Teaching for Behavior Change
Methods for Successful Dialogue Learning

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Training Overview

• Welcome!
• Theory of Behavior Change
• Putting Theory into Practice
• FSNE Adult Curricula – Changing Behavior Together
• Small Group Activities
• Questions and Answers
Behavior Change Theory

- Focus on Behavior Change
- Learn by Doing
- Make Connections
- Encourage Interaction
- Meet Participants Where They Are
  - Stage of change
  - What is motivating

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Behavior Change

- Motivation
- Access
- Resources
- Time
- Support
- Fear

- Willingness
- Knowledge
- Awareness of Need

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Dialogue Learning Encourages Behavior Change

- Refer to these resources often to polish your teaching skills
- Use Dr. Norris’ methodologies to foster:
  - learner-centered environment
  - small group discussion
  - reflection, personal meaning, application of information
  - trust between educator and participant
Create a Learner-centered Environment

The learner is the decision-maker.

Learners choose if they learn and if they will change their behavior.

The learning is in the doing and in the deciding.
Ask Open-ended Questions

Encourage participants to:

• Reach beyond yes or no
• Start questions with phrases such as:
  * Can you share, what are some ways, how do you, share your ideas, how does your family, in which ways
• Problem solve and apply information
• Contribute thoughts and ideas
• Share without fear - *voice by choice*
Be Flexible!

- Observe each participant’s “stage of change”
- Find out what “motivates” each person
- Provide essential information
- Provide information/skills necessary to foster behavior change
- Encourage information exchange among participants
Everyone Deserves to be Heard

Respond to learners with an appropriate **affirmation** in order to:

- Help establish rapport
- Engage learners
- Acknowledge personal and diverse perspectives
- Relate participant comments to lesson concepts
- Clarify meaning or reinforce nutrition messages
- Highlight real-life examples of lesson concepts
### 3 Types of Affirmations

<table>
<thead>
<tr>
<th>Acknowledgement or Reinforcement</th>
<th>Contrary or Negative Point of View</th>
<th>Misinformation</th>
</tr>
</thead>
<tbody>
<tr>
<td>That is so interesting... (Acknowledgement)</td>
<td>That is something I had not thought of before...</td>
<td>I am not sure I understand your thinking. Our emphasis today is...</td>
</tr>
<tr>
<td>Your idea relates to our lesson topic... (Reinforcement)</td>
<td>Thanks you for sharing your different perspective...</td>
<td>I had been thinking about it differently, but I appreciate your input.</td>
</tr>
<tr>
<td>So you are saying... (Reinforcement)</td>
<td>I appreciate you sharing your idea because...</td>
<td>Let me check my understanding, did I hear you say...</td>
</tr>
<tr>
<td>This idea supports the lesson topic we are talking about today (Reinforcement)</td>
<td>I hear what you are saying, can you share how it relates to our topic?</td>
<td>I am not certain we are talking about the same thing. Let’s briefly review the concept again.</td>
</tr>
<tr>
<td>Thank you for your question, it is one best answered by your health care practitioner. (Acknowledgement)</td>
<td>Thank you for questioning this perspective...</td>
<td>That doesn’t fit my experience, but it is most interesting.</td>
</tr>
</tbody>
</table>
Respond Effectively to Encourage Behavior Change

• Weave responses into lesson content
• Empower learners to apply information
• Avoid giving more praise for one response over another
• Affirm all responses
• Practice methods to
  ✓ efficiently transition back to your lesson plan
  ✓ ensure one participant is not dominating the conversation
  ✓ Engage all participants in the learning process
Putting Theory into Practice

• Follow curriculum/lesson format to foster behavior change
• Be flexible and adapt to your participants’ various stages of change
• Encourage small group interaction, reflection, and discussion
• Ask open-ended questions to invite discussion – avoid yes and no
Implement the 4 A’s of Dialogue Learning

Anchor – warm-up activity

Add – information you want to share

Apply – engage in application of the lesson info

Away – consider ways to use information presented, set goals, consider behavior change

All FSNE adult curricula include these Dialogue Learning components to encourage behavior change

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Let’s take a break to stretch!

