



*Network for a Healthy California*

# Regional Training Manual



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Look for the **Training Plan** icon  to indicate when you will be filling out the plan.

# Introduction

## PURPOSE OF THE TRAINING MANUAL

One of the main goals of the *Network for a Healthy California Regional Network (Regional Networks)* is to help *Network*-funded contractors, partners, community health leaders, and other intermediaries become even more effective at helping low-income families eat healthy and be active.

This Training Manual is a resource to help *Regional Networks* ensure that training development is purposeful, addresses regional needs and partner priorities, and capitalizes on new opportunities within the local nutrition and physical activity community.

The information and tools within this Training Manual will help *Regional Network* staff:

- Identify and apply characteristics of effective trainers.
- Develop effective training plans that help ensure consistent, high-quality, skill-based trainings.
- Identify and apply evaluation strategies that help ensure consistent, high-quality, skill-based trainings.
- Increase the likelihood that participants will use skills taught during training sessions through the use of adult learning strategies, active learning, and group facilitation.
- Identify additional resources to help further develop training knowledge and skills.

## HOW TO USE THIS TRAINING MANUAL

Whether you are planning a one hour training session using tools like the *Community Events Manual* or developing your own two-day training workshop, you can apply concepts from each section of this manual. You should dedicate at least three hours of preparation time for every hour of training you will lead. The information in this Training Manual will help you make the most of your preparation time.

This Training Manual is divided into eight sections:

1. Definition of Training
2. Characteristics of Effective Trainers
3. Needs Assessment
4. Training Goals
5. Defining and Measuring Success
6. Learning Objectives
7. Training Methods
8. Create a Learning Environment

Each section contains information and activities to help you build and apply training skills. These skills will improve the effectiveness of trainings for the adult audiences that make up your region's community of Local Incentive Awardees (LIAs), Non-Profit Incentive Awardees (NIAs), Local Food and Nutrition Education projects (LFNE), community health leaders, volunteers, intermediaries, and other *Regional Network* partners.

The information in this Training Manual may also be used to improve consumer education activities outlined in *Network* resources such as the *Toolbox for Community Educators (Toolbox)*, the *Community Events Manual*, the *Fruit and Vegetable Store Tour Guide*, the *Food Demonstration Training Kit*, or the *Shape of Yoga*. This Training Manual is a good resource for presenters, organizations, or partners outside of the *Network*. It can also be used to create an interactive train-the-trainer workshop for all the *Regional Network* staff responsible for training in your region.

If you work through all the activities, you will have a completed *Training Plan* for your next workshop. Look for the *Training Plan* icon  to indicate when you will be filling out the plan. If you are reading this as an electronic document, open the Training Plan document when you see this icon.

Each section contains an activity meant to improve your training, planning, and facilitation skills. There are also suggestions on how to apply the information to one of the *Network's* many nutrition education resources.

Good training should be created in the order of this Training Manual. For example, this Training Manual puts the evaluation section ([Defining and Measuring Success](#)) right before the learning objectives section. This way a trainer's definition of success, and the way he or she chooses to measure it, can help in finding the learning activities that achieve those results.

## ACKNOWLEDGEMENTS AND ADDITIONAL RESOURCES

The strategies presented in this Training Manual are based on resources from the UCLA Center for Health Policy Research, California Women, Infants and Children Program (WIC), and the *Network*-sponsored Art of Training and Art of Facilitation workshops (this manual does not take the place of attending these workshops). The information in this Training Manual is an overview that will provide some basic information on training, group facilitation, participant-centered learning, and adult learning strategies that will improve training results. See the [Additional Resources](#) at the end of this Training Manual for sources of further information.



# Section 1: Definition of Training

## TRAINING FOCUSES ON SKILLS

Meetings are used to discuss issues, share information and updates, or plan to deal with problems. Training is used to build or enhance skills.

Sometimes we think of training as reading materials or attending a presentation. However, a participant needs to demonstrate their ability to repeat the training skill before they can be considered “trained.” A trainer should teach skills to participants in ways that are meaningful and motivating so participants are likely to continue performing the skill after the formal training has ended.

## TRAINING CONSUMERS

Consumer trainings can be considered any class, activity, or event where you teach skills to consumers. This can be activities like *Toolbox* classes, festival activities, store tours, food demonstrations, or physical activity demonstrations. This would not include environmental changes such as worksite vending machine improvements, healthy school or church fundraising policies, or retail merchandising. While environmental change can help shape behaviors, training builds consumer skills within a set timeframe with specific and measurable outcomes.

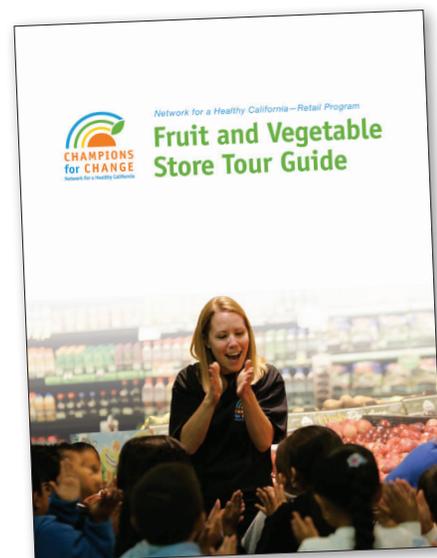
## TRAINING INTERMEDIARIES

Intermediary training is commonly called “train-the-trainer.” The goal is to train *Regional Network* staff (e.g., community health leaders or volunteers) or partners (e.g., teachers, community-based organizations, or worksite wellness committees) on how to conduct consumer training (classes and activities described above).

Train-the-trainer workshops may also include internal *Regional Network* staff (e.g., regional coordinators, specialists, or assistants). A train-the-trainer model has one or more degrees of separation between the initial trainer and the final audience. This means a train-the-trainer facilitator should ask participants to demonstrate the concepts and ensure participants

have the skills to effectively communicate and interact with their future participants. Our goal is for consumers who attend *Network* activities to have a positive experience that promotes healthy changes. Some examples include:

- State *Latino* and *African American Campaign* staff train their *Regional Campaign* staff to conduct festival training for community health leaders (CHLs).
- Project Directors train new *Regional* coordinators to order *Network* resources.
- *Children’s Power Play! Campaign* staff trains teachers to conduct *School Idea & Resource Kit* lessons.
- *Regional Retail Program* staff train *Campaign* Coordinators, CHLs, LIA staff, and WIC staff to conduct an effective store tour.



**Store Tour Guide:** A train-the-trainer tool used to train others on how to successfully implement a fruit and vegetable store tour.

# Section 2: Characteristics of Effective Trainers

## A TRAINER IS AN EXPERT, A FACILITATOR, AND A COORDINATOR

An **Expert** on the training topic.

Participants want to learn from experts. Trainers know how to perform the training activities and can provide background information and resources for those who are interested in learning more.

### Example

If *Regional Network* staff members are experts on the use of training materials and the *Network's* consumer education pieces, they will be credible even when they are not nutrition experts.

A **Facilitator** of the learning process.

Trainers keep discussions and activities focused. They offer different ways for participants to learn and help fit new ideas with existing values and knowledge. Trainers protect minority opinions. They create safe learning environments for diverse audiences. They are timekeepers and ensure participants take in information over a limited period of time.

### Example

A store tour training for Champion Moms should include group discussions so participants can learn shopping tips from one another. The facilitator should encourage discussion and use active learning (see [Active Learning](#) section) to model the best way to gently correct false information from store tour participants.

A **Coordinator** of activities.

Most training workshops involve a series of activities and learning methods to help participants build knowledge, attitudes, and skills. Coordinators bring together a range of activities and information in a logical and effective manner.

### Example

For Community Health Leaders to successfully perform festival interventions, a variety of interactive activities is necessary.



