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IDDE 756

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Healthy Food Friends For Your Brain



Title: Healthy food-friends for your brain.

Time: 2 hours

Purpose: To inform and motivate Learners to make healthy nutrition choices



Context: Learners of a non-profit health center are having weight related health issues. It seems that those health issues are due to a lack of knowledge about an alternative healthy eating habits. Two-hours online course is being design to inform Learners on USDA's healthy nutritional guidelines.

Overview: The aim of this two-hours workshop is to introduce Learners to a healthy life style through a series of steps to assess and understand their current eating habits, introduce healthy eating information and long-term support, give them the opportunity to interact with the information through meaningful practices, and evaluate their updated knowledge and further steps.

Expected outcomes: Short-term outcomes: Learners, now learners, will be able to understand and explain how healthy food choice impact their health and why it is important for them, get information about healthy nutrition, navigate ChosseMyPlate.com online program for assistance, create their own healthy daily/weekly meals menus, and Long-term outcome: Learners' health change due to a continue use and incorporation of healthy menus choices into their lives.



Title: Healthy food-friends for your brain.

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Resources: USDA website, Choose My Plate, video, handouts, quiz (specific link to resources are indicated in each storyboard), survey, checklist

Facilities: Learners will use personal computers and/or tablets with internet access for the online part of the workshop. Off-line activities will be done at home and grocery stores.

Stakeholders: Non-profit health clinic center director, their Learners and Learners' families, nutrition specialist facilitator, instructional designers.



Title: Healthy food-friends for your brain.

Time: 1 hour out of 2

Purpose: To inform and motivate Learners to make healthy nutrition choices

Pre-workshop activity
Introduction
(5 min)

Phase I
General Skills to manage the
online workshop
(10 min)

Phase II
Knowledge
Attitude
(45 min)

Pre-workshop requirement:
*informing/ gaining
attention/activating prior
knowledge*

Doctor will handout a pre-workshop activity to each registered client that will be used as a pre-assessment:
✎ write down in a piece of paper a common menu that you prepare for breakfast, lunch, and dinner before starting the workshop..

🎥 **Intro video: *Gaining Attention***

- Why is it important to eat healthy food?
- State workshop purpose, benefits, and possible learners outcomes.
- Indicate learners support.
- Indicate next workshop activities.

🖨️ **Information:** Online workshop outline and content can be printed.

Presetting/assessing/feedback

🖨️ **Screencast interactive tutorial:**
Instruct learners in how to navigate and use the workshop online learning site:
🔧 provide information
🔍 Test knowledge
💡 Immediate feedback

🔗 **Offline activity:** Go to ChooseMyPlate.gov/MyPlate
👁️ Read about **My Plate and What is in my plate?**
💡 Watch different stories of other ChoseMyPlate visitors

🖨️ **1st Blog entry: *practice***
📄 “One day in my life menu” blog entry:
📄 Self introduction,
📄 Upload a picture of the written menu,
📄 and explanation of it.

🖨️ **Information:** Handout with instructions for this activity is provided and can be printed.

***lecturing/practicing/
assessing/feedback/applying***

🖨️ **Healthy vs. Unhealthy life style: *Module 1***
ChooseMyPlate.gov screencast of synthesized material
📄 Nutrition self- assessment checklist
🔍 Quiz
💡 Immediate feedback

🔗 **Offline activity:** Go to <https://www.choosemyplate.gov/tools-portion-distortion>
👁️ Read about **how portions have been increased throughout the years-unhealthy facts**

🖨️ **What is a BMI and how to calculate it? *Module 2***
🔗 Link to CDC.gov
👁️ Read BMI facts
🖨️ Handout: BMI info
🔗 Calculate Adult BMI
📄 worksheet to complete about BMI and Calculation results
📄 Gamification: healthy food and effects on your body

🖨️ **Expanding healthy eating to the whole family: *Module 3***

👤 programmed instruction
🔍 Quiz (game style)
💡 Immediate feedback.

🖨️ **How to engage in healthy living? *Offline assignment:***
📄 Look at or print worksheet to create a healthy menu
🔗 link to ChooseMyplate.gov/recipes-cookbooks-and-menus tools
👁️ Read/find recipes for breakfast, lunch and dinner
👁️ Read about healthy food budgeting
🍎 Create a new healthy menu

Title: Healthy food-friends for your brain.

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Time: 2 hour out of 2

Phase III

Practice


40 min

Phase IV

Evaluation/ Assessment


20 min









*practicing/ transferring knowledge/
feedback from others*


 **Overview of the 1st part workshop:**

Connect learners with previous content/activities

- State purpose of the workshop
- what content was shown
- What offline activity was given
- Next steps for the 2nd part
- Next steps for after the workshop is over

 **2st Blog entry:** *Connect learners with others and with a nutrition specialist*

-  "One day in my life menu" blog entry:
-  Reference to previous blog entry
-  Upload a picture of the new menu from the offline completed worksheet
-  Write a comparison between the first menu and the second one
-  Read other learners' blog entries
-  Comment in at least 3 that inspired you
-  Ask questions to the nutrition specialist
-  Read/answer or suggestions


 **Ongoing support:** *Learners can continue reading and updating their information as long as they want to using the blogging site*

assessing learners knowledge/ assessing instruction

 **Complete a self-evaluation quiz**

 **Complete a survey to assess instruction**

 **Create a SuperTracker account**

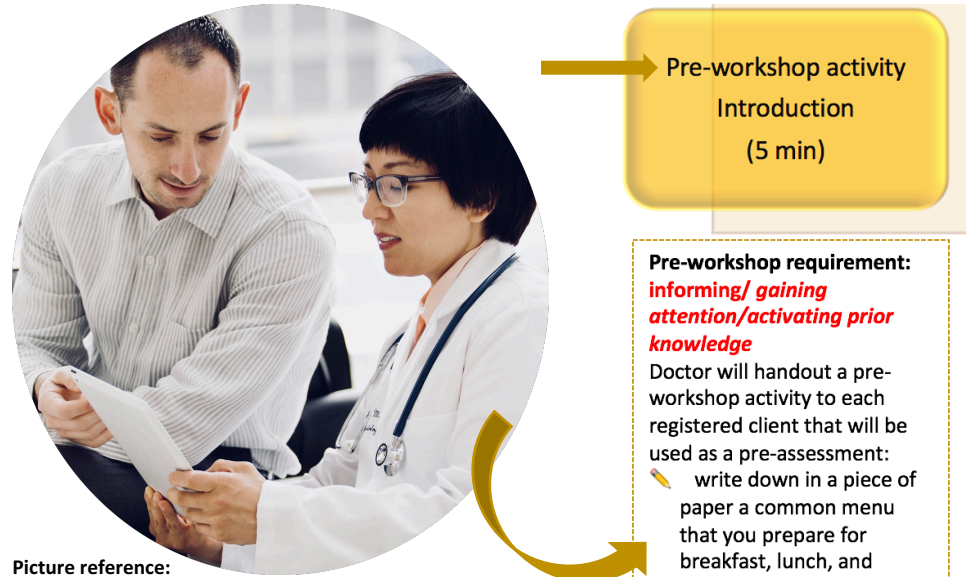
 **Follow up survey will be indicated right after they finish the survey**

