



Healthy for Life[®] Educator's Guide



Teaching Nutrition Education Skills to College Students

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to improve the health of all Americans.

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Table of Contents

Welcome to the Healthy for Life® Educator’s Guide	3
About Healthy for Life	4
Facilitating Student Participation in Healthy for Life	
Educational Experience Delivery	5
Get Started	6
Promote.....	8
Plan	10
Facilitate	13
WRAP-UP(<i>With Debriefing Guide</i>)	15
Engaging Students in Healthy for Life Cooking Experiences	17
Sample Assignments	18
Healthy for Life Introduction	19
Feed Your Potential.....	21
Healthy Ingredient Swap and Universal Design for Learning Principles.....	24
Tiny Gardens.....	27
APPENDIX	
Selected Core Competencies for Registered Dietitian Nutritionists	
Aligned With Suggested Healthy for Life Resources	30
Selected Master of Public Health Foundational Competencies	
Aligned With Suggested Healthy for Life Resources	38

Welcome to the Healthy for Life® Educator's Guide

Why develop a Healthy for Life Educator's Guide? In fall 2020, I was awarded a Healthy for Life Implementation Grant from the Association of State Public Health Nutritionists, the American Heart Association and the Aramark Corporation. While reviewing the HFL materials, I realized the program could provide valuable learning opportunities for advanced nutrition students.

Healthy for Life is a high-quality, practice-based, community-focused nutrition and education program that's demonstratively effective. As my students assisted in presenting HFL to community members, I saw firsthand how this program provided students with invaluable insights, guidance, real-world experience and inspiration for their future vocations as nutrition educators.

Debriefing comments from students included:

- *I really enjoyed working with the community members.*
- *The questions asked by our participants were great — and it was great practice for me to answer their questions.*
- *It was neat to see how the HFL sessions all came together to deliver great nutrition messages.*

Participant comments on student involvement were equally positive. Several of them said interacting with students during the Educational Experiences was a highlight of the program.

As a result of my experiences implementing Healthy for Life, I suggested to my grant sponsors that we consider creating a *Healthy for Life Educator's Guide*. Thanks to their encouragement and support, this resource is now available to its intended audience: educators of undergraduate and graduate students who are preparing for careers in nutrition and/or nutrition-related fields. We hope programs in dietetics, public health nutrition, health promotion, public health and other programs will find this Guide useful.

One of my greatest joys of being a mentor is knowing that my students will reach much further and do much more than I, as an individual nutrition professional, could ever do. I hope you and your students will find this Guide useful as you seek to serve your clients and populations with excellence.

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About Healthy for Life

The American Heart Association created Healthy for Life, a program designed to improve the health of all Americans, in collaboration with the Aramark Corporation. Here are some key points about its development and evaluation to help familiarize you with the program.

- Healthy for Life Educational Experiences focus on empowering individuals with the knowledge, skills and attitudes needed to improve their health and quality of life through good nutrition and well-being practices. The HFL program is community-based, and the Educational Experiences are designed for delivery in group settings.
- By 2020, HFL had become part of the [SNAP-Ed Toolkit: Obesity Prevention and Evaluations Framework](#) and had been utilized in more than 70 community organizations.¹
- HFL was designed using the community engagement model. From early stages, implementing organizations and participants were highly involved in providing input and feedback regarding program development. The Educational Experiences were designed from the ground up to meet the needs of populations with resource and time constraints, and who may lack exposure to nutrition knowledge.¹
- In 2020-21 the AHA Center for Health Metrics and Evaluation analyzed pre- and post-surveys for 235 participants and determined that participation in HFL, with a dose of four Educational Experiences over two to three months, resulted in:
 - About 1.2 servings/day increase in fruit and/or vegetable consumption on average, with 63% increasing daily intake by one or more servings of fruit and/or vegetable.
 - Confidence in using healthier food preparation methods, choosing appropriate serving sizes and reading food labels increased by 34%, 40%, and 47%, respectively.¹
- The American Heart Association maintains the Healthy for Life Facilitator Hub and promotes use of the program resources in community-based settings. Individuals and organizations can register to become HFL facilitators. Because Educational Experience talking points are scripted and all learning resources are provided, health care background is not required to facilitate HFL educational sessions.

¹SNAP-ED Toolkit. Healthy for Life Community Nutrition Program. <https://snapedtoolkit.org/interventions/programs/healthy-for-life-community-nutrition-program-hfl/>. 2016. Most recent modification September 10, 2021.



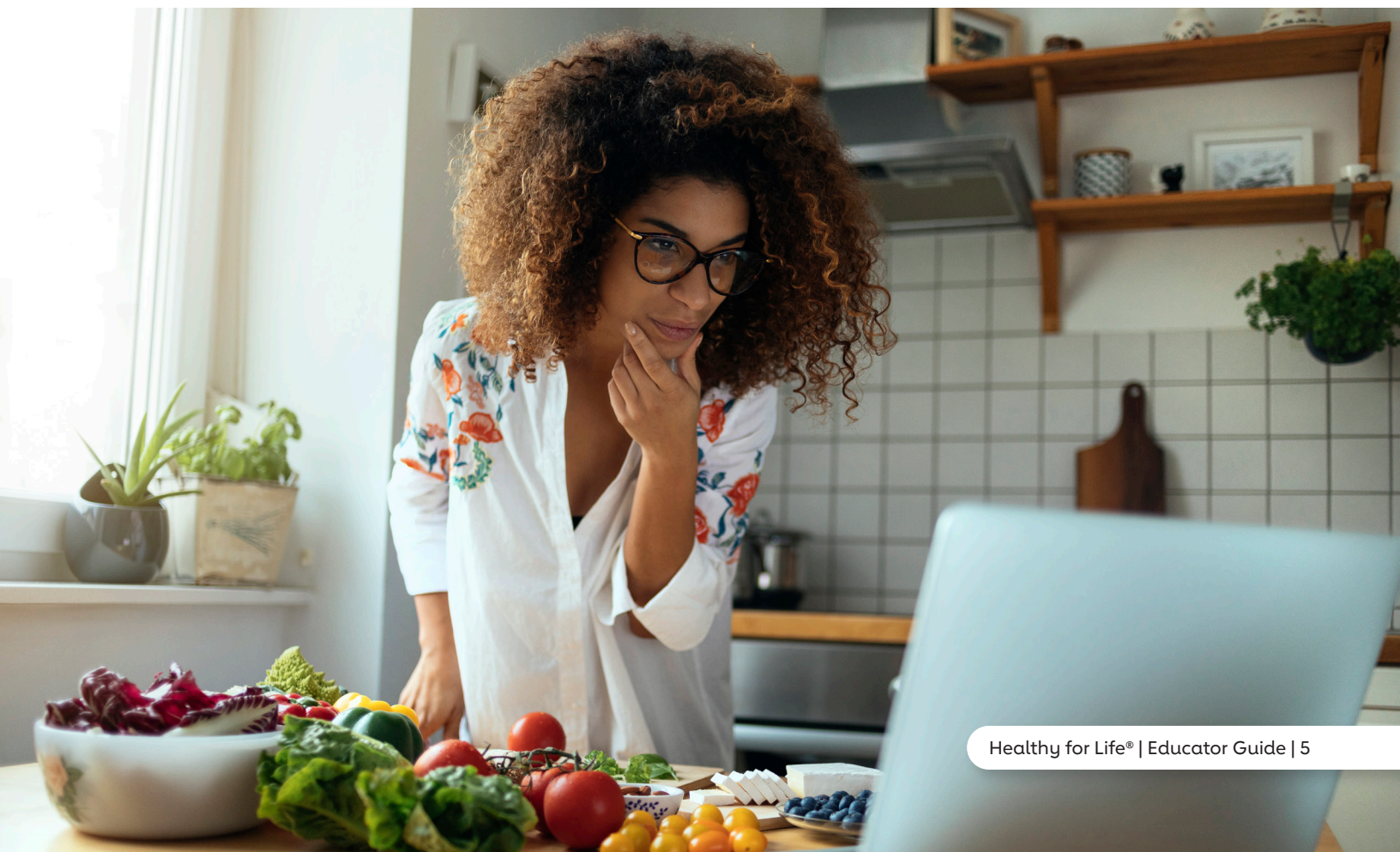
Facilitating Student Participation in Healthy for Life Educational Experience Delivery

