demonstration is just as important as planning your lesson. Prepare yourself to go slow and explain each step. Tell participants what you are doing and how you are doing it, whether the task is as simple as cutting up a piece of raw fruit or involves a more complex cooking skill.

What do you want your class to learn from the demonstration? It is crucial to relate your food demonstration to the lesson's topic using culturally relevant recipes with food items that are available for purchase in the community. There are four main factors that should guide your selection of a demonstration. Look for a food or recipe demonstration that:

1. Relates to your lesson topic and help participants meet your learning and behavior change objectives.
2. Uses ingredients that are available at stores or farmers' markets that are geographically and economically accessible to your participants.
3. Contains age-appropriate and culturally relevant foods and preparation techniques.
4. Fits within your time constraints (and meets any other resources restrictions you might have such as space, electricity, equipment, and budget).

Check ahead to see what supplies and resources you will have available to you at the location. You can always prepare some portions of the recipe in advance if equipment is unavailable or time is tight. See [Appendix A](#) for some questions you should ask the coordinator before your class and see [Appendix C](#) for a list of supplies you may need for your food demonstration.





# PLAN YOUR FOOD DEMONSTRATION

In order to have a successful demonstration, keep in mind the following principles:<sup>10</sup>

- Know your audience.
- Consider your location, time, and space limitations.
- Choose one nutrition topic that is clear and simple.
- Practice making the recipe before your class and see how long it takes to make.
- Practice your delivery, preparing the recipe at the same time as you talk about the food ingredients, cooking skills, and the food demo theme. Make the demonstration area exciting and attractive.
- Incorporate nutrition information into the demonstration. You can mention the health benefits of different ingredients, for example.
- Talk about the recipe and any substitutions that can be made (e.g. frozen produce for fresh, different beans or grains).
- Make sure to follow all food safety guidelines. These guidelines can be found in [Appendix D](#).
- Bring small plates, cups, and/or bowls for serving.
- For large groups, have recipes prepared in advance and portioned out before the demo. Be sure to keep food at a safe temperature.
- Ask group if they have any questions.
- Let everyone taste the food!
- Pass out handouts of the recipes and any other materials that reinforce the nutrition topic.
- Use evaluations to make improvements for future classes and food demonstrations.
- Finally, if you get the opportunity, observe another nutrition educator to see what he or she does that you like. Then incorporate their positive qualities into your class.





# PLAN YOUR EVALUATION

Evaluation is one of the most important parts of a nutrition education program. Evaluation is crucial to justify the continuation of nutrition education programs and should be included in every program. Evaluation can help you revise your program to best meet your participants' needs, guide efforts to increase participant engagement, and measure the dietary changes into their daily lives.

The [Supplemental Nutrition Assistance Program Education \(SNAP-Ed\) Evaluation Framework: Nutrition, Physical Activity, and Obesity Prevention Indicators](#) can help you evaluate the effectiveness of your program and report results to funders. See [Appendix H](#) for this Framework which provides a wide variety of surveys and data collection tools to measure the success of your program.

What is the point of evaluating? Evaluation tells us if our programs, classes, or cooking demonstrations are effectively communicating information and enacting behavior change. For instance, if you lead a nutrition education class and the evaluation finds that the participants did not learn the concepts or do not plan to integrate relevant healthy habits in their daily lives, then you may need to change your approach.

Additionally, evaluation helps to tell a story to funders about your programs. If people's eating habits are improving, it is more likely that your programs will continue to receive funding, ensuring that more people will have access to nutrition education.





# PLAN YOUR EVALUATION

To begin, you must know what type of evaluation you will be using. One-time evaluations are given to participants only once. An example is administering an evaluation immediately after a cooking demonstration. Alternatively, pre- and post-tests are paired evaluations given before and after a class. A pre-test is given to participants before the program begins to assess their baseline knowledge, beliefs, and attitudes. Then a post-test is given to the same group of participants after the program has finished to evaluate how their knowledge and perceptions have changed. They are often used as part of a series of nutrition education classes.

Your evaluations should be very short, requiring that the participant circle or check answers. Work with your program manager to select an appropriate evaluation tool. See [Appendix H](#) for sample evaluations for your learning objectives and food demonstration.

To evaluate your participants successfully, you should follow these five steps:

- 1. Explain the importance of evaluation.** Participants will be more inclined to truthfully and successfully fill out evaluations if they know why they are important. You should also make it clear that participants are not being graded.
- 2. Administer on time.** Pre-tests must be given before the lesson is underway. Post-tests are given after the entire course has been completed. Be respectful of participants' time! Leave enough time at the end of your lesson for the evaluations to be filled out.
- 3. Read the instructions out loud.** This will help to ensure that everyone knows how to complete the survey and allow for questions.
- 4. Help anyone who is struggling.** Identify individuals who may not be able to read or see well. Help them by reading the questions aloud and recording their answers for them.
- 5. Collect surveys and check for completeness.** If someone has not completed the entire survey, politely hand it back and ask them to fill in the blanks. Offer help if they appear confused.



# SUMMARY

Planning your lesson may seem like a complex task, but by following these simple steps your lesson will come together in no time.

1. Learn about your audience
2. Set goals and objectives
3. Choose your curriculum and activities
4. Plan your evaluation

Remember that your audience should drive what you decide to teach. You will affect the most behavior change when you think about them while making every decision about your lesson. Keep it simple, relax, and have fun!







## 3. PREPARE YOURSELF

Preparing yourself allows you to be prepared for many of the unforeseen challenges you may experience in the classroom as an educator. This section offers solutions for different personalities in the classroom, how to engage participants if their attention is lost, and how to redirect attention back to a lesson plan if participants become distracted. It will also advise you on how to navigate difficult situations that may arise.