To assess retention of skills, knowledge, and attitude about living a healthy life style will be sent after 3 moths of taking the workshop

Course title: Healthy Food-Friends For Your Brain

Activity Title: *Pre-workshop activity (offline)-Pre-workshop requirement*

Estimated Time: *offline activity-time is not included in the workshop current time*



Picture reference:
[https://ftthmb.tqn.com/qNAY3vgR1qT8JgBAnll06KgYvtl=/5134x3423/filters:no_upscale\(\):fill\(87E3EF,1\)/170900762-56a5147f5f9b58b7d0dac5fd.jpg](https://ftthmb.tqn.com/qNAY3vgR1qT8JgBAnll06KgYvtl=/5134x3423/filters:no_upscale():fill(87E3EF,1)/170900762-56a5147f5f9b58b7d0dac5fd.jpg)

Pre-workshop activity
Introduction
(5 min)

Pre-workshop requirement:
informing/ gaining attention/activating prior knowledge
Doctor will handout a pre-workshop activity to each registered client that will be used as a pre-assessment:
✎ write down in a piece of paper a common menu that you prepare for breakfast, lunch, and dinner before starting the workshop..

Instructional Activity Description:
•As a pre-workshop requirement, doctors that indicate or register patients to the Healthy Food- Friends for your Brain workshop, will hand out an activity guide that will help Learners to write an example of a common menu of a common day in their lives. This menu will register what they usually have for breakfast, lunch and dinner. Some Learners with specific medical needs may include snacks as well.

Activity Deliverables/Outcomes:
*•Learners will have the opportunity to assess and write down what they usually eat
•To have a point of start to later use this information to be able to compare current routine with a healthy eating style*

Resources Required:
• a pre-typed handout with the instructions for this activity with details about next steps into the workshop.

Notes:
This is the first offline activity that Learners will be required to do before entering in the online workshop. Doctors or assistants who register Learners will need to handout the activity guide along with the further steps into the online workshop. Learners should understand that the beginning of the online workshop will depend on the completion of this offline activity.*

**further steps into the online workshop will include the link to the online site, how to register and enter.*

Key learning outcomes:
*•Gain attention
•Focus on content
•Arouse motivation*

Key Content Points:
*•Focus on current healthy habits
•Menu writing: breakfast, lunch, dinner, (some Learners may include snack)*

Course title: **Healthy Food-Friends For Your Brain**

Activity Title: *Pre-workshop activity - Intro Video*

Estimated Time: 5 minute

Pre-workshop activity
Introduction
(5 min)

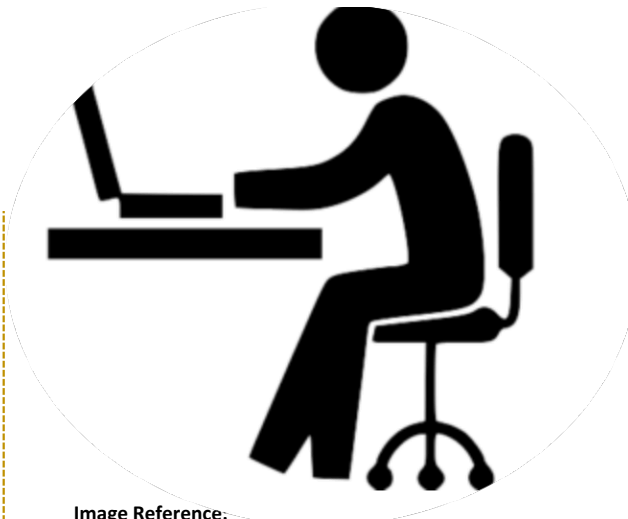


Image Reference:
https://cdn-images-1.medium.com/max/1600/1*BFXa9M2TG7BibSWaBL9SGw.png

Intro video: *Gaining Attention*

- Why is it important to eat healthy food?
- State workshop purpose, benefits, and possible client outcomes.
- Indicate client support.
- Indicate next workshop activities.

Instructional Activity Description:

•Learners will be introduced to Healthy Food-Friends For Your Brain online workshop by an Introductory Video. This five minutes video will state the important components of this workshop such as the importance of eating healthy food, what are the purpose, benefits, short-term and long-term outcomes of the workshop, how they can get support from others and from specialists, and what next steps they have to take to continue with the program.

Activity Deliverables/Outcomes:

- Learners will be inform of the workshop main purposes and activities.
- Learners will be able to access to all workshop offline and online activities and content
- Learners will be link to Phase I

Resources Required:

- A pre-recorded video that include caption, texts and graphics of the workshop main purposes and further activities.
- Two links at the end of the video:
 1. to link Learners to print a workshop outline of a sequence of online and offline activities
 2. To link Learners to the next content of the workshop: Phase I

Notes:

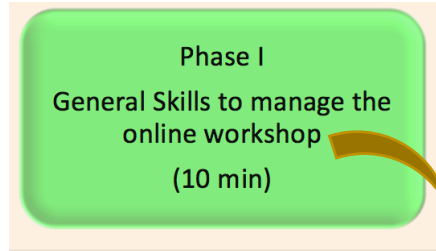
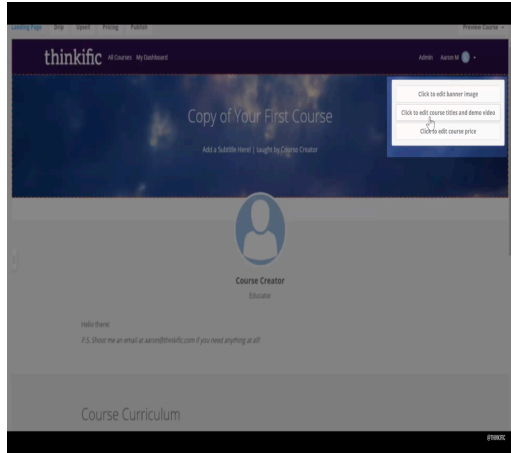
This intro video will be the anteroom of the workshop content and activities. Learners will spend five minutes going over the main idea of the workshop, benefits of it, and possible general outcomes afterwards. After the video, the client will have the opportunity to read online or print the overall workshop content and will be taken to the next phase of the workshop where the client will learn how to navigate around the workshop online site.

