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:

1. How does this statement relate to your previous experience?
2. What are some ways these characteristics can affect the classroom experience?
3. 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!