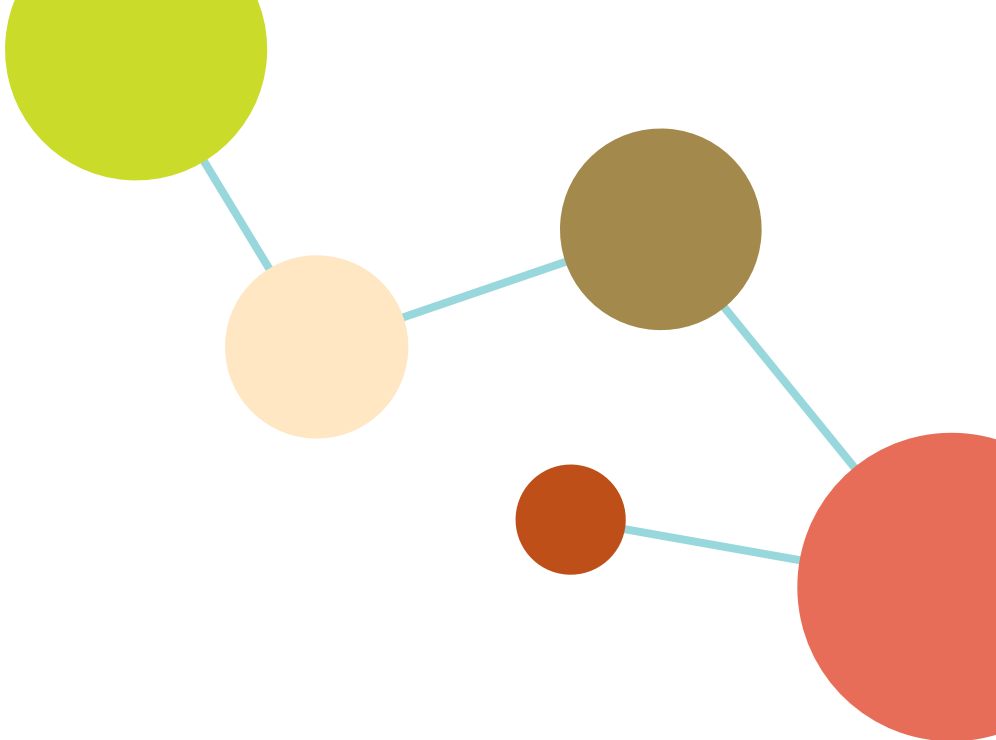


# Communicating NUTRITION

— Instructor's —  
Resource Manual





**eat**  
**right.** Academy of Nutrition  
and Dietetics

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*Communicating Nutrition: The Authoritative Guide*—Instructor's Resource Manual

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# Equip Your Students to Communicate with Excellence



Welcome fellow educators and nutrition communicators! This resource manual and the accompanying ancillary materials are designed to assist you in successfully teaching nutrition communication. Whether you are a classroom instructor, a preceptor of dietetic interns, or a program director, these ancillary resources are intended to provide you with a wealth of teaching tools, suggested approaches for student learning and application, and even an opportunity for you to contribute ideas to share with other educators.

Why did you adopt this text? For some, it will be the text for a course dedicated to nutrition communication. However, we learned through surveying educators in 2017 and again in 2020 that few academic programs currently have dedicated courses in nutrition communication. For most, this text will be used in multiple courses and in a wide variety of ways. The book and these ancillary materials have been created with this in mind. In this instructor's resource manual, you will find a description of ways to incorporate teaching nutrition communication across the curriculum.

The lack of nutrition communication courses also suggests that many instructors who will be teaching content from this book may have limited training or background in nutrition communication. Don't allow this to deter you from teaching this critically important area. Communication is learned largely through doing, and even professionals with an extensive nutrition communication background will agree they are always learning and improving their knowledge and skills. As you teach, you will become more proficient.

As you embark on this adventure of teaching nutrition communication, don't be surprised if you find that it enhances every area of your work. You will become more aware of how well you listen and assess needs, design messages and instruction, write, present, and engage with students and other audiences. Alongside the future nutrition professionals you are instructing, you will become more effective as you master the art and science of nutrition communication.

I invite you to be in touch with any questions or ideas:  
[barb@nutritioncommunicator.com](mailto:barb@nutritioncommunicator.com) or [bmayfield@purdue.edu](mailto:bmayfield@purdue.edu).

All the best,

Barbara J. Mayfield, MS, RDN, FAND

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# Implementing *Communicating Nutrition* Across the Curriculum

Two surveys of dietetic educators representing undergraduate, graduate, and supervised practice programs were administered in 2017 and early 2020. The first survey helped inform development of the content included in the text. The second survey served to develop these ancillary materials by assessing how nutrition communication is covered and where educators need more guidance and resources.

A key finding from both surveys was that most nutrition programs cover communication via multiple courses rather than in one course dedicated to nutrition communication. In 2017, only 19% of survey respondents reported having a dedicated course. In 2020, that number rose slightly to 20%. The second survey asked those who did not currently have a dedicated course whether or not one was planned or under development. Within this group, less than 12% stated one was under development and another 16% were considering creating a nutrition communication course.

Ideally, communication will be covered across the curriculum, even in programs with a dedicated course. The more often students are exposed to this material over their course of study and have opportunities to apply it, the greater their resulting knowledge and skills. Communication experiences are inherently incorporated in most courses: researching topics, assessing audiences, creating messages, writing assignments, giving presentations, performing demonstrations, leading discussions, etc. All are communication-related and are covered in *Communicating Nutrition: The Authoritative Guide*. Provide students with background for completing these assignments with excellence, and rather than focusing only on the subject matter content, also assess how well the information and messages are communicated. This will increase students' expertise in both nutrition *and* communication.

An additional reason for utilizing the book throughout the curriculum is the breadth of topics covered. The text covers much more content than can reasonably be covered in a single course. Therefore, share the table of contents with other faculty and determine where the book can best support each course. Some topics may be introduced early in a student's course of study and revisited throughout multiple courses, such as Section 2, titled Nutrition Communication Is Science-Based. Other chapters or sections may be reserved for certain courses or a dedicated nutrition communication course. Many approaches will be successful. The next two pages outline a possible breakdown of where each section of the book could fit within a typical nutrition curriculum. Use it as a prompt for thinking of ways your program can incorporate nutrition communication principles effectively throughout the curriculum.



## Freshman and Sophomore Years: Lay the Foundation

### KEY MESSAGES:

#### 1. Communication Is the Essence of Nutrition Practice

Assign Section 1 in a course introducing students to their course of study/department.

Make connections with courses students are taking in English and Communications to the study of nutrition. Additionally, Chapter 39 on business communication in Section 8 is appropriate to cover early to promote professionalism.

*Example activity: After a discussion of the characteristics of successful communicators (Chapter 2), students create skits, videos, infographics, or social media posts to illustrate a concept discussed.*

#### 2. Nutrition Communication Is Science-Based

Assign Section 2 in the course described above or the first food or nutrition course offered in the department. These chapters will assist students in locating and translating research and credible sources of information related to topics covered in the course.

*Example activity: Students select a headline, advertisement, or lay article related to food and nutrition and evaluate the credibility of the source, locate a research article related to the topic, write a brief one- to two-page report describing both sources without plagiarism and using proper citations.*



## Sophomore and Junior Years: Build on the Foundation

### KEY MESSAGES:

#### 1. Nutrition Communication Is Audience-Focused

Assign Section 3 in a course such as Community Nutrition, Lifecycle Nutrition, Cultural Aspects of Food, etc. Cover message development, needs assessments, behavior change, tailoring communication to various audiences, and writing goals, objectives, and key messages.

*Example activity: Teams of students select a target audience and complete an audience assessment that includes assessing constructs of behavior change and culminates in creating one or more targeted messages to address an identified need.*

#### 2. Design and Deliver Presentations for Impact

Assign Section 4 in one or more courses (such as one of the ones listed above) and have students create and deliver a variety of presentations that focus on content covered, such as using visual aids or audience engagement.

*Example activity: Students work individually or in pairs to create a brief presentation to instruct their class on a complex concept covered in class using visual aids other than PowerPoint. (This activity could even be used in an advanced nutrition course.)*





## Junior and Senior Years: Apply Communication Principles

### KEY MESSAGES:

#### 1. Design and Deliver Communications via Print, Video, and Demonstrations

Assign Section 5 in one or more courses, such as Advanced Foods, Community Nutrition, Nutrition Education and Counseling, Emerging Issues, Lifecycle Nutrition, Advanced Nutrition, etc. Cover various chapters in different courses to spread out experiences.

*Example activity: Students in a counseling course could create client handouts, create a recipe complete with a food photo, etc.*

#### 2. Design and Deliver Communication via Mass Media

Assign Section 6 in one or more courses and provide students with opportunities to not only write or give presentations about what they are learning but also create social media posts, press releases, blogs, podcasts, and mock media interviews.

*Example activity: Students in an internship preparation course will interview interns and record a podcast to share with the class. Chapter 39 in Section 8 is appropriate to cover or review as seniors are applying to internships.*





## Supervised Practice:

### Apply Communication Principles

#### KEY MESSAGES:

##### 1. Design and Deliver Successful Communication

Review all sections of the book as needed to correspond with various assignments throughout internship rotations.

Assign Section 7 to enhance the success of all programs and events students deliver.

