

Your FY 2002 Nutrition Education Tool Kit

This year the Tool Kit covers four areas of nutrition education:

- **Language Guidelines-** Tips on how to meet the federal guidelines on the provision of nutrition education services to non-English speakers. Information on how to run the language data is in this section. The section will also help you use the data on languages you are returning with this plan.
- **Getting the Most from Your Group Class Schedule-** New ways to plan group classes so that client needs are met more effectively. Plus there are ways to use your group class schedule to plan other aspects of client education such as bulletin boards.
- **Guidelines for Local Agencies Writing Group Class Lessons-** Tips on how to write your own group classes.
- **Easy-To-Read Written Materials-** Tips on writing newsletters, pamphlets and other materials for a low-literacy audience.

The information from last year's Tool Kit will be on the WIC website. The contents of this Tool Kit will also be coming to the website soon.

The information in the Tool Kits is valuable for staff training and program development. You can use it throughout the year.

Language Guidelines

Federal regulations state that materials shall be provided “in languages other than English in areas where a significant number or proportion of the population needs the information in a language other than English...” In addition, Policy CR: 02.1 considers language in regards to civil rights of WIC participants. The following general guidelines can be used when determining language needs of WIC participants:

- If you have a “significant number “ of participants that speak a language other than English, categorical classes should be provided in that language. Since the regulations do not specify what “significant” is, we are using 10% - 15% as a rule-of-thumb. This number should be per clinic, not per agency.
- All State Agency nutrition and breastfeeding materials are provided in both English and Spanish. Participants should receive the correct language nutrition education materials.
- It is considered a barrier to service to require that Spanish-speaking participants sit through an English class, and then a Spanish. Participants should be scheduled appropriately into their language preference.
- Hire bilingual staff whenever possible, so they can serve as interpreters when needed for filling out forms and providing counseling. If you have a significant number of participants who speak a certain language, it would be best to have staff members to interpret.
- Interpreters should be trained to relay only the information given by the staff member or nutritionist to the participant and not to embellish or provide personal or extra information that they feel is relevant.
- For customer service issues, all WIC participants, regardless of language spoken must receive services, and should be communicated to in their language to maximize understanding.
- Have a local agency plan for providing services in other languages. Make sure your staff knows who they can call to interpret when needed.
- The ATT language line can be accessed by calling
- Write some commonly-used phrases in Spanish, by the phone, to use when a bilingual staff is not available, for instance. Thank you for calling the WIC clinic. There is no one here right now who speaks Spanish, Please call back -----.
- You should not require non-English speaking participants bring their own interpreter, but you can use a family member if preferred by the participant.

To find out how many non-English speakers you have in your clinics or your local agency, you

will need to run the “Language Total” report.

Running the Foxfire Report *Language Total*

The *Language Total* report describes the general language needs of your participants. The report takes data from the language information block on the *Family Certification Form* (WIC-35). You will need training in FoxFire to run the report. If you have any questions about the report, call 1-888-922-4484.

To access instructions on how to run the report:

- go to <http://www.tdh.texas.gov/wichd/default.htm>
- click on “Help Desk”
- click on “Foxfire Library” in the list on the left margin
- click on “Quality Assurance (QA) Fox Fire Reports”
- click on “QI_LANG”

A hard copy of the instructions is on the next page.

English speaking families will not appear on the report unless you modify the running instructions. To get data on English speakers, delete the “Family Language Code Is Not Like EN” line.

Instructions for running the report are on the next page. A sample of the report print out is on the following page.

Information About the Report

The report will list each language category and the number of unduplicated WIC families (FIDS) that have each language as a preference.

The grand total of all language categories will be listed at the bottom of the report as the number of “Records Selected.”

Note:

If the report is run on a clinic computer, it will give the information for that specific clinic site only.

If the report is run on an administrative computer, it will give information for the entire local agency.

A sample copy of a *Language Total* report is on the second page after this one. Your report will be in the same format.

Getting the Most from Your Group Class Schedule

Getting a client to attend the class they need the most is a challenge. Too often the class you prepare may not fit the clients who come through the door. Don't wait until the clients are in the room to fix the situation. Plan ahead; take steps to get clients into the class where they belong.

This section has tips on how to get clients into the right class. There are examples from four local agencies at the end of the section to help you find a system which will work for you.

Core Classes- Or How to Provide the Minimum Requirements without Running Everyone Ragged

Core classes target specific information to specific clients at a specific time. For example, "Feeding Infants 8-12 Months" could be used as a core class for infants six to ten months of age. This would target the message to the specific group of infants who need it most. In contrast, if the same class is in the conventional infant schedule, parents of infants more than six months old might also be scheduled in the class. A class on starting solid foods is most effective when presented to infants under six months of age.

Advantages of core classes:

- Education is applicable to client needs
- They supplement your general WIC education
- You can phase them in slowly

Step One: Add in Core Classes to Your Schedule of Group Classes

You may only have a core class two or three times a month. Because the education is targeted, less offerings are needed. For example, for the solid foods class, you would schedule only infants whose age is most appropriate for the class. Infants at other ages would attend the other infant class.

Finally decide which topics would you want to include regularly in your clinic as a core class. Add these to each month's class schedule.

