Facilitator Instructions for
Choose Health: Food, Fun, and Fitness (CHFFF)
2-Day Training for Educators

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CHFFF Training, Division of Nutritional Sciences, Cornell University, June 2012. Revised 10/12, 5/13
Overview

Training Facilitators: This training is intended to be conducted jointly by 4-H and Nutrition Educators, at least one of whom is experienced in teaching CHFFF to youth.

Training Goals: Participants should come away having experienced all parts of the CHFFF curriculum, including the 4-A’s, interactive nutrition activities, active games, food preparation or at least tasting, and goal setting. They also will have reviewed the appropriate nutrition content for each lesson, briefly reviewed facilitation skills and relevant youth development topics, and been introduced to the Cornell Healthy After-School Environment (CHASE) Self-Assessment Tool.

Audience for training: Extension Educators (4-H and Nutrition), Adult Volunteers (4-H, Interns, Americorps, etc.), Afterschool providers (if teaching is coordinated with or through CCE educators). Teens participating in Choose Health Action Teens (CHAT) could also attend, but a separate training for teens using the modules in the CHAT Facilitator Guide is preferred. (For those using teens to teach CHFFF, additional CHAT preparation is needed, see website).

Number of participants: This training is designed for groups of 12-15 or so participants (same recommended size as the CHFFF lessons themselves). It can be done with larger groups by dividing into two smaller groups for the teach-back portions (Lessons 2-5), with each facilitator leading one group through the teach-back, facilitation skills and review of nutrition content, and other portions of the training being done with the whole group. For the facilitator-demonstrated Lessons 1 and 6, make sure to have extra stations and supplies to accommodate the larger group.

Pre-Training Webinar: Please encourage participants to view the CHFFF Introductory webinar before the in-person training. The webinar can be found at fnec.cornell.edu/Our_Initiatives under Youth Programming and then CHFFF.

Materials and Supplies Needed for Training

- Nametags, Agenda, Participant List
- Flipcharts, markers, tape, post-it notes
- Copies of CHFFF Curriculum to distribute (1 per county, more if funding allows)
- Teaching Kits to assemble and distribute, including copies of posters, visual aids, and food packages (1 per county, more if funding allows)
- Sets of Dairy Council Food Model Cards for those counties that do not have these (note: these cards are currently unavailable for ordering in NYS; campus has a limited supply)
- Other materials and supplies for teaching the lessons not in kits, e.g., additional supplies for the games, blubber burgers, etc. (see Supplies Needed by Facilitator in Teaching Kit list)
- Food and equipment for preparing selected recipes, copies of recipes to prepare (use full page versions from CHFFF Recipe Appendix)
- CD Player, Fruit/Veggie CD (see ordering info in CHFFF Intro) or other catchy music or downloaded music on laptop, mp3, etc. with speaker capable of playing at a loud volume
- Noisemakers for flash card Jeopardy (1 per team, see below), such as 4-H Buzzers that each county should have
- Handouts for training, printed from attached files as detailed below:

<table>
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<th>File Name</th>
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<tr>
<td>Nutrition Flash Cards for CHAT-CHFFF Training.docx</td>
<td>• 1 set of <strong>Nutrition Flash Cards</strong> - Print double-sided, laminate, and cut apart (2 sets if large group, divided)</td>
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<tr>
<td>CHFFF Training Handouts.docx</td>
<td>1 copy per participant, printed double-sided, of:</td>
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<tr>
<td></td>
<td>• 1. Tips for Great Teaching: Key Facilitation Skills</td>
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<td></td>
<td>• 2. Tips for Great Teaching – A Snapshot</td>
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<td>• 3. Self-Evaluation Form for CHFFF Lessons</td>
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<td>• CHFFF Training Evaluation Form</td>
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<tr>
<td>CHFFF Training Task 11 Handout.docx</td>
<td>• 1 copy per 2-3 participants of the Health Behavior Goals table and slips for Task 11 Anchor matching activity (see instructions on handout)</td>
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<tr>
<td>CHAT Handouts for CHFFF Training.docx</td>
<td>• 1 copy per participant of “Know Kids to Teach Them” CHAT 7-1</td>
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<td>• 1 copy per participant of “How Children Change as They Grow” CHAT 7-3, back-to-back</td>
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<td>• 1 copy of the Child Development Puzzles, CHAT 7-2 – enlarge each (onto 11x17 if feasible) and cut apart (2 copies if large group)</td>
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| CHASE After School Assessment Tool, from fnec website | • (Optional) 1 copy of the CHASE Self-Assessment Tool (so 1 page per each of 7 small groups) – Print from:  
DAY 1 OF TRAINING  (6 hours)

Note on Instructions: *What to “do” is in italics*, what to “say” is in regular font.

