

# **Module B:**

# **Facilitating Group Nutrition Education**

# TABLE OF CONTENTS

---

<b>OVERVIEW</b> .....	1
Group Nutrition Education.....	2
Conducting a Successful Class.....	3
Lesson Plans.....	4
Preparing for a Class.....	6
Facilitation Skills.....	8
Handling Challenging Situations.....	9
<b>PROGRESS CHECK</b> .....	11
<b>LEARNING ACTIVITIES</b> .....	13
1: Reviewing a Lesson Plan.....	14
2: Preparing for a Class: The Materials, Equipment, and Class Room.....	16
3: Facilitation Skills.....	17
4: Challenging Situations.....	18
<b>PROGRESS CHECK ANSWERS</b> .....	19

---

## OVERVIEW

---

### Introduction

This module will prepare the Trainee to lead a class.

---

### Learning Objectives

After completing this module you will be able to:

- List the benefits of group nutrition education.
  - Identify the key parts of and get familiar with using a lesson plan.
  - Identify how to make a lesson plan your own.
  - Identify which parts of a lesson plan should not be changed.
  - Practice preparing for a class.
  - Identify essential presentation skills.
  - Identify both your strengths and areas of challenge.
  - Identify ways to handle challenging situations when working with a group.
-

## GROUP NUTRITION EDUCATION

---

### Definition and Documentation

Group nutrition education is done by utilizing a class outline or script in an environment where participants meet and share the learning experience. An individual participant can be provided a group class experience when staff uses the class outline or script.

Documentation of Group Classes is not required in the Individual Nutrition Education Plan (INEP) screen. However, it is required in the Nutrition Education Contact Plan screen.

---

### Benefits

Participants benefit from nutrition education in groups. Group education allows participants to:

- meet other people,
  - learn from each other,
  - share personal stories,
  - share similar problems and concerns, and
  - participate in activities working better in groups than individual education sessions.
- 

### Disadvantages

There are also some disadvantages in teaching nutrition education in groups. These include:

- the educator may not be able to meet all the participants' needs,
  - participants may disrupt the session, and
  - children may disrupt the session.
-

## CONDUCTING A SUCCESSFUL CLASS

---

### Feeling at Ease

Do you get nervous in front of a group of people? You are not alone. Most people find speaking in front of others uncomfortable. On the other hand, you might be a person who loves talking to crowds. If so, great! Either way there are techniques you can learn to improve your skills for facilitating classes. This module has many suggestions to help you feel more comfortable and effective leading classes.

Nearly all WIC participants want to know ways to help their families be healthy. With a well-designed learner-centered class most participants will want to learn and be receptive to you.

---

## LESSON PLANS

---

**Definition**

A lesson plan is an outline of the class.

---

**Parts of a Lesson Plan**

Most WIC classes follow a lesson plan. A lesson plan is like a roadmap. It outlines the information and activities you will need for the class. It contains:

1. An overview of the lesson plan for the facilitator. This may include:
    - a. Who is the learner?
    - b. Why is this lesson important?
    - c. How long is the class?
    - d. Learning Objectives – capture what specific knowledge, skills, and/or attitudes the learner should be able to exhibit following instruction
    - e. Set-up – how to arrange chairs and tables
  2. Welcome and Introduction
  3. Warm-up
  4. Content and Learning Activities
  5. Closing
- 

**Making the Lesson Plan Your Own**

You may find it helpful to use a highlighter or write notes on your lesson plan. As you get more comfortable with the lesson plan, you may want to change the wording, add something personal or bring some humor to the class.

---

**What NOT to Change in a Lesson Plan**

When you teach a class it is very important not to skip or change the content of any of the activities. If you have trouble with some of the information or activities, speak with your mentor, your supervisor or the person who designed the class. They may be able to give you ideas on how to work through challenges and be more comfortable. Also, if there is a major problem with the class, your feedback will provide the class designer with possible revisions.

