Part II. Nutrition Communication is Designed and Delivered with Excellence

With the foundation of insuring that the communicator is professional and prepared, the message is supported by scientific evidence, and has been tailored to meet the audience’s needs, the second part of the book focuses on how nutrition communication is designed and delivered to be most effective—engaging the audience, presenting information meaningfully and memorably, and motivating positive lifestyles. All types of nutrition communication are described with practical strategies for excellence in design and delivery provided.

The second part of the book is composed of five sections:

* **Section 4** focuses on traditional oral presentations, breaking down the parts of an effective presentation as well as effective presentation skills and tools.
* **Section 5** covers several channels used effectively by nutrition communicators including writing, video, food demonstrations, and food photography.
* **Section 6** explores the wide variety of channels that effectively reach large numbers of people via mass media.
* **Section 7** investigates a number of topics that are often overlooked but can make or break the success of any form of communication endeavor.
* **Section 8** is primarily for the practicing nutrition professional, covering topics related to business and professional communication.

**Key message:  
The design and delivery of nutrition communication is both an art and a science. It is an evidence-based practice that creatively utilizes a variety of channels. Communicators who master the skills and strategies described in this text will be equipped to communicate effectively via channels yet to be invented.**

Section 4: Designing and Delivering Presentations

This section focuses on traditional oral presentations, breaking down the parts of an effective presentation as well as effective presentation skills and tools.Effective nutrition presentations are designed and delivered with excellence, including a well-organized structure, well-supported and illustrated key messages, effective audience engagement, and skillful delivery.

The titles emphasize the main ideas of each of the six chapters:

* Chapter 16: Create High-Impact Presentations
* Chapter 17: Deliver Strong Openings and Closings
* Chapter 18: Utilize Visual Aids to Enhance Communication
* Chapter 19: Facilitate Discussions to Generate Ideas and Solutions
* Chapter 20: Engage Audiences With Participation Strategies
* Chapter 21: Deliver Clear, Compelling Presentations

Use the following questions as you read the section showcase and Chapters 16 through 21 to increase your understanding and put your knowledge into practice.

Section 4 Showcase

1. Barbara Storper, of FOODPLAY, uses theatre and the arts to bring nutrition messages to children. She encourages other nutrition professionals to use creative approaches to reach audiences. What interests, hobbies, skills, etc. can you think of that could be utilized to “make nutrition come alive”?

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1. How are the arts an effective approach for communicating?

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1. Refer to the list of 10 teaching strategies in the box on page 253. In what ways does this list match the characteristics and educational strategies promoted in Chapter 14, Figure 14.1?

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1. Jill Jayne uses music to convey nutrition messages. What makes music an effective medium?

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1. Like Barbara, Jill did not set out to teach nutrition to children in school-wide convocations, but has been wildly successful doing so. Each of them told their story of how they used their interests, skills, and unique passions to create a successful approach to nutrition communication. What did you find interesting or inspiring about each story? How might *your* story lead you to an unexpected approach to communicate?

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Chapter 16

1. This chapter begins an entire section covering the design and delivery of presentations. On page 256, Chris Anderson, the head of TED, is quoted as saying “There is no one way to give a great talk.” Reflecting on excellent presentations that you have experienced, how would you describe a great talk or, as the chapter title describes it, a high-impact presentation?

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1. When you studied Chapter 15, you created a SOCO and key points for a potential audience about a topic. Using these, or creating new ones, what are some possible unifying themes you could use for a presentation, as described in Box 16.1?

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1. Have you ever used the process for determining content for a presentation that is described on page 258? If so, how has it worked for you? If not, what process do you use?

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1. What do you need to learn about the audience in the example above to make your presentation meaningful, memorable, and motivating?

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1. What is an example of providing contrast in a presentation? Which type is it?

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1. What are several reasons for organizing the content in a presentation and giving it structure?

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1. Similar to the examples illustrating ways to structure a presentation about food safety, select another topic, such as the one used in question 2 above, and describe how to organize the content using two of the approaches described in the chapter:

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1. Create an A to Z scale as described on page 264, labeling four positions along the scale by a letter in the alphabet, including A and Z as two of the positions. At each position, describe the degree of interest and knowledge about the topic in the example used above.

