Ohio SNAP-Ed Youth Facilitation Curriculum

Kaitlyn Varney

11/11/2019

Table of Contents

Introduction

Background Information

The Supplemental Nutrition Assistance Program Education (SNAP-Ed) is a nutrition education program that is funded through the USDA Food and Nutrition Service. It provides evidence-based nutrition education to SNAP eligible, low-income communities. The goal of SNAP-Ed is to improve the likelihood that SNAP eligible persons will make healthy food choices on limited budgets. They also want the target audience to choose physically active lifestyles that are in line with the Dietary Guidelines for Americans ("FY 2018 SNAP-Ed Guidance", 2017). The target audience ranges from children in preschool to senior citizens.

SNAP-Ed programming efforts can be divided into three levels: individual, environmental settings, and sectors of influence. The individual level is where most of SNAP-Ed programming efforts fall. Ohio SNAP-Ed has 125 educators who teach programs across the state of Ohio and over 3,000 direct education programs are reported each month (Conway, SNAP-Ed Evaluation Program Specialist, 2018). Direct education programs fall into the individual category. The educator is reaching the audience on a personal level that is hopefully positively affecting participants lifestyle choices such as their diets and physical activity levels.

The second level of programming is environmental settings. This level affects more people in a community at one time. Most programs implemented at this level are referred to as Policy, Systems, and Environmental changes (PSE). A PSE is a change that is made to a community through policy, system, or environmental changes. An example of a policy change would be when a school modifies a written policy, such as a candy reward program. The policy might have been that children who receive straight A's on their report cards will receive a candy

bar. After the policy change, instead of receiving candy bars, the children might receive an item that is not food related. A systems change is when a change is made that isn't written out explicitly but implemented anyway. An example of this would be a food bank inviting a SNAP-Ed educator to demonstrate how to cook produce they are giving to participants. The third is environmental change. An example of this change would be a school concession stand offering grilled chicken sandwiches and baby carrots at sporting events. This change influences what is available for the community. In SNAP-Ed, educators help communities implement PSEs and bring groups together that can make these changes happen.

The third level of the SNAP-Ed framework is the sectors of influence. This affects participants on a much larger scale than the first two levels. Currently Ohio SNAP-Ed has one project that falls into this category which is their social marketing campaign. The campaign, Celebrate Your Plate, is available in select areas of Ohio currently, and will be available in other areas over the next year. It involves educational incentives for SNAP-Ed program participants' widespread advertisements targeted at the SNAP-Ed population, and a content hub/website that provides recipes and community information (Hustead, 2018).

What is Navigating for Success?

Before newly hired Ohio SNAP-Ed educators start teaching their own programs and developing PSEs, they go through a fifteen-lesson training program called Navigating for Success. Ohio SNAP-Ed has been using this curriculum since 2007 (Conway, SNAP-Ed Evaluation Program Specialist, 2018). In 2007, Navigating for Success was in development, and Ohio was one of several states to pilot the curriculum. The Navigating for Success curriculum was specifically designed to train both SNAP-Ed and Expanded Food and Nutrition Education Program (EFNEP) educators how to facilitate adult learning. Each of the fifteen lessons focus on a different topic

that is relevant to facilitating adult nutrition programs such as adult learning principles, cultural responsiveness, and dietary guidelines (University, 2017). The curriculum is updated by Cornell University on a regular basis, that way it continues to meet the needs of the programs. The most recent version of the curriculum was released at the end of 2017 and was used by Ohio SNAP-Ed in 2018. While the curriculum does meet SNAP-Ed's needs of teaching new employee's adult facilitation skills, it does not cover youth program facilitation.

Changes to SNAP-Ed Program

In 2013, 89% of the direct education efforts were adult target audiences, which accounted for 78% of program participants. At the time, Ohio SNAP-Ed was reaching 82,000 participants a year. Now, the program has 381,000 participants a year of which 87% are youth, 11% are adults, and the remaining 2% are teens, which are classified separately from youth based on the SNAP-Ed guidance (Conway, Data Results for SNAP-Ed FY 18, 2018). This notable change happened within a five-year time frame (Conway, Data Results for SNAP-Ed FY 18, 2018). When SNAP-Ed started using Navigating for Success, there was not a need for a training specifically dedicated facilitating youth nor was there a need up until 2013. Due to the participant demographics changing so quickly, a youth facilitation training curriculum was not implemented. The percentage of youth participants continues to increase, but new employees do not receive specific youth facilitation training as part of their onboarding process, unlike with adult facilitation. There have been annual youth facilitation trainings, but no formal training curriculum has been established, and content from the trainings is not passed on to new employees.