Key learning outcomes:

- Inform Learners about workshop content and activities
- Guide learners through a visual content of what they will be learning and doing

Key Content Points:

- Workshop outline
- Offline and Online activities
- Workshop content
- Connection to Phase I



Presetting/assessing/feedback

- Screencast interactive tutorial:**
Instruct clients in how to navigate and use the workshop online learning site:
 - provide information

Instructional Activity Description:

- Tutorial video will explain Learners how to navigate and use features/sections of the “Healthy Food-Friends For Your Brain” online workshop.
- Learners will be informed that they will take a quiz on this tutorial video

Activity Deliverables/Outcomes:

- Learners to watch screencast tutorial
- Learners to take notes on important information

Resources Required:

- Screencast tutorial video containing audio narration.
- Electronical devices with internet access

Screenshot was taken from the video in this link:

<https://www.youtube.com/watch?v=jmHJmvhGCyw>

Notes:

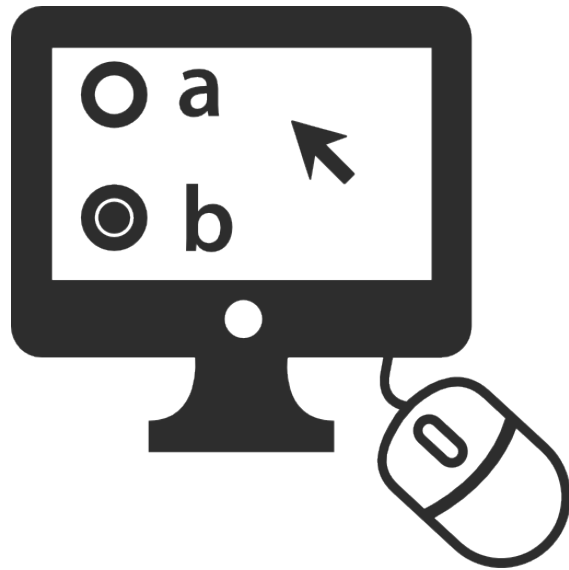
- Learners are prompted to watch tutorial video about how to navigate and use features of online course.
- Upload the transcript of screencast video
- Put an information that as a next step they will take a quiz based on information they gained from tutorial video.

Key learning outcomes:

- Learners will identify and understand the context of each section of online workshop
- Learners will be able to navigate and use the online workshop features
- Learners will be able to find sections they need to get related information

Key Content Points:

- To navigate through online workshop successfully and be able to follow the sections as required.



Phase I
General Skills to manage the
online workshop
(10 min)

Presetting/assessing/feedback

- **Screencast interactive tutorial:**
Instruct clients in how to
navigate and use the workshop
online learning site:
- 🔧 provide information
- 🔍 Test knowledge
- 💡 Immediate feedback

The image retrieved from:

<http://ssbcrackexams.com/wp-content/uploads/2014/07/online2.png>

Notes:

• After watching video tutorial, Learners will take a quiz to assess if they learned all information about how to use features and inks of the online course. The immediate feedback to all quiz questions will be appeared on the screen. Learners will be informed that they can take this quiz several times.

Instructional Activity Description:

- Learners will take a quiz based on information acquired from screencast tutorial.
- Quiz will consist of closed-ended questions and after each responses feedback will appear on the screen immediately.
- Quiz goal is to make sure Learners know how to access information they will need for the workshop and further online and offline activities.

Activity Deliverables/Outcomes:

- Learners take a quiz
- Learners may use the notes were taken from screencast tutorial
- Quiz can be taken multiple times

Resources Required:

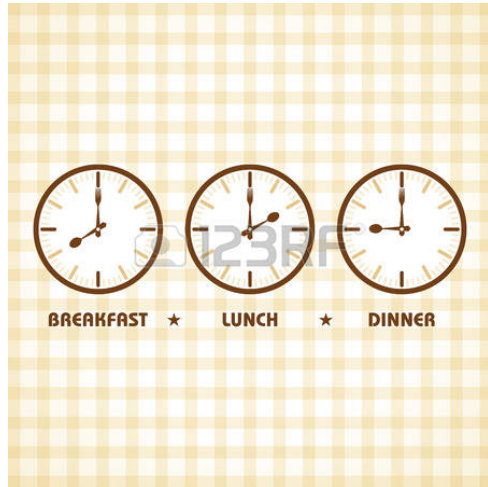
- Quiz with closed-ended questions.
- Notes taken from the previous activities

Key learning outcomes:

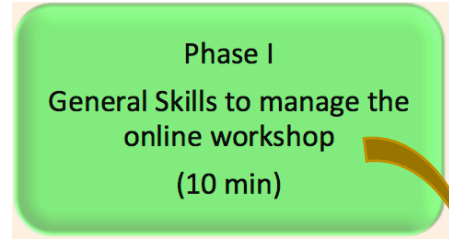
- Learners will identify the usage of features of workshop site
- Learners will navigate easily through features
- Learners will be able to find sections they need to get information

Key Content Points:

- Easily used of the online workshop site features and links



The image retrieved from:
<http://bit.ly/2IKK05J>



- **1st Blog entry: *practice***
- ≡ "One day in my life menu" blog entry:
- ≡ Self introduction,
- ≡ Upload a picture of the written menu,
- ≡ and explanation of it.

Instructional Activity Description:

- Click on the Blog link provided in workshop
- Type a blog entry of a self introduction including: Name, current eating habits, What do they do?, How many times do they eat in a day?, How much time do they spend for eating?, and what their expectations from this Workshop are.
- Write current daily menu for breakfast, lunch and dinner.
- Take a picture of the written menu and upload it into the blog entry
- Write an explanation to menu: I prefer to have ... for breakfast/lunch/dinner because...

Activity Deliverables/Outcomes:

- Learners will write their current daily menu and take a picture of it
- Learners upload that picture into blog and type a brief introduction about themselves and explanation of their current menu.

Resources Required:

- Blog link provided in online workshop
- Phone or other devices to take a picture
- Computers/laptops with full Internet access

Key learning outcomes:

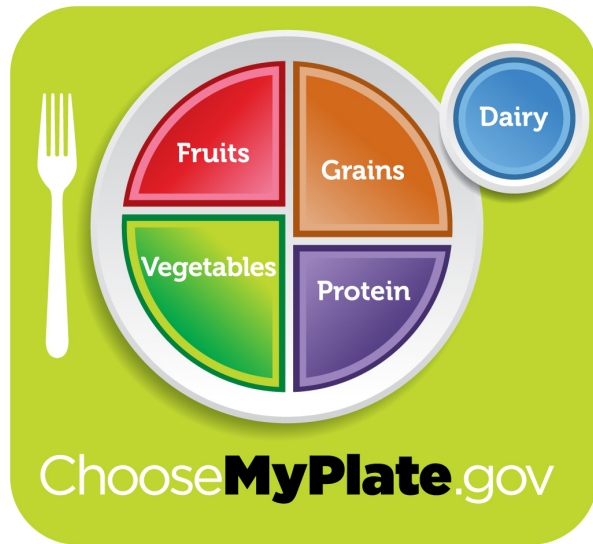
- Learners will interact with the blogging site
- Learners will get the opportunity to compare their current menu with a menu that will be created at the end of the workshop to understand the reason of being referred to learn more about healthy nutrition for a healthier life

Key Content Points:

- Navigating, creating, linking to other sites hands-on activity
- To have a comparison with healthy menu that will be created at the end of workshop
- Understand course expectations

Notes:

- Learners will register to the provided Blog link through online workshop. In the Blog they will write brief introduction about themselves and upload their menu for breakfast, lunch and dinner. They can be creative on the creation of their current menu as they like it to be. For instance, they may draw pictures of foods instead of typing their names.
- Learners should be encouraged to post their current menu as it will be used in upcoming sections to measure the effectiveness of workshop.
- Learners should be encouraged to practice using the different links and features of the workshop.