**Snack Station (as participants arrive)**
- Have a station where participants can prepare Smoothies from Lesson 1 or another CHFFF recipe as they arrive.
- Optional: Offer “Water with a Twist” (also from Lesson 1 - water with fruit slices in it) as well as coffee/tea

**Welcome and Introductions  (20 min)**

**Play “Instant Replay” Name Game as Icebreaker**
- Lead and play *Instant Replay* game from Lesson 1 (Divide into 2 groups if more than 10-15 participants, or try doing 2 people at a time; otherwise takes too long)

After the game:
- Introduce yourself and any co-facilitators more fully.
- Welcome participants to the training and explain bathroom locations, exits and other specifics of the location.
- Have participants introduce themselves - name, county, whether 4-H or nutrition, and brief description of programming plans, including whether plan to work as a 4-H/Nutrition team and whether plan to use teens to help teach (CHAT)
- Review training agenda (pass out or put on flip chart, optional) – emphasize that they will practice or experience most of the CHFFF curriculum and we will also focus on the nutrition they need to know to teach it
- Explain that each lesson will be modeled as it will be taught, so please save questions for after – nutrition questions will be addressed right after each lesson. For other questions and issues, please write them onto a “Parking Lot” flip chart (set this up)
- Briefly review pre-training webinar – any questions from that?
- Post Health Behavior Goals and 4As
- Go over group guidelines (see below, add to as needed)
- Read or summarize the statement below:

We will guide you through a series of interactive learning tasks focused on your needs as nutrition educators. We practice VOICE BY CHOICE. As a large group, we invite sharing by individuals
and will wait for your responses. We will listen to as many of you as wish to share, within the time allowed. In the rare case that no one wishes to share, we will proceed to the next activity. You will not be “called on” or “singled out” to respond to questions or requests for information. Your participation in partner conversations and in small group learning tasks is expected.

We value your opinions and invite your reactions to the training process and content. At the end of the training, please complete the evaluation form.

**As you facilitate today, remember to do the following:**

- **Invite**—Set a learning environment that welcomes and celebrates, interests and engages.
- **Ask**—Use open-ended questions and statements that help the learner apply or think about applying the information in a relevant way.
- **Wait**—Wait at least five seconds for people to speak.
- **Affirm**—Say, “Thank you; I’m glad you said that because…”
- **Weave**—Transition from one idea or concept to the next.
- **Energize**—Show enthusiasm. Change your voice. Provide activities that encourage learners to move about. Smile!
- **Embrace**—Use inviting body language: open arms and hands, no pointing.

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**Task 1. Experience CHFFF Lesson 1 (Sweetened Drinks) and Review Nutrition Content (60 min)**

**Anchor, Add, Apply, Away**

Experienced facilitator(s) model teaching Sweetened Drinks Lesson as written, including all 3 of the other games (Calcium Relay, Body Stir-Up, and All My Neighbors, but All My Neighbors can be optional if not time), but not food prep, and including the goal-setting Away and the Family Newsletter. Point out the recipes planned for this lesson and why, and which (if any) will be included at lunch-time tastings.

**Review Nutrition Content Using Flash Cards (10-15 min)**

**Brainstorm Carousel:** Using the Lesson 1 Flash Cards, tape one card with the question showing on each of 4 flip chart papers spread around the room. Have participants form 4 groups, and each go to one flip chart, write their answers to the question (in 1-2 minutes), then move on to the next and add answers to what the previous group has put. When each group has gone to all 4 posters, the nutrition
facilitator goes to each poster and summarizes the correct answer, incorporating in or correcting participant responses as needed.

**Task 2. Tips for Great Teaching (15-20 min)**

**Anchor**
Think about the sweetened drinks lesson you just participated in. What did you like about how the lesson was taught? Talk with a partner about what you liked. Try to focus on how it was taught rather than on what was taught. What facilitation skills did you see in this lesson?

**Add**
Pass out “Tips for Great Teaching: Key Facilitation Skills” and “Tips for Great Teaching: A Snapshot” (can be back-to-back). Consider putting the 30/50/70/90% bullets (below) on flip chart paper.