Project Overview

For my master's project, I am choosing to write a youth facilitation lesson that can be added into the current Navigating for Success training program. The lesson will include six tasks, written in the 4 A's style used in the Navigating for Success curriculum. The 4 A's stand for Anchor, Add, Apply, and Away. The Anchor is an introduction to the task, the Add is the information that needs to be communicated, the Apply is a hands-on activity that allows the participant to apply the information they just learned, and the Away is a reflection question or activity that helps the participants relate the information to their work.

Need for Project

I have chosen this project for several reasons. The first reason is because I am a SNAP-Ed employee and one aspect of my job is to help coordinate the Navigating for Success training, along with facilitating several Navigating for Success lessons each year. I am very familiar with the curriculum, what is covered and what is not, how the lessons are structured, the timing of each day, and the overall flow of the lesson materials. The second reason is because it is a need that SNAP-Ed has had for several years now and it needs to be resolved. Through evaluations and verbal communications, it has been expressed by SNAP-Ed employees that a youth facilitation training is needed. Many new employees are concerned that they do not receive any formal training before starting programming with youth target audiences. I want this project to help our new employees feel prepared to teach these classes. The third reason I want to write this lesson is because there is not a comparable curriculum out there that fits SNAP-Ed's needs. Cornell University does not offer a youth facilitation training that complements Navigating for Success, and neither does any other Extension department. Other states that use Navigating for

Success might also have a need for youth facilitation training and this lesson could help them as well.

Procedures to Develop Curriculum

There were several steps that were taken in order to develop the youth facilitation curriculum. The first was observational research which was conducted in the Spring of 2018. Various youth programs were selected across the state of Ohio and observed by two Ohio SNAP-Ed state staff members. The programs were selected in both rural and urban counties, with youth ranging from kindergarten to high school, and included SNAP-Ed instructors of both male and female gender. The settings to these programs included schools, libraries, and an after-school program that was hosted in a gymnasium. The two observers attended programs in nine different counties (Butler, Clark, Cuyahoga, Franklin, Greene, Licking, Lorain, Madison, and Medina) and observed twenty separate programs. The observers took notes regarding the activities that were used, how the children behaved, types of disruptive behavior arose, and how the situations were addressed. They also noted how the in-house teacher or site coordinator addressed these situations compared to how the SNAP-Ed instructor handled them.

The second step involved in developing the curriculum was to review the current trainings required by SNAP-Ed, specifically the Navigating for Success training. Since there is no mandatory youth training, the components of the adult Navigating for Success training were analyzed and reviewed to determine what components would be applicable to a youth curriculum.

The third step was to combine the findings from the previous two steps. Taking the observational information and combining it with the Navigating for Success format, six

objectives were determined for the youth lesson. Two of the six objectives (Objectives 1 and 2) were established because they laid the ground work for the remaining four objectives, and this structure was taken from the adult Navigating for Success training. The remaining four objectives (Objectives 3-6) were determined based on the needs observed during youth programming. Once the six overall objectives were established, each topic was researched, and the findings were developed into the Navigating for Success format.

Evaluation and Conclusion

The single youth facilitation curriculum lesson covers the general basics a new SNAP-Ed employee would need to know before teaching a youth program. To evaluate this lesson and determine if all of the basics are indeed covered, there are three separate evaluation tools that can be used. The first is a participant evaluation form that measures quantitatively if the lesson met the intended objectives and qualitatively what the participants found most useful, suggestions for changes, and additional comments about the training. The second evaluation tool is for the '3rd Eye" which is a role used in Navigating for Success trainings. The 3rd Eye is often the one to bring all the lesson supplies but does not facilitate the lesson. They observe the training and make notes about the overall lesson and facilitators. The evaluation tool for the 3rd eye is all qualitative questions and prompts that help evaluate the overall effectiveness of the facilitator and how the tasks went over with the participants. The third evaluation tool is a survey for the facilitators. This is also all qualitative and prompts the facilitator to make notes of any changes they made, along with the strengths and weaknesses of each task. Combining all of the feedback from the participants, 3rd eye and facilitators, along with the quantitative results from the participants, will provide insight into whether the training was successful or whether parts of it

will need changes. This is the traditional way Navigating for Success lessons are evaluated in Ohio SNAP-Ed.

