

**Office of Disease Prevention and Health Promotion**  
***Eat Healthy • Be Active* Community Workshops Webinar:**  
**Making the Workshop Series a Hit in Your Community**  
**September 12, 2012, 2:00 pm, ET**

**MODERATOR:** Good Day Ladies and Gentlemen and welcome to your “Eat Healthy, Be Active” Community Workshops webinar presented by the U.S. Department of Health and Human Services, Office of Disease Prevention and Health Promotion. All lines have been placed in a listen only mode, and if you would like to submit a question, click on the ‘ask a question’ tab on the lower portion of your screen. Type your message into the box and click, ‘submit.’ This program is being recorded.

At this time it is my pleasure to turn the floor over to your host, Amber Mosher. Ma’am, the floor is yours.

**AMBER MOSHER:** Thank you and good afternoon, everyone. And I thank you for taking time out of your busy day to join our “Eat Healthy, Be Active” Community Workshops webinar, Making the Workshop Series a Hit in Your Community. My name is Amber Mosher and I am currently a Prevention Science Fellow at the U.S. Department of Health and Human Services Office of Disease Prevention and Health Promotion.

I am joined this afternoon by our two presenters, my colleague, Dr. Katrina Butner and Sarah Burkett from Virginia Cooperative Extension. Katrina and Sarah were both involved in developing or pilot testing the community workshops and are looking forward to sharing their useful insights and experiences that they gained along the way.

These are our three broad objectives that we hope to accomplish this hour. Of course our focus will be the pilot-tested “Eat Healthy, Be Active” Community Workshops series that health professionals and community leaders like yourselves can use all across the country to help others make healthy food choices and be more active every day.

So at this time it is my pleasure to introduce our first presenter, Dr. Katrina Butner from the Office of Disease Prevention and Health Promotion. Katrina has a Ph.D. in Clinical Exercise Physiology in nutrition from Virginia Tech and is also an exercise physiologist and registered dietitian. In her current role as Physical Activity and Nutrition Advisor at the Office of Disease Prevention and Health Promotion, Katrina developed and led pilot-testing for the community workshop series. Welcome, Katrina.

**DR. KATRINA BUTNER:** Thank you, Amber, for the introduction. The “Eat Healthy, Be Active” Community Workshops series is an educational resource tool that translates key recommendations from the *Dietary Guidelines for Americans* and the *Physical Activities for Americans* into action-oriented concepts. The series includes six one-hour workshops that are easy to use, interactive, and focus on providing how-to tips and resources to help adults adopt the recommended healthy eating and physical activity behaviors.

The community workshops were designed to help community leaders facilitate positive eating and physical activity behavior changes throughout their communities. The workshops are intended to be used by a variety of community leaders and educators, even though without an extensive nutrition background. This includes community educators, health professionals, dietitians, nutritionists, cooperative extension agents and others.

On today's webinar, I'm first going to share additional information about the workshops themselves and then discuss the process we use to pilot test the workshops. The workshops focus on six broad topics, including "Enjoy Healthy Food That Taste Great," "Quick Healthy Meals and Snacks," "Healthy Eating on a Budget," in addition to "Top Tips for Losing Weight and Keeping It Off," "Making Healthy Eating Part of Your Total Lifestyle," and "Physical Activity is a Key to Living Well."

While each workshop contains information and tips on both nutrition and physical activity topics, workshop six is specifically focused on translating the key messages from the physical activity guidelines for Americans. This workshop includes a longer activity period which demonstrates with both pictures and text how to perform various strength training activities.

As mentioned previously, the workshops are based on the key consumer messages from both the *Dietary Guidelines for Americans* and the *Physical Activity Guidelines for Americans*. This slide shows the key consumer messages from the most recent edition of the dietary guidelines released in 2010 including balancing calories, enjoy your food but eat less, and avoid oversized portions.

There are also recommendations of foods to increase, make half your plate fruits and vegetables, make at least half your grains whole grains, and switch to fat-free or low-fat one percent milk. In addition, are recommendations of foods to decrease, compare sodium in foods like soup, bread and frozen meals, and chose foods with lower numbers, and drink water instead of sugary drinks.

Healthy eating and physical activity work hand in hand to make us live healthier lives. This slide shows the recommendations contained in the physical activity guidelines for both adults and children. The guidelines are based upon research which shows how much activity adults and youth eat need each day or week to achieve health benefits. Adults are considered individuals 18 and older, while children and adolescent recommendations are for youth ages 6 to 17. The physical activity guidelines recommend that adults be physically active for at least two hours and thirty minutes each week, at 150 minutes, and do multiple strengthening activities two days each week. Children need at least 60 minutes of activity each day.