When we learn well, it’s because we’re engaged, interested, and respected. Let’s talk about things that good teachers do – things you can use to make your teaching fun and exciting.

Take a look at the “Tips for Great Teaching: Key Facilitation Skills” handout. As I go through this list of skills, circle any areas that you particularly want to work on, and feel free to add your own ideas.

First, it’s important to make everyone feel comfortable, welcome and included when you teach. We call this **Invite, Include**. Making eye contact, smiling and using children’s names can all help them feel welcome and included.

Have you ever had a teacher who put you to sleep? Good facilitators **energize** their audience by being enthusiastic, changing their voice, and providing activities where learners move around. Good facilitators are also positive, supporting and **encouraging**, and create an atmosphere where participants support and encourage each other.

*For this next activity, put you thumb/forefinger circle on your own cheek while saying, “Now put the circle on your chin.” Most participants will do what you did – put the circle on their cheek – rather than what you said – put the circle on their chin.*

I’ll show you more about one detail that is part of the next skill, **Engage and Keep It Moving** – the 30/50/70/90 rule. Put your thumb and forefinger together to make a circle. Now put your thumb/pointer circle on your chin. Whoops! You have chins in interesting places!
We all learn better by example, and by doing something with new information ourselves, instead of just being told something. *(Refer back to Lesson 1 to illustrate)*

The 30/50/70/90 Rule can help us remember to do more than tell because learners remember:

- 30% of what they hear and see
- 50% of a demonstration
- 70% of what they simulate, and
- 90% when they do the real thing

The last skill is **Wait, 3 Before Me**, which means to pause after asking a question to let 2 or 3 kids speak first before you speak again. We want to give kids a chance to respond before we jump in.

**Apply**

Now look at the “Tips for Great Teaching – A Snapshot” handout. This is a brief list of the facilitation skills we just talked about. With a partner, think back to the sweetened drinks lesson we just did, go through each item on the list, and circle “yes” for any of the skills you saw.

**Away**

Now, on your own, think about yourself as a teacher and rate yourself on each skill. If you think that skill will be easy for you, rate it a 1. If you think that skill will be a challenge for you, rate it a 5. This sheet is for you to keep.

*Pass out “Self-Evaluation Form for CHFFF Lessons.”*

We’ll keep reviewing facilitation skills throughout our training to keep them fresh in our minds as we teach. To do this, we’ll use this Self-Evaluation Form for CHFFF Lessons handout after we experience each lesson.

**BREAK (5-10 min)**

*Set up for teaching kit assembly line.*

**Task 3. CHFFF Curriculum, Teaching Kit Assembly and Teach-Back Prep (60-90 min)**

**Anchor**

*Pass out copies of the CHFFF Curriculum.*
Here is the Choose Health: Food, Fun, and Fitness curriculum. We just did Lesson 1, and in our training you’ll experience all six lessons. For now, choose a new partner and look through the notebook quickly. Pick out one thing you like or that interests you and share with your partner.

Add
As you’ll recall from the webinar, CHFFF is written using the 4-A dialogue approach to make it easy for you to use the facilitation skills we just talked about and make sure kids are engaged and learning by doing. Each lesson begins with an Anchor, an brief activity that connects the topic to children’s experience or interests. Next is the Add, information the educator needs to share to help children understand the topic. In the Apply, children do something interactive that uses this new information, and finally, the Away encourages children to use the information in a real life setting.

Each lesson also includes 4 active games, 2 healthy snack recipes, a goal-setting activity, and a family newsletter. Let’s go through Lesson 2 to see how each lesson is structured.

Walk participants briefly through Lesson 2, showing the At-A-Glance page, supplies list, facilitation tips, bridge from previous lesson, the games, 4 A’s, recipes, goal-setting, newsletter, posters, etc.

What questions do you have?

Apply: Assemble Teaching Kits (30-60 min)
Have participants assemble their teaching kits, which will help familiarize them with the lesson content before they prepare their teach-backs. For Lessons 2 and 6, have participants cut apart the Dairy Food Card sorting pages and tape them onto the envelopes to make sorting the cards easier later.

Away: Prepare Teach-Backs (30 min)
Assign each of the Lesson 2-5 Apply activities and the games below to pairs, trios, or individuals (if comfortable), with nutrition and 4-H educators working together where possible. Have the teach-back teams review their assigned activities and prepare to teach. Supply any items needed in addition to Teaching Kit.