Introducing graduate and undergraduate students to HFL, through both knowledge acquisition activities and direct delivery of HFL Educational Experiences, provides them with an abundance of opportunities. Their active engagement will help develop their nutrition education skills, and help them grow professionally, as well as make a positive difference in the lives of community members.

With appropriate supervision and mentorship, students can be involved in every phase of the Healthy for Life Educational Experience delivery:

1. Get started
2. Promote
3. Plan
4. Facilitate
5. Wrap-Up

The following pages provide ideas for involving students in all aspects of HFL session delivery — both in person and virtually. Each section includes general ideas, as well as tips and suggested learning activities.



GET STARTED

Familiarize students with the purpose, framework and tools of Healthy for Life.

1. Introduce students to the HFL program's development and evidence base.
2. Help students familiarize themselves with the [Healthy for Life Facilitator Hub](#), including available tools and resources, and the variety of Educational Experiences.
3. Have students review the Welcome Toolkit and describe the steps needed to successfully implement HFL.
4. Collaborate with and guide students to select HFL Educational Experiences appropriate for a target population.



Tips and Suggested Learning Activities

- Take time to carefully review the HFL [Facilitator resources](#) yourself, noting your own observations and learnings to share with your students.
- Identify opportunities to incorporate review of basic nutrition education skills into your HFL discussions. For example, help students understand the client/population focus of nutrition education, the nuts and bolts of session setup, time management, food safety guidelines and other topics.

Ideas for Getting Started With HFL Cooking Experiences

1. The HFL cooking activities included with each Educational Experience provide excellent blueprints and models to enhance student learning. Once an Educational Experience is chosen, have your students carefully read the cooking activity instructions. Review the instructions with students.
2. Discuss with students the many steps necessary to implement cooking skills demos or classes. Stress the importance of details to have a successful cooking skills experience. For example, the lack of an extension cord for a needed appliance could result in the failure of a cooking class.



Tips and Suggested Learning Activities

- Engage students in a discussion of previous experiences with cooking demonstrations or classes. Here are some discussion starters: What worked? What could have been improved? What are components of a successful cooking demonstration or class? What specific qualities lead to effectiveness?
- Select an appropriate cooking class video and view it with students. Guide students to provide constructive comments on the video. Ask students what they learned to enhance their own delivery of cooking interventions.

Ideas for Getting Started With Virtual Delivery

1. Review the [Virtual Implementation Guide](#) provided in the HFL Facilitator Hub: Additional Resources. The Virtual Implementation Guide provides many helpful suggestions for session delivery and includes a list of HFL Educational Experiences that work well as virtual sessions. The resource also provides links to accompanying recipe demonstration videos for many of the sessions.
2. Ensure that you and your students have access to and can thoroughly familiarize yourself with the online platform that you'll be using to deliver Educational Experiences.
3. Practice (and have your students practice) until you're comfortable with your online delivery platform.



Tips and Suggested Learning Activities

- Arrange for a technical support person to provide training for you and your students in the online platform. You may also want a technical support person to troubleshoot during your HFL sessions.
- Be sure students have access to a reliable internet connection when presenting virtually. This is especially important if you have students who are presenting online from locations lacking access to high-speed internet infrastructure.
Note: Students may need to find an alternate venue from which to present. It's also important for students to check with the hosting organization and/or participants on their internet capabilities.



PROMOTE

Guide students through the process of creating and implementing the promotion plan for Healthy for Life sessions.

1. Demonstrate to students the process of developing community collaborations to provide opportunities for Healthy for Life session delivery.
2. Involve students in recruiting participants. Use the Healthy for Life Welcome Toolkit, which provides many promotion suggestions, as a guide. Work through appropriate channels to use the communication tools of collaborating organizations when possible. For example, a community partner may have a regular newsletter, list serve and/or social media account for which students could create an announcement and post (after approval). Investigate public service announcements (PSAs), local radio talk shows and other local/regional communication venues.
3. Show students how to effectively communicate with potential participants. Emphasize thinking through details to help ensure a positive experience for attendees: How will participants be welcomed to the program and to individual sessions? What kind of session reminders are needed? How will class materials be provided? Have students administer surveys, as appropriate.



Tips and Suggested Learning Activities

- Implement scripting for students who will be interacting with the public. For example, provide scripts for recruiting, communicating by phone or emailing with potential participants; implementing surveys; and answering FAQs. These can help students feel comfortable and competent with their tasks, as well as model effective communication practices and promote positive community collaborations.
- Practice specific tasks with students before the students interact with community members. For example, have students practice talking with a potential participant by role-playing with a mentor.