### ACTIVITY 1: TRAINER SELF ASSESSMENT- WHAT ARE YOUR STRENGTHS?

On the line below, write the subject of an upcoming training that you are (or will be) planning. If you don't have a specific training coming up, you can answer the following questions about a training you have recently conducted.

---

Below rate your current level of skill in each category.

#### Training Preparation Skills and Expertise

Skill	Rating: 1 to 4 (4 is highest)
You are confident in your ability to lead a training session.	
You have studied this topic and know your subject matter.	
You always check for new strategies and “brush up” on your knowledge.	
You have personal experience in this subject matter.	
You always learn about your audience and the type of knowledge/experience they bring to the training session.	
You get familiar with your training space and the equipment/resources available to you in advance of the training session.	
You refer to past participant questions and comments to improve and adapt your training as needed.	

## Group Facilitation Skills

Skill	Rating: 1 to 4 (4 is highest)
You are neutral and non-judgmental. You value and respect everyone's right to different perspectives and opinions.	
You are culturally sensitive. You are aware that your cultural background shapes your thinking. You know your participants' cultures shape their thinking.	
You recognize your own biases. You know your own "hot buttons." You control yourself when someone pushes your "hot buttons."	
You encourage everyone to participate and contribute to the group learning process.	
You are comfortable with conflict and skilled at resolution.	
You watch your participants' verbal and nonverbal responses and adapt your plans to meet their needs.	
You are in charge without being overly controlling.	
You are aware that you don't know all the answers and you recognize that you can learn from participants.	
You are compassionate. You are empathetic and understanding about participants' emotional reactions.	

## Training Communication Skills

Skill	Rating: 1 to 4 (4 is highest)
You use a variety of hands-on activities to ensure that your audience actively participates in the training.	
You use a variety of vocal qualities. You vary your pitch. You vary your speaking rate and volume.	
You use your body well. You move naturally. Your body language matches your subject matter.	
Your comments are clear and easy to remember. You present one idea at a time. You show relationships between ideas and summarize for the group.	
You use illustrations. You use examples, charts, visuals, and audio aids to illustrate your training topic.	
You use visual tools like PowerPoint to <b>add</b> to your presentation. You don't use them as a crutch to remember what you're presenting.	
You are interested in evaluating your work and encourage feedback.	

### What are the top three skills you want to improve?

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

### IMPROVE THE SKILLS YOU IDENTIFIED

#### Improve Preparation Skills and Expertise:

- Schedule time to visit the training location and identify potential problems in advance.
- Take advantage of time-management books and online resources to make good use of your preparation time.
- Review the resources listed in the [Appendix](#) to sharpen specific skills.
- If you have facilitated workshops in the past, ask for candid feedback on your strengths and areas for improvement.
- If the content is new to you, meet with a subject matter expert to ask questions and gain clarity.

#### Improve Facilitation Skills:

- Practice conflict resolution with a friend or coworker. If possible, ask another person to observe the interaction and give you feedback.
- Spend time learning about cultures different from your own, especially if your audience represents a culture or background that is new to you. Pay particular attention to how members of your audience might respond to activities that require presenting information or sharing experiences.
- Practice empathic listening with friends and family. Acknowledge the facts *and* the feelings they share with you.
- Pay attention to your communication style in groups. Do you tend to dominate discussions? Do you wait for others to finish their thought before contributing? These types of behaviors can impact your facilitation.

#### Improve Training Communication Skills:

- After reviewing the training materials, imagine you only had time to cover a few key concepts and skills. List those items and ensure they are given priority in your training plan.
- If you have prepared PowerPoint slides for your training, convert sentences to short phrases and remove any distracting graphics.
- Practice speaking in front of groups. You can join a club or ask for support from coworkers. It's important to get feedback about the things you may be doing that distract people from learning.



# Section 3: Audience Needs Assessment

Effective training is based on a thorough needs assessment. This process involves asking open-ended questions to determine the learning needs of your audience. This step is crucial because sometimes you'll find training is not the most effective solution. We generally assume people don't do what we expect of them because they don't know how. This is often not the case. If external barriers to performing a desired skill are not removed, the most effective training will still fail.

In some cases, specific trainings are required as part of the *Regional Network's* scope of work. For example, the *African American* and *Latino Campaign* staff need to train community-based organization staff and direct health service providers on using the *Toolbox*. These two groups should receive *Toolbox* trainings tailored to their different learning needs.

**Training Tip:** Ask simple questions about an organization's goals and operations when building partnerships. This can help you adapt the training for them.

Once you've determined the learning needs of your participants, consider:

- What knowledge, experience, or insights relating to the topic do participants already have?
  - What combination of additional knowledge, skill development, and attitude change are necessary for a successful training (see [Knowledge, Skills, and Attitude](#))?
  - What do participants believe are the challenges or barriers related to attending the training?
  - Are there additional *Network* resources that will help address the identified training needs?
  - Are there additional local resources that can help make the training more relevant to the audience (see [Know Your Audience](#))?
- Are there barriers to performing the desired behaviors that the training cannot address?
    - If so, how can you acknowledge those barriers during the training in a way that encourages participants to seek solutions?
  - How long would an adequate training session last and does this conflict with the participants' schedules?

## KNOW YOUR AUDIENCE

Effective training must be meaningful for people with:

- different motivations for attending trainings,
- different values,
- different life experiences,
- varying life stages, and
- diverse educational experiences.

Effective trainers create an environment that includes all participants. This can be accomplished by gathering as much information as possible about the participants before the training. If participants represent partner organizations or fellow *Network*-funded contractors, ask what their organizational goals are and prepare exercises that will help participants apply the training content. Ask yourself:

- What are the different sources of motivation for participants? Knowing the answer to these questions can help shape materials, activities, and discussions to maximize the effectiveness of the training.
- Are they attending the training because they have a personal interest in the subject matter (internal motivation)?
- Are they required by their job (external motivation)?
- Do they see the training as something that will make their jobs easier or more difficult?

- Are material adaptations needed to make the subject matter more appropriate for participants?
  - *Toolbox* lessons can be adapted for integration into another organization’s ongoing classes. Other adaptations can make the classes more culturally-appropriate for different groups.
  - The *Food Demonstration Kit (Kit)* was developed for community-based organizations to conduct food demonstrations with retail partners. Certain parts of the *Kit* can be used to help conduct a food demonstration in other locations (churches, community centers, outdoor events, etc.).
- Are there systems of hierarchy among participants? Training sessions that include supervisors can be difficult if the difference in power is not addressed openly. Select appropriate course content and create activities that require everyone to participate as equals.



## ACTIVITY 2: PLANNING SCENARIO

Think of a training you conducted in the past that did not turn out well (participants did not seem to grasp the information, participants were not able to perform the skills modeled, etc.).

1. Was there any information about the participants that would have helped you better prepare for the training?

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a. What would have been the most accurate and cost effective way to collect this information?

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2. Were there other *Network* resources that would have helped?

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a. How could you have incorporated this information into the training?

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Tell a coworker or friend about your experience. Ask them for additional suggestions.

# Section 4: Training Goals

## DEFINITION OF TRAINING GOALS

A training goal is a general statement that provides the purpose for a training session. It is a “big picture” description that will help define specific learning objectives. Training goals also help develop success measures and evaluation plans. Many training sessions require more than one training goal.

### Examples of Training Goals

- After attending the *Community Events Manual* training, community health leaders (CHLs) will create positive and empowering experiences using booth activities.
- After completing the Web-based *Harvest of the Month Training Corner* guide, participants will implement *Harvest of the Month* activities in the classroom, throughout the school, and within their community.
- Following the *Toolbox* training, CHLs will facilitate appropriate and engaging activities for their target audience.