Games to assign (due to time constraints of training, these are selected games that are best learned in person – other games are easy to learn just from the instructions provided):

- Under the Cone Scavenger Hunt
- Double Tag
- Elbow Tag
- Fitness Leaders
- Dragon’s Tail
- Cupid Shuffle (also Cat and Mouse and/or Heart Alert if time)
- Hospital Tag
• Fast Food Relay

LUNCH (60-80 min if food prep, 30-45 min if no prep)
Recommended: Have participants help prepare several CHFFF recipes as all or as part of lunch. To save time, have one facilitator set up stations for each recipe while the other facilitator leads Task 2, or set up stations on trays ahead of time, and do some prep ahead of time, especially for recipes that take longer such as Apple Wrap. If choose not to do prep during training, try to provide a variety of CHFFF recipes for participants to at least taste.

Recommended recipes to prepare and serve together as lunch are:
• Hummus with Veggies and Pita (Lesson 3)
• Garden Salad with Vinaigrette (Lesson 2 – use real food in Add if making this anyway)
• Mini Pizzas (from Extras)
• Apple Cinnamon Wrap and Roll (Lesson 3)
• Water with a Twist (Lesson 1)

Task 4. CHFFF Lesson 2 (Vegetables and Fruits) and Nutrition Content Review (45-60 min)

Game: Under the Cone Scavenger Hunt
Participant team teach back game as written.
(Optional, might save time: Do both games between the Apply and the Away in each teach-back rather than here)

Anchor
Facilitator introduce Lesson 2 and briefly describe Anchor but skip actually teaching it due to time constraints of training.

Add
Facilitator teach the Add as written.

Apply
Participant team teach-back Apply as written, using visual aids, posters, etc. from their teaching kit and/or supplied by facilitators.

Away
Facilitator briefly review goal-setting Away, newsletter, and recipes for this lesson.

Game: Double Tag
Participant team teach-back game as written (facilitators help as needed).
Review Facilitation Skills (10 min)

*Ask teach-back participants:*
- What did you like about the way you taught this lesson?
- What is one thing you would like to do differently when teaching this lesson again?

*Ask all participants:*
- What did you like about the way the lesson was taught?
- What facilitation skills did you see?

Pass out the Self-Observation Form for CHFFF Lessons from Appendix, and ask participants to complete it on their own and not share. Explain that this is meant to be a quick way to review facilitation skills to think about when teaching children rather than to judge or embarrass the presenters.

Review Nutrition Content Using Flash Cards (10-15 min)

*Jeopardy:* Form two or more teams of 4-6 participants each and give a noisemaker to each team. Ask each of the four Lesson 2 flash card questions one at a time to the full group and have each team confer on an answer and use their noisemaker when they are ready to answer. If answer is incorrect (see answers on back of flash cards), say so and ask another team if they have an answer. If an answer is only partially correct, ask other teams to add to it. Clarify and answer each question fully as needed.

*Then ask participants:*
- What other questions do you have about nutrition issues or other lesson issues?
- What support do you need to feel confident leading the lesson?

BREAK (5-10 min)

Task 5. CHFFF Lesson 3 (Label Reading) and Nutrition Content Review (45-60 min)

*Game: Elbow Tag*
Participant team teach-back game as written.

*Anchor*
Facilitator introduce Lesson 3 and briefly describe Anchor but skip actually teaching it due to time constraints of training.
Add
Facilitator teach the Add as written.

Apply
Participant team teach-back Apply as written, using visual aids, posters, etc. from their teaching kit and/or supplied by facilitators.

Away
Facilitator briefly review goal-setting Away, newsletter, and recipes for this lesson.

Game: Fitness Leaders
Participant team teach-back game as written (facilitators help as needed).

Review Facilitation Skills (10 min)
Ask teach-back participants:
- What did you like about the way you taught this lesson?
- What is one thing you would like to do differently when teaching this lesson again?

Ask all participants:
- What did you like about the way the lesson was taught?
- What facilitation skills did you see?

Review Nutrition Content Using Flash Cards (10-15 min)
One Question per Team or Table: Divide participants into 4 groups of 2-5 participants each. Give one Lesson 3 flash card to each team and ask them to discuss as a group. Then ask each team to share their question and answer with the full group. Clarify, correct, add to, and/or answer each question fully as needed.