See you back here in 10 minutes, please be prompt.

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Anchor

Market to Mealtime

A participant sampling the Market to Mealtime Zucchini and Tomatoes recipe stated:

“I LOVE your recipes. I’ve made every recipe at home. On the weeks when you aren’t at the market giving out recipes, I go to your website and try one from there!”
Market to Mealtime

• Adult Curriculum
• Display-based education
• 12 classroom lessons
• Recipes, handouts

Behavior change:

✓ Increase consumption of fruits and vegetables
✓ Improve participants’ self-efficacy to select, store, and prepare fresh produce
Anchor Activity

• Select one of the leafy greens cards (face down) in the center of your table.
• Move around the room to find the table with the same picture as your card.
• This will be your small group for our lesson discussion.
Going Green!

**Learning Objectives:**

- By the end of the session participants will:
  - learn health benefits of eating leafy greens.
  - learn methods to prepare leafy greens raw and cooked.
  - learn how to store leafy greens to maintain freshness.
  - learn methods to add leafy greens to recipes to boost nutrition.

**Lesson Materials:**

- Spring Poster Display
- Spring Handout (See appendix)
- Leafy Greens Pictures (See appendix) spinach, kale, collard greens, red and green leaf lettuce, Swiss chard, cabbage, radicchio, endive
- Market to Mealtime Leafy Greens Recipe Cards: Fruit and Spring Greens Salad, Swiss Chard Wraps, Baked Fish with Tomatoes, Greens, and Mushrooms, Spinach Squares, Kale with Nuts and Raisins, Chicken and Kale Casserole (for small group activity)
- Bunch of whole leaf kale with stems, washed (wrapped in damp paper towel, inside zip-top bag or plastic container with lid)
- Whole Head of Garlic
- Cutting Board and Knife
- Spring Recipe Cards: Fruit and Spring Greens Salad, Lentil, Mushroom, and Swiss Chard Soup, Pasta with Greens, Bean and Chicken (See appendix) kale. For food demonstration and tasting, select from these recipes.

**Anchor:**

Springtime at the farmers' market brings a harvest of leafy green vegetables such as: kale, spinach, red and green leaf lettuce, and Swiss chard, just to name a few. Leafy green vegetables are versatile and can be prepared in so many different ways. Greens are rich in nutrients like vitamins C and K, iron and calcium. Greens also provide fiber which helps you feel full longer and helps with the digestion of food.

? Turn to the person sitting next to you and share some types of leafy greens you enjoy eating. How do you like to prepare them?
LESSON 2: Going Green!

We will come back together as a whole group in 5 minutes to share our favorite ways to prepare leafy greens.

Who would like to share one way to prepare kale or collards? How about spinach or Swiss chard?

Add:

Leafy greens can be eaten raw or cooked, and can be added to many of your favorite recipes to boost nutrition. Try adding washed, chopped greens to: soups, casseroles, stews, salads, and even fruit smoothies! At the end of class today I will share some recipe cards with you so that you can try some recipes with greens at home.

Storage suggestions:
Leafy greens can last up to one week in your refrigerator. Here is a method for storing leafy greens like spinach, Swiss chard, collards, and kale, which has worked well for me:

1. Wash greens and shake off most of the water.
2. Wrap washed greens in a damp paper towel.
3. Put wrapped greens into a plastic zip-top bag or plastic container and seal tightly.
4. Store in the crisper and greens should last up to one week.

Here are some washed kale leaves I stored in the refrigerator. There are a couple of different ways to get kale and collard green leaves ready for cooking or eating raw. Greens like kale and collards have thick, fibrous stems. You can eat the stems as well as the leaves, but you need to cook the stems to make them tender enough to eat.

Preparing kale or collards:

Note: Demonstrate each method of preparing kale/collard greens for participants.

Wash greens and shake off excess water.