Step Two: Make a Calendar

Schedule the core classes during the month. To do this you will need to estimate how often to give the classes. Having an idea of how many clients will attend the classes each month will help you do this.

See how many clients you serve in the client category. If you will add in a breastfeeding motivation class for pregnant women, first look at how many pregnant women you certify each month. Then add the core classes you need to your class calendar and schedule the other classes

choices which you will provide during the month.

Step Three: Know Who Will Schedule Clients for Class

Think through your process for scheduling clients. Who assigns them to a class: the nutritionist, the clerk? Whoever is scheduling the clients will need to know whether a client needs a core class or another class on the schedule.

You may elect to have the nutritionist indicate which class a client will attend. Or the nutritionist could schedule clients for their next class.

If the clerk is scheduling clients, you will need to train them on how to determine where to schedule clients. Will they schedule all clients certified for anemia into a class on anemia? Or just mothers of children? What will they do if the woman refuses to attend? Or cannot come at the time(s) the class is given? Let your staff know how to handle situations which can commonly arise.

Step Four: Market All Your Classes to Clients

Just like training can help your staff schedule clients into the right class, marketing can help your clients find the class that is best for them. Example 1 from Local Agency 106 shows one way to market group classes to clients.

Local Agency 106 gives the clients a listing of class choices for the next month. The listing also includes a short description of each class. And the listing states if the class is geared towards one client category. Clients can read about each class and select a class by circling the time they want to attend. The clerk then uses the sheet to schedule the client's next appointment.

There are other ways to market classes to clients:

- List the core classes for each client category on a flier. Give the flier to clients as they enter the client category. They can learn what classes they will attend. They will also know the subject of each class.
- Describe the class choices for the next quarter in the client newsletter. Clients can decide what class they want to attend before their next appointment.
- Give the clients a flier describing the group classes. After reading about them they can chose the class they want to attend.
- Post information about upcoming classes in the waiting room or on bulletin boards.

Getting Even More from Your Group Class Schedule

Once you know the classes for each month, you can also plan for the extras for your clients. Bulletin boards can increase the information your clients get from a class. You can use your schedule of group classes to plan extras like bulletin boards for the year. Examples of other things to add to your group class schedule:

- recipes
- Community Based Nutrition Education activities for the month
- Self Paced Lessons for the month
- themes for newsletters
- food demonstrations

By planning ahead you can insure that the extras you do supplement what the clients are learning. By elaborating on the themes in your classes, you can reinforce what the clients are hearing and increase learning.

Example 1

Local Agency 106

<u>Geographic Area:</u>	Serves Burleson and Caldwell counties in 2 permanent sites and 1 satellite site.
<u>Contact Person:</u>	Karen Sanders, NE Coordinator (979) 567-7092
<u>Total Caseload:</u>	1248 participants in the local agency
<u>Staff:</u>	4 staff teach group classes in the entire agency.
<u>English Classes:</u>	Taught by nutritionists and clerk/nutrition aides
<u>Spanish Classes:</u>	Taught by nutritionists and clerk/nutrition aides with the help of a translator.
<u>Core Class Schedule:</u>	All clinics follow the core class schedule and the quarterly class schedule. The attached description of upcoming classes with times is specific to one clinic.
<u>Frequency of Issuance:</u>	<ul style="list-style-type: none">• Pregnant women receive single issuance at certification and then triple issuance after their first class.• Breastfeeding and Postpartum women follow the infant's frequency of issuance.• Infants receive single issuance at certification and then triple issuance after their first class.• Children receive triple issuance.

Schedule of Classes - LA 106

Core Classes Offered Every Month

Pregnant	Parents of Infants
<ul style="list-style-type: none"> • First voucher appointment after certification: receive single issuance at certification, then triple issuance at subsequent appointments If pregnant woman is in her 1st or 2nd trimester, schedule for: MN-000-07 - A Healthy Pregnancy • Second voucher appointment Choice of Current Nutrition Topic • Third voucher appointment If pregnant woman is in her 3rd trimester schedule for: BF-000-26 - Valerie's Diary 	<ul style="list-style-type: none"> • First voucher appointment after certification: receive single issuance at certification, then triple issuance at subsequent appointments If infant <3 months, schedule for: IF-000-11 - Lily Feeds Her Baby • Second voucher appointment Choice of Current Nutrition Topic • Third voucher appointment If infant is >6 months, schedule for: IF-000-15 - Feeding Your Infant 8-12 Months • Fourth voucher appointment, if needed Choice of Current Nutrition Topic

Quarterly Classes

Quarter	Current Nutrition Topics	Self-Paced Lesson
Fall October, November, December	Choice of: IF-000-09 - Infant Feeding Bingo CF-000-16 - Up to Five FS-000-02 - Kitchen Food Safety	SP-000-01 - Storing Leftovers Safely
Winter January, February, March	Choice of: DH-000-03 - Take Time for Teeth CF-000-14 - Food for Thought GN-000-10 - Food Demonstrations: Orange Froth and Frozen Chocolate Banana	SP-000-02 - Healthy Food Choices to Go
Spring April, May, June	Choice of: IF-000-14 -Weaning rom the Bottle NR-000-11 - Still Smoking: Lily Helps GD-000-01 - Growing Healthy Families Through Physical Activity	SP-000-05 - Food Guide Pyramid
Summer July, August, September	Choice of: CF-000-17 - Feeding Your Child 1-3 Years NR-000-5 - Anemia the Silent Shadow BF-000-07 - Breastfeeding and Working	SP-007-05 - Facts on Fiber

Please Print Your Name: _____

Your next WIC appointment in **APRIL MAY JUNE** is for a nutrition education activity.
 To meet your needs and interests, **we are asking you to choose the activity you want to attend.**

Please circle 1 (one) Nutrition Topic and 1 (one) Day/Time offered.

