



Site Educator's Handbook

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Safe Food for the Hungry '97 – A Focus on Diversity

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What is Safe Food for the Hungry?

Safe Food for the Hungry '97 – A Focus on Diversity is a videoconference workshop that provides information, interaction and activities aimed at teaching staff and volunteers in not-for-profit food assistance programs the basics of food safety and nutrition. The broadcast, workshop and print materials combine to create a framework that individual organizations can use in evaluating their programs and in solving their specific problems. The program design emphasizes practical solutions rather than theory. Participants at downlink sites across the country are encouraged to contribute to the program by sharing their experiences, questions, or solutions during the interactive times reserved for this purpose.

One in 10 Americans
will require food
assistance at some
time in their lives.

Why Safe Food For The Hungry '97?

More than 25 million Americans rely on food pantries, soup kitchens, homeless shelters, and other emergency feeding programs. That is one in every 10 people in the country! Children, the elderly, and minority populations are the largest groups of emergency food recipients. The results of hunger are profound and devastating. Infants born to hungry mothers may be premature and suffer from health problems. Hungry children lack energy, get sick more often, and have difficulty learning. Hungry adults have trouble concentrating, lack ambition, and have poor self-discipline. Hungry people need food, but filling stomachs is not enough. The food must also be safe and nutritious. *Safe Food for the Hungry '97 – A Focus on Diversity* will provide practical application-based food safety and nutrition instruction to volunteers and staff who handle food in not-for-profit food assistance organizations.

What are the conference goals and objectives?

Although emergency feeding programs vary greatly in their size, organization, management, and clientele, all share a common goal — to provide safe, nutritious food to those who might otherwise go without. The more than 150,000 emergency feeding programs that operate in the United States face many challenges in meeting this goal, including: staff and volunteers with little or no training in nutrition and safe food;



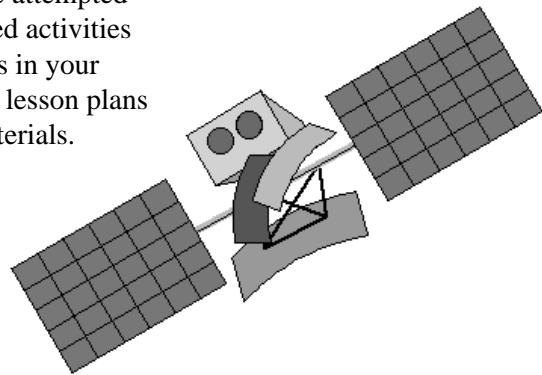
reliance on salvaged or donated foods, which may be damaged, thus greatly increasing the risk of possibly hazardous food reaching the consumer; an uncertain food supply that makes providing an appropriate variety of foods difficult; and diversity of clientele that may make some food inappropriate or unacceptable.

Safe Food for the Hungry '97 – A Focus on Diversity will explore issues of food safety and nutrition as they relate to emergency feeding programs. The program will look at food safety and nutrition through the life cycle, from pregnant mothers and infants to the elderly, while connecting to related issues of multiculturalism. The program emphasizes interactivity and practical solutions to common challenges. The satellite broadcast, workshop activities, and print materials combine to create a framework that organizations can use to evaluate their programs and to solve problems.

The potential diversity
of our audience
makes your job as a
site facilitator
extremely
challenging.

Who is the audience?

Safe Food for the Hungry '97 – A Focus on Diversity is intended for employees and volunteers working in not-for-profit organizations that provide food for the hungry. This includes: directors, full and part-time workers, volunteers, and other interested individuals or groups. Health officials, Cooperative Extension Educators, and other individuals who work with food assistance organizations or limited resource audiences may also find the program useful. The members of this audience vary tremendously in age, education, background, and knowledge of the subject. Some members of the audience may have an extensive background in sanitation, food preparation, nutrition, or volunteer management. Others may have no prior experience with these subjects. The potential diversity of the audience makes your job as the site educator extremely challenging. You will want to provide challenging activities for those participants with some prior knowledge while focusing on the basics for the novices in the group. We have attempted to keep this diversity in mind while developing the suggested activities for the workshop. However, successful implementation rests in your hands. We have included in the Site Activity Guide detailed lesson plans for the planned activities, as well as extensive reference materials.