---

**LESSON PLANS** *(continued)***Parts of a Lesson Plan**

Part	Description
<b>Welcome &amp; Introduction</b>	Begin the session by welcoming the participants, introducing yourself and your title, how much time the class takes and information or skills the participants will learn.
<b>Warm-up/Ice Breaker</b>	This helps get participants involved in the class and focus on the class topic. For example, in a prenatal class, participants can introduce themselves, share which month in the pregnancy they are, and if they have any food cravings.
<b>Content</b>	The content will provide information or skills to teach to participants and their families. Content could include the skills to identify when a baby is successfully breastfeeding, new ways to prepare vegetables or tips for weaning toddlers from the bottle.
<b>Learning Activities</b>	Learning Activities are tools used to aid participants in understanding new information, to discuss the information in detail and practice using the learned material. Each topic should include an activity to help comprehension.
<b>Closing</b>	Close the session by summarizing the information discussed and asking participants to share how they will use the information.

**Learning Activity 1**


---

To help you identify the key pieces of a lesson plan, you may want to try **Learning Activity 1** found at the end of this module.

---

## PREPARING FOR A CLASS

### Being Organized

1. Being organized will help you feel more comfortable leading a class.
2. Your class will go smoother if you prepare ahead of time.
3. Below are several suggestions to prepare you to lead a class.

### BEFORE THE CLASS

#### Review the Lesson Outline and Materials

Usually you will use lesson plans written by someone else. It is important to understand the information and how you will lead each of the activities. Here are some suggestions:

1. Make sure you understand all the concepts and terms.
2. Spend some time determining how you will lead the activities.
3. Review the handouts and materials used in the class.
4. When teaching in another language - consider how you will translate key words and phrases.

#### Prepare for questions

Speak with your coworkers or your mentor about possible questions they experienced when teaching the class. Discuss the answers they used and prepare for the possibility of these same questions being asked.

#### Be Familiar with the Equipment

Practice using the DVD player, CD player, flip charts or any other equipment.

#### Practice

Practice leading the class. It helps to rehearse the class at least once before leading it, even if there is no audience.

Continued on next page

## PREPARING FOR A CLASS *(continued)*

### IMMEDIATELY BEFORE THE CLASS

#### Gather Class Materials

1. Gather posters, DVDs, food models, or other teaching tools.
2. Ensure there are enough handouts or pamphlets for all participants.

#### Set Up the Room

1. Arrange the chairs in a circle or half circle to encourage participants to join in the learning.
2. This also allows you to see all of the participants and even sit with them.
3. Determine if the equipment being used is ready and working properly.

---

#### Learning Activity 2

To help you prepare to teach, you may want to try **Learning Activity 2** found at the end of this module.

---

## FACILITATION SKILLS

Good facilitation skills can make your class much more successful. A few basic skills include:

---

### Eye Contact

Most learners will feel more involved and interested if you make eye contact with them. Although this may not be true for all the cultures of people in your class.

#### **Ways to make eye contact:**

For a small group (such as 5 – 20 people) you can look into someone's eyes for two to three seconds at a time. Try to make contact with the entire audience not just the people who smile back.

In a larger group you can try to rotate looking at different sections of the audience or focus on one person in each section.

If you are uncomfortable making eye contact, scan the room until you are more comfortable making eye contact.

---

### Your Voice

Your voice is an important tool to help your learners understand and keep them interested. Speak clearly, slowly and loud enough to be easily heard by those in the back of the room. Avoid speaking in the same tone. Vary your tone higher and lower to keep the audience's attention. Note: How high or low your tone is, could vary with different cultures.

---

### Energy, Enthusiasm, Smiling, and Confidence

Your learners will respond to your energy level and enthusiasm. Smiling is a great way for participants to feel at ease and encourage participation. You do not have to be a cheerleader or a pushy salesperson, but if you appear to be bored with the class so will your learners.

---

### Learning Activity 3

To help you identify your strengths and challenges when teaching, you may want to try **Learning Activity 3** found at the end of this module.

---

## HANDLING CHALLENGING SITUATIONS

---

### Challenging Situations

At times you will have to deal with some challenging situations. Listed below are a few common challenging situations found working with groups. With more practice many of these situations should be easier to handle.