Then ask participants:
- What other questions do you have about nutrition issues or other lesson issues?
- What support do you need to feel confident leading the lesson?

CLOSE OF DAY 1
DAY 2 OF TRAINING  (6 hours)

Snack Station (as participants arrive)
- Have a station where participants can prepare and/or sample Quick Fruit Scones from Lesson 6 or another CHFFF recipe as they arrive.

Task 6.  Know Kids to Teach Them: Working with 3rd-6th Graders  
(15-20 min)

Anchor
Think back to when you were in 3rd-6th grades, the ages of the kids you’ll be teaching CHFFF to. Talk with a partner about what you did after school when you were that age. What were some of your favorite things to do? What did you like to eat?

Add
Pass out copies of “Know Kids to Teach Them,” CHAT 7-1, and “How Children Change as They Grow,” CHAT 7-3, from CHAT Handouts for CHFFF Training file.

To teach children well, it’s important to understand them, how they grow and what they need. Look at the “Know Kids to Teach Them” handout and the House Diagram of Positive Youth Development on the bottom. How kids grow is shown as the foundation of the house because that’s what we need to understand first when we’re working with kids. Next, we need to meet their needs and teach them skills so they can learn to meet their own needs. And we need to consider the influence of all the various environments where kids live, go to school, and so on.

Apply
Divide participants into two groups of 5-8 each (or 4 groups with multiple copies of the puzzle). Give each group an envelope containing a mix of puzzle pieces from each Child Development Puzzle (CHAT 7-2, from CHAT Handouts). Tell one group they will be experts on 8-10 year olds, and the other on 11-12 year olds. Give them 3 minutes to put together their puzzle. If they do not get the idea to look for puzzle pieces in the other group, suggest that they do so. (Each puzzle is color-coded – mixing them both creates more challenge and reinforces the idea that kids grow at their own rates and these are just general patterns)

Let’s start by looking at the developmental stages of 8-12 year olds – how their bodies grow, and how they learn, deal with emotions, and interact with each other. Open your group’s envelope and use the pieces inside to create a picture of a child, either 8-10 years old or 11-12 years old. Make sure the words describe what kids in your assigned age group are like. If they don’t, maybe you need some of the pieces from the other group! Feel free to use the “How Children Change as they
Grow” handout to help you identify your age group’s characteristics. When you have completed your puzzle, take a look at the other age group completed puzzle to see what kids of that age are like.

Why do you think you had to find some puzzle pieces from the other group? This was to emphasize that kids grow at their own individual rates, so these general descriptions may not apply to an individual child. Some 8-10 year olds act or look more like 11-12 year olds, and vice versa. That’s one of the reasons that understanding kids can be a puzzle!

**Add/Apply-2**

Look again at the House Diagram. Now that we understand the “foundation” – that is, what to expect from kids of various ages, we can move up to the first story and focus on meeting kids needs. Kids need to feel belonging, independence, mastery, generosity, and fun and stimulation. When we meet kids’ needs by teaching them in engaging ways, kids are less likely to behave in ways we don’t like.

- You’ve probably had an experience when you weren’t making something enough fun and kids got bored – then what happened?

When we’re teaching CHFFF, we need to make it fun and interesting so kids won’t be tempted to act up and try to have fun by disrupting the group!

- What are some other ways you can try to meet kids’ needs for belonging, independence, mastery, generosity, and fun and stimulation as you teach CHFFF lessons?

Teaching life skills is shown as the second story of the House Diagram and includes our teaching about healthy eating and active living. The final level is the roof, which reminds us how important kids’ homes, friends, school, and other environments are for kids to eat healthy and live actively. That’s why we send home a family newsletter, to help parents help their kids to be healthy!

**Away**

Turn to a partner and talk about one thing you want to remember about children as you prepare to teach CHFFF lessons. And make a plan to review the “How Children Change as they Grow” handout more when you have time. This comes from *Yardsticks*, by Chip Wood, a great resource for understanding how kids grow.
Task 7. CHFFF Lesson 4 (Whole Grains) and Nutrition Content Review (45-60 min)

Game: Dragon’s Tail
Participant team teach-back game as written.

Anchor, Add
Facilitator introduce Lesson 4 and teach the Anchor and Add as written.

Apply
Participant team teach-back Apply as written, using visual aids, posters, etc. from their teaching kit and/or supplied by facilitators.

