SECTION 1:
GET ACQUAINTED / INTRODUCTION / TRAINING OUTLINE

PURPOSE:
Participants will:
☐ Get to know each other.
☐ Build a sense of team.
☐ Become familiar with agenda and trainer’s guide.
☐ Experience Activity 1A, Health Rocks! Intermediate Level curriculum.

OBJECTIVES:
Participants will:
☐ Share at least one new thing about each member of their team.
☐ Identify at least one method of having youth/adult partnership teams become acquainted.

TIME NEEDED:
60 minutes

MATERIALS NEEDED:
☐ Ice Breakers; See Appendix A (Print from Training CD)
☐ Activity 1A Materials
  • Computer/LCD Projector
  • DID YOU KNOW? Drug Challenge PowerPoint (on Curriculum CD) OR
  • DID YOU KNOW? Drug Challenge Paper Version (Print from Curriculum CD)
  • Flipchart/Marker
  • KNOW YOUR DRUGS Reference (Print from Curriculum CD)

Via Distance Ideas:
☐ Conference Call
  • Each participant will do the Self Introduction ice breaker. If team members don’t know one another, select ice breaker where they can introduce a team member.
  • Send Activity 1A ahead of time and have participants complete prior to call.

SECTION 1

TRAINER’S NOTES:
When “curriculum” is referenced, it refers to both the Health Rocks! Beginning Level and Intermediate Level curriculums unless otherwise stated.

TRAINER’S NOTES:
Remind participants to bring the Trainer’s Guide and Health Rocks! Beginning and/or Intermediate Level curriculum to each session.

TRAINER’S NOTES:
If meeting in person is not a possibility, distance methods could be considered. Each section will suggest ways to utilize alternative technologies. With careful planning, quality distant group interaction can be successful.
Groups will share and discuss the activity.

☐ Video Conferencing/Webinar (Skype)
• Ice Breakers same as Conference Call.
• Present Activity 1A.
• Groups will share and discuss the activity.

EXPERIENCE THE ACTIVITY

STEP 1. (5 minutes)
Introduction:
Introduce the overall training team.

STEP 2. (15 minutes)
Ice Breaker:
The ice breaker activity, Circle of Friends, will give you an opportunity to become acquainted with others attending this training.

Each of your nametags has either a red or blue dot. Those with blue dots will be part of the outer circle. Those with red dots will be part of the inner circle.

Please form the two large circles with the outer circle facing the inner circle and the inner circle facing the outer circle. Each circle will now move in opposite directions with the outer circle moving clockwise and the inner circle moving counter-clockwise. Both circles need to move slowly, yet continuously. You will have one minute to learn as much about each other as you can. Sample questions: Where are you from? What makes you interested in Health Rocks! training? What is one thing you hope to learn during the training?

STEP 3. (3 minutes)
Share:
☐ What was something that was shared when you were talking?
☐ What were some of the things people said they wanted to learn from this training?
☐ What was the purpose of doing this activity?

Process:
☐ How does knowing more about different people make you feel about them?
Generalize and Apply:
□ How might you use a similar activity in your own training?
□ How would you apply what you did during the ice breaker when meeting new people?

STEP 4. (2 minutes)
Reflect:
□ What one thing did you learn from doing the ice breaker activity that you want to make sure and remember?

STEP 5. (5 minutes)
Ground Rules:
Let’s take time now to set ground rules for this training.

STEP 6. (5 minutes)
Review Agenda and Trainer’s Guide:
Now we are going to quickly review the agenda and trainer’s guide so you have a better idea of what we will be doing the rest of the training.

Program Agenda:
□ Session Times
□ Room Locations
□ Breaks
□ Restrooms
□ Additional Assignments

Trainer’s Guide:
□ Page Layouts
□ Structure
□ Various Headings

STEP 7. (25 minutes)
Activity 1A:
To peak your interest about the Health Rocks! Beginning and Intermediate Level curriculums, our team is going to share with you Activity 1A: DID YOU KNOW? Drug Challenge from the Intermediate Level curriculum.
SECTION 2:
AGES AND STAGES:
CHARACTERISTICS OF YOUTH
AGES 10 - 15

PURPOSE:
Participants will:
☐ Gain knowledge of developmental issues of targeted age group.
☐ Gain skills needed to be able to facilitate a group with multiple dynamics (ages, experience levels, etc.).

OBJECTIVES:
Participants will:
☐ Within their team, summarize and share at least two things they have learned about working with 10 to 15 year olds.
☐ Share one idea with entire group of how they would teach this to others.

TIME NEEDED:
60 minutes

MATERIALS NEEDED:
☐ PUZZLE ACTIVITY – pieces of 3 different puzzles per age group (10 – 12 and 13 – 15 years) – total of 6 puzzles. One set of puzzles will be cut apart and another set will remain uncut to be used as a key. See Appendix C (Available to print on my4-H.org)
☐ TABLE TENTS; See Appendix (Available to print on my4-H.org)
☐ WORKING WITH 10 TO 15 YEAR OLDS Handout; See Appendix D (Available to print on my4-H.org)
☐ Computer/LCD Projector
☐ Flipchart/Markers

Via Distance Ideas:
☐ Conference Call
  • Send out complete set of PUZZLE ACTIVITY/TABLE TENTS and WORKING WITH 10 TO 15 YEAR OLDS Handout to each site in advance. Have groups complete prior to call.

TRAINER’S NOTES:
Review from the Beginning Level and Intermediate Level curriculums and Appendices C and D from the Trainer’s Guide before conducting the training of this section.

TRAINER’S NOTES:
Never make them wait. Waiting encourages inappropriate behavior. When groups of youth are un-entertained, they will find ways to entertain themselves. When audiences are not engaged, often, but not always, they are more likely to cause disruptions. However, some still may not be engaged, but rather than be disruptive, they will sit there and do nothing.
• Brainstorm the various characteristics of 10 to 12 year olds and 13 to 15 year olds.
• Talk through the implications of teaching this age group.