The youth facilitation lesson was developed with Ohio SNAP-Ed as the intended target audience, but there is room for this lesson to be implemented in other states. The way the lesson is written now, Task 2 and Task 3 would need to be modified for other states because they currently focus on Ohio SNAP-Ed approved curricula only. Each state uses a different set of curricula, so regardless of which state developed this lesson, it would need to be updated for other states. Before the lesson can be adapted for other states, it should be pilot tested with the Ohio SNAP-Ed population. First round testing should be conducted with seasoned personnel to work through potential kinks and then the second round of testing should be done with new Ohio SNAP-Ed employees.

Project: Youth Facilitation Curriculum Lesson

Facilitating Youth Programs
(Ohio SNAP-Ed Edition)

WHO: **Participants and Leaders**	Up to 12 nutrition educators working with nutrition programs. The two facilitators are professional level staff and have been trained to use a learner-centered dialogue approach to teaching.	
WHY: **The Situation**	Nutrition educators regularly teach youth programs. Learning how to conduct these programs, what curricula to use, and how to adapt to each situation is important for the educators to learn and implement regularly.	
WHEN: **Dates and Timing**	One day training, typically five hours of instruction with two 10 minute breaks and a lunch break.	
WHERE: **Location and Space**	A large conference/meeting room which models best practices for a learning environment, in which adult learning in a group setting can be demonstrated.	
WHAT: **Content** Skills, Knowledge and Attitudes	**WHAT FOR:** **What participants will DO with the content** By participating will have…	**HOW:** **Learning Task** How they will do…
Introduction to youth facilitation skills.	**Identified** age appropriate activities and handouts	Knowing Your Audience
Youth nutrition curricula	**Practiced** adapting lessons into the 4A's format	Successfully Planning for Youth
Physical activity curricula	**Adapted** physical activities to nutrition education lessons	Get Moving with CATCH
Classroom management skills	**Practiced** having a discussion with a new site coordinator	Setting Yourself Up for Success
Non-traditional site challenges	**Determined** ways to change lessons to fit a non-traditional site	Expect the Unexpected
Managing classroom disruptions/disruptive behavior	**Analyzed** disruptive behaviors and determined ways to correct them	Dodging Disruptions

Materials by Task

Task 1
- Ages and Stages of 4-H Youth Development handout
- Portion Size Guide handout
- Portion Distortion Station handout
- MyPlate Grocery Store Bingo handout
- Picking the True Package handout
- Welcome to School Lunch! handout
- Fruit Character posters
- Product Pairs handout

Task 2
- *Eat, Play, Grow* curriculum
- *Color Me Healthy* curriculum
- *Balance My Day* (K-2, and 3-5) curriculum
- *Middle School Curriculum*
- Youth Lesson Plan worksheet

Task 3
- CATCH Activities Boxes (Pre-K, K-5, and 5-8)
- Scenarios

Task 4
- New Site Checklist handout

Task 5
- *Middle School Curriculum*
- Scenarios

Task 6
- No additional materials

f.1
Welcome and Introductions
- Post the VOICE principles and other guidelines from the first unit.
- Display Thought Box.
- Introduce yourself and any co-facilitators.
- Welcome participants to the training.
- Remind trainees to type and send any comments or concerns that they do not want to share aloud in a separate chat box to the hosts.
- Read the statement below:

We will guide you through a series of interactive learning tasks focused on your needs as nutrition educators. We practice VOICE BY CHOICE. As a large group, we invite sharing by individuals and will wait for your responses. We will listen to as many of you as wish to share, within the time allowed. In the rare case that no one wishes to share, we will proceed to the next activity. You will not be "called on" or "singled out" to respond to questions or requests for information. Your participation in partner conversations and in small group learning tasks is expected.

We value your opinions and invite your reactions to the training process and content. At the end of the day, complete the evaluation form in your folder and leave it in the box near the door. If you have not yet done so, be sure to sign in during one of the breaks or lunch.

- Review the previous unit. A review activity is in the Participant Notes on page 1.
- Review the summary and objectives of this unit in Participant Notes on page 1.

As you facilitate today, remember to do the following:
- **Invite**—Set a learning environment that welcomes and celebrates, interests and engages.
- **Ask**—Use open-ended questions and statements that help the learner apply or think about applying the information in a relevant way.
- **Wait**—Wait at least five seconds for people to speak.
- **Affirm**—Say, "Thank you; I'm glad you said that because…"
- **Weave**—Transition from one idea or concept to the next.
- **Energize**—Show enthusiasm. Change your voice. Provide activities that encourage learners to move about. Smile!
- **Embrace**—Use inviting body language: open arms and hands, no pointing.