1. Fold leaves in half length-wise and tear off leaves from the top down, or lay folded leaf on the cutting board and run a knife along the stem. Then tear or chop the leaves to the desired size for your recipe.
2. Slice the stems into smaller, 1” pieces. Add the stems to your recipe first as they will require 5-10 minutes longer to cook than the leaves.
Add

Feeding for Healthy Eating

“The teacher at the Family Center told me that since the students have been taking the FHE lessons, they have been talking more about ways to involve the children in food prep and food decisions. She said that several of the moms have said that they have been able to get the kids to try more fruits and vegetables that way. Lessons have also prompted the moms to make better choices because they now understand that they are role models and that the children are watching them for cues as to food choices.”
Feeding for Healthy Eating
Feeding for Healthy Eating

• Adults with preschool-aged children
• 6 classroom lessons
• Texting component
• Healthy Feeding Practice Messages
• Role Modeling

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Letting Children Serve Themselves

- No peeking!
- Reach into the bucket and select one eraser
- Pick up your “Letting Children Serve Themselves” handout, then move around the room to find others with the same eraser as yours
- These will be your small groups for this activity
- In the spirit of physical activity, we will remain standing for this one...you can even have a walking discussion!

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Add Activity

• Review the content on the participant handout
• Generate some healthy discussion using the starred discussion questions on the educator handout
• We will come back together in 5 minutes to share our thoughts
Letting Your Children Serve Themselves

- Let them learn by serving themselves.
- Let your kids serve themselves at meals.
- Teach them to take a small amount at first.
- They can get more if they are still hungry.

A Good Rule: You decide what, when, and where foods are offered and let your children decide whether and how much to eat.

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Children are both knowing how much to eat.

- You don’t need to tell them how much to eat.
- They will eat when they are hungry and stop eating when they are full, all on their own.
- Listen to your child. If she says she’s full, don’t force her to eat more or clean her plate.

When children are given large amounts of food and encouraged to finish it, they cannot stop eating when their bodies tell them they are full. Over time, they may learn to ignore when their bodies tell them that they are full and eat more than they need to.

Keep in mind what your child eats over time. Meals and healthy snacks give children several chances to eat a variety of foods. If your child eats only a little or nothing at one meal, don’t worry. He’ll make up for it with other meals and snacks.

Letting children serve themselves means allowing them to decide what to eat from the healthy options you provide and allowing them to decide how much to eat. Young children may not be able to put food on their own plates. Even if you are serving them, allow them to decide how much is put on their plate.

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What’s a preschooler sized serving?

- 1/4 cup vegetable
- 1/4 cup fruit
- 1/4 cup cooked pasta or rice
- 1/3 cup dry cereal

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This material is funded by USDA’s Supplemental Nutrition Assistance Program in cooperation with the Maryland Department of Human Resources and the University of Maryland. University of Maryland Extension programs are open to all citizens without regard to race, color, creed, gender, disability, religion, age, sexual orientation, marital or parental status, national origin. The Supplemental Nutrition Assistance Program provides nutrition assistance to people with low income. If you help you buy nutritious foods for a better diet. To find out more, contact the Maryland Department of Human Resources at 1-800-332-4347 or apply online at www.marylandassistance.org.
Letting Your Children Serve Themselves

**ANCHOR Activity** Have participants talk with the person sitting next to them about how decisions are made about their child’s eating. Have them discuss who decides if their child eats, when their child eats, and how much their child eats.

**ADD Activity** Read aloud the handout with the participants.

**Discussion Questions**
1. You can clarify that young children may not be able to put their own food on their plates, but they should be allowed to eat as much or as little as they want and should not be encouraged to eat more than they want.
2. You can clarify that young children may not be able to put their own food on their plates, but they should be allowed to eat as much or as little as they want and should not be encouraged to eat more than they want.

**Discussion Questions**
1. Have you tried allowing your children to select which foods from several healthy options they eat? How has that worked?

**APPLY** Have participants make and taste the fruit kabobs.

**Discussion Questions**
1. How can your children help make the kabobs?

**AWAY** Ask participants to use the “Goal Setting” section on the back of the handout to write down two meals that they can serve family style in the next week. Remind them that serving meals family style allows their children to decide how much they want to eat.