□ Video Conferencing/Webinar (Skype)
• Send out complete set of PUZZLE ACTIVITY/TABLE TENTS and WORKING WITH 10 TO 15 YEAR OLDS Handout in advance.
• Groups will put together puzzles.
• Groups will share what characteristics their group talked about and the implications for teaching.

EXPERIENCE THE ACTIVITY

STEP 1. (5 minutes)
Introduction:
We are going to explore the characteristics of 10 to 12 year olds and 13 to 15 year olds. If we understand how these age groups think and act, as well as their needs and wants, we as trainers can work better with them. The characteristics we are going to discuss today are:
□ Physical – having to do with how their body works.
□ Social/Emotional – how they work with others and their feelings.
□ Intellectual – how their brain functions and how they think.

STEP 2. (15 minutes)
Puzzle Activity:
[Set out characteristic table tents - one per table. See Appendix C] We are going to put puzzles together today. There are 11 tasks or characteristic words for each puzzle per age group (10 – 12 year olds and 13 – 15 year olds). The puzzles are broken into three characteristic groups: physical, social/emotional, and intellectual. Each completed puzzle is a geometric shape. Each of you will have a puzzle piece that describes some characteristic or task of 10 to 12 year olds or 13 to 15 year olds. You will need to determine which age group and which characteristic group your puzzle piece represents and move to the table labeled with that characteristic group. I want you along with others at your table to put the puzzle pieces together. You might need to consider going to a different characteristic table if your piece isn’t fitting.

TRAINER’S NOTES:
Show PowerPoint slide(s) or make flipchart of characteristics.

TRAINER’S NOTES:
Have table tents of the three characteristics of each age group ready to be placed on six tables throughout the room prior to starting this activity.

Let the teams work through the task while you move about the room to offer assistance and monitor their progress. If they become frustrated, remind them that there are 11 pieces in each of six puzzles. Each piece represents a characteristic from only one puzzle. The pieces are color-coded for age as well as characteristics.
STEP 3. (35 minutes)
Share:
☐ How did you feel while you were putting the puzzle pieces together?
☐ How did your group approach the task?

Process:
☐ Did the characteristics of your puzzle correspond to your experience when you were 10 to 15 years of age? How was it the same or different?
☐ What are the biggest differences between the age groups? What would you do differently to teach each of the age groups?

Generalize and Apply:
This grouping of developmental tasks and characteristics are designed to give you a general idea of what you might reasonably expect from 10 to 15 year olds. They serve as guidelines, not as measures of achievement, for developing programs for this age group.

You are now ready to apply this information. I have a handout for you titled **WORKING WITH 10 TO 15 YEAR OLDS** (see Appendix D). Identify one thing you should think about from each of the three different characteristic groups - physical, social/emotional, and intellectual - when teaching *Health Rocks!* to this age group. I would like one volunteer from each team to record the information on the flipchart. I am not looking for a plan for a specific program. Share the things you could do together with both age groups and the things you would need to do separately.

We will be giving team reports. You can decide how your team would like to present the materials on your flipchart. As you are finishing up, take some time to consider what items from each characteristic group your team will present.

STEP 4. (5 minutes)
Reflect:
☐ Why do you think it’s important to think about the ages of the participants you will be teaching and training?
Knowing what you now do, what kinds of things should you think about when working with your teams?

How would you deal with having all the ages in the same room?

How might you use this activity with your training teams?
SECTION 3:
TEAM BUILDING

PURPOSE:
Participants will:
□ Understand and model how youth and adults can work in an equitable partnership.
□ Use a team building activity such as building a tower with spaghetti, tape, and gumdrops; or a similar team building activity.

OBJECTIVES:
Participants will:
□ Explain at least one benefit of teaching Health Rocks! using an equitable youth/adult team.
□ Identify one challenge of working as a youth/adult team and how that might be overcome.

TIME NEEDED:
60 minutes

MATERIALS NEEDED:
□ Computer/LCD Projector
□ Flipchart/Markers
□ Spaghetti – one box per team
□ Masking Tape – one full roll per team
□ Gum Drops – one bag per team
□ TEAMBUILDING EVALUATION Worksheet; See Appendix E (available to print on my4-H.org) - one per person

Via Distance Ideas:
□ Conference Call
  • Answer questions under STEP 1 - Introduction.
  • Groups could do flipchart work on what makes a good team and then develop the TEAM BUILDING EVALUATION Worksheet.
□ Video Conferencing/Webinar (Skype)
  • Answer questions under STEP 1 - Introduction.
  • Groups could do flipchart work on what makes a good team and then develop the TEAM BUILDING EVALUATION Worksheet.
  • Use alternative team building activities.

TRAINERS NOTES:
Put all supplies for team building activity into separate bags for each team for easy distribution.
EXPERIENCE THE ACTIVITY

STEP 1. (20 minutes)

Introduction:
Why do you think it is important to have a good team? [Pause for response.]

In Health Rocks! training, teams are made up of both youth and adults who may be different from other teams you may have worked with. Youth/adult teams present their own challenges. Team building is critical; working well together as a team can help people learn more effectively.

I would like you to think about the teams you have served on in the last year.

□ What characteristics did the team have?
□ What makes a good team?

You will now have five to seven minutes with your team to brainstorm the characteristics of a good team with a focus on an equitable partnership. List the characteristics on the flipchart provided. After the allotted time, we will share the characteristics you have identified and develop an evaluation sheet. Please post your flipchart sheets when your team is finished.

Now, let’s build an evaluation sheet from your flipchart page(s). What characteristics are we going to be aware of as we review projects conducted as a team? Let’s start with characteristics used most by all teams and put these on a new sheet.

