

Group Education

PARAPROFESSIONAL TRAINING : DAY 2



Goal and Objectives for this Module

Goal: Prepare you to lead a group education class to a target group with an effective lesson plan.

Objectives: At the end of this module, you will be able to...

- List the benefits of group nutrition education
- Set targeted goals and objectives for the class
- Identify the key parts of and be familiar with using a lesson plan
- Identify essential presentation skills
- Identify ways to handle challenging situations when working with a group
- Identify effective communication skills

What are the Goals of Nutrition Education?

- Help clients or participants understand the importance of making behavior changes
- Provide them with the tools to do so
 - Practical tips
 - Instructions to implement change



Benefits of a Group Class

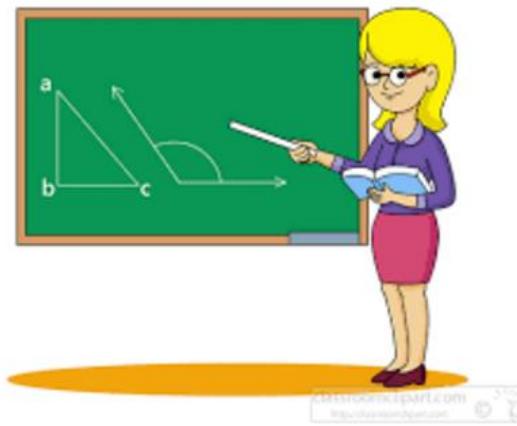
What do you think are benefits of learning in a group class?

- Meet other people
- Learn from each other
- Share personal stories
- Share similar problems and concerns
- Activities as a group may work better than individual education sessions

What do you think are disadvantages?



The Key to Feeling At Ease – Plan Ahead



- Determine Goals and Objectives
- Know your Target Audience
- Use a Lesson Plan
- Prepare Ahead



Step 1: Setting Goals

Start by asking yourself:

- * What do you want your participants to know at the end of the lesson about this topic?

- * Why is this lesson important?

Setting Objectives

OK Objective	Better Objective
Participants will eat fruits and vegetables	At the end of this lesson, participants will be able to state at least one reason eating fruits and vegetables are important to maintaining a healthy weight.
Participants will learn about fruit and vegetable servings	At the end of this lesson, participants will be able to identify how many servings of fruits and vegetables they should eat daily.
Participants will increase the number of vegetables they eat	At the end of this lesson, participants will prepare an action plan using goal-setting to increase their consumption of vegetables.





Activity



OK OBJECTIVE

Participant will increase physical activity

BETTER OBJECTIVE

At the end of this lesson....

Participant will learn about types of physical activity

At the end of this lesson....

Participant will increase walking

At the end of this lesson...

Step 2: Know your Audience

Who is the learner for this lesson?

Consider the following:

- Age and gender
- Language
- Literacy level
- Cultural practices
- Socioeconomic characteristics

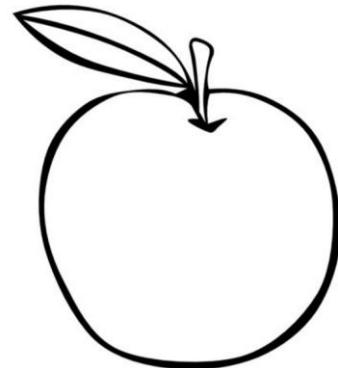


Age and Gender

Different groups have different needs.

- Pregnant
- Parents of Toddlers
- Grandparents
- Fathers

A is for Apple



What do adults need to learn new skills?

They need to:

- Be respected
- See immediate usefulness of what they are learning
- Feel safe in the learning environment
- Be engaged in the learning
- See the relevance of the lesson to their lives

Language and Literacy

What is the language and literacy of the group?

- May need to use an interpreter
- Have translated materials
- Visually-dominant materials to minimize words

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Cultural Competency

Are there any relevant cultural practices or customs in your target audience that you need to be aware of?

- Targets the message
- Respects different practices

Culturally competent programs maintain a set of attitudes, perspectives, behaviors, and policies – both individually and organizationally – that promote positive and effective interactions with diverse cultures.



Step 3: Consider Learning Methods

What is your learning style?