Facilitating Youth Programs

SNAP-Ed nutrition educators teach over 30,000 programs a year and roughly 80% of these programs are taught to youth audiences. These programs take place in a variety of settings that can influence the type of lesson being taught. Learning how to teach the various youth age groups and how to keep them engaged in a nutrition lesson are important skills for a SNAP-Ed educator to develop.

By actively participating in Facilitating Youth Programs, you will have:

- **Identified** age appropriate activities and handouts
- **Practiced** modifying lessons into the 4A's format
- **Adapted** physical activities to fit nutrition education lessons
- **Practiced** having a discussion with a new site coordinator
- **Determined** ways to change lessons to fit a non-traditional site
- **Analyzed** disruptive behaviors and identified techniques to correct them

Reflect

Looking back to the previous lessons, share one concept that you have already started implementing into your work?

f.2

Task 1: Knowing Your Audience

Anchor

(intentionally left blank)

Add

Pass out Ages and Stages of 4-H Youth Development handout. Read each of the characteristics and have a volunteer read the matching implication for volunteers.

Task 1: Knowing Your Audience

Anchor

In SNAP-Ed, we teach programs with youth audiences that vary in age from preschoolers all the way through high school. Share with your table an activity (work or non-work related) that you have done with a youth audience that the audience seemed to enjoy. Was there also an activity you tried with a youth audience that they did not enjoy? After everyone has had time to share with their table, we will share a few examples with the whole class.

Add

Knowing what activities appeal to your target audience involves knowing how children develop as they age. Today we are going to look at four youth age groups: **Early Childhood** (Preschool through 2nd Grade), **Middle Childhood** (3rd Grade through 5th Grade), **Young Teens** (6th Grade through 8th Grade), and **Teens** (9th Grade through 12th Grade). Within these age groups, we are going to look at developmental, social, intellectual, and emotional characteristics.

What questions do you have about the development stages?

f.3

Apply

Place each of the youth activity handouts around the room.

Answer Key:

Handout	Appropriate Age Group(s)
Welcome to School Lunch!	Middle Childhood
Picking the True Package	Teens
Product Pairs	Young Teens
MyPlate Grocery Store Bingo	Early and Middle Childhood
Portion Distortion Station	Teens
Fruit Posters	Early Childhood
Portion Size Guide	Young Teens

Away

(intentionally left blank)

Apply

Worksheets and activities have been laid out around the room. With a partner, walk about the room and using the information we just learned, determine what age group(s) you think the worksheet or activity would be best suited. Use the age group categories from the Ages and Stages of 4-H Youth Development handout.

Handout	Appropriate Age Group(s)
Welcome to School Lunch!	
Picking the True Package	
Product Pairs	
MyPlate Grocery Store Bingo	
Portion Distortion Station	
Fruit Posters	
Portion Size Guide	

Away

When you get back to your county, reach out to fellow SNAP-Ed Program Assistants or Program Coordinators who have been with the program for a while. Ask them about their favorite lessons and activities they use for each of the different youth audience levels.

f.4

Task 2: Successfully Planning for Youth

Anchor

(intentionally left blank)

Add

References

Color Me Healthy. (n.d.). Retrieved April 26, 2019, from

    https://www.colormehealthy.com/

Conway, C. (2018). *Middle School Curriculum*. OSU Extension- SNAP-Ed, Columbus, OH.

Hohnbaum, C. L., & James, V. L. (2010). *Balance my day: K-2 nutrition education curriculum*.

    Dighton, KS: Healthy Kids Challenge.

There's no I in team! (n.d.). Retrieved April 26, 2019, from

    http://www.eatplaygrow.org/

Task 2: Successfully Planning for Youth

Anchor

Think about a time you taught children, formally or informally. What strategies did you use to communicate with them?

Add

Before we get into classroom management and how to manage disruptive behavior today, we are going to look at the materials you will be teaching your target audiences.

There are four main curricula that we use to teach youth audiences and the first curriculum is *Eat, Play, Grow* which is developed by the Children's Museum of Manhattan. *Eat, Play, Grow* is a free resource that is available for download at www.eatplaygrow.org. This curriculum is specifically designed for children who are six years old or younger. We generally use this for our preschool age children, even though it would also work for children in Kindergarten as well. The curriculum is made up of 12 lessons and the lesson topics include ideas such as Go, Slow, Whoa, which teaches children that all foods can be consumed in moderation, but some are good to eat often while some should be foods you just eat occasionally (*Eat, Play, Grow*, n.d.).

