

# *Michigan Model for Comprehensive School Health Education®*

## *Teens Campaign Against Tobacco Help Yourself to Good Nutrition Stay Physically Active—For Life Modules for Grades 9-12*

**Length of Training: One Day**

<b>ESSENTIAL TRAINING COMPONENTS</b>	<b>TIME RECOMMENDED</b>
<b>Introductory Component</b>	
<p>Welcome</p> <ul style="list-style-type: none"> <li>Introduce trainer(s).</li> <li>Provide logistical information (e.g., restrooms, lunch arrangements, telephones, credit information, etc.).</li> <li>Review goals and objectives for training and agenda.</li> </ul>	10 to 15 minutes
<p>Get-Acquainted/Networking Activity</p> <ul style="list-style-type: none"> <li>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.</li> </ul>	25 to 30 minutes
<b>Content and Skills of Modules</b>	
<p>Foundation for the Modules</p> <ul style="list-style-type: none"> <li>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.</li> <li>Describe the module development process. Educators appreciate the fact that teachers and students as well as content experts were involved.</li> <li>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.</li> <li>Emphasize the importance of the teacher's role.</li> </ul>	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.

**NOTE:** Cover each module separately as you proceed through the day. In other words, if you begin with tobacco, cover the conceptual foundation and lesson overview of the tobacco module. Proceed to review methods for reviewing tobacco information and skills-based instruction within the tobacco 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 tobacco module
- Review tobacco information and methods used in the module
- Define skills-based instruction
- Demonstrate skills-based instruction
- Describe remainder of tobacco module
- Overview the physical activity module
- Sample activities from the module
- Overview the nutrition module
- Review nutrition basics
- Analyze lessons for skills-based instruction and identify roadblocks and possible solutions
- Describe remainder of nutrition module

5 to 10 minutes for each 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

**Teens Campaign Against Tobacco**

Describe how tobacco information is presented in the module.

Consider asking participants to review Lessons 1 and 2 in small groups and discuss their reactions and why the methodology used was selected.

Provide an overview of Lessons 3 and 4 unless you are using these lessons for portions of the skills-based instruction presentation. Lesson 3, Activities 1 and 2 (modeling the skill of Taking Ownership of Your Concern) followed by Lesson 4, Activity 1 work well to demonstrate skills-based instruction.

Describe Lessons 5 and 6, explaining the persuasive paper.

30 to 45 minutes [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)****Stay Physically Active–For Life**

Describe the framework for this module (i.e., wellness, physical activity vs. physical fitness). Review the definitions and recommendations found in Lesson 1. The Student Worksheet, Agree or Disagree?, is an optional way to cover this content. Sample the activities in the module. Activities 2 and 3 of Lesson 2 work well. Describe Lesson 3 and Activity 1 of Lesson 4. Discuss the importance of Activity 2 in Lesson 4. Consider having small groups discuss ways to make this lesson feasible and motivating for students.

45 minutes to 1 hour

**Help Yourself to Good Nutrition**

Provide a review of nutrition basics. Activity 2 of Lesson 1 followed by Activities 1-3 in Lesson 2 provide an effective strategy. The case studies provide an opportunity for application of the information.

Describe the use of the student folders.

Provide an overview of Lessons 3-6. Consider having small groups 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.

Provide an overview of Lessons 7-12, explaining the research paper and application of information and skills in Lesson 12.

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

<p>Workshop Expectations and Norms</p> <p>Provide a mechanism to gather participants' expectations for the workshop and to set norms for behavior.</p> <p>Discuss the importance of classroom norms for discussion of health-related issues.</p>	10 to 15 minutes
<p>Answering Students' Questions</p> <p>Provide an opportunity for participants to discuss questions they worry about being asked.</p> <p>Provide a criteria for answering student questions.</p> <p>Practice responding to difficult questions.</p>	30 to 40 minutes
<p>Leading Effective Discussions</p> <p>Discuss skills and strategies for leading an effective discussion in the classroom.</p>	30 to 45 minutes
<p>Integration Into the Curriculum</p> <p>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.</p>	20 to 30 minutes
<p>Small Group Work</p> <p>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.</p>	20 to 30 minutes
<p>Criteria for Writing Your Own Scenarios</p> <p>Suggest that the scenarios contained in the module can be modified to more closely resemble the environment of their students.</p> <p>Present criteria for the development of new scenarios.</p> <p>Provide time for small groups to suggest new scenarios.</p>	10 to 30 minutes
<p>Regional Tobacco Cessation Resources</p> <p>Consider a short discussion on the resources available in your region for tobacco cessation. Perhaps a handout would be helpful.</p>	5 to 10 minutes

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