The image was retrieved from:

https://choosemyplate-prod.azureedge.net/sites/default/files/printablematerials/myplate_green.jpg

Instructional Activity Description:

- Learners will be able to practice and complete pre-lecture reading as part of this offline activity.
- Learners will be asked to link to ChooseMyPlate.gov website to practice their navigation skills
- Learners will be asked to read about What is in my plate? And My Plates MYWINS content

Activity Deliverables/Outcomes:

- Learners will be prompt to navigate and multitask between workshop site, blog page, and ChooseMyPlate.gov website.
- Learners will be able to find new interesting information about healthy living while navigating in ChooseMyPlate website
- Learners will start pre-reading content information

Resources Required:

- A computer or a smart device with internet connection, paper and pen for notes
- Web links:
 - <https://www.choosemyplate.gov/MyPlate>
 - <https://www.choosemyplate.gov/myplate-mywins>

Notes:

This offline activity can be the perfect time for a break after typing a blog entry. It will serve as connection between practicing how to manipulate or work with the online workshop and also to give Learners time to read and interact with a new site and its content before lecture time. So, Learners should be indicated to do this activity after finishing their blog entry.

Key learning outcomes:

- Gain skills in navigating and multitasking with different context
- Introduce themselves to a new website
- Connect and interact with key information before lecture

Key Content Points:

- Navigate and multitask using workshop links and features
- Connect and interact with ChooseMyPlate.gov



The image retrieved from the video in link below:
<https://youtu.be/A8KsDHCPwY>

Notes:

- Motivate Learners to engage with the content
- Record some of the Learners' whose life affected most after joining Chose My Plate instruction
- Use inspirational music for background of video interviews

Instructional Activity Description:

- Read short information about previous Learners (their life style and nutrition before the instruction)
- Watch short video interviews of previous Learners about how their life changed after joining Chose My Plate instruction

Activity Deliverables/Outcomes:

- Learners read the previous Learners brief introduction and watch the video interviews

Resources Required:

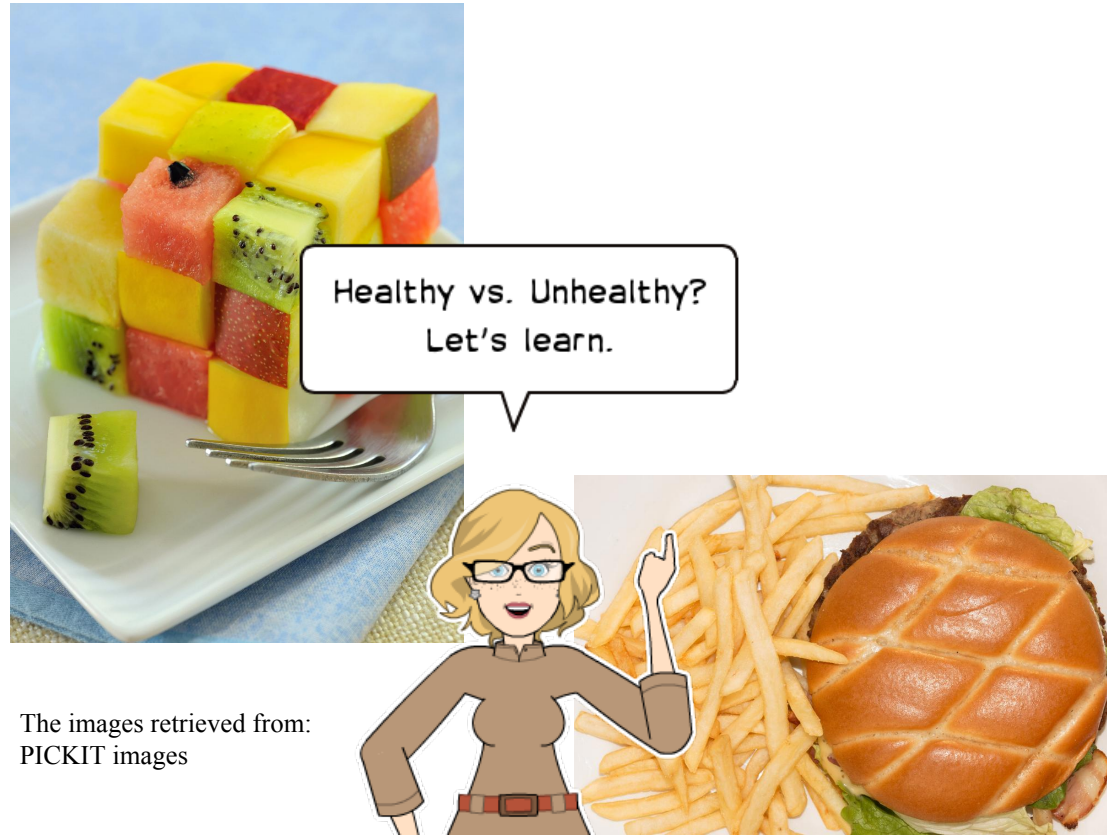
- Video <https://youtu.be/A8KsDHCPwY>

Key learning outcomes:

- Learners will be able to see how Chose My Plate instruction changed people's life

Key Content Points:

- Previous Learners' opinions about healthy nutrition
- To understand the importance of taking online "Healthy Food-Friends For Your Brain" online workshop where they learn how ChooseMyPlate program works



The images retrieved from:
PICKIT images

Instructional Activity Description:

Healthy Vs. Unhealthy life style screencast will lecture Learners emphasizing on the important aspects of keeping a healthy life style as appears in the ChooseMyPlate.gov website. It will connect Learners with key information that they can use later on as their guide toward a change. This screencast will show:

1. *What is my plate? A brief history of USADA Food Guides*
 1. *What is a healthy eating style?*
 2. *Choosing foods and beverages*
 3. *Everything you eat and drink matters*
 4. *Start with small changes*

Activity Deliverables/Outcomes:

- Learners will be introduced to the Choose MyPlate.gov website
- Learners will learn where they can find key information about healthy eating
- Learners will be prompt to think about their current eating habits and how it can be possible change
- Learners will have access to print outs of this information

Resources Required:

- A computer or a smart device with internet conection, paper and pen for notes
- <https://www.choosemyplate.gov/MyPlate>
- <https://www.choosemyplate.gov/brief-history-usda-food-guides>
- <https://www.choosemyplate.gov/healthy-eating-style>

Notes:

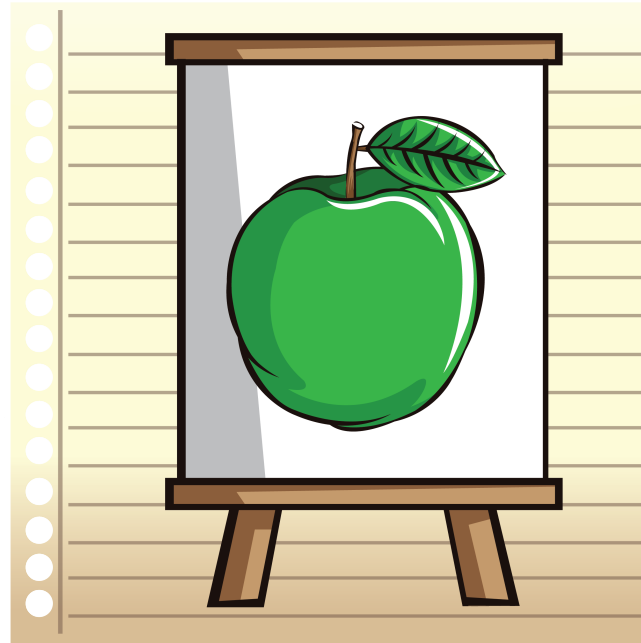
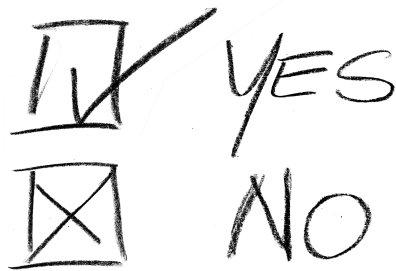
This 10 minutes screencast will show and explain Learners key components of the ChooseMyPlate.gov website. These components will set Learners to think about their current situation and start getting ready for a set of activities that will drive them through snapshots of important steps they are expecting to take to change their health. This information will connect them with resources that they can access to later on for further readings and search. Once Learners complete the screencast, next steps will be indicated.