The second curriculum we are going to look at is also created for preschool age children. *Color Me Healthy* is developed by North Carolina State Extension and unlike *Eat, Play, Grow* it is not a free resource. It can be ordered at www.colormehealthy.com. This curriculum is made up of twelve lesson as well, and it also include a newsletter for parents, posters, and a CD with seven original songs that all accompany the lesson plans (*Color Me Healthy*, n.d.)

Our third curriculum used for youth audiences is called *Balance My Day*. This curriculum has three volumes, each focused on a different age group: Kindergarten-2nd Grade, 3rd-5th Grade, and 6th-8th Grade. Each of the volumes are broken down into three parts: Breakfast Go Power, Meal Appeal, and Snack Attack. Each section contains lesson plans along with recipes and activities that complement the lesson (Hohnbaum & James, 2010).

f.5

Apply

(intentionally left blank)

Away

(intentionally left blank)

The final curriculum we will look at today is called the *Middle School Curriculum* and it was written by Ohio SNAP-Ed's own Cindy Conway. Currently, this curriculum contains six lessons, but three more lessons are in development. The target audience for this curriculum is 6th-8th grade students, and it preferred that this curriculum is used first and the *Balance My Day* curriculum is used as a supplemental resource for this age group. The topics for this curriculum include: MyPlate, Living a Balanced Life, You Are What You Drink, along with several others (Conway, 2018).

Apply

One major detail that should be considered when preparing lesson plans for your classes is how the curricula lesson plans are designed. We require that you teach classes using the 4 A Format that we discussed in Lesson 1. Since the *Middle School Curriculum* was developed by our program, the lesson plans are written in this style. Each lesson has an Anchor, Add, Apply, and Away. This is the only curriculum of the four youth curricula that is already available in this format. For the other three curricula, you will have to reconstruct the lesson materials to form your own 4 A lesson plan.

We are going to practice doing this now. Work with a partner and select one of the three curricula that do not use the 4 A format (*Eat, Play, Grow; Color Me Healthy;* or *Balance My Day*). Using the lesson template provided and the *Middle School Curriculum* as a reference, plan a single lesson from your chosen curriculum. Once you are done we will share as a group.

Away

When you get back to your county, take your time and go through each of these curricula thoroughly. Look at your county Plan of Work and make tentative lesson plan outlines for any upcoming youth programming series.

f.6

Task 3: Get Moving with CATCH

Anchor

Make sure to have multiple movements prepared to use as an example.

Add

Place each CATCH box around the room.

Task 3: Get Moving with CATCH

Anchor

Stand up and form a circle around the perimeter of the room. Starting with the participant who has worked for SNAP-Ed the longest, select and demonstrate a physical activity or movement that starts with the first letter of your first name (example: Anna could demonstrate Arm Circles). Everyone in the circle will then join in the activity. Move clockwise around the circle until everyone has had a chance to select an activity.

Add

Now that we have learned about our nutrition curricula, we are going to learn about physical activity resources. In SNAP-Ed, we are required to teach nutrition education, but we can add physical activity education into our programs. Some of the nutrition curricula include physical activity components, but not all of them do. Even for those that do, the activity might not work based on your classroom setting. Activities that work in a gymnasium setting will probably not work as well in a classroom setting, and vice versa. An additional physical activity resource we use is the CATCH® Kids Club Activity Box. The CATCH® box is full of instruction cards for different activities and games, each sorted into separate categories such as Aerobic Games, Flying Disc, Limited Space, Bean Bags, and Hoops. The activity boxes are available for three age categories: Pre-Kindergarten, Kindergarten through 5th Grade, and 5th Grade through 8th Grade. Each CATCH box has been placed around the room. With a partner briefly look through the boxes and write down any questions or comments that come to mind.

What questions do you have about the CATCH boxes?

What similarities do the different age group boxes have? What are the differences?

f.7

Apply

(intentionally left blank)

Away

(intentionally left blank)

Physical Activity Break #1

Have a couple activities in mind just in case no one in the group comes up with a feasible option. Have a volunteer read and conduct the activity.