*Example activity: Partner with the local Academy of Nutrition and Dietetics affiliate and involve the interns in affiliate meetings including planning logistics, introducing speakers, moderating question-and-answer sessions, marketing events, and evaluating programs.*



## Graduate Studies:

### Advanced Communication Principles

#### KEY MESSAGES:

##### 1. Design and Deliver Professional Communication

All sections of the text can serve as a foundation for an advanced level nutrition communication course. Covering advanced topics, such as grant writing and journal articles, fits well at the graduate level.

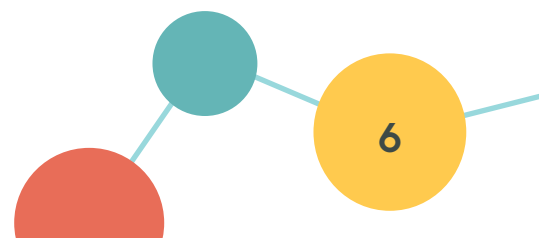
*Examples of advanced activities that utilize communication skills at the graduate level: presenting a research seminar, teaching a lecture for an undergraduate course, developing an online class lecture, facilitating a discussion, writing an article, writing a grant or project proposal, etc.*

# Implementing *Communicating Nutrition* in a Dedicated Course

In curriculums with a dedicated course, the potential to spend more time covering the content and applying it in a variety of ways is greatly expanded. A dedicated course is best suited to the junior or senior years at the undergraduate level, as that allows students to have acquired enough subject matter knowledge to communicate with competence. At the supervised practice or graduate level, a dedicated course can be tailored to meet the needs of the program. Following is a potential schedule of topics and assignments for a semester:

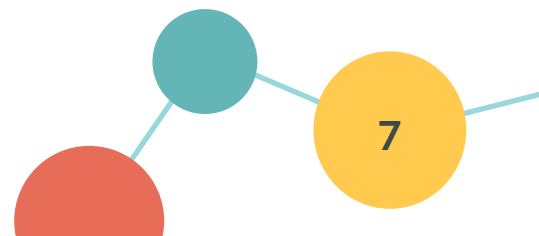
| Week | Topics and suggested sections/chapters:   | Potential assignments:  |
|------|---|---|
| 1    | Communication Forms the Foundation of Nutrition Practice: <i>Section 1, Chapters 1-3</i>    | Goal Setting, Professionalism, Working in Teams                     |
| 2    | Nutrition Communication Is Science-Based: <i>Section 2, Chapters 4-9</i>                    | Researching Topics, Finding Sources, Citations, Ethics Case Studies |
| 3    | Nutrition Communication Is Audience-Focused: <i>Section 3, Chapters 10-13</i>               | Needs Assessment  |
| 4    | Nutrition Communication Is Audience-Focused: <i>Section 3, Chapters 14-15</i>               | Needs Assessment  |
| 5    | Designing and Delivering Presentations: <i>Section 4, Chapters 16-18</i>                    | Presenting Research Using Powerpoint                                |
| 6    | Designing and Delivering Presentations: <i>Section 4, Chapters 19-21</i>                    | Presenting Complex Concepts Without Powerpoint                      |
| 7    | Designing and Delivering Communication via Print: <i>Section 5, Chapters 22-23</i>          | Creating Handouts, Infographics                                     |
| 8    | Designing and Delivering Communication via Video: <i>Section 5, Chapter 24</i>              | Creating Videos   |
| 9    | Designing and Delivering Communication via Demonstrations: <i>Section 5, Chapters 25-26</i> | Food Demonstrations and Food Photography                            |

Continued >



| Week | Topics and suggested sections/chapters:  | Potential assignments:  |
|------|--|---|
| 10   | Designing and Delivering with Success:<br><i>Section 7, Chapters 33–36</i>                     | Logistical Planning, Preparing to Moderate Question-and-Answer Sessions                   |
| 11   | Marketing Messages and Programs:<br><i>Section 7, Chapter 37, Section 6, Chapter 29</i>        | Marketing Communication Projects - Social Media and Other Approaches                      |
| 12   | Designing and Delivering Communication via Mass Media: <i>Section 6, Chapters 27–28, 30–32</i> | Media Interviews Experience: Answer Questions Related to Course Content                   |
| 13   | Designing and Delivering with Success:<br><i>Section 7, Chapter 38</i>                         | Creating Effective Communication Evaluation Tools: Create Tools for Audiences to Evaluate |
| 14   | Final presentations and projects completed   |   |
| 15   | Final presentations and projects completed   | -   |

Many other approaches can be used to successfully cover the main content in the book. At the graduate level, additional content could include creating online learning (Chapter 31), writing a grant or project proposal (Chapter 40), writing a research article or abstract (Chapter 41), and writing a book proposal (Chapter 42). Additionally, do more in-depth coverage and have higher expectations for all content, such as giving a research seminar or a lecture for a course.



# How to Use This Manual and the Ancillary Resources

**THIS RESOURCE MANUAL** provides you with an overview of each of the eight sections in the book including:

- the overall purpose of the section for the student learner,
- how the section and chapters tie in with other sections and the overall text
- teaching tips, and
- a list of resources found in the section folders.

**TEACHING RESOURCES** are provided in electronic folders for each section and include downloadable files of the following:

- PowerPoint slides (see description below)
- reading reflections and discussion questions
- classroom activities
- assignments
- projects with grading rubrics
- supplemental resources

The ideas provided are a starting point. They are provided as editable documents. Adapt them. Pick and choose what best fits your situation. Add, subtract, and modify. Take a three-page list of reading questions and create a one-page version for your class. There are ideas included that are completely outlined with grading rubrics and others that are descriptions of ideas for your further refinement. May the ideas provided spur your creativity. The possibilities are endless.

**POWERPOINT SLIDES** are provided to match the book. This includes a blank set with branded backgrounds and book citation along the bottom. Additionally, for each showcase and chapter, slides provided may include:

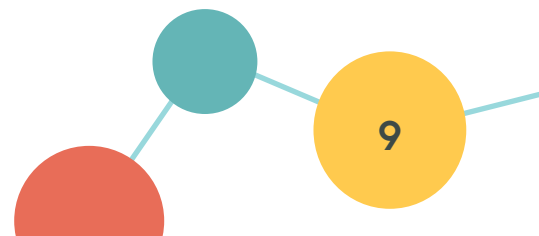
- a title slide with image,
- quote slide,
- slide with questions from the introduction, and
- slides with selected figures from the chapter.

A complete slide set for introducing the book is provided and accompanies the content in Section 1 and Chapters 1 through 3, serving as an example. Additional slides sets for other sections and chapters are less complete to allow instructors to tailor the content to their specific course needs. You are encouraged to follow the guidelines in Chapter 18 regarding PowerPoint slide creation.

**SAMPLE SEMESTER-LONG PROJECT** is in a separate folder, and an overview is included in this resource manual along with a list of project documents.

**ADDITIONAL RESOURCES** are also included, including the following:

- links to webinars created by the Academy of Nutrition and Dietetics Center for Lifelong Learning team featuring book authors and content
- a template for contributing instructional ideas (Instructors are invited to submit ideas for adding to these resources using the template for submission found on the next page or at the link above.)



# Ancillary Material Contribution Template for Contributing Content

Consider contributing ideas for teaching nutrition communication that can be shared with others. Create a document using the template below. When you submit your contribution, name your file(s) beginning with the suggested section and/or chapter, type of activity, and your last name (Section3\_Chapter15\_Discussion\_Mayfield).

Name:

Title:

Contact email:

Institution:

Course name:

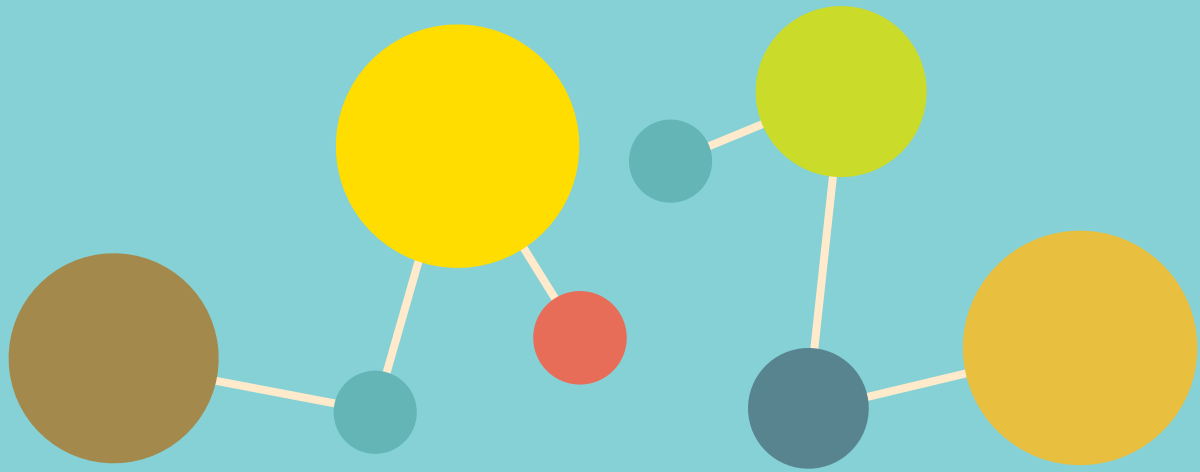
Description of students enrolled (class size, majors, level, etc):

Section and/or chapters the idea corresponds to:

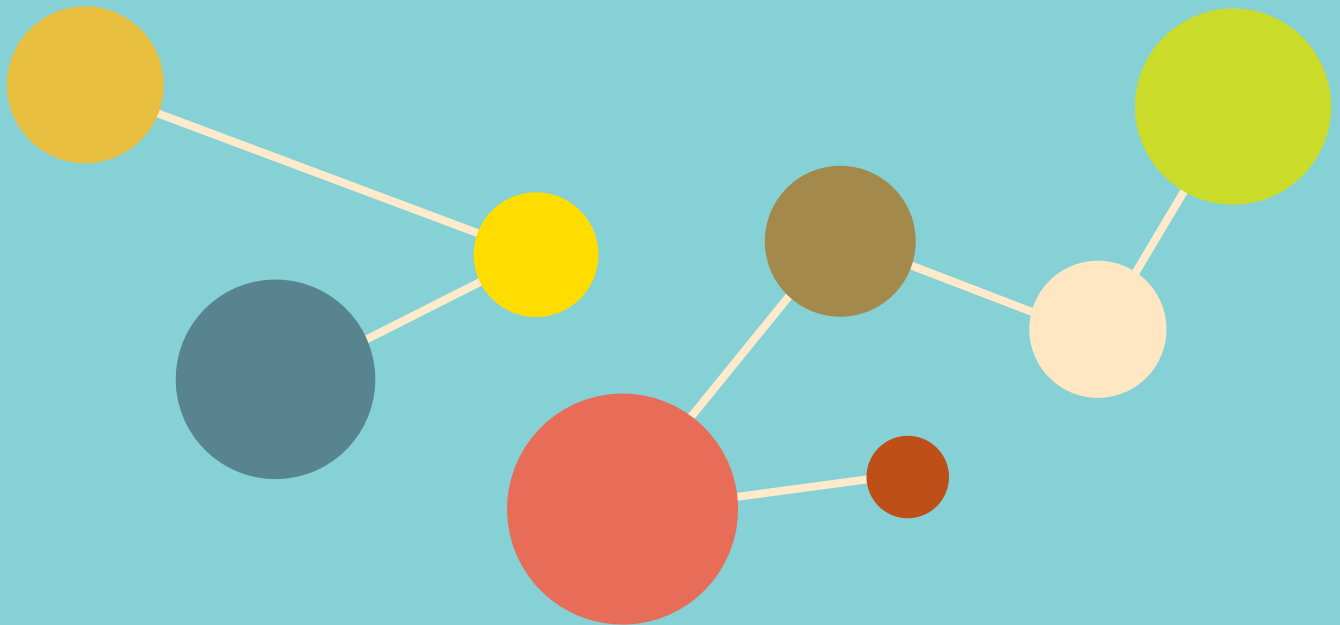
Type of material (instructional idea, teaching tips, discussion questions, assessment questions, class activity, homework assignment, project, supplemental resources, other):

Describe the idea:

Attach instructions, grading rubrics, or other necessary files. Upload photos of the activity or a completed project as appropriate. Add notes for other instructors, such as time given for completion, alternative options, or hints for success. Please send to Barbara Mayfield at [bmayfield@purdue.edu](mailto:bmayfield@purdue.edu).



# Getting to Know *and* Teaching From the Book



# Part I: Nutrition Communication Is Built on a Firm Foundation: Professional, Science-Based, Audience-Focused

The first part of the book covers three foundational pillars of nutrition communication:

1. the professionalism of the credentialed food and nutrition professional, who is knowledgeable in both nutrition and communication;
2. the scientific evidence-base for nutrition messages; and
3. its focus on the audience, addressing their needs, culture, and preferences.

## KEY MESSAGE:

The practice of nutrition communication is carried out by credentialed food and nutrition professionals who are well-trained in nutrition *and* communication and is evidence-based and audience-focused.

Before undertaking the creation of various forms of nutrition communication, which are described in Part II of the book, it is essential to understand these foundational principles. Each time a nutrition communicator goes through the process of designing and delivering nutrition communication, some fundamental skills (accessing and translating research, assessing audience needs, developing key messages, etc) will be put into practice.



## Section 1: Communication Forms the Foundation of Professional Practice

This section orients the reader to nutrition communication and sets the stage for the remaining chapters. It serves as a review of communication theory put into the context of nutrition science. It establishes the importance of communication excellence to the practice of nutrition.

The titles emphasize the main ideas of each of the three chapters:

- Chapter 1: Communication Is the Essence of Nutrition Practice
- Chapter 2: Nutrition Professionals Are Effective Communicators
- Chapter 3: Effective Nutrition Communication Is Strategically Designed

### TEACHING TIPS: SECTION 1

- In a dedicated course, assuming a 3-credit-hour course, this section can be covered in the first week of class as suggested in the table on page 6. If this content was previously covered in an earlier course in the curriculum, assign rereading the chapters and select from the available questions and assignments to serve as a review. Select activities not used in the prior course, if possible.
- If this section is covered in an introductory course, use this section to orient students to the important role of communication in the nutrition profession. Rather than prepare them for a concentrated study of nutrition communication, help them to see the role of communication throughout their nutrition courses and in their future careers.
- Assign the first showcase and Chapters 1 through 3 to read and reflect on prior to covering in class. The showcase only takes 5 minutes to read and each chapter can be read in 20 to 30 minutes. Use the reading and discussion questions and reflections.
- The PowerPoint slides included for the chapters in this section include prompts for incorporating the discussion questions, as well as several of the activities. Adapt to fit your course.
- If a major project is to be completed during the semester, introduce it early on to encourage students to think about preferred options for channels, audiences, and potential topics.
- Encourage students to set goals for the semester. What knowledge and skills do they hope to gain from studying nutrition communication? Collect these to follow up with at the end of the course. Provide opportunities throughout the semester to reflect on progress.
- Assignments and classroom activities are included to discuss professionalism and other characteristics of successful communicators, to share goals, and to practice teamwork.

### List of resources found in the Section 1 folder:

#### *Reading Reflections and Discussion Questions*

- Showcase 1
- Chapter 1
- Chapter 2
- Chapter 3

#### *PowerPoint Slides*

- Showcase 1
- Chapter 1
- Chapter 2
- Chapter 3

#### *Assignments*

- Characteristics of Successful Communicators (*suggested assignment for use in an introductory course rather than a dedicated course*)
- Goal-Setting (*Chapter 2*)
- Collaboration Worksheet (*Chapter 3, Teamwork, and Track Project*)
- Leadership (*Chapters 2 and 3*)
- Teamwork (*Chapter 3*)

#### *Classroom Activities*

- Section 1 Icebreakers (*works well the first day of class*)
- Sharing Goal-Setting and Listening Activity (*used with goal-setting assignment*)
- Teamwork Class Activities (*Chapter 3*)

## Section 2: Nutrition Communication Is Science-Based

This section establishes the rationale for communicating accurate, current, science-based messages. Students and practitioners alike often feel uncomfortable finding research and even less adequate in their ability to read and interpret it. Properly citing references, both orally and in writing, is a critical skill along with avoiding plagiarism. Professional ethics related to communication is also addressed.

The titles emphasize the main ideas of each of the six chapters:

- Chapter 4: Nutrition Communicators Access Scientific Research
- Chapter 5: Nutrition Communicators Identify Credible Sources
- Chapter 6: Nutrition Communicators Read and Interpret Research
- Chapter 7: Nutrition Communicators Clearly Communicate Science
- Chapter 8: Nutrition Communicators Properly Reference Sources
- Chapter 9: Nutrition Communicators Adhere to the Code of Ethics for the Nutrition and Dietetics Profession

### TEACHING TIPS: SECTION 2

- In a dedicated course, assuming a 3-credit-hour course, this section can be covered in the second week of class as suggested in the table on page 6. If it has been covered in earlier courses prior to a dedicated course, assign chapters and a selection of reading reflection questions to use as a review at the start of the semester.
- If covered in multiple courses throughout the curriculum, select chapters and assignments that best fit each course and how the material will be applied. This section may be used as a reference when courses assign papers or projects that incorporate locating and referencing research and scientific information.
- Consider inviting a university librarian to be a guest speaker while covering this section.
- The Nutrition Communication Track Project Preference Worksheet found in the sample project makes a good assignment to complete in this section. It includes looking up health information, statistics, goals, and research about topics of interest. An assignment is included as an alternative to this which practices similar skills: Finding Information and Research on Nutrition Topics.