Key learning outcomes:

- Navigate through the ChooseMyPlate.gov website
- Brief history of USADA food guides
- How choosing healthy food can improve their health
- What are those healthy food groups

Key Content Points:

- What is ChooseMyPlate.gov website and how to find information in it
- What is a food guide
- What is healthy eating



The images retrieved from:
PICKIT images

Instructional Activity Description:

Learners will assess their knowledge about their nutrition at the same time or after they watch the screencast video in the previous activity. This activity will help Learners to connect/compare what they are learning from pre-reading materials, videos, and from watching the screencast lecture with their current nutritional habits. This activity is targeting knowledge, but also Learners' attitude toward healthy eating.

Activity Deliverables/Outcomes:

•Learners have the opportunity to assess their current nutritional knowledge and habits

Resources Required:

- A computer or a smart device with internet connection
- A link to the online nutrition self-assessment checklist <http://www.dietdetective.com/nutrition-self-assessment-checklist/>
- A nutrition self-assessment pdf that can be printed out

Notes:

This activity can be done on paper at the same time that the client is watching the screencast video or can be done in an online pre-programed assessment. The idea is not to get specific score, it is to prompt Learners to survey what they know about healthy nutrition and how is their current nutritional habit. Also, to help Learners in clarifying any doubt by giving them immediate feedback for every quiz question.*

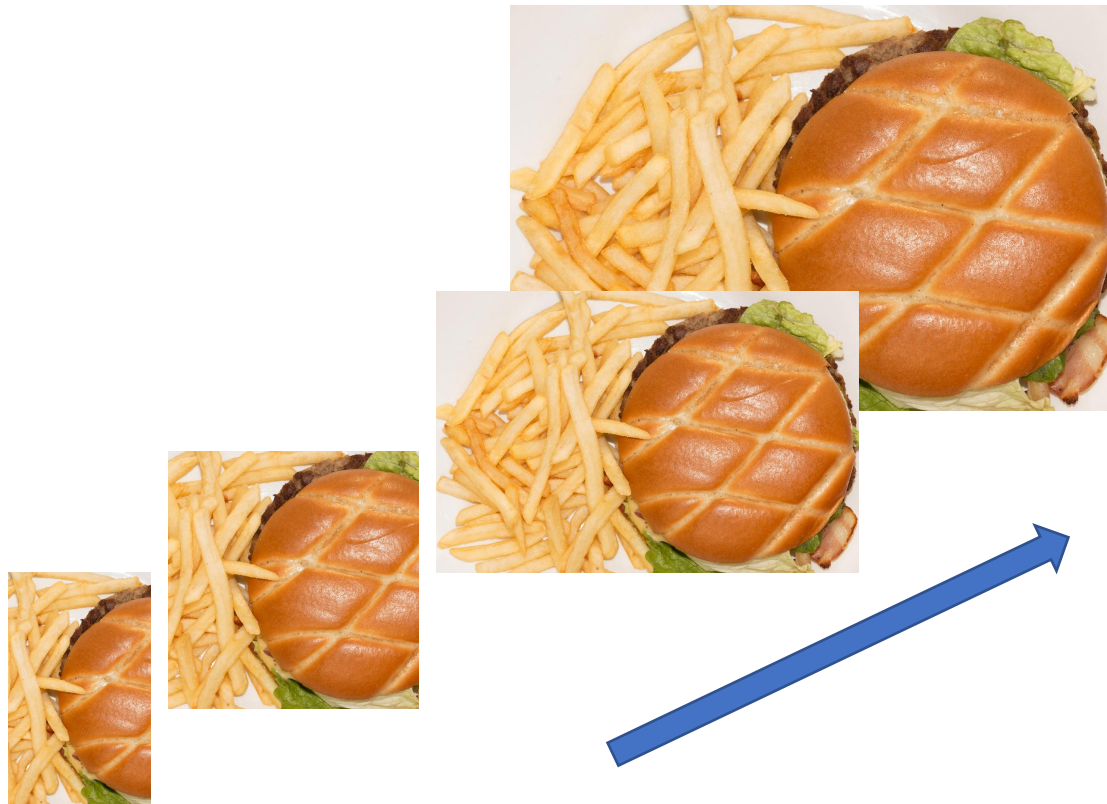
*In the event that Learners want to complete thee quiz on paper while watching the screencast, then they will need to enter the results in the online quiz to access to the feedbacks.

Key learning outcomes:

- Assess current nutritional habits
- Prompt intrinsic motivation to compare healthy nutrition with current one

Key Content Points:

- Healthy nutrition
- Current nutrition



Instructional Activity Description:

Learners will have offline time to read the Portion-Distortion page on ChooseMyPlate.gov site to find facts about how unhealthy life has increased throughout the years.

Activity Deliverables/Outcomes:

- Learners will obtain and learn information about how unhealthy food intake and portions in restaurants, and as consequence at home, have been increased.*
- Learners will have a start point backed up with data to compare the effects of unhealthy and healthy food.*

Resources Required:

- A computer or a smart device with internet connection*
<https://www.nhlbi.nih.gov/health/educational/wecan/eat-right/portion-distortion.htm>

Notes:

This offline activity is an addition for the Learners to spend some time reading about the increased of unhealthy eating habits to have some extra information that back up the importance of a healthy eating for a healthy life.

Key learning outcomes:

- Learn about unhealthy food habits*

Key Content Points:

- Unhealthy eating habits compared to healthy ones*

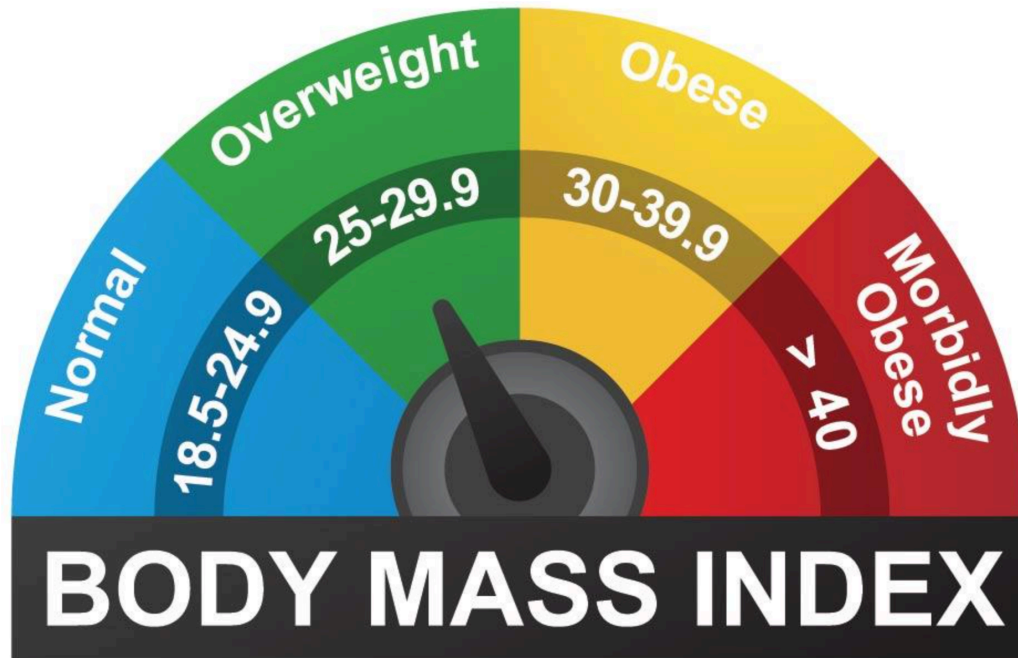


Image reference: <https://www.bicycling.com/sites/bicycling.com/files/bmi-myths-main.jpg>

Instructional Activity Description:

After the lecture about general healthy eating patterns and its importance, workshop will focus on specific Learners' needs by starting with teaching them about BMI facts and how to calculate it.

Learners will be prompt to read information and facts about BMI and why this information is important for their health

Learners will be asked to calculate their BMI and complete a handout with information the results of their calculation and information according to their current weight status

Activity Deliverables/Outcomes:

- *Workshop will be focusing on Learners' specific needs*
- *Learners will learn about BMI*
- *Learners will calculate their BMI*
- *Learners will be prompt to complete a hand-out to promote knowledge and positive attitude toward eating habits change*

Resources Required:

- *A computer or a smart device with internet connection*
- <https://www.choosemyplate.gov/tools-BMI>
- https://www.cdc.gov/healthyweight/assessing/bmi/adult_BMI/english_bmi_calculator/bmi_calculator.html

Notes:

This activity will focus on specific Learners' needs after learning general information about healthy eating. It will introduce learners to the BMI concept and its importance for them to identify what is the appropriate further steps for their change in eating habits and life style.

Learners will be indicated the next activity.

Key learning outcomes:

- *Learn about BMI*
- *Learn how to calculate it*
- *Learn about their specific needs according to calculations: Normal, Overweight, Obese, and so on.*

Key Content Points:

- *BMI connection to healthy eating*



Image reference: <https://therapyinabin.com/wp-content/uploads/2014/04/start.jpg>

Instructional Activity Description:

- Learners will be able to practice with information learned in Module 1 and Module 2 by playing this game
- Healthy Food and effects on your body game will contain questions, matching pictures with concepts, and a scavenger hunt for healthy food.

Activity Deliverables/Outcomes:

- Practice content
- Retrieve information
- Apply learned concepts

Resources Required:

- A computer or a smart device with internet connection
- A hyperlink to the Gamification page provided in the workshop site <https://www.choosemyplate.gov/games>

Notes:

This game will engage Learners in a fun way of practicing and retrieving learned information. This gamification practice will be a good way to bridge client's individual needs to include their families in the change. The game could be played by the client and/or children that may be around.

Key learning outcomes:

- Review concepts
- Hands-on practice
- Promote knowledge retention
- Memorize what have learned so far

Key Content Points:

- Healthy eating and BMI control are important for a healthy life style



Images reference: <https://www.choosemyplate.gov/families#top>



Instructional Activity Description:

- *This instructional activity will include a programmed instruction where Learners will learn information, quiz, and obtain immediate feedback*
- *Programmed instruction will use information and videos form ChooseMyPlate.gov website, specifically from MyPlate, MyWins for families, activities to do with kids, and making family mealtimes fun.*

Activity Deliverables/Outcomes:

- *Learn more about how to include the family in a healthy eating habit*
- *Learn some activities that the whole family can do together*
- *Learn tips to make dinner time fun and enjoyable*

Resources Required:

- *A computer or a smart device with internet connection*
- *Resource link to ChooseMyPlate.gov site videos and content*
- *A hyperlink to the programmed instruction activity page provided in the workshop site*
 - <https://www.choosemyplate.gov/families#top>

Notes:

This programmed instruction activity will prompt Learners to learn some more important tools and information that they could use to promote and expand healthy eating habits at home. This activity will provide information provided in ChooseMyPlate.gov website in an interactive way, quizzing Learners after each group of concepts and giving them on-the-spot feedback. The programmed instruction will provide links to all given instruction and used videos.

Key learning outcomes:

- *Engaging the family in a healthy eating routine*
- *Tips for fun meals*
- *Videos from other families*
- *Strategies of organizing meal with family*

Key Content Points:

- *Healthy eating and BMI control are important for a healthy life style*
- *Eating meals with a family can lead to a better nutrition*



Image reference:

http://cdn-img.health.com/sites/default/files/styles/master_4_3/public/migration/images/slides/grilled-chicken-summer-succotash-400x400.jpg?itok=fpPNShSF

Instructional Activity Description:

- Learners will complete a sequence of offline activities to apply what they have learned in the first part of the workshop
- Learners will take some time to read and choose suitable recipes that they would like to try for breakfast, lunch, and dinner using the provided link
- Learners will explore in-the-budget recipes

Activity Deliverables/Outcomes:

- Learners will find a different way to combine different type of food
- Learners will choose recipes that are according to what they currently need for their health

Resources Required:

- A computer or a smart device with internet connection
- <https://www.choosemyplate.gov/recipes-cookbooks-and-menus>
- <https://whatscooking.fns.usda.gov/nutrition-focus>
- <https://whatscooking.fns.usda.gov/sites/default/files/featuredlinks/MeetingYourMyPlateGoalsOnABudget.pdf>
- <https://www.choosemyplate.gov/budget>

Notes:

This activity will prompt Learners to search for recipes that they would like to try and possibly adopt into their daily menu. They will also prompt to search about affordability of their new healthy meal plans.

Key learning outcomes:

- Actively engage learners in the search of recipes that they would like to try and are affordable
- Strat making meal plans for breakfast, lunch, and dinner

Key Content Points:

- Healthy eating
- Healthy recipes
- Affordable and healthy eating plan



Image reference: <http://thehealthmoderator.com/wp-content/uploads/2014/05/EatHealthyOnSmallBudget.jpg>

Instructional Activity Description:

- Learners will compare prices of chosen products in different stores to write a realistic budget plan for their new and healthy shopping list

Activity Deliverables/Outcomes:

- Learners will identify prices for the products they will need for their healthy recipes
- Learners will create a realistic budget
- Learners will apply concepts learned in real live situation

Resources Required:

- Healthy menu/ healthy budget hand out provided in the the workshop site

Notes:

This activity will take learners to experience real live situations where they have to go to different stores to compare prices for their healthy shopping list to come up with a realistic budget. It will prompt them to think that in fact, healthy food is affordable so healthy eating routine can be done.