Ideas for Promoting HFL Cooking Experiences

1. Describe the cooking skills component of HFL when promoting the program to potential collaborators and participants.
2. Communicate to students that the ability to plan, implement and lead effective cooking classes and demonstrations are important employment skills for nutrition professionals.



Tips and Suggested Learning Activities

- Have students prepare a brief script to use when describing Healthy for Life cooking experiences to community partners and potential participants. Ask students to research the benefits of culinary training. Highlight how cooking instruction is an important element in promoting physical and mental health, enhancing self-efficacy, building life skills and ameliorating food insecurity.

Ideas for Promoting Virtual HFL Educational Experiences

1. The basic principles for promoting Healthy for Life are the same whether delivering the program in-person or online. The communication tools used for promotion may be adjusted per program delivery method.



Tips and Suggested Learning Activities

- Pre-session communications with potential participants are especially important for online Educational Experiences. Thoughtful interactions will help potential participants become actual participants. It's important to create a sense that there are real people on the other side of the computer screen. Careful attention to sign-in instructions for participants, provision of technical assistance when needed and thoughtful technological guidance during the Educational Experiences will help create a comfortable environment for attendees. It may be helpful to arrange pre-meetings in your online environment to familiarize participants with the technology they'll be using.



PLAN

Guide students as they prepare to deliver Healthy for Life Educational Experiences.

Assign students to deliver selected segments of the Educational Experiences or an entire Educational Experience.

Ask each participating student to define their role(s) in delivering the chosen Educational Experience (this will vary based on the number of student participants).

Arrange for students to practice* delivering the Healthy for Life Educational Experience.

- To the extent possible, simulate the actual presentation venue.
- Begin with a first run-through, followed by a discussion of areas for improvement. Then conduct a dress rehearsal to incorporate and practice improvements.
- Practice is especially helpful if students can present before a small, supportive audience, such as other students or faculty members, to gain experience, calm nerves and obtain constructive feedback before presenting in the actual community setting.

**It is recommended that student attendance at practice be required for participation in an actual Healthy for Life Educational Experience.*



Tips and Suggested Learning Activities

- Lead a guided discussion on the logistics of participants' arrival at the session. How will participants be welcomed, and how will they find their way to the classroom? Are students needed at the building entrance, and are guides or signage needed to help participants locate the classroom?
- If implementing in-person sessions (the preferred program delivery method if public health measures can be adhered to), help students develop plans for arranging the room, preparing for cooking activities, ensuring that needed materials are in place and ready to distribute, checking audio and visual equipment before the session, and helping participants feel welcomed and comfortable in the classroom.

Ideas for Planning HFL Cooking Experiences

1. Help students consider the facility in which the demonstration/class will be conducted. Is the equipment/workspace/seating adequate for the cooking activities? If not, alternate plans may be needed. Does the setting offer adequate lighting and ventilation? Are there small appliances that will need to be used? If so, are there accessible outlets? Will extension cords be needed? Discuss safety considerations.

2. Emphasize the importance of a thoughtful and systematic approach, considering every detail of implementing cooking experiences for groups.
3. Explain and demonstrate to students the many features of the Healthy for Life program materials that help with implementation.



Tips and Suggested Learning Activities

- Have students prepare a written food safety plan for a specific Healthy for Life cooking experience. Include consideration of how food safety will be ensured for each step of the cooking process, from the acquisition of food supplies through storage, holding, preparation and serving. Ask students to comment on the adequacy of handwashing facilities for both presenters and participants. Consider how samples will be served, how utensils and serving ware will be provided, and how leftovers and food waste will be handled.
- You may wish to use the checklists provided with Healthy for Life Educational Experiences to guide students through the details involved in implementing cooking activities.
- Practice* is imperative when implementing cooking activities. Although test preparation of recipes adds some expense to program costs, practice is key to preventing adverse cooking experiences for both students and program participants.
 - If possible, practice in the actual setting to be used or in a similar setting.
 - Consider asking some students to serve as cooking class participants during practice sessions to build student instructor skills around managing group dynamics.

**It is recommended that student attendance at practice be required for participation in an actual Healthy for Life Educational Experience.*

Ideas for Planning Virtual Delivery of HFL Educational Experiences

1. Remind students that the steps for planning HFL Educational Experiences don't change whether the Experiences will be face-to-face or virtual. However, the planning process for virtual delivery includes technological considerations in addition to content delivery.
2. Be sure all students are familiar with session login details. A session password is recommended for login. Let students and participants know if you'll be using a virtual waiting room before admitting them into the session.
3. Remind students that the location from which they are presenting should be free of noise and distractions during the session to promote the best learning experience for participants.



Tips and Suggested Learning Activities

- As with delivery of any other components of Healthy for Life, practicing in the online environment is essential for both the faculty instructor and student instructors to ensure success.* If you are facilitating the session, you will have additional technology responsibilities, such as opening your digital classroom, admitting and welcoming participants, sharing your screen among student instructors, playing videos and displaying handouts, and more. Practice will improve your confidence during sessions.
- Student instructors will need to be comfortable presenting in the digital environment and be well prepared with their material.

**It is strongly recommended that students have adequate practice with the online delivery platform before participating in an actual digital HFL Educational Experience.*



FACILITATE

Guide students as they conduct Healthy for Life Educational Experiences.

1. Your role as instructor will be to mentor your students as well as provide appropriate assistance and supervision during the Healthy for Life Educational Experience.
2. Model good facilitator behaviors for students. You can show students how to help participants recall knowledge points, how to guide discussions and how to transition smoothly between activities. You may also demonstrate troubleshooting skills.



Tips and Suggested Learning Activities

- Be sure students are well prepared for the session by implementing the Get started, Promote and Plan phases of each Healthy for Life Educational Experience, and by providing opportunities to practice the delivery of the sessions.
- As a mentor, be aware of situations in which students may need your help. As a rule, mentors want to avoid too much stepping in; however, a situation may arise in which you will need to intervene to ensure the session's success.

Ideas for Facilitating HFL Cooking Experiences

1. Arrive at the venue in adequate time to prepare the room for the session.
2. Use the checklists provided with the Healthy for Life Educational Experience materials to ensure all needed items are in place before participants arrive.
3. Be sure instructors, including student instructors, have a sink or handwashing station easily accessible so they can properly wash their hands before the demonstration/cooking skills class.
4. Consider designating a student as a runner to assist the student instructors as needed.
5. Be aware of attendees who may need extra assistance. While some students are demonstrating cooking skills, assign other students to provide support for community participants.
6. Assign students to serve demonstration samples.
7. Encourage students to help reinforce the cooking class content by discussing the main points with participants following the Educational Experience.