## COMMUNICATION

As an educator, communicating well with your participants is one of the most important skills you can develop. However, it is important to realize that, just as you have a unique communication style, participants have unique communication styles as well. Understanding how your participants communicate can help you establish trust and patience. It can also help you learn how to manage the classroom and develop positive, two-way communication.



# COMMUNICATION

## These are a few tips for positive communication:

- Introduce yourself and provide your qualifications. You may also share something about yourself, but keep it short. If possible, find common ground with the group.
- Have participants introduce themselves. Do an icebreaker activity to allow participants to get to know each other and for you to get to know your participants.
- Be animated! Classes are more fun when your enthusiasm is contagious.
- Smile and make eye contact when speaking.
- Practice non-judgmental words and body language.
- Set classroom rules collaboratively so that everyone understands and agrees on them.
- Start by reviewing the agenda so the participants know what they will be doing during the class.
- Allow participants to work in small groups before opening up the discussion to the larger group.



## Case Study: Communication

Trey is a nutrition educator giving a lesson on whole grains at a community center. He walks to the front of the room with his arms folded, and immediately begins the nutrition education talk. What could Trey have done better to engage the audience?

- A. Introduce himself and share his qualifications and some personal information
- B. Display enthusiasm and excitement by telling the audience he is glad to be there
- C. Have positive body language by unfolding his arms, smiling, and making eye contact
- D. All of the above

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- C. Have positive body language by unfolding his arms, smiling, and making eye contact
- D. All of the above**

**As the nutrition educator, you have the power to set the tone and energy of the class. Trey should have focused on positive body language that displays excitement and enthusiasm. Introducing himself and sharing a fun fact can help the class become relaxed and comfortable.**





## MANAGING YOUR AUDIENCE

You are in charge of managing the classroom. It is important to establish expectations and guidelines at the beginning of the class so everyone knows how to behave. This is especially important for classes with children. Some suggestions for classroom management include:

- Enforce guidelines as necessary, but try not to be too strict.
- If the discussion goes off track, quickly bring the group back to the task or topic at hand. You can say, “While that is an important point/idea/question, we are talking about \_\_\_\_\_ today.”
- Have everyone raise their hands to answer questions and ask everyone to be quiet when one person is talking.
- Find out what methods the teacher currently uses with the participants. For example, the educator may say, “1, 2, 3 all eyes on me” and the participants respond with “1, 2 eyes on you.”



# MANAGING YOUR AUDIENCE

You might also run into participants who do not follow your guidelines. Not all participants behave similarly and it can be difficult to manage all of the personalities you encounter in your classroom. Here is a list of some kinds of participants you may encounter. The list also includes a few tips for handling challenging participants:

**Dominators:** These participants tend to be highly engaged, but can sometimes make it difficult for other people to participate. Dominators may answer every question before anyone else and control any group activity you may assign. The first step to gain control of the situation is to ask everyone to raise their hands. With children, you can usually rely on their teacher to

handle the situation. If raising hands does not resolve the problem, you can say, “I appreciate your enthusiasm in sharing your opinions and knowledge, but I want to give everyone the opportunity to share so that we can all learn from each other,” or ask the individual to help with the food demonstration to help keep them occupied.

**Disruptors:** Disruptors distract others and attempt to distract you by any means possible. These participants can make it difficult for everyone to focus. If this participant gets everyone off of the task at hand, then try using an attention-grabbing device to get the class back on track. For example, ask the audience a simple question and have each participant answer it.





# MANAGING YOUR AUDIENCE

**Complainers:** These participants may complain and refuse to participate if they don't like the way things are going. Acknowledge them and ask for suggestions that would make things better. If the suggestions are not feasible, then make it clear that everyone is doing the best they can and move on to engage everyone again.

**Know-it-alls:** Acknowledge that they seem to know a lot about a topic. Ask about the source and try to understand why they believe the source. Sometimes these participants refuse to alter their beliefs, so do your best by working with the factual information you have. Provide your class with more materials and resources that validate the information you are teaching.

**Digressers:** Participants that digress or go off on a tangent can make it difficult to continue with your lesson. Let them know the subject they mentioned is important, but that the group is focusing on the topic at hand. If this participant continues to discuss off-topic items, focus on asking them questions and prompts related to your topic.

**Wisecrackers or Jokesters:** These participants redirect attention by telling jokes while you are teaching and distract others by doing so. You can smile but say it is time to get back to the topic at hand. Be firm, especially if the jokes continue.



**Resistors:** These participants could also be considered skeptics. They don't feel confident that any of the information you are providing actually matters and can be discouraging to other participants. Acknowledge their feelings and help them understand that change takes time.

**Latecomers:** It can be disruptive when participants walk into a small class after you have begun your lesson. Try to have a small activity or question ready at all times if people become distracted by a door opening and closing. It is also helpful to remind participants of the start and end time. If someone has a conflict, work with the individual to find a solution for future classes.<sup>1</sup>



## Managing Your Audience

If there is a participant that you just cannot redirect back to the class topic, it might be best to let your class work independently or in groups on your prepared activity or discussion and take that participant into the hall or a quiet area to discuss the issue with them. Try to find a way to work together to overcome the obstacle that may be in the way of their focus.



## Case Study: Managing Your Audience

A nutrition educator begins teaching a lesson on the importance of eating calcium-rich foods. Jimmy, a child in the class, raises his hand and says that his parents say brushing your teeth is important. Other participants begin yelling out examples. The educator quiets the class, asks them to raise their hands to give examples, and then talks about types of milk.

Did the educator successfully manage the audience?

- A. Yes
- B. No





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## Case Study: Managing Your Audience

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Did the educator successfully manage the audience?