List of resources found in the Section 2 folder:

#### *Reading Reflections and Discussion Questions*

- Showcase 2
- Chapter 4
- Chapter 5
- Chapter 6
- Chapter 7
- Chapter 8
- Chapter 9

#### *PowerPoint Slides*

- Showcase 2
- Chapter 4
- Chapter 5
- Chapter 6
- Chapter 7
- Chapter 8
- Chapter 9

#### *Assignments*

- Finding Information and Research on Nutrition Topics (*Chapter 4*)
- Credible vs Questionable Sources (*Chapter 5*)
- Understanding and Analyzing Research Articles (*Chapter 6*)
- Translating Research for a Lay Audience (*Chapter 7*)
- Mini Research Study Presentation (*Entire section*)
- Professional Ethics Assignments (*Chapter 9*)
- The Balance of Professional Ethics Assignment (*Chapter 9*)

*Continued >*

## Section 2: Nutrition Communication Is Science-Based

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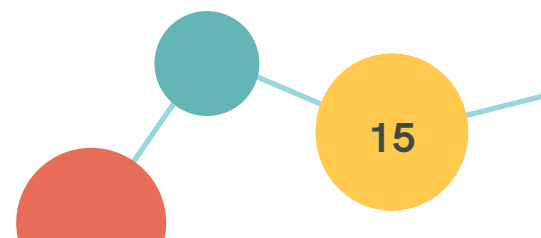
List of resources found in the Section 2 folder *(continued)*:

### *Classroom Activities*

- Credible vs Questionable Source Group Activity (Chapter 5)
- Research Term Activities (Chapter 6)
- Translating Research for a Lay Audience Assignment can become a class activity
- Mini Research Study Presentations *(performed in class)*
- Discuss ethics case studies (Chapter 9)
- Social Media case studies (Chapter 9)

### *Supplemental Resources*

- "Prevalence of and Differences in Salad Bar Implementation in Rural Versus Urban Arizona Schools" journal article used as an example in Chapter 6



## Section 3: Nutrition Communication Is Audience-Focused

This section sets the stage for designing audience-focused communication. Models for message development are described along with practical strategies. The importance of a needs assessment is established and techniques for completing one are described. An overview of behavior change theories used successfully in nutrition communication is provided along with examples for their practical use. Tailoring messages to audiences based on culture, age, generation, and more is discussed. The section culminates with how to create audience-focused communication goals, learning objectives, and key message points and how to outline and organize a message.

The titles emphasize the main ideas of each of the six chapters:

- Chapter 10: Effective Messages Are Created with and for an Audience
- Chapter 11: A Needs Assessment Is Essential for Audience-Focused Communication
- Chapter 12: Use Behavior Changes Theories to Create Effective Communication
- Chapter 13: Effective Nutrition Communication Is Tailored for the Target Culture
- Chapter 14: Effective Nutrition Communication Is Tailored for Different Ages
- Chapter 15: Write Goals, Objectives, and Key Message Points to Focus and Organize a Message

List of resources found in the Section 3 folder:

### *Reading Reflections and Discussion Questions*

- Showcase 3
- Chapter 10
- Chapter 11
- Chapter 12
- Chapter 13
- Chapter 14
- Chapter 15

### *PowerPoint Slides*

- Showcase 3
- Chapter 10
- Chapter 11
- Chapter 12
- Chapter 13
- Chapter 14
- Chapter 15

### *Assignments*

- Evaluating Nutrition Messages (*Chapter 10*)
- Digging Deeper: Assessment Questions and Survey Design (*Chapter 11*)
- Applying Knowledge of Behavior Change Theories (*Chapter 12*)
- Creating Messages for Different Audiences (*Chapters 13–15; complete as an assignment or a classroom activity*)

*Continued >*

## Section 3: Nutrition Communication Is Audience-Focused

### TEACHING TIPS: SECTION 3

- In a dedicated course, assuming a 3-credit-hour course, this section can be covered successfully over a 2-week time frame as suggested in the table on page 6. If portions of the section have been covered in earlier courses prior to a dedicated course, assign chapters and a selection of reading reflection questions to use as a review at the start of the semester.
- If covered in one or more courses throughout the curriculum, select chapters and assignments that best fit each course and how the material will be applied. This section includes chapters on conducting needs assessments, behavior change theories, and cultural competency, all topics that are often covered in courses, such as Community Nutrition or Lifecycle Nutrition.
- The Needs Assessment assignment found in the sample project folder makes a good assignment to complete when this section is studied.
- The Finding Information and Research on Nutrition Topics assignment in Section 2 also works well with a discussion of Box 10.1 and related content in Chapter 10.

List of resources found in the Section 3 folder  
(continued):

#### *Classroom Activities*

- Emotion-Based Messaging (Chapter 10)
- Peer Instruction - Models for Developing Communication (Chapter 10)
- Cultural Competence Classroom Activities (Chapter 13)
- Communicating About Nutrition with Young Children Through Teens PowerPoint and Activity (Chapter 14)

#### *Supplemental Resources*

- See PowerPoint notes for links to lessons for children

## Part II. Nutrition Communication Is Designed and Delivered with Excellence

With the foundation of insuring that the communicator is professional and prepared, the message is supported by scientific evidence, and the message has been tailored to meet the audience's needs, the second part of the book focuses on how nutrition communication is designed and delivered to be most effective: engaging the audience, presenting information meaningfully and memorably, and motivating positive lifestyles. All types of nutrition communication are described with practical strategies for excellence in design and delivery provided.

The second part of the book is composed of five sections:

- **Section 4** focuses on traditional oral presentations, breaking down the parts of an effective presentation as well as effective presentation skills and tools.
- **Section 5** covers several channels used effectively by nutrition communicators including writing, video, food demonstrations, and food photography.
- **Section 6** explores the wide variety of channels that effectively reach large numbers of people via mass media.
- **Section 7** investigates a number of topics that are often overlooked but can make or break the success of any form of communication endeavor.
- **Section 8** is primarily for the practicing nutrition professional, covering topics related to business and professional communication.

### KEY MESSAGE:

The design and delivery of nutrition communication is both an art and a science. It is an evidence-based practice that creatively utilizes a variety of channels. Communicators who master the skills and strategies described in this text will be equipped to communicate effectively via channels yet to be invented.

## Section 4: Designing and Delivering Presentations

This section focuses on traditional oral presentations, breaking down the parts of an effective presentation as well as effective presentation skills and tools. Effective nutrition presentations are designed and delivered with excellence, including a well-organized structure, well-supported and illustrated key messages, effective audience engagement, and skillful delivery.

The titles emphasize the main ideas of each of the six chapters:

- Chapter 16: Create High-Impact Presentations
- Chapter 17: Deliver Strong Openings and Closings
- Chapter 18: Utilize Visual Aids to Enhance Communication
- Chapter 19: Facilitate Discussions to Generate Ideas and Solutions
- Chapter 20: Engage Audiences with Participation Strategies
- Chapter 21: Deliver Clear, Compelling Presentations

### TEACHING TIPS: SECTION 4

- In a dedicated course, assuming a 3-credit-hour course, this section can be covered successfully over a 2-week time frame as suggested in the table on page 6. If portions of the section have been covered in earlier courses prior to a dedicated course, assign chapters and a selection of reading reflection questions to use as a review.
- If covered in multiple courses throughout the curriculum, select chapters and assignments that best fit each course and how the material will be applied. This section includes chapters on presentation planning and design, openings and closings, visual aids, discussions, audience participation, and delivery skills. These topics can serve as useful guidance in any course in which students are assigned to give a presentation.
- An assignment for preparing and presenting a mini research presentation is included. This example could be modified to fit a specific course or topic.
- An assignment for preparing and presenting a speech to explain a complex concept with the creative use of visual aids is included, which could be used in any course.
- An assignment is included for critiquing a real-life presentation. This is best given with a 2-month window for completion and providing ideas for options to critique. Could be an extra credit option as well.
- A classroom activity complete with instructor's notes and handout is included to prepare students to evaluate one another. A peer evaluation form is also included.

### List of resources found in the Section 4 folder:

#### *Reading Reflections and Discussion Questions*

- Showcase 4
- Chapter 16
- Chapter 17
- Chapter 18
- Chapter 19
- Chapter 20
- Chapter 21

#### *PowerPoint Slides*

- Showcase 4
- Chapter 16
- Chapter 17
- Chapter 18
- Chapter 19
- Chapter 20
- Chapter 21

#### *Assignments*

- Mini Research Study Presentation
- Presenting Complex Concepts Effectively
- Critique of a Real-Life Presentation
- Sustainability Presentation In-Service Training Assignment
- Digging Deeper – Discussion Design Approaches (*Chapter 19*)
- The “Um” Challenge (*Chapter 21*)

*Continued >*

## Section 4: Designing and Delivering Presentations

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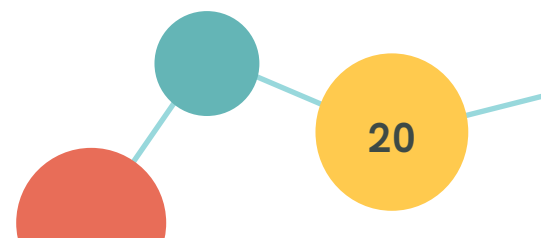
List of resources found in the Section 4 folder (continued):

### *Classroom Activities*

- Structuring High-Impact Presentations (*Chapter 16*)
- Opening and Closing High-Impact Presentations (*Chapter 17*)
- Visual Aids for High-Impact Presentations (*Chapter 18*)
- Digging Deeper - Storytelling Skill Building (*Chapter 18*)
- Evaluation Activity (*prior to first class presentation*)
- Discussion Activities (*Chapter 19*)
- But vs And (*Chapter 19*)
- Audience Participation for High-Impact Presentations (*Chapter 20*)
- Practicing Presentation Skills (*Chapter 21*)
- Student Feedback Sheets

### *Supplemental Resources*

- Mine Your Life for Story Gems lesson plan example using the Dialogue Approach described in Chapter 16 (*This activity could easily be demonstrated in small groups in class.*) [https://s3.wp.wsu.edu/uploads/sites/414/2015/01/Cook\\_Adult.pdf](https://s3.wp.wsu.edu/uploads/sites/414/2015/01/Cook_Adult.pdf)
- 1-2-3 Steps to Bring Stories to Work Skill Building Guide and Worksheet





## Section 5: Designing and Delivering Communication via Print, Video, and Demonstrations

This section covers several channels used effectively by nutrition communicators including writing, video, food demonstrations, and food photography. Specific uses of these channels via mass media are covered in the next section.

