

Tobacco, Nutrition, Physical Activity **Grades 9-12—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
Tobacco Resource Packets, six
Overhead or chart of steps in skills-based instruction
Student Worksheet, Communicating Concern AND Keeping the Relationship (one per participant)
Teacher Master, Situations for Communicating Concern (cut apart situations so that each group gets one situation)
Student Worksheet, Agree or Disagree?
Student Worksheet, Barriers to Being Active
Student Worksheet, Nutrition Basics (one per group)
Transparency Masters, Foods to Consider, Formula for Weight Management, and Understanding the Food Groups
Student Worksheet, A Case of Weight Management: Cases A-D (cut the cases apart so that each group will get one case)
“Better Than a Band-Aid” document
Evaluation form

Tobacco, Nutrition, Physical Activity Grades 9-12—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
- Participant Information Form, Help Us Contact You!

- 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 9-12?

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 high 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 9-12? [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 high 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 tobacco module as an example, tell the group the behaviors we hope to encourage through the tobacco module.
- Further define “skills” as abilities students need to be able to demonstrate in order to avoid tobacco use. “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 avoid tobacco use, 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

10:00-10:30 Teens Campaign Against Tobacco

Purposes:

- To become familiar with Lessons 1-2
- To review basic tobacco information
- To become familiar with the materials used with this module

Materials:

- Charts overviewing the module
- Charts/overheads explaining directions to activities
- Tobacco Resource Packets, six

- Display an overview of the lessons in the tobacco module. Indicate that they will have a chance to explore the lessons and experience several of the activities in the module. 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 small groups with 4-6 participants in each group. Use a creative grouping strategy to encourage participants to work with others they may not know. Indicate that they will be working in these groups for a couple of activities.
- Explain the resources available to their students on tobacco. Give each group a Tobacco Resource Packet.
- Given the following activity, assign the needed group roles.

- Ask participants to spend 10 minutes individually reviewing Lessons 1 and 2 and the tobacco materials. Tell them to be prepared, after 10 minutes, to discuss as a small group:
 - * what they like about the lessons
 - * any concerns they have, if any
 - * why they think the teaching strategies contained in the lessons were selected
- Indicate that they will have 8-10 minutes for the small group discussions.
- When the small groups have finished, ask them to share some of their ideas in the large group. Emphasize the power of peer education, particularly around issues such as tobacco use.

10:30-11:15 Skills-Based Instruction in Action–Teens Campaign Against Tobacco

Purposes:

- To experience a skills-based lesson (Lessons 3 and 4) as modeled by the trainer
- To identify the steps in a skills-based instructional activity
- To become familiar with Lesson 5-6

Materials:

- Student Worksheet, Communicating Concern AND Keeping the Relationship (one per participant)
- Teacher Master, Situations for Communicating Concern (cut apart situations so that each group gets one situation)
- Overhead or chart of steps in skills-based instruction
- 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 1-2 build the knowledge about tobacco as well as utilize peer education as a way to promote positive peer norms related to tobacco use.
- Indicate that you will be modeling a skills-based lesson, slightly modified for the purpose of the workshop. The activity asks students to use their knowledge as they create ways to communicate concern and caring without alienating others.
- Conduct Activities 1 and 2 from Lesson 3, using the Student Worksheet, Communicating Concern AND Keeping the Relationship. After the small group work in Activity 1, be sure to gather the small groups' ideas and model the skill of Taking Ownership of Your Concern.
- Ask for volunteer groups to participate in the reader's theater (Lesson 4) to demonstrate the strategy. Conduct the reader's theater (Activity 1, Lesson 4) using the scripts from 1-2 groups. Describe Activity 2 from Lesson 4.
- Ask participants to share with a partner how the lessons used the steps in skills-based instruction.
- Explain the use of the Family Worksheets in all of the grades 9-12 modules.
- Describe Lessons 5-6, explaining the persuasive paper.

Purposes:

- To become familiar with the module
- To highlight the knowledge and skills taught in the module
- To sample some of the activities in the module

Materials:

- Charts overviewing the module
- Student Worksheet, Agree or Disagree?
- Student Worksheet, Barriers to Being Active
- 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., wellness and physical activity vs. physical fitness). Review the definitions from Lesson 1.
- Distribute the Student Worksheet, Agree or Disagree? Ask participants to quickly complete the worksheet individually and share their responses with a partner.
- Review their responses to provide the foundation of the module. Be sure to include the recommendations (Lesson 1). Emphasize the goal: get students physically active on a regular basis. Mention the optional activities. Refer participants to the Teacher Reference with Lesson 1.
- Conduct Activities 2 and 3 in Lesson 2, using the Student Worksheet, Barriers to Being Active.
- After concluding the activities, ask participants to review the Student Worksheet, Contemplating a Plan, and indicate that the next step is designing a plan to maintain or increase their level of physical activity.
- Describe Lesson 3 and Activity 1 of Lesson 4.
- Ask participants to read through Activity 2 in Lesson 4. Form trios to discuss ways to make this activity feasible and motivating for students.
- Gather a summary of their ideas in the large group.
- Discuss the importance of peer norms and the benefits of implementing a project designed to promote physical activity.

12:45-1:30 Help Yourself to Good Nutrition

Purposes:

- To become familiar with Lessons 1-2
- To review and apply basic nutrition information while experiencing activities from the module

Materials:

- Charts overviewing the module
- Charts/overheads explaining directions to activities
- Student Worksheet, Nutrition Basics (one per group)
- Transparency Masters, Foods to Consider, Formula for Weight Management, and Understanding the Food Groups
- Student Worksheet, A Case of Weight Management: Cases A-D (cut the cases apart so that each group will get one case)

- Briefly share the purposes for this section of the workshop.
- Ask participants what they think will motivate young people to study nutrition and practice healthy nutrition behaviors. Gather their ideas and link to the content of the module, especially Activity 1 of Lesson 1.
- Display an overview of the lessons in the nutrition module. Indicate that they will have a chance to review the lessons and sample some of the activities from the module. Refer to the visual overview as you proceed through the lessons during the workshop.
- To review nutrition basics, conduct Activity 2 of Lesson 1, using Student Worksheet, Nutrition Basics, and Transparency Master, Foods to Consider.
- Continue the review by mentioning the four factors that contribute to a person's body shape and proceed with a quick version of Activities 1-3 in Lesson 2, using the Transparency Masters, Formula for Weight Management and Understanding the Food Groups. Be sure to conduct the application exercise in Activity 3, using the Student Worksheet, A Case of Weight Management: Cases A-D.
- Describe the use of the students' folders.

1:30-2:30 Help Yourself to Good Nutrition–Searching for Skills

Purposes:

- To become familiar with Lessons 3-6
- To analyze the lessons for 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 small groups with four participants in each group. Assign the appropriate group roles.
- Ask one person to take each of the following lessons: Lesson 3, 4, 5, and 6. 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 small group.
- In the large group, gather summary statements from the small groups. 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.).

2:30-2:45 Break

2:45-3:00 Help Yourself to Good Nutrition–Wrapping Up

Purpose:

- To become familiar with Lessons 7-12

Materials:

- Charts/overheads overviewing the module

- Describe Lessons 7-12, explaining the research paper.
- Refer participants to the Student Worksheet, Applying What I Know, in Lesson 12. Note the application for personal nutrition planning.

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:

- “Better Than a Band-Aid” document

- Walk participants through the “Better Than a Band-Aid” document.
- 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)