**Suggest to participants that:**
- They avoid comments about how much or which foods a child is eating.
- If your child doesn’t want to eat when the rest of the family is eating, have her sit with the family while everyone else eats. Make the food she would have eaten during the meal available later if she is hungry.

**TAKE AWAY Message** It’s important to let children decide whether and how much to eat from the healthy options you provide.

**Talking points:**
For parents who are worried that their children will not eat enough if their children decide how much they eat:
- Tell them it’s natural for parents to worry about their preschoolers’ eating habits. Suggest that they offer healthy foods and let their child choose from them. They’ll be more likely to enjoy mealtime and eat enough, so everyone is happier. (adapted from the 2012 Core Nutrition Messages)
- If your children refuse to eat the food they have prepared parents can talk about the sensory qualities of the food (e.g. “This is a fruit, it’s sweet like a strawberry”) or ask the child questions about his/her preferences (e.g. “Do you like this? Which one is your favorite? Everybody likes different foods, don’t they?”). These approaches will encourage the child to try the food without pressuring them to eat and will allow the child to feel like she/he is able to choose what she/he eats. (adapted from Parenting that Help and Hinders)

For parents who are worried that their children will waste food if they are allowed to decide how much to eat:
- Tell them to give a small portion to start and let their child have more if they ask for more. They do not have to let their child place food on their own plate.
Please return to Your Seats
123 Feed Me!
From one of the teachers who attended the 1-2-3 Feed Me training:

“I told everyone today that I tried eggplant for the first time! I look forward to using some of the ideas with parents because as I said last night, when I was a child I didn’t have opportunities to eat a lot of variety. It wasn’t until I was feeding my own kids that I decided to try some new things (but not eggplant). I think that parents will be willing to try new foods if they know how to prepare them.”
1-2-3 Feed Me!
Feeding for Healthy Eating Childcare
1-2-3 Feed Me!

- Training for Childcare providers
- One-time training – 2 or 3 hours
- Eligible for MSDE continuing education credits
- E-mail listserv component

**Behavior change:** PSE intervention to change the childcare environment through role modeling healthy behaviors, feeding practice messages

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Cooking Together

Cook together. Make meals and memories together. It is a lesson they will use for life.

Why cook with young children?

- It is a great way to encourage children to eat fruits and vegetables. Kids like to eat foods they help prepare. All of that mixing, mashing, and measuring makes them want to taste what they are making.
- Kids feel good about doing something “grown-up.” Give them small jobs to do. Praise their efforts.
- Kids learn skills they can use for life. Help teach them to follow instructions, count, and more!

How can you safely cook with young children?

- Before you start cooking: have children wash their hands, tie back long hair, and roll up long sleeves.
- Do not allow young children to use sharp knives. Do not leave young children alone with sharp knives.
- Teach children they should not touch the oven or stove. Do not ask them to put anything in the oven or remove anything from the oven. Never leave children alone in the kitchen when the stove or oven is on.
- Use the back burner on the stove when possible. Turn pan handles toward the back of the stove or counter so that children cannot grab them.
- Have children follow the “Ask before you touch” rule. They have to ask you before they touch anything in the kitchen.

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## How can young children help cook?

