Adult Lesson Plan—5 week, 30-minutes

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## Facilitation

We recommend two facilitators, especially during the first few weeks. One facilitator can be the technical lead: monitor the chat box, provide assistance, and locate digital materials as necessary.

## Delivery Platform

We do not recommend a particular virtual meeting software or social media platform. Consider your organizational capacity and the needs of your participants. In some cases, you may be invited to present on a hosting organization’s account, so it is important to be comfortable with a variety of options and willing to learn. In this case, ask to access the meeting early and practice using the features, or run a test class in advance. Practice using features such as enabling and disabling the waiting room, muting/unmuting participants, chat box, polls, Q&A, and whiteboard. Online meeting platforms have extensive user resources available online.

## Video Setup

Test your video setup in advance. Angle your video camera with your full face in the frame. See below for options to do a food demonstration. Avoid backlighting from windows or other light sources. Test your video at the same time of day you will be holding your class.

## Food Demonstrations

We have provided a few recipe demo videos for each week to choose from. You may also use another recipe demo video from approved organizations. (See [WA Approved Recipes)](https://wasnap-ed.org/resources/recipes/)

If you choose to do a live food demonstration, we recommend careful planning including video and audio setup for any food demonstrations. Moving from facilitation to recipe demos may be more complicated online than in person. Set up your food preparation station so that you can easily move your camera to show a different angle of your cutting board and food items. Flat objects such as books can be used to prop up cameras.

Another option is to film the recipe demos separately and play them during the live session. This allows you to reuse the video, reducing food costs, clean up, and grocery shopping (please consult CTW team if you are considering this option). Additionally, it may allow you to more easily deliver the class from an office environment where food preparation options may be limited due to the closure of common areas and office kitchens, but the internet may be more reliable.

Optional Activities

Each set of slides has additional optional activities that you can choose to incorporate into your lesson. These are meant to be supplemental and can be used if there is time and you would like to dive deeper into the material. Use of these activities will bring your class closer to one hour versus 30 minutes.

There is also a supplemental “Lesson 3.5” in the flipped Food Smarts course that you can choose to incorporate if you would like to add a check-in week. Lesson 3.5 is a review of weeks 1-3 with discussion and games.

Slide Modifications

Each lesson will require some modification to the slide deck before class. The topics that require modification will be marked with an \*asterisk in the teacher outline. Every week the instructor will need to: imbed chosen recipe demo links, hide any optional activity slides they do not wish to present, choose a brain break activity, insert organization’s logo, make recipe demo polls, and insert day/time of next class. During the first week there is also a slide for the instructor to share a little about themselves.

## Materials

Online meeting software allows hosts to screen share, so you can share Food Smarts slides (based on workbook pages), videos, or other. You can also email files as PDFs in advance so participants can print out or review digitally. This can be confusing to navigate, but tech savvy participants may appreciate this option. Hard copies of materials can also be delivered or sent to participants depending on the situation. Consider whether common household goods such as packaged foods, fresh food items, or magazines might enhance the interactive features and ask participants to bring them to class if they’d like. These indications are included in the lesson plans below.

All activities and slides were created based on the *Food Smarts Instructor Guide* and *Food Smarts Workshop Handbook*. These guides can be referenced for clarification, supplemental activities, and handouts. Different versions of these workbooks have different page numbers, but you can look up the activity by name.

Data Collection

SNAP-Ed evaluation surveys are required when delivering direct education. Both SNAP-Ed and non-SNAP-Ed educators, including classroom teachers, will need to review the guidance on how to administer surveys to ensure surveys are proctored with fidelity. If classroom teachers review and adhere to the guidance, then they may proctor the survey. It is best practice for surveys to be proctored live so educators can read survey questions to participants.