Apply

For this activity, work as a group with your table. Each table will receive a scenario that includes an age group, classroom setting, and lesson topic. Using this information, select a CATCH activity that would be appropriate for the scenario. Discuss how you might change the game or activity to reflect lesson objectives. Once each group is finished, each table will share their scenario and activity with the class.

Away

Take a moment to write down an activity or two that you found in the CATCH® kit that you would like to try implementing into one of your youth lessons. When you get back to your office, plan out a youth series for one of your sites and include at least one CATCH® activity in your plan.

Physical Activity Break #1

Since we just dove into the CATCH activity boxes, we are going to select one to do as a group. Look through the boxes or your notes and try to find one the group can do together!

f.8

Task 4: Setting Yourself Up for Success

Anchor

Have an example of your favorite teacher ready to share with the class. If no one speaks up right away, share your example.

Add

Pass out New Site Checklist handout.

Task 4: Setting Yourself Up for Success

Anchor

Think about your favorite teacher. It could be a teacher from formal education (high school, college, etc.) or informal. With a partner, discuss why this teacher stuck out to you and what qualities they had that you would like to display when you are teaching. When everyone has shared with their partner, we will hear a few examples from the group.

Add

As SNAP-Ed Educators, it is important for us to understand our role in a youth program setting. Our most obvious role is to teach the audience nutrition education, however, that does not mean that we take on the full responsibilities of a youth classroom teacher. In youth programs, it is always required that the teacher or site contact remain in the room while you are teaching. It also means that they remain responsible for managing their classroom. You are not responsible for discipline of the children or significant classroom management. With that being said, there are certain responsibilities you have and steps you can take to make sure you are setting yourself up for success when it comes to navigating disruptive behavior, classroom management, and classroom setup.

At the beginning of a new series, it is important to establish ground rules, protocols, and general procedures with the site. It is important that they know what you are expecting from them, and that you also know what they are expecting from you. We have developed a checklist to help you identify the topics you should discuss with your site.

After looking over this list, what items were you surprised were on the list?

Are there any items not included on the list that you think should be added?

f.9

Apply

(intentionally left blank)

Away

(intentionally left blank)

Apply

Working in pairs, assign one person to play the role of Site Contact/Classroom Teacher and the other will be the SNAP-Ed Educator. Using the checklist provided, the SNAP-Ed Educator should discuss each item with the site contact and write down the agreed upon solutions.

Away

What was the most difficult part of the checklist to go over with the site contact/teacher?

What part was the easiest?

Write down your responses and any additional notes you have for how to implement this checklist with your next site.

f.10

Task 5: Expect the Unexpected

Anchor

Ask the class to share some examples (~3). Potential examples: Summer Food Service Program sites, community centers, afterschool programs, and farmer's markets.

Add

(intentionally left blank)

Task 5: Expect the Unexpected

Anchor

In SNAP-Ed, we often work at sites that would be considered "non-traditional" or sites that are outside traditional learning locations (schools). Shout out a few examples of non-traditional sites that you know.

Add

The flexible design and guidance of SNAP-Ed can lead educators to new teach in places that one might not consider a traditional place for learning. Being able to teach at these sites help us reach more of our audience and meet our participants in places they are already going. As we just mentioned, these sites can include farmer's markets, community centers, after school programs, and Summer Food Service Program sites. These events take place in parks, gymnasiums, and other open areas that can make traditional learning activities hard to complete. Along with the challenges you will face in a regular classroom setting, it is possible additional challenges will arise due to the setting. For example, you might not have access to tables or a hard surface to write on. You might be in an area that is loud and makes it hard for participants to hear you, and vice versa. You might also have interruptions from the site, non-participants, and the environment. Programs at non-traditional sites are often unpredictable but there are some ways we can plan to be ready for anything that comes up.

The first step we can take is to communicate with the site like we talked about in the last task. The site should be able to tell you what type of space you will be working with, roughly how many participants will be there, and other information you would need to know.

The second is to prepare for a variety of situations. Something many of our SNAP-Ed educators do is keep materials for various activities on hand, in case there is a change in setting. For example, if you planned an activity that would have been done outside at a park, but now it is raining and the site has moved you inside to a conference room, the activity you planned will probably not work. Having a secondary activity that can be conducted inside can help save your program.

f.11

Apply

(intentionally left blank)

Away

(intentionally left blank)

Physical Activity #2

(intentionally left blank)

The third step we can take to prepare for non-traditional sites is to practice our communication skills. In a classroom setting you might stand at the front of the room and talk in at a mid-range sound level, but if you are now outside at a loud farmer's market, participants would have a hard time hearing you if you do the same thing. One adjustment you could make would be to speak at a louder volume. Another adjustment would be to walk around the group as you are speaking and check in with participants as you go to make sure they can hear you and that they understand your directions.

