



# DC HEALTH NUTRITION EDUCATOR TRAINING MANUAL

*Supporting Effective Nutrition Educators and Healthy Communities*



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**Prepared by:** Advocates for Better Children’s Diets (ABCD) on contract to DC HEALTH.

### Editors

- Sara Beckwith, MS, RDN, LD
- Ivy Isong, MS, RD, LDN
- Nancy Chapman, MPH, RD, LD (ABCD)
- Stephanie Johnson, RDN, LD (ABCD)

### Special Thanks

- Gretchen Groves, Dietetic Intern (ABCD)
- Casey Brown, Public Health Intern (ABCD)

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## DC HEALTH NUTRITION EDUCATOR TRAINING – TRAINING OVERVIEW

| Topic                                 | Time       | Grouping                  | Activity/Lesson   | Materials/Notes  |
|---------------------------------------|------------|---------------------------|---|--|
| <b>Welcome and pretest</b>            | 20 minutes | Whole class               | <ul style="list-style-type: none"> <li>• Instructor introductions</li> <li>• Explain and administer pretest (<i>Appendix 2</i>)</li> <li>• Training Goal and Objectives</li> <li>• Icebreaker – Participant introductions</li> <li>• Introduce Nutrition Educator Guide and Handouts</li> <li>• Introduce sections of the Nutrition Educator Guide and review agenda</li> </ul> | <ul style="list-style-type: none"> <li>• Computer with PowerPoint</li> <li>• Writing utensils</li> <li>• At each desk/chair                             <ul style="list-style-type: none"> <li>○ Pretest (pre-numbered)</li> <li>○ Agendas</li> <li>○ Handout packets</li> </ul> </li> </ul> |
| <b>Purpose of nutrition education</b> | 15 minutes | Whole class, Pairs        | <ul style="list-style-type: none"> <li>• Purpose of nutrition education</li> <li>• Social Ecological Model</li> <li>• In pairs, discuss “Why do you want to be a nutrition educator?”</li> <li>• Effective nutrition education</li> <li>• Review</li> </ul>   | <ul style="list-style-type: none"> <li>• Scratch paper (for participant note taking)</li> <li>• Writing utensils</li> <li>• Effective Nutrition Education Handout</li> </ul>   |
| <b>Plan your lesson</b>               | 55 minutes | Whole class               | <ul style="list-style-type: none"> <li>• Know your audience</li> <li>• Goals and objectives</li> <li>• Choose teaching methods</li> <li>• Plan your food demonstrations</li> <li>• Review food safety basics</li> <li>• Review food allergy basics</li> <li>• Discuss the importance of evaluations</li> <li>• Review</li> </ul>  | <ul style="list-style-type: none"> <li>• Writing utensils</li> <li>• Plan Your Lesson Handout</li> <li>• Lesson Checklist Handout</li> </ul>   |
| <b>Break</b>                          | 15 minutes | Whole Class               |   |  |
| <b>Prepare yourself</b>               | 35 minutes | Whole class               | <ul style="list-style-type: none"> <li>• Communicating with your participants</li> <li>• Managing your audience</li> <li>• Sharing of difficult situations and how educators manage them (discussion time)</li> <li>• Review</li> </ul>   | <ul style="list-style-type: none"> <li>• Engage Your Audience Handout</li> </ul>   |
| <b>Meal Planning Activity</b>         | 10 minutes | Small groups (4-5 people) | <ul style="list-style-type: none"> <li>• See group activity on meal planning (<i>Appendix 1</i>)</li> </ul>   | <ul style="list-style-type: none"> <li>• Group activity sheet</li> <li>• Writing utensils</li> </ul>   |
| <b>Put It Into Action</b>             | 15 minutes | Whole class               | <ul style="list-style-type: none"> <li>• Participant goal setting</li> <li>• After the lesson                             <ul style="list-style-type: none"> <li>○ Reinforcing learning</li> <li>○ Social media outreach</li> <li>○ Sharing evaluation data</li> </ul> </li> <li>• Review</li> </ul>  | <ul style="list-style-type: none"> <li>• Understand Evaluation Handout</li> </ul>  |
| <b>Conclusion</b>                     | 5 minutes  | Whole Class               | <ul style="list-style-type: none"> <li>• Review training objectives</li> </ul>  |  |
| <b>Posttest</b>                       | 10 minutes | Whole class               | <ul style="list-style-type: none"> <li>• Explain and administer posttest (<i>Appendix 3</i>)</li> </ul>   | <ul style="list-style-type: none"> <li>• Posttest (pre-numbered)</li> <li>• Writing utensils</li> </ul>  |