---

### Active Children

Here are some ideas for dealing with noisy or disruptive children:

1. Place chairs in a circle or half circle with the children in the center. This allows the parent(s) to watch them.
  2. Provide “quiet” toys or coloring books to engage toddlers and preschoolers.
  3. Invite preschoolers or older children to help with the class. They can hold displays or pass around the handouts.
  4. Talk directly to the child in a positive way. Parents may be interested in your interaction with the children.
  5. If a child is being overly disruptive ask the parent to take the child out of the classroom. If possible, ask a coworker to finish the appointment.
- 

### Participant Who Talks Continuously

1. A participant who continuously talks can discourage others from speaking up.
  2. Affirm this person and invite others to comment. *“Thank you for sharing your thoughts. What are some other experiences the rest of you could share?”*
  3. Invite all participants to work in pairs or trios (as indicated in the class outline).
  4. Ask someone to help with the class by writing or handing out materials.
- 

*Continued on next page*

## HANDLING CHALLENGING SITUATIONS *(continued)*

---

### No One is Participating

Well-designed classes will include the learner centered principles of RISE: (Reference Training 6 Module A for more information on RISE)

- Respect
- Immediately Useful
- Safety
- Engagement

There are many things you can do to help increase participation:

1. Greet participants one by one as they enter the room. This is a great way to help people feel more comfortable and participate in the class.
  2. Lead the class with enthusiasm.
  3. Try sitting down - it encourages others to talk.
  4. Pause for five seconds after asking an open-ended question. People often need time to think.
  5. Make sure you do not change an open-ended question into a closed question. Sometimes you might have to reword the open-ended question a second time.
  6. Use humor (carefully).
- 

### A Participant Says Something Contradicting WIC

Sometimes participants will make comments or give suggestions in class not promoted by WIC. For example, a mother tells everyone giving cereal to a 1 month old baby is fine. Here are some ideas to help deal with this situation:

1. Always affirm the person first before saying anything else. You might say, "Thank you for sharing" or "We often hear mothers say this" or "New research shows the baby's digestion is not developed for solids until around six months".
  2. You can also ask what other people in the class have heard about this topic.
  3. Tell them what WIC recommends about the topic and move on with the class.
- 

### Learning Activity 4

To help you become more familiar with these techniques, you may want to try **Learning Activity 4** found at the end of this module.

---

## PROGRESS CHECK

1. List two advantages of group education.

---

---

2. List the parts of a lesson plan.

---

---

---

---

---

3. List two ways to make a class your own.

---

---

4. List two parts of a class you should not change.

---

---

5. List at least three things you would do to prepare for a class ahead of time.

---

---

---

6. List at least three things you would do to prepare immediately before a class.

---

---

---

## PROGRESS CHECK *(continued)*

7. List two tips to help make eye contact in group education.

---

---

8. List three examples of good voice use in group education.

---

---

---

## LEARNING ACTIVITIES

The following activities are included and are recommended for interactive learning:

- **Learning Activity 1:** Reviewing a Lesson Plan
- **Learning Activity 2:** Preparing for a Class: The Materials, Equipment, and Class Room
- **Learning Activity 3:** Facilitation Skills
- **Learning Activity 4:** Challenging Situations

## Activity 1: Reviewing a Lesson Plan

<b>Learning Objectives</b>	After completing this activity the Trainee will be able to: <ul style="list-style-type: none"><li>• Identify all the key pieces of a lesson plan.</li><li>• Explain what the class is about and how to facilitate it.</li></ul>
<b>Background</b>	You should be familiar and comfortable with the lesson plan before facilitating a class. This activity will assist you in becoming familiar with the lesson plan.

*Continued on next page*

## Activity 1: Reviewing a Lesson Plan

### Instructions

Get a copy of a lesson plan from your mentor or supervisor.