The workshop series is a comprehensive educational resource tool that includes everything you need to start teaching in your community today. Each workshop is comprehensive and includes several components. The next two slides will detail some of these components, and will provide some examples contained in the workshops.

Each workshop starts with a lesson plan, which walks you through each portion of the workshop and gives approximate time estimates for each segment. This is especially important to review prior to teaching to ensure you're comfortable with each section.

Learning objectives provide the key topics which will be covered in each workshop. Talking points guide you through the handouts and activities and provide relevant and useful tips. Ice-breakers provide an activity for participants to do as they are coming into the workshop. In several lessons this is a taste test where participants can try some new spices or see if they can identify a store brand canned fruit versus a generic brand.

Or describe someone who bingo game, which is shown on your slide, can be used as a way for participants to get to know one another. This activity encourages participants to walk around the room and talk to one another so that they can complete their bingo card and learn more about other participants.

Hands on activities are also included. One example is a demonstration of how much sugar is in a can of cola, or using grocery store ads to identify sales and plan meals for the week.

This slide shows some of the additional components of the workshop. Each workshop contains several educational handouts specific to the workshop. The example here is on slow cooker tips and recipes. For these activities it's suggested that you demonstrate preparing an easy meal with only a few ingredients using a slow cooker. The handouts provided within this workshop provide the recipe for the demonstration as well as other easy recipes using a slow cooker.

Each workshop contains a stretch break about midway through the class. This provides an opportunity for everyone to get up, stretch their legs, and do a quick activity. The first five workshops also include a short video which demonstrate the key objectives of each workshops. On our website you'll find the video clips for the first five workshops that you can show to participants to support each of the workshop learning objectives.

The results of focus group testing in our office highlighted the need to provide learning opportunities in a variety of ways. Therefore, these workshops contain written, verbal and visual information in the form of handouts, spoken information provided by the instructor and videos to further help convey key messages.

Each workshop was built upon a key two-page handout. The handouts were developed using health literacy principles and tested in focus groups of adults aged 18 to 64 with various education levels, including those with health literacy limitations. The handouts look similar to the ones shown here, and include short personal vignettes to further help demonstrate how healthy eating and being physical active can fit into one's life. The handouts are available to download separately in both English and Spanish on the dietary guidelines website.

In addition to the handouts and resources developed specifically for the workshop, our office collaborated with the agencies across the U.S. Department of Health and Human Services and the Department of Agriculture to incorporate other materials from successful programs and initiatives into the workshop series. The workshops included resources and materials from the National Institutes of Health, the Food and Drug Administration, the Centers for Disease Control and Prevention, the President's Council on Fitness, Sports and Nutrition, and the Center for Nutrition Policy and Promotion at USDA. These agencies and offices carry out a variety of nutrition and physical activity initiatives and programs nationwide, and we're grateful to them for their collaboration.

Some of the initiatives highlighted in the series include USDA's "My Plate," NIH's educational program "We Can," food labeling and food safety information from the FDA, and the President's Council PALA Plus program, which is a six-week program with specific weekly nutrition and physical activity goals based on the *Dietary Guidelines for Americans* and the *Physical Activity Guidelines for Americans*. You can find more information about these and other programs and resources using the links found in the appendix of the community workshop.

Each workshop also includes an evaluation form you can ask participants to fill out at the end of each workshop. These short surveys include eight questions specific to each workshop and take less than five minutes to complete. This information can be used to assess the impact of the workshops in your community by providing useful information on participant satisfaction with the overall workshop and instruction, as well as specific workshop components including the activities and handouts. These

evaluations were used successfully as part of the pilot program to test the workshop series, which I will speak about in a few moments.

Before releasing the community workshops last spring, pilot testing was conducted at ten sites across the country. The goals of pilot testing were to assess the usability of the workshop, to communicate key recommendations from the *Dietary Guidelines for Americans* and the *Physical Activity Guidelines for Americans* to adults with varying levels of health literacy in a variety of settings.

Also, pilot testing was used to evaluate the effectiveness of the “Eat Healthy, Be Active” Community Workshops in increasing participant knowledge and motivation to change eating and physical activity behaviors. Last fall pilot testing was conducted at ten locations across the United States, representing diversity in both audience and geographical location as you can see on the slide here. The workshops were taught sequentially over a three month period in a variety of settings, including cooperative extension, worksite wellness programs, faith-based organizations, and parent groups.