- 9:30-9:45 Welcome and Pretest**
- Instructor introductions
  - Pretest
  - Training Goal and Objectives
  - Participants introductions
  - Nutrition Educator Guide and Handouts
  - Sections of the Nutrition Educator Guide
  - Review agenda
- 9:45-10:05 Purpose of Nutrition Education**
- Social Ecological Model
  - Motivation activity (in pairs)
  - Effective nutrition education
  - Review
- 10:05-11:00 Plan Your Lesson**
- Know your audience
  - Goals and objectives
  - Teaching methods
  - Food demonstrations
  - Food safety
  - Food allergies
  - Evaluation
  - Review
- 11:00-11:15 Break**
- 11:15-11:50 Prepare Yourself**
- Communication
  - Managing your audience
  - Review
- 11:50-12:00 Meal Planning Group Activity**
- 12:00-12:15 Put It Into Action**
- Participant goal setting
  - After the lesson
  - Review
- 12:15-12:20 Conclusion**
- Review objectives
- 12:20-12:30 Posttest**
- Posttest

## WELCOME AND PRETEST – 20 MINUTES

### SLIDE 1

#### Introduce trainers and organization (1 minute)

- The goal of this training is to teach you to become an effective nutrition educator. We will be utilizing resources from the **DC HEALTH Nutrition Educator Training Toolkit** throughout the day.

### SLIDE 2

#### Administer pretest (7 minutes)

(See Appendix 2 for Pretest.)

- Read the pretest instructions aloud.

### SLIDE 3

#### Goals and Objectives for training (2 minutes)

- Goal: Nutrition educators will be prepared to give nutrition education that will positively affect the behavior of individuals and communities.
- Objectives – By the end of this training, you will be able to:
  - Utilize key information from the Nutrition Educator Guide to prepare and deliver effective nutrition education.
  - Complete at least one handout before delivering an effective nutrition education lesson.
  - Write the purpose of nutrition education.
  - Identify three things to know about one’s audience before planning a lesson.
  - List two strategies for participants with diverse classroom behavior and learning styles.
  - Write one reason why it is helpful to set behavior change goals with participants.

### SLIDE 4

#### Icebreaker Activity (5 minutes)

- Have participants introduce themselves with name, organization, and their favorite childhood food.
- Trainers start with their favorite foods and then go around the room.

### SLIDE 5

#### Briefly introduce the Nutrition Educator Guide and where to find it online (1 minute)

- The **Nutrition Educator Guide (Guide)** will lead you through a step-by-step process to prepare, plan, and put into action your nutrition lessons.

### SLIDE 6

#### Briefly introduce the Handouts that will be used throughout the lesson (1 minute)

- The five **Handouts** are resources to help you understand, organize, and tailor your lessons to your specific teaching settings.

### SLIDE 7

#### Briefly introduce the 4P’s and review the agenda (3 minutes)

- The guide and training are organized into 4P’s.
  - Purpose – before you begin teaching, understanding why nutrition education is important

- Plan your lesson – discuss elements of lesson planning that include goal setting, activity planning, and evaluation
- Prepare yourself – discuss how to foresee possible bumps in the road that could happen while delivering your nutrition education lesson and how to avoid them
- Put it into action – talk about methods to ensure participants gain the intended information needed to sustain their behavior changes
- Talk participants through agenda

## SLIDE 8

### PURPOSE OF NUTRITION EDUCATION – 15 MINUTES

#### **Purpose of Nutrition Education (2 minutes)**

- The focus of this training is to demonstrate how to effectively promote behavior change through your nutrition lessons.
- The purpose of nutrition education is to empower participants to make educated decisions about the food they select every day at every eating occasion.