### ACTIVITY 3: CREATE TRAINING GOALS

If you are accessing the [Training Plan](#) form electronically, open it now and save a copy for yourself. Begin by entering the name of the training session at the top of the form. The shaded areas of the form allow you to enter text. There are also a few dropdown buttons to help with your planning. This manual will walk you through the entire form, so try not to work ahead.

Enter one or more training goals for an upcoming training. It can be the training you identified in Activity 1 or another upcoming training. Type your goal(s) directly into the Training Plan. You'll use the Training Plan provided in the Appendix if you are working from a printed document.

# Section 5: Defining and Measuring Success

## SUCCESS IS...

Before you go any further, what do you consider a successful training? Many people make the mistake of considering evaluation last, but it should be part of the planning process once the training goals have been written. Evaluation lets you know if your training was successful and it plays an important role in helping you prepare for future trainings.

## FOUR LEVELS OF EVALUATION<sup>1</sup>

### Level 1: Reaction

Level 1 evaluations are usually surveys that measure participants' reactions and attitudes toward the trainer, training topics, training activities, schedule of activities, etc. This level of evaluation is important because behavior change is unlikely to happen unless participants have positive attitudes toward the training itself. Reaction evaluations should take place immediately after a training session.

### Level 2: Learning

Level 2 evaluations determine what the training program participants learned during the training. Because the instructor should have specific training goals, the evaluation should focus on measuring whether the goals were met. Level 2 evaluation can happen during or immediately after a training using quizzes (to test knowledge), role plays or simulations (to test skills), and questionnaires (to test attitudes).

### Level 3: Behavior

Level 3 evaluations measure actual behavior change. Did the participants actually go out and apply the knowledge and skills presented in the training session? This is more difficult to measure, but is worth the time as it can improve future trainings. Behavior outcomes can be measured through follow-up surveys sent out a few months after a session. These would measure how well the behavior is performed (quality), the number of times the behavior takes place (quantitative) or both.

## Examples

- The *Community Toolbox Participation* form is a way to determine how often a participant taught consumers using the skills acquired at a *Toolbox* training.
- A *Retail Specialist* could ask a member of the Urban League who was trained to conduct store tours to share the tour participants' evaluations.
- The *Regional Networks Three-Month Training Follow-up* form used for regional trainings is a great way to measure a participant's confidence in their ability to use *Harvest of the Month* materials in the months following a training session.

Behavior evaluations can be difficult to conduct if there is a low response rate. During your training, explain the importance of participating in follow-up evaluations. You can also create incentives for responding to follow-up evaluations.

### Level 4: Results

Level 4 evaluations measure if the behavior change (Level 3) had the desired effect. Although results evaluation is difficult to establish, it is considered the "gold standard" for training evaluation.

## Examples

- Consumers report an increased level of exercise after their leader attends a *Shape of Yoga* train-the-trainer session.
- *Body & Soul* participants report better health outcomes after a new Community Health Leader receives orientation and support from the Regional Coordinator.

Results evaluation takes place at the state-level through regular statewide surveys.

<sup>1</sup> Kirkpatrick, Donald. "The Four Levels of Evaluation". Infoline, ASTD Press, Alexandria, VA. January 2007.

### ACTIVITY 4A: EVALUATION MATCHING

Match the type of evaluation with the correct evaluation level. (You can check your answers at the bottom of the exercise.)

Scenario	Evaluation Level (1-4)
Participants are asked to complete a survey about the training environment and presentation style of the trainer.	
The <i>Regional Networks Three-Month Training Follow-up</i> form is sent out to <i>Harvest of the Month</i> training participants.	
Participants are asked to list three things that they learned from the training on an index card and turn it in as their pass to leave for lunch.	
A <i>Body &amp; Soul</i> church decides to bring together a group of church members six months after they completed a series of <i>Toolbox</i> classes for a potluck. During the event, the members complete surveys asking the members about improvements in their health.	
Following a training on this Training Manual, participants are asked to turn in a Training Plan.	
Participants are asked how important (on a scale of 1-10) it is to them to properly prepare to teach a <i>Toolbox</i> lesson.	

Answers: 1, 3, 2, 4, 3, 2

Can you incorporate any of these examples into future trainings? If so, please describe below:

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### ACTIVITY 4B: EVALUATE YOUR GOALS

Return to your [Training Plan](#). Using the training goal(s) you developed in Activity 3, describe how you will evaluate whether participants achieved the goal(s). Type your evaluation measurements directly into the Training Plan or use the copy in the Appendix.

# Section 6: Learning Objectives

## DEFINITION OF LEARNING OBJECTIVES

Learning objectives are specific and measurable descriptions of what participants will be able to *do* as a result of the training. Learning objectives help participants focus and prioritize the skills and information that are presented during the training. The objectives always relate back to the larger training goal.

Learning objectives can be grouped depending on whether participants need to increase knowledge, gain skills, or change their attitudes (see Knowledge, Skills, and Attitude below). *Understand* is not a measurable objective and should *never* be used as a learning objective.

For example, with a training goal of:

Participants will be able to conduct an effective food demonstration.

A trainer could develop the following learning objectives:

- Participants will be able to identify six steps required to plan a food demonstration.
- Participants will be able to calculate the amount of ingredients necessary to demonstrate a recipe for a group of 200 consumers.
- Participants will be able to plan at least two educational activities to complement the food demonstration.

## KNOWLEDGE, SKILLS, AND ATTITUDE (KSA)

A set of basic skills, knowledge, and positive attitudes are required to consistently perform a new behavior. This is true whether a consumer is learning about fruits and vegetables or a volunteer is learning to teach a class. When planning a training session, consider what participants need to believe and feel (attitude), know (knowledge), and be able to do (skills) to successfully perform the desired behaviors.

Many training sessions focus on knowledge because it is the easiest way to teach a large group of people. Focusing on skill-building and attitude change can be a more effective way of helping participants act on the information presented.

As part of the planning process, think about the knowledge, skills, and attitudes of participants. Identify the gaps between what they know, do, and feel. Adapt training materials to respond to these gaps. Consider adding resources to the session to help improve knowledge, skills, or attitudes.

### Increase Knowledge by Using:

- *Harvest of the Month* materials
- Health Statistics provided by the *Network*
- Fruit, Vegetable, and Physical Activity brochures
- *Produce Quick Tips*