Tips and Suggested Learning Activities

- Rotate student roles during consecutive cooking experiences to provide a broad range of experiences for each student.

Ideas for Facilitating the Virtual Delivery of HFL Educational Experiences

1. Require students to arrive in the online venue in adequate time to troubleshoot technical issues before the session. Consider having a technical consultant present as students and participants enter the online venue.
2. Model good virtual practices to facilitate successful online sessions. These may include welcoming participants as well as explaining housekeeping items, such as muting the microphone when not speaking, using features such as hand raising and/or applauding, and accessing technical assistance if needed.
3. Teach students techniques for enhancing engagement and participation in online sessions. These may include leading discussions as well as promoting interaction by asking questions or utilizing technology resources, such as online polling, if available.



Tips and Suggested Learning Activities

- Lead students in a discussion of differences between teaching in an in-person and online learning environment.
- If your institution provides professional development in online course delivery, consider enhancing your professional skills for online teaching by enrolling in training.



WRAP-UP

(With Debriefing Guide)

Ensure that students optimize their learnings from the HFL Educational Experience Delivery.

1. Have students select and provide participants with appropriate take-home materials.
2. Have students discuss and plan ahead for any subsequent sessions.
3. Conduct a debriefing exercise (see page 16) with students after each HFL session.



Tips and Suggested Learning Experiences

- Recommend to students that they view their participation in HFL as an opportunity for professional growth and development. Encourage students to include their HFL experiences on their resumes.

Ideas for Wrapping-Up Learnings From HFL Cooking Experiences

1. Set the expectation that everyone will help with cleanup.
2. Plan for waste disposal as needed.



Tips and Suggested Learning Experiences

- Model professional behavior for students by leaving your venue in a condition equal to or better than you found it.

Ideas for Wrapping-Up Learnings From Virtual Delivery of HFL Educational Experiences

1. Have students select and provide participants with follow-up materials using appropriate online communication channels.
2. Have students discuss and plan ahead for any subsequent sessions.



Tips and Suggested Learning Experiences

- Encourage students to seek continuing opportunities to enhance their online instructional delivery skills.

Debriefing Guide

Debriefing is a key step in mentoring students. Effective debriefing can build self-confidence, develop critical thinking and assessment skills, improve subsequent performance and enhance learning.

Suggested general debriefing questions are provided below, along with specialized questions for cooking experiences and virtual session delivery.

General Questions

- What went well in today's session?
- What could be improved?
- What are some lessons to be learned from today's experience?
- What would I do differently next time?
- What would I do again next time?
- How can I incorporate my learnings from this session into my skillset as a nutrition educator?

Cooking Experiences

- Were there aspects of the cooking class that went especially well?
- Were there aspects of the cooking class that could have been handled better?
- Were there parts of the demonstration or cooking class that I felt most confident with? If so, why?
- Were there parts of the demonstration or cooking class that I was less confident about? If so, why?
- How can I incorporate my learnings from this session into my skillset as a nutrition educator?

Virtual Delivery of Healthy for Life

- In what ways was the digital session different from an in-person session?
- Are there specific technology skills for which I need additional practice?
- What are some lessons to be learned from today's online experience?
- Did I (we) succeed in engaging participants in the digital session?

ENGAGE

Tips for Online Delivery of Cooking Classes and Demonstrations

1. Have students plan cooking skills classes and demonstrations using the tools and materials provided in the HFL Facilitator Hub.
2. If your organization is providing recipe kits for at-home participation, determine how participants will receive their cooking class materials (recipe kits). Will they be picked up by the participants at a designated location, shipped through the mail, or sent in some other way?
 - Supervise students in developing instructions for the cooking experience to be included in the recipe kits. Participants will need to know what facilities, supplies and equipment they will need to provide. Inform participants of any perishable ingredients they will need to obtain; for example, milk or a fresh fruit or vegetable.
 - Engage students in a discussion of food safety considerations for the recipe kits.
 - Have students prepare the recipe kits. Students can determine items to be included, such as food and instructions, per-person costs for ingredients, packaging supplies and mailing if needed.
 - Have students assemble, pack and deliver/mail the recipe kits as needed. (This experience is often eye-opening to students as they become aware of the steps and details required to complete the preparation step successfully.)
3. Identify an appropriate location for conducting the virtual cooking skills class or for conducting the cooking demonstration.
4. Consider the logistics of your video technology, arrange for technical support, as needed, and test/rehearse with the video technology before conducting the session. Some considerations include:
 - Adequate lighting
 - Adequate sound quality
 - Ingredients and equipment prepped
 - Participant view of ingredients, procedures and activities. For example, use clear glass bowls and containers.
 - Ensure food safety during the cooking class or demonstration.
5. Ensure adequate opportunities for students to practice before conducting or recording cooking classes and/or demonstrations for virtual delivery.

Note: If logistical considerations prevent real-time delivery of cooking demonstrations or nutrition skills classes, consider referring to the HFL [Virtual Implementation Guide](#) for a list of video cooking demonstrations from the American Heart Association.

SAMPLE ASSIGNMENTS

Written assignments based on specific HFL Educational Experiences can be developed to enhance student learning as they participate in HFL activities. HFL assignments can serve a variety of purposes, including but not limited to:

- Familiarizing students with Educational Experiences before presentation to a group.
- Teaching basic principles of effective nutrition education.
- Providing students with practical strategies for enhancing participant motivation, helping participants set goals, and selecting and teaching skills to promote participant success.
- Planning high-quality group nutrition education by utilizing the five HFL preparation steps:
 - Get Started
 - Promote
 - Plan
 - Facilitate
 - Wrap-Up

In this section of the Educator’s Guide, the following sample assignments are provided:

- Healthy for Life Introduction
- Feed Your Potential
- Healthy Ingredient Swap and Universal Design for Learning Principles
- Tiny Gardens



Healthy for Life Introduction

This assignment will help you learn more about the development, evaluation and basic structure of HFL.

Let's get started.

To begin, download the [HFL Welcome Toolkit](#).