Away
Facilitator teach Away as written, including goal-setting and newsletter. Also review recipes for this lesson.

Game: Cupid Shuffle (also Cat and Mouse and/or Heart Alert if time)
Participant team teach-back game as written (facilitators provide music and other help as needed).

Review Facilitation Skills (10 min)
Ask teach-back participants:
- What did you like about the way you taught this lesson?
- What is one thing you would like to do differently when teaching this lesson again?

Ask all participants:
- What did you like about the way the lesson was taught?
- What facilitation skills did you see?

Pass out another copy of the Self-Observation Form for CHFFF Lessons, and ask participants to complete it on their own and not share. Explain that this is meant to be a quick way to review facilitation skills to think about when teaching children rather than to judge or embarrass the presenters.

Review Nutrition Content Using Flash Cards (10-15 min)
Brainstorm Carousel: Using the Lesson 4 Flash Cards, tape one card with the question showing on each of 4 flip chart papers spread around the room. Have participants form 4 groups, and each go to one flip chart, write their answers to the question (in 1-2 minutes), then move on to the next and add answers to what the previous group has put. When each group has gone to all 4 posters, the nutrition facilitator goes to each poster and summarizes the correct answer, incorporating in or correcting participant responses as needed.

Then ask participants:
• What other questions do you have about nutrition issues or other lesson issues?
• What support do you need to feel confident leading the lesson?

BREAK (5-10 min)

Task 8. CHFFF Lesson 5 (Fast Food) and Nutrition Content Review (45-60 min)

Game: Hospital Tag
Participants teach-back game as written.

Anchor
Facilitator introduce Lesson 5 and briefly describe Anchor but skip actually teaching it due to time constraints of training.

Add
Facilitator teach the Add as written.

Apply
Participants teach-back Apply as written, using visual aids, posters, etc. from their teaching kit and/or supplied by facilitators.

Away
Facilitator teach Away as written, including goal-setting and newsletter. Also review recipes for this lesson.

Game: Fast Food Relay
Participants teach-back game as written.

Review Facilitation Skills (10 min)
Ask teach-back participants:
• What did you like about the way you taught this lesson?
• What is one thing you would like to do differently when teaching this lesson again?

Ask all participants:
• What did you like about the way the lesson was taught?
• What facilitation skills did you see?
Review Nutrition Content Using Flash Cards (10-15 min)
One Question per Team or Table: Divide participants into 4 groups of 2-5 participants each. Give one Lesson 5 flash card to each team and ask them to discuss as a group. Then ask each team to share their question and answer with the full group. Clarify, correct, add to, and/or answer each question fully as needed.

Then ask participants:
- What other questions do you have about nutrition issues or other lesson issues?
- What support do you need to feel confident leading the lesson?

Task 9. CHFFF Evaluation (10 min)

Explain that while evaluation of the youth receiving CHFFF is required for EFNEP/ESNY educators, a CHFFF-specific youth evaluation tool has not yet been developed, although plans are underway to develop and test one during the next couple years. In the meantime, you can develop your own evaluation methods using the guidelines in the FNEC Policy and Procedure Manual, or you can use the new NEERS Youth Evaluation Tools.

Optional: (a) Briefly review FNEC policy regarding youth evaluation, (b) Lead a brief discussion of ideas for evaluating CHFFF.

LUNCH (60-80 min if food prep, 30-45 min if no prep)
Recommended: Have participants help prepare several CHFFF recipes as all or as part of lunch. To save time, set up stations for each recipe before breaking for lunch and/or on trays, and do some prep ahead of time. If choose not to do prep during training, try to provide a variety of CHFFF recipes for participants to at least taste.

Recommended recipes to prepare and serve together as lunch are:
- Broccoli Black Bean Quesadillas (Lesson 5)
- Veggie Pick-Pockets
- Tortilla Roll-Ups (Lesson 5), or Minestrone Soup (Extras) and Bread-in-Bag (Lesson 4 – dough prepared ahead or made by group the day before), or Texas Bean Salad (Extras) and Tortilla Chips
- Breakfast Parfait (Lesson 6)
- Water with a Twist (Lesson 1)
Task 10. Experience CHFFF Lesson 6 (Breakfast) and Review Nutrition Content (60 min)

Game: Triangle Tag
Participant team teach-back game as written.