Workshop participants consisted of adults from a variety of social, economic and educational backgrounds. Our office, the Office of Disease Prevention and Health Promotion, and a contractor provided guidance and instruction prior to, during and after completion of the workshop series through phone and email contact to the instructors. Additionally, a stipend was provided to supplement the cost of purchasing food for taste testing and demonstration of the workshops.

Several evaluations were developed to assess the usability, satisfaction and effectiveness of the workshops on eating and physical activity behaviors. Qualitative and quantitative data were collected from both workshop participants and pilot site coordinators through oral and written evaluations. Participants completed a survey prior to Workshop 1 and the same survey after Workshop 6, to assess knowledge and motivation to make changes.

In addition, participants completed the evaluations found at the end of each workshop in the series which I spoke about earlier. Instructors completed a SurveyMonkey questionnaire following each workshop and a longer survey at the end of each series, at the end of the entire series.

We also conducted follow up phone interviews to discuss in detail the feedback provided on the questionnaire and to better assess instructor’s experience teaching the workshop series. Some of the data collected from pilot testing will be presented on today’s webinar. And the information collected from pilot site instructors was also utilized to compile a best practices document to highlight successful implementation of the community workshop. The “Best Practices” for implementation document is available on our dietary guidelines website.

These next few slides will highlight some of the information collected from pilot testing. The overall conclusion from pilot testing was that the “Eat Healthy, Be Active” Community Workshops series is an effective, action-oriented, educational tool that can facilitate achievable individual behavioral changes. Overall, the majority of participants -- over 90 percent -- found the workshop content to be useful and the accompanying activities and handouts to be helpful for adopting the target behaviors.

We also encourage participants to share testimonies of their experiences, and received this quote from one participant: “I would like more programs like this in the future, please. I gave the sheets to my dad who had a heart attack in November. He actually read them and he talked to me about them.”

On average, after attending each workshop, more than 90 percent of participants reported a willingness to change the specific behavior emphasized in each workshop. As you can see, the percentage is lower for Workshop 6, “Physical Activity is Key to Living Well,” on this slide. This is because the particular question asked was focused on nutrition behaviors. However, it’s encouraging to see that after a workshop more focused on physical activity; 85 percent of participants also planned to make eating behavior changes. When we asked specifically about plans to become more active after Workshop 6, 97 percent of participants reported that they planned to become more physically activity as a result of attending that workshop.

After attending at least one of the workshops, two thirds of participants reported changing their eating habits or physical activity behaviors. Nearly every individual who noted they had made changes attributed these changes to attending at least one of the workshops, as you can see from the figure on the slide. Here’s one quote form a participant: “After coming to the workshops, I’m changing the way my family eats. I pay more attention to the food labels and continue to exercise as much as possible.”

Pilot site instructors provided feedback that we used to improve the workshop series prior to release last spring. For example, several instructors asked about the possibility of having the materials in Spanish. We are pleased to release Spanish versions of the handouts for each workshop, which are available on the dietary guidelines website.

Food safety information was included in the workshop, but one site suggested adding some additional information into the appendix, which we did. The feedback from the pilot site instructors was also valuable in compiling the best practices tips for implementation.

Also during pilot testing we had the handouts within the workshops occurring after the related talking points. Several instructors suggested that we place the handouts at the end of each workshop, which would help them to plan ahead and ensure photocopies were made of each handout prior to the workshop.

The workshops were designed to be used by a variety of community leaders and educators, even those without a nutrition degree. Although many of the pilot site instructors were dietitians or had previous experience with nutrition information, you do not need a nutrition background to teach the community workshop series.

However, we strongly recommend no matter what your background is that you would thoroughly review the workshop concepts, lesson plan and content. You can also use the appendix to find additional useful resources and information.

Another item we learned from pilot sites was additions to the planned activities contained in the community workshop. A few pilot sites instructors suggested playing music during the muscle strengthening activities found in Workshop 6. As you can see in the slide, this is an image of one of the handouts from Workshop 6, which gives detailed step-by-step instructions on how to teach participants on how to do the activities as well as a guide for participants to try these activities at home. They also suggested playing music during the brief stretch break midway through each workshop. We encourage instructors to tailor workshops to meet the needs for interests of your participants by adding resources or materials that may help them understand or adapt to particular behavior.

For example, we already know of one faith-based site who is currently teaching the workshops with an emphasis on weight loss. They had participants weigh in on the first day, and instead of starting with

Workshop 1, they started with Workshop 4, “Top Tips for Losing Weight and Keeping It Off.” This helped set the foundation for their program and then they continued teaching the workshop series sequentially.