- A. Yes
- B. No**

**Even though the educator was able to quiet the kids, he/she failed to redirect the conversation back to the scheduled lesson plan. A more constructive approach would have been to quiet the kids, agree that brushing teeth is important, and then ask why they think eating calcium could also be important.**

# FOOD SAFETY FOR FOOD DEMONSTRATIONS

When leading a food demonstration, food safety is extremely important. To keep food safe, follow these four guidelines and review [Appendix D](#) for more information:

**Clean:** Wash hands and surfaces often.

**Separate:** Do not cross-contaminate between raw and cooked foods and be aware of potential cross contamination with any of the top eight allergens discussed below.

**Cook:** Cook to proper temperatures by checking with a food thermometer.

**Chill:** Refrigerate promptly.

When it comes to food safety, there are other fundamental cooking basics that will help you have a smooth demonstration, such as knife skills, cooking in a skillet, and food handling. Review [Appendix E](#) for more information on cooking basics.





# FOOD ALLERGY PRECAUTIONS FOR FOOD DEMONSTRATIONS

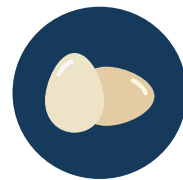
Allergic reactions to foods are potentially life-threatening. It is important to be aware of the eight foods that are most likely to cause allergic reactions.<sup>11</sup> Ask your participants if they have any food allergies before involving them in food preparation or allowing them to try the recipe. Carefully screen recipes for the following foods:



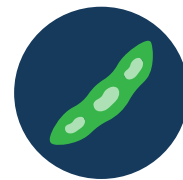
**MILK**



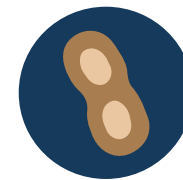
**WHEAT**



**EGGS**



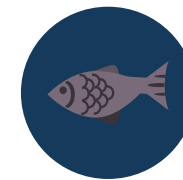
**SOYBEANS**



**PEANUTS**



**TREE NUTS**



**FISH**



**SHELLFISH**

Some recipes may include one of these eight foods in a product that you may not expect. Be mindful when selecting your recipes and note which food allergens you need to mention to your audience prior to passing out samples. If you can, you should ask the coordinator about any food allergies your participants have before planning your lesson. It's also important to make sure that you do not accidentally introduce a food allergen into your demo.

This is called cross-contamination and can be easily avoided by following these tips:<sup>12</sup>

- Make sure all utensils and cooking equipment have been cleaned and sanitized before a lesson.
- Always check labels for any allergens that may not seem obviously included in the product.
- Consider avoiding foods that are made in a factory that also processes nuts or other allergens.

# SUMMARY

Sometimes the unexpected happens, and it is out of your control. Do not be critical of yourself if something happens to disrupt your class. Instead, it is helpful to be well prepared for anything that can happen. For example, if your classroom is locked and it takes 15 minutes for a custodian to unlock it, make sure you can shorten the lesson plan or substitute an alternate activity so your class will proceed smoothly.

When planning your lesson, there are numerous factors to consider. Check out the table for a checklist of planning steps.<sup>9</sup>

Planning Steps	Completion Date
Identify target audience, including number of participants.	
Determine the date, time, and location.	
Identify the nutrition education topic.	
Identify the goals and objectives for the class.	
Select your nutrition education lesson plan.	
Identify which teaching methods you are going to use.	
Decide on a food demonstration activity/recipe (if any).	
Select and prepare materials for distribution, including recipes and food, if applicable. Do any necessary conversions and calculations for recipe measurements and nutrition facts.	
Determine your evaluation method and survey questions.	
Print and count all materials.	
Run through class events beforehand to ensure you have all resources needed.	
Have coordinator's cell phone number on hand.	
Find out class logistics (i.e., parking, room access, etc.).F	





## 4. PUT IT INTO ACTION

Here you will learn how to actually execute your lesson plan in the classroom and how to successfully carry out evaluations. These tips are intended to help you effectively deliver the lesson plan that you prepared.





# COMMUNICATING IN THE CLASSROOM

Once you're in the classroom, you should always introduce yourself, so that people know who you are and why you are there. Show your enthusiasm and excitement. Displaying genuine interest in your participants will help them get engaged from the moment the class starts. You should also take this opportunity to get to know more about your participants and their backgrounds.

A helpful question to ask adults, for example, could be: "What

was your favorite food when you were a kid?" Start with yourself as an example. This is a great segue into a nutrition lesson and could help you understand more about your participants' backgrounds and cultures.

Next, to move into your actual class, use an attention grabbing device to get everyone focused. If your lesson for the day is about protein, try asking "What's the first thing that comes to mind when I say 'protein'?" Then, go around the

room asking for everyone's answers and write them down on a chalkboard or piece of paper. With this activity, everyone is involved and will start thinking about the topic of the lesson.

The next step is to outline the agenda for your class. Make the goals and objectives for the class clear to the participants. Finally, begin your lesson! Carry out the activities you have planned and refer to your backup plan if participants become distracted. Review

[Appendix F](#) for a sample nutrition education class and [Appendix G](#) for a sample food demonstration plan that may be helpful in executing what you have planned.<sup>13</sup>

## Quick Tip

As the educator, you set the tone for the lesson. Be enthusiastic and welcoming and your participants will follow suit and be more engaged!





## PARTICIPANT GOAL SETTING

Goal setting is an important tool to help participants turn their knowledge to action. Participants might learn that they need to eat 2.5 cups of vegetables a day, but may not know how to carry out this guideline in their everyday lives. Goal setting helps define a commitment. You can also have participants share their goals with the class to increase their feelings of accountability.

There are a few types of goals participants can set:

- End Goals: These are long-range, guiding goals. For example, “I want to live a healthy life.”
- Intermediate Goals: These are the behaviors and practices needed to move to the end goal. For example, “I will consume a healthy diet.”
- Specific Action Goals: These are short term and state what, when, and how a goal will be achieved. These are the goals you will be focusing on during your nutrition education classes. For example, “By the end of the summer, I will drink no more than 3 sugar sweetened beverages per week.”
  - Ideally, these goals will be SMART: Specific, Measurable, Achievable, Relevant, and Time-bound.