## SLIDE 9

#### **Explain the Social Ecological Model and how it relates to nutrition education (3 minutes)**

- The Social Ecological Model serves as a framework to help us understand the multiple factors that influence health behaviors. This includes when and how nutrition education can affect eating and physical activity behaviors at different levels of social interactions. 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.
- Explain how nutrition education can stimulate change at different levels – individual, interpersonal, organizational, and community
- Ask for participant for examples in their life

## SLIDE 10

#### **Motivation Activity (2 minutes) – IN PAIRS**

- Share “Why do you want to be a nutrition educator?”

## SLIDE 11

#### **Effective nutrition education is simple and focuses on participants’ motivations for change (5 minutes)**

- Healthy behavior change is the goal
- Focus lessons on specific topics
- Involve participants and the community when possible
- Focus on participants’ motivations to change
- Help participants set goals to improve self-efficacy, one’s belief in their ability to succeed at a specific task
- Walk participants through *Effective Nutrition Education Handout*

## SLIDE 12

### Review: Purpose (3 minutes)

- What is the purpose of nutrition education?
- Why does the social ecological model matter for nutrition education?
- What are the key elements of effective nutrition education?
- Where can you find the Nutrition Educator Guide and handouts?

## SLIDE 13

### PLAN YOUR LESSON – 55 MINUTES

## SLIDE 14 (Slide 1 of 7 for Know Your Audience)

### Know your audience (10 minutes)

- Bring attention to the first section of *Plan Your Lesson Handout*
- For your lesson to be successful, it must be relevant and useful for your audience. Learn about your audience and tailor your lesson to their needs. Find out the class size, age range, language spoken, education/literacy level, culture/ethnicity, misconceptions, and the food environment and resources.
- You can also use the questions in the *Guide - Appendix A* to direct you through this process.

## SLIDE 15 (Slide 2 of 7 for Know Your Audience)

- Now let's review a few examples about why knowing your audience is important.
  - Language (case study)
    - **Read aloud:** A nutrition educator taught a lesson on fiber at a retirement center last week. Most of his participants were 70-year-old non-Hispanic men, but a few were Hispanic. The majority of the group participated except the Hispanic men. The educator just assumed they were grumpy. The educator received an email from the retirement home asking for information from his lesson in Spanish. Which steps should the educator have taken when preparing for his lesson?
      - A. Ask the language of the group prior to arrival
      - B. Use translated materials
      - C. Decide translating the material was too much effort
      - D. Cancel the class

## SLIDE 16 (Slide 3 of 7 for Know Your Audience)

- The answer is A & B
- To inspire behavior change, your participants must understand what you are saying

## SLIDE 17 (Slide 4 of 7 for Know Your Audience)

- Culture (case study)
  - **Read aloud:** 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 should 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 for an interpreter to be present to help translate your presentation so all participants can understand what you say.
    - C. Reflect on your own food culture and use your experiences to relate to your participants.



- D. All of the above

#### SLIDE 18 (Slide 5 of 7 for Know You Audience)

- The answer is 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.

#### SLIDE 19 (Slide 6 of 7 for Know You Audience)

- Literacy (case study)
  - **Read aloud:** 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

#### SLIDE 20 (Slide 7 of 7 for Know You Audience)

- The answer is A, C, and D
- 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?
- Review resources in the **Guide - Appendix B**
- Age and gender
  - Be sure to use appropriate graphics and examples.

