Section 5: Designing and Delivering Communication via Print, Video, and Demonstrations

This section covers several channels used effectively by nutrition communicators including writing, video, food demonstrations, and food photography. Specific uses of these channels via mass media are covered in the next section.

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

* Chapter 22: Write to Be Read, Understood, and Remembered
* Chapter 23: Reach Target Audiences with Newsletters and Handouts
* Chapter 24: Create Video to Maximize Impact
* Chapter 25: Entertain and Educate With Food Demonstrations
* Chapter 26: Inspire Audiences With Food Styling and Photography

Use the following questions as you read the section showcase and Chapters 22 through 26 to increase your understanding and put your knowledge into practice.

Section 5 Showcase

1. Have you ever created a website? How easy or difficult was it to create? What was its purpose? How well did it achieve its purpose?

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1. If you have never created a website, what might be the purpose for a website you envision creating:

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1. Follow the instructions on page 347 to use this site to look up internet usage statistics: [www.pewinternet.org/internet](http://www.pewinternet.org/internet) What information did you find?

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1. Do you belong to any Facebook groups? Search for groups suitable for nutrition professionals. Describe one that appeals to you.

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1. What other social media platforms are appropriate for nutrition professionals? Do you have a LinkedIn profile?

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Chapter 22

1. In what areas do you consider yourself an adequate or better than average writer? In what areas do you feel the need to improve your writing skills?

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1. The section Why Communicate in Writing? describes several answers. List them below in your own words and include examples of ways you have used that type of writing.

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1. Box 22.2 illustrates the importance of proper punctuation. Create another example:

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1. Using the list in Box 22.4, describe how a particular topic could be addressed in writing based on three distinct audience characteristics:

Topic:

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Three characteristics and impact on writing:

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1. Visit the Center for Plain Language: <http://centerforplainlanguage.org>. Which agency received the highest marks?

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1. Refer to the section in the chapter on writing using modern style. Create an example of wordy, confusing, vague, and passive writing below and correct it to be concise, clear, descriptive, and active:

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1. Use the SMOG test to assess the readability of a piece of writing of your choice: <https://readabilityformulas.com/smog-readability-formula.php>. If the reading level turns out to be higher than the audience the writing is intended for, suggest some changes.

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1. Locate an infographic on a food or nutrition topic. Evaluate what makes it effective.

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1. Locate a written publication and evaluate the layout and design based on the characteristics described in the chapter:

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1. Use one or more of the writing assessments linked under the Grammar heading in Resources. What did you learn are your areas for improvement? Use a tutorial to learn and practice.

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Chapter 23

1. Describe an example of a newsletter you receive and a handout you receive. What is the purpose of each one?

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1. Read the section titled What Role do Newsletters and Handouts Play in Nutrition Communication? Do the examples you described in question 1 match these roles? Explain.

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1. List below the four best practices for writing newsletters and handouts. For each one, describe how the two examples shown in Figures 23.1 and 23.2 fulfill each one. Support your answers.

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1. Imagine that you are tasked with creating a newsletter. Using the four strategies for effective newsletters described in the chapter, list each one below and describe how you could implement each one in a newsletter:

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1. Locate a handout you have received at an event or from an educational encounter. Does it appear to have been created with the four strategies for effective handouts in mind? List each strategy below and evaluate how well it meets each one.

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Chapter 24

1. Have you created videos? If so, for what purpose? What skills do you need to build in order to create more professional videos?

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1. What are several benefits to communicating with video? Which one is most motivating to you?

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1. What are the five types of videos described in the chapter? Which ones have you *watched*? (put a checkmark next to those) Which ones have you *created*? (circle those)

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1. Select one of the types listed above and outline the steps you could take to plan a video, as described in Chapter 24. Type of video:

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Purpose:

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Know the audience—who?

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Choose a platform—which one?

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Assemble equipment—what do you need?

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Consider lighting—natural or artificial?

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Use backdrops—describe your background:

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Choose editing software—what will you use?

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1. Create a potential storyboard for the video described in question 4:

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1. Pick one scene from your video and write a potential script:

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1. What are the steps in editing your video?

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1. What could be added to your video for branding or a call to action?

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Chapter 25

1. How does the Julia Child quote on page 391 relate to successful food demonstrations?

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1. Which of the following have you experienced: Watching a live food demonstration? Giving a live food demonstration? Watching a cooking show on television or via a channel such as YouTube? What made the experience more memorable?

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1. For each of the purposes for a food demonstration listed below, describe a specific example of what could be demonstrated:

Demonstrate a food ingredient or product

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Demonstrate a cooking technique

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Demonstrate menu ideas

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Demonstrate recipe modifications

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1. Select one of your examples from above and imagine you are planning a food demonstration for that purpose. For each of the characteristics of a quality food demo listed below, describe how you could accomplish it in your demo:

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| My example is: |  |

Tell compelling personal stories or recent experiences

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Share funny observations and humor

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Offer real-life hacks

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Share the stage

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Move the demonstration forward

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Be authentic

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1. How would you answer the do, think, and feel questions listed on page 397 for the example above?

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1. What is a potential approach you could use to open and close your demonstration?

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1. Pick one of the types of tips listed on pages 399 to 400 and list one that fits your example above:

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1. What is the most important new thing you learned about planning and presenting a food demonstration from reading this chapter?

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Chapter 26

1. Have you ever taken pictures of food? For what purpose? What did you photograph?

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1. Have you ever looked through an old cookbook that was devoid of any photographs? How much does a photograph influence your decision to try a recipe? Or choose a menu item in a restaurant?

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1. Locate a print or online site in which you can observe and evaluate photos of food. What characteristics of quality food photos do you see? Which ones do you find most appealing?

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1. Select a food or recipe that you might wish to photograph. Imagine that you are creating a social media post or a page in a cookbook to showcase the recipe. Use this example to walk through the steps in the chapter for creating an effective food photograph.

My recipe or food is:

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The purpose of my photo is:

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1. What props would you use? Why did you select them?

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1. What would your background be?

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1. What type of camera would you use?

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1. Where would you take the photo to get optimal lighting?

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1. How would you set up the shot?

What camera angle would you use? Why?

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Wide or tight shot?

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Would you center the subject?

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1. What is something new you learned about food photography from reading this chapter?

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