The titles emphasize the main ideas of each of the five chapters:

- Chapter 22: Write to Be Read, Understood, and Remembered
- Chapter 23: Reach Target Audiences with Newsletters and Handouts
- Chapter 24: Create Video to Maximize Impact
- Chapter 25: Entertain and Educate with Food Demonstrations
- Chapter 26: Inspire Audiences with Food Styling and Photography

### TEACHING TIPS: SECTION 5

- In a dedicated course, assuming a 3-credit-hour course, this section can be covered successfully over a 3-week time frame as suggested in the table on page 6. If portions of the section have been covered in earlier courses prior to a dedicated course, assign chapters and a selection of reading reflection questions to use as a review prior to assigning writing, video creation, food demos, or food photography.
- If covered in multiple courses throughout the curriculum, select chapters and assignments that best fit each course and how the material will be applied. This section includes chapters on general writing; writing for newsletters and handouts; and creating videos, food demonstrations, and food photography. These topics could assist in preparing students to do various class assignments utilizing writing, video, or demonstrations.
- An assignment for creating written materials to accompany a presentation is included along with a peer review assignment. For written materials used with a food demonstration, food photography is an expectation.
- An assignment for creating a 1-minute video is included, which could be used in any course.
- An assignment for planning and presenting a mini food demonstration is included.
- If available, consider inviting guest speakers to teach and demonstrate how to write for publication, to shoot and produce videos, to create food demonstrations, and to style and photograph food.
- Assignments are included for critiquing real-life writing and video. This is best given with a 2-month window for completion and providing ideas for options to critique. Could be an extra credit option as well.

### List of resources found in the Section 5 folder:

#### *Reading Reflections and Discussion Questions*

- Showcase 5
- Chapter 22
- Chapter 23
- Chapter 24
- Chapter 25
- Chapter 26

#### *PowerPoint Slides*

- Showcase 5
- Chapter 22
- Chapter 23
- Chapter 24
- Chapter 25
- Chapter 26

#### *Assignments*

- Critique of Real-Life Written Communications
- Critique of Real-Life Video
- Communication Track Writing Assignment
- Writing Project Critique
- Mini Video Production
- Mini Food Demonstration
- Policy Project and Brief
- Policy Matrix assignment

#### *Classroom Activities*

- Food Photography Lab

## Section 6: Designing and Delivering Communication via Mass Media

This section covers the wide variety of channels that effectively reach large numbers of people. The effective nutrition communicator does not shy away from communicating via mass channels of communication.

The titles emphasize the main ideas of each of the six chapters:

- Chapter 27: Nutrition Communicators Have Greater Reach via Mass Media
- Chapter 28: Nutrition Topics Make Popular Newspaper and Magazine Articles
- Chapter 29: Social Media Is a Powerful Tool for Nutrition Communication and Professional Marketing
- Chapter 30: Blogging and Web-Based Writing Establishes the Nutrition Communicator as an Expert Resource to a Wide Audience
- Chapter 31: Online Education Is an Effective Tool for Nutrition Communicators
- Chapter 32: Master Media Interviews to Be a Reliable and Relatable Expert

### TEACHING TIPS: SECTION 6

- In a dedicated course, assuming a 3-credit-hour course, this section can be covered successfully over a 2-week time frame as suggested in the table on page 7. If portions of the section have been covered in earlier courses prior to a dedicated course, assign chapters and a selection of reading reflection questions to use as a review prior to assigning writing articles, blogs, or social media posts, creating online modules, or preparing for media interviews.
- If covered in multiple courses throughout the curriculum, select chapters and assignments that best fit each course and how the material will be applied. This section includes chapters on working with the media, writing for the popular press and social media, writing blogs, creating online educations, and preparing for media interviews. These topics could assist in preparing students to do various class assignments utilizing mass media.
- An assignment for creating marketing materials to accompany a presentation is included in the sample project assignment folder. This utilizes skills in pitching to the media, writing press releases, creating radio scripts, writing blogs, etc.
- An assignment for interviewing a real-life nutrition communicator is included. This could be recorded as a podcast as well as written as a report. This is best given with a 2-month window for completion.
- An assignment is included for interviewing the students about nutrition communication.
- If available, consider inviting guest speakers to talk about media work.

### List of resources found in the Section 6 folder:

#### *Reading Reflections and Discussion Questions*

- Showcase 6
- Chapter 27
- Chapter 28
- Chapter 29
- Chapter 30
- Chapter 31
- Chapter 32

#### *PowerPoint Slides*

- Showcase 6
- Chapter 27
- Chapter 28
- Chapter 29
- Chapter 30
- Chapter 31
- Chapter 32

#### *Assignments*

- Interview of a Nutrition Professional
- Blog Writing 101

#### *Classroom Activities*

- Practice Media Interviews (*can be a graded assignment*)
- Media Interview Experience
- Rubric for Evaluation Student Blogs

#### *Supplemental Resources*

- Nutrition Blogs 101 PowerPoint
- Blogger Ethics Article

## Section 7: Practices That Can Make or Break Success in Designing and Delivering Communication

This section covers a number of topics that are often overlooked but can make or break the success of any form of communication endeavor.

The titles emphasize the main ideas of each of the six chapters:

- Chapter 33: Attention to Logistical Details Promotes Successful Communication
- Chapter 34: An Effective Presider Sets the Stage
- Chapter 35: Successful Audience Management Promotes Communication
- Chapter 36: Strengthen Communication by Effectively Responding to Questions
- Chapter 37: Market Products, Programs, and Messages to Maximize Response
- Chapter 38: Measure Success with Testing and Evaluation

### TEACHING TIPS: SECTION 7

- In a dedicated course, assuming a 3-credit-hour course, this section can be covered successfully over a 2-week time frame as suggested in the table on page 7. If portions of the section have been covered in earlier courses prior to a dedicated course, assign chapters and a selection of reading reflection questions to use as a review prior to assigning students to plan the logistics of an event, introduce another speaker, prepare for a question-and-answer session, market a program, or plan for evaluation, etc.
- If covered in multiple courses throughout the curriculum, select chapters and assignments that best fit each course and how the material will be applied. This section includes chapters on logistical planning, moderating sessions, audience management, responding to questions, marketing, and evaluation. These topics could assist in preparing students to successfully present to an audience in a real-life setting.
- An assignment for creating marketing materials to accompany a presentation is included in the sample project assignment folder. This utilizes skills in pitching to the media, writing press releases, creating radio scripts, writing blogs, etc. If this was started with Section 6, it also fits well with this section.
- An assignment is included for introducing a fellow student prior to a presentation, complete with a grading rubric.
- Helping plan a meeting, marketing it to potential attendees, serving as a moderator, and facilitating a question-and-answer session would be a potential project for students or interns collaborating with a local Academy of Nutrition and Dietetics affiliate.

List of resources found in the Section 7 folder:

#### *Reading Reflections and Discussion Questions*

- Showcase 7
- Chapter 33
- Chapter 34
- Chapter 35
- Chapter 36
- Chapter 37
- Chapter 38

#### *PowerPoint Slides*

- Showcase 7
- Chapter 33
- Chapter 34
- Chapter 35
- Chapter 36
- Chapter 37
- Chapter 38

#### *Assignments*

- Making a Professional Introduction (*Chapter 34*)
- Creating Effective Communication Evaluation Tools (*Chapter 38*)
- Community Presentation Contact Log

#### *Classroom Activities*

- Handling Problem Audience Members (*Chapter 35*)
- Responding to Difficult Questions (*Chapter 36*)

## Section 8: Designing and Delivering Professional Communications

This section is primarily for the practicing nutrition professional, covering topics related to business and professional communication.

The titles emphasize the main ideas of each of the four chapters:

- Chapter 39: Business Communication Demonstrates Professionalism
- Chapter 40: Quality Communication in Grant and Project Proposals Is Rewarded
- Chapter 41: Nutrition Communicators Publish Research in Peer-Reviewed Journals
- Chapter 42: Nutrition Communicators Write Books to Make a Difference

### TEACHING TIPS: SECTION 8

- Chapter 39 is the most likely chapter to be covered in an undergraduate course.
- Chapter 40 might be covered in a course in Public Health Nutrition.