- Paraphrase the following:
 - In three to four sentences, state what the HFL is. (page 2)
 - In one to two sentences, describe the role of a HFL facilitator. (page 4)
 - In one to two sentences, describe the target audience of HFL. (page 4)
- List the five steps, in order, for planning a successful HFL Educational Experience. (pages 6-12)
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.
- For each step, write three to four sentences describing it, including a specific example of an activity type that would be included in that step.
- For one of the five steps, write 4-5 sentences describing a challenge that might be associated with it and how you could address that challenge.

Next, go to the [SNAP-Ed Policy, Systems and Environment Toolkit](#).

- Acknowledge that you've read the web page with *yes* or *no*.
- Click on "Evidence Summary" in the left column. In three to four sentences, summarize the findings of the AHA Center for Health Metrics and Evaluation regarding the effectiveness of Healthy for Life.
- Briefly answer the following:
 - How was effectiveness determined?
 - Describe the population assessed as well as the assessment process.
 - How were participants included in the development of the intervention?
- Look at the "Evaluation Indicators." What are the two indicators used to evaluate HFL? What were the indicator results?
 - 1.
 - 2.
- Look at "Evaluation Materials." What tool was used to evaluate the effectiveness of HFL?
- In 2–3 sentences, explain why HFL is considered a practice-based program.

Feed Your Potential

This assignment will help you familiarize yourself with the HFL Educational Experience Feed Your Potential.

Let's get started.

Part 1 — Overview of the Content of the HFL Educational Experiences

- To begin, go to the [HFL Facilitator Hub](#). Scroll down until you find “Facilitator Orientation,” which includes introductory videos. You’ll also see a link to the [Welcome Toolkit](#) and [Healthy for Life Media Toolkit \(PDF\)](#).
- Watch all three HFL Facilitator Orientation Videos found [here](#), under “Get Started: Step 1.” In a few sentences, summarize the video content in the chart below.
- Once you’ve viewed the videos, continue scrolling until you see the “Educational Experiences” section. What are the six major themes of the HFL Educational Experiences? For example, the first major theme is “Your Well-Being.” Click on each link to access individual session titles.

Theme	Provide the title of one topic from the themed section
1. Your Well-Being	Feed Your Potential
2.	
3.	
4.	
5.	
6.	



Part 2 — Getting to Know the Feed Your Potential Educational Experience

Next, download [Feed Your Potential](#).

- What are the objectives of the Feed Your Potential Educational Experience?
- Read page 1. List in the chart below the six parts of the Feed Your Potential intervention. Then complete the table. (The first row is completed as an example.)

Feed Your Potential component	Briefly describe this component	How does this serve the purpose of the intervention?
1. Setup	Preparations before participants arrive	It's important that all facility arrangements, supplies and tools be in place and ready to use before participants arrive. This allows the Educational Experience to proceed without unnecessary distractions caused by poor planning.
2.		
3.		
4.		
5.		
6.		

- Review the “Resource List” on page 2. These resources consist of recipes and handouts. Complete the chart below.

Resource	Objective supported by this resource	Why I chose this objective
1. Apple Nachos Recipe		
2. What's a Serving? Fruits and Vegetables Infographic		
3. Eat More Color Infographic		
4. Setting SMART Goals		

Part 3 — Introduction to Teaching Cooking Skills

- Review the list for the “Activity Ingredients and Supplies” on page 2. (Note: These supplies are for six servings, so it will be necessary to purchase additional supplies per the total number of servings needed for your group.)
- Read the recipe on page 5. What is a suggestion you might have for using the recipe with a group of children?
- Based on your reading and review of the Feed Your Potential materials, list three suggestions for success when implementing cooking skills classes.
 - 1.
 - 2.
 - 3.

Part 4 — Summing Up

- In two or three sentences, describe how the Feed Your Potential HFL Educational Experience is focused on the session goals.



Healthy Ingredient Swap and Universal Design for Learning Principles

This assignment will help you utilize resources that incorporate Universal Design for Learning (UDL) principles.

To begin, go to [Healthy Ingredient Swap](#).

- Review page 1. Write the two session objectives. (The first objective has been started for you.)
 - Objective 1: Identify and choose ...

 - Objective 2:

- Briefly review the six parts of the Healthy Ingredient Swap session. List each of the six components below. Write one sentence for each that describes the component's function in the lesson.
 - 1.

 - 2.

 - 3.

 - 4.

 - 5.

 - 6.

- Review page 2 of the [Healthy Ingredient Swap](#). The session teaches nutrition knowledge and skills through a demonstration, followed by a hands-on cooking skills class. The session resources are listed in the chart below. View or read each of the following resources. For each resource, select the session objective it addresses. Then briefly describe how the resource relates to your chosen objective.

Resource	Objective Addressed by the Resource	How the Resource Relates to the Objective
1. Video: Healthy Recipe Swaps		
2. Video: Creamy Spinach-Feta Dip recipe		
3. Handout: Conquer Cravings With These Healthy Substitutions		

- Next, go to the [Healthy for Life Facilitator Hub](#). Scroll down and click on the link in the “[Universal Design Resources](#).” In 3–4 sentences, answer:
 - Who worked with the American Heart Association to develop the Universal Design for Learning (UDL) Healthy for Life materials?
 - What are one or two reasons Universal Design for Learning principles were applied to Healthy for Life materials?

Universal Design for Learning, according to the U.S. Department of Education², has three basic principles:

- Provide a variety of means and methods to present informational materials.
- Provide a variety of means for learners to show what they know and can do.
- Provide a variety of ways for learners to interact with the learning materials.

Finally, we’ll explore the Healthy for Life Universal Design Resources for the Healthy Ingredient Swap Educational Experience. (Feel free to explore some of the other resources on the page, too.)

Review:

- [Healthy Ingredient Swap UDL PowerPoint Presentation](#)
- [Healthy Ingredient Swap Facilitator Notes](#)
- [Healthy Ingredient Swap Activity](#)
- [Creamy Spinach Feta Dip UDL Handout](#)

In about 400 words, write a few paragraphs that:

- Provide at least two specific examples on how the UDL Healthy for Life materials reflect the principles of Universal Design.
- Comment on how the UDL Recipe Handout can help facilitate cooking experiences for a variety of learners.
- State how you could utilize the UDL materials as a nutrition educator.
- Suggest ways you can continue to educate yourself about UDL.

² U.S. Dept. of Education. *Universal Design for Learning*. 2010. Teaching Excellence in Adult Literacy (TEAL). TEAL Center Fact Sheet #2: Universal Design for Learning. Accessed July 2021, from https://lincs.ed.gov/sites/default/files/2_TEAL_UDL.pdf.