#### SLIDE 21 (Slide 1 of 2 for Set or review goals and objectives)

##### Set or review goals and objectives for your lesson (10 minutes)

- Some of you will be provided lesson plans and some of you may need to create your own. This training provides resources for both situations. Refer to the **Plan Your Lesson Handout** during the discussions.
- The goal of nutrition education is to prepare participants to make healthy behavior changes.
- Goal (Key outcomes) – overarching achievement of nutrition education
- Objective (Action steps to behavior change) – specific steps to meet goal
- SMART objectives are:
  - Specific
  - Measurable
  - Achievable
  - Relevant
  - Time-bound

#### SLIDE 22 (Slide 2 of 2 for Set or review goals and objectives)

Now it's time to practice

- Using the objectives below, revise the objective until it becomes SMART.
  - Participants will learn about fruits and vegetables.

- Participants will change their mind about junk food.
- Participants will eat healthier.

### SLIDE 23

#### Choose your teaching methods (5 minutes)

- Review your teaching methods and activities. Choose the ones appropriate for your audience. Refer to the ***Plan Your Lesson Handout*** during the discussions.
- Using Q&As, review with the class what activities they have used or could use to illustrate:
  - Demonstrations - Demonstrations are an innovative way for educators to provide examples of the topic they are teaching.
  - Interactive activities - This style of teaching involves activities that allow participants to take part in the lesson.
  - Discussions - The educator provides a topic to the class and prompts participants to talk to each other about the topic.
  - Role playing - This method involves asking participants to act out an improvised scene or read from a script that covers a nutrition topic.
  - Q&A sessions - During Q&A sessions, the educator not only poses question to the participants, but the participants are encouraged to ask the educator questions.
- Ask the class, what are some other creative and effective activities you have employed in the past?

### SLIDE 24

#### Plan food demonstration (5 minutes)

- Food demonstrations effectively teach skills and allow participants to try new foods, if time and resources are available.
- While you are doing your food demonstration, remember to:
  - Explain what you are doing while you are doing it. For example, even if you are cutting fruit, never assume that your participants know the steps.
  - Discuss nutrient content of the foods you are preparing and ingredient substitutions you are making during your demonstration. Emphasize attention to allergies and picky eaters.
  - Relate your demo to your lesson topic and learning objectives.
  - Choose ingredients that are affordable and available to your participants in their community.
  - Pick recipe(s) that are age appropriate and culturally relevant.
  - Allow adequate time to complete the demonstration. Cooking often takes longer than expected.
- Use the ***Lesson Checklist Handout*** and ***Guide - Appendix C*** to ensure that you have the supplies needed to perform your food demo.
- When possible, practice your food demo recipe and observe another nutrition educator conduct a food demonstration on your recipe or a similar recipe.
- Ask the class - What are some unforeseen challenges that you have encountered during a food demo from which we can all learn?

### SLIDE 25

#### Food safety (2 minutes)

- It is very important to follow food safety guidelines while conducting food demonstrations to avoid participants getting sick. Always:
  - Clean
  - Separate

- Cook
- Chill
- Review **Guide - Appendices D, E, and G**

## SLIDE 26

### Food allergies (3 minutes)

- Allergic reactions can be life threatening. Identify foods that are most likely to cause allergic reactions and be sure to notify participants when using any of these ingredients in your food demonstration.
- Use slide to identify 8 main allergies – milk, wheat, eggs, soybean, peanuts, tree nuts, fish, and shellfish and substitutions that can be made.
- Check labels – show actual food packages to illustrate where to look for allergens.
- Always clean and sanitize equipment before your lesson to avoid cross-contamination with an allergen.

## SLIDE 27

### Plan or review your evaluation (10 minutes)

- Based on the lesson objectives, consider how you will determine whether your effective teaching led to knowledge gain and behavior change. Refer to the **Plan Your Lesson Handout** during the discussions.
- Evaluation will allow you to determine if your participants learned what you intended to teach and what activities or features of the lesson, location, and instructor were most appropriate and acceptable.
- Types of evaluations:
  - Outcome – evaluation that assesses measurable outcomes such as changes in knowledge, attitude, or behavior. The common tool for outcome evaluations is a pre/posttest.
  - Process – evaluation that can be conducted at the beginning, middle and after the lesson to determine which features of the lesson and teacher (i.e. activity type, participant engagement, class location or timing, attitude, etc.) helped or hindered participant learning
    - Did audience represent the target audience?
    - Was the lesson delivered as intended?
    - Was attendance adequate?
    - Was the educator prepared and engaged?
    - What factors helped or hindered teaching the lesson?
- Evaluations should be developed by skilled professionals. Use existing, validated surveys to assess your participants.
- Review **Understand Evaluation Handout**. Other resources include **Guide – Appendix H** and the pre/posttests (*Appendix 1 and 2*).