Different people have different learning styles.

- Lectures
- Brainstorming
- Demonstrations
- Interactive Activities

- Debates
- Discussions
- Question and Answer Sessions





Activity

You are going to teach a class on “Increasing Intake of Fruits and Vegetables”

- What methods might you consider using to teach on this topic?
- Let’s match the method with the Learning Style.



Step 4: Develop a Lesson Plan

A lesson plan is a road map.
It outlines the information and activities you will need for the class.



Components of a Lesson Plan

- Overview (Audience, Timeframes, Set-Up)
- Objectives
- Materials Needed
- Welcome and Introduction
- Warm-up/Ice Breaker
- Pre-test (optional)
- Content
- Learning Activities
- Closing
- Post-test (optional)



Step 5: Preparation



The lesson plan is your outline. But next is to use it to prepare. Preparing ahead is the key to feeling more comfortable leading a class. Your class will go smoother if you prepare ahead of time.

Before the Class

1. Review the Lesson Outline and Materials.
2. Prepare for Questions
3. Be Familiar with any Equipment
4. Practice! Practice! Practice!

Immediately Before the Class

1. Gather Class materials
2. Set Up the Room



Step 6: Execution! Effective Communication

Good facilitation skills can make your class much more successful.

Tips for Positive Communication:

- Introduce yourself and provide your qualifications.
- Have others introduce themselves and provide a fun fact about themselves
- **Smile and make eye contact when speaking**
- Be excited! Your enthusiasm is contagious
- Practice non-judgmental words and body language
- Set classroom rules
- Set expectations. Provide agendas
- Allow participants to work in a group before opening for discussion



Using Facilitated Discussion

Goal of facilitated discussion is to stimulate conversation and get participants to share what they know or have heard about the topic.

Facilitators guide the conversation with responses such as:

- * some other ideas are
- * some mom's tell me
- * health professionals also say

Allow participants to share, affirm their input and then move on to the next question or topic

Handling Challenging Situations

Common challenges:

- * Active Children
- * Participants who dominate the conversation
- * Complainers or Contradictors
- * Digressers
- * Know-it-alls
- * Wisecrackers or Jokesters
- * Latecomers

Handling Challenging Situations

Active Children

- Suggestions?
 1. Place chairs in a circle or half circle with the children in the center. This allows parents to watch them.
 2. Provide “quiet” toys or coloring sheets to engage them.
 3. Invite preschoolers or older children to help with the class. They can hold displays or pass out handouts.
 4. Talk directly to the child in a positive way.
 5. If a child is being overly disruptive, ask the parent to take the child out of the classroom.



Handling Challenging Situations

Participant Who Talks Continuously

1. Affirm this person and invite others to comment.
2. Ask everyone to raise their hands.
3. Invite all participants to work in pairs or trios.

Disruptors

1. Ask the audience a simple question to bring the focus back.
2. Involve disrupters with helping. This works well for children.



Non-participants

1. Greet participants one-by-one as they enter the room so they feel more comfortable.
2. Try sitting down – it encourages others to talk.
3. Pause after asking an open-ended question. People have more time to think.

Handling Challenging Situations

Resistors or Contradictors

Sometimes participants will make comments or give suggestions in class not promoted in WIC.

Example: A mother tells everyone that giving cereal to a one-month old is fine.

1. Affirm the person first before saying anything else. “Thank you for sharing.” “We often hear this.”
2. You can ask what others in the class have heard about this situation/topic.
3. Tell them what WIC recommends and move on.

Know-It-Alls

1. Acknowledge that they seem to know a lot about a topic. Ask where their information comes from and try to understand why they believe the source.

Resources

This presentation utilized the following resources:

California WIC Training Manual 5/31/2016. Module B: Facilitating Group Discussion

<https://archive.cdph.ca.gov/programs/wicworks/Pages/WICTrainingManual.aspx>

DC Snap Ed, Nutrition Educator Guide Training Manual. August 2016. DC Department of Health, Nutrition and Physical Fitness Bureau, Eat Smart/Move More Program

Wrap-Up

Homework:

Activity 1: Reviewing a Lesson Plan

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

Questions?