In the appendix you’ll find additional handouts and tools you can incorporate into the workshop lesson plan to suit the needs of your audience. Unfortunately, the videos were not completed in time for pilot testing, but many pilot testing instructors indicated they thought a shortened video would add to the workshop. We are pleased to announce that the videos are available for download from the dietary guidelines website in addition to the handouts that I’ve mentioned and the complete full series of the workshops themselves.

And finally one of the last things we learned from some of the pilot test pilot sites was to consider making the last class after Workshop 6 a celebration to show your appreciation for the group’s participation in the community workshop series. One pilot site created a certificate to award participants with the completion of the series. We loved her idea, and included the certificate of completion in the final series as you can see here on this slide. This is in PowerPoint form so you can easily type in the name and date of when you’re completing the series, and give this to participants at the end of the series.

Also, to make the last class more of a celebration, you may choose to try a new recipe or bring a different food to try. One instructor who you’re about to hear from next made yogurt parfaits with yogurt and fruit for everyone at the last class.

And with that, I’d like to introduce Sarah Burkett, a Senior Extension Agent with Family and Consumer Sciences in the Virginia Cooperative Extension. Sarah was one of our excellent pilot site instructors and is going to speak about her successful experience pilot testing the community workshops. I’ll now hand it over to Sarah.

**SARAH BURKETT:** Good afternoon. Thank you, Katrina. As you said, I’m Sarah Burkett with Virginia Cooperative Extension in Pulaski. I bring you greetings from Virginia. We will talk the next few minutes about my experiences as one of the pilot sites for the “Eat Healthy, Be Active” Community Workshops series.

As the slide states, I’m with Virginia Cooperative Extension. I’m housed in Pulaski and provide educational program in Pulaski in Giles County. This program was taught in Giles County, which is located in Pearisburg, Virginia, which you can see on your map is located in southwest Virginia.

Six weekly one-hour workshops were held at Giles High School in the Family and Consumer Sciences Department with the Family and Consumer Sciences teacher and two community nutrition students assisting me. I wanted a location with a kitchen to use for food preparation and was centrally located in the community and convenient for participants.

As you can see from this slide, there were 20 participants. The participants were diverse in gender, age and educational levels; 17 out of 20 of the participants attended four or more workshops, which would be 85 percent of the participants.

Incentives were used to encourage participation and to support the concepts and activities in the workshops. Some examples included food tasting and recipes. Each week, ice water with fresh fruit was served. Some examples included floating orange, lemon and lime wedges, doing lemon and fresh

raspberries, mint and lemon, and we also used fruit and vegetable garnishes to make foods attractive and to increase fruit and vegetable consumption.

Prizes were given to promote regular attendance. We had three weekly door prizes given at each workshop. They were inexpensive items like measuring cups, strainers, vegetable peelers, water bottles, gravy separators, and other cooking utensils. Bean cookbooks were provided for all participants, and additional cookbooks were given to participants who attended four or more workshops.

Incentives were relatively low cost and had a great impact on the participants. I ended up spending a little over six hundred dollars for all the materials, the cookbooks, food and door prizes for all six workshops. In addition, I encouraged participation in the physical activity sessions by playing music to make movement more fun.

Next time I teach this series, I want to include more physical activity incentives such as resistance bands, exercise DVDs, exercise mats, pedometers, etc.

Incentives for participants which promoted participant satisfaction included prizes for attendance. Participants loved the daily door prizes that I spoke about earlier that we provided three per session. Participants had the option to select one of two cookbooks for prizes for regular attendance, and they particularly liked this.

Food tasting and recipes, participants loved the food tasting and would come to the next session describing new recipes they made at home. They would also arrive early to help with the food preparation to increase food handling skills and stayed late to help with clean up.

Comments made by participants included the following: "I love this program. What are we going to do after this class is over? Now we are just like family." "My family has started drinking water with fruit in it like we did in class." "I learned new ideas for healthier meals. Put me on the mailing list for other programs you will be teaching."

A number of these participants have since signed up for other nutrition programs I have offered. I have also received requests in both Pulaski and Giles counties to replicate this program because of positive feedback they heard about these workshops from program participants. I've just written two grants to secure funding to offer this program in both counties in 2013.

Participants shared behavior changes they had made as a result of the workshops. They experimented with new recipes. They increased physical activity throughout their day. They ate less processed foods. They consumed more fruits and vegetables. They watched portion sizes. They drank more water and limited sweetened beverages. And they used nutrition labels to make food choices.