## SLIDE 28

### Review: Plan Your Lesson (10 minutes)

- What should you know about your audience?
- What is a goal? What is an objective?
- Where can you find more information about food safety and allergies?
- Why is evaluation important? How do I conduct an evaluation?

## SLIDE 29

### BREAK – 15 MINUTES

## SLIDE 30

### PREPARE YOURSELF – 35 MINUTES

#### SLIDE 31 (Slide 1 of 3 for Communication)

##### Communication (5 minutes)

- Everyone has a unique style of communicating, including both educators and participants.
- Try some of these tips to engage participants:
  - Introduce yourself and your qualifications. You may share something about yourself but keep it short.
  - Have the participants introduce themselves and do an icebreaker activity to help you get to know your participants.
  - Lay out expectations so that participants understand how the class will flow.
  - Practice non-judgement words and body language.
  - Smile and make eye contact.
  - Be animated and enthusiastic about what you are teaching.

#### SLIDE 32 (Slide 2 of 3 for Communication)

- Use Communication case study
  - **Read aloud:** Trey is a nutrition educator delivering a lesson on whole grains at a community center. He walks to the front of the room with his arms folded, and immediately begins teaching. What could Trey have done better to engage the audience? Did the educator successfully manage 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

#### SLIDE 33 (Slide 3 of 3 for Communication)

- The answer is 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 that relates to the lesson can help the class become relaxed and comfortable.

#### SLIDE 34 (Slide 1 of 4 for Managing Your Audience)

##### Managing your audience (5 minutes)

- Establish expectations and guidelines at the beginning of the class to avoid disruptions. This “rule review” is especially important for classes with children.
  - Enforce these guidelines as necessary but try not to be too strict. Nutrition education should be fun.
  - Redirect discussions when necessary.

- Insist everyone raise their hands to ask questions and be silent when others are speaking.
- If working with kids, ask the primary teacher what methods help garner focus.

#### SLIDE 35 (Slide 2 of 4 for Managing Your Audience)

- Managing Your Audience case study
  - **Read aloud:** A nutrition educator begins teaching a lesson on the importance of eating calcium-rich foods. José, 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 about brushing teeth. The educator quiets the class, asks them to raise their hands to give examples about how to keep their teeth clean, and then talks about types of milk. Did the educator successfully manage the audience?
    - A. Yes
    - B. No

#### SLIDE 36 (Slide 3 of 4 for Managing Your Audience)

- The answer is 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 is important.

#### SLIDE 37 (Slide 4 of 4 for Managing Your Audience)

##### Managing your audience (15 minutes)

- You will encounter many types of personalities while teaching. Here are some of the types of personalities that may be challenging during class.
- The guide and the **Engage Your Audience Handout** give examples on how to work with each of these individuals.
  - Dominators
  - Disruptors
  - Complainers
  - Know-it-alls
  - Digressers
  - Resistors
  - Wisecrackers/Jokesters
  - Latecomers
- Role play several of the characterizations with other trainer and with one or two class volunteers.
- Ask trainees “What difficult situations have you encountered and how did you deal with them?”
- Remind trainees that sometimes they may need to step out of the room with a participant. If this happens, give the group an activity. While outside, discuss with the disruptive participant a way to move forward. (Demonstrate through a role play.)

#### SLIDE 38

##### Review: Prepare Yourself (10 minutes)

- What are some ways to engage your audience through your communications?
- What are the different personalities you are likely to encounter in the classroom?
- What are some strategies for dealing with disruptive participants?

