

# TXIN Class Topic - CCNE Title

Client-centered nutrition education (CCNE) uses methods like group discussions and activities to engage clients and facilitate learning. Use this template when planning your CCNE to be either in person or virtual.

**Developed by:** Texas WIC state office **Date Developed:** 11/12/2020  
*Local Agency Name and Number* *Month/Year*

**Written and Approved by:** Texas WIC state office  
*Authors' names, including the Registered Dietitian who approved it.*

Planning and Preparation	
<b>CCNE Title</b>	Zobey: Locomotion Lab Activity
<b>Description</b> Provide a brief description that can be used for promoting it to clients.	This fun session encourages children to engage in active play through dancing! Instructors, along with Zobey and friends, lead the audience through songs and dances in the Zobey: Locomotion Lab video. Join us as we go on an adventure to help fix the lab!
<b>Objectives</b> List what clients should expect to gain from this class.	<p><b>During the class, clients will:</b></p> <ul style="list-style-type: none"> <li>• Participate in active play through dancing.</li> <li>• Learn that dancing is a fun way to be active.</li> <li>• Learn that colorful foods are healthy and good for our bodies.</li> </ul>
<b>Target Audience(s)</b> Who is this class designed for?	Children and caregivers.
<b>Format</b> Indicate how you plan to deliver this class.	<input type="checkbox"/> In person <input type="checkbox"/> Virtual - Live <input type="checkbox"/> Virtual - Pre-recorded <input checked="" type="checkbox"/> Both (Class can be delivered in person or virtually)
<b>Promotion and Registration</b> Indicate how clients will learn about and join the class.	<p><b>This class will be promoted in the following ways:</b></p> <input type="checkbox"/> Verbally, such as during counseling <input type="checkbox"/> Promotional push cards, flyers, etc. <input type="checkbox"/> Text <input type="checkbox"/> Email <input type="checkbox"/> Social Media (give examples in the spaces below) <input type="checkbox"/> Website <input checked="" type="checkbox"/> Other Local agencies may promote the class however is appropriate for their clients.

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	<p><b>Select one:</b></p> <p><input type="checkbox"/> This class <i>will</i> require registration.</p> <p><input type="checkbox"/> This class <i>will not</i> require registration.</p> <p><b>Describe how clients will register for the class, including links to website or social media.</b> Local agencies may decide how to register clients for the class.</p>	
<p><b>Virtual Platform and Client Engagement</b></p> <p>If planning a virtual class, indicate which platform and features you will use to engage clients.</p>	<p><b>Which platform will you use to deliver your virtual class? (Check one.)</b></p> <p><input type="checkbox"/> Facebook Live</p> <p><input type="checkbox"/> Zoom</p> <p><input type="checkbox"/> WebEx</p> <p><input type="checkbox"/> GoToMeetings</p> <p><input type="checkbox"/> Skype</p> <p><input type="checkbox"/> Google Meet</p> <p><input type="checkbox"/> Microsoft Teams</p> <p><input type="checkbox"/> Other</p> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p>Local agencies may decide to do the class in person or via a virtual platform of their choice.</p> </div>	<p><b>Which engagement features will you use during your class? (Check all that apply.)</b></p> <p><input type="checkbox"/> Group chat</p> <p><input type="checkbox"/> Private chat or questions</p> <p><input type="checkbox"/> Poll questions</p> <p><input type="checkbox"/> Other response feedback (i.e. thumbs up, emoji, raised hand)</p> <p><input type="checkbox"/> File or screen sharing</p> <p><input type="checkbox"/> One-way audio with clients (they can hear you, but you cannot hear them)</p> <p><input type="checkbox"/> One-way video with clients (they can only see you, but you cannot see them)</p> <p><input type="checkbox"/> Two-way audio with clients (they can hear you and you can hear them)</p> <p><input type="checkbox"/> Two-way video with clients (they can see you and you can see them)</p> <p><input type="checkbox"/> Other</p> <div style="border: 1px solid black; height: 20px; margin-top: 5px;"></div>
<p><b>Follow-up</b></p> <p>Indicate your plans for offering follow-up information or resources to clients after the class is completed.</p> <p>This could be a good place to offer additional classes, gather feedback about the class and provide a certificate of completion.</p>	<p><b>How will you follow-up with clients after the class? (Check all that apply.)</b></p> <p><input type="checkbox"/> Email</p> <p><input type="checkbox"/> Text</p> <p><input type="checkbox"/> Phone call</p> <p><input type="checkbox"/> Other</p> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p>Local agencies may decide what works best.</p> </div> <p><b>What information or resources do you plan to share with clients when you follow-up after the class?</b></p> <ul style="list-style-type: none"> <li>• TexasWIC.org/kids</li> <li>• Healthy Texas Kids YouTube channel</li> <li>• WIC books, puzzles, DVDs, or other kids' NE reinforcement items</li> </ul>	
<p><b>Staff</b></p> <p>Describe the role of each staff, including whether they are presenting in person, on screen or conducting</p>	<p>In person: At least one staff member will lead the group class. Staff will play the Zobey: Locomotion Lab video (on YouTube or via DVD) and dance along to the video, while encouraging kids and parents to dance too. Staff will lead parents and children in short discussion after the video.</p> <p>Virtual:</p>	