### Build Skills by Using:

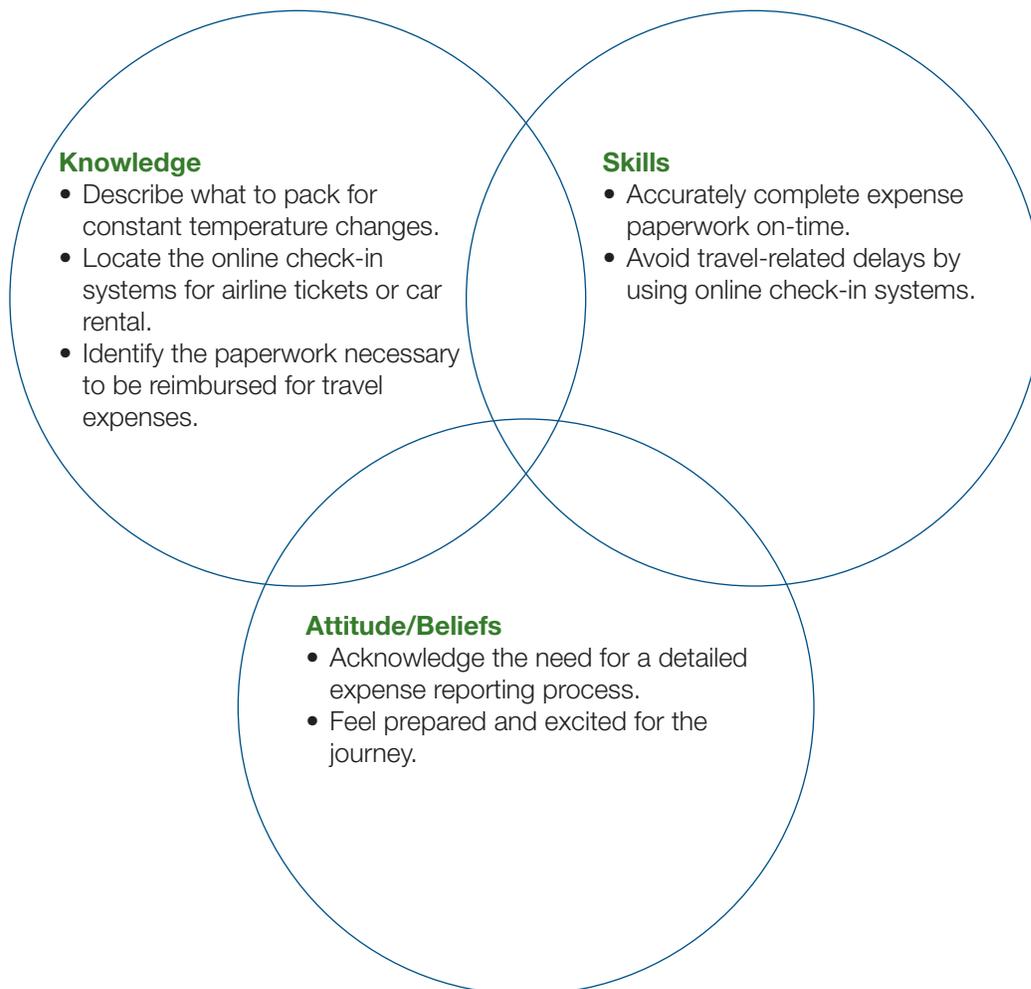
- Active learning techniques (see [Active Learning](#) section):
  - Teach participants to use their resources by creating a short quiz based on answers found in *Network* brochures and fact sheets.
  - Help participants practice speaking with consumers at a festival by asking them to partner up with another participant and share their own plans to increase fruit and vegetable consumption.
  - Role-play a food demonstration and ask participants to find information about a *Network* recipe in *Harvest of the Month* materials or *Produce Quick Tips*.
  - Rather than showing participants how to fill out a form or report, play a hands-on game that requires them to work as a team to fill in the blanks.

### Improve/Change Attitudes by Using:

- Videos such as *Good Food TV*, *A Day in the Life*, or *Love is Conquered by Food*.
- Testimonials from other intermediaries on the importance of the subject matter.
- Testimonials from consumers about how they benefited from the subject matter.
- Personal anecdotes about how the subject matter affected your life or those around you.

### The KSA Mix

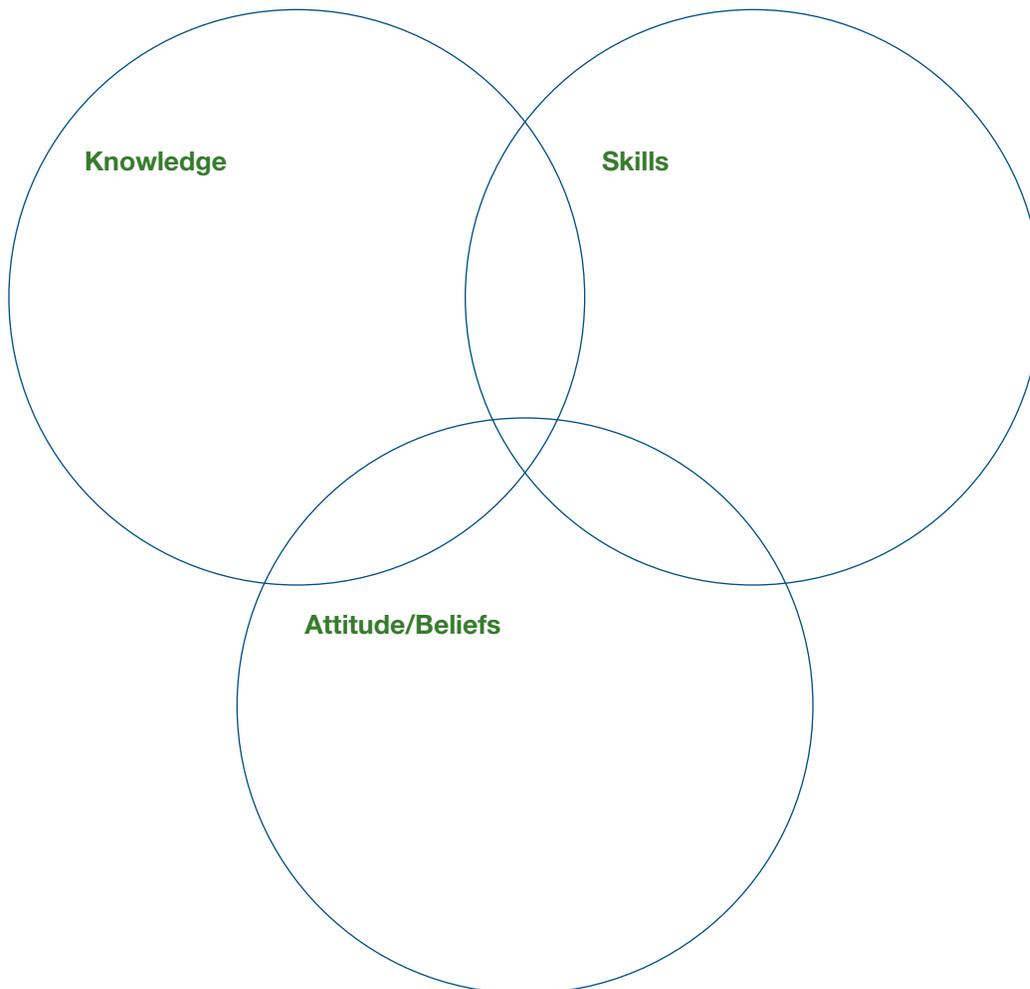
Below are a few examples of the knowledge, skills, and attitudes needed for training participants to prepare for conference travel.



### ACTIVITY 5: PRACTICE THE KSA MIX

This is your chance to be creative! Pick any behavior that you perform and would like to share with others (e.g., riding a bike to work, driving without talking on a cell phone, growing fresh herbs, using a new computer program, etc.).

In the circles below, list some of the knowledge, skills, and attitudes necessary for this behavior.



Consider what would happen if you did not include one of the areas above. In order to ensure consistent use of the skills you are training, you should include the knowledge, skills, *and* attitudes necessary for the behavior.

## VERBS FOR LEARNING OBJECTIVES USING KNOWLEDGE, SKILLS, AND ATTITUDES

KSA	If you want participants to...	use one or more of these verbs.
Knowledge	<b>Remember</b>	define, name, memorize, list, reproduce, recall, repeat, identify
	<b>Comprehend</b>	restate, report, discuss, explain, express, describe, identify, locate, recognize, review, classify
Skills	<b>Apply</b>	practice, interpret, demonstrate, plan, dramatize, use, perform, implement, employ, solve, create
	<b>Analyze</b>	distinguish, differentiate, appraise, examine, relate, criticize, calculate, interpret
Attitude	<b>Be Open To</b>	accept, demonstrate willingness to, appreciate, respect
	<b>Support</b>	justify, choose, value, defend, positively appraise, acknowledge the need for, promote

### SMART LEARNING OBJECTIVES

Your learning objectives should be Specific, Measurable, Achievable, Realistic, and Time-bound (SMART). The time frame for most learning objectives is the end of the training session. The [Needs Assessment](#) can help you determine what is achievable and realistic based on the participants' abilities.

Below are some examples of SMART learning objectives for a training goal: participants will be able to submit accurate travel expenses for a conference.