From here, take those characteristics listed on the new sheet and put into the first column of the TEAM BUILDING EVALUATION Worksheet (see Appendix E). A rating scale has already been developed to complete the framework. The rating scale is as follows:

□ Outstanding (only minor adjustments necessary)
□ Excellent (needs a little more tweaking)
□ Good (needs work on several areas)
□ Needs improvement (members worked as individuals, not as a team).

TRAINER’S NOTES:
Characteristics of good teams that should be considered: trust, openness, commitment, communications, respect, clear expectations of members, sharing of roles, work as equitable group (adults or youth should not dominate activities), understand plan, inclusive of all, etc.

TRAINER’S NOTES:
Show PowerPoint slide or make flipchart of the rating scale for evaluating team building characteristics.
We will use this TEAMBUILDING EVALUATION Worksheet after this next activity.

STEP 2. (15 minutes)
Tower Building Activity:
Your team is going to build a tower with only the materials I give you. All teams will be receiving the same materials (spaghetti, gum drops, and tape). You will have three minutes to preplan your tower. Your tower must be free standing, you may not add any other materials to your tower, and the team with the tallest tower wins. You may not start building until directed to do so. [Wait three minutes.]

You now have [give specific amount of time based on time available]. Go.

STEP 3. (10 minutes)
TEAMBUILDING EVALUATION Worksheet:
As individual teams, let’s reflect. On your TEAMBUILDING EVALUATION Worksheet, mark where you personally would rate your teamwork. As a team compare your ratings. Where do you feel your overall rating fell? Were there areas where you as a team felt you did well? Areas you felt needed improvement?

STEP 4. (10 minutes)
Share:
- What was the purpose of doing this activity?
- What did you notice about the dynamics of the team?
- What did you notice about the roles of the youth? How about the adults?

Process:
- What did your team do well?
- What were the different roles that people took?
- Were there different roles for youth or adults? Who decided?
- What are some of the strengths of your team?
- What are some of the weaknesses of your team?
- What could your team have done to improve? When we talk about improvements, we are not critical of people, but honest in considering what we all could have done better.

TRAINER’S NOTES:
Be sure there is enough space (table and area for building tower) per team.

TRAINER’S NOTES:
Circulate around the room, watching every team. Do not interact or encourage participation at this time (feedback will take place in the next step). To enhance a team’s effectiveness, refer to characteristics of good teams in TRAINER’S NOTES on page thirteen.

TRAINER’S NOTES:
There can be variations made to the team building activity:
- Teams get different supplies to build tower.
- Teams have different tower specifications.
- Teams use a specific mode of communication.
- Teams can use only one hand.

TRAINER’S NOTES:
Variations of survival games also work well as team building activities; several are available on-line.
Generalize and Apply:

☐ What three things might you do in the next few months to strengthen your team?

☐ In what other areas can you use what you have learned about teamwork?

☐ What did you learn about how youth and adults might work together on your team?

☐ How can this help you when you are training others to work as youth/adult teams?

STEP 5. (5 minutes)
Reflect:

☐ As training teams, what do you think will be important for you to do to help people build strong youth/adult teams?

☐ What would be one benefit of teaching Health Rocks! using an equitable youth/adult team?

☐ What do you see as a challenge of working as a youth/adult team and how might that be overcome?

☐ What is the purpose of understanding how youth and adults work in an equitable partnership?
SECTION 4:
CURRICULUM OVERVIEW AND EXPLORATION

PURPOSE:
Participants will:
□ Understand expectations of curriculum/process.
□ Receive *Health Rocks!* curriculum prior to training.

OBJECTIVES:
Participants will:
□ Demonstrate their knowledge of the curriculum during the *TREASURE HUNT* activity.
□ Articulate three facts about how the curriculum is organized.
□ Describe where their teachback assignment is in the curriculum.

TIME NEEDED:
45 minutes

MATERIALS NEEDED:
□ Prizes for correct answers to bonus questions
□ *Health Rocks!* Beginning and Intermediate Level *TREASURE HUNT* questions; See Appendix F (available on my4-H.org)
□ *TREASURE HUNT* Answer Key; See Appendix F (available on my4-H.org) – for trainer’s only
□ Computer/LCD Projector

Via Distance Ideas:
□ Conference Call
  • Send out *TREASURE HUNT* questions in advance.
  • Ask sites to answer questions.
  • Send out prizes after the conference call to those who had the most bonus questions correct.
  • Discuss questions relative to the activity.
□ Video Conferencing/Webinar (Skype)
  • Display curriculum on screen and walk through layout.
  • Use chat box to respond to questions.

TRAINER’S NOTES:
Review how the curriculum is set up.
Review *TREASURE HUNT* Answer Key (see Appendix F).
EXPERIENCE THE ACTIVITY

STEP 1.  (15 minutes)
Curriculum Exploration:
I think it is important for you to understand how the Health Rocks! Beginning and Intermediate Level curriculums are put together in order to be the best teacher you can be.

When looking through your curriculum books, what were some of the things you noticed about how the curriculum is organized?

Please note the Table of Contents on pages i and ii is divided into three sections.

Section I All About Me focuses on the individual themselves. It covers knowledge of tobacco, alcohol, drugs, self-esteem, and decision making. Section II What Influences Me discusses the external factors that influence youth at this stage. Section III Taking It Beyond Me takes it a step further, encouraging youth to share what they’ve learned with others and suggesting ways they could help others with problems in these areas.

The Introduction section has a lot of general knowledge you need to review prior to teaching. Many of these topics will be covered in our training so that you understand how to apply them when teaching Health Rocks!.

As you look at the beginning of each chapter you will see:
☐ Section number
☐ Chapter number
☐ Overview
☐ Goal
☐ Objectives

Now turn to one of the activities in the chapter. It is important you become familiar with each segment preceding the activity you will be teaching:
☐ Objective
☐ Life Skill
☐ National Health Education Standard
☐ Time Needed
□ Materials Needed
□ How the information in this activity connects back to tobacco, alcohol, and other drugs

Experience the Activity contains the individual steps to perform the activity as well as a series of follow-up questions using the experiential learning model - share, process, generalize and apply (which will be shared later during this training) - to reinforce what was learned from the activity. The questions conclude with reflective, knowledge-based questions.