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<p>technical tasks or other roles.</p>	<ul style="list-style-type: none"> <li>• Host/Moderator: This staff member will be off-screen, controlling the technical side of this class – making sure that the Zobey video is working properly, and answering any questions that come up in the chat box.</li> <li>• Activity leader: This staff member will be on-screen leading the class in dance moves, calling out lines, and encouraging clients at home.</li> </ul>
<p><b>Location and Set Up</b></p> <p>Describe the location of your class. What kind of set up is needed?</p>	<p>Review the video and practice your dances for each song before the class. Invite other staff to join you! Get the video and speakers on and cued up to the correct spot before class begins.</p> <p>In person: Large enough space for group to dance and jump. Create an environment that is kid-friendly. Have some toys or a play mat in a corner for younger siblings. Play some music from the video softly as families arrive to set a fun mood!</p> <p>Virtual: The activity leader will need a space large enough to dance and jump, while still remaining on camera.</p>
<p><b>Materials and Resources</b></p> <p>List what you will need for your class (i.e. laptops, projector, flip chart, props, food, audiovisuals, handouts, etc.)</p>	<p>In person:</p> <ul style="list-style-type: none"> <li>• TV and DVD player, or TV with internet connection</li> <li>• Zobey: Searching for a Rainbow DVD (or YouTube version)</li> <li>• Zobey NE reinforcement items (if available)</li> </ul> <p>Virtual: A higher quality camera may be needed if movement makes the leader show up blurry on screen.</p>
<p><b>Notes/Script</b></p>	
<p><b>Opening and Introduction</b></p> <p>Introduce facilitators or guests and the topic.</p> <p>Encourage clients to share their demographic information.</p> <p>Review any relevant technical details and ground rules with clients.</p>	<p>¡Bienvenidos a la aventura “El laboratorio del movimiento” de Zobey! Mi nombre es _____ . (optional – ¿Ustedes cómo se llaman?)</p> <p>Hoy acompañaremos a Zobey en su aventura en un laboratorio que produce música y movimiento. Pero primero debemos ayudar a nuestros amigos a reparar el laboratorio, porque no está funcionando bien. Para repararlo, todos nos moveremos y bailaremos con Zobey y sus amigos.</p> <p>Cuando terminemos con esta aventura, les enseñaré en dónde pueden encontrar el video para que puedan verlo otra vez en casa. Todos los videos de Zobey están disponibles en nuestro sitio web y en el canal de YouTube.</p> <p>If DVD videos available: Además, al terminar la actividad ¡cada uno de ustedes se llevará un video a casa!</p>