## SLIDE 39

### GROUP ACTIVITY – 10 MINUTES

See Appendix 1 for Activity Handout.

Each group will select an “individual” for whom to create a meal with the ingredients listed on the back of this sheet and then share the meal with the class.

#### Instructions

- Choose one of the following individuals: an African-American child, an elderly Latina woman, or a Native American man.
- Record which individual you selected in the blank below.
- Create a meal using a maximum of five ingredients from the ten ingredients listed on the back of this sheet.
- Your meal should follow the MyPlate recommendations on the back of this sheet and be appropriate for the individual you have chosen.
- You may include herbs and spices that do not appear on the list.

## SLIDE 40

### PUT IT INTO ACTION – 15 MINUTES

#### SLIDE 41

##### Participant goal setting (8 minutes)

- Help your participants set goals for when they leave the class. This will help them turn their knowledge into action and promote behavior change.
- Helping them write action steps is an easy way to help them stay on track and implement the information they learned during your lesson.
- Review *Effective Nutrition Education Handout* concepts which include the questions on the slide.

#### SLIDE 42

##### After the lesson (5 minutes)

- Strategies to reinforce learning at home
  - Another way to help participants make a behavior change at home is to send them home with tools to make changes.
  - A simple way to reinforce changes is to provide the recipe for the food demonstration you performed. You can also send participants home with a healthy grocery list or a goal contract. If you have the resources, you can distribute items such as measuring cups or cutting boards. Tools that will help participants implement the information in your lesson.
- Providing additional resources and social media links
  - To go further, keep in touch with your participants through social media and share helpful information and reminders of what they learned during class.
- Share evaluation data with program administrators
  - Finally, be sure to collect your evaluations and enter or share the data according to your organization’s procedures. Share that data with the coordinator of the class to track impact of nutrition education on participants.

### SLIDE 43

#### Review: Put It Into Action (2 minutes)

- What should you consider when setting goals with participants?
- What actions must be taken after your nutrition lesson?

### SLIDE 44

#### CONCLUSION – 5 MINUTES

Ask the following questions based on the objectives of this Training Manual:

- How can you use information in the Nutrition Educator Guide to prepare and deliver effective nutrition education?
- Which handouts would you complete before delivering an effective nutrition education lesson?
- What is the purpose of nutrition education?
- What are three things you need to know about your audience before planning a lesson?
- What are two strategies for engaging participants with diverse classroom behavior and learning styles?
- Why is it helpful to set behavior change goals with participants?

### SLIDE 45

#### POSTTEST – 10 MINUTES

*See Appendix 3 for Posttest.*

- Read the posttest instructions aloud.

