

CCNE: Follow the leader CF-000-24

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.

Snapshot of Group Session	Lesson Title	Follow the leader: Promoting healthy eating through role modeling
	Developed by	University of Texas at Austin Nutrition Education Team & DSHS Staff
	Date Developed	1/2010
	Approved by	State WIC NE Staff
	NE Code	CF00024
	Class Description	This class uses discussion and a visual aid. The facilitator acts as a guide, encouraging clients to share their feelings and expertise as parents, identify challenges, and brainstorm solutions together as a group. It is inspired by emotion based nutrition education (EBNE), which uses emotions as motivators to help clients improve behaviors.
	Participants <i>Indicate the client group(s). Check all that apply.</i>	<input 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>Uses a visual aid to spark discussion</u>
Notes	This lesson was developed to illustrate client centered learning techniques, namely emotion based nutrition education (EBNE). EBNE is based on the premise that knowledge alone does not foster behavior change. Humans are feeling machines that think, and therefore emotions can be a powerful "hook" to capture participants' attention and motivate them to improve behavior.	

Planning the Nutrition Education Group Session	
Instructions	Notes
<p>Learning Objective(s) <i>State what the clients will gain from the session.</i></p>	<p><i>By the end of the session participants will:</i></p> <ul style="list-style-type: none"> • Model eating healthy foods for their children. • Share ideas to make or increase healthy lifestyle choices.
<p>Key Content Points <i>What key information do the learners need to know to achieve the learning objective(s)? Aim for three main points.</i></p>	<ol style="list-style-type: none"> 1) Children are “copycats” They model the behaviors they see. 2) Parents are their children’s teacher. 3) Children should be offered healthy foods (fruits and vegetables) and allowed to be physically active everyday.
<p>Materials <i>List what you will need for the session (i.e., visual aids, handouts, activity supplies). Attach supplemental materials.</i></p>	<ul style="list-style-type: none"> • Photo from Touching Hearts Touching Minds project- THTM lesson #19 visual. Can be downloaded at: http://touchingheartstouchingminds.com • Print 3 copies of the above visual.
<p>Resources <i>Review current information. Sources may include WIC resources or reliable internet sites like WIC Works.</i></p>	<p>Review the following website to learn about emotion based nutrition education: http://touchingheartstouchingminds.com</p> <p>Download and read THTM lesson #19.</p>
<p>Class Flow & Set Up <i>Consider the flow of the session & room set-up. Make note of any additional preparation that may be needed.</i></p>	<p>Arrange classroom in circle so participants can see each other, and plan to sit with them in the circle.</p> <p>During class, the facilitator guides participants through 4 steps of EBNE: open, dig, connect, and act:</p> <ul style="list-style-type: none"> • Open: This is the icebreaker. The goal is for participants to feel comfortable talking amongst each other. • Dig: This step uses a set of questions to gain insight into parents’ true feelings around the issue. The goal is to help them arrive at a real problem so you can help them solve it and not just transfer knowledge. • Connect: Through more questions, this step helps parents share successes, challenges, and experiences with the group in order to identify solutions to the issues identified by the group. • Act: This final step prompts parents to identify action steps to help achieve their goals.

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: "Hi, my name is _____. Today we will be talking about role modeling and setting examples for our children. I am sure that many of you are very successful at this. Children are copycats that tend to model what we do. Before we get started I'd like to go over some basics..."

Below are simply suggestions for class basics or ground rules. Consider putting these on a flip chart or board for all clients to see:

- 1) There are no right or wrong answers.
- 2) Keep things that you hear from others confidential.
- 3) Please participate and share your ideas with the group.
- 4) If you have a disruptive child, feel free to leave the room and return when the child has calmed down.

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

In EBNE, this is the "open" step that enables participants to meet one another and establish a comfortable sharing environment. Ask participants to take turns going around the room, introduce themselves, and share:

- "How old are your children?"
- "Tell us about a time when you have seen your child do something exactly like you or another adult has done."

Activities

Key content points the learners need to know

1. Children are "copycats." They model the behaviors they see.
2. Parents are their child's teacher.
3. Children should be offered healthy foods (fruits and vegetables) and allowed to be physically active everyday.

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.

Pass around several copies of the visual.

Read or have somebody in the class read the text on the visual.

Lead the class in an emotion-based style discussion, asking the questions in the "open," "dig," and "connect" steps below.

• Open

- Ask participants the following question to open the conversation:
 - "By the age of 5, how many main meals do you think your child has had? (main meal= the meal when you usually sit down and eat with your kids, often dinner)."
- Give participants time to figure it out. You may want to help by writing the following multiplication problem on the board:
 - 5 years x 1 main meal x365 days=1825 meals

- Ask participants *“What does this mean?”*
- Listen to participants and explain in your own words what it means. For example: *“You have multiple opportunities to set an example. Setting a good example when your child is young helps give them a strong start for a healthy future.”*
- **Dig**
 - Now ask the following discussion questions to gain insight into the parents’ feelings about their child’s eating habits and setting an example. The goal is to help the parents arrive at the real problem so that they, with your guidance, can solve it:
 - *“Which of your children’s eating habits make you feel proud?”*
 - *“What eating habits would you like to teach your child?”*
 - *“Do you have eating or activity habits that you are hoping your child will copy? What are they?”*
 - *“Do you have eating or activity habits that you are hoping your child won’t copy? What are they?”*
- **Connect**
 - Now ask the following questions to help the parents connect with the behaviors that have been identified by the group and then offer improvements or solutions.
 - *“How much control do parents have over their children’s eating habits?”*
 - *“In what ways can parents be more influential?”*
 - *“Some parents think that they can teach their children something they can’t or won’t do themselves. What do you think about that?”*

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

This is the “act” step of the EBNE process, which prompts parents to identify specific action steps they can take. Review the key concepts the group came up with and then ask:

“Of all the things we talked about today, what are you willing to try?”

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