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	<p>To the parents: Gracias por traer a sus hijos el día de hoy. ¡Tengo el presentimiento de que tenemos muy buenos bailarines en este grupo! No importa si son principiantes o expertos: bailar es una excelente manera de pasar tiempo juntos y de hacer el ejercicio que las familias necesitan todos los días. Bailar ayuda a fortalecer los músculos y mejorar la coordinación, y es algo divertido que la familia puede hacer en casa, sin importar si hay mal tiempo.</p> <p>Entonces, ¡empecemos!</p>
<p><b>Icebreaker</b></p> <p>Anchor the class topic to the clients' lives. Use a visual, do an activity or ask a question to engage with clients.</p> <p>The icebreaker should go beyond where clients are from (location) and their basic demographics.</p>	<p><b>Ask one or more of these questions as an icebreaker (or use your own):</b></p> <ul style="list-style-type: none"> <li>• ¿Sabes qué es una aventura? ¿Qué aventuras han tenido? (prompts – (ejemplos: ir al parque, de vacaciones o al lago; salir a caminar, probar algo nuevo, etc.)</li> <li>• ¿Cuándo fue la última vez que ayudaron a alguien?</li> <li>• ¿Qué actividades les gusta hacer para acelerar su ritmo cardíaco?</li> <li>• ¿Cuáles son sus canciones favoritas para bailar?</li> <li>• ¿Cuáles son sus frutas y verduras favoritas?</li> </ul>
<p><b>Activities and Discussion</b></p> <p>Make sure to include activities and open-ended questions throughout the class to engage clients.</p> <p>Keep in mind that activities and conversations should enable clients to meet all of the learning objectives.</p>	<p><b>Start Video – Zobey Locomotion Lab</b></p> <ol style="list-style-type: none"> <li>1. Ask participants, “¿Están listos para unirse a Zobey en la aventura del ‘Laboratorio del movimiento’? Vamos a ayudar a Zobey a reparar el laboratorio, ¡y también conoceremos a algunos de sus simpáticos amigos!” Ask the class to join in and dance.</li> <li>2. Start Video. Participate and call out the lines as the characters in the video do.</li> <li>3. When the Wigglelator song begins (1:13) have the kids and parents get up and wiggle their bodies and dance to the song.</li> <li>4. Keep on playing the video and dance through the Break it Down dance (3:30). Have the kids and parents get up and do the moves with the video. Call out some of the lines along with the characters. You can keep on playing through the video to do all of the dances, or skip to the Color Code Combo song.</li> <li>5. Play through the Color Code Combo dance (9:00) ¡Este es el baile que nos permitirá entrar al corazón del laboratorio! ¡Esto es lo último que hay que reparar para que el laboratorio pueda volver a hacer canciones!</li> </ol>

6. Next up, play through the Heart Beat dance (12:55). ¡Finalmente hemos logrado revivir el laboratorio! ¡Al ejercitarnos y acelerar nuestro ritmo cardiaco hicimos que el corazón del laboratorio volviera a latir!
7. Play through and dance to the last song (Finale Song), which emphasizes the nutrition and physical activity messages (15:20).
8. Praise everyone for moving their bodies and helping Zobey find a colorful rainbow!

**After the video, invite everyone to sit down. Remind everyone how important it is to keep being active, and ask a few open ended questions such as (or think of your own):**

- ¡Todos hicieron un excelente trabajo! ¿Sabían que bailar y moverse le hacen mucho bien al cuerpo? Pongan la mano sobre el corazón y sientan cómo late un poco más rápido después de tanto movimiento. ¡Es su forma de darnos las gracias! ¿Cómo se sienten después de haber bailado? Todas las actividades que hacen que su corazón lata más rápido, como bailar, jugar, caminar y correr, les ayudan a mantenerse sanos y fuertes. ¡Sigam moviéndose a diario lo más que puedan!
- ¿Cuál fue su baile favorito?
- ¿Recuerdan qué hicimos para ayudar a que el corazón del laboratorio volviera a latir? ¡Correcto! Hicimos que nuestros corazones latieran más rápido. ¿Qué otras cosas les gusta hacer para que su corazón se acelere?
- (optional) Reference recipes on [TexasWIC.org/kids](https://www.texaswic.org/kids).
- Comer frutas y verduras a diario también es bueno para el corazón y ayuda al cuerpo a funcionar bien. ¿Cuál es su fruta o verdura favorita?

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<p><b>Closing and Evaluation</b></p> <p>Review key points and tie in the icebreaker activity.</p> <p>Invite clients to share how they will use what they learned in the future.</p> <p>Let clients know you will follow-up with them via email, text or other method.</p> <p>Thank everyone for attending and participating.</p> <p>Cover any additional resources or reminders, before ending the class.</p>	<ol style="list-style-type: none"><li>1. ¿Qué les gustó más del video?</li><li>2. ¿Qué otras actividades harán con su familia esta semana?</li><li>3. Give each child a Zobey Locomotion Lab DVD, if available. Also show/tell clients where to find Zobey videos, recipes, and more on TexasWIC.org Kids' section (<b>TexasWIC.org/kids</b>). Parents can also search for Zobey videos on the Texas WIC YouTube channel, <b>Healthy Texas Kids</b>.</li><li>4. Give each child a Zobey NE reinforcement item, if available.</li><li>5. ¡Gracias por acompañar a Zobey en esta aventura y ayudarlo a reparar el laboratorio del movimiento!</li></ol>
<p><b>Supplemental Information</b></p> <p>Describe attachments and other needed information.</p>	