# STRATEGIES TO REINFORCE LEARNING AT HOME

Delivering your lesson in the classroom is very impactful, but it is also important to remember that participants should be able to apply what they learned in their own lives. It can be helpful for participants to have something to take home as a reminder of what they learned. This item can enhance your lesson even further if it allows them to achieve the goals you've discussed in class. For example, if you taught about the importance of physical activity and want your participants to be more active, providing an inexpensive pedometer may get them moving outside of the classroom.

Here are more examples of take-home items:

- Measuring cups and spoons
- Cutting boards
- Jump ropes
- Goal contracts (to help remind participants of goals they set)
- Grocery lists
- Recipes

Take-home items provided to participants should be directly related to the lesson taught in class. This will not only incentivize participants to apply what they've learned to their own life, but will reinforce the information covered in the lesson.





# PROVIDING ADDITIONAL RESOURCES & SOCIAL MEDIA LINKS

Giving participants the resources to read and research more on your nutrition topic is one of the most empowering tools you can provide them. Media in the form of television, radio, newspapers and websites, blog posts and social media can be a beneficial tool to reinforce information and behaviors and build upon your nutrition lesson. But beware! Media can also be detrimental, causing participants to doubt evidence-based nutrition education when they receive conflicting messages from different sources. Always have a few reputable sources (websites, social media handles, or pamphlets) for those participants that are interested in learning more and staying engaged with nutrition and healthy lifestyle behaviors. Oftentimes, the same evidence-based websites and curricula that you used to prepare for your lesson have created materials directed at individuals.

Provide these reputable links as additional reading for anyone who is interested.

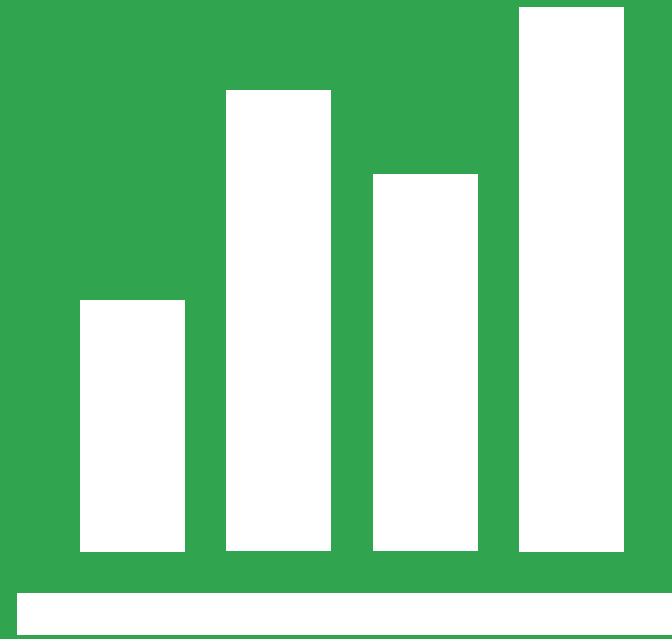
Social media can help further immerse participants into thinking about nutritious foods and acting on healthy behaviors. You can provide links to the Twitter, Facebook, Instagram, and blog of your organization or other reputable organizations or credentialed individuals. Your organization may use Twitter, Facebook, Instagram, or whatever platform you choose to remind participants about the important takeaways from your lesson. For example, you could post a photo reminding participants to make simple changes for health, such as choosing carrots and hummus for a snack instead of a bag of chips. See the [CDC's Social Media Tools, Guidelines & Best Practices](#) for resources on using social media to support your nutrition education lessons.

# ENTER EVALUATION AND DEMOGRAPHIC DATA FOR REPORTING

The lesson is over and the participants have all gone home. But you have one more action to complete! Evaluations and demographic data are key to help nutrition education programs check against their objectives to assess their impact and reach.

Be sure to collect all evaluations from participants and file them neatly according to lesson location and date. Once you have access to your computer, find the appropriate form to record the evaluation responses and any demographic data you might have been asked to collect on participant age, race/ethnicity, gender, and SNAP participation/socio-economic status.

Entering these data in a timely manner helps program managers track progress, direct resources appropriately, and apply for more funding. Data tracking is easy if you stay organized and take notes throughout your lesson planning and implementation!







## Enter Your Evaluation Data

Once you have completed your class, you should promptly enter the evaluation data into your organization's database. Timeliness is very important. Funders may require timely data input. Also, prompt data entry assists with meeting reporting requirements for your program and the government.



## Case Study: Evaluation

Renee, a nutrition educator, is running behind schedule and thinks perhaps she can skip the participant evaluations just this one time. Renee should take the time for evaluations because:

- A. Evaluations can help improve future lessons
- B. Evaluations are important to continued funding



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## Case Study: Evaluation

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- A. Evaluations can help improve future lessons
- B. Evaluations are important to continued funding

**Evaluations help provide data to show how your nutrition education classes are resulting in changes in knowledge and behavior. Having data to submit to program coordinators and funders helps prove why your services are essential.**





# CONCLUSION

Use this document as a practical guide to help Plan Your Lesson, Prepare Yourself, and Put It into Action. Remember, your role as a nutrition educator is to empower individuals to make educated decisions about their health. This guide helps you apply the most effective techniques in nutrition education using an evidence-based curriculum.

Planning your lesson involves selecting a nutrition topic and setting appropriate goals and

objectives. You must adapt your lesson to be appropriate for the culture, age, gender, education/literacy-level, and economic status of your audience. The curriculum, teaching methods, and activities should address your selected topics, meet your goals and objectives, and be engaging.

Prepare yourself by practicing your delivery and developing your communication style. Anticipate any challenges you may face in managing your

audience and use this guide to troubleshoot problems and solutions. Revisit food safety precautions and take proper steps to communication with your audience when you are working with any of the top eight food allergens.