What is a videoconference workshop?

A videoconference is a live, interactive video program transmitted via satellite. The program usually originates from one location, is beamed to a satellite in space, and then is broadcast back to earth as a television program. The program is interactive because viewers can contact the presenters by way of telephone, fax, or e-mail. To receive or tune in the program, viewers must have a steerable satellite antenna or downlink.

Safe Food for the Hungry '97 – A Focus on Diversity will originate from the Purdue University campus on October 7, 1997. As we are transmitting on C-band and Ku-band satellites, any steerable, analog satellite downlink in North America can receive the satellite portion of the program.

We encourage you to schedule one to three hours in addition to the broadcast portion of the program for workshop activities.

What is the format for the videoconference?

The *Safe Food for the Hungry '97* program comprises two components: 1) the satellite videoconference and 2) the local workshop. The satellite videoconference portion, which is available at no cost to anyone with the technical capability to downlink it, will last a total of two hours. The broadcast portion of the program will consist of a combination of discussions, demonstrations, and prerecorded videos. We'll look at the special nutrition and food safety needs of pregnant women and infants, children, adults, and the elderly. We'll learn how they are different and how they are the same. Through interviews with emergency food recipients, we'll learn how religious, regional, and ethnic differences, health considerations, living conditions and facilities, personal preferences, and food familiarity impact food acceptance. We'll also discover some of the barriers these individuals face in obtaining safe, nutritious food for their families. Prerecorded and live discussions with various experts and emergency food providers will supply ideas, suggestions, and strategies to help emergency feeding programs better address the food safety and nutrition needs of their clients. Prerecorded videotapes and in-studio demonstrations will provide practical information to help emergency food providers understand important issues including: cross-contamination, time and temperature abuse, salvage and donated food evaluation, and menu and food bag planning for diverse clientele.

We encourage you to schedule one to three hours in addition to the broadcast portion of the program for workshop activities. During the workshop, participants may take part in a variety of hands-on activities and discussions. Lesson plans for suggested site activities are included in your site materials in the Site Activity Guide. You may wish to modify these based on the particular needs of your audience.



The workshop component of the videoconference is very important. Participants who have the opportunity to take part only in the satellite portion of the program will obtain a great deal of useful information. However, the activities and group discussions planned for the workshop component will give participants an opportunity to use what they have learned. Each site activity is designed to reinforce the material presented in the satellite portion of the program. For this reason, we believe that the activities planned for the workshop component of the program are of paramount importance in helping the audience assimilate and retain the information presented.

What are the responsibilities of the site educator?

The site educator is the key to ensuring a successful videoconference workshop. As the site educator, you are the link between your local viewing audience and the program producer. In general, you are responsible for:

- Greeting participants
- Registering participants
- Distributing program materials
- Arranging for refreshments
- Tuning in the broadcast
- Distributing and collecting evaluations
- Facilitating workshop activities/discussions
- Facilitating questions to studio panelists

You have a large and extremely important job. This Site Educator's Handbook and the Site Activity Guide should make your job a little easier.



Taking Care of the Technical Aspects

Reserving a downlink site

As site educator, you must reserve a downlink site. The locations listed below are some of the possible places you may be able to locate a properly equipped facility:

- County Extension offices
- Public schools
- Community colleges, vocational schools, or universities
- Hospitals
- Corporations
- Large hotels or convention centers
- Libraries

The facility should be comfortable and provide an atmosphere conducive to learning. There should be adequate space to set up learning centers for local activities. Well-thought-out lighting, video, audio, and seating arrangements make the difference between a successful satellite videoconference and an uncomfortable and unproductive experience.

The facility should be comfortable and provide an atmosphere conducive to learning.