What other steps do you think one could take to make a non-traditional site program successful?

Apply

Each group has been given a lesson from the *Middle School Curriculum* and a scenario. The original "Apply" section for each *Middle School Curriculum* lesson was designed to be taught in a classroom setting. Determine ways you can adapt the activity or select a new activity that better fits the non-traditional site scenarios.

Away

Write down a list of games, activities, and/or supplies that you can keep on hand for non-traditional sites that would be easy to implement last minute. These can be used if a location or setting changes last minute.

Physical Activity #2

Weather permitting, take a walk around the building together. If staying inside, march in place.

f.12

Task 6: Dodging Disruptions

Anchor

(intentionally left blank)

Add

<div align="center">References</div>

Levin, J., & Nolan, J. F. (2014). Principles of classroom management: a professional decision-making model. Toronto: Pearson Canada Inc.

Thomas, D. R., Becker, W. C., & Armstrong, M. (1968). *Production and Elimination of Disruptive Classroom Behavior by Systematically Varying Teacher's Behavior.* Urbana, IL: University of Illinois and Thomas Paine School.

Task 6: Dodging Disruptions

Anchor

Think about a time when you or someone you know taught a class and things didn't go as planned because of behavioral issues. What happened and what did you/the facilitator do?

Add

Now that we have gone through the steps you should take to set your program up for success, we are going to learn some techniques and tips you can use to help manage disruptions. We all know that classroom disruptions can affect the overall success of a program. We as SNAP-Ed educators are not responsible for disciplining children that are being disruptive, that should be left to the teacher or site personnel, but what we can do is learn ways to help minimize the disruptions.

As we learned in the previous task, setting those ground rules and expectations before the class starts will be helpful in preventing disruptions. These ground rules are going to be a little different from the ones we set at the beginning of NFS. When it comes to children, these ground rules should include things like children have to raise their hand to answer a question or when you are speaking no one else should be talking. These rules can include rules that are already established by the site as well, such as clapping when you want them to quiet down. After setting ground rules, the most important part is to reinforce them.

Once you have established the guidelines, you must follow through. Do not accept a child's answer if they raise their hand and just shout out the answer but have not been called on. If you expect the students to follow the rules, you need to follow through and reinforce positive behavior. Studies have shown that reinforcing positive behavior and focusing on positive classroom behaviors, instead of disruptive or negative behaviors leads to better results and less classroom disruptions (Thomas, Becker, and Armstrong, 1968).

f.13

Apply

Disruption Scenario	Is it a disruption?	Correction Suggestion
Participant keeps calling out answers without being called on	Yes	Ask them to raise hand Don't accept answer, let someone else answer
Child is very vocal about not wanting to participate in food tasting	Yes	Try using the "two-bite" method Ask the students to let everyone try before vocalizing opinions
Participant plays on their phone the whole class	No (unless there is sound coming from phone)	This would be something the teacher should address
Child keeps on getting up out of their seat and walking to other tables	Yes	Move toward and stand near this child. Make eye contact when they get up. If issue persists, ask teacher to address the child.

Next, we want to establish what qualifies as disruptive behavior that needs correction. A discipline problem is behavior that (1) interferes with the teaching act; (2) interferes with the rights of others to learn; (3) is psychologically or physically unsafe; or (4) destroys property (Levin & Nolan, 2014). If a disruption that requires correction does occur, here are some ways to help manage the situation:

1. Be quiet and wait for the disruption to stop
2. Make eye contact with the person
3. Move toward the person
4. Stand directly in front of the person
5. Ask person to be quiet
6. Send child to the teacher, ask teacher to address situation

Apply

Count off by threes to form new groups. Using the table below, read the disruption and then write down a way you could address the disruption.

Disruption Scenario	Is it a disruption?	Correction Suggestion
Participant keeps calling out answers without being called on		
Child is very vocal about not wanting to participate in food tasting		
Participant plays on their phone the whole class		
Child keeps getting up out of their seat and walking to other tables		

f.14

Away

(intentionally left blank)

p.14

Away

Take a few minutes to write down additional disruptive behaviors you have encountered or think you will encounter during your programs. Also write down ways you could address these disruptions.