Learning Objective 1 (focused on Knowledge):  
Participants will be able to identify the paperwork necessary to be reimbursed for travel expenses.

Learning Objective 2 (focused on Skill):  
Participants will be able to accurately complete expense paperwork on-time.

Learning Objective 3 (focused on Attitude):  
Participants will be able to acknowledge the need for a detailed expense reporting process.



### ACTIVITY 6: WRITE LEARNING OBJECTIVES

Return to your [Training Plan](#) document. Using the examples provided, write one knowledge, skill, and attitude-based learning objective for the training goal you recorded in Activity 4. Type your learning objectives directly into the Training Plan or use the copy in the Appendix if you are working from a printed document.

Share your objectives with at least one other person for feedback and revise as necessary.

# Section 7: Training Methods

## ADULT LEARNING

Adults learn differently from children. Much of the information below has been adapted from the work of Malcolm Knowles, a pioneer in the field of adult learning. Adult training sessions should focus more on motivating the participants and less on the content objectives. Adults learn knowledge, skills, and attitudes when they are actively involved.

1. Adults want to know *why* they need to learn something before they invest the time to learn from a training activity. You must make a case for the value of learning as early in the training as possible.
  - When working with intermediaries, make the case for training as part of the partnership-building process used to recruit the participants.
  - Start the training by asking what they think about the topic to help you prepare your case. Better yet, get that information in advance of the training.
2. Adults learn best when they are trusted to be capable of self-directed learning. Create opportunities for participants to discover things for themselves.
  - A store tour could focus on choosing high quality produce and ask participants *why* produce selection is important. The participants will generate the answers (e.g., good taste, low prices, less waste).
3. Adults come into an educational activity with valuable experience to contribute to the group. Adults learn better when you find ways to make use of these different experiences and build them into the training.
  - Ask participants about their experience eating fruits and vegetables or doing physical activity. Allow them to be part of the teaching.
4. Adults want to learn things that will help them deal with real-life situations. Trainings that teach skills that adults can immediately apply to their lives are more effective.

- Help participants see how the training topics can improve their lives. All *Network* trainings provide opportunities for intermediary and consumer participants to find ways to improve their health.
  - Ask participants what they want to get out of their training experience. Write their questions and expectations on a large piece of paper and refer to them as they are addressed in the training. Collect most of this information in the [Needs Assessment](#) before the training so you can be better prepared.
5. While external motivation is effective (e.g., money), adults are most responsive to internal motivation (e.g., increased self-esteem).
    - Tell participants how they are making valuable changes in their community (internal motivation).

## ACTIVE LEARNING

Conducting a training session is different from a presentation. In a presentation, the information is the center of attention. In a training session, participants apply skills as a way to learn new information and change attitudes surrounding a training topic. Training adults means being flexible, balancing diverse needs, and offering participants ways to apply the material in a limited time.

The images on the next page show how moving away from presentations (also known as passive learning) and focusing on interactive activities (also known as active learning) will increase a participant's ability to remember and apply the information presented. When active learning techniques are used during train-the-trainer sessions, participants may be more likely to use active learning in their own training sessions.

Consider how you can add the following “active learning” strategies into your training.

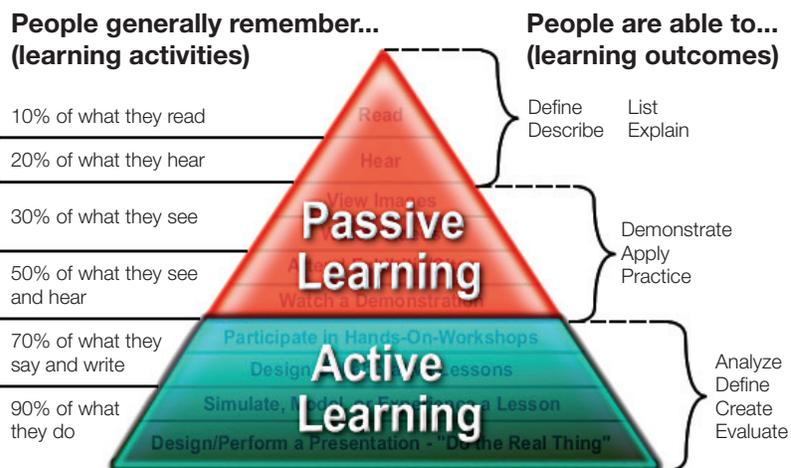
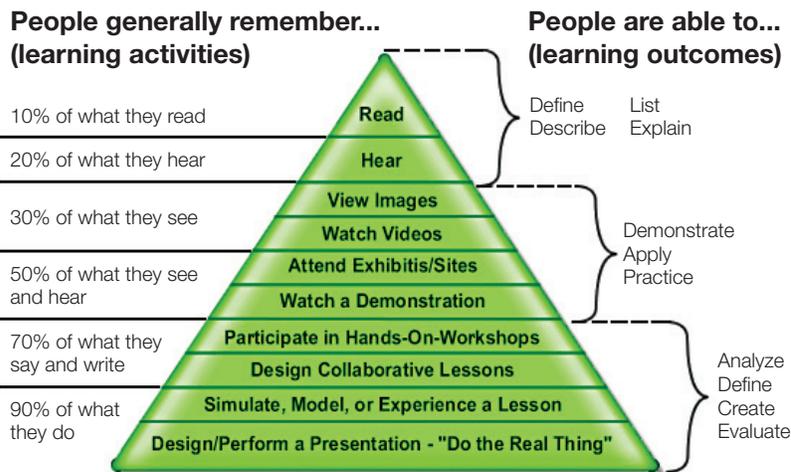
**Discussion:** Discussion allows participants to discover what they already know and gives them the opportunity to test out what they have learned in a safe environment (where they will not be judged for making mistakes).

- Keep discussion groups on track and let them know how much time they have.
- Make sure discussion questions are clear and be prepared to guide conversations. Answer new questions that arise from the discussion.
- Give participants time to share small group discussions with the larger group.

**Problem Solving:** Present real-world scenarios that challenge participants to analyze, critique, make judgments, speculate, and express opinions that lead to solving the problems they will face on their own when they attempt to apply the skills presented.

- Try to base scenarios on concerns participants have voiced during the training session.
- Allow participants to be creative whenever possible. They can draw pictures or act out the solution to a problem.

### Effective Learning Strategies for Adults



<http://www.edutechie.ws/2007/10/09/cone-of-experience-media/>



- Use discussion groups to ensure the problem solving activity doesn't feel like a test.
- Make sure participants have all the tools and information they need to solve the problem. Provide assurance as necessary.

**Educational Games:** Games can create light-hearted competition and motivate participants to learn.

- Matching games and trivia are a great way to review certain types of content, especially memorizing definitions and guidelines. If you're using a game show format, ask questions with only one correct answer.
- Create teams to encourage networking and discussion during the game.
- Add physical activity in the form of a relay or some other task to help participants retain information, apply skills, and stay awake.

**Simulations/Demonstrations/Role Play:** Practice makes perfect! Allow participants to see an example of the skills or behaviors being taught and give them a chance to try the skills or behaviors themselves. This will allow them to apply what they have learned in a safe environment. Most often, participants are comfortable performing simulations in small groups.

## SELECTING APPROPRIATE LEARNING ACTIVITIES

The first step to selecting and planning active learning is reviewing your knowledge and comfort level with the subject matter. While many of the *Network Training Resources* are kits that describe every step of a class or training session, there is still room to adapt these materials to increase training effectiveness.

Preparation guidelines:

- Thoroughly review the *Network* materials and resources that provide the information and describe the skills you think are most important.
- Contact your state lead to clarify any unclear or missing information.
- Partner with your state lead to design variations on *Network* activities.
- Practice giving the information in your own words. Avoid reading directly from worksheets or training materials.
- Try the learning activities yourself to be sure you can explain them and they fit in your training space.

