

In Step 5, you use your theoretical model, philosophy of nutrition education, and nutrition education program objectives to create (1) educational plans for the individual-level components and (2) environmental support plans for environmental/policy components.

These pages of the Step 5 worksheets are devoted to designing educational plans for activities directed at individuals, referred to here as the individual-level components. Generally, the primary individual-level component consists of one or more group sessions. (You can also use these worksheets to design other individual-level components, such as newsletters and media-related activities.)

You should have **one** educational plan for **each** group session you design (or newsletter or other component directed at individuals).

At the end of the Step 5 worksheets for the individual-level components, you will have the following products:

- Step 5A:** General educational objectives for each session or series of sessions directed at the same behavioral goal
- Step 5B:** An overall design plan for the session in the form of a matrix that links mediators, objectives, and activities
- Step 5C:** A narrative educational plan that translates the matrix into a form ready for teaching or presenting

Use these worksheets as an organizational guide to help you design your educational plan and translate theory mediators into educational activities. Electronic versions of these worksheets are available at <http://nutrition.jbpub.com/education/2e/>. If you are unable to access the worksheets electronically, you can write onto this blank worksheet or create a text document that uses the same flow of information.

Step 5A: General educational objectives

Educational plan title: \_\_\_\_\_

Program goal behaviors: \_\_\_\_\_

Write the general educational objectives.

Mediator (from Step 3)	General educational objectives

**Design your educational (or lesson) plan in matrix format.** Write specific objectives for the mediators in your theory model (Step 3). Identify the learning domain and level for each objective. Then, write the theory-based strategy you will employ to address the mediator and create educational activities that will be meaningful, interesting, and appropriate for your audience and will operationalize strategy.

**Sequence your educational activities based on the events of instruction.** After you have completed creating activities for each of the mediators in your theory model, go back through the design matrix and carefully identify each of the strategies/activities as to where it should fall in a sequence suitable for implementing with your audience. Label each activity as to whether it will be used to (A) gain attention, (S) present stimulus or new material, (G) provide guidance and practice, or (C) apply and close the session. These are referred to as the “Events of Instruction” or “Eoi.”

**Carefully re-order the matrix.** If the mediators and the related activities you have created are not at first listed in your matrix in the properly sequenced order (i.e., gain attention to apply and close), then carefully re-order the matrix so all activities as well as mediators and objectives are in the proper sequenced order ready to use to create your educational plan or teaching plan.

[illegible]

\*C = cognitive domain; A = affective domain; P = psychomotor domain.

Step 5C: Educational plan

**Write a narrative educational plan, based on your design matrix, that you will actually use to deliver your session.** Think of a catchy title that will be meaningful to your audience. Make sure that activities are sequenced based on order of instruction. For each educational activity create a heading with a title and the mediator(s) addressed. Then write a detailed procedure for the activity. It is customary to place an overview or outline of activities and a materials list at the beginning of the teaching plan.

Overview of Content

Materials

Procedure