The last step of every activity will always be Family Corner and Community Corner activities. These activities are ideas where you can encourage the youth to take the knowledge beyond their group.

Throughout the activity, we have included some Ease of Teaching Tips which provide you with different options and suggestions in performing the activity. You will also notice black boxes throughout the curriculum which contain Key Health Messages. These are statements of fact related to tobacco, alcohol, and other drugs. They can be used to help participants better understand the lesson being taught.

At the end of each chapter you will find Summing Up and What Do You Know information, both of which can be printed from the CD. The What Do You Know quiz will help you discover how much the youth have learned. The final page of each chapter lists all the research-based citations for that chapter.

Now, please turn to page 133 of the Beginning Level curriculum and page 179 of the Intermediate Level curriculum. You will see the Appendix which includes: Evaluation, Additional Resources, Glossary, Training Outline, and Tips To Make You A Better Teacher, etc.

Last, but not least, is a CD which includes all handouts and PowerPoints needed to teach Health Rocks! Beginning and Intermediate Levels.
STEP 2. (15 minutes)

Treasure Hunt:
Now we are going to go on a Treasure Hunt to see how well you know the curriculum. Each of you has a question about the curriculum in front of you. Someone else in the room has the same question. Your task is to find the person with the same question and, together, come up with an answer to the question using a copy of the curriculum. [Once all groups have answered their questions, ask a bonus question or two, based on time, & give prizes for correct answers.] You can find the answers to all questions in the TREASURE HUNT Answer Key found in Appendix F.

STEP 3. (10 minutes)

Share:
☐ What is one thing you particularly noticed as we walked through the curriculum?
☐ What is the importance of knowing how the manual is put together?
☐ What was the importance of the TREASURE HUNT?

Process:
☐ Explain how the TREASURE HUNT and the curriculum exploration are helpful to you.
☐ Working as a team, how were you able to help each other better understand the curriculum?

Generalize and Apply:
☐ How can knowing how the curriculum works help you as a trainer?
☐ As you go back into your school, work, or organizations, what do you think you could use from this activity to improve how you teach others or do your school work?

STEP 4. (5 minutes)

Reflect:
☐ How might you use a similar activity when you train?
☐ How might you change it for your own uses?
☐ What are three facts about how the curriculum is organized?
☐ Who can tell me where their teachback assignment is in the curriculum?
SECTION 5: REVIEW AND REFLECT

PURPOSE:
Participants will:
□ Review and reflect on the previous day’s information.
□ Understand the importance of concept reinforcement and how this can occur in a fun way for youth.
□ Use examples from Activities 1A Did You Know? and 1B Cycle of Addiction.

OBJECTIVES:
Participants will:
□ Demonstrate using the model during teachback.
□ Share one way they can use review and reflect in their teaching.

TIME NEEDED:
30 minutes

MATERIALS NEEDED:
□ CD player with a music CD
□ Pot/bowl
□ Orange
□ Labeled slips of paper; See Appendix G (See Pass IT Around) (available to print on my4-H.org) – cut apart

Via Distance Ideas:
□ Conference Call:
  • Review previous lessons over phone conference.
  • Ask each team participating to share one thing they have learned.
□ Video Conferencing/Webinar (Skype)
  • Host a discussion board on your video conferencing system.
    ▪ Post questions and have participants respond over a set timeframe.
    ▪ Create a blog to discuss results.

TRAINER’S NOTES:
Remember to have supplies ready (if applicable) for Review and Reflect session.

TRAINER’S NOTES:
While review and reflect can happen via distance, the hands-on aspect may be more difficult to accomplish.
EXPERIENCE THE ACTIVITY

STEP 1. (2 minutes)
**Introduction:**
As trainers, you will find it is important to reinforce concepts you have been teaching. When working with youth, it is always important to make this a fun activity and to vary the activity from one review and reflect session to the next.

STEP 2. (15 minutes)
**Musical Chairs: [First Session]**
Today we are going to do Review and Reflect using the game musical chairs. Everyone please move their chair into a very large circle with their chair facing out. We may have to surround our tables or move some of the furnishings, but we want everyone involved. Please stand next to your chair and when the music starts, please move clockwise in an orderly manner. When the music stops, find a chair! The person left standing will answer the review and reflect question: **What did you learn of value from a previous session?** We will continue to play for [set time available].

**Pass IT Around: [Second Session]**
For our second Review and Reflect, our activity is called Pass IT Around. Get in a circle and I need a volunteer to hold the orange. In this pot/bowl are slips of paper with the following written on them: Left of Orange, The Orange, Right of Orange. When the music starts, please pass your orange to the right and continue doing so until the music stops. When the music stops, stop passing the orange. I will draw a slip of paper from the pot/bowl and read it aloud. The player who has the position as described on the paper will ask another participant a review and reflect question. Examples: If the slip of paper reads **Left of Orange**, the person to the left of the one holding the orange will ask a review and reflect question to another participant of their choice. If the slip drawn reads **The Orange**, the person holding the orange will ask another participant a review and reflect question.

STEP 3. (10 minutes)
**Share:**
- What did you like about this activity?
- How did you feel while doing this activity?
☐ What do you think others would like about this activity? Why?
☐ What is the purpose of this activity?

Process:
☐ What is important about doing activities like this with your participants?

Generalize and Apply:
☐ What are some other ways you could help teams review and reflect?
☐ How can you use review and reflect in other parts of your life?

STEP 4. (3 minutes)
Reflect:
☐ How might you use reviews as a trainer? Where might you use them and for what topics?
☐ How will going through these teaching strategies be helpful as you train your local teams back home?
SECTION 6:  
EXPERIENTIAL LEARNING AND LIFE SKILLS

PURPOSE:
Participants will:
☐ Understand the theory of the experiential model.
☐ Go through a hands-on example of the model.
☐ Apply the model to the activity they will be teaching.
☐ Identify life skills learned as part of the curriculum.
☐ Understand how the curriculum matches the National Health Education Standards.

