

## ***Tobacco, Nutrition, Physical Activity*** **Grades 7-8—One Day Agenda**

**8:30-3:30**

### **Workshop Goals**

Review factors which promote positive health behaviors.  
Understand the focus for each of the three modules.  
Sample activities from each of the modules.  
Understand the steps in skills-based instruction.  
Identify teaching strategies for effective implementation of skills-based instruction.  
Share expertise.  
Enjoy learning together!

### **Materials Needed**

Registration list  
Manuals  
Nametags  
YRBS information  
Handout or chart of goals and agenda  
Idea and Opinion Swap handout, if using  
Charts/overheads explaining directions to activities  
Overhead or chart of development process  
Overhead or chart of Health Belief Model  
Overhead or chart of sequence from behaviors to knowledge  
Charts overviewing each of the modules  
Food Group Pyramid Poster  
Nutrition pamphlets as indicated in the module  
Student Worksheet, Advertising Checklist (one per group)  
Materials as needed for presentations (e.g., chart paper, markers, etc.)  
Student Worksheet, Fast Food Survival Guide for Teens (one per participant)  
Fast food restaurant information (pamphlets or from Internet resources)  
Overhead or chart of steps in skills-based instruction  
Alias Clues (one or two sets, depending on size of group)  
Materials for the BB demonstration  
Student Worksheet, I'm Moving! (if you plan to have participants complete a personal plan)  
Integration Guide, if participants are using the original Michigan Model  
Evaluation form

# *Tobacco, Nutrition, Physical Activity* Grades 7-8—One Day Agenda

8:30-3:30

## 8:00-8:30 Registration, Conversation and Refreshments

### **Purposes:**

- To register participants
- To distribute materials

### **Materials:**

- Registration list
- Manuals
- Nametags
- YRBS information

- Check in registered participants.
- Distribute manuals.
- Distribute nametags.
- Distribute agenda (if in handout form).
- Distribute YRBS information.

## 8:30-8:40 Welcome

### **Purposes:**

- To welcome participants
- To introduce trainers
- To present goals, agenda, housekeeping

### **Materials:**

- Handout or chart of goals and agenda

- Welcome the participants to training.
- Introduce yourself and co-trainer.
- Present the workshop goals and agenda.
- Provide any needed housekeeping details (e.g., rest rooms, telephones, lunch, etc.).
- Briefly explain that this workshop is funded by a grant from the MDE. The grant requires a post evaluation and a post-post evaluation. Indicate that a sample of teachers attending this workshop will be contacted by mail regarding the post-post evaluation. Ask them to fill in the Participant Information Form, Help Us Contact You! Gather the forms immediately or over lunch.

**Purposes:**

- To encourage participants to talk with one another about their roles as teachers of health education
- To encourage health educators to begin networking with one another to share ideas
- To encourage the development of a comfortable learning community for the workshop
- To introduce background information on health and the three modules

**Materials:**

- Idea and Opinion Swap handout, if using the option given below
- Charts/overheads explaining directions to activities

- Briefly share the purposes for this section of the workshop.
- Conduct a get acquainted/warm-up activity which will meet the above purposes. One option is provided.

OPTION: Idea and Opinion Swap

- \* Distribute handout with the following questions:

Why do you think tobacco, nutrition, and physical activity were among the first topics for health education modules at grades 7-8?

What are three skills young people need to possess in order to make healthy decisions related to tobacco, nutrition, and physical activity?

Think about a middle school teacher you had and remember as making a positive impact on your life. What characteristics did he or she have?

Effective health education requires the active involvement of students. What strategies do you use to encourage active involvement of students in your classroom?

- \* Ask participants to jot down their responses.
- \* Tell participants that you will ask them to form pairs or trios in various ways (e.g., someone sitting at different table and wearing similar color and, or similar height, or different birth month, etc.).
- \* When they have found their partners, they are to introduce themselves sharing:
  - their name
  - where they are from
  - how they plan to implement the three modules—health class, life management class, etc.
- \* They should also share with their partner(s) their response to the question you designate.

- \* With each new grouping, ask them to focus on a different question. After each grouping, gather ideas from the group and make the following points:

Why do you think tobacco, nutrition, and physical activity were among the first topics for health education modules at grades 7-8? [three of six CDC categories of behaviors which cause the most adverse health and social outcomes—ask them to guess the other three—all of the behaviors are preventable through education and lifestyle choices]

What are three skills young people need to possess in order to make healthy decisions related to tobacco, nutrition, and physical activity? [gather their ideas—specify how their ideas are found within the modules]

Think about a middle school teacher you had and remember as making a positive impact on your life. What characteristics did he or she have? [gather their ideas—note the importance of the human qualities of a teacher (often over teaching expertise) and the fact that their relationships with students are key in effective teaching of any content]

Effective health education requires the active involvement of students. What strategies do you use to encourage active involvement of students in your classroom? [gather their ideas—indicate that they will see how their ideas are found within the modules]

- Quickly survey the large group to determine how they plan to implement.
- If your group size is less than twenty participants, consider asking them to introduce themselves to the large group.

## 9:15-9:45 What Makes a Difference?

### **Purposes:**

- To review the development process for the modules
- To examine factors which lead to behavior change

### **Materials:**

- Overhead or chart of development process
- Overhead or chart of Health Belief Model
- Overhead or chart of sequence from behaviors to knowledge

- Briefly share the purposes for this section of the workshop.
- Review the development process used with the modules. Emphasize the input gathered from content experts, teachers, and students.
- Describe the four elements in the Health Belief Model. Emphasize that it reflects research on behavior change and provides the foundation of all modules. Provide an example participants will relate to on a personal level (e.g., changing an eating habit, establishing an exercise routine, etc.). Indicate that health education has historically focused on knowledge. These modules provide a good start toward having all four elements in place.

- Explain that there is extensive health knowledge available. In order to decide what knowledge to include, it was important to determine what knowledge is “functional,” or essential for behavior change, and what knowledge is “nice to know.” To make this determination, you must first consider the behaviors we hope to encourage. Then, identify the skills needed to demonstrate the behaviors. Last, identify the essential knowledge students need to use the skills.
- Using the nutrition module as an example, tell the group the behaviors we hope to encourage through the nutrition module.
- Further define “skills” as abilities students need in order to be able to demonstrate healthy nutrition behaviors. “Knowledge” is comprised of facts, information, and understandings of concepts and issues. Provide an example of a skill and area of knowledge.
- Ask them to create two lists with a partner: one list of the skills students will need to adopt healthy nutrition behaviors, and a second list of the knowledge they will need.
- Gather their responses in the large group. Indicate that they will have a chance to see how their thinking compares to the content of the module.
- If appropriate, refer to Youth Risk Behavior Survey results to augment the need for these modules and to motivate educators to teach them.

**9:45-10:00 Break**

**10:00-10:45 What’s Food Got to Do With It?**

**Purposes:**

- To become familiar with Lessons 1-5
- To review basic nutrition information by experiencing an activity from the module

**Materials:**

- Charts overviewing the module
- Food Group Pyramid Poster
- Nutrition pamphlets as indicated in the module
- Student Worksheet, Advertising Checklist (one per group)
- Materials as needed for presentations (e.g., chart paper, markers, etc.)
- Charts/overheads explaining directions to activities

- Display an overview of the lessons in the nutrition module. Indicate that they will have a chance to experience several of the activities from the module as they review nutrition basics. Refer to the visual overview as you proceed through the lessons during the workshop.
- Ask participants to get out their manuals. Explain the organization of the manual (e.g., General Information, Introduction, Lessons).
- Introduce the activity and purposes for this section of the workshop.
- Divide the group into five groups. Use a creative grouping strategy to encourage participants to work with others they may not know.
- Explain the resources available to them on nutrition. Distribute appropriate materials to the groups.

- Conduct Activity 3 from Lesson 1, using the Student Worksheet, Advertising Checklist. Indicate that they will have 15 minutes to prepare and 3 minutes to present.
- Have the small groups present their advertising campaign on their assigned food group.
- Refer participants to Lessons 1-3 as the location for this activity and related activities (students will have more time to plan and present).
- Explain the use of the Family Worksheets in all of the grade 7-8 modules.
- Ask participants to form pairs.
- Ask one person to take Lesson 4 and the other Lesson 5. Explain that their task is to take 5 minutes to review their assigned lesson. Ask them to look for the knowledge and skills contained in the lessons and how the lessons contribute to positive nutrition behaviors. At the end of the five minutes, they are to each take two minutes to explain the lesson and findings to their partners.
- Gather a summary of their ideas in the large group.

### 10:45-11:45 Skills-Based Instruction in Action—What’s Food Got to Do With It?

#### **Purposes:**

- To experience the practice portion of a skills-based lesson (Lesson 6) as modeled by the trainer
- To identify the steps in a skills-based instructional activity
- To highlight Lessons 7 and 8

#### **Materials:**

- Student Worksheet, Fast Food Survival Guide for Teens (one per participant)
- Fast food restaurant information (pamphlets or from Internet resources)
- Overhead or chart of steps in skills-based instruction
- Handout on Internet resources
- Charts/overheads explaining directions to activities

- Introduce the activity and purposes for this section of the workshop.
- Acknowledge that, as educators, they teach skills everyday.
- Ask them to turn to someone sitting close to them and list the steps they use to teach a skill. It doesn’t need to be a health-related skill.
- Gather their ideas in the large group. Draw from participants the steps in skills-based instruction.
- Explain that Lessons 1-5 build the knowledge about nutrition as well as model and demonstrate the skills needed to plan healthy meals.
- Indicate that you will be modeling an activity from a skills-based lesson. The activity asks students to practice using their knowledge and skills as they plan healthy meals at fast food restaurants.
- Conduct Activity 3 from Lesson 6, using the Student Worksheet, Fast Food Survival Guide for Teens.
- When you have finished conducting the activity, highlight the focus of this activity—practice of skills. Emphasize the importance of adequate time for practice.
- Ask them to identify teaching strategies they use to teach skills.
- Highlight Lessons 7-8.

11:45-12:30 Lunch

12:30-1:00 It's No Mystery: Tobacco Is a Killer–Exploring Lessons 1-4

**Purposes:**

- To become familiar with Lessons 1-4 and the theme for this module
- To experience an activity from the module and highlight the method for disseminating information
- To become familiar with the organization of the materials

**Materials:**

- Charts overviewing the module
- Alias Clues (one or two sets, depending on size of group)
- Materials for the BB demonstration
- Charts/overheads explaining directions to activities

- Display an overview of the lessons in the tobacco module. Indicate that they will have a chance to “taste” several of the activities from the module as they review tobacco education basics. Refer to the visual overview as you proceed through the lessons during the workshop.
- Briefly share the purposes for this section of the workshop.
- Divide the group into four groups (if the group is large, form eight groups).
- Explain the theme of the module (mystery) and Activity 1 from Lesson 1.
- Conduct Activity 2, using the Alias Clues. After five minutes, ask each group to guess its alias. Then, describe how the students build on the information and use it in Lesson 2.
- Explain the tobacco information resources in this module and their organization. Indicate how students will use them.
- Describe Lessons 3 and 4.
- If time, conduct the BB demonstration.

1:00-2:00 It's No Mystery: Tobacco Is a Killer–Analyzing Lessons 5-7

**Purposes:**

- To become familiar with Lessons 5-7
- To analyze the lessons for knowledge acquired and skills developed
- To identify the teaching strategies used to teach the skills
- To examine roadblocks to teaching skills in the classroom and identify possible ways to overcome the roadblocks

**Materials:**

- Charts/overheads explaining directions to activities

- Introduce the activity and purposes for this section of the workshop.
- Divide the group into dyads.

- Ask one person to take Lesson 5, and the other Lessons 6 and 7. Explain that their task is to take 5 minutes to review their assigned lesson. Ask them to identify:
  - \* the skills contained in the lessons
  - \* the strategies used to build the skills
  - \* possible student responses
- At the end of the five minutes, each person will have five minutes to explain the lesson and findings to their partners. The partners should discuss how they envision teaching the lesson and the possible student responses.
- In the large group, gather summary statements from the pairs. Identify the roadblocks they may face as they teach students skills.
- Brainstorm with the large group ways to overcome the roadblocks (e.g., how to use small groups, how to lead effective discussions, how to adapt the situations to fit their students, etc.).

**2:00-2:15 Break**

**2:15-3:00 It's Time to Move!**

**Purposes:**

- To become familiar with the module
- To highlight the knowledge and skills taught in the module

**Materials:**

- Charts overviewing the module
- Student Worksheet, I'm Moving! (if you plan to have participants complete a personal plan)
- Charts/overheads explaining directions to activities and/or information

- Introduce the activity and purposes for this section of the workshop.
- Display an overview of the lessons in the physical activity module. Indicate that they will have a chance to “taste” several of the activities from the module as they review the information on physical activity. Refer to the visual overview as you proceed through the lessons during the workshop.
- Provide the framework for this module (i.e., physical activity vs. physical fitness). Review the definitions and recommendations (Lesson 1). Emphasize the goal: get students physically active on a regular basis. Mention the log.
- Divide into small groups and conduct Activity 2 in Lesson 2.
- After concluding the activity, ask participants to reflect on their personal physical activity and share with a partner (or in small groups) the barriers they face and possible ways to overcome them.
- Describe the hypothetical situations students use for practice. Ask participants to review the planning form in Lesson 3.
- If time permits, ask them to complete a form for their personal use. Form pairs and share their plans with a partner.
- Discuss the importance of peer norms and the benefits of implementing a project designed to promote physical activity.
- Ask participants to review Lesson 4. Ask two pairs to join together to form a group of four and discuss ways to make this lesson feasible and motivating for students.
- Gather a summary of their ideas in the large group.

### 3:00-3:15 Questions and Possibilities

**Purposes:**

- To discuss any implementation issues participants have
- To review the Integration Guide (if some participants are using the original Michigan Model for grades 7-8)

**Materials:**

- Integration Guide, if participants are using the original Michigan Model

- Walk participants through the Integration Guide, if appropriate.
- Provide time for answering implementation questions in one of the following ways:  
OPTION 1:
  - \* Ask participants if they have any questions regarding implementation of the module. Answer their questions or brainstorm with the group optional responses.OPTION 2—Probably a 30 minute activity:
  - \* If time allows, ask the participants to spend 4-5 minutes talking with one another at their tables regarding questions they have about implementing the modules. Ask them to identify 1-2 key questions they would like the group to address.

### 3:15-3:30 Evaluation and Closure

**Purposes:**

- To evaluate the workshop
- To bring closure to the workshop experience

**Materials:**

- Evaluation form

- Remind participants of the evaluation project and the post-post evaluation and the procedures which will be used if they are one of the teachers selected for the sample.
- Distribute the evaluation form.
- Announce ways they can get technical assistance from health coordinators and trainers.
- Use an open-ended question or sentence stem to close the workshop. Participants can share with someone sitting close to them.

**Trainer's Note:**

Optional topics/teaching skills for inclusion in this design are:

- \* criteria for writing your own scenarios/practice situations
- \* leading effective discussions
- \* small group work strategies
- \* expansion of local tobacco cessation resources (a handout for your region would be nice)