### SLIDE 46

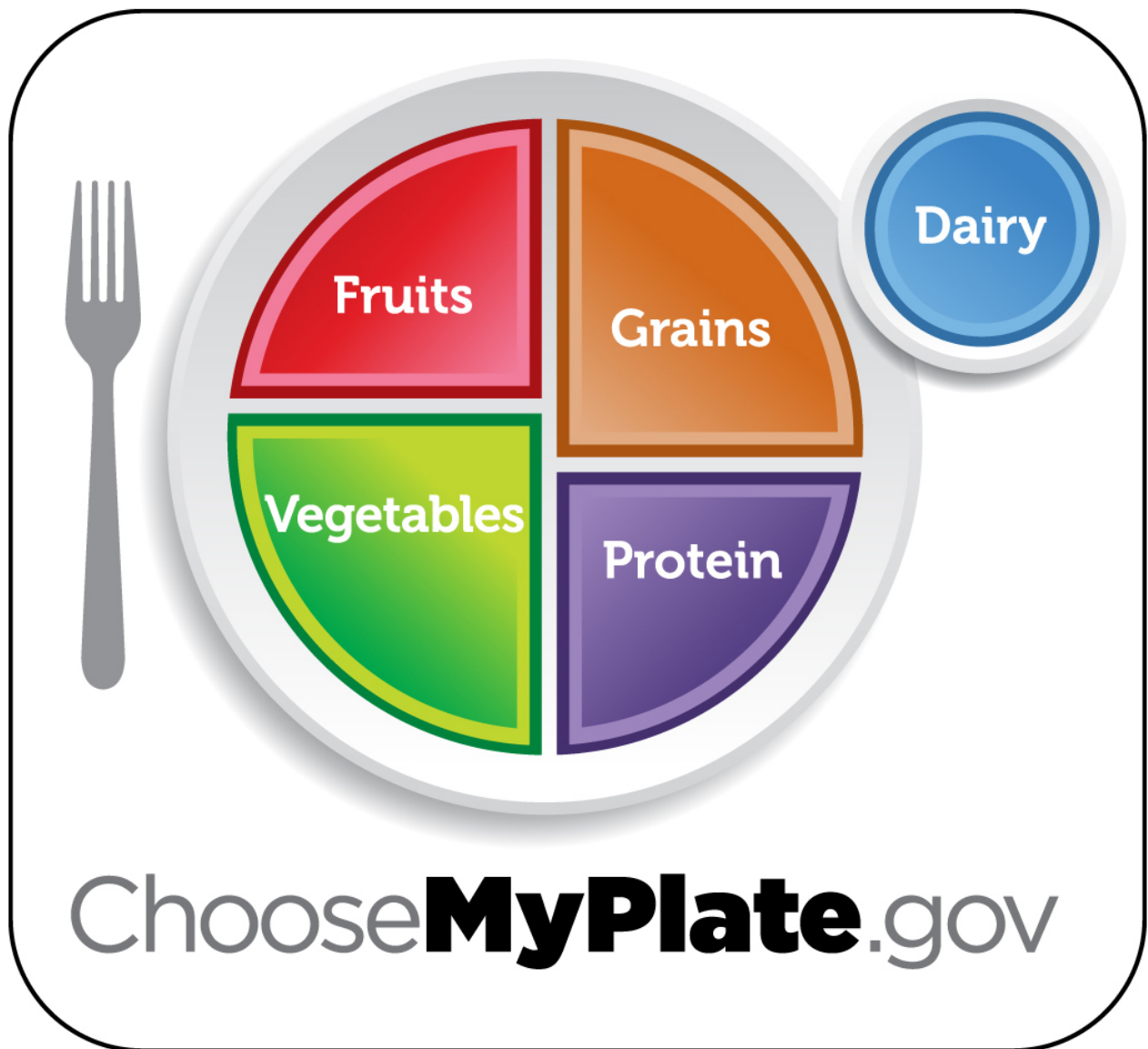
**Thank everyone for coming.**





Out of these 10 ingredients, you can only choose 5 to make your recipe.

- Beans
- Brown rice
- Chicken breast
- Collard greens
- Eggs
- Tomatoes
- Apples
- Yellow squash
- Peanut butter
- Whole grain English muffins



DC HEALTH NUTRITION EDUCATOR TRAINING

Participant Number \_\_\_\_\_

PRETEST

Thank you for participating in this Nutrition Educator Training which is based on the DC HEALTH Nutrition Educator Guide and handouts. The goal of this training is to prepare you to deliver nutrition education that will positively affect the behavior of individuals and communities.

By answering all the following questions, you will help us improve the Nutrition Educator Training for future participants. We want to learn about your experience with nutrition education before receiving this training. We do not expect you to have answers for **all** of the questions before we begin the training. For the following questions, please check **one** answer you believe is correct and/or write the best answer in the blank.

- 1. Where can you access the DC HEALTH Nutrition Educator Guide and handouts?

\_\_\_\_\_

\_\_\_\_\_

- 2. What is the purpose of nutrition education?

