

# EFFECTIVE NUTRITION EDUCATION

You have been given or created a lesson plan on the topic you will teach. Use this worksheet to help effectively deliver the desired information to participants.

## SET GOALS TO MAXIMIZE PARTICIPATION AND LEARNING

In the blanks below, write down your goals to maximize participation and learning.

### Examples

- ◆ *I want to hear from each class member at least once.*
- ◆ *25% of participants verbally commit to one action step by the end of the class.*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## USE ACTIVE LISTENING

Active listening shows your audience you care and builds trust that helps increase participants' ability to learn. Include multiple opportunities for students to offer responses. Check the box for each active listening skill you plan to use during your lesson.

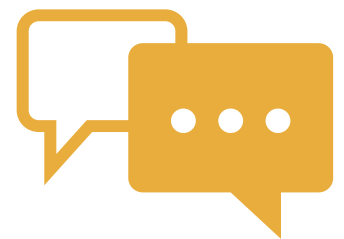
- Summarize what participants are sharing and reflect on what they say.
- Encourage participants to speak and avoid dominating the lesson.
- Confirm the viewpoints of those who share and use non-judgmental words.
- Ask open-ended questions.
- Use accepting body language – eye contact, open posture, smiling, etc.

## ENSURE PARTICIPANTS UNDERSTAND YOUR MESSAGES

Ask participants to share what they learned with their neighbor or with the class. In the spaces below, fill in the messages from your lesson that you plan to confirm.

### Examples

- ◆ *The most accurate sources of online nutrition information are websites that end with .edu and .gov.*
- ◆ *Limit calories from added sugars and saturated fats and reduce sodium intake.*



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

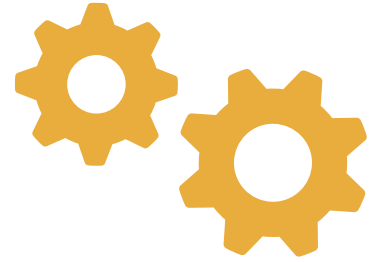
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## CONSIDER CHALLENGES THAT YOUR AUDIENCE MAY FACE

Before teaching a lesson, consider the potential challenges that your participants may face when trying to change their behavior. Challenges may differ by audience. Ask participants how they would overcome challenges and affirm their suggestions with solutions in their community.

### Examples

- ◆ Reduced access to healthy, affordable food
- ◆ Lack of kitchen equipment or tools
- ◆ Stress in daily life makes it hard to focus on nutrition
- ◆ Limited time to eat or prepare food
- ◆ Misconceptions/misunderstanding of healthy food or nutrition



## PREPARE PARTICIPANTS TO WORK THROUGH CHALLENGES

Everyone encounters challenges when trying to change behavior. Below are some questions to start conversations about working through challenges. Check the box for each question you plan to ask during your lesson.

- Are the recommendations we have discussed realistic? If not, why not?
- Has anyone else in the room dealt with this same challenge?
- How have you overcome this challenge in the past?

## PREPARE YOUR PARTICIPANTS TO TAKE ACTION STEPS

Action steps can help motivate participants to follow through with behavior change when they leave your class. Use the following questions to help participants plan their action steps.

What behavior will I change? \_\_\_\_\_

By when can I make the change? \_\_\_\_\_

How will I know I reached my goal? \_\_\_\_\_

What actions must I take to change? \_\_\_\_\_

Why is this behavior change important to me? \_\_\_\_\_

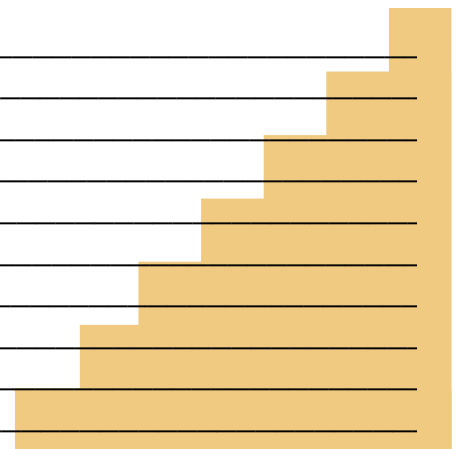
What challenges might I face? \_\_\_\_\_

What will I do to overcome those challenges? \_\_\_\_\_

What can help me make these changes? \_\_\_\_\_

How will I keep myself motivated? \_\_\_\_\_

How will I hold myself accountable? \_\_\_\_\_



TOOLKIT ACCESS: [DCHealth.DC.Gov/Service/Supplemental-Nutrition-Assistance-Program-Education](https://DCHealth.DC.Gov/Service/Supplemental-Nutrition-Assistance-Program-Education)