Participant evaluation shows workshops were effective in promoting behavior changes. As you can see from this slide, 90 percent of them made changes in their food choices or their level of physical activity; 95 percent of the community workshops helped them to make these changes.

As an instructor, I found it to be amazing the amount of content and activities covered in one hour. Workshops were easy to teach because so much of the normal preparation for teaching was already completed. In essence, you have a blueprint for each lesson. It was great to have a lesson already prepared; the course content was easy to follow, each lesson followed a similar format, course

objectives were clearly identified, and in addition there were excellent activities and handouts were provided for each lesson.

This was a positive learning experience, both for the instructor and for the participants. Participants loved the handouts, the opportunities to sample food items prepared that were served at the beginning of each class, and they enjoyed having others in the class to share experience and to positively reinforce each other.

This program was also a positive experience as an instructor because it helped me attract new participants I'd not had in my program. This workshop series has been one of the most positive adult teaching experiences I have had. I hope this webinar will encourage each of you to teach the "Eat Healthy, Be Active" Community Workshops in your own community.

**AMBER MOSHER:** All right. Thank you so much Sarah and Katrina both for your fantastic presentation and for sharing your experiences with us this afternoon. Also thank you to all the participants who have submitted such good questions throughout the past half hour. Since we're looking pretty good on time, we're actually going to spend some of the time we have left answering questions, Katrina and Sarah both.

We have had a lot of questions come in about the materials we've discussed, specifically the short videos, the Spanish handouts, the best practices document as well as the slides and recording from today's webinar. We're happy to let you know that all of these will be available on our website and everyone will be receiving an email following the webinar with those direct links as well as information about how to order free copies of the entire community workshop series in print. We're hoping those would be ready for download. They should be ready for order in the fall, perhaps October, but keep checking back on our website. We're excited to get those out to you.

At this time I think we're going to give Katrina our first question. Katrina, someone would like to know if you're planning on pilot testing the community workshops in other communities.

**DR. KATRINA BUTNER:** At this time, we're finished pilot testing the workshops. The main purpose of doing the pilot testing last fall was to make sure the curriculum that we had put together actually did work in a variety of community settings. And so pilot testing was done in preparation for the final release. And since we have finalized the workshops we're not going to be testing this any further, at least from our office.

But we really would encourage everyone, as they start teaching it and are learning new things, while they are teaching it in their community, to share those experiences with us and let us know how things are going. We've learned a lot from pilot testing, and put a lot of that information into the best practices for implementation document that I mentioned. It is also available on the website. But we'd encourage you to test out the workshops in your community and to try it out. We tested it in a variety of settings and believe it will work well in many different community adult settings.

**AMBER MOSHER:** Awesome. Good answer. Thanks a lot for that. And like Katrina said, the best practices document will be available on our website, <http://www.health.gov/dietaryguidelines>, as well as the slides from today where you can review the pilot testing results and data.

Sarah, if you're ready to go, I'm going to ask the next question of you. Someone would like to know what your favorite workshop was to teach and why.

**SARAH BURKETT:** I actually think the last workshop; “Physical Activity is the Key to Living Well” was my favorite, partly because it was kind of surprising the group I had initially was very inactive and very resistant, really, to doing to the stretch activities or really any kind of physical activity.

Like I mentioned earlier, the use of music really, I think, kind of helped lighten up the atmosphere and people became less self-conscious as they were willing to do that. I just made the comment, “If you don’t feel like you can do the activities that we are working on, just move to the music.” And so that seemed to help with getting people to be more willing to try new things. And the other thing was I noticed by the end of this series many were convinced because they had been doing these activities at home that they actually felt better, so that they were willing to continue to do this for the future. I was just so impressed that I heard the comments that the participants would make about changes they had made at home or their breaks at work, or several had formed groups at work that would do activities after work hours that I was just so impressed that it seemed to make a difference in their daily lives.

**AMBER MOSHER:** Thank you. That is encouraging feedback and experiences from your pilot testing.

Katrina, the next question is going to be for you. Again, participants keep the questions coming, we have plenty of time to answer those. Someone would like to know if the community workshop materials are printable, downloadable online and how to access those.

**DR. KATRINA BUTNER:** Great question. So at this point if you notice on your last slide we have the website of our dietary guidelines site at <http://www.health.gov/dietaryguidelines/workshops>.

And if you go on that site you will see the entire series. It’s actually a book of nearly 200 pages, so just be mindful that it is a very large file when you open that. But then you can go in and go through each of the individual workshops themselves. So there’s a front letter, and then all six workshops and then an appendix section.