OBJECTIVES:
Participants will:
☐ Demonstrate using the experiential model during their teachback.
☐ Identify the life skill learned in their teachback lesson and how it fits with National Health Education Standards.
☐ Relate the method used in their teachback experience to prior learning experiences.

TIME NEEDED:
45 minutes

MATERIALS NEEDED:
☐ 4-H Health Rocks! Beginning Level, Section 1, Chapter 1, Activity C
☐ Computer/LCD Projector
☐ Flipchart/Marker
☐ Extra-wide straws – one per participant
☐ Regular-sized straws – one per participant
☐ Straw-type coffee stirrer – one per participant
☐ Clock or watch with second hand
☐ TAKE A DEEP BREATH Worksheet; See Appendix H (available to print on my4-H.org)

Via Distance Ideas:
☐ Conference Call
  • Send TAKE A DEEP BREATH Activity & Worksheet in advance to all sites.
  • Participants do activity in advance and report on
the results during conference call. Use processing questions to lead discussion.

- Video Conferencing/Webinar (Skype)
  - Use PowerPoint (available on my.4-H.org) to go over steps.
  - Participants will do activity at their local sites.
  - Discuss questions at local sites or process as a group.

EXPERIENCE THE ACTIVITY

STEP 1. (2 minutes)
Introduction:
Experiential learning includes hands-on learning and has been long recognized as an effective way to help everyone learn. *Health Rocks!* is designed using experiential learning to actively engage learners, while it encourages them to think for themselves, work hard, and ultimately learn more. Today we are going to do an experiment that relates to smoking tobacco or marijuana. We are going to start first with an activity out of *Health Rocks!* Beginning Level curriculum. Let’s experience the activity and see what we can learn.

STEP 2. (15 minutes)
Take a Deep Breath:
[Give each participant three straws: an extra-wide straw, a regular-sized straw, and a straw-type coffee stirrer; the *TAKE A DEEP BREATH Worksheet*; and a pencil.] While seated, pinch your nose closed so that no air can escape, either while inhaling or exhaling. Put the extra-wide straw in your mouth and try to breathe through it for one (1) minute. Record on the worksheet how long you were able to breathe through the straw.

Now replace the extra-wide straw with a regular-sized straw. Again, keep your nostrils pinched and try to breathe through the regular-sized straw for one (1) minute. Record how long you were able to breathe through the regular-sized straw.

Now replace the regular-sized straw with a straw-type coffee stirrer. Again, keep your nostrils pinched and try to breathe through the straw-type coffee stirrer for one (1) minute. Record how long you were able to breathe...
through the straw-type coffee stirrer.

Now, please stand up. I want you to do jumping jacks for 30 seconds [trainer will demonstrate jumping jacks]. When you are finished, I want you to complete the entire experiment again with each of the straws. Remember to pinch your nose closed so that no air can escape, either when inhaling or exhaling. Record on the worksheet how long you could breathe with each straw for one minute.

**STEP 3.** (10 minutes)

**Experiential Learning Model:**
Let’s talk about what we just did. We just did a great activity right from the curriculum. What would happen with what you and others could learn from this activity if we just stopped here? Sometimes, if we don’t think a little more about what we’ve been doing, the learning stops. Part of what helps people retain what they’ve learned and apply it to other situations happens when we talk about what’s just taken place. You might want to think about it as the “what?” “so what?” and “now what?” In 4-H it is a four-step process of learning called the experiential learning model. Just think – what would happen if I just walked out of the room right now.

□ **Experience**
It is important as trainers to have the participants think about what they might see or what might happen. Let participants experience the activity by doing it.

□ **Share**
Ask questions about the activity itself, as well as the experience after they have completed the activity. Participants should describe the results and their reactions. What questions could you ask after the experiment you just finished? Sample questions: *What was your experience in this activity? What did we just show through the scientific experiment? How much more difficult is it to breathe when doing a simple activity like jumping jacks? What was it like to breathe through the different straws? Which straw made it easier to breathe? Why? What differences did you see when you were sitting down versus when you had finished the jumping jacks?*

**TRAINER’S NOTES:**
Review PowerPoint slides to become familiar with the experiential learning model or create flipchart with model.

**TRAINER’S NOTES:**
A list of general questions to ask when facilitating Experiential Learning experiences can also be found in Appendices I.
Process
Ask questions about something that was important about the experience. Participants can analyze the experience and reflect upon the results. Sample questions: What do you think is significant about the different sizes of the straws? What do you think this says about how we breathe if part of our lungs is ruined?

Generalize and Apply
Now apply the results to real-world examples. Ask questions that help participants connect subject matter to life skills and the bigger world. Participants can then apply what they have learned to their lives. The experiment gives them an opportunity to practice these new skills or use this new information. Sample questions: What general statements can you make about smoking and lung capacity based on this scientific experiment? How might you use scientific data to convince your peers not to smoke? Based on what you learned, how might you design another scientific experiment about health related to smoking, chewing tobacco, drinking alcohol, etc? An example might be the advertisement of the fish with no water.

To summarize, we have just used the experiential learning model - experience, share, process, generalize and apply - to learn about the impact of smoking on breathing. Remember you want participants to experience the activity and learn from doing, not just be told what will happen. This is what defines experiential learning.

STEP 4. (5 minutes)
Share:
☐ What did you notice as we talked about the experiential learning model?
☐ How did you like using the experiential learning model?
☐ Why is it a good model to use when teaching about tobacco, alcohol, and other drugs?

Process:
☐ What did you find about your own learning when we went through the questions after the activity?
☐ Would you be comfortable leading the TAKE A DEEP BREATH Activity? Is it more difficult to help
participants “discover” information rather than tell them what they need to know? Why or why not?