Nutrition Topic	Day and Time Offered
<p>Weaning from the Bottle Activity: Class Discussion Learn how to tell when you infant is ready to start weaning and tips for successful weaning. <i>Recommended for parents of infants</i></p>	<p>Wednesday at 11:15 am Wednesday at 3:30 pm</p>
<p>Kitchen Food Safety Activity: Group Activity Learn the 4 (four) areas of food safety and how to fight bacteria at home. <i>Recommended for all participants</i></p>	<p>Wednesday at 9 am Wednesday at 4:30 pm Tuesday at 5:30 pm 3rd Saturday of the month, 10 am ONLY</p>
<p>Growing Healthy Families Through Physical Activity Activity: At your Own Pace Learn the benefits of physical activity and set a physical activity goal for your family. <i>Recommended for all participants</i></p>	<p>Wednesday at 2 pm Tuesday at 5:30 pm 3rd Saturday of the month, 10 am ONLY</p>

Do you have any changes you need to notify WIC about?

New Phone Number:	
New Address:	
Change in breastfeeding of type of formula provided:	
Change in expected delivery due date:	
Other:	

**Please give this sheet with the information requested back to the WIC Staff.
 Thank you.**

Note: Once WIC staff determine that a participant's next appointment will be *Choice of Current Nutrition Topics*, this form is given to the participant to allow them to select their next class. The participant return this form to WIC staff prior to leaving the clinic.

The clinic which uses this form serves approximately 400 participants per month. It is open forty hours a month, including one Saturday. The clinic has 1

Example 2

Local Agency 64

<u>Geographic Area:</u>	Medina and Bandera Counties in 1 permanent site and 3 satellite sites
<u>Contact:</u>	Carolyn Thompson, NE Coordinator (830)741-6144
<u>Total Caseload:</u>	1,425 participants in the local agency
<u>Staff:</u>	1 RN, 1 Nutritionist (works 30 hours/week), 1 LVN, 3 bilingual clerks (who function as translators)
<u>English Classes:</u>	RN, Nutritionist, LVN teach English classes
<u>Spanish Classes:</u>	Two bilingual clerks teach Spanish classes. LA 64 has a small percentage of Spanish speaking participants. Their Spanish classes usually consist of one person. If there are two Spanish speakers in different categories, they teach two separate classes in two separate rooms.

Frequency of Issuance:

- Pregnant women are triple issued.
- Breastfeeding and postpartum women are double issued until their infant is 6 months old, then triple issued.
- Parents of infants are double issued until they have received their 6 month immunizations.
- Parents of children are triple issued and scheduled into the general class schedule.

SCHEDULE OF CLASSES

All sites

Core Classes Offered Every Month	
Parents of Infants	Pregnant Women
<p>Breastfed Infants First voucher appointment: IC in breastfeeding management</p> <p>Breastfed/Formula Fed Infants: LA 64 took the information from the following nutrition education lessons and converted into self-paced lessons using bulletin boards and questionnaires. WIC participants are scheduled into a 1-5 month old class or a 6-12 month old class. Participants go to the bulletin board and complete the class that is appropriate for their infant's age. WIC staff stay at the bulletin boards to answer questions and go over questionnaires as a class evaluation.</p> <p>1-3 months - PN-000-03 Take Care of Your Baby's Best Friend: A Lesson for Post Partum Women Cuidar a la mejor amiga de su bebe: Una leccion para las mujeres que acaban de dar a luz</p> <p>4-5 months - IF-000-11 Lily Feeds Her Baby (First Foods) Lily Alimentas Su Bebe</p> <p>6-8 months - IF-000-12 Feeding a Toddler: Lily Gets Her Money's Worth Alimentas Su Nina: Lily Hace Rendir Su Dinero</p> <p>9-12 months- IF-000-14 Weaning From the Bottle Dejando de tomar el biberon</p>	<p>First voucher appointment: BF-000-26 Valerie's Diary: Setting Goals for Successful Breastfeeding Diario de Valerie: Esatableciendo metas para una alimentacion con el pecho exitosa</p> <p>Second voucher appointment: MN-000-07 A Healthy Pregnancy La Embarazo Saludable</p> <p>Third voucher appointment: General Class Schedule</p>

**General Nutrition Classes offered Quarterly for
Parents of Children, Pregnant, and Post Partum Without Children**

October, November, December	GD-000-01 Growing Healthy Families Through Physical Activity Desarrollando familias saludables con la actividad fisica
January, February, March	GN-000-13 Lily Does Lunch: Nutrition at Noon Lily almuerza: La Nutricion al medio dia
April, May, June	GN-000-08 Fruits and Vegetables: Lily Bets on Five a Day Las frutas y los vegetales: Lily Apuesta a Cinco al Dia
July, August, September	NR-000-05 Anemia - The Silent Shadow Anemia - La Sombra Silenciosa

Communities Based Nutrition Education Activities
Optional NE for all categories

Read a Book at the Library Program

Twenty books pertaining to nutrition (pre-approved by the State agency) are available in 4 libraries. Parent reads book to child in the library and requests a question/answer sheet from librarian. Parent and child complete Q&A sheet, librarian signs it, and participant brings it to the clinic for vouchers. Q&A sheet is place in participant's file and noted in computer. Read a Book at the Library Program can only be used once in a 6 month period.