At this point you can download each of these. You can print them off. You can make photocopies of the handouts to be able to distribute. What we’re working on right now is to be able to get print copies. One of the things we found in pilot testing, we were able to print some of these out, and it was helpful to teach from a book.

So we are looking to have a full printed copy, so close to 200 pages of a resource available for everyone come October. So we have some information about that on our website and you can keep checking back. In the meantime, we would encourage you just to download the PDF files, and you can go through each of the workshop series. Then separately on the website is listed the handouts.

As I mentioned, there’s a two-page handout that kind of was the basis for development of each of these workshops. So the handout is listed separately as a PDF in both English and Spanish. In addition to that, you can also notice on the website that you can download the short video clips as well. So at this point the website is the best place to go to for all of the information download it and start teaching it, and then check back soon in October. We’ll be able to direct where to get print copies so you can have a hard version printed out.

**AMBER MOSHER:** Okay, thank you so much. Sarah, we’ve got another question for you. Someone would like to know, what was one of the biggest challenges you experienced when you were implementing the workshops during pilot testing and how you overcame that.

**SARAH BURKETT:** Yes, that's a good question. Like I mentioned earlier, really mine was the movement or physical activity was really initially one of the biggest challenges for me. A lot of my participants liked to cook and were interested in experimenting and doing different things from the food side. But the activities that were included with each of the workshops were very varied and interesting in and of themselves. And, like I said, supplementing the music with that made them very enjoyable to the participants.

Sometimes I would incorporate other activities. Like Workshop 6, there was a group walk. It was rather cold that day, so we ended up doing relays doing balloons. Any time I could think of something that would make it a little bit more festive and enjoyable from the participants, we tried to do that and it seemed to work.

**AMBER MOSHER:** I appreciate that feedback, and we know you did a lot of good things at your pilot testing site, and some really creative ways to keep your participants engaged, so thank you for that feedback.

Katrina, we've got another question for you. Some of the webinar participants would like to know if the workshops can also be taught in younger populations.

**DR. KATRINA BUTNER:** Great question. We designed the workshops series and pilot tested it primarily focused in the adult population, realizing that adults really are the catalyst to teaching children. And so our hope was that if we could provide easy tips and tools and guides that could help adults, they could then in turn help translate these messages into the youth in their families, in their school environments, and in their settings.

So while this wasn't necessarily geared toward the youth level to teach it, we're really hoping that the messages that come out of this can be applied as well to youth in the way that parents or administrators or school teachers could be able to share kind of those key important lessons about eating healthy and being active.

Also, I've seen a few questions asking about specific populations. I think while we didn't -- this pilot testing was done kind of in a general variety of settings, various educational backgrounds, various literacy levels, we didn't test it specifically with people that were at risk for diabetes, for example, or with a focus on weight loss.

But like I mentioned at the end, you can certainly take this series and tailor it to the group that you're working with. Within the appendix we have a lot more additional information. Things like recipes. There's additional food safety. The Palate Plus program that I mentioned. So we'd really encourage you to kind of take this series as a starting point, and then tailor it and add to it so that it can be of use within your communities.

And also one thing that I forgot to mention: this webinar is going to be recorded and will be available on our website in just a few weeks. So if you missed any slides or if you wanted to see something again, we will have this available for everyone. So, again, just keep checking our website. We'll have that up for you all soon.

**AMBER MOSHER:** Thank you so much. Yes, Katrina is absolutely right. We're excited to archive this on our website so everyone can access it in the future and share it with your colleagues and friends and family. Again, our website is <http://www.health.gov/dietaryguidelines>.

We've got about 15 minutes left, so we'll have just a few more questions for our presenters. This question is for Sarah. Sarah, one of our participants congratulated you on your successful pilot testing and was curious what time of day you offered your workshops.

**SARAH BURKETT:** Yes. I did mine in October to November. I did it from 6 to 8 pm. I did it on six successive Thursday nights. And I really think time of the year makes a big difference a lot of times with participation, like before a major holiday. Like I have found in the fall, early spring is a really good time to do a series of workshops. Summer, a lot of times tends not to be just because of participants being on vacation. But I was very fortunate that I was able to sustain the participants during that time, and I really think the incentives and, of course, the quality of the materials also had a lot to do with it.

**AMBER MOSHER:** Great. This is kind of a follow up question for me. Are you planning to teach the workshops again the future, and if so would you teach around the same time?

**SARAH BURKETT:** Yes. I'm planning on doing both a series in Giles and Pulaski in the early spring. I plan on doing it in March, one on Monday nights in Pulaski and Thursday nights in Giles.