□ How could you get more comfortable doing this?

Generalize and Apply:

□ In what ways might the experiential learning model help people learn more?
□ What do you need to do to prepare yourself to take your learners through the experiential learning model?
□ How can we become creative to get people to think through their learning?
□ What will be important as you prepare and deliver your own training?
□ How else could you use the experiential learning model?
□ Are there other ways it could be used in the lesson you will be teaching?

STEP 5. (3 minutes)
Reflect:

□ Given what you now know about experiential learning, how will that impact your teaching? What are some other things you can do to be a better teacher? Who can help you?

STEP 6. (10 minutes)
Life Skills & National Health Education Standards:
One of the overall goals of Health Rocks! is to teach people life skills. Let’s discuss life skills a bit further. Life skills are the abilities that assist us in leading productive and satisfying lives, and help us function well in the environments in which we live. There are a number of life skills we are taught, but listed on page 10 in the Health Rocks! Beginning Level and page 12 in the Health Rocks! Intermediate Level curriculums are the life skills we hope to have participants gain through this curriculum. Look at the list and think about which life skills relate to the experiment you just completed. What life skills do you think were being taught? The TAKE A DEEP BREATHE Activity would tell you we were trying to teach Healthy Life Choices, Concern for Others, and Using Scientific Methods. Take a look at the activity you are going to teach.

□ What are the life skills for that activity?
□ Why are those important skills?
In your team, discuss how you can help insure that participants understand those skills. In addition to teaching life skills, *Health Rocks!* is designed to meet the National Health Education Standards as found on page 11 in your *Health Rocks!* Beginning Level curriculum and page 13 in your *Health Rocks!* Intermediate Level curriculum. These standards were developed by the Joint Committee on National Health Education Standards sponsored by the American Cancer Society. They provide program goals for all grade levels. Each activity in this curriculum identifies the health education standard being addressed.

- What standard do you think our TAKE A DEEP BREATH Activity related to?
- Why do you think it would be useful for people using *Health Rocks!* to know which standards are being addressed?
- Do you think it would be easier to recruit sites if they knew National Health Education Standards are being met?
SECTION 7:
LEARNING STYLES AND EFFECTIVE TEACHING METHODS

PURPOSE:
Participants will:
□ Gain knowledge of different learning styles and teaching methods.
□ Gain knowledge of different teaching methods that can be used to teach the concepts in Health Rocks!.
□ Do a learning styles activity.

OBJECTIVES:
Participants will:
□ Identify one’s own best learning style.
□ Identify the different teaching methods to be used when teaching Health Rocks!.

TIME NEEDED:
30 minutes

MATERIALS NEEDED:
□ Flipchart/Markers
□ Computer/LCD Projector
□ GETTING TO KNOW YOUR LEARNING STYLE Worksheet; See Appendix J (available to print on my4-H.org)
□ LEARNING STYLE INDEX Handout; See Appendix K (available to print on my4-H.org)

Via Distance Ideas:
□ Conference Call
  • Send GETTING TO KNOW YOUR LEARNING STYLE Worksheet and LEARNING STYLE INDEX Handout to teams in advance.
  • Have teams complete GETTING TO KNOW YOUR LEARNING STYLE Worksheet in advance of call.
  • Discuss what traits they chose and what that means.
  • Review LEARNING STYLE INDEX Handout.
□ Video Conferencing/Webinar (Skype)
  • Send GETTING TO KNOW YOUR LEARNING STYLE Worksheet and LEARNING STYLE INDEX Handout to teams in advance.
• Complete **GETTING TO KNOW YOUR LEARNING STYLE Worksheet** during the session.
• Identify which of the learning styles comes closest to what they have selected.
• Discuss traits chosen and what that means.
• Review **LEARNING STYLE INDEX Handout**.

**EXPERIENCE THE ACTIVITY**

**STEP 1.** (3 minutes)
**Introduction:**
Learning styles and preferences vary for each of us and in different situations. You may have noticed that some people prefer to learn something new by listening to someone talk about the information. Some may prefer to read about a concept to learn it; and, yet others may have a need to see a demonstration of the concept to learn about it.

By understanding different learning styles and developing the skills to help you learn in a variety of ways, you can make the most of your learning potential. Because you’re better able to gather and learn information, you’ll make better decisions and choose better courses of action.

Then by understanding the learning styles of others, you can learn to communicate your message more effectively to a variety of people.

**STEP 2.** (7 minutes)
**Handout:**
I have distributed the **GETTING TO KNOW YOUR LEARNING STYLE Worksheet**. Please check those statements that reflect your learning preference. When you are finished, turn your worksheet over and circle the statement numbers you checked. Based on your responses, mark where you best fit on each of the continuums.

As you can see, we’ve posted the eight learning preferences around the room. Look at what you checked on the **GETTING TO KNOW YOUR LEARNING STYLE Worksheet**. Based on which items you checked, write a
key word or words under the learning preference you feel best fits each trait. After you do this, we’ll discuss the learning styles.

STEP 3. (15 minutes)
Index of Learning Styles:
Today, we are going to use the LEARNING STYLE INDEX Handout [Distribute LEARNING STYLE INDEX Handout.] There are four dimensions of learning styles. Think of these dimensions as a series of continuums with one learning preference on the far left and the other on the far right.

Learning styles are basically broken into the following groups:
☐ Sensory vs. Intuitive
☐ Active vs. Reflective
☐ Visual vs. Verbal
☐ Sequential vs. Global

It is important to remember that no style or preference is better than another. We all have different learning preferences and usually we don’t fall clear to one end or the other of the continuum.

Share with your team how you prefer to learn. As a team, discuss where your placement is relative to others in your group. Why is it important to think about where you are as a group on the continuum?

As you think back on this training, share what types of teaching methods have been used and which learning style they might fit. What other teaching methods might be good to include?