Department of Human Services Nutrition Classes

Nutrition classes are offered every Tuesday morning by an Extension Service agent. WIC participants have extension agent sign nutrition education "coupon". Participant brings NE coupon to clinic for vouchers.

Class Schedule - LA 64

Clerks schedule clients into the appropriate class.

Site 1

Caseload: 450

Days/Hours of Operation: M 9 am-7 pm (certs all day)
W 8:30 am-7 pm (classes all day)
Th 10 am-7 pm (certs all day)
F 8:45-9:45 am (office time)

	Wednesday
8:30	Infant - 6-12 month English
9:30	Child/General English
10:30	Infant - 1-6 month English
11:15	Pregnant English
3:00	Spanish-provided by client category
4:00	General-all categories English
5:00	General-all categories English
6:00	General-all categories English

Site 2

Caseload: 550-600

Days/Hours of Operation: W 9:00 am-6:30 pm (certs all day),
3 T/month 8:30 am-6:30 pm (classes all day)

	2nd, 3rd, & 4th Tuesday
8:30	Infant - 6-12 month English
9:30	Child/General English
10:30	Infant - 1-6 month English
11:15	Pregnant English
1:00	Infant - 1-6 month English
2:00	Infant - 6-12 month English
3:00	Spanish-providd by client category
4:30	General-all categories English

Site 3

Caseload: 200

Days/Hours of Operation:

1st & 3rd T 8:30 am-6:30 pm (classes am/certs pm)

2nd T 8:30 am-6:30 pm (1 class am/certs the rest of the day)

	1st & 3rd Monday	2nd Monday
8:30	Infant - 6-12 month English	
9:00	Spanish*	General-all categories English
9:30	Child/General English	
10:30	Infant - 1-6 month English	
11:15	Pregnant English	
5:00	Spanish	
5:30	General-all categories English	

5:30	General-all categories English
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Site 4

Caseload: 200

Days/Hours of Operation:

1st & 3rd M 8:30 am-6:30 pm (classes am/certs pm)

2nd M 8:30 am-6:30 pm (1 class am/certs the rest of day)

	1st & 3rd Tuesday	2nd Tuesday
8:30	Infant - 6-12 month English	
9:00	Spanish*	General-all categories English
9:30	Child/General English	
10:30	Infant - 1-6 month English	
11:15	Pregnant English	
5:00	Spanish	
5:30	General-all categories English	

Example 3

Local Agency 76

Geographic Area: 67 counties located in the Texas Panhandle, Big Country, Rolling Plains, Metroplex, Hill Country, and Central Texas. 71 clinic sites, 37 are permanent sites and 34 are satellite sites.

Contact person: Ann Latham, NE Coordinator (940) 888-2017

Total caseload: 32,000 participants

Staff: 70 staff teach group classes. This includes nutritionists, LVNs, Community Service Aids and WIC Certification Specialists.

English classes: Taught by nutritionists, LVNs, Community Service Aids and WIC Certification Specialists.

Spanish classes: Bilingual nutritionists, LVNs, Community Service Aid and WIC Certification Specialists.

Core class schedule: All clinics follow the core class schedule; however, large clinics have the option of following the schedule that gives participants a choice of the current nutrition topic.

Frequency of Issuance

- Pregnant women receive triple issuance
- Breastfeeding infants receive single issuance the first month, then receive triple issuance
- Formula fed infants receive triple issuance
- Children receive triple issuance
- Breastfeeding women receive single issuance the first month, then receive triple issuance
- Postpartum women receive triple issuance

Bulletin board themes for FY 2001

Fall 2000:	Food Safety Awareness
Winter 2001:	Heart Health/National Nutrition Month
Spring 2001:	Calcium and Children's Food Guide Pyramid
Summer 2001:	Dental Health

Each clinic has 1 bulletin board devoted to breastfeeding in addition to the nutrition theme.

Each clinic receives a "Nutrition education kit" that includes the border, lettering, and covering for their bulletin board.

