

5.0 Nutrition Services

Effective Date: 11/06/14

5.01 Nutrition Education Overview and Elements of Client-Centered Nutrition Education Exhibit 5.01E Nutrition Education Lesson Plans

Some benefits of lesson plans are that they:

- Provide a method for organizing information or learning activities
 - Serve as a review for staff who provide the nutrition education contact
 - Save time in documenting contacts in client records
 - Can be used in training new staff
 - Assure consistency of information presented and learning methods used
 - Help prevent unnecessary repetition of nutrition information to clients
1. Local agencies must use a written Nutrition Education lesson plan for all group nutrition education. Local agencies may develop Nutrition Education lesson plans for one-on-one education (including Breastfeeding support), if desired.
 2. The local agency Nutrition Education Coordinator must assure that all lesson plans used by the local agency are reviewed annually to ensure that lessons use client-centered approaches, and contain accurate, up-to-date information. The annual review date must be documented for each lesson plan.
 3. Lesson Plans include: (* indicates required elements)
 - a. *Title or topic area.
 - b. *Learning objectives and a broad goal: These should describe what the client should know or be able to do after the lesson is complete.
 - c. *Definition of target group: For example, breastfeeding mothers, overweight children, pregnant adolescent, late or early pregnancy, desired size of group, etc.
 - d. *Learning activities or methods: For example, lecture, group/facilitated discussion, demonstration, role playing, simulated/hands-on activities, etc.
 - e. *Materials: For example, audio-visual resources, food or food models, puppets, flip charts, posters, take-home kits, etc.
 - f. *Outline of presentation content, including sequence of activities, how materials are to be used, etc.
 - g. *Summary: The conclusion of the lesson should summarize the key points stressed during the presentation. This may be done orally, through a question and answer period, written post-test or quiz, or other method.

- h. *Evaluation methods and materials: Review objectives and reassess clients' indicators of knowledge, attitudes, or behavior change intention.
- i. *References: Source of information used to develop the lesson plan and sources of additional information on the same subject.
- j. Equipment and facilities needed: For example, client-friendly seating, audio-visual equipment, food preparation equipment, etc.
- k. Reinforcements related to the topic: For example, videotapes, pamphlets, etc.
- l. Approximate time needed for lesson.
- m. Local Agency staff trained to present this lesson.
- n. Introduction/Icebreakers: The introduction should engage clients in the learning process about to occur. Assess what clients already know or believe about the topic (knowledge), how they feel about it (attitudes), and what behaviors they may be considering or already doing (behavior stage). The introduction/icebreaker is designed to put the participant at ease and stimulate interest.

Guidance:

1. Local Agencies are encouraged to submit well-developed, effective lessons to the State WIC office for possible statewide sharing. The 'Checklist for Lesson Modules' must be included with each submission. (The 'Checklist' is found on the WIC web site at www.michigan.gov/wic, under 'WIC Providers/Nutrition Education Resources and Publications.')
2. Request an electronic lesson plan template incorporating required elements from the WIC Division for locally developed lessons.