STEP 4. (3 minutes)
Share:
☐ Why is it important for you to understand your learning style?
☐ Why is it important to understand the learning styles of others?

Process:
☐ What are some other ways to determine how you learn the best?
☐ What are some different learning styles?
☐ How do the activities in *Health Rocks!* use different learning styles?

**Generalize and Apply:**
☐ How can understanding different learning styles improve your training ability?

**STEP 5.** (2 minutes)

**Reflect:**
☐ What did you learn from this activity that you can use when you present your activity?
SECTION 8:
COMMUNICATIONS

PURPOSE:
Participants will:
☐ Learn the basics of communication, both verbal and nonverbal.

OBJECTIVES:
Participants will:
☐ Identify how they will use various communication strategies when teaching Health Rocks!.
☐ Demonstrate these strategies during teachback/feedback.

TIME NEEDED:
45 minutes

MATERIALS NEEDED:
☐ Computer/LCD Projector
☐ Flipchart/Markers
☐ Hula hoops – two hoops per 10 to 12 people
☐ FOOD MEMORY Activity; See Appendix L (available to print on my4-H.org)
☐ COMPREHENSIVE QUESTIONS Worksheet; See Appendix M (available to print on my4-H.org)

Via Distance Ideas:
☐ Conference Call
  • Have group members read lesson ahead of time.
  • Have each member watch a TV show looking for types of communication used.
  • Report back to the group about the use of different types of communication.
☐ Video Conferencing/Webinar (Skype)
  • Find a short video clip online that shows body language and vocals. Have the group first listen to the clip without watching it and discuss as a group what is happening in the scene. Now watch the clip in its entirety. Is there a difference in the interpretation when you are able to see the whole picture? Use this as a segue into the topics listed below.

TRAINER’S NOTES:
Review all activities in this section.

TRAINER’S NOTES:
Use your voice strategically. There are several ways to use your voice strategically so you won’t get stressed and resort to yelling. For example, use pauses to get the group’s attention. Call upon each group member by name for input into group discussions and encourage participants to talk “one at a time” so everyone gets a chance to be heard.
EXPERIENCE THE ACTIVITY

STEP 1. (5 minutes)

Introduction:
What do you think makes up communication? What are all the pieces that go into a conversation?

Let’s break down the different ideas we have about how we communicate with one another, as well as within your team, and how you can improve your communication skills as a trainer.

Unbelievably, research shows that only 7% of what we receive in communication is the actual spoken word, or verbal portion. The remaining 93% of communication is non-verbal: body language and tone of voice. People often drop clues about what they’re thinking without even knowing it. Our emotions are often given away not so much by what is said, but how it is said. Let me give you an example by just changing where the emphasis is placed in a sentence. It makes a difference on what you hear and understand. Just listen!

**WHAT** is the matter?
What **IS** the matter?
What is **THE** matter?
What is the **MATTER**?

So, it’s not what you say, but how you say it; or even more so, what isn’t said, that’s important when communicating with others.

The following points of communication will be highlighted in this section:
- Listening
- Body language
- Chunking
- Asking Comprehensive Questions

STEP 2. (5 minutes)

Communication Activity:
Please stand and form circle(s) of 10 to 12 people. Everyone hold hands. I am going to select one person and place one hula hoop on the left side of that person and one hula hoop on the right side of that person; each hoop resting on grasped hands. The goal of this activity

**TRAINER’S NOTES:**

Use large hula hoops. If groups have wheelchair-bound individuals, they can serve as the “originating point” for the hula hoop so they don’t have to pass through it.

If hula hoops are unavailable, consider using rope tied in a loop.
is to see how quickly we can make the hoops travel around the circle (over people) in the opposite direction, through each other (hoop through hoop) and back to its originating point. Keep holding hands – don’t let go!

STEP 3. (5 minutes)
Share:
☐ How did communication help you achieve your goal?
☐ Did you talk to others, listen, or use body language?
☐ How did you help the person next to you understand what you were trying to do or say? Was it successful?

Process:
☐ Is communication easy or hard? How?
☐ Is it easier to be the one talking or listening? Why?

Generalize and Apply:
☐ What did you learn from this activity that can help you improve your communication in the future?
☐ In what ways is communication and reading body language important as a facilitator or trainer?

This simple activity helps us understand how we communicate with others – the way we talk, listen, and use body language to help others understand what we mean. Strong teams communicate well. They share things about themselves: feelings, hopes, dreams, fears, joys, sadness, experiences, and needs. They take time to listen and respond to what others have to say.

STEP 4. (5 minutes)
Listening:
Listening is very important when talking with another person, whether it is face-to-face, on a telephone, in school, at home, anywhere, anytime. It is just as important for you to listen as it is for you to talk when having a conversation with another person. It shows the other person you care about them and are interested in what they are saying. When people know you are listening, it makes them feel good.

Let’s practice talking and listening by doing the Telephone Message Activity. Please sit as a team in a circle. I’m going to whisper something in one person’s
ear. Listen carefully as I will not repeat it if you didn’t understand it the first time. That person repeats the sentence in the next person’s ear, and so forth around the circle. The last person tells out loud what they heard. Ok, here we go! [Sample: The purple dragonfly flew quickly around the green grass.] 4

STEP 5. (5 minutes)

Share:
☐ What happened when you whispered?
☐ Did the message end up the same as it began? Was it close? Why or why not?
☐ Was it harder to listen or to speak? Why or why not?

Process:
☐ What would have made it easier for you to listen?
☐ Why is it a good thing to listen to other people?

Generalize and Apply:
☐ What are some things you can do to listen better to team members, family members, friends, others?

STEP 6. (5 minutes)

Non-Verbal:
Communication is not only the words we say, but how we say them (tone of voice), and even the words we don’t say (i.e. body language). Sometimes the look on a person’s face or the way they hold their body communicates what they’re thinking or feeling without saying a word. For example [roll eyes].
☐ When I rolled my eyes, what message did that send you? This is an example of nonverbal communication.
☐ What are other examples of nonverbal communication? What message do they send you?
☐ What examples of non-verbal communication do you see in the room right now?