LA 76 Class Schedule for all clinic sites

<p>Pregnant women (triple issuance) Topics offered 1st voucher appointment after certification: • BF-000-18 “The Best Thing”(“Es lo mejor”) 2nd voucher appointment: • NR-000-05 “Anemia the Silent Shadow (“Anemia la sombra silenciosa”) 3rd voucher appointment: • current nutrition topic</p>	<p>Parents of Infants (triple issuance) Topics offered Breastfed infants - single issuance at certification 1st voucher appointment: • individual counseling with CPA of PC on specific problem or BF-00-23 “A Mother’s Guide to Breastfeeding” (“Guia materna para la alimentacion con el pecho”) 2nd voucher appointment: • IF-000-10 “Look Who’s Eating” (“Mira quién está comiendo”) • or IF-000-15 “Feeding Your Infant 8 -12 months (Alimentando a su bebé a los 8-12 meses) 3rd voucher appointment • IF-000-14 “Weaning from the Bottle” (Dejando de tomar el biberón) (receive sippy cup) • Formula fed infant - triple issuance at certification 2nd voucher appointment: • IF-000-10 “Look Who’s Eating” or (“Mira quién está comiendo”) • IF-000-15 “Feeding Your Infant 8-12 months” (Alimentando a su bebé a los 8-12 meses) 3rd voucher appointment: • If-000-14 “Weaning from the Bottle” • (Dejando de tomar el biberón) (receive sippy cup)</p>	<p>Parents of children (triple issuance) Topics offered current nutrition topic or individual counseling on topic pertinent to the child</p>
<p>Quarterly classes</p>	<p>Current Nutrition Topics</p>	<p>Community-Based Nutrition Education</p>
<p>Fall 2000 October, November, December</p>	<p>Still Smoking: Lily Help NR-000-11 ¿Todavía fumas?: Lily te ayuda</p>	<p>Through the Holidays with WIC (Grocery Store Display with WIC Recipes). This took place in December.</p>
<p>Quarterly classes</p>	<p>Current Nutrition Topics</p>	<p>Community-Based Nutrition Education</p>
<p>Winter 2001 January, February, March</p>	<p>Lily Does Lunch: Nutrition at Noon GN-000-13 Lily Almuerzo: La Nutrición al medio día (o en la comida)</p>	<p>Celebrate National Nutrition Month and Read to a child day (March 2nd). Staff will read to children at the local libraries and Pre-K, and Head Start on March 1st. Read/donate <i>Tops and Bottoms</i></p>

<p>Spring 2001 April, May, June 2001</p>	<p>Lily Faces a Problem: Childhood Obesity CF-000-15 La obesidad en los niños: Lily se enfrenta a un problema</p>	<p>Story time at WIC: Invite kids ages 3-5 and read, <i>Oliver's Vegetables</i> on June 30th.</p>
<p>Summer 2001 July, August, September</p>	<p>Growing Healthy Families Through Physical Activity GD-000-01 Desarrollando familias saludables con la actividad física</p>	<p>World Breastfeeding Week Celebration Recognize BF Mom's in Communities. Celebration will take place on August 30th and all women who have breastfed will be invited.</p>

**LA 76 Class Schedule
(Options for large clinics)**

Follow the same core class schedule, but offer a choice of topic for current nutrition topics.

Quarterly classes	Current Nutrition topics	Community-based Nutrition Education
Fall 2000 October, November, December	Still Smoking: Lily Help NR-000-11 ¿Todavía fumas?: Lily te ayuda	Through the Holidays with WIC (Grocery Store Display with WIC Recipes). This took place in December.
Winter 2001 January, February, March	Lily Does Lunch: Nutrition at Noon GN-000-13 Lily Almuerzo: La nutrición al medio día (o en la comida) Anemia the Silent Shadow NR-000-05 “Anemia la sombra silenciosa”	Celebrate National Nutrition Month and Read to a child day (March 2 nd). Staff will read to children at the local libraries and Pre-K, and Head Start on March 1 st . Read/donate <i>Tops and Bottoms</i> .
Spring 2001 April, May, June 2001	Lily Faces a Problem: Childhood Obesity CF-000-15 La obesidad en los niños: Lily se enfrenta a un problema Sally Gets Her Money’s Worth FE-000-05 Sally hace rendir su dinero	Story time at WIC: Invite kids ages 3-5 and read, <i>Oliver’s Vegetables</i> on June 30 th .
Quarterly classes	Current Nutrition topics	Community-based Nutrition Education
Summer 2001 July, August, September	Growing Healthy Families Through Physical Activity GD-000-01 Desarrollando familias saludables con la actividad física Kitchen Food Safety FS-000-02 Seguridad en la cocina con los alimentos-combate la bacteria	World Breastfeeding Week Celebration Recognize BF Mom’s in Communities. Celebration will take place on August 30 th and all women who have breastfed will be invited.

Class schedule - Local Agency 76

Site: 76-24
Caseload: 70
Days of operation: 1st Thursday 9 am.-4pm. (Certifications and group classes)
3rd Thursday 9am.-12pm. (Certifications and make- up classes)

Note: This site has no Spanish speakers.

Time	Thursday
9:00-9:15	2 month shot and personal counseling
9:30-11:00	certifications
10:00	Infant class - 4-6 months
1:00-1:30	certifications
2:00	General
1-3:15	2 month shot and personal counseling

Site: 76-90
 Caseload: 2143
 Days of operation: M 8am-5pm (certifications all day)
 T 8am.-2pm (group classes) 3-7 pm. (Certifications, no group classes)
 W 8am-5pm (certifications all day, no group classes)
 Th 8am.-1 (certifications, no group classes) 2-6 pm. (group classes), times
 for classes stay the same, but topic and categories are different each
 week.
 F 8am-5pm (certifications all day, no group classes)