1. Find out what handouts and other materials you will need. Review these materials. Note any questions you have about these materials and ask your mentor.
2. Note what equipment you will need to use. How comfortable are you using this equipment?
3. Read the overview of the lesson plan. Notice how long the class should last and how to set up the room.
4. Read the rest of the class outline. How well do you understand the information? Highlight anything you do not understand.
5. Now look at the activities in the class. Think about how you would lead each of them. Highlight anything you do not understand.
6. Underline all the open-ended questions you find. Practice saying these to keep them open-ended.
7. OPTIONAL: If you teach this class in a different language - think about the words you would need to translate ahead of time.

**Activity 2: Preparing for a Class – The Materials, Equipment, and Class Room**

<b>Learning Objectives</b>	After completing this activity the Trainee will be able to prepare for a class.
<b>Background</b>	You will prepare all the materials, equipment, and the class room.
<b>Instructions</b>	<p>Work with another facilitator to prepare for a class.</p> <ol style="list-style-type: none"><li>1. Using a copy of a class lesson plan, identify all the handouts you need. Determine how many copies you will need and have them available.</li><li>2. Become comfortable with all the equipment you will use. Practice using it.</li><li>3. Identify any other materials you will need to use for the class and have them available.</li><li>4. Set up the chairs and organize the room according to the lesson plan.</li></ol>

**Activity 3: Facilitation Skills**

<b>Learning Objectives</b>	After completing this activity the Trainee will be able to: <ul style="list-style-type: none"><li>• Identify your strengths with facilitation skills</li><li>• Identify your challenges with facilitation skills</li></ul>
<b>Background</b>	Good facilitation skills will help you become a better educator.
<b>Instructions</b>	<ol style="list-style-type: none"><li>1. Review the information about facilitation skills.</li><li>2. Think about a class you attended recently. How well did the facilitator make eye contact? How well did the person use their voice? How did you feel about the person's energy and confidence?</li><li>3. Now consider your own facilitation skills. Which of these do you already do well? Which skills might be more challenging for you? How can you improve your facilitation skills?</li></ol>

## Activity 4: Challenging Situations

<b>Learning Objectives</b>	After completing this activity the Trainee will be able to identify ways you can deal with challenging situations in a group setting
<b>Background</b>	Many parts of facilitating discussion may come easily to you. Other areas may take more practice and experience. Start by thinking about how you might deal with some challenges if they come up.
<b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Review the information about the following challenging situations:                             <ul style="list-style-type: none"> <li>• active children</li> <li>• a participant who talks too much</li> <li>• lack of participation</li> <li>• a participant says something not recommended by WIC</li> </ul> </li> <li>2. Choose two of these situations. Which of the suggestions from this module would you use? What other ideas do you have about dealing with these situations?</li> </ol>

**Responses:**

First situation:

---



---



---



---

Second situation:

---



---



---



---

## PROGRESS CHECK ANSWERS

1. List two advantages of group education.

**ANY TWO OF THE FOLLOWING RESPONSES ARE ACCEPTABLE:**

- meet other people
- learn from each other
- share personal stories
- share similar problems and concerns
- participating in one-on-one activities do not work well

2. List the parts of a lesson plan.

- welcome & introduction
- warm-up/ice breaker
- content
- learning activities
- closing

3. List two ways to make a class your own.

- add personal experience
- change wording
- add humor

4. List two parts of a class you should not change.

- content
- activity

5. List at least three things you would do to prepare for a class ahead of time.

**ANY THREE OF THE FOLLOWING RESPONSES ARE ACCEPTABLE:**

- gather materials and equipment
- set up room
- be familiar with the equipment
- prepare and review the lesson plan
- prepare for questions
- prepare for children
- practice

## **PROGRESS CHECK ANSWERS** *(continued)*

6. List three things you would do to prepare immediately before a class.
  - Set-up room & equipment
  - Get posters, DVD's or props ready
  - Set-up and organize handouts
  - Set-up chairs
  
7. List two tips to help make eye contact in group education.
  - Scan the room until you are comfortable making eye contact
  - Rotate looking at different parts of the audience or focus on a person in each section
  
8. List three examples of good voice use in group education.
  - Speak clearly and slowly
  - Speak at higher and lower tones to maintain people's attention
  - Speak loud enough to be heard from the back of the room