Middle School and High School Nutrition and Physical Activity Education

EFNEP and CFHL, UC

Part 2

July 15, 2020
Welcome! Annotate with a symbol (star, heart…) 

Would you rather?

- be incredibly funny
- be incredibly smart
- dance
- sing

- never again eat cheese
- never again eat cookies
- have super strength
- 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
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.

Focus on the learner, not on the facilitator

The learner is responsible for learning

 Allows learners to engage with the material

Learners gain some control over the process

Blumberg (2004)
Weimer (2012)
**Active Learning Characteristics**

<table>
<thead>
<tr>
<th>Involved</th>
<th>Engaged</th>
<th>Emphasis on skills</th>
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<tbody>
<tr>
<td>Analysis, problem solving</td>
<td>Exploration of attitudes/values</td>
<td>Immediate feedback</td>
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</table>
Benefits

- Retention
- Address different learning preferences
- Connection with the material
- Sense of community
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Part 2

July 15, 2020
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?

<table>
<thead>
<tr>
<th>Closed:</th>
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<tbody>
<tr>
<td>Who</td>
</tr>
<tr>
<td>What</td>
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<tr>
<td>When</td>
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<tr>
<td>Where</td>
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<tr>
<td>Define</td>
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<table>
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<tr>
<th>Open:</th>
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<tbody>
<tr>
<td>Discuss</td>
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<tr>
<td>Interpret</td>
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<tr>
<td>Explain</td>
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<tr>
<td>Evaluate</td>
</tr>
<tr>
<td>Compare</td>
</tr>
<tr>
<td>If, or what if</td>
</tr>
</tbody>
</table>
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 based on 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

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Hunger Attack Activity/ Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – My Plate My Way</td>
<td>Activity 1</td>
</tr>
<tr>
<td>2 – Label Lingo</td>
<td>Activities 2 and 3</td>
</tr>
<tr>
<td>3 – Sugar Savvy</td>
<td>Activity 4</td>
</tr>
<tr>
<td>4 – Fat Facts</td>
<td>Activity 5</td>
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<tr>
<td>5 – Targets to Aim For</td>
<td>Activity 6</td>
</tr>
<tr>
<td>6 – Keeping Food Safe</td>
<td>Activities 7, 8, 9</td>
</tr>
<tr>
<td>‘Jeopardy’ Review</td>
<td>Activity 12</td>
</tr>
<tr>
<td>Hunger Attack 6-Lesson Series Lesson #</td>
<td>Hunger Attack Activity #</td>
</tr>
<tr>
<td>-------------------------------------</td>
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</tr>
<tr>
<td>1) MyPlate and PRE assessment-</td>
<td>Activity 1</td>
</tr>
<tr>
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<td></td>
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<tr>
<td>2) Label Lingo Updated Nutrition Facts label visuals.</td>
<td>Activities 2 &amp; 3</td>
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<tr>
<td></td>
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<tr>
<td>Use Technology</td>
<td>Materials or Visuals</td>
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</tr>
<tr>
<td><strong>FDA: Making Healthy Choices Using the Nutrition Facts Label</strong></td>
<td>For Handout 3A - use visual with new NF label instead: 2 links below</td>
</tr>
<tr>
<td><strong>Nutrition Facts Label Gets a Makeover</strong></td>
<td>The New Nutrition Facts Label</td>
</tr>
<tr>
<td><strong>Are You Smarter Than A Food Label?</strong></td>
<td>Side-by-Side Old New</td>
</tr>
</tbody>
</table>

**Activities 2-3 Food Labels**

- Activity 1 MyPlate
- Activity 2 MyPlate
- Activity 3 MyPlate
- Activity 4 Sugar
- Activity 5 Fat Facts
- Activity 6 Targets
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!