Key learning outcomes:

- Healthy recipes
- Realistic budget
- Real-life application

Key Content Points:

- Understanding of affordability of healthy food

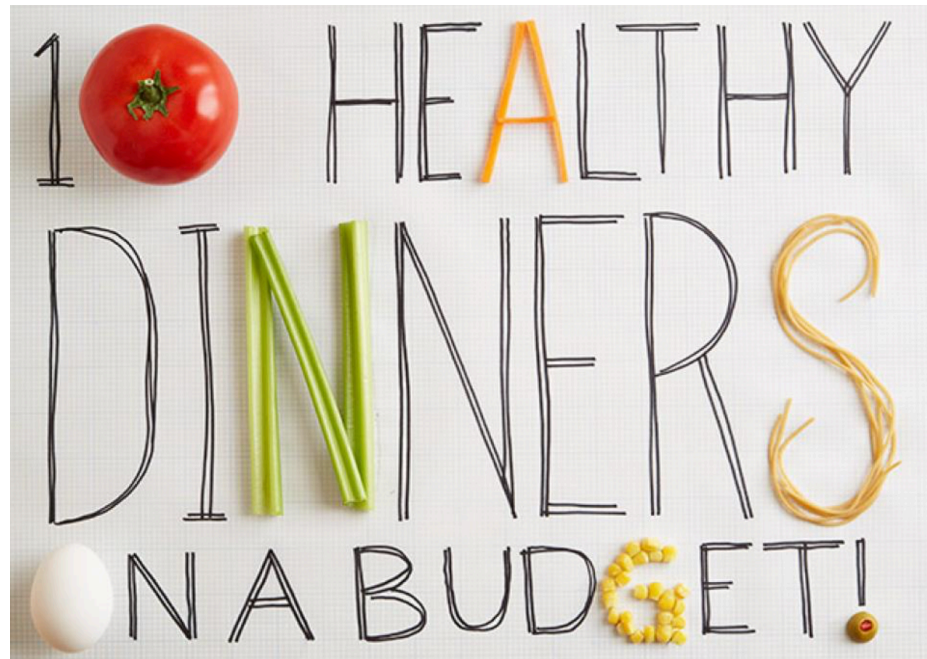


Image reference:

http://food.fnr.sndimg.com/content/dam/images/food/fullset/2013/12/27/1/FN_health-y-budget-dinners-opener_s4x3.jpg.rend.hgtvcom.966.725.suffix/1389219362208.jpeg

Instructional Activity Description:

- *Having a draft recipe and a real budget for ingredients, Learners will be asked to write down a definite healthy menu for their breakfast, lunch, and dinner*
- *The final menu will be used in the second part of the online workshop*

Activity Deliverables/Outcomes:

- *Learners will identify a healthy menu that fulfill their healthy requirement, they will enjoy and it fulfil their budget requirement as well.*

Resources Required:

- *The menu template can be printed from the workshop site*

Notes:

This activity will compile all the pieces of the other two offline activities. The final menu will be used in the next segment of the workshop. It will be indicated that learners cannot move ahead until they have this part completed. Two days will be allowed to complete these offline activities.

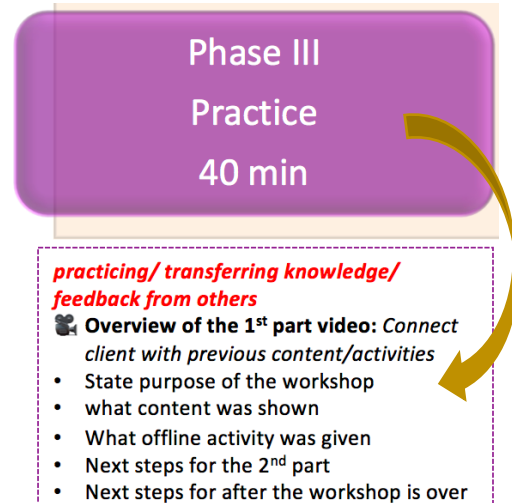
Learners should report back into the online workshop site on or before the due time to continue with the second part of the workshop. Further instructions will be given at that time.

Key learning outcomes:

- *Healthy recipes*
- *Realistic budget*

Key Content Points:

COURSE OVERVIEW



The image retrieved from:
<http://bit.ly/2CNkmFA>

Instructional Activity Description:

- Overview what Learners have been learned in previous sessions
- Overview what activities have been given so far
- Indicate what are next steps for the second part of workshop

Activity Deliverables/Outcomes:

- Watch video with audio narration and closed caption

Resources Required:

- Computers/laptops with full Internet access

Notes:

- Learners will watch the video overview of the first part of workshop and get information about the next steps of the “Healthy Food-Friends For Your Brain” online workshop.
- Put the transcripts of audio narration

Key learning outcomes:

- Learners will *examine* what they learned in the first an hour of the workshop
- Learners will *identify* and *understand* activities of the second part of workshop

Key Content Points:

- Overview of second half of the workshop
- Understand expectations of the second half of the workshop



Phase III
Practice
40 min

- **2nd Blog entry:** *Connect clients with others and with a nutrition specialist*
- "One day in my life menu" blog entry:
- Reference to previous blog entry
- Upload a picture of the new menu from the offline completed worksheet
- Write a comparison between the first menu and the second one

The image retrieved from:
<http://moziru.com/explore/Contrast%20clipart%20comparison/>

Instructional Activity Description:

- Log on to the blog again
- Take a picture of the new created menu and upload it into blog
- Type a reference to the previous blog entry and comparison between first and second menu.
- Indicate what kind of changes were made and how those changes were made

Activity Deliverables/Outcomes:

- While interacting with the content in the blog entries, learners will recognize, identify, and understand what changes they have made as conclusion of their learnings and practices

Resources Required:

- Computers/laptops with full Internet access

Notes:

- Learners will upload their new menu created after instruction and write down differences between their previous and new one.
- Direct Learners with some questions what points should they emphasize in their comparison.

Key learning outcomes:

- Learners will recognize what is the differences between their previous and new menu
- Learners will identify which foods caused to increase their body mass
- Learners will understand the process of healthy nutrition to decrease body mass

Key Content Points:

- Modification of unhealthy nutrition to healthy eating will change your body mass



**Phase III
Practice
40 min**

- 👁️ Read other client's blog entries
- 💬 Comment in at least 3 that inspired you
- ? Ask questions to the nutrition specialist
- 👁️ Read/answer or suggestions

The image retrieved from:
<https://iteachu.uaf.edu/online-discussions/>

Instructional Activity Description:

- Log on to the blog
- Learners will read workshop members' posts and comment in at least three of them
- Learners will type a question/ suggestion in comments
- Ask questions to the nutrition specialist about the the new menu
- Learners reply to questions that will be asked by participants/ specialist

Activity Deliverables/Outcomes:

- Learners will read, comment and response questions in the blog and engage in discussion

Resources Required:

- Computers/laptops with full Internet access

Notes:

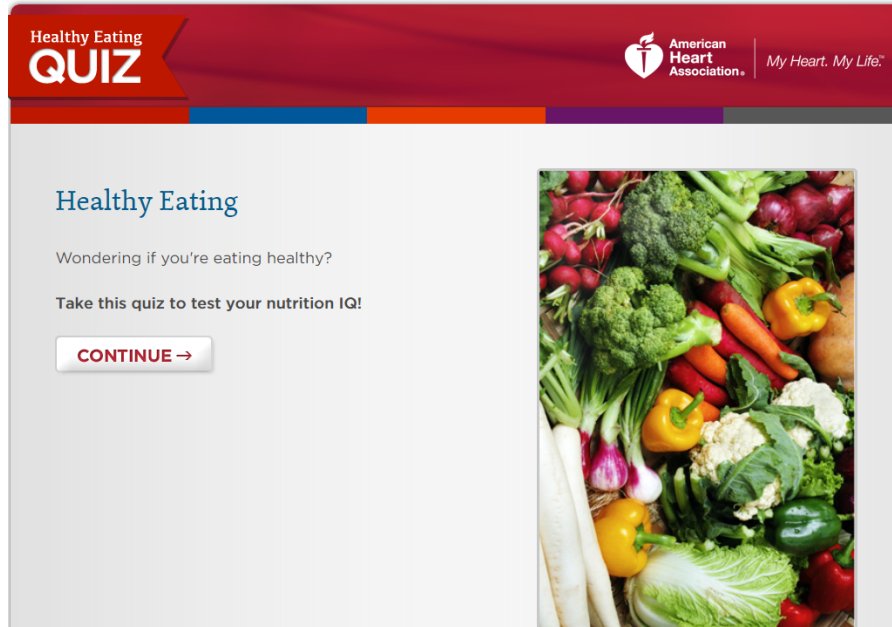
- Learners will read other participants' current and previous menu and should comment at least 3 of them. The comments should be rationale and incorporate questions and lead discussion between team.
- Instructor/specialist should direct Learners with some questions in order to make them think on their menu more critically.

Key learning outcomes:

- Learners will be able to recall what they have learned so far
- Learners will be able to critique other participants' menu and express their own views
- Learners will be able question specialist for more advice on their new menu
- Learners will be able to understand the importance of healthy nutrition

Key Content Points:

- Modification of unhealthy nutrition to healthy eating will change their body mass
- To chose healthy recipe



Instructional Activity Description:

- Learners will take a self-evaluation quiz to measure their learning

Activity Deliverables/Outcomes:

- Learners will take a quiz and complete an assessment on what they learned about healthy nutrition and its effects on human body after taking online workshop

Resources Required:

- Self-evaluation quiz is available in this website <https://media.heart.org/fc/quiz/index-3.html?xmlHash=d5caa76b92efaeff980beb2e7b9e9199>
- Computer/electronic devices with full internet access

Notes:

- Learners will log on to “Healthy Food-Friends For Your Brain” workshop and click on Phase IV
- Learners will click on “**Complete a self-evaluation quiz**” section and take a quiz to assess what they learned throughout the two hours workshop.

Key learning outcomes:

- Learners will be able to evaluate their knowledge they learned from the workshop
- Learners will be able to identify what more knowledge they need to gain to start their healthy nutrition

Key Content Points:

- To gain main content of “Healthy Food-Friends For Your Brain” workshop
- Test Learners knowledge



The image retrieved from:

<http://library.augie.edu/news/2015/feb/library-student-survey>

Notes:

- Learners complete the survey and submit it online.

Instructional Activity Description:

- Survey about workshop instruction and activities

Activity Deliverables/Outcomes:

- Survey/ asses instructional materials

Resources Required:

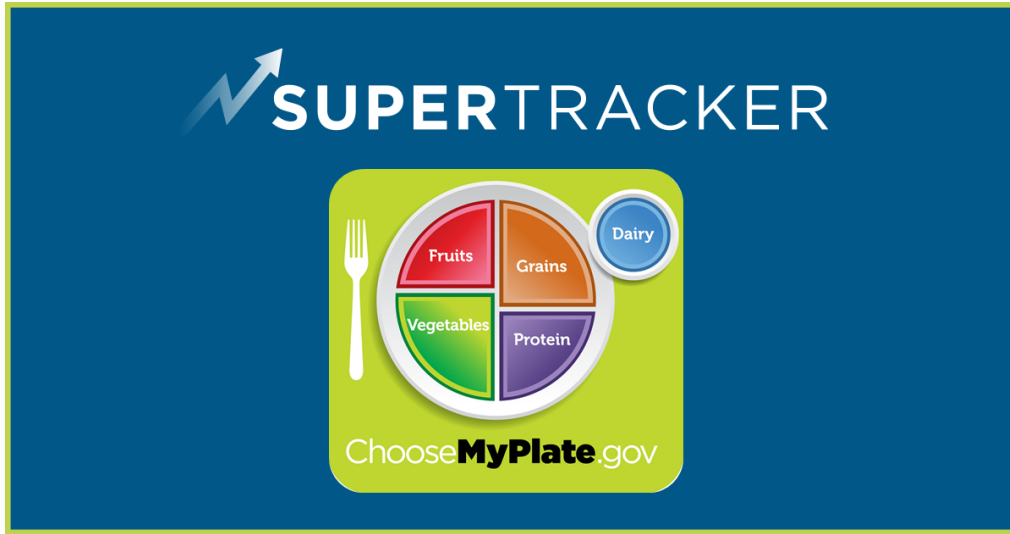
- Computer/electronic devises with full internet access

Key learning outcomes:

- *Learners will be able to assess the workshop and its activities*
- *Give their opinion about the instructional methods used, accessibility, and guidance*

Key Content Points:

- To gain main content of “Healthy Food-Friends For Your Brain” workshop
- The results will be a good resource for future professional development of the course



The image retrieved from:
<https://supertracker.usda.gov/Join?code=DZAL-2VOG>

Notes:

- Learners will create an account on SuperTracker that will encourage them to keep apply healthy nutrition in their life further.

Instructional Activity Description:

- Learners will be required to set up an SuperTracker account which will help them to plan, analyze and track their healthy nutrition (portion, physical activities and weight) and give an access to personalized health goals. Learners can create a group and keep tracking with the same group on the workshop.

Activity Deliverables/Outcomes:

- Learners will register for SuperTracker account
- Create a group in SuperTracker account (optional)

Resources Required:

- Computer/electronic devises with full internet access
- SuperTracker site <https://www.supertracker.usda.gov/>

Key learning outcomes:

- *Learners will be able to track their healthy nutrition*
- *Learners will be able to apply the knowledge they gained from online workshop further*

Key Content Points:

- To encourage learners to apply knowledge into practice further after workshop



Image reference:

<https://www.continuityprograms.com/wp-content/uploads/2014/04/Customer-survey-smileys.jpg>

Instructional Activity Description:

- Learners will receive an email with a follow up survey* three months after completing the **Healthy Food-Friends For Your Brain** workshop

*survey can be sent by postal mail in case the client doesn't respond to the email.

Activity Deliverables/Outcomes:

- Survey Learners' healthy eating habits and healthy living progress
- Assess impact of the workshop in the Learners' live healthy choices

Resources Required:

- Computer/electronic devices with full internet access

Notes:

- Learners complete the follow up survey and submit it online.

Key learning outcomes:

- Providers will be able to assess the effectiveness of the workshop and its activities
- Providers will be able to follow up on their Learners' health

Key Content Points:

- **Healthy recipe choices**
- Effectiveness of workshop
- Effectiveness of Chose My Plate Guidelines