### List of resources found in the Section 8 folder:

#### *Reading Reflections and Discussion Questions*

- Showcase 8
- Chapter 39
- Chapter 40
- Chapter 41
- Chapter 42

#### *PowerPoint Slides*

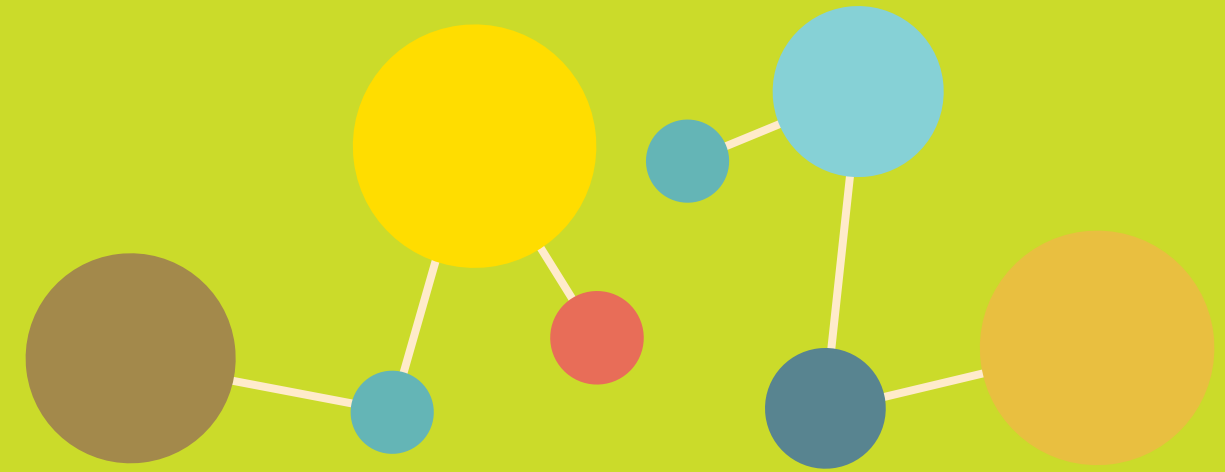
- Showcase 8
- Chapter 39
- Chapter 40
- Chapter 41
- Chapter 42

#### *Assignments*

- The Elevator Speech (*Chapter 39*)
- Writing a Letter of Intent (*Chapter 40*)

#### *Classroom Activities*

- Practicing Business Communications (*Chapter 39*)
- Practicing Business Communications (*Chapter 39*)
- Practicing Networking -- a Practical Experience (*Chapter 39*)
- Class Discussion About Grant Writing (*Chapter 40*)
- Class Discussion About Writing Journal Articles (*Chapter 41*)
- Class Discussion About Writing Books (*Chapter 42*)



# Sample Semester- Long Project: Nutrition Communication Track Project



## Nutrition Communication Track Project

**Name:** Barbara J. Mayfield, MS, RDN, FAND

**Title:** Lecturer, Retired

**Contact email:** [bmayfield@purdue.edu](mailto:bmayfield@purdue.edu)

**Institution:** Purdue University, Department of Nutrition Science

**Course name:** NUTR 424 – Nutrition Communication

**Description of students enrolled (class size, majors, level, etc):** This course was a required course in our department for students majoring in Dietetics; Nutrition, Fitness, and Health; and Foods and Nutrition in Business. It was taken during their senior year with a few exceptions for allowing juniors to take the course. It was offered both fall and spring semesters with an enrollment ranging from 24 to 50+ students each semester I taught it during my last decade of teaching. The course was 3 credit hours and met three times every week: a 1-hour lecture and two 3-hour labs. One of these two labs combined all lab sections and the other lab was divided by lab sections. Most semesters there were two labs with 12 to 18 students per lab. When class sizes grew higher, a third lab section was added. It was during these lab sections that the students demonstrated skills they learned during the other class periods, such as giving presentations.

**Section and/or chapters the idea corresponds to:** Entire book

This document describes a semester-long project that provides multiple options for a culminating communication experience and utilizes learning from the entire semester to complete each step.

**Type of material (instructional idea, teaching tips, discussion questions, assessment questions, class activity, homework assignment, project, supplemental resources, other):** Final Project with accompanying assignments

**Describe the idea:** This project evolved over many years of teaching this course. Originally, all students completed a community presentation as their final project with smaller assignments demonstrating proficiency of other types of presentations (videos, food demos, professional presentations with PowerPoint, etc). In an effort to streamline the effort for both instructor(s) and students, the final project became one of five options, referred to as “tracks,” with the smaller assignments becoming more experiential learning and retitled as mini presentations. These assignments are described within the sections related to their channel, such as the 1-minute video with the video production chapter and the mini food demo with the food demonstration chapter. The following describes what is in the folder of project documents.

Continued >

### **Nutrition Communication Track Project Overview**

This document describes the track project to the students. If used as a semester-long project, introduce the project and options in the first week of class. Within this document will be:

- Communication Track Descriptions and Objectives
- Communication Track Audiences and Venues

This document describes the options. Note that I provided potential audiences for most tracks with an objective of providing a real-life experience. Consider alternatives that fit your situation. For example, a potential modification of the teaching track would be to develop an online version of a course lecture.

### **The following assignments are included in the separate project folder:**

- A. Communication Track Project Preference Worksheet
- B. Communication Track Project Contact Log
- C. Communication Track Project Needs Assessment
- D. Communication Track Project Objectives and Outline
- E. Communication Track Project Annotated Bibliography
- F. Communication Track Project Writing Assignment
- G. Communication Track Project Writing Critique
- H. Communication Track Project Instructor Feedback on Writing
- I. Communication Track Project Marketing
- J. Communication Track Project Analysis

# Sample Instructions and Assignments

Please see the folder titled Nutrition Communication Track Project for access to the sample documents shown here.

### Nutrition Communication Track Project Overview

The purpose of this project is to provide you with a method to put into practice everything learned throughout this course. You will begin the project the very first week of class as you consider potential audiences and channels of interest. You will continue the project up through finals week when you turn in your track analysis assignment.

You will learn about every "track" choice and practice communicating effectively through each of the channels, but select one to use for your major project channel, or track. After mastering the use of one channel, you should be able to successfully use any of these channels, as well as others not used in class. Following the steps taken for this project, you will be able to effectively communicate in any setting, for any audience, through any channel.

In the future, you may not have the time or resources needed to follow the strategies used in this class at the level of best practice in communication planning. But even when time is short and resources are limited, use these steps and strategies to the extent possible to create effective messages and programs that make a real and lasting difference for your audiences. You will select from one of the following communication tracks to complete your major course project:

- Community presentation
- Professional presentation
- Teaching track
- Food demonstration
- Video production

All of the projects are designed to be equivalent in terms of workload and effort. Each one has unique challenges. There are advantages and disadvantages to each choice. Make your selection based not on your level of comfort but on maximizing your potential to learn and what you believe will help you meet current and future communication and professional goals.

The overall objectives of the project are to:

1. assess and meet audience needs.
2. research and tailor a message.
3. best utilize communication channels.

Following is a description of each track project option and all of the assignments needed to complete your project. Refer to the course syllabus for when they are assigned and discussed in class and when they are due.

### Description of terms on grading rubric:

Overall: Proficient = thoroughly accomplished as described below  
 Emerging = nearly complete, minor deficiency  
 Developing = fairly well done, some shortcomings  
 Beginning = just starting, multiple or major shortcomings  
 Missing = not done  
 (Mastery) = extra credit given for exceeding expectations, taken to the "next level," superior work

### Description of proficient in each category on grading rubric:

**Purpose/Tailoring:**  
 Clearly indicates purpose/SOCO/key points without specifically labeling as such; someone unfamiliar with presentation would clearly recognize reason and usage; content matches purpose. Intended audience is obvious in words, graphics, content and/or title; an audience member would feel it was directed to them.

**Design/Graphics/Fonts:**  
 Originality and uniqueness is evident; creative, attractive, and pleasing appearance; layout is clean, not cluttered, enhances readability and highlights important concepts. Graphics directs the eye and does not distract from message.  
 Graphics are appropriately chosen, easy to identify, labeled and/or given credit, appropriately positioned, and properly sized. If no graphics are used, they are not missed.  
 Fonts are clear and readable, well chosen to fit the publication, and sized appropriately.  
 Families of type are used rather than multiple fonts (avoid using more than 2 families of type).

**Content:**  
 Organization flows logically and helps reader learn and understand message. Content is clearly focused around SOCO and/or key point(s). The majority of content is original; all content from other sources is clearly referenced. The amount of content is adequate to support key ideas and is appropriate for audience. Message impacts more than knowledge, it also encourages changes in values, attitudes, and/or behaviors. Everything stated is current and accurate; there are no misleading statements. Not only are sources of information referenced, sources of information are provided for the reader to access more information about the topic.

**Writing:**  
 Language skillfully communicates meaning to readers with clarity and fluency. Sentences are active versus passive and use modern voice. Positive statements are used primarily; negative statements are avoided. Writer uses third person for professional audiences and second person for lay audiences. Sentences average 15 words or less. Paragraphs are short with white space and/or bulleting is used to enhance readability. Word choice is clear and appropriate to reading level of audience. SMOG test is attached for full credit with grade level indicated on test sheet and compared to appropriate level for audience. Jargon and/or uncommon terms are defined or not used.  
 Author identification must be included for two points: name, major and/or department, university (college is optional). Optional info: year of publication, contact information.  
 Descriptions adapted in part from: Purdue College of Agriculture Writing Rubric and AAC&U Core Values Rubric

### Nutrition Communication Track Project Annotated Bibliography

Credit: 35 points

Date Due: \_\_\_\_\_

**Objectives:**

1. Research subject matter for a video production, food demonstration, professional presentation, or community presentation.
2. Prepare annotated bibliography of references used.

**Assignment:**

1. Conduct background and in-depth research of the topic. Include general background and review articles as well as in-depth scientific journal articles. Make copies, read, take notes. Keep resource files on potential topics. Outline information based on outcome objectives. Obtain more information narrowed to the focus of your project. Study the information to gain understanding, and obtain assistance from experts as needed. Obtain more information where gaps are identified.
2. Submit a typed bibliography, one per project, following the approved AMA format. Organize your bibliography into two categories with peer reviewed references first, followed by non-peer reviewed second. Within each category, you may order your references in alphabetical order, in the order you use them in your presentation, or by topic. Annotate your bibliography by including a one to two sentence summary of the article or reference following each citation. This summary must provide more information than the title and give a synopsis of what would be learned from reading the reference. Follow this summary with a one to two sentence description of what you will use from that resource in your project. Each article must relate to the subject of your project to receive credit.