Time	Thursday
8:00-1:00	certifications
2:00	Infant/BF 0-6 months (2 nd voucher
3:00	Current nutrition topic (Spanish)
4:00	Infants/BF 8-12 months
5:00	Pregnant - English 1 st voucher issuance topic
5:30	Pregnant - Spanish 1 st voucher issuance topic
6:00	Current nutrition topic

Example 4

Local Agency 001

- Geographic Area:** Travis County: 10 permanent sites, 8 satellite sites
- Contact Person:** Sheree Scudder, NE Coordinator, (512) 391-8103
- Total Caseload:** 21,000 participants for the entire local agency
- Staff:** 25 staff teach group classes in the entire local agency.
- English Classes:** Taught by RDs, nutritionists, LVNs, Breastfeeding Peer Counselors, Extension Agents
- Spanish Classes:** Bilingual RDs, nutritionists, LVNs, Breastfeeding Peer Counselors, Extension Agents
- Core Class Schedule:** All clinics follow the core class schedule and the Monthly Categorical Class Schedule; however, the attached Weekly Class Schedule is specific to one clinic.
- Frequency of Issuance:**
- Pregnant women receive double issuance
 - Breastfeeding and Postpartum women follow the infant's frequency of issuance.
 - Infants receive double issuance until 6 months of age and the Mid Point Screening is completed, and immunizations are current, then they receive triple issuance.
 - Children receive triple if immunizations are current

Schedule of Classes - LA 001 Site 03

Core Classes Offered Every Month

Pregnant	Parents of Infants
<ul style="list-style-type: none"> • First voucher appointment after certification BF-000-26 - Valerie's Diary (P-core) • Subsequent voucher appointments Monthly Categorical (Pregnant) Class 	<ul style="list-style-type: none"> • Voucher appointments after certification based on age of infant: Formula-fed Infants <3 months of age scheduled for - IF-000-11 - Lily Feeds Her Baby (I-core) Formula-fed Infants \$3 months of age scheduled for - Monthly Categorical (Infant) Class Breastfed Infants are scheduled for - Breastfeeding Support Group until the infant is no longer breastfeeding

Monthly Categorical Classes

Month	Participant Category	Group Class Lesson
October & November	P, I, BF, C, General	NR-000-11 - Still Smoking? Lily Helps
	Self-paced	SP-000-02 - Healthy Choices on the Go
December & January	P, BF	BF-000-23 - A Mother's Guide to Breastfeeding
	I	IF-000-10 - Look Who's Eating
	C, General	CF-000-15- Child Obesity: Lily Faces a Problem
	Self-paced	SP-000-07 - How to Breastfeed your Newborn
February, March	P, I, BF	PN-000-03 - Taking Care of your Baby's Best Friend
	C, General	GD-000-01 - Growing Healthy Families Through Physical Activity
	Self-paced	SP-000-03 - Planning your Meals
April & May	P	BF-000-18 - The Best Thing
	I	IF-000-14 - Weaning from the Bottle
	BF, C, General	NR-000-05 - Anemia the Silent Shadow
	Self-paced	SP-000-05 - Food Guide Pyramid
June & July	P, I, BF, C, General	DH-000-03 - Take Time for Teeth
	Self-paced	Smart Shopping Saves Money - SP-000-04
August & September	P, BF	Breastfeeding and Working - BF-000-07
	I	Infant Feeding Bingo - IF-000-09
	C, General	Kitchen Food Safety - Fight Bacteria - FS-000-02
	Self-paced	Storing Leftovers Safely - SP-000-01

Notes:

Breastfeeding Support Group (BFSG) - BFSG classes are offered every month. Parents of breastfed infants are scheduled into the BSG until they are no longer breastfeeding. The support group is taught by a Nutritionist and a Breastfeeding Peer Counselor. Infant feeding topics as well as breastfeeding topics are covered using a facilitated discussion format.

Expanded Nutrition Program (ENP) - These special classes are offered every month. Parents of children are scheduled into either ENP classes or the Monthly Categorical Class for Children based on a combination of the participant's day and time preference for class and the clinic's class schedule. ENP classes are taught by Extension Agents using an approved curriculum called *Eating Right is Basic*. ENP offers a series of classes that may take up to 2 years to complete. The first time a participant attends an ENP class they are asked to complete the entire series of classes. Upon completion of the ENP class series, the participant receives a certificate.

Weekly Class Schedule

(This schedule is used by WIC staff to schedule classes.)

	Monday	Tuesday	Wednesday		Thursday	Friday	Saturday
	1 st , 2 nd , & 3 rd	1 st , 2 nd , & 3 rd	1 st & 3 rd	2 nd & 4 th	1 st , 2 nd , & 3 rd	1 st , 2 nd , & 3 rd	1 Saturday/Month
8:00	C - English	P - Spanish	I-core - English	I-core - Spanish			
9:00	I - English	P-core - Spanish					
9:30							I - English
10:00	I - Spanish	BFSG - English				ENP - English	
10:30							C - English
11:00							General - Spanish
11:30							P - English
1:00	ENP - English	P - English	I-core - Spanish	I-core - English			
2:00	ENP - Spanish	P-core - English					
3:00	ENP - Spanish	BFSG - Spanish					
4:00					C - Spanish		
4:45	I - English		C - English	C - English			
5:00					I - English		
5:45					C - English		
4th Week of the Month - number, category and frequency of classes is flexible and based on clinic needs.							