**AMBER MOSHER:** We look forward to keeping in touch and hearing about your successes in the future.

Katrina, another question for you. We've had a lot of interest in the Spanish translation of the educational handouts, and one of our participants would like to know if we have any future plans for translating other materials into Spanish.

**KATRINA BUTNER:** Another great question. So at this point we started with translating the handouts because we believe those could actually stand alone. If you were just looking for one quick take-away from each of the workshops, the handout really is a great source for that.

At this time we don't have immediate plans, so I can't give you an immediate timeline of when other materials may come out. But we're always looking into opportunities to make the workshops more available and accessible for a variety of communities, so keep coming back to our website and as we're able to kind of add more to this, we will be able to share that information with you all as well.

**AMBER MOSHER:** Katrina, another question for you and a direct follow up. Someone would like to know if these materials are appropriate for audience with limited resources and how you can get the most of the workshops if you do in fact have limited resources.

**DR. KATRINA BUTNER:** That's a great question. Actually, we're definitely very cognizant of making sure that the workshops could be applicable in a variety of communities. In fact, one of the workshops is specifically focused on kind of budgeting and putting together meals and things to that.

Sarah spoke about the funds that she used to add to the workshops. And I know I've seen a few questions that are coming in that are asking how could we fund this. Sarah was able to go a little bit beyond and have more prizes and recipe books and other things to add to it. The items -- you know, bare bones -- if you wanted to teach the workshops, there's just a few food samples and taste testing supplies that would need to be purchased. So it may be something that your site or your work site or whatever group you're involved with is able to provide a small amount of funds to be able to cover that.

None of the recommendations within the workshops themselves are suggesting to participants that they need to be going out and spending money on things. I think if anything, we're doing the opposite -- how to read through a grocery store ad, and how to plan meals on a budget, plan things out ahead of time.

So this is definitely a series of things that can be used in a variety of communities, whether you're on a budget or not on a budget or a variety of literacy levels as well.

**AMBER MOSHER:** That's a really great point. Thank you, Katrina for that fantastic answer and description of our materials that we're so excited to share with you today.

This is another question for Sarah. We'll have just a few more questions for Sarah and Katrina. Sarah, someone would like to know if you promoted the workshops before you taught them, and how in the future you'll spread the word about the workshops before they begin.

**SARAH BURKETT:** Excellent question. It is kind of interesting. Once I found out about the pilot series, I had like probably two and a half weeks to start marketing it to get it done by the deadline. So I personally maintain a marketing list of agencies and individuals that I contact whenever I'm going to be doing any kind of educational program. I disseminated that and did radio spots, flyers, newspaper ads. But actually, to be honest, the most effective was personal contacts. From that, once I contacted some people initially, they would contact their friends. So, you know, I was very fortunate to be able to get the participants in a short period of time. They helped increase participation by encouraging their friends and family to participate also.

**AMBER MOSHER:** Thank you so much for that. Next question for Katrina. I'm sorry, I lost my spot on the page there, Katrina. Katrina, you mentioned before that these workshops were appropriate for younger audiences. Are they also appropriate for older audiences?

**DR. KATRINA BUTNER:** Absolutely. Like I said, we tested this in the adult population with a range of ages. We didn't have a specific senior site that we pilot tested in, but I certainly believe that a lot of these messages could be utilized in a senior community with an older adult and a variety of groups. We had parent groups involved, Head Start groups. And so I think anyone in the adult population will be a great target for these workshops. And I know I've seen a few questions people asking about family involvement. While the handouts and things were geared toward adults, but this may be something that teens could come with their parents or that the family could be involved with as you're teaching the lessons. So we encourage you to kind of experiment and find what works in your community to help meet the needs. A lot of times we focus on adults because sometimes they're the decision makers, but I really feel that a lot of these messages could be used in a lot of different communities and a lot of different populations.

**AMBER MOSHER:** Katrina, a little bit of a follow up to that. Someone would like to know if you have to teach all six workshops or if you can be selective and teach one workshop here and one workshop there.

**DR. KATRINA BUTNER:** Great question. So for pilot testing we really developed each of these workshops to kind of lead off of one another as a full series. So we asked all of the pilot instructors to teach the full series of workshops.