**Expectations for the professional presentation and teaching track:**  
 At least 10 references are to be from peer-reviewed journals in nutrition, food science, exercise science or medicine. Additional references should be used to provide background. Include at least two additional references from reputable sources that are not peer-reviewed journals. Most should be very current with at least five peer-reviewed references from the last 3 years.

**Expectations for video production, food demonstration and community presentation:**  
 At least six references are to be from peer-reviewed journals in nutrition, food science, exercise science, or medicine. At least six additional references are needed for background. Background references should include reputable references your audience could potentially access, such as government web sites or lay publications. Most should be very current, with at least three peer-reviewed and three background references from the last 3 years.

3. Also submit copies of two major articles to be discussed with your bibliography.

See the grading sheet for how this assignment will be graded. Make sure you include everything that is required to receive full credit.

### Nutrition Communication Track Project Final Presentation

**Grading Rubrics**

The following pages contain grading rubrics for each of the five track project types. Each one focuses on unique characteristics of being audience focused, presenting a clear, evidence-based message, and using your channel and presentation skills to the greatest advantage.

Additional considerations such as timing and being ready on time, are also evaluated. See the end of the grading rubric.

If there is anything unclear about the grading, ask ahead of time so that you are well aware of the expectations. You will be graded using these rubrics, and you will use these rubrics when you evaluate the final presentations of your classmates that you attend.

**Final Presentation Reminders**

If you are planning to use food or storeroom equipment, submit a market order by the end of the week before your final presentation.

If you will need equipment or supplies from the class, arrange their use with the instructor, and use the check-out sheet on the bulletin board. Return them in a timely way as other students may be using them as well.

You will sign up to attend/view two presentations in addition to your own. Failure to show up at a presentation/view a video results in a \_\_\_ point deduction from your grade.

If you are presenting a community presentation you will be sent a template to complete providing driving instructions and contact information that you will send to everyone signed up to attend your presentation, including instructors.

Watch for additional announcements and reminders.



## Sample Worksheets

Please see the folder titled Nutrition Communication Track Project for access to the sample documents shown here.

**Nutrition Communication Track Project  
Student Feedback Practice**

Presenter(s): \_\_\_\_\_ Date: \_\_\_\_\_

Title/Topic: \_\_\_\_\_

Track:  Community  Food demo  Prof Presentation  Teaching  Video

Record your observations below in the appropriate columns. Focus on expectations from the grading criteria. Be specific rather than vague – give examples. Be constructive.

Areas for improvement: \_\_\_\_\_ Met or exceeded expectations: \_\_\_\_\_

Question for the presenter(s): \_\_\_\_\_

Describe the main thing you learned from this presentation: \_\_\_\_\_

4. How do you feel about how your presentation went?

a. Overall impression: \_\_\_\_\_

b. What went especially well? \_\_\_\_\_

c. What would you do differently next time? \_\_\_\_\_

5. In what ways do you feel you have improved as a nutrition communicator as a result of this project? Reflect on goals you set for yourself.

a. Understanding and meeting the needs of my audience: \_\_\_\_\_

b. Tailoring and crafting a message that is meaningful, accurate, timely, and memorable: \_\_\_\_\_

c. Exemplifying excellence in presentation style and skill: \_\_\_\_\_

Honestly assess your communication and work style using the questions listed below. Your answers will help determine appropriate pairings for working together.

Preferred method of communicating with partners or teams:  
\_\_\_\_\_ email \_\_\_\_\_ phone call \_\_\_\_\_ text message \_\_\_\_\_ other: \_\_\_\_\_

Days/times I am available to work on track project outside of class:

weekdays/times: \_\_\_\_\_

evenings/times: \_\_\_\_\_

weekends/times: \_\_\_\_\_

Preferred time to begin an assignment: \_\_\_\_\_ Preferred time to complete an assignment: \_\_\_\_\_

\_\_\_\_\_ as soon as assigned \_\_\_\_\_ at least 2 days before due date

\_\_\_\_\_ about a week before the due date \_\_\_\_\_ day before due date

\_\_\_\_\_ a few days before the due date \_\_\_\_\_ on the due date

Preferred work style:  
\_\_\_\_\_ prefer to divide work & combine parts \_\_\_\_\_ prefer to work together

Comfort level with grading:  
\_\_\_\_\_ grades are important to me; I am uncomfortable with losing unnecessary points for proofreading errors, missing components, etc.

\_\_\_\_\_ relaxed about grades; the experience is more important as long as my grades are at least a \_\_\_\_\_

**Nutrition Communication Track Project  
Self-Evaluation Grading**

Name: \_\_\_\_\_

*This is completed by the instructor.*

**Grading sheet for Communication Track Practice, completed with specific examples listed and points assigned (8 points + 1 point)**

Comments: \_\_\_\_\_

Grade/total points assigned (1 point) Points: \_\_\_\_\_

Summary of presentation strengths and weaknesses including all major areas on grading sheet (10 points) Points: \_\_\_\_\_

Comments: \_\_\_\_\_

Summary of three areas (What did well, mistakes made/lessons learned, do next time) (6 points) Points: \_\_\_\_\_

Comments: \_\_\_\_\_

Total points received: \_\_\_\_\_ Points: \_\_\_\_\_

# Sample Rubrics

Please see the folder titled Nutrition Communication Track Project for access to the sample documents shown here.

### Food Demonstration Practice

Presenter(s): \_\_\_\_\_ Date: \_\_\_\_\_  
 Audience: \_\_\_\_\_ Title/Topic: \_\_\_\_\_

| Content   |                  |
|---|------------------|
| <b>Audience Focus (15 points)</b>   |                  |
| <b>Topic:</b> Selection suited to audience; indicative of good needs assessment   | <b>Comments:</b> |
| <input type="checkbox"/> 0 pt Not done <input type="checkbox"/> .5 pt <input type="checkbox"/> 1 pt <input type="checkbox"/> 1.5 pt Well done   |                  |
| <b>Audience:</b> Brought up to appropriate level; stimulates recall of prerequisites; demonstrates knowledge of audience background   |                  |
| <input type="checkbox"/> 0 pt Not done <input type="checkbox"/> .5 pt <input type="checkbox"/> 1 pt <input type="checkbox"/> 1.5 pt Well done   |                  |
| <b>Depth:</b> Topic is explored at an appropriate level for the audience  |                  |
| <input type="checkbox"/> 0 pt Not done <input type="checkbox"/> .5 pt <input type="checkbox"/> 1 pt <input type="checkbox"/> 1.5 pt Well done   |                  |
| <b> Rapport:</b> Developed and maintained with audience; smile; speakers and topic connected to audience  |                  |
| <input type="checkbox"/> 0 pt Not done <input type="checkbox"/> .5 pt <input type="checkbox"/> 1 pt <input type="checkbox"/> 1.5 pt Well done   |                  |
| <b>Engagement:</b> Appropriate audience involvement and management; speech is well-directed to audience   |                  |
| <input type="checkbox"/> 0 pt Not done <input type="checkbox"/> .5 pt <input type="checkbox"/> 1 pt <input type="checkbox"/> 1.5 pt <input type="checkbox"/> 2 pt <input type="checkbox"/> 2.5 pt <input type="checkbox"/> 3 pt Well done |                  |
| <b>Testing:</b> Pilot tested planned approach for determining if objectives were met; knowledge, attitudes, and/or behaviors assessed pre/post presentation   |                  |
| <input type="checkbox"/> 0 pt Not done <input type="checkbox"/> .5 pt <input type="checkbox"/> 1 pt <input type="checkbox"/> 1.5 pt <input type="checkbox"/> 2 pt Well done   |                  |
| <b>Evaluation:</b> Pilot tested planned approach for gathering audience feedback by providing opportunity for audience evaluation of presentation   |                  |
| <input type="checkbox"/> 0 pt Not done <input type="checkbox"/> .5 pt <input type="checkbox"/> 1 pt <input type="checkbox"/> 1.5 pt Well done   |                  |
| <b>Questions and Answers:</b> At end or at any time during presentation as directed; allows adequate time; answers complete and accurate  |                  |
| <input type="checkbox"/> 0 pt Not done <input type="checkbox"/> .5 pt <input type="checkbox"/> 1 pt <input type="checkbox"/> 1.5 pt <input type="checkbox"/> 2 pt <input type="checkbox"/> 2.5 pt Well done                               |                  |
| Message Content and Organization (16 points)  |                  |
| <b>Attention-Getting Opening:</b> Captures attention; creates anticipation for presentation; creative   | <b>Comments:</b> |
| <input type="checkbox"/> 0 pt Not done <input type="checkbox"/> .5 pt <input type="checkbox"/> 1 pt <input type="checkbox"/> 1.5 pt Well done   |                  |
| <b>Credibility:</b> Speaker credibility is established and maintained throughout  |                  |
| <input type="checkbox"/> 0 pt Not done <input type="checkbox"/> .5 pt <input type="checkbox"/> 1 pt <input type="checkbox"/> 1.5 pt Well done   |                  |
| <b>Topic and Key Messages:</b> Both topic and key messages are introduced clearly, well-written   |                  |
| <input type="checkbox"/> 0 pt Not done <input type="checkbox"/> .5 pt <input type="checkbox"/> 1 pt <input type="checkbox"/> 1.5 pt <input type="checkbox"/> 2 pt Well done   |                  |
| <b>Overall Presentation:</b> Key messages match recipe choices and theme  |                  |
| <input type="checkbox"/> 0 pt Not done <input type="checkbox"/> .5 pt <input type="checkbox"/> 1 pt <input type="checkbox"/> 1.5 pt <input type="checkbox"/> 2 pt Well done   |                  |
| <b>Accuracy:</b> Accurate and relevant nutrition facts provided verbally and on written materials (up to -10 pt for inaccuracy)   |                  |
| <input type="checkbox"/> 0 pt Not done <input type="checkbox"/> .5 pt <input type="checkbox"/> 1 pt <input type="checkbox"/> 1.5 pt Well done   |                  |
| <b>Organized and Balanced presentation:</b> Good flow and transitions; partners work well together; time is used well to meet goals   |                  |
| <input type="checkbox"/> 0 pt Not done <input type="checkbox"/> .5 pt <input type="checkbox"/> 1 pt <input type="checkbox"/> 1.5 pt <input type="checkbox"/> 2 pt <input type="checkbox"/> 2.5 pt Well done                               |                  |
| <b>Relevant:</b> Presents credible information about ingredients/shopping/cooking/food safety   |                  |
| <input type="checkbox"/> 0 pt Not done <input type="checkbox"/> .5 pt <input type="checkbox"/> 1 pt <input type="checkbox"/> 1.5 pt Well done   |                  |
| <b>Interesting:</b> Presents fun and interesting information related to theme/recipes   |                  |
| <input type="checkbox"/> 0 pt Not done <input type="checkbox"/> .5 pt <input type="checkbox"/> 1 pt <input type="checkbox"/> 1.5 pt Well done   |                  |
| <b>Strong Closing:</b> Reviews key messages; allows adequate time; memorable and well selected  |                  |
| <input type="checkbox"/> 0 pt Not done <input type="checkbox"/> .5 pt <input type="checkbox"/> 1 pt <input type="checkbox"/> 1.5 pt <input type="checkbox"/> 2 pt Well done   |                  |