Note: Throughout the year different categories of participants may be scheduled for the same lesson. However, participants are still scheduled into separate classes based on their category. This ensures that participants with similar concerns/situations are grouped together. For example, in October and November, P, I, BF, C and General participants will all be attending *Still Smoking? Lily Helps*, but each category of participants will be scheduled into a separate classes.

The clinic that uses this schedule sees approximately 2500 participants per month. It is open 40 hours/month, including one Saturday per month. Staff includes 1 Registered Dietitian, 1 bilingual Nutritionist, 1 bilingual LVN (50% WIC and 50% Immunizations), 4 bilingual clerks and 1 bilingual Breastfeeding Peer Counselor. The nutritionist, breastfeeding peer counselor and extension agents teach classes in both English and Spanish at the clinic.

Guidelines for Local Agencies Writing Group Class Lessons

Much of the material covered in this section is excerpted from *Teaching WIC Nutrition Education Classes*, A WIC Training Guide, Texas Department of Health, March 2000. Refer to the Training Guide for more information about writing and teaching WIC classes. All group class lessons must contain one or more behavioral objectives, one or more learning activities, an icebreaker and an evaluation. Each of these components is explained in detail below.

A. Behavioral Objective

The Behavioral Objective describes what the participant will be able to do at the end of the lesson. The objective should be stated in a way that the instructor can see or hear the participant doing something - naming, listing, describing are all things that can be seen or heard. “Know” and “understand” are not things that can be seen or heard. Do not use the terms in writing a Behavioral Objective. Use terms which indicate that participants must do something in order to demonstrate that they know or understand.

The number of objectives should be limited. Two or 3 objectives allows the instructor and the participant to focus on the most important or key information. Too many objectives will make it difficult for the learner to focus on what is most important and may indicate that too much information is being presented.

Example: At the end of the lesson, the participant will be able to name three iron-rich foods they will eat in the next week.

B. Icebreakers

A good way to get learning started is with icebreakers. An “icebreaker” should do just what its name implies - “break the ice” between class members and educator - all who are strangers to each other when the class begins. The instructor should participate in the icebreaker activity with participants.

Use icebreakers to help people feel comfortable talking with each other. A simple icebreaker is going around the room and having each participant introduce themselves and tell how many children they have.

Icebreakers should also help introduce the lesson. If the subject of the class is about feeding children, have participants tell their most challenging problem in getting their children to eat a healthy diet.

Overall icebreakers are an excellent way to

1. help participants get to know each other.
2. introduce the topic.
3. make participants feel safe.

4. give participants common ties.
5. empower participants to find their own answers.

C. Open-ended Questions

An open-ended question is one that cannot be answered with a “yes” or “no.” Using open-ended questions in a lesson is very important because they require more informative answers from participants. Open-ended questions help get your group involved in the discussion. Open-ended questions begin with Who, What, When, Where, Why, How, How Much, How Often, Tell me.

Example 1: What does 5 A Day mean to you?
Instead of: Do you know what 5 A Day means?

Example 2: What fruits/vegetables does your child like to eat?
Instead of: Does your child like fruit/vegetables?

D. Learning Activities

Learning Activities determine how the information will be presented. The learning activities should teach the information you have identified in the objectives. There are many ways to do this.

- *Passive teaching* includes lectures, showing a video, providing a demonstration. The learner watches and listens while the educator lectures or demonstrates.
- *Active teaching* gets the learner actively involved in the learning process. Active teaching methods include listing, discussion, question and answer.
- *Practice teaching* means the learner does the teaching. Practice teaching methods include learner role play, return demonstration and case studies.

People learn differently. Some prefer lectures, some prefer role playing. Instructors tend to teach in the way they learn the best. To meet the needs of all participants, it is best to vary the way the information is presented. Give participants the opportunity to interact with the information in a variety of ways, listening, discussing, watching, demonstrating, writing and/or role playing. There are many ways to present information in group classes. For example, teaching moms how to position an infant when breastfeeding could be done by:

- describing different ways to hold a baby.
- demonstrating different holds with a doll.
- passing a doll around to allow each participant to practice different holds.
- showing a video that shows moms holding their babies in various positions.
- using a pamphlet to illustrate different holds.
- playing a game in which participants demonstrate or describe different nursing positions.

E. Evaluation Component

The Evaluation Component of a lesson plan tells the instructor what the participant has learned from the class and allows the instructor to clarify any misinformation. Some measurement of what the class knows initially (pre-test) should be compared to what the learner knows after the class (post-test).

The evaluation should test the lesson objectives. This can be done through oral or written evaluations, true/false questions or using open-ended questions.

Example: If the objective is: *The participant will be about to list 3 iron-rich foods*, then the evaluation should have them list 3 iron-rich foods.

F. Field Testing

It is desirable to field test all materials for participants. Once the lesson is written, have other nutritionists or CPAs review it. Then teach the revised lesson to a small group of participants. Allow enough time at the end of the class to interview participants about the lesson - what did they like, what would they change, what was confusing, etc. This will help determine what changes need to be made to improve the lesson. For more information on field-testing, contact the Outreach Section at the State Office.

G. Spanish Translation

The State Agency does not provide translation services for local agency lessons. Local agencies can use nutrition education funds to pay for translation services.

