

# Middle School and High School Nutrition and Physical Activity Education

EFNEP and CFHL, UC

Part 1

July 8, 2020

# Group Agreements

Come to the class with a positive attitude

It's ok to have different opinions, respectfully and openly

Do your best to share about topics under discussion

# Overview

Review of March 12 webinar

Discussion: Older Youth Developmental Characteristics

Building Relationships with Older Youth

Creating a Safe Space for Learning

*Why is this training relevant if I don't teach older youth?*

# Review: March 12 Webinar

Positive Aspects of Teaching Older Youth

Factors that might motivate older youth

Addressing some challenges with teaching older youth

Engagement Strategies

Strategies for recruitment

Using available curricula more effectively



# Review: March 12 Webinar

## Positive Aspects of Teaching Older Youth

Greater chance to achieve behavior change

Able to include more complex ideas and activities

Sense of accomplishment when students “get it”



# Review: March 12 Webinar

## Factors that might motivate older youth

*Helping Students Find Reasons to ‘Care’*

Ask open-ended questions – listen for clues

Emphasize immediate benefits

Discuss healthier choices within foods they like

Consider social pressures and body image

# Review: March 12 Webinar

## Addressing some challenges with teaching older youth

### Large classes

Group work – small groups, pairs

Simplify activities – as long as it achieves same objective

### Challenging behaviors

Class agreements - Include what students can expect from you

Build trust – be consistent, be authentic about yourself

Provide choice: Build in (structured) choices into activities

# Older Youth Developmental Characteristics

Each breakout group will consider a statement about developmental characteristics related to older youth

Three questions – answer based on your group’s statement

How does this statement relate to your previous experience?

What are some ways these characteristics can affect the classroom experience?

Considering these characteristics of older youth, how can you ‘tweak’ your teaching style or teaching strategies to maximize engagement?



**Share Out...ideas from your group**

**Considering these characteristics of older youth,  
how can you 'tweak' your teaching style or  
teaching strategies to maximize engagement?**

# Common Misconceptions About Teens

Teens are closer to children developmentally than they are adults

Teens 'don't care' and are not engaged in world issues

Teens are not interested in what an adult has to say

Teens are untrustworthy



# Building Relationships

Demonstrate that we see teens as valued and appreciated as individuals

Enable sharing of thoughts, feelings, and perspectives

Offer wise praise – specific to what they did or their effort (beyond ‘good job’)

Peer-to-peer – opportunities to work in small groups or pairs

**Treat teens with respect, just like you would an adult**

# Participation and Engagement

What are the teacher's expectations, what are the class norms?

Check in with the teacher about any special situations

How do we *incentivize* participation?

- Engaging lesson, relevant to students

- Learner centered activities, working in groups

- Food tasting

Validate responses (*yes, and...*) and thank students

Switch tactics – empower the student that is off-task

Stay positive!

# Building Relationships

Be Authentic - Share about yourself

Examples of what you eat/do/like

Ask questions about students

Find common ground:

did you grow up in the same town, attend the same school?

Similar likes and dislikes, habits?

Observe teachers who relate well to students

# Building Relationships

Check-ins

Icebreakers – sneak them in and get creative

Educator should always participate – this puts you on even footing with the teens and lets them get to know you

Be sincere, and treat teens how you would like to be treated



# Creating a Safe Space for Learning

Let students know what to expect

what the class is about, daily agenda

Be consistent and follow through

How you will conduct session –

Example - won't call on them (or they can pass)

Ask if there are other things that would make them feel safe?

Zoom meetings:

Allow students to re-name themselves (meeting settings)

Mask phone number in the participant list (telephone settings)

# Group Agreements

Group agreements – Suggest some basic ones and ask for additions or ‘tweaks’