Put your plan into action by following your structured lesson plan. Remember to engage participants with clear communication that encourages participation. Incorporate strategies that reinforce

learning and healthy behaviors at home such as goal setting and resource sharing. Guide your participants to completely and accurately fill out the evaluations, and keep surveys organized by date and location. Upon finishing your lesson, record survey data and pat yourself on the back. Through your education efforts, you are helping to disseminate important nutrition knowledge and enact behavior change to allow people to live longer, happier, and healthier lives!

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# APPENDICES



# APPENDIX A – QUESTIONS TO ASK THE COORDINATOR BEFORE PREPARING YOUR LESSON PLAN

Use this list of questions as a guide to ensure that you are fully prepared for the situation. Questions that have already been answered or are not applicable can be skipped. Communication is key! Remain in contact with the location coordinator about your plans for your lesson. In turn, they can keep you updated about any relevant changes to participant attendance, resources, or accessibility of the location.

## Questions about the audience:

- How many participants will there be?
- What is the primary language of the participants?
- What range of ages should I expect?
- Do you know the education or literacy level of the participants?
- Is there anything else I should know about the participants or the culture of the community?

## Questions about the location setup:

- Do you have electrical outlets nearby?
- Are there sinks and running water available for food preparation and hand washing?
- How much counter space is available for my food demonstration and/or for participants to get involved in food preparation?
- Do you have a projector and/or computer?
- I would like to bring a hot plate (or insert other kitchen appliance here). Do you have any policies or regulations governing such equipment at this location?
- I will be bringing knives to prepare my food demonstration. Do you have any policies or regulations governing such equipment at this location?
- Will you or another staff member remain nearby for assistance if I need help with the facility or managing participants?



# APPENDIX B – SMOG READABILITY TEST

## aka the Simplified Measure of Gobbledygook (SMOG)

### For materials containing more than 30 sentences

1. Count off 10 consecutive sentences at the beginning, middle, and end of the text.
2. Count the number of words with 3 or more syllables in the 30-sentence sample: \_\_\_\_\_ sentences
3. Use the answer to step 2 to look up the reading grade level in the chart below.

### Note:

- A sentence is defined as a string of words punctuated with a period, exclamation point, or question mark.
- Hyphenated words are considered one word.
- Numbers should be considered as if they were written out (i.e. both “25” and “twenty-five” should be considered to have 3 or more syllables).
- Proper nouns should be included.
- Abbreviations should be considered in their unabbreviated form.

*Adapted from University of South Carolina The “SMOG”  
Readability Test, 2008.<sup>14</sup>*

### For materials containing less than 30 sentences

1. Count the number of sentences: \_\_\_\_\_
2. Count the number of words with 3 or more syllables in the sample: \_\_\_\_\_
3. Divide the number of sentences in the sample into 30 and multiply this number by the number of words from step 2.  
 $30 \div \text{_____ (answer from step 1)} = \text{_____} \times \text{_____}$   
 (answer from step 2) = \_\_\_\_\_
4. Use the answer from step 3 to look up the reading grade level in the chart below.

Number of words with 3 or more syllables in a 30 sentence sample	Appropriate reading grade level (± 1.5 grades)
0-2	4
3-6	5
7-12	6
13-20	7
21-30	8
31-42	9
43-56	10
57-72	11
73-90	12
91+	College +

# APPENDIX C – TOOLS AND EQUIPMENT CHECKLIST

Item	Packed	Item	Packed
Clean apron		Scissors/Knives	
Extension cord		Sponges	
Can openers		Tin foil or plastic wrap	
Hats, hairnets		Storage containers	
Disposable gloves		Cups, plates, and utensils for samples	
Pot holders		Napkins	
Burner		Ingredients: Food, spices, oil	
Soap and dish detergent		First-Aid kit	
Sanitizing wipes		Lesson Plan	
Hand sanitizer		Power Point File	
Dish towels		Printed Handouts	
Tablecloth		Projector	
Paper towels		Computer and adapter	

*Adapted from: Cooking Matters in Your Food Pantry, 2014.<sup>9</sup>*

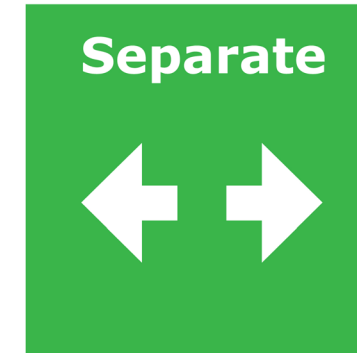


# APPENDIX D – FOOD SAFETY



## Clean — Wash hands and surfaces often.

- Hands need to be washed with warm water and soap for at least 20 seconds before preparing food, after handling raw meat or poultry, before serving foods, after touching one's hair or skin, and after using the restroom.
- Gloves must be worn if you have painted or acrylic fingernails. Gloves should never be used as a replacement for proper hand washing.
- Surfaces should be cleaned and sanitized prior to food preparation, when surfaces come into contact with raw meat or poultry, and after food preparation.
- Wash and sanitize dishes, utensils, and equipment. Disinfect food preparation surfaces as recommended by the state and your organization's guidelines.



## Separate — Do not cross-contaminate.

- Cross-contamination happens when a bacteria from one food gets onto another food. The most common form of cross contamination is when raw meat comes into contact with fruits and vegetables that will not be cooked.
- Use separate cutting boards for raw meat and produce. Clean and sanitize cutting boards that have touched raw meat as soon as possible.
- Store fruits and vegetables above raw meat in the refrigerator or freezer. Raw juices from meat could contaminate produce if meat is stored above produce.
- To make things easier, only prepare vegetarian foods or use precooked meats. Using raw meat is much more difficult due to the food safety risks.

# APPENDIX D – FOOD SAFETY



**Cook — Cook to proper temperatures by checking with a food thermometer.**

- If meat or poultry are used, cook it to the correct temperature.