But we've heard from a lot of people since then who have started teaching them that they only have time to teach one or two or a handful of workshops. Or, like the example I said previously about the faith-based community that is starting with Workshop 4 and then going back and starting with 1, so each of these workshops could stand alone. You have an hour to teach a lesson. If a group is focused more on, let's say, healthy weight, you may want to just teach Workshop 4. Or, if you're dealing with a group that you just want to teach some physical activity to, you may only want to teach Workshop 6. But the

way we did pilot testing was to try and see if the full series as a whole would be helpful in helping participants be motivated to make some behavior change and increase their knowledge.

The other reason why there are six, as many of you know, there's a lot of components when it comes to eating well and being physical active. So we felt like we really needed to spread it out over multiple sessions to be able to provide a variety of tips and resources. So I think it just depends on the community that you're working in and the time limitations that you have.

Like I mentioned, each of the workshops are approximately set up to run for an hour. We did have some community sites when we were doing pilot testing where there were lots of questions and lots of participant involvement. Some of those sites chose to spend a little bit longer than an hour. But in general each of the lessons can be taught, start to finish with the handouts, for about an hour.

**AMBER MOSHER:** Sarah, along those same lines, if you could choose just one workshop to teach, what would that be?

**SARAH BURKETT:** That would be difficult, but I think I would select the "Eating Healthy on a Budget." And like has already been mentioned, really, you are only limited by your creativity and personal stamina. There are so many ways you could expand upon the program. And yet, from the same looking, each one of them could be done independently.

One of the things that was an initial activity we did for that lesson was tasting; doing the taste testing as was suggested, doing generic store and named brands of canned fruit. And then we went a step further and we had them taste it, and then once they tasted it and they kind of identified which one they liked the best from a taste standpoint, we actually had priced all the items and went through and did some information on unit pricing, so kind of expanded on it from that.

We also distributed grocery store flyers and had them do a weekly shopping planned menus, and planning a grocery list looking at the specials from the week, what they would pick from different food groups. The participants seemed to really to enjoy those activities.

**AMBER MOSHER:** And a little bit of a follow up to that, did you charge for the workshops or did you have any questions from potential participants about how much participation in the workshops is?

**SARAH BURKETT:** No. Actually, that's a very good question. But actually we didn't. I did not charge any for participation in the workshops. That might be something I might consider if I wanted to continue to include incentives to increase participation or would also consider working with other community agencies that may be able to provide some resources. I could provide some and they could provide some to not only increase participation, but also be able to provide incentives that I couldn't provide by myself.

**AMBER MOSHER:** That's great. We're nearing the end of our hour. Katrina, do you have anything to add or any final comments you'd like to make?

**DR. KATRINA BUTNER:** Sure. Just following up on Sarah's comment, because I've seen a few questions about the cost. And I just want to remind everyone that the community workshops -- that we've put together is a resource coming from the U.S. Department of Health and Human Services. So we are providing this guide and the workshops really for all of you that are out at the community level to be able to teach from the *Dietary Guidelines for Americans* and the *Physical Activity Guidelines for Americans*.

So there is no fee to use the program. We encourage you to download it, print it, copy it, hand it out, and use it the best way it works within your communities. Like I mentioned, we were able to provide the pilot sites with a small stipend to help cover the costs.

Sarah also mentioned that she's applied for two grants to be able to teach the workshops in the spring. So that might be something that you all think about, applying for a grant or to see if your organization might have a small amount of funds or perhaps even donations within your community to be able to teach it.

You'll notice if you look through in the appendix, there's actually a list of supplies that may be needed to teach the complete series. So that might help get an idea of what's actually involved. Things like one of the taste tests that Sarah had mentioned, about trying to determine the difference between a generic canned fruit versus a brand named canned fruit. So that would require purchasing a can of generic brand fruit and a can of store brand -- brand name canned fruit. Things like that.

But I think that will help give everyone a sense of what may be some of the financial costs if you want to teach the workshops with all of the taste tests and the added components. And if you're able to do so, we felt that they added a lot to the workshops, providing some more hands-on and letting people actually try some new things out.

**AMBER MOSHER:** Thank you. And again thank you to Sarah and Katrina both for the fantastic information you shared this afternoon, and for sticking around and answering some questions that our participants asked. Also thank you to everyone who joined us this afternoon. We hope you're encouraged by the information we shared and are going to go to our website and download all the materials we discussed today.

Again, our website is <http://www.health.gov/dietaryguidelines>. And you will see the direct link to that on this last slide. Also a reminder, we'll be sending out an email following the webinar and that will give more information about all of our materials, how you can order print copies of the community workshop series for free, and how you can access these slides as well as a recording of the webinar on our website in the future. So thank you so much for joining us, and I hope everyone has a fantastic afternoon.

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