Some important considerations:

- Is there a satellite downlink feed into the room? If not, can the cables reach the room?
- Does audio-visual equipment come with the room?
- Is technical support available or do you need to provide it?
- Is a telephone, fax machine and/or e-mail connection accessible for interactivity with the studio?
- Is the facility large enough for registration, viewing the videoconference, serving refreshments, and handling small group discussions?
- What if 50 people show up for your videoconference and you were expecting only 25? Can the facility handle them?
- Are there shades on the windows to eliminate glare on the TV screen?
- Is the lighting adjustable to allow for notetaking while viewing the videoconference?
- Can people enter and leave the room without walking in front of the TV or video projector screen?
- Have you provided directions so participants can find the room?
- Is there plenty of parking?



Making facilities arrangements

To have a successful satellite videoconference, all equipment, especially the satellite reception equipment, must work properly.

Satellite reception equipment

Don't wait until the last minute to test your satellite, audio and video equipment. Test it at least one week before the videoconference. This will give you enough time to correct any problems you might encounter.

To test the reception equipment, tune in the satellite that will be broadcasting the videoconference. There may not be any programming on that channel when you test, but you should be able to find programming on another channel. Consult a satellite television program guide such as *Satellite TV Week* or *Orbit* magazine to find out what channels may be in use. If you can tune in one channel on a satellite, and confirm that you do, in fact, have the intended satellite, then you most likely will be able to tune in other channels.

Retest the satellite equipment the day before the videoconference.

On the day of the videoconference, a test pattern will be broadcast for 30 minutes before the program begins so you can tune in the proper channel ahead of time. Be sure to fine-tune the satellite equipment as soon as the test pattern is available.

TV monitor setup

The rule-of-thumb for viewing television programs is to have one inch of diagonal TV screen size per audience member. For example, use a 25-inch screen for up to 25 viewers. If you are expecting a large audience, you may want to use a video projection system and a large screen, or split the signal and send it to more than one monitor at the same time.

Set up the room so that each participant has an unobstructed view of the TV screen. The monitor should be on a riser or stand that raises it about 4 feet off the floor.

Don't wait until the last minute to test your satellite and video equipment. Test it at least one week prior to the videoconference!



Interactivity is a key component for making a program like this worthwhile. Make sure you have access to a phone, fax machine or computer with e-mail capability.

VCRs

You can hook up a videocassette recorder (VCR) to the satellite receiver and record the videoconference while watching the program. If you plan to record the satellite videoconference, do a test recording ahead of time to make sure that you have hooked up your VCR properly. Copies of the *Safe Food for the Hungry '97 – A Focus on Diversity* videotape will be available from Purdue University a short time after the broadcast. We also will be producing short training videos from certain portions of the program. To find out about the content of these videos and ordering information, contact Willie Burgess at (765) 494-8186 after October 31, 1997.

Telephone

The *Safe Food for the Hungry '97 – A Focus on Diversity* videoconference includes an interactive component. Viewers at any site can actively participate in the program by telephoning, faxing or e-mailing their questions and/or comments into the studio at Purdue University.

You will need access to a telephone so that you can call in and interact during the conference. Also, a telephone is important if you run into any technical difficulties with your satellite system.

To phone-in questions during the teleconference, use the following toll-free number:

1-800-797-7727

Fax machine

A fax line will be active during the videoconference. Site facilitators may collect questions and comments from participants during the program and fax them to the studio where they will be provided to the host and guests in the studio. To send questions via fax, use the following number:

(765) 496-1548

E-mail

Questions and comments can also be submitted using e-mail. If you have the capability to access the internet, you can e-mail your questions to:

disted@aes.purdue.edu



Other equipment

Depending on the size of your audience, you may need microphones so participants and speakers may hear one another's comments. If you are utilizing any or all of the suggested activities, you may need flip charts, markers, and other materials. Please refer to the activity lesson plans for a detailed list of materials.