**Chill — Refrigerate promptly.**

- Foods should be kept out of the danger zone (41°F to 140° F).
- If you are preparing a recipe in advance, refrigerate it as soon as it is prepared. When traveling to the cooking demonstration, the food should be on ice in an insulated bag. Only remove food from the insulated bag with ice as needed to serve for participants.
- Food should not be at room temperature for more than 2 hours. Throw away any food that has been left out for more than 2 hours.
- Keep hot foods hot (>140° F) and cold foods cold (<40° F).



Food	Minimal Internal Temperature for Safety
Poultry, Stuffing, Casseroles, Leftovers	165°F
Egg dishes, Ground Meat	160°F
Beef, Pork, Lamb, Roasts, Steaks, Chops	145°F
Holding Temperature for Cooked Food	140°F
<b>DANGER ZONE!</b>	
Refrigerator Temperature	40°F
Freezer Temperature	0°F



# APPENDIX E – COOKING BASICS

## Knife Skills

- Ensure that knife is sharp and is the appropriate size for the job.
- Ensure that cutting board is on a stable, non-slippery surface (you might want to place a dish towel underneath the cutting board if it is slipping)
- Make a claw with your hand that is holding the food. Tuck your fingers into your hand to make sure fingers are safe!
- Cut round foods in half so they have a flat surface. Place flat side on the cutting board for stability.
- Lead cuts with the tip of the knife, angled toward the cutting board.
- Slide knife down and back like a saw, keeping the tip on the cutting board.<sup>11</sup>



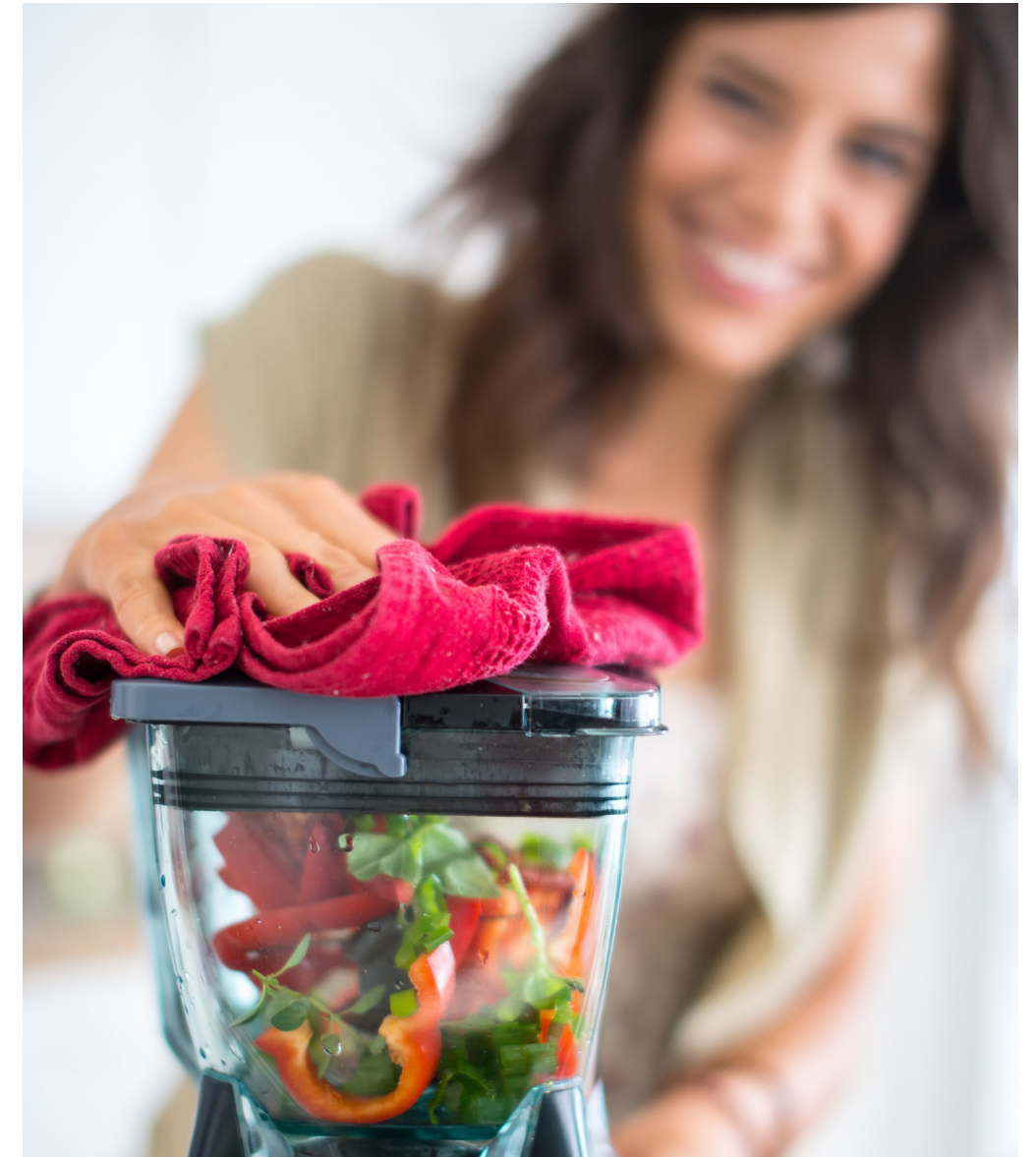
## Cooking In a Skillet

- If using nonstick cookware, always heat the pan with a bit of oil in it. With a traditional or iron skillet, heat pan before adding oil.
- Add onions before garlic, onions have more water so they can cook longer.
- Tougher cuts of meat should be cooked in liquid on low heat for a long time.
- The best method for cooking stir-fry and other foods that need a little crunch (such as vegetables) is quickly on medium to high heat.<sup>7</sup>

