

# Making the Most of Your Educational Moments

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May 20, 2009

# Time.....

- Ways to relay information and achieve understanding and skills in less time
- Make the most out of the nutrition and physical activity education moments you are given

# Educational Lesson

*Delivery equal in importance to a well written lesson*

- Insert strategies in your lesson which work effectively to remove barriers to learning
- Engage and keep the learner with you; much like a tour guide with you each step of the journey

# Learning Objective

- Decide what you are going to teach that day
- The learning objective is what you want the student to be able to do as a result of that day's instruction
- This facilitates a more organized delivery; the goal is on what the student will learn and remember that day

# Beginning

- Tell the learner what they are going to learn that day
- Ask the learner- What are we going to learn today?
- Take time for the class to focus, it may take several attempts for a correct answer to what exactly we are going to learn today!

# Provide Prior Knowledge

- Provide and activate prior knowledge
- Review information they need to know to move forward with the day's instruction
- Only use information they need to fill the gap to learn that day
- Model how to do things and what you expect

# Example

- Learning Objective: Today we are going to learn that whole grains are more nutritious than refined grains and how to make half your grains whole.
- Give pertinent information on My Pyramid

# Prime Learning

- **First 10-15 minutes** of lesson students internalize almost everything they hear
- Present correct information during prime time learning
- Avoid questioning at this time; the information given can be wrong and may be internalized as if it right

# Important Information

- Do not ask questions about important information, **GIVE** them the important information
- Hold students accountable for information given

# Checking for Understanding(CFU)

- A method of continually checking that students are learning what is being taught *while* it is being taught
- It informs you when to speed up, slow down or re-teach
- It ensures that your students will not be practicing and reinforcing their mistakes
- Practice makes *permanent*

# How To

- Teach first
- Ask specific question
- Pause before selecting a student- wait 3-5 seconds or up to 8-10 seconds
- Pick a *non*-volunteer
- Listen to the students answer
- Echo (if correct) Elaborate (if not sure), Explain (if incorrect)

# Random vs. Systematic

- A random error suggests the person misunderstood, not paying attention, etc.
- A systematic error indicates all understood wrong
- Educator is given a chance to decide how to re-teach concept correctly

# When to use Volunteers

- Ask question to volunteers to generate thought and experiences
- Example: What did you eat for breakfast this morning?
- Misapplied: What is an important mineral that could be eaten for breakfast?

# Repetitions

- Takes 16-24 repetitions to move information from the short term to long term memory
- Use different pathways back to the original concept
- Use pneumonic devices including hand gestures

# Examples

- HOMES- Way to remember the Great Lakes
- Itsy Bitsy Spider with hand motions
- Student Voice Choirs reciting the My Pyramid food group sayings i.e. Make half your grains whole, Focus on fruits

# Guided Practice

- Give learners time to practice what you want them to learn with supervision

# Closure

- No more teaching
- Ask the important CFU questions again
- Ask the students-Why was the lesson important?

# Learning Objective

- Today we will learn the five food groups in My Pyramid and be able to name two foods from each group

# Focus

- What are we going to do today?

# Lesson

- We will give a short demonstration which includes techniques for CFU