Tables and Chairs

If possible, have tables and moveable chairs. This allows for easier note taking and for breaking into small groups for discussion.

Troubleshooting

As the site educator, you may or may not be knowledgeable about the technical aspects of the videoconference. Arrange to have a technician or someone familiar with electronic equipment on hand to help during the videoconference. Know how to locate your technician at all times during the program.

Although we do not expect you to have problems during the videoconference, you should develop contingency plans in case something does happen. If you tested your satellite system in advance, you should not experience any unexpected technical problems. However, despite pretesting, problems may occur. What will you do if you lose the satellite signal or if you get a poor quality (unviewable) signal?

The loss of the satellite signal may be caused by:

- Technical difficulties at the uplink site (this is least likely)
- Technical problems with the satellite transmitter (this is not very likely)
- Problems with the satellite equipment at the local viewing site (this is most likely).

If technical problems do occur, notify your local technician. If you feel the problem is the result of technical problems with the satellite transmitter or at the uplink site, use the trouble number listed below:

1-800-319-2432

Meanwhile, explain the problem briefly to the participants. While waiting for the signal to return, you may wish to conduct one or more of the site activities.

Decide ahead of time what you will do if, after all attempts, you cannot get the satellite signal. You could switch to local activities and offer to show a videotape of the program at some other time, for example.

Most technical problems are with the satellite equipment at the local viewing site. Make sure there is a technician on hand in case of technical difficulties.



Making the Workshop a Success

As the site educator, you play a critical role in the success of the videoconference workshop. This portion of the Site Educator's Handbook supplies information to help make your job easier.

Welcoming the participants

The site educator sets the mood for the day. Welcome participants and introduce yourself. If the group is not too large, have the participants introduce themselves as well.

Register participants as they enter and give each a participant's package. Explain the components of the package. Discuss those pieces that will be utilized during the workshop and point out the pieces that participants can utilize after the workshop.

Outline the plans for the day. Explain to participants that they will be able to interact with the panelists at the uplink site by asking questions via telephone, fax, or e-mail.

Briefly share other important information such as break times, telephone and restroom locations, and lunch or refreshment arrangements.

Make sure you are sensitive to any special needs of your participants. The videoconference will be broadcast with closed captioning. Wheelchair access to your site is a must!

Handling late registrants and walk-ins

Determine prior to the workshop how you will handle late registrants and walk-ins. You may wish to have a few extra copies of the participant materials on hand to accommodate unregistered participants. How will you handle additional registrants if you are providing lunch? Some thought to these issues before the workshop can greatly reduce stress on the day of the conference.

Facilitating questions during the workshop

There will be a question and answer period during the satellite broadcast. During this time, studio guests will respond to questions and comments from the viewing audience. Each site can telephone, fax, or e-mail questions and comments to Purdue University where they will be addressed as time permits, during the program.

To facilitate this portion of the program, ask participants to jot down their questions, ideas and comments during the satellite broadcast and break period.



Operators will staff the call-in line during the satellite transmission and the break period. You may place your call at any time and the operators will transcribe your questions and comments and pass them on to a program moderator who will address them on the air. We will try to cover as many questions and comments as possible on the air.

Subject Matter Questionnaire

To help us assess the impact of the videoconference workshop, we have developed a subject matter questionnaire. This tool should be administered immediately before and after the teleconference workshop. Some participants may feel intimidated by a “test.” Be sure to stress that the information obtained with this tool will help us determine the effectiveness of the program in disseminating information. It is, in essence, a test of us, not them.

To ensure that preconference and postconference answer sheets for individual participants match, we have put both answer sheets on the same page. Ask participants to cover the preconference answers before marking their postconference choices.

To facilitate the questionnaire completion, you may wish to have participants complete it as a group with you reading each question and participants circling the appropriate answer on their forms. Making overheads of each question may be helpful. Go over the correct answers once you've collected the answer sheets.

Evaluations and Certificates

You will receive evaluations and certificates with your participant packages. Administer the evaluations at the end of the program. Collect the evaluations and the questionnaire answer sheets before you distribute the Certificate of Participation and participant gifts.