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1. Using the same topic as above, what is an example of jargon that might be used in a presentation and what word choice might be more meaningful to the audience?

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1. What is a potential way a presenter could provide *context* about the topic you selected for your audience?

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1. The chapter describes several approaches to explain learning styles. Which of the learning styles listed do you prefer for learning? What are examples of activities you enjoy using to learn or teach?

Preferred style(s) from Gardner’s Multiple Intelligences:

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Examples of activities:

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Preferred style from VARK:

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Examples of activities:

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Preferred style (type of learner) from Kolb’s model:

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Examples of activities:

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1. The chapter describes a few approaches to describe personality and tendency.

What other approaches are you aware of? Have you heard of the DISC assessment or the Enneagram?

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How does having an understanding and appreciation for this aspect of your audience assist in designing an effective presentation?

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If desired, take one of the quizzes found at the end of the chapter. What did you learn about yourself?

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1. Revisiting the topic and audience you selected for an example previously, briefly describe how you could incorporate each of The Dialogue Approach’s four parts of a learning task (see page 270 to 271):

Anchor

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Add

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Apply

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Away

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1. What is an approach you could use to offer this audience options and the opportunity to solve a problem or meet a goal?

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Chapter 17

1. What is the purpose of the opening or introduction to a presentation? List at least three things to accomplish:

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1. What is the difference between perceptual and inquiry arousal? How might they be achieved?

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1. What can help establish and enhance the credibility of a speaker?

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1. What are the components of an effective opening?

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1. What can a presenter do to make a good first impression?

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1. Why is it important to demonstrate knowledge of the audience?

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1. Consider a potential presentation including a specific audience and topic. Describe briefly a potential way to open a presentation using each of the following approaches:

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| Audience: |  | Topic: |  |

Tell a story

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Use little-known facts or statistics

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Begin with a quote

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Ask the audience a question

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Ask the audience to imagine

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Refer to the place or occasion of the speech

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1. The best practice described on page 280 to start a speech by diving in and not saying “today we are going to talk about…” may seem to contradict the advice on page 279 to “tell them what you’re going to tell them.” Why is it a best practice to you use an attention-getting approach *before* providing the road map describing what will be learned or what questions will be answered?

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1. What are the primacy and recency effects?

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1. List three things to accomplish in the closing portion of a presentation:

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1. How often have you heard a variation of “That’s all we have time for…” at the end of a presentation? Why should that be avoided?

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1. What are the components of an effective closing?

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1. Refer back to the opening strategies you listed for question 7. Pick three and suggest a possible closing idea that forms a bookend with the opening:

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1. What is an appropriate method for assessing your audience’s knowledge gains, changes in attitudes, and/or behavioral intentions for the presentation example you thought about for questions 7 and 13?

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Chapter 18

1. Before reading the chapter, list below the most frequently utilized visual aids in presentations in your experience. Circle the ones that you find most useful. Underline the ones you believe are overused or poorly used most.

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1. Describe four pieces of evidence for using visual aids in a presentation:

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1. Consider a complex nutrition concept you would like to understand more fully. How could a visual aid be used to help you learn or teach this concept? Which type of visual is it from Box 18.1?

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1. For each type of visual aid listed below, write down one or more ideas for using effectively and an example of how it might be used to help teach the complex concept described in question 3:

Storytelling

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Pictures

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Props and demonstrations

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Posters and infographics

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Displays and bulletin boards

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Videos

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1. Find a PowerPoint slide you have created or one from a presentation or class you have attended. Use the 3-second guideline and squint test described on page 296. Is the main message clear?

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1. Create a list of 10 top rules for creating effective presentation slides:

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1. Using the same slide as for question 5, try out one or both of the techniques described on page 298 to assess whether a font is large enough to read. Did it pass the test(s)?

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1. Box 18.3 illustrates what is known as the Subtractive Design Principle. Create an example illustrating this principle with at least two slides—a before and after.

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Chapter 19

1. Do you agree with the quotes at the top of page 305 and 306? Why or why not?

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1. In what types of professional or academic settings have you experienced effective discussions? What made them effective?

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1. Reflecting on the discussion experiences you described in question 2, how well did the facilitators meet the goals listed on page 306? How did this affect the outcome?

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1. Why is it important to build community in a facilitated discussion setting?

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1. A possible function of a facilitated discussion is creative problem solving. Describe a situation in which this could be used and describe the four stages with examples:

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1. The chapter describes the uses of facilitated discussions, including community and clinical settings. List below a potential situation you can imagine using a facilitated discussion in your current or future practice, including who the audience is, why they fit the criteria of an appropriate audience, and what the purpose or goal might be:

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1. Using Box 19.2 for ideas, write a potential question for the scenario in question 6 along with a potential follow-up question to probe deeper:

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1. What is a potential opening question or ice breaker that could work well with this group?

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1. Select one of the ground rules recommended on page 311 and write out one way this could be stated to the group above:

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1. What is a potential approach you could take to bring closure to your group’s discussion?

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1. The chapter describes 7 practical strategies for facilitating discussions. List each one below using no more than three to four words for each one:

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Chapter 20

1. In your experience, have you found the quote on page 317 to be true? If so, what is an example?

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1. Why include audience participation in presentations? The chapter lists four reasons in the opening section as well as other reasons or benefits later in the chapter. As you read this section, jot down several ideas that you find most compelling:

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1. Describe an example of a presentation situation in which it would be effective to use one of the polling (surveying or quizzing) techniques described in the section titled “Surveys, quizzes, and the like.” Include in your description the question you would ask and how you would collect responses.

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1. Consider the bulleted list of benefits of using this technique listed on page 320. Which one(s) have you experienced to be true?

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1. Pick one of the types of questions described in Box 20.1 and write a question that fits that description:

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1. Pick one of the types of questions described in Box 20.2 and write a question that fits that description:

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1. Pick one of the types of questions described in Box 20.3 and write a question that fits that description:

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1. Pick one of the types of questions described in Box 20.4 and write a question that fits that description:

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1. At the top of page 323, find four benefits of audience participation to the presenter. List them below in your own words:

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1. Describe an example of when brainstorming would be a useful tool to use, and describe one important principle to follow to have a successful brainstorming session:

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1. Describe an example of when either speaking, singing, or movement would be a useful approach to engage an audience and describe one important principle to follow to promote success:

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1. Pick one of the audience reflection activities described in Box 20.5 and complete it based on what you have learned in reading Chapter 20 (substitute “this chapter” for “this session”):

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1. Describe a specific example of how one of the partner activities listed in Box 20.6 could be used:

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1. Describe a specific example of how one of the small-group activities listed in Box 20.7 could be used:

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1. Describe a specific example of how one of the large-group activities listed in Box 20.8 could be used:

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1. What is necessary for a safe learning environment?

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1. Have you ever experienced an audience participation situation in which directions were not clearly given? What was the result? How could this have been prevented?

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Chapter 21

1. Before reading this chapter, which focuses on presentation skills, take a moment to reflect on the areas you would like to improve the most in this area. List below your top three:

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1. Had you ever heard the 90% delivery 10% content statistic, or the statistics described in Box 21.1, or the claim that the fear of public speaking is people’s #1 fear? Although not precise, what truths can be gleaned from these statistics and claims?

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1. Why is confidence so important? What does a speaker need to be confident in?

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1. List five or more ways to reduce nervousness:

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1. In each area listed below, describe two or more principles or tips for success in effectively using body language:

Stance and movement

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Gestures

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Facial expressions and eye contact

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Which of the above do you need to work on the most? Did you list it under question 1?

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1. In each area listed below, describe two or more principles or tips for success in effectively using your speaking voice:

Vocal variety

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Speed

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Articulation

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Pausing without fillers

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Which of the above do you need to work on the most? Did you list it under question 1?

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1. Describe two ways you intend to practice your presentation skills:

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