H. Review, Comment and Coding

Locally developed lessons for group classes must be submitted to the state agency for review, comment and coding prior to use in nutrition education classes. Lessons submitted to the state agency will be reviewed by the nutrition education section. If necessary, changes may be requested. Once the review and comment process is complete, the lesson receives a lesson code. At that time, it is made available to all local agencies, via the pick list. For this reason, all lessons need to have a consistent format and a clear, easy-to-follow lesson plan. The following checklist can be used to review lessons prior to submission to the state agency.

Lesson Checklist

- 9 Did you include the cover sheet *Local Agency Lesson Summary*?
- 9 Does the lesson contain behavioral objectives?
- 9 Does the lesson have an icebreaker? (optional)
- 9 Does the evaluation assess whether or not the lesson objectives were met?
- 9 Does the learning activity present the lesson topics in a way that allows participants to interact with the information in a variety of ways?
- 9 Is the lesson plan clear and easy to follow? Does the lesson plan contain sufficient detail so that any qualified staff can present the lesson after reading it?

- 9 Are questions in the lesson written in an open-ended format? (optional)
- 9 Has the lesson been field tested? (optional)
- 9 Have the lesson and lesson materials been translated into Spanish? (optional)
- 9 Does the lesson provide the title of any accompanying audiovisuals and/or pamphlets and information on how they can be ordered?
- 9 Does the lesson contain a brief description of the content of any accompanying audiovisuals?
- 9 Are all the lesson handouts and pamphlets attached to the lesson, if not available from TDH?
- 9 Does the lesson include a brief description of the content of any posters, bulletin boards, games, etc. that accompany the lesson.

REFERENCES

- 1) Texas Department of Health, Bureau of Nutrition Services, Training Section, Teaching WIC Nutrition Education Classes, Texas Department of Health, March 2000.

Easy-To-Read
Written Materials

Easy to read written materials will:

21. Clearly state the core message and the intended audience on the cover.

AUDIENCE AND MESSAGE CLEAR:
Help Your Child To Have A Healthy Weight

POETIC YET UNCLEAR:
Modern Growing Pains

22. Make action steps or desired behaviors evident immediately.

CLEAR ACTION STEP
Turn off the television.

BACKGROUND, NO ACTION STEP
Before television, children played outside after school.

23. Limit major points. Stress information your participants need to know, not information that's nice to know.

NEED TO KNOW
1. Increase activity.
2. Teach healthy eating habits.

NICE TO KNOW

- A. If your child sits around every day, instead of burning calories through exercise, in time he could gain too much weight.
B. Research shows that even adolescents begin building plaque in their arteries. After a lifetime of eating high fat foods, too much candy, and not enough fruits and vegetables, even young adults can show signs of heart disease.

4. Separate, organize, "chunk" and sequence information in a way that is logical to the user.

SEPARATED, ORGANIZED AND LOGICALLY "CHUNKED"

Walking

Bake or boil potatoes.

Biking OR

Make pudding with low fat milk.

Swimming

Eat fresh fruits and vegetables for snacks.

ALL MIXED UP

Give low calorie snacks. Don't forget to try exercises like walking, swimming, and biking that your child can do. Also, change the way you cook food by cutting back on fat and eating more fruits and vegetables. It also helps to tell family or care givers to limit the juice and sodas they give your child.

5. Use headers and summaries to aid organization and provide message repetition.

HEADERS

Why should I worry if my child is over weight?

What can I do to help my child?

He may have serious health problems, or
feel bad about himself.

Turn off the television.
Join with him in fun activities.

6. Deliver the message in conversational style, using active voice, vivid nouns, verbs, and pronouns.

ACTIVE, PERSONAL

Play ball with your child and walk together to your park.

FORMAL, PASSIVE

Children are more likely to do fun activities with a parent or care giver.

7. Avoid technical jargon. Explain unfamiliar terms in the text as needed.

FAMILIAR

You can help your child keep a healthy weight by riding bikes together.

TECHNICAL

You can help your child keep a healthy weight by increasing his energy expenditure.

8. Include short but not choppy words and sentences. Make readability reasonable.

CHANGE LONG (26 words)

After a lifetime of eating high fat foods, too much candy, and not enough fruits and vegetables, even young adults can show signs of heart disease.

TO SHORT (17 words)

Even young people can get heart disease if they mostly eat foods high in fat and sugar.

NOT SHORT AND CHOPPY (7 words and 10 words)

Even young people can get heart disease. Eating excessive fat, few fruits and vegetables can cause it.

9. Use bullets or dingbats (symbols) for lists.

HEART DINGBATS (This is a ! Dingbat.)

Fun activities to do with your child

- ! Biking
- K. Swimming
- L. Walking to the park

10. Display graphics to support the message, the recommended action steps, and to create appeal. The WIC brochures listed below show effective use of visuals in written materials.

Examples of Written Materials with Effective Visuals

1. Help Your Child Have a Healthy Weight 13-75

2. Healthy Teeth for a Healthy Smile	13-89
3. Food Safety at home	13-20
4. Help! My Child is a Picky Eater	13-18
5. Eating for You and a Healthy Baby, too!	13-197
6. Let's Eat! Food for Baby's First Year	13-168