

# Middle School and High School Nutrition and Physical Activity Education

EFNEP and CFHL, UC

Part 2

July 15, 2020



UNIVERSITY OF CALIFORNIA  
Agriculture and Natural Resources

*Welcome! Annotate with a symbol (star, heart...)*

# Would you rather?

be incredibly  
funny

OR

be incredibly  
smart

dance

OR

sing

never again  
eat **cheese**

OR

never again  
eat **cookies**

have super  
strength

OR

have super  
speed



# Webinar Part 2: Overview

Brief review of Part 1

Learner-Centered Lesson Adaptations with Older Youth

Lesson Enhancement Examples

Lesson Enhancement Resources

Distance Learning Adaptations

# Part 1: *What did we discuss?*

Review: March 12 Webinar

Older Youth Developmental Characteristics

Common Misconceptions About Teens

Building Relationships

Participation and Engagement

Creating a Safe Space for Learning

# Learner-Centered Lesson Adaptations with Older Youth

July 15, 2020



**CENTER for NUTRITION in SCHOOLS**  
CONNECTING FOOD, HEALTH, AND LEARNING



**UNIVERSITY OF CALIFORNIA**  
Agriculture and Natural Resources

# Guidelines for Activity Adaption & Enhancement



# When can curricula be modified?

In specific circumstances to make them:

*More relevant and appropriate*

*More engaging*

More up-to-date with new health and nutrition recommendations

More skill-based

Better aligned with USDA Evaluation Framework objectives

Work in the online learning environment

# Lecture-Based Approach (Educator-Centered)

Primary focus is on the instructor

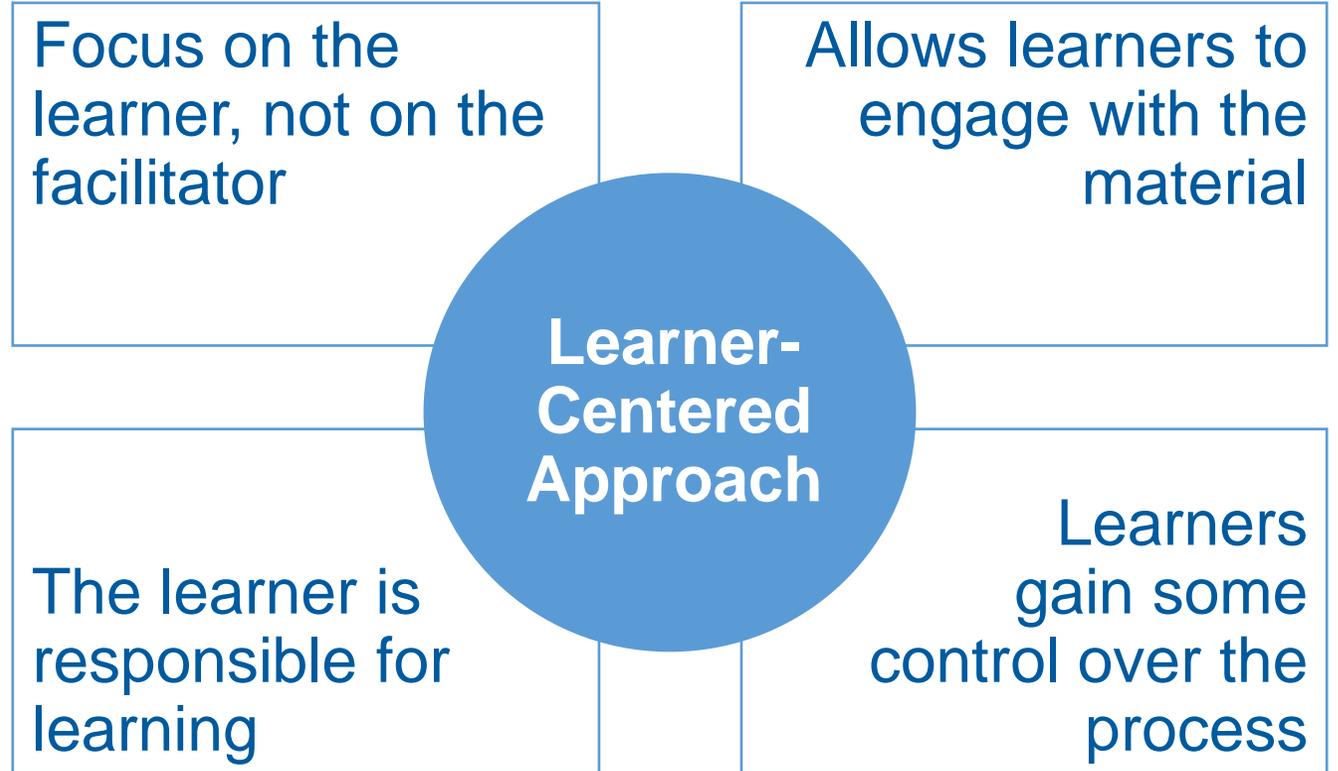
Able to cover a lot material quickly

Familiar to many learners

Fewer opportunities for learners to learn from each other or engage with material

# Learner-Centered Approach (Active Learning)

Teaching or training methods that focus on the learner, as opposed to the instructor



Blumberg (2004)  
Weimer (2012)

# Active Learning Characteristics

Involved

Engaged

Emphasis on  
skills

Analysis,  
problem solving

Exploration of  
attitudes/values

Immediate  
feedback

# Benefits

Retention

Address  
different learning  
preferences

Connection with  
the material

Sense of  
community

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# Before Modifying a Lesson

Teach the lesson *at least* once as it was written

Helps to understand how the lesson is intended to work

Talk to your supervisor or manager

Share your reasoning and ideas for modifications

# How can we make a lesson more learner-centered?

1. Note the learning objectives and/or major concepts to be learned.

We always want to have these in mind.

2. Identify areas that are educator-centered

Read through the lesson.

What are parts of the lesson that are more educator-centered?

# How can we make a lesson more learner-centered?

## 3. Brainstorm learner-centered adaptations

Think of other ways the information can be introduced.

*How can the learners discover and explore the information on their own?*

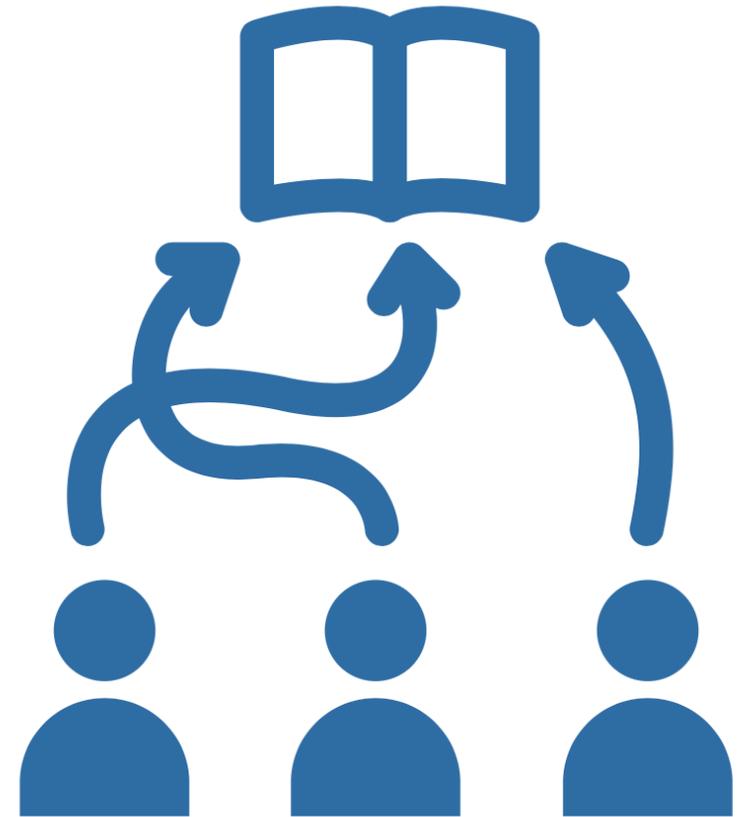
## 4. Test activity to determine if learning objectives were met.

*Use open-ended questions to assess participant learning.*

Intent to change questions can assess if behavioral change objectives are met.

Consider asking a colleague or supervisor to observe or participate in the adapted activity to help determine if objectives were met.

# Lesson Enhancement Examples



# Asking open-ended questions

Do not have a single “right” answer

Allow for further exploration

Promote discussion and interaction

Stimulate learner thinking and encourage ideas, speculation, and the formation of predictions and hypotheses



# *How do I know if my questions are open or closed?*

## Closed:

Who

What

When

Where

Define

## Open:

Discuss

Interpret

Explain

Evaluate

Compare

If, or what if

# CHAT: Make this an open-ended question

What is the capitol of California?

# Activities to Try

Think-pair-share

Write what you can remember

Pause procedure

Flip chart write-and-rotate

What's the correct order?

Become the expert



# Would you say this example is educator-centered, learner-centered, or in-between?

In the Leader Guide of *Hunger Attack*, the educator is asked to deliver the following direction to the teens:

1. Summarize the Healthy Food Choices and MyPlate sections of the leader's guide background information on pages 2-11.

# Would you say this example is educator-centered, learner-centered, or in-between?

In the Leader Guide of *Hunger Attack*, the educator is asked to deliver the following direction to the teens:

3. Using the ChooseMyPlate.gov website, allow teens time to develop their own My Plan. Their plans will recommend the types and quantity of food to eat for a healthy diet based on the information they input.

# Would you say this example is educator-centered, learner-centered, or in-between?

In the Leader Guide of *Hunger Attack*, the educator is asked to deliver the following direction to the teens:

4. Since the plans will recommend quantities of food in cups, ounces, etc., teens may wonder what a cup of vegetables or an ounce of ready-to-eat cereal looks like. To help them visualize proper portion sizes, show food models or real foods in appropriate measurements.

# Would you say this example is educator-centered, learner-centered, or in-between?

In the Leader Guide of *Hunger Attack*, the educator is asked to deliver the following direction to the teens:

5. Break teens into small groups to discuss how their current eating habits compare to their My Plan recommendations. Have each group share one or two observations with the entire group.
6. Ask teens to develop individual goals for healthy eating base don their plans and using the My Healthy Eating Goals handout.

# Resources

Building A Strong Foundation: A Strategic Approach for Preparing to Teach a New Curriculum (webinar)

<https://attendee.gototraining.com/r/2036641182006177026>

CA SNAP-Ed Curriculum Modification Process and Guidance

<https://www.cdph.ca.gov/Programs/CCDPHP/DCDIC/NEOPB/Pages/CurriculumFidelity.aspx>

SNAP-Ed Curriculum Fidelity (webinar)

<https://attendee.gototraining.com/36d65/recording/1128431364280622593>

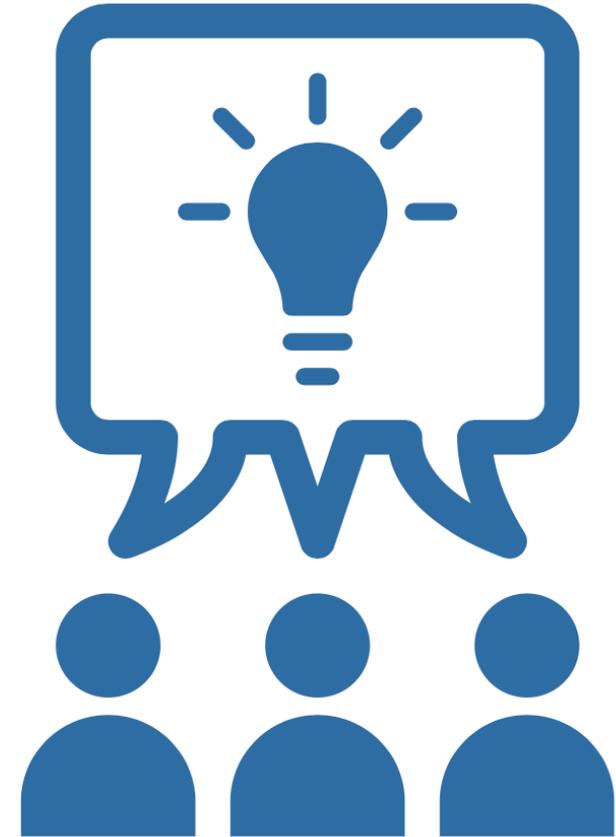
**Type in the chat box or unmute yourself...**

What questions do you have about adapting or enhancing lesson activities?

# Stand Up and Stretch! ... or jump – *whatever works!* 2 minutes



# Lesson Enhancement Resources



# *Hunger Attack* lesson enhancement resources

PowerPoint slides

Added more questions

Inserted optional activities and videos

Lesson enhancement spreadsheet

Google Folder with *Hunger Attack* resources

<https://drive.google.com/drive/u/0/folders/12WZqi8U8ukvZBRtICFCtGajHBWBMlgma>

# *Hunger Attack* 6-lesson sequence

Lesson	<i>Hunger Attack</i> Activity/ Activities
1 – My Plate My Way	Activity 1
2 – Label Lingo	Activities 2 and 3
3 – Sugar Savvy	Activity 4
4 – Fat Facts	Activity 5
5 – Targets to Aim For	Activity 6
6 – Keeping Food Safe	Activities 7, 8, 9
‘Jeopardy’ Review	Activity 12

Hunger Attack 6-Lesson Series Lesson #	Hunger Attack Activity #	PowerPoint Slides available for each lesson			Related EFNEP Survey Question	Suggested food tasting
		Visuals & Supplies	Class handouts	Updated background information for teacher		
1) <b>MyPlate</b> and PRE assessment-  Updated with 2015 DGA <a href="https://health.gov/our-work/food-nutrition/2015-2020-dietary-guidelines/guidelines/">https://health.gov/our-work/food-nutrition/2015-2020-dietary-guidelines/guidelines/</a>	Activity 1	Food cards OR <a href="#">Dairy Council Food Cutouts</a>  Optional: MyPlate Plan <a href="https://www.choosemyplate.gov/resources/MyPlatePlan">https://www.choosemyplate.gov/resources/MyPlatePlan</a>	-1C -Page 2 from Teen Guide  - <i>Know Anyone Who Needs Food Help?</i> Handout  <b>Optional</b> <a href="#">MyPlate My Way DGA summary handout</a>	Dietary Guidelines handouts <a href="#">Recommendations At-A-Glance</a> and <a href="#">How to Build a Healthy Eating Pattern</a>	Q 1, Q 2, Q 3 Q4, Q 5- if students compare their intake to MyPlate  Q 7-Q 9, if a discussion about energy balance  Q 14, if optional food assistance homework assignment is completed	Trail mix
2) <b>Label Lingo</b> Updated Nutrition Facts label visuals.	Activities 2 & 3	Cereal boxes or labels  For activity #6 – page 3.2 -Bowls and measuring cups -Box of cereal - store ad/website or price for cereal	-2A, 2B -3A, 3B  <b>OPTION:</b> replace 2A with different ingredient lists. Questions to replace 2B on slides.	<a href="#">What's New With the Nutrition Facts Label?</a>  <a href="#">Side by side NFL handout (FDA)</a>	Q5	

## Hunger Attack PowerPoint #2

	A	B	C	D	E
1	<b>Hunger Attack PowerPoint #2</b>				
2	<b>Use Technology</b>	<b>Materials or Visuals</b>	<b>Learner-Centered/Classroom Mgmt</b>	<b>Make it Relevant</b>	<b>Other Ideas</b>
3	<a href="#">FDA: Making Healthy Choices Using the Nutrition Facts Label</a>	For Handout 3A - use visual with new NF label instead: 2 links below	Opening question - what's the strangest food or ingredient you have eaten?	Use food labels of foods kids eat -Ex Hot Cheetos, Takis, Munchies, Hot Fries	Dates: Manufacturers with \$10 million or more in annual sales - January 1, 2020; less than \$10 million in annual food sales - January 1, 2021. Manufacturers of single-ingredient sugars - July 1, 2021
4	<a href="#">Nutrition Facts Label Gets a Makeover</a>	<a href="#">The New Nutrition Facts Label</a>	Labels - remove food name - from looking at the ingredients - what is this food?	Who has a food package in their backpack? Use that one for the label reading activity	Cereal activity - pour out samples ahead label ABCD. Pick the one closest to amount you would eat
5	<a href="#">Are You Smarter Than A Food Label?</a>	<a href="#">Side-by-Side Old-New</a>	Turn and talk - sample label - what do you notice about how the ingredients are listed?	Use NFL info to help family make choices (Many students have family/grandparents with diabetes.)	One student pour a sample and have students discuss whether it's smaller/larger than the reference serving. Answer the worksheet based on the one student's portion.
		The New and Improved Nutrition Facts Label -	How could a person use the ingredient list?	Emphasize the 5%/20% guideline -	

Activity 1 MyPlate

**Activities 2-3 Food Labels**

Activity 4 Sugar

Activity 5 Fat Facts

Activity 6 Targets

# Distance Learning Adaptations



# Distance learning adaptations

What do you want the learner to accomplish, do, see, experience?

How can you enable the learner to do this?

Guidelines for adapting activities are same as previously discussed

**Type in the chat box or unmute yourself...**

What are your questions and  
or concerns about distance  
learning with this age group?

# Looking Ahead – Part 3 – July 22

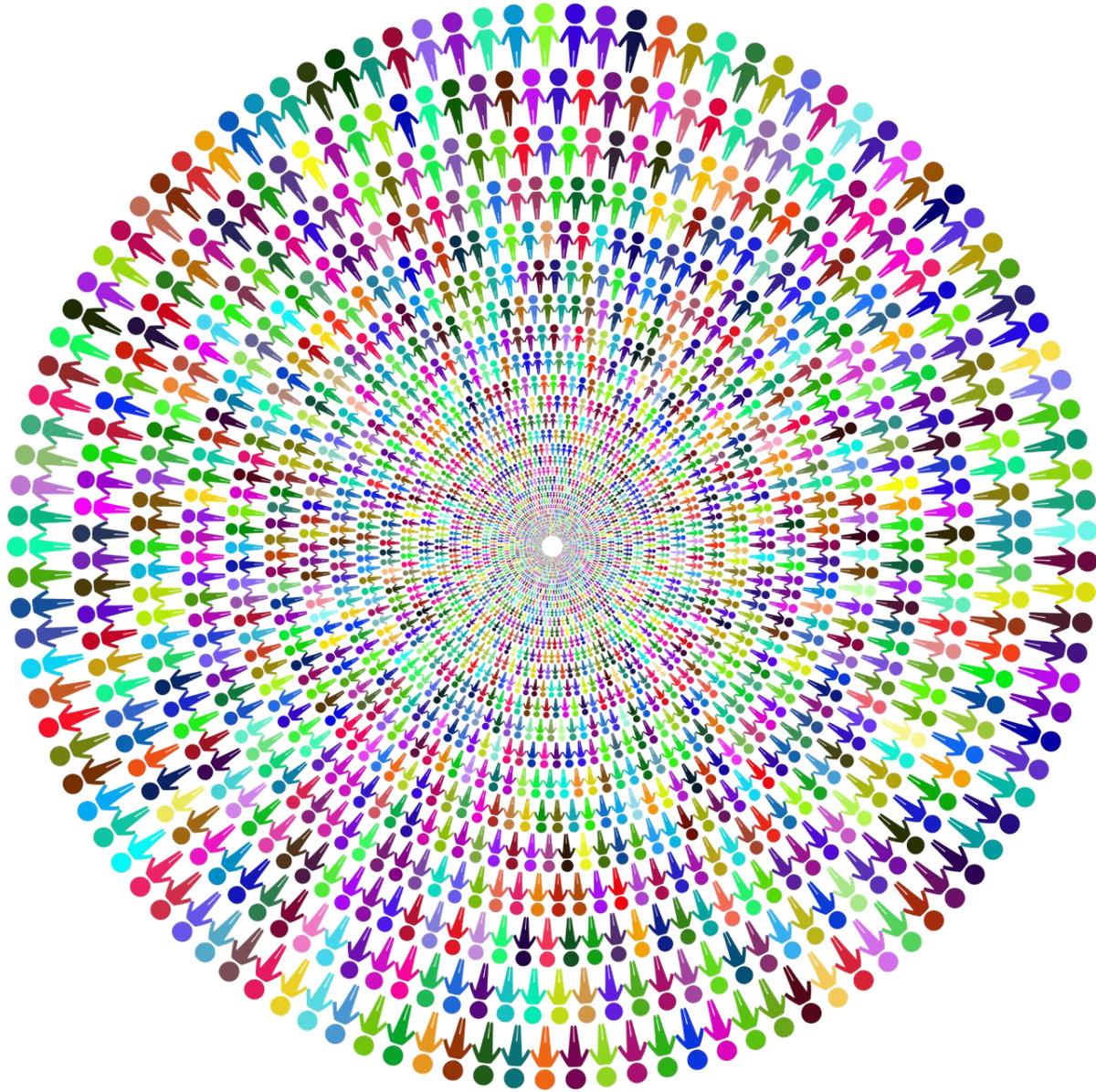
## 10:00 AM to 12:00 PM

Small group breakouts

work on enhancing an activity or lesson portion

Share back ideas

**Volunteers to facilitate a small group – put your name in chat**



Thank  
You!