References

Celebrate Your Plate. (2018, July 4). Retrieved from Celebrate Your Plate: www.celebrateyourplate.org

Color Me Healthy. (n.d.). Retrieved April 26, 2019, from https://www.colormehealthy.com/

Conway, C. (2018). Data Results for SNAP-Ed FY 18. Columbus: Ohio SNAP-Ed.

Conway, C. (2018). Middle School Curriculum. OSU Extension- SNAP-Ed, Columbus, OH.

Conway, C. (2018, March 2). SNAP-Ed Evaluation Program Specialist. (K. Varney, Interviewer)

Cornell University. (2017). Navigating for Success. Ithaca, NY, USA.

Hohnbaum, C. L., & James, V. L. (2010). Balance my day: K-2 nutrition education curriculum. Dighton, KS: Healthy Kids Challenge.

Hustead, E. (2018, February 23). Social Marketing Program Coordinator. (K. Varney, Interviewer)

Levin, J., & Nolan, J. F. (2014). Principles of classroom management: a professional decision-making model. Toronto: Pearson Canada Inc.

There's no I in team! (n.d.). Retrieved April 26, 2019, from http://www.eatplaygrow.org/

Thomas, D. R., Becker, W. C., & Armstrong, M. (1968). Production and Elimination of Disruptive Classroom Behavior by Systematically Varying Teacher's Behavior. Urbana, IL: University of Illinois and Thomas Paine School.

United States Department of Agriculture. (2018, March). SNAP-Ed Plan Guidance and Templates. Retrieved from SNAP-Ed Connection: https://snaped.fns.usda.gov/snap/Guidance/FY2019SNAPEdPlanGuidanceFULL.pdf

Zubieta, A. C. (2018, June 22). Ohio SNAP-Ed Director. (K. Varney, Interviewer)

Appendix A- Participant Evaluation

Facilitating Youth Programs

As a result of participating in this training,	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I have a better understanding of how to select age appropriate materials	1	2	3	4	5
I can adapt youth curricula into the 4 A's format	1	2	3	4	5
I know how to incorporate physical activities into my lessons	1	2	3	4	5
I am confident that I will be able to discuss site and program requirements with the site coordinator	1	2	3	4	5
I know how to adapt my lessons to fit non-traditional site locations	1	2	3	4	5
I feel more comfortable addressing and managing disruptive behaviors	1	2	3	4	5

Please answer the questions below. If you need additional room, feel free to use the back of the page.

As a result of this training, what is one thing you will do in the next week to expand your knowledge on the topic covered?

What did you find most useful about this training?

What are your "how abouts" or suggestions for improving this training?

What other comments do you have about this training?

Thank you for your participation! 2019

Appendix B- 3ʳᵈ Eye Evaluation

Unit: <u>Facilitating Youth Programs</u>   **Date/ Location** _____

Chart 1: Overall Program Observations Note observations and comments
about each of the following throughout the day. Add comments specific to each
learning task using Chart 2 on the back of this form.

	Observations/ Comments
Participants were welcomed as they arrived	
All supplies and equipment needed was available	
Did not call on individual participants	
Waited for responses when asking a question (at least five seconds if necessary) before moving on	
The amount of content was appropriate for the time allotted	
Group energy was maintained throughout the training day	
Open-ended questions encouraged learners to consider how the information applies in a practical way to their jobs/lives	
The tasks helped learners apply the information when appropriate	
The sequence of tasks and content was appropriate	
Space was adequate for teaching and learning	
Group size—too many, too few?	
Other comments or observations	

Chart 2: Individual Learning Task Comments Use the grid below to note any changes/additions made to any of the tasks. Note also the strengths and limitations of the tasks themselves.

	Observations/Comments
The welcome and overview	
Task # 1	
Task # 2	
Task # 3	
Physical Activity Break # 1	
Task # 4	
Task # 5	
Physical Activity Break # 2	
Task # 6	
Wrap Up	

Were there any anticipated or unanticipated issues related to the training in general? If so, what were they and how were they addressed?

Other comments:

Appendix C- Facilitator Evaluation

Task Evaluation: Youth Facilitation

Date _____   Location _____   Facilitators
_____

	Did you have to change the task in any way? If so, how?	Strengths of Task	Limitations of Task
Task 1			
Task 2			
Task 3			
Physical Activity Break #1			
Task 4			
Task 5			
Physical Activity Break #2			
Task 6			

Were there any anticipated or unanticipated issues related to the training in general? If so, what were they and how were they addressed?

Other comments: