

Michigan Model for Comprehensive School Health Education®

It's No Mystery: Tobacco Is a Killer What's Food Got to Do With It? It's Time to Move! Modules for Grades 7-8

Length of Training: One Day

ESSENTIAL TRAINING COMPONENTS	TIME RECOMMENDED
Introductory Component	
<p>Welcome</p> <p>Introduce trainer(s).</p> <p>Provide logistical information (e.g., restrooms, lunch arrangements, telephones, credit information, etc.).</p> <p>Review goals and objectives for training and agenda.</p>	10 to 15 minutes
<p>Get-Acquainted/Networking Activity</p> <p>Conduct an activity designed to build a comfortable learning environment and to get participants talking with one another. Select or design an activity which relates to health education and their roles as teachers.</p>	25 to 30 minutes
Content and Skills of Modules	
<p>Foundation for the Modules</p> <p>Provide a rationale for teaching tobacco, nutrition, and physical activity education. CDC categories of behaviors causing the most adverse social and personal outcomes and YRBS data are helpful.</p> <p>Describe the module development process. Educators appreciate the fact that teachers and students as well as content experts were involved.</p> <p>Present information on the Health Belief Model as background for how to promote behavior change, linking to how the four elements are embedded in the modules.</p> <p>Emphasize the importance of the teacher's role.</p>	20 to 30 minutes

*Format adapted with permission from Rocky Mountain Center for Health Promotion and Education, Lakewood, Colorado, 1997

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Content and Skills of Module (continued)

Overview the Modules

Review the General Information and Introduction sections of one of the manuals.

FOR EACH MODULE:

Present the conceptual foundation on which each module was developed, including goals of the module.

Briefly describe each lesson, noting any sensitive issues.

Describe the use of Family Worksheets.

5 to 10 minutes for each module

NOTE: Cover each module separately as you proceed through the day. In other words, if you begin with nutrition, cover the conceptual foundation and lesson overview of the nutrition module. Proceed to review nutrition basics and skills-based instruction within the nutrition module. Then, move to the second module you will cover, presenting the conceptual foundation and lesson overview of the second module, and so on. For example:

- Overview the nutrition module
- Review nutrition basics
- Define skills-based instruction
- Demonstrate skills-based instruction
- Describe remainder of nutrition module
- Overview the tobacco module
- Describe the methods for presenting tobacco information
- Analyze lessons for skills-based instruction and identify roadblocks and possible solutions
- Describe remainder of tobacco module
- Overview the physical activity module
- Sample activities from the module

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ESSENTIAL TRAINING COMPONENTS**TIME
RECOMMENDED****Content and Skills of Module (continued)****Skill-based Instruction**

Define skills-based instruction using an interactive method if possible.

Identify the steps in skill development and the teaching strategies used.

Analyze and demonstrate a skills-based lesson, asking participants to notice the steps in skill development and the strategies used.

Identify any roadblocks they have experienced or anticipate with skills-based instruction and brainstorm possible solutions.

NOTE: Infuse this content throughout your presentation of the three modules. See the example in the “Note” following the “Overview of the Modules” section. In the descriptions of the three modules in this document, potential lessons are identified for analysis or demonstration.

1 hour and 30 minutes
to 1 hour and
45 minutes

What’s Food Got to Do With It?

Provide a review of nutrition basics. Lesson 1 provides an effective strategy.

Provide an overview of Lesson 1-5. If you have pulled strategies from Lesson 1 to review nutrition basics, you will have introduced them to Lessons 1-3. Participants working in pairs to highlight the knowledge and skills contained in Lessons 4 and 5 works well.

Provide an overview of Lessons 6-8 unless you are using these lessons for portions of the skills-based instruction presentation. Lesson 6, Activity 3 works well to demonstrate the practice aspect of skills-based instruction.

45 minutes to 1 hour
[add time if infusing
skills-based
instruction with
this module]

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ESSENTIAL TRAINING COMPONENTS**TIME
RECOMMENDED****Content and Skills of Module (continued)****It's No Mystery: Tobacco Is a Killer**

Describe how tobacco information is presented in the module.

Conducting Activity 2 from Lesson 1 works well and provides you with an opportunity to highlight the mystery theme and to describe how the materials for this module are organized and used.

Describe Lessons 3 and 4. If time permits, conduct the BB demonstration. It tends to add "spice" to the training.

Review Lessons 5-7. Consider having trios of participants analyze these lessons, looking for skills taught, steps in skills-based instruction, and strategies used to build the skills.

This activity also lends itself to identification of possible roadblocks to skills instruction and discussion of possible solutions.

30 to 45 minutes
[add time if infusing skills-based instruction with this module]

It's Time to Move!

Describe the framework for this module (i.e., physical activity vs. physical fitness). Review the definitions and recommendations found in Lesson 1.

Sample the activities in the module. Activity 2 of Lesson 2 works well. Encourage participants to reflect on their own physical activity level and barriers they face.

Review the planning form used with students in Lesson 3.

Consider having them develop a personal plan.

Discuss the importance of Lesson 4. Consider having small groups discuss ways to make this lesson feasible and motivating for students.

45 minutes to 1 hour

Closure**Questions and Possibilities**

Provide time for teachers to ask questions regarding the implementation of the module.

If possible, provide time for small group discussion regarding implementation and large group sharing of ideas and concerns.

10 to 30 minutes

Evaluation and Closure

Distribute evaluation forms and conduct a closing activity.

5 minutes

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OPTIONAL TRAINING COMPONENTS**TIME
RECOMMENDED**

Workshop Expectations and Norms
Provide a mechanism to gather participants' expectations for the workshop and to set norms for behavior.
Discuss the importance of classroom norms for discussion of health-related issues.

10 to 15 minutes

Answering Students' Questions
Provide an opportunity for participants to discuss questions they worry about being asked.
Provide a criteria for answering student questions.
Practice responding to difficult questions.

30 to 40 minutes

Leading Effective Discussions
Discuss skills and strategies for leading an effective discussion in the classroom.

30 to 45 minutes

Integration Into the Curriculum
Provide time and a structure for participants to discuss how to integrate this module into their curriculum. One option is to group participants into academic subject areas.

20 to 30 minutes

Small Group Work Strategies
Provide time for discussion of how small groups can be used in the classroom and how to handle any classroom management issues which are raised.

20 to 30 minutes

Criteria for Writing Your Own Scenarios
Suggest that the scenarios contained in the module can be modified to more closely resemble the environment of their students.
Present criteria for the development of new scenarios.
Provide time for small groups to suggest new scenarios.

10 to 30 minutes

Regional Tobacco Cessation Resources
Consider a short discussion on the resources available in your region for tobacco cessation. Perhaps a handout would be helpful.

5 to 10 minutes

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