Age-appropriate – make sure your agreements don’t treat them like children

Don’t repeat what’s already in place - i.e., classroom rules or agreements



# Group Agreements

Example from Community of Practice

This is a safe space

We encourage open communication

All ideas are welcome

Please be respectful



# Looking Ahead – Part 2 – July 15 at 10 AM

Strategies for increasing engagement in older youth classes

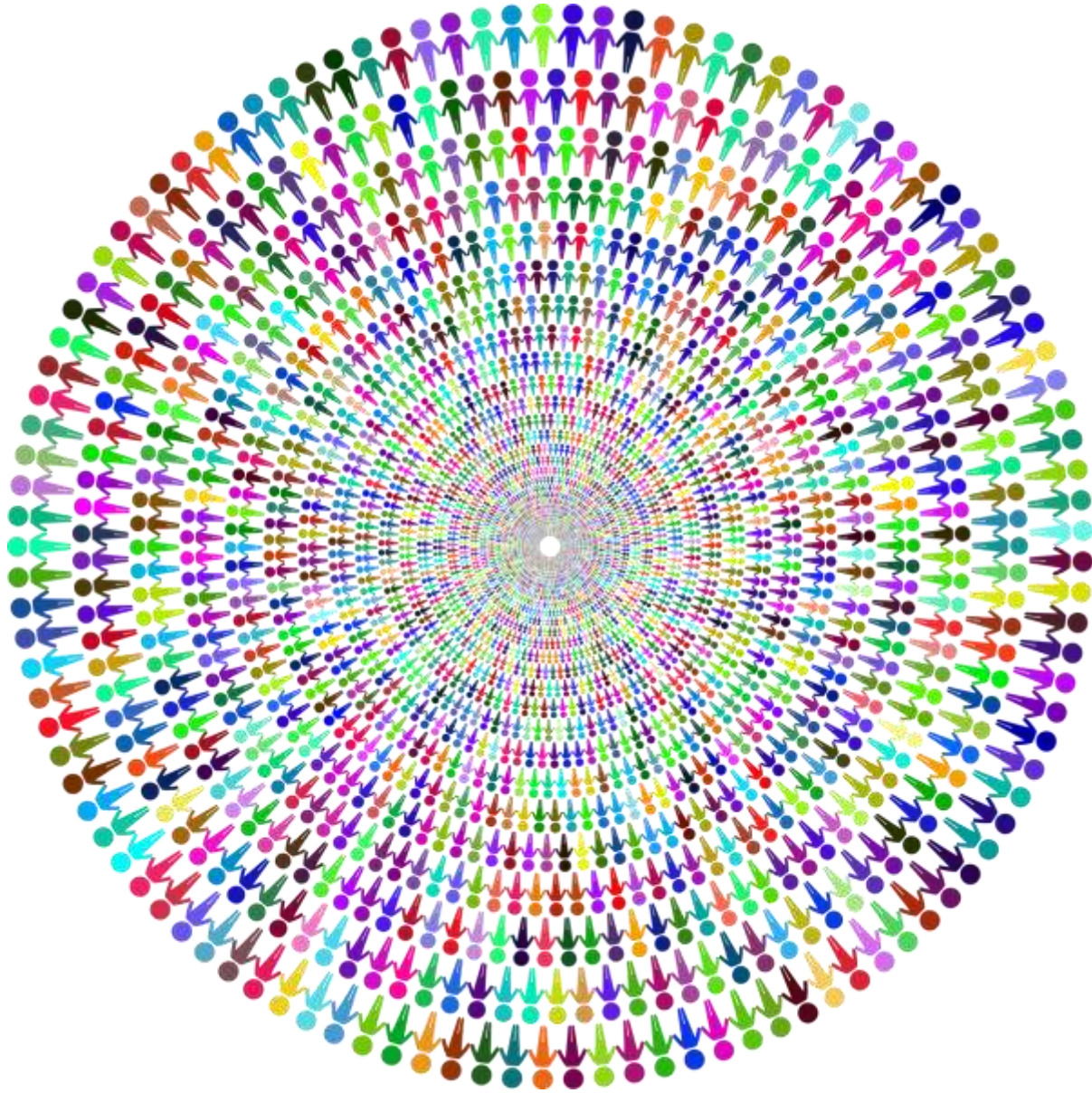
Guidelines for lesson or activity adaptation/enhancement

Examples of enhanced or adapted activities

Lesson enhancement resources

Distance learning adaptations

**Reminder:** Part 3 - July 22 extended to 2 hours (10 am to 12 pm)



Thank  
You!