So that we can judge the success of this videoconference, please encourage all participants to complete their evaluations before they leave at the end of the day. It is important for participants to assess their own learning and to take note of program highlights. Also, the feedback is useful for future program planning.

You may give the participants a blank Certificate of Participation, or fill in their names sometime after registration. Be sure to sign your name at the bottom of each certificate as the site educator.

It is important to send
us your evaluations
so that we may
improve our efforts to
provide quality
distance learning
opportunities.



A word about literacy

Because of the wide diversity of our intended audience, we may expect some participants who have difficulty reading. Some older participants may have trouble with text which is too small. Others in the audience may have low literacy skills. Be sensitive to the special needs of your audience.

The conference questionnaire will be presented in a multiple-choice format. The evaluation also will require reading. If you suspect that some members of your audience may have difficulty completing the questionnaire and evaluation on their own, you may wish to have participants complete it as a group with you reading each question and the individual circling the appropriate answer on their forms.

Refreshment breaks and food

Because this is a two- to four-hour workshop, you may need to coordinate refreshments and food breaks.

For example, you may want to have coffee, juice, and muffins for the participants as they register. Brunch or lunch could range from a catered meal to a brown-bag lunch.

Keep in mind that the cost of providing basic refreshments such as coffee, tea, and muffins is small compared to the positive effect on the participants. To cut costs, ask a local service club, sorority, 4-H club, or Scout group to help with the refreshments or meals. Sometimes, a business or service club will be happy to furnish or assist with refreshments or supplies such as cups, plates, and napkins. It might be wise to ask someone to help you coordinate the refreshments and be in charge of the refreshment table during the videoconference.

If you plan to provide refreshments or a meal, keep the following questions in mind when planning for the videoconference:

- Are there enough tables for refreshments?
- Do you need an additional room for lunch?
- Can you serve the number of participants in the time allowed?
- Are there enough trash receptacles?
- Will the beverage supply need to be refilled?
- Are there electrical outlets and circuits available for coffee urns?
- Is the amperage adequate?
- Is refrigeration available and adequate to hold participants' lunch bags?
- Are eating facilities available nearby if you don't provide food or if some participants prefer eating out?
- Did you order a few extra meals for possible on-site registrants?

Local service clubs
and other similar
organizations are a
good source for
refreshments and
assistance at the
host site.



Videoconference Checklist

Before October 7

- ✓ Reserve a downlink site.
- ✓ Make facilities arrangements, such as reserving equipment, fax machines, computers, tables, and chairs.
- ✓ Make plans for refreshments and lunch.
- ✓ Publicize and promote the videoconference.
- ✓ Duplicate the site materials for participants.
- ✓ Test the satellite equipment.
- ✓ Test the video equipment.
- ✓ Test telephone and fax lines.
- ✓ Prepare for workshop activities.

On October 7

- ✓ Set up the room and refreshment area.
- ✓ Test the satellite equipment.
- ✓ Test the video equipment.
- ✓ Test the telephone and fax machines.
- ✓ Greet participants and hand out site materials.
- ✓ Tune in the test signal one-half hour before broadcast time.
- ✓ Check and adjust audio level on test signal.
- ✓ Distribute, administer, and collect pretest.
- ✓ Facilitate group activities.
- ✓ Facilitate discussions and questions for the discussion periods.
- ✓ Administer and collect post tests and evaluation forms
- ✓ Collect and mail back pre and post tests and evaluation forms.
- ✓ Distribute certificates and participant gifts.



This material may be available in alternative formats. Cooperative Extension work in Agriculture and Home Economics, state of Indiana, Purdue University, and U.S. Department of Agriculture cooperating; H. A. Wadsworth, Director, West Lafayette, IN. Issued in furtherance of the acts of May 8 and June 30, 1914. The Purdue University Cooperative Extension Service is an equal opportunity/equal access institution.