<table>
<thead>
<tr>
<th>Most children who are this age</th>
<th>Can do these things</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Years Old</td>
<td>• Scrub or wash fruits and vegetables</td>
</tr>
<tr>
<td></td>
<td>• Wipe counters/table tops</td>
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<tr>
<td></td>
<td>• Tear lettuce</td>
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<tr>
<td></td>
<td>• Break cauliflower or broccoli into pieces</td>
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<tr>
<td>3 Years Old</td>
<td>• Mix dry ingredients</td>
</tr>
<tr>
<td></td>
<td>• Wrap potatoes in foil for baking</td>
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<tr>
<td></td>
<td>• Knead and shape dough</td>
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<tr>
<td></td>
<td>• Throw trash away</td>
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<tr>
<td></td>
<td>• Shake liquids in a covered container</td>
</tr>
<tr>
<td></td>
<td>• Spread peanut butter, jelly, or cream cheese on bread, bagels, or crackers</td>
</tr>
<tr>
<td>4 Years Old</td>
<td>• Peel oranges or hard-boiled eggs</td>
</tr>
<tr>
<td></td>
<td>• Pour liquids</td>
</tr>
<tr>
<td></td>
<td>• Mash bananas or cooked beans with a fork</td>
</tr>
<tr>
<td></td>
<td>• Set the table</td>
</tr>
<tr>
<td></td>
<td>• Cut parsley and green onions with kid-safe scissors</td>
</tr>
<tr>
<td></td>
<td>• Clear the table after a meal or snack</td>
</tr>
<tr>
<td>5 Years Old</td>
<td>• Use an egg beater</td>
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<tr>
<td></td>
<td>• Drain and slice tofu</td>
</tr>
<tr>
<td></td>
<td>• Rinse grains and beans</td>
</tr>
<tr>
<td></td>
<td>• Garnish or “decorate” dishes</td>
</tr>
<tr>
<td></td>
<td>• Grease pans</td>
</tr>
<tr>
<td></td>
<td>• De-seed tomatoes and roasted peppers</td>
</tr>
<tr>
<td></td>
<td>• Pour liquids into small containers</td>
</tr>
<tr>
<td>6 Years Old</td>
<td>• Measure ingredients</td>
</tr>
<tr>
<td></td>
<td>• Cut or chop fruits or vegetables with table knife or plastic serrated knife</td>
</tr>
<tr>
<td></td>
<td>• Peel raw potatoes</td>
</tr>
<tr>
<td></td>
<td>• Form cookies and patties</td>
</tr>
</tbody>
</table>

Don’t forget to provide kid-sized utensils!
Apply Activity

• We will remain at our seats for this activity
• Using the Cooking Together “add” information we just talked about, discuss the questions on the next slide in your table groups
• We will come back together in 5 minutes to share our ideas
Let’s Discuss!

• What are some foods that young children can help you prepare?
• What else do young children enjoy doing in the kitchen?
• How can you incorporate foods from different cultures when having children cook?
Away

Champions for Healthy Kids

“I thought there’s no way my kids at school are gonna eat this. There’s no way they’re gonna eat whole grain tortilla chips...they’re just not gonna do it. They want the regular”...but I was pleasantly surprised that they don’t really even notice the difference. it’s **given me the courage now to actually try things**...that knowing that they will appreciate it and **they will eat it and enjoy it.**”
Champions for Healthy Kids

- Training for Out of School providers
- One-time training – 2 or 3 hours
- Eligible for MSDE continuing education credits

**Behavior change:** PSE intervention to change the out of school environment through role modeling healthy behaviors, feeding practice messages, and increased physical activity and reduced screen time.
Action Plan for Healthy Change

We have worked together to reflect on our programs, discuss strategies, and consider ways to make healthy changes and to role model healthy behaviors for the kids in our programs. Now it’s time to put these strategies into action!

Set achievable goals:

✓ List 2 new ways you plan to be a positive role model for youth in your program.
✓ List 2 changes you plan to make in the way you provide snacks and/or meals for the kids in your program.
✓ List 2 ways you plan to reduce screen time and increase physical activity for the children in your program.
✓ List 2 ways you plan to engage parents and caregivers to share information about healthy eating, role modeling, reducing screen time, and increasing physical activity.

We will take 10 minutes for this activity, then come back together to share our ideas.
Away Activity - Goal Setting

• Go to the piece of chart paper around the room which lists your favorite childhood physical activity

  Hopscotch, Jacks, Kickball, Jump rope

• Work in groups to generate actionable goals using the prompt provided at the top of the chart paper
• Record these goals on your chart paper
• We will come back together in 5 minutes to share our ideas
Training Home stretch!

- Teach to encourage behavior change
- Ask open-ended questions – avoid yes and no
- Affirm participant responses
- Be flexible in your teaching approach
- Engage learners
- Incorporate the four A’s when teaching
- Use Dialogue Learning methods to encourage behavior change
What are your questions?