Once you have taken these steps, you can develop personal stories, scenarios, educational games, problem solving activities, and discussion topics to enhance your training session. Make sure any prospective guest speakers will have a chance to review your training plan and knows their role in the learning activities.



### ACTIVITY 7: MAKE IT ACTIVE!

Return to your *Training Plan* and use the activity description boxes to describe one activity to support each learning objective. Try different types of active learning techniques to meet the learning objectives. Include the time and materials for activities on the *Training Plan*.

# Section 8: Create a Learning Environment

## ROOM SET-UP

Comfort is crucial for adult learning. Uncomfortable adults resist training. Before the training session, review the agenda and walk through the training site. Make changes to promote wellbeing.

Some questions to consider:

- Can you arrange the chairs to encourage conversation?
- Can you use music to set a positive mood (how is the sound in the room)?
- Does the room get natural light (enough light)?
- Can chairs be set-up to ensure everyone will be able to hear/see the audio-visuals?
- Can you adjust the temperature if it gets too hot or cold?
- Will the group and planned activities fit in the space?
- Will participants have the opportunity to move at least once every 30 minutes (either as part of active learning or for a break)?
- Are there tables for participants to write?

Is the space less than ideal? Do not give up. Think about ways to arrange it. You can usually improve any space.

## GUIDELINES

Another part of improving the training environment involves the behavior of participants. You can create a positive learning climate with guidelines. We recommend you create some of your own guidelines before the training (return promptly from breaks, cell phones are silent, etc.), but it is also effective to allow participants to add their own guidelines as you open the session. It is best to frame guidelines in the positive. For example, instead of listing “no side conversations,” it’s more effective to ask for “one speaker at a time.” Review all the guidelines at the beginning of class and after breaks, if necessary.

Because many of your participants have had negative experiences in training or in school, it’s nice to alleviate some of their anxiety by posting an agenda. Not only will it help participants know where they’ve been and where they’re going, it will also help you with time management.



### ACTIVITY 8: SET-UP THE ROOM

Considering the environmental factors, enter any room set-up information on the [Training Plan](#). Type the information directly into the plan or turn to the Appendix if you are working from a printed document. After completing this activity, your Training Plan should be complete.

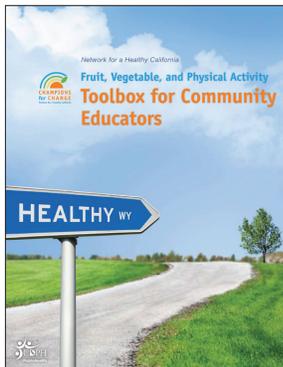


# Appendix A

## NETWORK TRAINING RESOURCES

The following resources may be used to create or complement *Network* trainings for different audiences on multiple topics. The focus of each learning objective has been indicated with a K, S, or A (Knowledge, Skill, or Attitude) in parentheses.

### **Fruit, Vegetable, and Physical Activity Toolbox for Community Educators (Toolbox)**



Target Audience: *Network* partners (community-based organizations and direct health service providers) and any organization or intermediary that teaches consumers to eat healthy and be active.

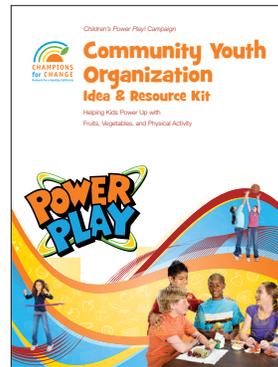
Description: The *Toolbox* contains 16 fruit, vegetable, and physical activity lessons in an easy-to-use format. The *Toolbox* includes basic lessons about the required amounts of fruits, vegetables, and physical activity for better health. It offers more advanced lessons on advocating for fruits, vegetables, and opportunities to be physically active within communities.

Learning Objectives: After reviewing and applying the information and skills presented within this resource, *Network* partners will be able to:

- Conduct a series of engaging *Toolbox* lessons utilizing skills like active learning and group facilitation. (S)
- Describe how to complete and submit the *Toolbox* Tracking Form. (K)
- Enthusiastically promote fruits, vegetables, and physical activity. (A)

Additional Training Uses: The *Toolbox* can be customized to work with a variety of nutrition education curriculums.

### **Community Youth Organization Idea & Resource Kit (Kit)**



Target Audience: Youth leaders working with elementary-age children in an out-of-school setting.

Description: The *Kit* features 20 fruit, vegetable, and physical activity lessons in an easy-to-use format.

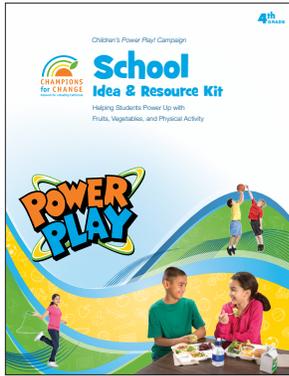
The *Kit* builds from introductory activities to advanced activities that involve kids in setting goals, spreading the word about healthy eating and physical activity, and advocating for healthy changes in their communities. The activities are designed for 9- to 11-year-old children with suggestions for including younger children.

Learning Objectives: After reviewing and applying the information and skills presented within this resource, the youth leader will be able to:

- Conduct the *Kit* lessons as designed. (S)
- Explain how to fill out the Participation Report Form. (K)
- Enthusiastically promote fruits, vegetables, and physical activity. (A)
- Acknowledge the need for accurate program documentation. (A)

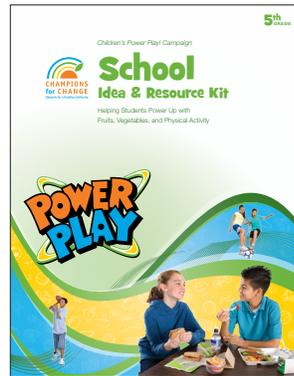
Additional Training Uses: When youth leaders see the activities modeled, the youth leaders gain nutrition education knowledge, confidence to teach the activities, and have a positive experience with nutrition education.

## School Idea & Resource Kit (Kits)



Target Audience: Fourth- and fifth-grade teachers.

Description: The fourth- and fifth-grade *Kits* feature 10 fruit, vegetable, and physical activity lessons. The *Kits* build from introductory activities to advanced activities that involve goal-setting, spread the word about healthy eating and physical activity, and advocating for healthier communities. English and Spanish-language handouts are provided in student workbooks. Activities link to the California Content Standards in Mathematics, English/Language Arts, and Health Education.

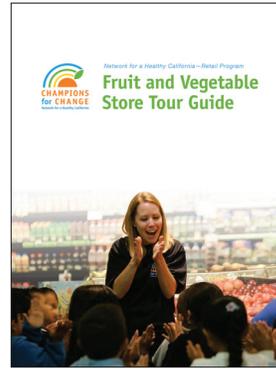


Learning Objectives: After reviewing and applying the information and skills presented within this resource, fourth- and fifth-grade teachers will be able to:

- Conduct the *Kit* lessons as designed. (S)
- Explain how to fill out the Participation Report Form. (K)
- Enthusiastically promote fruits, vegetables, and physical activity. (A)

Additional Training Uses: When teachers see the activities modeled, they gain nutrition education knowledge, confidence to teach the activities, and have a positive experience with nutrition education.

## Fruit and Vegetable Store Tour Guide (Guide)



Target Audience: *Network* staff/partners and any organization or intermediary that teaches consumers about making healthy eating choices.

Description: This *Guide* takes intermediaries through the steps of contacting retailers and negotiating

store tours in the retail environment. The *Guide* contains 9 lessons for participants and store tour preparation/presentation tips.

Learning Objectives: After reviewing and applying the information and skills presented within this *Guide*, *Network* staff/partners will be able to:

- Describe the logistical planning required for a successful store tour for both school and adult groups. (K)
- Demonstrate the ability to discuss seasonal fruits and vegetables (including those not covered in *Produce Quick Tips*). (S)
- Share enthusiasm for store tours with retail partners. (A)

## Harvest of the Month Training Corner



Target Audience:

Project coordinators and lead teachers who train educators in the classroom.

