

CCNE: Introducing Vegetables CF-000-25

A client-centered approach to nutrition education uses methods such as group discussions and hands-on activities to engage participants in learning. This template was developed as a guide to help plan, conduct, and evaluate client-centered nutrition education sessions. It includes a snapshot of general information and two steps:

Step 1: Planning the Nutrition Education Session

The first section prompts the nutrition educator to think about the learning objectives, materials, and preparation necessary to carry out the session.

Step 2: Session Outline

The second section outlines the key parts of the session. The nutrition educator will use this outline to lead the session.

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|---------------------------|---|---|
| Snapshot of Group Session | Lesson Title | Introducing Vegetables: A client centered conversation |
| | Developed by | University of Texas at Austin Nutrition Education Team & DSHS Staff |
| | Date Developed | 1/2010 |
| | Approved by | State WIC NE Staff |
| | NE Code | CF00025 |
| | Class Description | This class uses group discussion and a visual aid. The facilitator acts as a discussion guide, encouraging clients to share their knowledge and expertise as parents on feeding vegetables to their children. The visual aid is used to spark the discussion. |
| | Participants <i>Indicate the client group(s). Check all that apply.</i> | <input checked="" type="checkbox"/> <i>Infant</i> <input checked="" type="checkbox"/> <i>Child</i> <input type="checkbox"/> <i>Breastfeeding</i> <input type="checkbox"/> <i>Postpartum</i> <input type="checkbox"/> <i>Pregnant</i> <input type="checkbox"/> <i>General</i> <input type="checkbox"/> <i>Other</i> _____ |
| | Type of Learning Activity <i>Check all that apply during session.</i> | <input type="checkbox"/> <i>Hands-on activity</i> <input checked="" type="checkbox"/> <i>Discussion</i> <input type="checkbox"/> <i>Cooking/tasting/demo</i> <input type="checkbox"/> <i>Physical activity</i> <input type="checkbox"/> <i>Learning booths/stations</i> <input type="checkbox"/> <i>Role Playing (skits)</i> <input checked="" type="checkbox"/> <i>Other</i> <u>Using a visual aid to spark conversation about a nutrition education topic</u> |
| Notes | This lesson was developed to illustrate client centered techniques. | |

| Instructions | Notes |
|---|--|
| <p>Learning Objective(s) State what the clients will gain from the session.</p> | <p><i>By the end of the session participants will:</i></p> <ul style="list-style-type: none"> - Give and receive support for introducing vegetables to children older than 6 months |
| <p>Key Content Points What key information do the learners need to know to achieve the learning objective(s)? Aim for three main points.</p> | <ol style="list-style-type: none"> 1) Getting children to develop a love for vegetables takes time. 2) A parent may need to introduce a vegetable at least 12 to 15 times before a child will eat it. 3) Be a positive role model. Eat a variety of vegetables. |
| <p>Materials List what you will need for the session (i.e., visual aids, handouts, activity supplies). Attach supplemental materials.</p> | <p>Photo downloaded from: http://www.touchingheartstouchingminds.com/materials_content.php?p_set=1&p_num=11 (Emotion-based material handout THTM #11, photo of baby face with vegetables)</p> <ul style="list-style-type: none"> - Print 3 paper copies of the photo - Board and markers or chalk |
| <p>Resources Review current information. Sources may include WIC resources or reliable internet sites like WIC Works.</p> | <ul style="list-style-type: none"> - Review the most current recommendations for introducing solids to infants at age 6 months. - Review picky eater handout and have available for clients. <p>Help! My Child is a Picky Eater! Stock no. 13-18 English 12/04 Stock no. 13-18a Spanish 3/05</p> <p>Talk to an RD or degreed nutritionist at your local agency, review WIC resource materials on the topic, or visit internet sites such as http://www.ucsfhealth.org/childrens/edu/eatFruit.html</p> |
| <p>Class Flow & Set Up Consider the flow of the session & room set-up. Make note of any additional preparation that may be needed.</p> | <p>Arrange chairs in a circle. Leave room for baby carriers and strollers. Plan to sit in the circle with the class.</p> <p>You may find it useful to set up a white board, chalkboard, or easel with paper to write down key concepts as the class progresses.</p> <p>This class uses a visual aid to spark discussion. The facilitator acts as a guide, encouraging clients to share their knowledge and expertise as parents on feeding vegetables to their children. If you have parents in class that do not have children (or have a very young infant) you may ask them to share what they have heard or seen others do regarding this issue.</p> |

Planning the Nutrition Education Group Session

Introduction

Create a respectful and accepting learning environment by doing several of the following:

- Welcome participants
- Review agenda
- Make announcements
- Introduce yourself
- Explore ground rules
- Hand out name tags

Notes

Example: "Welcome. My name is _____. Today we are going to have a conversation about feeding vegetables to children. Before we get started I would like to go over some announcements and ground rules..."

Consider displaying ground rules or "basics" for the class on a flipchart (these might include freedom to speak, respect for others' opinions, one person speaking at a time, confidentiality, etc).

Icebreaker

Anchor the topic to the participants' lives by prompting them to think about how the topic relates to them. This should be an easy question or activity likely to bring out positive but brief comments and can be done as a group or partners.

Question/Activity

Ask participants to tell their name, their child's/children's age, and about a time when they felt proud of their children's accomplishments.

If they don't have children, ask them to tell about a relative or a friend's child; or

- a) what their favorite way to eat vegetables when they were a child was or
- b) how their parents got them to eat their vegetables.

Activities

Key content points the learners need to know

1. Getting children to develop a love for vegetables takes time.
2. A parent may need to introduce a vegetable at least 12 to 15 times before a child will eat it.
3. Be a positive role model. Eat a variety of vegetables.

For each learning activity, list any instructions that are needed for the facilitator and participant and three to five open-ended discussion questions. Keep in mind that the activities should enable participants to meet the learning objectives.

Photograph Activity:

- Use three copies of the THTM#11 vegetable baby face.
- Pass the photo around letting the clients see the baby with baby food all over his face.
- Give them sufficient time to digest the image.
- Read the wording on the photograph.
- Give them a little time to digest the message and image.
- Ask a volunteer to share his/her thoughts or feelings about the photo message combination.
- Let the class have a 15-20 minute conversation.
- Possible discussion questions:
 - What does the photograph make you think about?
 - How do you get your child to eat vegetables?
 - How do you fix vegetables in ways your child will eat them?
 - Have you tried to disguise your child's veggies?
 - Have you ever tried giving veggies a different name so that your child would eat them?
 - How did/does it make you feel to have to be so 'creative' to get your child to eat vegetables?

- *How do you keep a positive attitude?*

Review & Evaluation

Invite the participants to summarize the key points of the session and share how they will use what they learned in the future. List a question/activity to prompt this. Consider listing one community resource that is available for clients who want to learn more.

Question/Activity

Review the key concepts that the class has arrived at. If you wrote these down on a white board as the class progressed, you could refer to the white board.

Then ask:

- *“What is the most useful thing you have gained from the class?”*
- *“How do you think you can use what you learned today in the future?”*

You could also ask participants to write down on a piece of paper what they learned and how it will be useful to them before sharing with the group.

Community Resource (optional)

Personal Review of Session (afterward)

Take a few moments to evaluate the class for yourself.

- What went well?
- What did not go as well?
- What will you do the same way the next time you give this class?
- What will you change?

Supplemental Information