

Lesson Requirements for Program Completion

What counts as a lesson?

A lesson must be at least 30 minutes in length and must be taught from an approved EFNEP curriculum. Traditionally, lessons are conducted in-person with EFNEP participants, however, remote/virtual lessons can be offered to participants in accordance with EFNEP Policy and NC State EFNEP Technology and Social Media Guidelines (refer to the Appendix for guidance on Interactive and Virtual lessons during a Pandemic and natural disasters). Both Adult and Youth participants must complete the approved pre- and post-evaluations to graduate from EFNEP.

EFNEP adult educators should follow the recommendations included in the Leader Guide for the approved curriculum for lesson delivery. While innovation is encouraged, lesson delivery strategies (as outlined below) should not be altered without prior approval of a detailed lesson plan by your RNEA.

Graduating adult participants:

North Carolina has ten lessons identified as CORE lessons for the curriculum, *EFNEP's Families Eating Smart and Moving More*. The CORE lessons represent each of the topic areas addressed in food intake and food behavior surveys. CORE lessons are indicated by an asterisk beside the name of the lesson in the EFNEP teaching record.

The CORE lessons are:

1. Introduction to EFNEP
2. Choosing More Fruits and Vegetables
3. Fix it Safe
4. Plan: Know What's for Dinner
5. Shop for Value, Check the Facts
6. Shop: Get the Best for Less
7. Fix it Fast, Eat at Home
8. Making Smart Drink Choices
9. Choosing to Move More Throughout the Day
10. Choosing a Healthier You for Life

A review of the 2011 impact report data for the adult program revealed that the highest impacts occurred for participants who received 10 lessons.

Although ten lessons are considered CORE, it is recognized that there are challenges in securing time for ten sessions. EFNEP Educators are encouraged to do the following when recruiting groups:

1. Seek first to partner with groups with whom at least ten lessons can be delivered. This will result in higher impact.
2. For groups that can provide time for six lessons, but are unable to commit to the full ten sessions, these groups may be recruited and graduated under the following guidelines:
 - Effort was made to negotiate ten lessons and this is documented in the teaching record.
 - The following core lessons are to be used when teaching a six-lesson series:
 - a. Introduction to EFNEP
 - b. Fix it Safe
 - c. Plan: Know What's for Dinner – (Incorporate some messages from Shop: Get the Best for Less and all food groups, especially dairy)
 - d. Shop for Value, Check the Facts
 - e. Choosing More Fruits and Vegetables
 - f. Choosing to Move More Throughout the Day
 - Additional non face-to-face contacts occur such as emails, newsletters, phone calls, etc. to share key messages of the four CORE lessons not covered and to reinforce the teaching of the previous lesson. Document this interaction on the EFNEP Record of Teaching.
3. Establish a blended teaching plan that uses face-to-face AND online (non face-to-face) lessons accessible through Extension Foundation Campus (formerly eXtension Campus). According to the [federal EFNEP Technology policy](#), participants have the option to *complete up to 1/3 of EFNEP lessons online. For example, if you plan to teach 10 lessons, participants may choose to complete up to 3 lessons online and 7 lessons face-to-face. When teaching the 6-lesson format, participants can complete up to 2 lessons online and 4 lessons face-to-face. See chart below for other examples.

Total lessons in the series	Maximum number of online lessons
6 - 7	2
9 - 10	3
12	4

*An online lesson is considered complete if a participant views more than 70% of the videos provided. The number of videos within a lesson varies and 70% completion can be determined using the following chart:

Number of videos in the online lesson	Number required to complete lesson
7	5
8	6
9	7
10	8

Graduating youth participants:

Only approved curricula should be used for program delivery in schools, after-school, summer programming, and/or special projects. EFNEP requires 6 lessons for completion of the youth program. EFNEP Educators should teach six lessons which address the primary goals for EFNEP. If time allows, additional lessons can be taught.

Appendix

Interactive session – Sessions where you and your participants engage in conversation or dialogue via phone call, text, email, instant message, video chat, and/or face-to-face.

This includes in-person and remote (Zoom, phone call, Google Meet, Facebook Live, etc.) interactions where you engage with the participant whether teaching the lesson, responding questions, or as a follow-up between lessons.

Virtual session – Lessons that are pre-recorded and viewed by the participant on their own time.

During pandemics and natural disasters, traditional school district partnerships are not allowing outside guests either remotely or in-person, which makes it impossible to conduct EFNEP programming in those schools. To facilitate programming under such conditions, the following adjustment to programming is now allowed.

Where educators are not able to get into the schools, they can now share pre recorded video lessons with teachers, who will act as intermediaries between them and the students. The following conditions must be strictly adhered to:

- An educator or other staff must never engage in one-on-one interaction with a youth in any form, including but not limited to text messaging, email, instant messaging, video chats, or phone calls. This is to protect both youth and staff. Additionally, all state, institutional, and school guidelines must be followed.
- Teachers must administer pre and post questionnaires and aid in programmatic data collection when the educator is not able to do so.
- Educators and teachers must meet before and after a class series for a shared discussion on administering the program, providing supplemental information, and receiving feedback. These meetings may be through the internet, phone, or other technological platform, as well as socially distancing in person.
- There must be at least one and up to three opportunities for the educator to answer questions or provide other direct feedback to students. This can be achieved either in synchronous or asynchronous sessions, such as a live zoom call-in mediated by teacher, live conference phone conversation mediated by teacher, students submitting thoughts/questions to the educator via discussion board (either including the educator or shared via the teacher) or combined email with personal identifiers removed sent by the teacher. What's important is that students must be able to ask questions or share feedback to which the educator can respond.