Anchor, Add, Apply, Away
Experienced facilitator(s) model teaching Lesson 6 as written, including at least 2-3 games, but not food prep, and including the goal-setting Away and the Family Newsletter. Point out the recipes planned for this lesson and which (if any) were included at lunch-time tastings.

Game: Fitness Speedway
Participant team teach-back game as written.

Review Facilitation Skills (10 min)
Ask teach-back participants:
- What did you like about the way you taught this lesson?
- What is one thing you would like to do differently when teaching this lesson again?

Ask all participants:
- What did you like about the way the lesson was taught?
- What facilitation skills did you see?

Pass out the Self-Observation Form for CHFFF Lessons from Appendix, and ask participants to complete it on their own and not share. Explain that this is meant to be a quick way to review facilitation skills to think about when teaching children rather than to judge or embarrass the presenters.

Review Nutrition Content Using Flash Cards (10-15 min)
Jeopardy: Form two or more teams of 4-6 participants each and give a noisemaker to each team. Ask each of the four Lesson 6 flash card questions one at a time to the full group and have each team confer on an answer and use their noisemaker when they are ready to answer. If answer is incorrect (see answers on back of flash cards), say so and ask another team if they have an answer. If an answer is only partially correct, ask other teams to add to it. Clarify and answer each question fully as needed.

Then ask participants:
- What other questions do you have about nutrition issues or other lesson issues?
- What support do you need to feel confident leading the lesson?
BREAK (5-10 min)

Task 11. Making Healthy Choices Easier: The CHASE After-School Assessment Tool (Optional, 20 min)

Anchor (5 min)
Pass out 1 copy per 2-3 participants of the Behavior Goal Worksheet page 2 (with columns 2 and 4 blank) and envelopes with cut-out bulleted squares from page 1 to go into those empty spaces. Ask each group to match the appropriate slips into each blank in the table, as a review of why each behavior is important, and to get them thinking about changing environments to make healthy choices easier.

Add (5 min)
Have participants number off to form 7 groups, remembering their number, and pass out copies of the CHASE tool, 1 per group.

While CHFFF focuses on direct education with kids, we know that often education is not enough. We also need to change food and activity environments to make it easier for kids to make healthy choices – by offering healthy snacks and physical activity options, limiting unhealthy options, and role modeling. Because changing the environment is increasingly recognized as such a promising way to creating lasting behavior changes, we developed a tool to help after-school programs assess how they’re doing in terms of providing healthy choices.

The Cornell Healthy After-School Environment (CHASE) Self-Assessment Tool, which is on the Cornell FNEC website, was developed to help after-school staff assess where they are now in terms of supporting healthy eating and active play, and to think about possible ways to be more supportive. It includes a set of questions for each of the same behavior goals that CHFFF is based on and that you just saw again in the Anchor. If you work with after-school programs that are interested in promoting health, suggest that they complete this self-assessment to identify areas where they are doing well and areas where they might want to make changes, and offer to discuss ideas with them if they are interested in making changes. The goal is to generate a discussion of ways they can make their program better support healthy choices. The tool includes general instructions and a cover letter that you can adapt.

Apply (10 min)
Ask each group to complete one page of the 7-page tool, Group 1 do page 1, Group 2 page 2, etc.

With your group, please complete your page of the tool, but instead of focusing on after-schools, answer the questions about your worksite environment, with “staff” meaning your administrators and “children” meaning yourselves. Feel free to modify the questions as needed, for example
“What type of milk do you serve” would be “What type of milk is served.” After you complete your page of the tool, discuss any areas in need of improvement and suggestions for change. Also discuss how this tool might help after-school programs think about the importance of supportive environments for healthy eating and active play. We will share back after 5 minutes.

Ask participants to share back, starting with Page 1.

Tell us what behavior you had, and how supportive your work environment was for that behavior. What suggestions for change did you come up with? And how might this tool be useful?

Away
Think about how you might be able to use this tool as you work with after-school programs in your community. Share with a partner.

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<thead>
<tr>
<th>Task 12. Planning and Next Steps (15-20 min)</th>
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<tbody>
<tr>
<td>Ask participants to share their plans for using CHFFF, what groups they plan to teach and in what settings, etc. Lead a discussion of next steps and answer questions as needed.</td>
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<th>Evaluation (5 min)</th>
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<tr>
<td>Ask participants to complete the CHFFF training evaluation so we can improve future trainings.</td>
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