\_\_\_\_\_

\_\_\_\_\_

- 3. List three things you should learn about your participants before planning your lesson.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

4. Why is it important to learn about your participants before planning your lesson?
- You can find out if you will become friends after class.
  - You can use information for personal research on foods eaten by residents.
  - You can tailor the lesson to be understandable and useful to participants.
  - You can anticipate if the group will get along or be disruptive.
5. What is the difference between a goal and an objective you will set for your nutrition education lessons?
- A goal is a broad statement and objectives are steps to achieve the goal.
  - An objective is a broad statement and goals are steps to achieve the objective.
6. List two important things to keep in mind when choosing foods to use in a cooking demonstration.
- a. \_\_\_\_\_
  - b. \_\_\_\_\_
7. Your nutrition class has been interrupted by a challenging participant. What are two strategies you can use to help refocus the class?
- a. \_\_\_\_\_  
\_\_\_\_\_
  - b. \_\_\_\_\_  
\_\_\_\_\_
8. Describe one reason it is helpful to set behavior change goals with participants?
- \_\_\_\_\_
- \_\_\_\_\_
9. Name two online resources for current, science-based nutrition education information?
- a. \_\_\_\_\_  
\_\_\_\_\_
  - b. \_\_\_\_\_  
\_\_\_\_\_

DC HEALTH NUTRITION EDUCATOR TRAINING

Participant Number \_\_\_\_\_

POSTTEST

Thank you for participating in this Nutrition Educator Training which is based on the DC HEALTH Nutrition Educator Guide and handouts. The goal of this training is to prepare you to provide nutrition education that will positively affect the behavior of individuals and communities.

By answering all the following questions, you will help us improve the Nutrition Educator Training for future participants. Please answer **all** of the questions in the posttest. For the following questions, please check **one** answer you believe is correct and/or write the best answer in the blank.

1. Where can you access the DC HEALTH Nutrition Educator Guide and handouts?

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2. What is the purpose of nutrition education?

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3. List three things you should learn about your participants before planning your lesson.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

4. Why is it important to learn about your participants before planning your lesson?
- You can find out if you will become friends after class.
  - You can use information for personal research on foods eaten by residents.
  - You can tailor the lesson to be understandable and useful to participants.
  - You can anticipate if the group will get along or be disruptive.
5. What is the difference between a goal and an objective you will set for your nutrition education lessons?
- A goal is a broad statement and objectives are steps to achieve the goal.
  - An objective is a broad statement and goals are steps to achieve the objective.
6. List two important things to keep in mind when choosing foods to use in a cooking demonstration.
- a. \_\_\_\_\_
  - b. \_\_\_\_\_
7. Your nutrition class has been interrupted by a challenging participant. What are two strategies you can use to help refocus the class?
- a. \_\_\_\_\_  
\_\_\_\_\_
  - b. \_\_\_\_\_  
\_\_\_\_\_
8. Describe one reason it is helpful to set behavior change goals with participants?
- \_\_\_\_\_
- \_\_\_\_\_
9. Name two online resources for current, science-based nutrition education information?
- a. \_\_\_\_\_  
\_\_\_\_\_
  - b. \_\_\_\_\_  
\_\_\_\_\_

## ASSESSMENT OF TRAINING

1. Do you plan use the information you learned today? Yes \_\_\_\_ No \_\_\_\_

If yes, where and how will you use this information?

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2. Please rate the trainers on the following items on a scale of 1 to 5. Circle the number which best represents your opinion about the material and presentation for each section below. (1=poor, 5=excellent, N/A= Not Applicable)

a. Training organization and flow      1      2      3      4      5      N/A

Comments \_\_\_\_\_  
\_\_\_\_\_

b. Clarity of communication      1      2      3      4      5      N/A

Comments \_\_\_\_\_  
\_\_\_\_\_

c. Participant Engagement      1      2      3      4      5      N/A

Comments \_\_\_\_\_  
\_\_\_\_\_

d. Understanding of material      1      2      3      4      5      N/A

Comments \_\_\_\_\_  
\_\_\_\_\_

3. Do you have any suggestions to improve the Nutrition Educator Guide or handouts?

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4. What did you like best about the training?

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5. What did you like least about the training?

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6. Please provide any additional feedback.

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