# APPENDIX E – COOKING BASICS

## Food Handling

- Do not cook or work with food if you are sick. Reschedule if needed or have a coworker take your place.
- Wear a clean apron.
- Wash hands and use disposable gloves, replacing them when they become dirty.
- Wash hands and arms regularly, especially after:
  - Eating or drinking
  - Using the restroom
  - Coughing, sneezing or using a tissue
  - Handling raw food, especially poultry and meat
  - Touching anything that could be contaminated by bacteria
- Keep fingernails short and clean
- Do not touch non-food items, like pens and clipboards, with your disposable gloves.
- Hair should be clean, neat, pulled back, and covered.
- Men should have clean, neat facial hair.
- Keep hands away from face, eyes, hair, and arms.
- Avoid nail polish.
- Do not smoke or chew gum while preparing food.
- Cover any cuts or injuries with clean bandages.
- Do not stand on food prep tables.
- Use a clean utensil whenever sampling food.
- Do not eat or drink in food prep area except for sampling.<sup>8</sup>





# APPENDIX F – NUTRITION EDUCATION CLASS PLAN EXAMPLE

A thorough lesson plan is critical to help you prepare and keep yourself on track throughout your presentation and demonstration. The [USDA SuperTracker lesson plans](#) are structured in an exemplary way that can be adapted to any evidence-based curriculum. The format is as follows:

**Lesson Title:** Track Your Snack

**Time Required:** 40 minutes

**Intended Audience:** High school students grades 9-12

**Lesson Overview:** Provides a brief summary of the lesson topic and purpose, the instructor's role, and the student's role in the planned activities.

## Lesson Preparation

- Provides information and website links for the instructor to prepare for the lesson
- Lists necessary materials and handouts
- Lists required equipment needed to setup for the lesson

**Lesson Objectives:** Lists knowledge acquisition and behavior change objectives for participants upon lesson completion.

**Teaching Instructions:** Guides the educator through step-by-step instructions to teach the lesson and meet all learning objectives.

## Reflection, Evaluation, and Discussion:

- Provides the educator with a method to summarize the lesson and help guide participants in reflection on the topics covered to reinforce lesson objectives.

## Additional Resources:

- Give additional website links as a reference for the instructor and/or participants to dive deeper into the topic.

## Notes

- Prompts the instructor to record notes and reflect to make improvements for the next lesson.
- Click the picture below to view the SuperTracker lesson plans for high school students.

# APPENDIX G – FOOD DEMONSTRATION PLAN EXAMPLE

<b>Introductions</b>	<b>0-2 minutes</b>
<ul style="list-style-type: none"> <li>• Introduce yourself.</li> <li>• Briefly explain that you will be preparing a healthy snack recipe using simple ingredients.</li> <li>• Talking points:             <ul style="list-style-type: none"> <li>• Today, I'd like to talk to you about making healthy snacks at home with foods you have on hand.</li> <li>• Following this demo, I hope you will try the recipe at home and modify it according to your food preferences and the foods you have in your home.</li> </ul> </li> </ul>	
<b>Nutrition Lesson</b>	<b>3-5 minutes</b>
<ul style="list-style-type: none"> <li>• Talking points:             <ul style="list-style-type: none"> <li>• What do you typically snack on at home?</li> <li>• Many foods you normally have on hand can be used to make healthy snacks.</li> <li>• When you fix a snack, think about the food groups you're eating from. Try to get at least two food groups into your snack. In particular, snack time is a great time to add more fruits and veggies to your diet.</li> </ul> </li> <li>• Refer to the MyPlate poster and quickly review the five food groups.</li> </ul>	
<b>Recipe Demo</b>	<b>0-5 minutes</b>
<ul style="list-style-type: none"> <li>• Pass out prepared samples.</li> </ul>	
<b>Wrap Up</b>	<b>0-5 minutes</b>
<ul style="list-style-type: none"> <li>• Ask participants to sample the food and share their impressions. If participants didn't enjoy the recipe, discuss options for modifying according to their preferences.             <ul style="list-style-type: none"> <li>• Talking points:                 <ul style="list-style-type: none"> <li>• Make sure to take a copy of this recipe with you today so you can make it at home.</li> <li>• Are there any questions?</li> </ul> </li> </ul> </li> <li>• Pass out the recipe as they leave the demo.</li> </ul>	