| Preparation Skills   |                  |
|--|------------------|
| Demonstration Techniques and Visual Support (10 points)  |                  |
| <b>Selection:</b> Creative theme and attractive props/display/visual aids  | <b>Comments:</b> |
| <input type="checkbox"/> 0 pt Not done <input type="checkbox"/> .5 pt <input type="checkbox"/> 1 pt <input type="checkbox"/> 1.5 pt <input type="checkbox"/> 2 pt Well done              |                  |
| <b>Planning:</b> Well-planned with trays set up and advance steps taken with trays out of sight until ready to use and work area kept free of clutter                                    |                  |
| <input type="checkbox"/> 0 pt Not done <input type="checkbox"/> .5 pt <input type="checkbox"/> 1 pt <input type="checkbox"/> 1.5 pt <input type="checkbox"/> 2 pt Well done              |                  |
| <b>Visuals:</b> Excellent visual techniques; makes sure audience can see; uses mirror  |                  |
| <input type="checkbox"/> 0 pt Not done <input type="checkbox"/> .5 pt <input type="checkbox"/> 1 pt <input type="checkbox"/> 1.5 pt Well done  |                  |
| <b>Safety:</b> Food preparation techniques performed with skill  |                  |
| <input type="checkbox"/> 0 pt Not done <input type="checkbox"/> .5 pt <input type="checkbox"/> 1 pt <input type="checkbox"/> 1.5 pt Well done  |                  |
| <b>Hygiene:</b> Hair tied up or covering used; avoids touching hair  |                  |
| <input type="checkbox"/> 0 pt Not done <input type="checkbox"/> .5 pt <input type="checkbox"/> 1 pt <input type="checkbox"/> 1.5 pt Well done  |                  |
| <b>Sanitation:</b> Demonstrates and discusses hand washing correctly; gloves used as needed  |                  |
| <input type="checkbox"/> 0 pt Not done <input type="checkbox"/> .5 pt <input type="checkbox"/> 1 pt Well done  |                  |
| <b>Food Safety:</b> Demonstrates proper food safety techniques   |                  |
| <input type="checkbox"/> 0 pt Not done <input type="checkbox"/> .5 pt <input type="checkbox"/> 1 pt Well done  |                  |
| Delivery (16 points)   |                  |
| <b>Attire:</b> Professional; fits theme; apron or chef jacket worn   | <b>Comments:</b> |
| <input type="checkbox"/> 0 pt Not done <input type="checkbox"/> .5 pt <input type="checkbox"/> 1 pt Well done  |                  |
| <b>Vocal:</b> Voice gives energy and enthusiasm; demonstrates passion for topic; good vocal variety and volume   |                  |
| <input type="checkbox"/> 0 pt Not done <input type="checkbox"/> .5 pt <input type="checkbox"/> 1 pt <input type="checkbox"/> 1.5 pt Well done  |                  |
| <b>Grammar:</b> Proper grammar; appropriate word choice; few filler words  |                  |
| <input type="checkbox"/> 0 pt Not done <input type="checkbox"/> .5 pt <input type="checkbox"/> 1 pt <input type="checkbox"/> 1.5 pt Well done  |                  |
| <b>Speed and Clarity:</b> Not too fast or too slow; includes correct pronunciation   |                  |
| <input type="checkbox"/> 0 pt Not done <input type="checkbox"/> .5 pt <input type="checkbox"/> 1 pt <input type="checkbox"/> 1.5 pt Well done  |                  |
| <b>Interaction with Content:</b> Discussed with audience (not read); didn't rely on notes  |                  |
| <input type="checkbox"/> 0 pt Not done <input type="checkbox"/> .5 pt <input type="checkbox"/> 1 pt <input type="checkbox"/> 1.5 pt Well done  |                  |
| <b>Eye contact:</b> Made eye contact with entire audience  |                  |
| <input type="checkbox"/> 0 pt Not done <input type="checkbox"/> .5 pt <input type="checkbox"/> 1 pt <input type="checkbox"/> 1.5 pt Well done  |                  |
| <b>Gestures and Body Movement:</b> Good posture and enhances presentation; relaxed and poised  |                  |
| <input type="checkbox"/> 0 pt Not done <input type="checkbox"/> .5 pt <input type="checkbox"/> 1 pt <input type="checkbox"/> 1.5 pt Well done  |                  |
| Expectations   |                  |
| <b>Food Order:</b> Food or market order submitted on time (up to -5 pts)   |                  |
| <b>Start Time:</b> Ready to start on time (up to -5 pts)   |                  |
| <b>Completed Within Time Limit:</b> Completed within time limit: 12-15 minutes (solo) or 25-30 minutes (partners) (-2 pts for every 30 second under/10/22 minutes or over/17/23 minutes) |                  |
| <b>Clean Up:</b> Left lab in good order; dishes washed and put away; food put away (-2 pts for each item not put away)   |                  |
| <b>Supporting Materials:</b> Supporting or ancillary materials provided (eg, individual writing for review; copy of recipe, etc) (-2 pts for each item not submitted)                    |                  |
| <b>Start time:</b> _____ <b>End Time:</b> _____ <b>Total Time:</b> _____   |                  |

### Nutrition Communication Track Project Track Analysis Grading Sheet

Name: \_\_\_\_\_ Date received: \_\_\_\_\_

| Part of Assignment                            | Possible points | Points Received | Expectations  |
|---|-----------------|-----------------|---|
| Logical Analysis                              | 5               |                 | Discuss logistical planning (room set-up, equipment, supplies, food, handouts, etc.)<br>Describe implementation of plan during actual presentation<br>Did your group encounter any problems? How did you handle them?     |
| Cost Analysis                                 | 10              |                 | Calculate the total cost for presentation provided including receipts for food and supplies purchased, cost of copying handouts, etc.<br>Describe ideas to save money<br>Analyze the cost compared to a realistic budget. |
| Summary of Participant Testing and Evaluation | 10              |                 | Testing and evaluation tools are attached.<br>Tables and summaries of responses are included.<br>Report includes assessment of learning objectives met.<br>Audience perceptions explained.                                |
| Self-Evaluation                               | 5               |                 | Document(s) completed and submitted by each student.  |
| <b>Total Score</b>                            | <b>30</b>       |                 |   |

Comments: \_\_\_\_\_

### Nutrition Communication Track Project Writing Assignment Grading Sheet

Name: \_\_\_\_\_ Date received: \_\_\_\_\_

| Criteria   | Level of Proficiency (see reverse side) |               |                |                |                |                 |
|--|---|---------------|----------------|----------------|----------------|-----------------|
|  | Missing (0)                             | Beginning (1) | Developing (2) | Emerging (2.5) | Proficient (3) | Mastery (3CC-5) |
| Purpose is clear<br>Key point(s) included<br>Tailored to audience  |   |               |                |                |                |                 |
| pts for Purpose _____  | Comments: _____                         |               |                |                |                |                 |
| Creative<br>Clean & inviting design<br>Graphics well selected and clearly labeled<br>Well-chosen, readable fonts                                 |   |               |                |                |                |                 |
| pts for Layout/Design _____  | Comments: _____                         |               |                |                |                |                 |
| Well organized content<br>Aim of content approp. >50% is original<br>Impacts more than just knowledge<br>Accurately presented<br>Well referenced |   |               |                |                |                |                 |
| pts for Content _____  | Comments: _____                         |               |                |                |                |                 |