Links to online survey post-tests:

Adult:

* English: [https://WA\_SNAP-Ed.formstack.com/forms/snap\_happy\_survey\_adult\_post\_eng](https://wa_snap-ed.formstack.com/forms/snap_happy_survey_adult_post_eng)
* Spanish: [https://WA\_SNAP-Ed.formstack.com/forms/snap\_happy\_survey\_adult\_post\_spa](https://wa_snap-ed.formstack.com/forms/snap_happy_survey_adult_post_spa)
* Russian: [https://WA\_SNAP-Ed.formstack.com/forms/snap\_happy\_survey\_adult\_post\_rus](https://wa_snap-ed.formstack.com/forms/snap_happy_survey_adult_post_rus)

## Saving Money and Time with Shopping and Budgeting Strategies // **WEEK 5**

\*These Topics Require Slide Modification Before Class

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| --- | --- | --- |
| **Time** | **Topics** | **Slide Deck** |
| *5 min.* | **\*Informal Introductions and Welcome** *Best practice is to greet participants by name if they join and make sure you are pronouncing their name correctly. Make sure everyone feels seen and included immediately.*  **Tech Check** *Attendees can see/hear, know how to mute/unmute, use video and chat box, rename display name as necessary.*  **Brain Break** *Choose a fun activity to start the class off with. An activity example is listed in the slide notes or you can create your own.*  **Group Agreements** *Have participants review agreements that they will all abide by during class to create a safe environment.*  **Review of Food Smart Course** *Review topics from previous weeks and answer any questions.*  **\*Overview of Class** *Outline the topics you will be discussing during this lesson. If you’d like participants to grab any materials, have them do this now.* | Slide 2  Slide 3  Slide 4  Slide 5  Slide 6  Slide 7 |
| *12-15 min.* | **Activity: Saving Money & Time with Shopping Strategies, Budgeting & Meal Planning**   * Discuss some ways in which you can save money at the grocery store. Review ways in which they can “shop smart.” * Planning meals ahead of time saves money and encourages healthier eating. Review techniques on meal planning and grocery list writing. * Invite students to grab an item/items from their pantry that they frequently use in recipes OR grab an item they are unfamiliar with. Encourage them to ask others for ideas and suggestions on what to make with it. OR grab a few items from your kitchen and share what you are planning. * Review food storage tips. Which items are the most difficult to keep fresh? When is it safe to use food beyond printed dates? * Review produce storage tips. (Gas releasers). | Slides 8-9  Slides 10-12  Slide 13  Slides 14-15  Slide 16 |
| *2-3 min.* | **OPTIONAL ACTIVITY**  **Stretch Break**   * You can either lead a quick group stretch or do another icebreaker activity of your choice | Slide 17 |
| *5 min.* | **\*Food Demo**   * See Food Demonstration tips. Imbed the recipe demo link that participants voted for last week. Play the video during class and discuss it after as a group. Think of questions you want to ask participants. You are welcome to add an additional slide after this one if you want to show what questions will be discussed. | Slide 18 |
| *10 min.*  *2-3 min.*  *5 min.* | **OPTIONAL ACTIVITIES**  **3 Day Meal Plan**   * Invite students to make a two- or three-day meal plan and list with a focus of what they have at home during class. See activity titled “Meal Plan and Grocery List” in the Workbook for more activity information.   **Farmers Market**   * Get the most from your money at the Farmers Market. This is a great way to stock up on fresh, local produce and use fresh match dollars. Review 6 strategies. See activity titled “Saving Money; Tips to Store Your Produce to Make it Last Longer” in the Workbook for more activity information.   **Eat Fresh Website**   * Let participants know that they can use the Eat Fresh website as a resource for nutrition questions and finding recipes.   **Group Discussion**   * Have participants share what meals they are making for the week and some of their favorite budget friendly meals. | Slide 19  Slides 20-21  Slide 22  Slide 23 |
| *5-10 min.* | **\*Data Collection and Closing**   * Share the survey link with participants. Read the questions aloud and answer any questions. * Thank participants. Ask for feedback, particularly about aspects of the virtual delivery. Would they participate in something similar again? What was frustrating or surprising about the experience? | Slide 24  Slides 25-28 |

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