Description: A

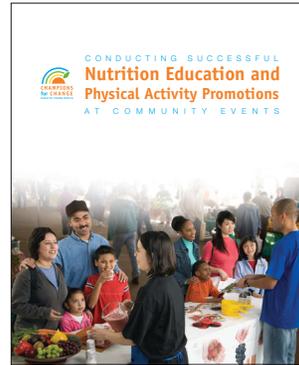
self-paced Web-based guide on how to create an effective program using *Harvest of*

*the Month* resources. These training components include background materials, an 11-minute video, preparation worksheets, and handouts.

Learning Objectives: After reviewing and applying the information and skills presented within this resource, project coordinators and lead teachers will be able to:

- Identify *Harvest of the Month* resources. (K)
- Explain the goals and objectives of the *Harvest of the Month* program. (K)
- Implement *Harvest of the Month* activities in the classroom, throughout the school, and within the community. (S)

## Community Events Manual



Target Audience: *Network* partners and organizations who conduct community events.

Description: The manual provides guidance and tools to successfully reach members of the community through a variety of events such

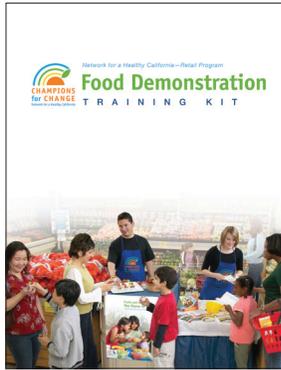
as festivals, health fairs, farmers' markets, and flea markets. It also provides easy-to-implement activities that will help improve fruit and vegetable consumption and physical activity among low-income families.

Learning Objectives: After reviewing and applying the information and skills presented within this resource, *Network* partners will be able to:

- Identify appropriate community events. (K)
- Recruit volunteers, coordinate, manage and set-up an attractive, well-attended educational booth. (S)
- Promote healthy behaviors to families. (A)

Additional Training Uses: The manual also contains information and tips for pre and post-event media coverage.

## Food Demonstration Training Kit



Target Audience: *Network* staff/partners and any organization or intermediary that teaches consumers about making healthy eating choices.

Description: This training kit takes intermediaries through the steps of contacting retailers

and requesting food demonstrations in the retail environment. The training kit also covers safety, preparation, and presentation tips.

Learning Objectives: After reviewing and applying the information and skills presented within this training kit, intermediaries will be able to:

- Explain the logistical planning required for a successful food demonstration. (K)
- Demonstrate the ability to identify and select recipe-specific nutrition and ingredient information from both *Network* and non-*Network* sources. (S)
- Combine presentation tips and food preparation techniques to create a personal food demonstration style that is both informative and engaging. (S)
- Promote food demonstrations to qualifying retail stores with confidence and enthusiasm. (A)

Additional Training Uses: Food demonstration information can be used by other campaigns and programs.

## Retailer Fruit & Vegetable Marketing Guide



Target Audience: Owners of small to medium neighborhood markets that are interested in selling fresh produce.

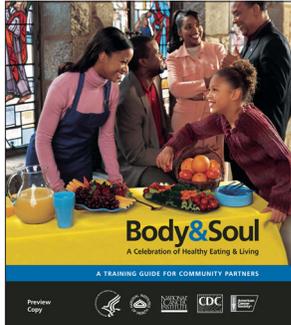
Description: This manual outlines how to select, handle, store, display, merchandise, and promote fresh produce.

Learning Objectives: After reviewing and applying the information and skills presented within this resource, owners of small to medium neighborhood markets will be able to:

- Identify revenue streams (Food Stamps and WIC) and partnership activities to sustain long-term produce sales. (K)
- Create a plan for selecting fresh produce based on consumer feedback and storage/display capabilities. (S)
- Use low-cost displays, signage, and cross promotional strategies to increase produce sales. (S)
- Advocate for more fruits and vegetables in their market. (A)

Additional Training Uses: Community-based organizations that conduct store conversions to increase access to healthy foods in low-income areas may use this resource to help plan their activities and educate their retail partners.

## Body & Soul Guide



Target Audience: Health ministry members.

Description: *Body & Soul* is a health and wellness program for African American churches. It was developed in 2004 by the American Cancer Society National Institutes of Health,

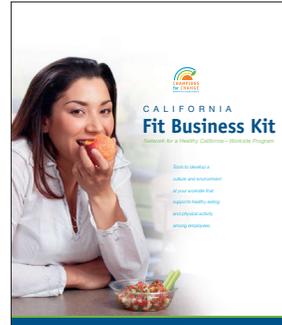
and two research universities. The program empowers church members to eat 5 to 9 servings of fruits and vegetables every day for better health. The program's goals are to encourage good health and to lower the risk of serious health problems in the congregation.

Learning Objectives: After reviewing and applying the information and skills presented within this resource, health ministry members will be able to:

- Describe the connection between health and spirituality. (K)
- Create church-wide activities aimed at improving the congregation's consumption of fruits and vegetables and participation in daily physical activity. (S)
- Support healthy changes within the church environment. (A)

Additional Training Uses: The guide may be given to non-qualifying churches to increase fruit and vegetable consumption.

## California Fit Business Kit



Target Audience: Worksite Wellness manager or Worksite Wellness Committee members at low-income worksites.

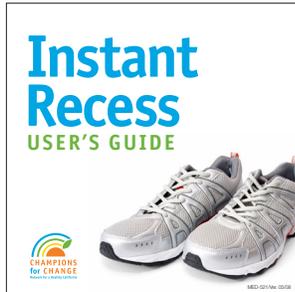
Description: Contains 10 interventions promoting fruit and vegetable consumption and physical activity.

Learning Objectives: After reviewing and applying the information and skills presented within this resource, Worksite Wellness managers will be able to:

- Identify at least two interventions that are appropriate for their working environment. (K)
- Describe the planning and preparation required for their selected worksite wellness interventions. (K)
- Implement at least one worksite wellness intervention. (S)
- Seek out additional ways to support worksite wellness. (A)

Additional Training Uses: This kit can be given to non-qualifying worksites to develop their own worksite wellness program.

## Instant Recess



Target Audience: Teachers and youth in low-income schools or communities.

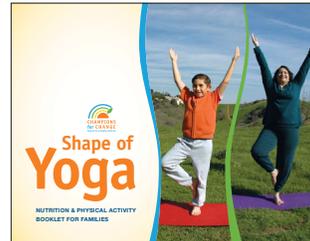
Description: *Instant Recess* features a 10-minute physical activity DVD with a professional athlete that promotes being active at

school, in after-school programs, at home, or in the workplace. Included in the DVD are messages on healthy eating and ways to be more physically active. The *Instant Recess* DVDs are used to supplement nutrition education programs.

Learning Objectives: After reviewing and applying the information and skills presented within this resource, SNAP-Ed eligible consumers will be able to:

- Identify opportunities to increase physical activity. (K)
- Incorporate physical activity into everyday settings. (S)
- Acknowledge the need for increased physical activity. (A)

## Shape of Yoga



Target Audience:

*Network* staff/partners and any organization that teaches consumers about making healthy eating choices in low-income communities.

Description: *Shape of Yoga* is a pamphlet of 10 basic yoga poses. It also includes nutrition education messages and safety tips. *Shape of Yoga* is to be used as a supplement to nutrition education programs. Intermediaries must be trained on the pamphlet.