Tiny Gardens

This assignment will help you utilize resources that incorporate Universal Design for Learning (UDL) principles.

To begin, go to [Healthy for Life Facilitator Hub](#). Continue scrolling down to find “Educational Experiences.”

- Click on the link for “Gardening in Your Neighborhood.” Scroll down to find [Tiny Gardens](#) and download it. Write the four session objectives, in order, listed on page 1. (The first objective is started for you.)
 - Objective 1: Describe vegetables suitable ...
 - Objective 2:
 - Objective 3:
 - Objective 4:
- On page 1 of the PDF, there is a paragraph in red type. (You’ll see the paragraph just under “Time: 70 minutes.”) The paragraph provides a brief overview of the session. Read the paragraph. Then, write 3–4 sentences describing the relationship of the paragraph in red type to the session objectives.
- Review page 2. The session teaches gardening skills through a demonstration, followed by a hands-on cooking skills class.
- In the chart below, list the resources (i.e., video, handouts) specifically focused on the gardening demonstration. (Be sure to read the script, provided on pages 3–4, which repeats the video). View or read the resources you’ve chosen. For each resource, select the objective it addresses. Then briefly describe how the resource relates to the chosen objective.

Resource	Objective Addressed by the Resource	How the Resource Relates to the Objective

- Describe at least two specific strategies used in the Tiny Gardens demonstration to address perceived barriers to gardening. For each, provide a sentence describing how the barrier is addressed.

1.

2.

- Read pages 5-6. The salad recipe includes a cooked dressing. What are two considerations you will need to keep in mind for a cooking activity that uses a stove or hot plate?

1.

2.

- Why is the recipe prepared appropriate for the Tiny Garden session?
- Read the handout "Seasons of Eating" on page 9.
 - Why is this handout appropriate for the Tiny Gardens session?
 - Which session objective is addressed by this handout?
- Read the handout "How to Grow a Vegetable Container Garden" on page 10.
 - Why is this handout appropriate for the Tiny Gardens session?
 - Which session objective is addressed in this handout?
- Read page 11. Each HFL session ends with a goal-setting session focused on helping participants develop their own SMART goal.
 - In one to two sentences, describe why goal setting is important for achieving behavior change.
 - List each of the components of a SMART goal. In one sentence, describe the component.

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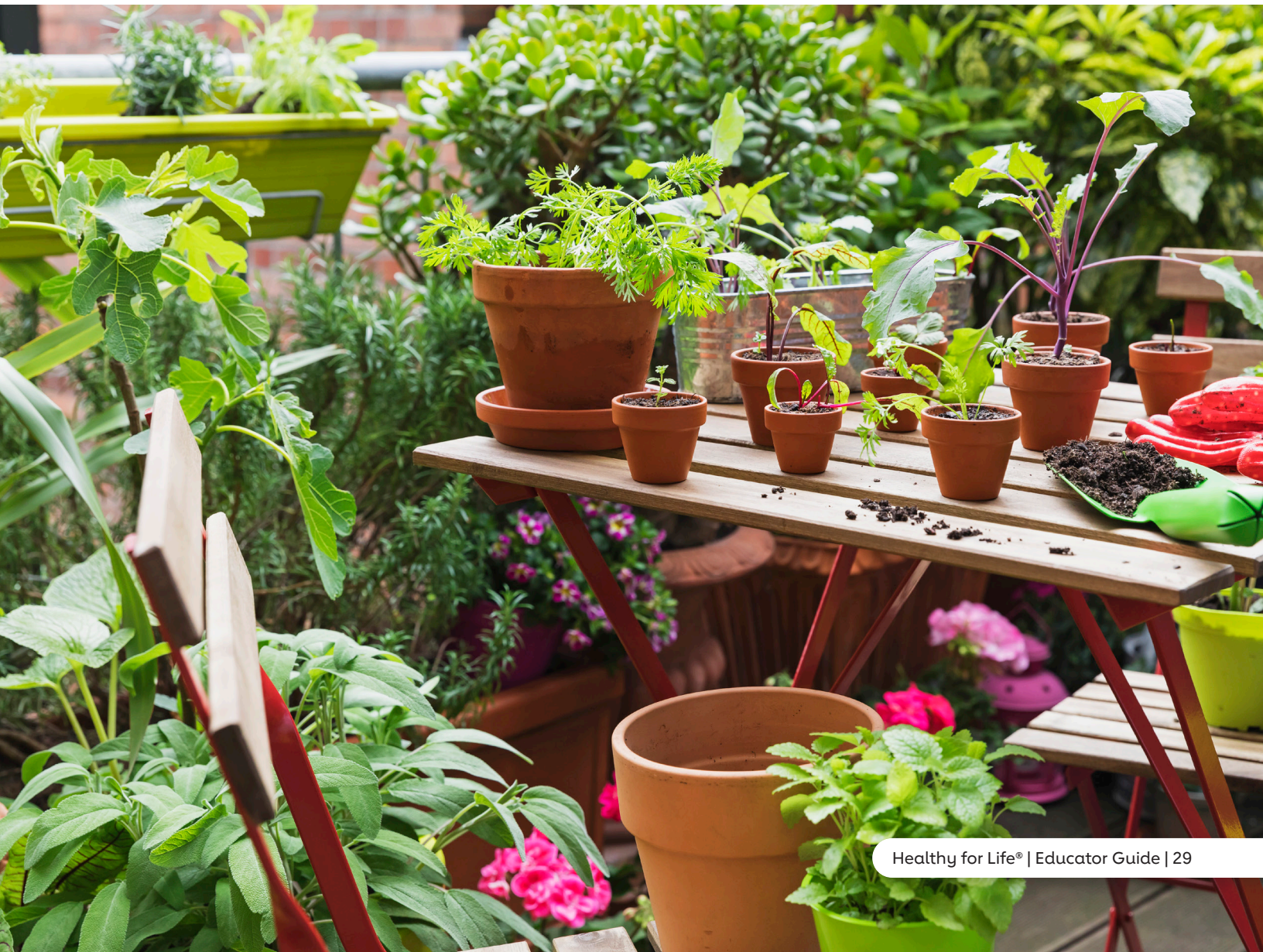
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- Thinking as a participant, write a sample SMART goal for the Tiny Gardens session.
- Read the [Tiny Gardens Survey](#) document. In one or two sentences, list two to three observations about the pre- and post-surveys and how these surveys could be helpful to you as a nutrition educator.