*Adapted from: Cooking Matters in Your Food Pantry, 2014.<sup>9</sup>*



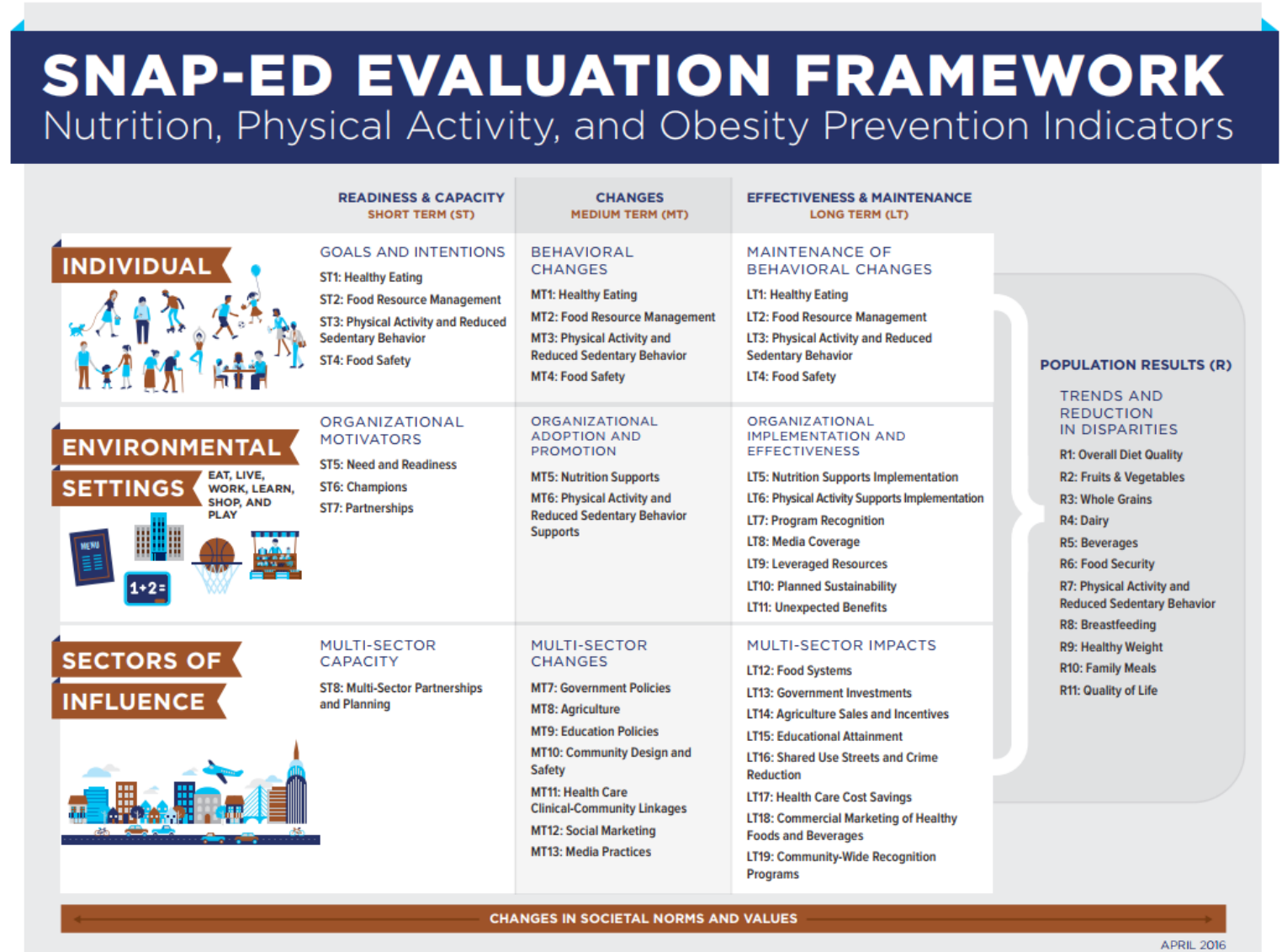
# APPENDIX H – EVALUATION RESOURCES

## SNAP-Ed Evaluation Framework

This toolkit will help SNAP-Ed Nutrition Educators find evidence-based interventions and explore the [SNAP-Ed Evaluation Framework](#) in order to strengthen the impact of their programs. Most of the interventions include an evaluation which you can use in your lesson plan or that you can use to model your evaluation after.

Here are some additional evaluation resources:

- [Townsend Lab](#)
- [Eat Well Be Well](#)
- [USDA Recipe Evaluation](#)



# APPENDIX H – EVALUATION RESOURCES

## Sample Evaluation

We are conducting this evaluation to determine the outcomes of our program. Your participation is voluntary, but encouraged, and your results will be anonymous. Please circle the answer that most accurately represents you and your family. Thank you!

### Pre-Test Sample Questions

1. How many days during the past week did your child eat more than one kind of vegetable each day? Do not include vegetable juice. (Circle one.)
  - A. None
  - B. 1 to 2 days
  - C. 3 to 4 days
  - D. 5 to 6 days
  - E. Every day
2. During the past week, how many cups of vegetables did your child eat each day? Do not include vegetable juice. (Circle one.)
  - A. None
  - B. 1/2 cup
  - C. 1 cup
  - D. 1 ½ cups
  - E. 2 cups None 1 cup 2 cups 3 cups
  - F. 2 ½ cups
  - G. 3 cups or more

### Post-Test Sample Questions

1. How many days during the past week did your child eat more than one kind of vegetable each day? Do not include vegetable juice. (Circle one.)
  - A. None
  - B. 1 to 2 days
  - C. 3 to 4 days
  - D. 5 to 6 days
  - E. Every day
2. During the past week, how many cups of vegetables did your child eat each day? Do not include vegetable juice. (Circle one.)
  - A. None
  - B. 1/2 cup
  - C. 1 cup
  - D. 1 ½ cups
  - E. 2 cups None 1 cup 2 cups 3 cups
  - F. 2 ½ cups
  - G. 3 cups or more

\*Please note that the pre and post questions are often exactly the same. This is the easiest way to determine if you affected behavior change. This type of pre and post test would be implemented after a multiple classes with a nutrition educator. These questions were adopted from the [Eat Well Play Hard in Child Care Settings \(EWPHCCS\)](#) program evaluation.



# APPENDIX H – EVALUATION RESOURCES

## Sample Food Demonstration Evaluation

Name \_\_\_\_\_

Date \_\_\_\_\_

Please rate your level of agreement with the following statements:

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I liked the sample I tasted at this demonstration.					
I plan to use this recipe at home.					
This demonstration taught me the skills I need to make this recipe at home.					
I learned new ways to help my family eat healthier.					
The ingredients used in this demonstration are items that I am able to buy.					

*Adapted from Arizona Nutrition Network Food Demonstration Guide, 2009.*

# APPENDIX H – EVALUATION RESOURCES

## Sample Child Evaluation

**Make Today  
a Try-Day!**



**It's fun to find new favorite foods!**  
Write the name of the food you tried and then circle the faces below to tell us how you feel about it.

The food I tried: \_\_\_\_\_

The food looked:   

The food tasted:   

The food smelled:   

The food made me feel:   

*From the Team Nutrition Popular Events Idea Book, 2014.<sup>15</sup>*