Learning Objectives: After reviewing and applying the information and skills presented within this resource, SNAP-Ed eligible consumers will be able to:

- Perform 10 basic yoga poses effectively and safely. (S)
- Identify at least three quick tips on how to add more fruits and vegetables to their meals. (K)
- Express motivation for increased physical activity. (A)

## Power Up in 10



Target Audience: Network staff/partners and any organization that teaches consumers about making healthy eating choices in low-income communities.

Description: *Power Up in 10* has 10 basic strength training exercises. Each exercise has a “Take It Further” tip for those with higher fitness levels. It also contains a calendar to track strength training progress. *Power Up in 10* is to be used as a supplement to nutrition education programs.

Learning Objectives: After reviewing and applying the information and skills presented within this resource, SNAP-Ed eligible consumers will be able to:

- Perform 10 basic strength training exercises. (S)
- Identify at least three nutrition or exercise safety tips. (K)
- Chart their progress on a calendar. (A)

## How to Use Produce Quick Tips Guide



Target Audience: Network staff and partners who use the *Produce Quick Tips (PQT)* for staff training purposes.

Description: This four page document explains the different sections of a *PQT* card as well as several ideas for using the cards to train

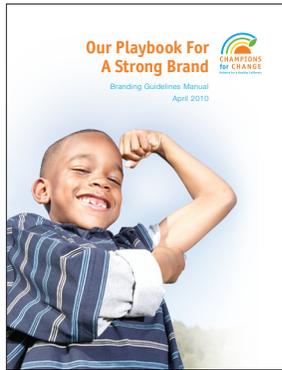
intermediaries to conduct nutrition education activities.

Learning Objectives: After reviewing and applying the information and skills presented within this resource, *Network* staff and partners will be able to:

- Recognize how the different sections of a *PQT* card relate to consumer concerns about flavor, cost, waste, and preparation time. (K)
- List three ways to use the *PQT* cards to prepare for a consumer activity. (K)
- Use *PQT* information to create fruit and vegetable “sound bites” for consumer activities (food demonstrations, store tours, festivals, classes, etc.) in their own words. (S)

Additional Training Uses: The Anatomy of a *PQT* section can be used to describe the cards to all audiences.

## Network Branding Guidelines Manual



Target Audience: *Network* staff and contractors.

Description: This document describes the importance of branding and provides guidance on the proper use of the *Network for a Healthy California* Champions for Change brand.

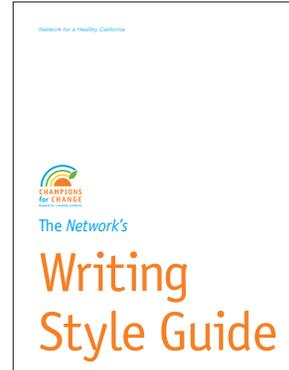
Learning Objectives: After

reviewing and applying the information and skills presented within this resource, *Network* staff and contractors will be able to:

- Use the *Network for a Healthy California* Champions for Change brand correctly and consistently. (S)
- Identify preferred terms for specific, high-literacy words. (K)
- Justify the importance of branding and how it benefits their efforts in the community. (A)

Additional Training Uses: Partners who participate in co-branding activities may also use this guide.

## Network Writing Style Guide



Target Audience: *Network* staff and contractors.

Description: This document provides guidance on how to write clear and consistent messages that relate to the *Network's* four pillars.

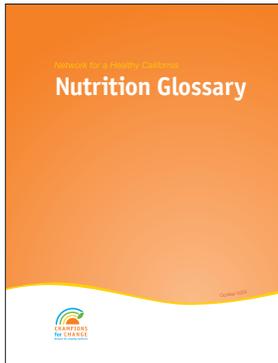
Learning Objectives: After reviewing and applying the

information and skills presented within this resource, *Network* staff and contractors will be able to:

- Write materials using a positive, inclusive, and active tone. (S)
- Lower the literacy level of written materials. (S)
- Write about serious health problems, food security, and physical activity. (S)

Additional Training Uses: the tonality and literacy level guidance is appropriate for any partner interested in developing effective health messages for consumers.

## Network Nutrition Glossary



Target Audience: *Network* staff and contractors that develop written materials or interact with consumers.

Description: This Web-based glossary of nutrition terms focuses on nutrients found in fruits and vegetables.

The glossary was written for low-literacy audiences so

*Network* staff and contractors can use the definitions to communicate consistent and accurate nutrition information to consumers.

Learning Objectives: After reviewing and applying the information and skills presented within this resource, *Network* staff and contractors will be able to:

- Locate basic nutrition information about macronutrients and micronutrients. (K)
- List three foods that are good sources of specific nutrients. (K)
- Practice how to talk about specific health benefits attributed to the nutrients found in fruits and vegetables. (S)

Additional Training Uses: The glossary can be made available to partners and consumers to help them understand how nutrition affects their health.

# Appendix B

## ADDITIONAL RESOURCES

### Group Facilitation

- *Network* Art of Facilitation Workshop
- California WIC Training Manual: Module 21  
<http://www.cdph.ca.gov/programs/wicworks/Pages/WICTrainingManual.aspx>

### Adult Learning Theory

- *Network* Art of Training Workshop
- California WIC Training Manual: Module 19  
<http://www.cdph.ca.gov/programs/wicworks/Pages/WICTrainingManual.aspx>
- UCLA Center for Health Policy Research: Health DATA Trainer's Guide and Toolkit:  
[http://www.healthpolicy.ucla.edu/healthdata/ttt\\_prog2.pdf](http://www.healthpolicy.ucla.edu/healthdata/ttt_prog2.pdf)

### Participant/Learner-Centered Education & Active Learning Strategies

- *Network* Art of Training Workshop
- California WIC Training Manual: Module 15  
<http://www.cdph.ca.gov/programs/wicworks/Pages/WICTrainingManual.aspx>
- UCLA Center for Health Policy Research: Health DATA Trainer's Guide and Toolkit:  
[http://www.healthpolicy.ucla.edu/healthdata/ttt\\_prog2.pdf](http://www.healthpolicy.ucla.edu/healthdata/ttt_prog2.pdf)

### Communication & Presentation Skills

- California WIC Training Manual: Modules 2 and 3  
<http://www.cdph.ca.gov/programs/wicworks/Pages/WICTrainingManual.aspx>
- *Why Bad Presentations Happen to Good Causes*  
[http://www.agoodmanonline.com/publications/how\\_bad\\_presentations\\_happen/index.htm](http://www.agoodmanonline.com/publications/how_bad_presentations_happen/index.htm)

# Appendix C

## TRAINING PLAN

Name of Training Session:

Training Goals For The Entire Session:	To Measure Our Success, We Will Evaluate:
1. Participants will be able to	1.
2. Participants will be able to	2.
3. Participants will be able to	3.
4. Participants will be able to	4.

<b>Part 1</b>						
Start Time: (for example, 8:00 am)						
Room Set-up Information:						
Activity	SMART Learning Objective Participants will be able to...	KSA	Time Required (minutes)	Materials	Activity Description	Learning Strategy
End Time/Break:						

<b>Part 2</b>						
Start Time: (for example, 9:30 am)						
Room Set-up Information:						
Activity	SMART Learning Objective Participants will be able to...	KSA	Time Required (minutes)	Materials	Activity Description	Learning Strategy
End Time/Break:						

<b>Part 3</b>						
Start Time: (for example, 1:00 pm)						
Room Set-up Information:						
Activity	SMART Learning Objective Participants will be able to...	KSA	Time Required (minutes)	Materials	Activity Description	Learning Strategy
End Time/Break:						



This material was produced by the California Department of Public Health's *Network for a Healthy California* with funding from the USDA Supplemental Nutrition Assistance Program (formerly the Food Stamp Program). These institutions are equal opportunity providers and employers. In California, food stamps provide assistance to low-income households and can help buy nutritious foods for better health. For food stamp information, call 877-847-3663. For important nutrition information, visit [www.cachampionsforchange.net](http://www.cachampionsforchange.net).