APPENDIX

Selected Core Competencies for Registered Dietitian Nutritionists Aligned With Suggested Healthy for Life Resources

Competency (Examples)	Description of Healthy for Life Planned Experience	Evaluation Strategy	HFL Resources
Domain 1: Scientific and Evidence Base of Practice: Integration of scientific information and translation of research into practice.			
CRDN 1.3: Justify programs, products, services and care using appropriate evidence or data.	Use data gathered during delivery of HFL Educational Experiences (pre- and post-1-minute surveys for individual sessions, other data such as fruit and vegetable intake surveys from beginning to end of program, pre-post Likert surveys on confidence in preparing healthful meals, cost per program attendee, etc.).	Prepare a justification for implementing HFL in a specific setting, suitable for presentation to organizational management.	HFL Facilitator Hub Associated pre- and post-1-minute surveys Cost Calculator (under Additional Resources)
Domain 2: Professional Practice Expectations: Beliefs, values, attitudes and behaviors for the nutrition and dietetics practitioner level of practice.			
CRDN 2.3 Demonstrate active participation, teamwork and contributions in group settings.	Work with a team of students and professionals to plan, implement and facilitate a HFL Educational Experience or series. Following the experience, debrief with supervisor regarding team dynamics and identify learnings about teamwork to be applied in future practice settings. At supervisor preference, a team debrief may be conducted.	Prepare a written summary of the debrief.	HFL Facilitator Hub

Competency (Examples)	Description of Healthy for Life Planned Experience	Evaluation Strategy	HFL Resources
CRDN 2.9: Actively contribute to nutrition and dietetics professional and community organizations.	Facilitate a HFL Educational Experience for a community or professional organization.	Document results of program and describe contributions made to the community.	HFL Facilitator Hub
CRDN 2.11 Show cultural humility in interactions with colleagues, staff, clients, patients and the public.	Use materials available at HFL and the Kentucky Inclusive Health Collaborative (KIHC) to learn more about Universal Design for Learning (UDL). Write a summary of your learnings, including a description of 1) the purpose of UDL, 2) the basic principles of UDL and 3) at least three specific ways UDL helps improve access to learning.	Discussion with supervisor on how the principles of UDL can be used in implementing HFL and other educational experiences.	HFL Facilitator Hub HFL Universal Design Resources

Competency (Examples)	Description of Healthy for Life Planned Experience	Evaluation Strategy	HFL Resources
CRDN 2.12: Implement culturally sensitive strategies to address cultural biases and differences.	Use culturally sensitive strategies to facilitate a HFL Educational Experience for a specific target population group. If appropriate, utilize Universal Learning Resources provided at the HFL Facilitator Hub in delivering the session.	Participate in a guided debriefing on the culturally sensitive strategies that were implemented in the session to address cultural biases and differences; discuss areas for further learning, self-assessment, and continued growth in practicing cultural humility and cultural competency.	HFL Facilitator Hub HFL Universal Design Resources
Domain 3: Clinical and Client Services: Development and delivery of information, products and services to individuals, groups and populations.			
CRDN 3.7: Demonstrate effective communication and documentation skills for clinical and client services in a variety of formats and settings, which include telehealth and other information technologies and digital media.	Conduct a virtual HFL session using good communication and facilitation skills. Prepare a written summary describing specific adaptations needed to communicate effectively during HFL virtual delivery.	Debrief on the Educational Experience with supervisor and identify at least one specific area for improvement in communication, including virtual communication and facilitation.	HFL Facilitator Hub HFL Universal Design Resources

Competency (Examples)	Description of Healthy for Life Planned Experience	Evaluation Strategy	HFL Resources
<p>CRDN 3.8: Design, implement and evaluate presentations to a target audience.</p>	<p>Plan, facilitate and evaluate a HFL Educational Experience geared toward a target audience such as children, adolescents or adults. (See CRDN 2.12)</p>	<p>Prepare a written summary of adaptations made in tailoring the Educational Experience.</p>	<p>HFL Facilitator Hub</p> <p>HFL Universal Design Resources</p>
<p>CRDN 3.10: Use effective education and counseling skills to facilitate behavior change.</p>	<p>Plan, facilitate and evaluate a HFL Educational Experience that is observed and assessed by a supervisor for adherence to effective nutrition education and counseling principles to facilitate behavior change.</p>	<p>Supervisor observation and evaluation of session; debriefing discussion of effective nutrition education and counseling principles based on behavior change theory.</p>	<p>HFL Facilitator Hub</p> <p>SMART goals UDL Handout</p>
<p>CRDN 3.11: Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management.</p>	<p>Plan, facilitate and evaluate a HFL Educational Experience on general well-being, such as Feed Your Potential.</p>	<p>Observation and evaluation by supervisor; discussion with preceptor of areas for improvement.</p>	<p>HFL Facilitator Hub</p> <p>Feed Your Potential</p>

Competency (Examples)	Description of Healthy for Life Planned Experience	Evaluation Strategy	HFL Resources
<p>CRDN 3.12: Deliver respectful, science-based answers to client/patient questions concerning emerging trends.</p>	<p>Respond to trend questions, such as diet fads and exercise myths, asked by HFL participants by providing accurate, science-based answers.</p>	<p>Prepare a written report including two examples of client questions and suggested responses that are scientifically accurate and tailored for the target audience. Discuss with supervisor and identify one area for improvement.</p>	<p>HFL Facilitator Hub</p>
<p>CRDN 3.13: Coordinate procurement, production, distribution and service of goods and services, demonstrating and promoting responsible use of resources.</p>	<p>Use the HFL Educational Experience facilitator guides and the Cost Calculator to plan, procure supplies, and ensure food safety for a HFL class that includes a cooking demonstration or cooking skills class.</p>	<p>Submit cost report and written food safety plan to supervisor.</p>	<p>HFL Facilitator Hub</p> <p>Cost Calculator (under Additional Resources)</p>

Competency (Examples)	Description of Healthy for Life Planned Experience	Evaluation Strategy	HFL Resources
<p>CRDN 3:14: Develop and evaluate recipes, formulas and menus for acceptability and affordability that accommodate the cultural diversity and health needs of various populations, groups and individuals.</p>	<p>Select, plan, procure supplies and conduct interactive cooking classes that accommodate the cultural and health needs of individuals and groups from a specific target population.</p>	<p>Prepare a written summary describing tips for success with cooking classes, including tailoring cooking classes to meet the cultural and health needs of specific target populations. Debrief with supervisor and identify at least one area for improvement.</p>	<p>HFL Facilitator Hub</p> <p>HFL Universal Design Resources</p> <p>Cost Calculator (under Additional Resources)</p>
<p>Domain 4: Practice Management and Use of Resources: Strategic application of principles of management and systems in providing services to individuals and organizations.</p>			
<p>CRDN 4.7 Conduct feasibility studies for products, programs or services with consideration of costs and benefits.</p>	<p>Using the HFL Cost Calculator, determine the cost of running a specific HFL initiative and evaluate if any changes could be made for greater efficiency and cost-to-benefit considerations.</p>	<p>Prepare a written summary of findings and discuss with supervisor.</p>	<p>HFL Facilitator Hub</p> <p>Cost Calculator (under Additional Resources)</p>

Competency (Examples)	Description of Healthy for Life Planned Experience	Evaluation Strategy	HFL Resources
<p>CRDN 4.8: Develop a plan to provide or develop a product, program or service that includes a budget, staffing needs, equipment and supplies.</p>	<p>Using the HFL Facilitator’s website, the Welcome Toolkit, and the selection of Educational Experiences, prepare a written plan to implement, facilitate and evaluate a series of four HFL Educational Experiences. As part of your plan, prepare a budget, list personnel needs, describe needed facilities and equipment, and list and cost all supplies.</p>	<p>Prepare a written summary of findings and debrief with supervisor.</p>	<p>HFL Facilitator Hub</p> <p>Welcome Toolkit</p> <p>Cost Calculator (under Additional Resources)</p>
<p>Domain 5: Leadership and Career Management: Skills, strengths, knowledge and experience relevant to leadership potential and professional growth for the nutrition and dietetics practitioner.</p>			
<p>CRDN 5.1: Perform self-assessment that includes awareness in terms of learning and leadership styles and cultural orientation and develop goals for self-improvement.</p>	<p>Following delivery of an HFL Educational Experience, complete a written self-evaluation of performance.</p>	<p>Review self-evaluation and discuss with supervisor. Identify at least one area for improvement.</p>	<p>HFL Facilitator Hub</p>

Competency (Examples)	Description of Healthy for Life Planned Experience	Evaluation Strategy	HFL Resources
CRDN 5.2: Identify and articulate one's skills, strengths, knowledge and experiences relevant to the position desired and career goals.	Incorporate HFL facilitation experiences into your resume/vita of professional activities.	Supervisor reviews resume/vita.	HFL Facilitator Hub
CRDN 5.7: Mentor others.	Describe and summarize at least two mentorship experiences you engaged in as a result of participation in HFL Educational Experience delivery. Examples could include activities, such as interactively teaching other students how to conduct cooking demonstrations or mentoring an HFL participant who would like to become an HFL program facilitator.	Discuss and debrief with supervisor.	HFL Facilitator Hub

CRDN: Competencies for Registered Dietitian Nutritionists

Following this guidance does not constitute compliance with ACEND 2022 Accreditation Standards. For questions, contact the Accreditation Council for Education in Nutrition and Dietetics (ACEND) <https://www.eatrightpro.org/acend>.

This guidance is specific to supervised practice programs. [From: ACEND Accreditation Standards for Nutrition and Dietetic Internship Programs](#)³

Effective June 1, 2022

³ Accreditation Council for Education in Nutrition and Dietetics. ACEND Accreditation Standards for Nutrition and Dietetics Internship Programs (DI), Adopted September 1, 2021; Effective June 1, 2022. September 1, 2021. Available at: <https://www.eatrightpro.org/-/media/eatrightpro-files/acend/accreditation-standards/2022standardsdi-82021-3.pdf?la=en&hash=3B983A9C691E858295A8B79159DD15CAD8230C80>

Selected Master of Public Health Foundational Competencies Aligned With Suggested Healthy for Life Resources

Foundational Competency (Examples)	Description of Healthy for Life Activity	Can Be Evaluated By:	Healthy for Life Resources
Planning and Management to Promote Health			
<p>Planning & Management to Promote Health:</p> <p>7. Assess population needs, assets and capacities that affect communities' health.</p>	<p>Participate in all or part of a community health assessment. Based on results of the assessment regarding nutrition education needs in the community, select specific Healthy for Life Educational Experiences (or a series) to implement in the community. Provide a rationale for each selection by aligning each Educational Experience's goals with assessment results.</p>	<p>Program faculty</p>	<p>HFL Facilitator Hub</p> <p>Welcome Toolkit</p>
<p>Planning & Management to Promote Health:</p> <p>11. Select methods to evaluate public health programs.</p>	<p>For an actual or planned Healthy for Life multi-site, multi-session program, select and describe appropriate methods for evaluating feasibility, implementation process, effectiveness in achieving program outcomes and overall program impact.</p>	<p>Program faculty</p>	<p>SNAP-Ed Policy, Systems and Environment Toolkit</p> <p>Evaluation resources</p>
Policy in Public Health			
<p>Policy in Public Health:</p> <p>13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes.</p>	<p>For an actual or planned Healthy for Life multi-site, multi-session program, identify potential stakeholders, formulate a plan for promoting community involvement, and develop a strategy for bringing key people and groups together.</p>	<p>Program faculty</p>	

Foundational Competency (Examples)	Description of Healthy for Life Activity	Can Be Evaluated By:	Healthy for Life Resources
Communication			
Communication: 19. Communicate audience-appropriate (i.e., nonacademic, nonpeer audience) public health content, both in writing and through oral presentation.	Present a Healthy for Life Educational Experience, using oral and written communication tools. During the presentation, demonstrate communication strategies that are culturally appropriate, take accessibility into consideration and result in desired program outcomes.	Program faculty	Universal Design for Learning Resources Facilitator Tips and Best Practices Healthy for Life Media Toolkit

CEPH: Council on Education for Public Health

From: Accreditation Criteria: Schools of Public Health and Public Health Programs, Amended August 2021⁴

Following this guidance does not guarantee compliance with CEPH Accreditation Criteria. For questions, contact the Council on Education for Public Health <https://ceph.org/>.

⁴CEPH: Council on Education for Public Health. 2021. Accreditation Criteria: Schools of Public Health and Public Health Programs, Amended August 2021. Available at: <https://media.ceph.org/documents/2021.Criteria.pdf>. Accessed 2/7/2022.