STEP 7. (5 minutes)

Chunking:
Think about the amount of information you have to process each day. Some of the information you receive is easy to understand and retain; some is not. The difference is often in how the information is presented.
To explain this, we are going to do an activity called **FOOD MEMORY**.

[Note: Some text information from this activity is absent here so as not to ruin the experiment. Please see Appendix K for complete details.] I am distributing a list of 20 items I’d like you to remember. You will have one minute to memorize as many items on the list as possible. Go. [After one minute] Please turn your paper over. I predict that all participants on the left (or right) side of the room will remember more items from the list than the other side. Now I’d like you to write down all the items you can remember from the list on the back side of your paper. I’ll give you two minutes. [After 2 minutes] Please raise your hand if you wrote down 20 items from the list. How many wrote down 19 items? 18? 17? 16? [and so on].

Everyone had success but some did much better by the way the *learning situation* was handled. Chunking is a process of grouping information so that the intended audience easily understands. There are three key points in chunking. They are:

- Information is easier to understand when it is presented in small, well-organized units.
  - Keep paragraphs short.
  - Use titles to introduce new concepts.
  - Use lists and bullet points.
  - Present information in tables or columns.
  - When giving instructions, be very specific and separate each step as appropriate.
  - Use pictures and other visual cues to aid understanding.

- The maximum number of chunked items should be in units of three to five (plus or minus two).

- Information is easier to understand when it is presented at the age-appropriate level of detail for the audience.

**STEP 8:** (8 minutes)

**Comprehension:**

Comprehension of material is important to make sure people totally understand what you have communicated. It’s important to ask questions throughout your teaching session. For example, does what we just shared make sense? How many of you know what the word means?
Reflecting or asking review questions also helps with comprehension. Reflect, as we are using it in this model, is one way to review materials covered. Another way to gain comprehension is to use the experiential learning model incorporating various teaching methods to fit learning styles, etc.

Let’s think about questions that could be asked in the share, process, generalize and apply, and reflect format for the chunking activity, as well as all activities in the communications section. As a team, use the **COMPREHENSIVE QUESTIONS Worksheet** to develop questions for each category. The critical piece to developing these questions is to understand what outcome you are trying to accomplish; what it is that you want your participants to learn. What skills or behaviors are important to learn? Your questions must be directly related to this learning. We will give brief feedback on questions you have developed.

**STEP 9:** (2 minutes)

**Reflect:**

□ How will you be able to apply the communication information you learned today in other situations?

□ Key Points to Remember:

- Research shows only 7% of what we receive in communication is the actual spoken word, or verbal portion.
- 93% of communication is non-verbal.
- People often drop clues about what they’re thinking or feeling without even knowing it.
- Listening, body language, chunking, and asking comprehensive questions are important to your successful teaching of *Health Rocks!*.
SECTION 9:
TEACHBACK/FEEDBACK

PURPOSE:
Participants will:
☐ Apply concepts learned to the *Health Rocks!*
curriculum they will be teaching.
☐ Receive recognition for quality performance.
☐ Gain strategies from what improvements can be
made to help them become better teachers.

OBJECTIVES:
Participants will:
☐ Gain teaching experience with the *Health Rocks!*
Beginning and Intermediate Levels curriculums.
☐ Incorporate feedback from others.

TIME NEEDED:
60 minutes

MATERIALS NEEDED:
☐ **FACILITATOR/PRESENTER FEEDBACK**
  *Worksheet;* See Appendix N (available to print on my4-H.org) - 1 per participant on team presenting and 1 per facilitator
☐ **CLASS PARTICIPANT FEEDBACK**
  *Worksheet;* See Appendix O (available to print on my4-H.org) – 1 per participant per teachback
☐ *Health Rocks!* Beginning and/or Intermediate Level curriculums - brought by participants

Via Distance Ideas:
☐ Conference Call
  - Teams will complete a teaching activity with a
group in their community. Note: They may
need to find a group that is willing to be a
“pilot” for their teaching: 4-H club, a class at
school, etc.
  - Class/group will complete the **CLASS PARTICIPANT FEEDBACK Worksheet** and the
**FACILITATOR/PRESENTER Worksheet**.
  - Each team will share on the call what they
learned during their teaching experience and
from the feedback form. What things would
they do differently next time?

**TRAINER’S NOTES:**
Review teachback assignments.
Assign rooms if necessary.
Video Conferencing/Webinar (Skype)
- Over a series of several sessions, each team teaches one of the lessons from the Health Rocks! curriculum.
- Class participants will complete a CLASS PARTICIPANT FEEDBACK Worksheet and the FACILITATOR/PRESENTER Worksheet.
- Share and discuss concepts with presenters.

EXPERIENCE THE ACTIVITY

STEP 1.   (2 minutes)
Introduction:
Some of the teams will now teach a lesson from Health Rocks! while others have the opportunity to provide feedback on their teaching technique. After the team has completed teaching the lesson, both the teaching team and the class participants are to evaluate their performance by completing the CLASS PARTICIPANT FEEDBACK Worksheet and the FACILITATOR/PRESENTER Worksheet.

STEP 2.   (30-45 minutes: depending on assigned lesson)
Teachback/Feedback:
During the Teachback/Feedback segment, you will either be presenting an activity or observing an activity. In either situation, you will provide feedback, both written and orally. As the team teaching the activity, you will provide feedback to each other on your own presentation as well as listen to the feedback from those who were observing the activity. Remember, your feedback is to be focused on the presentation, not the activity.

STEP 3.   (5 minutes)
Resources:
After hearing the feedback from your team members and class participants, review the resource, Tips to Make You a Better Teacher, found in Appendix D in the Beginning Level and Appendix E in the Intermediate Level of the Health Rocks! curriculum.

When time allows, take the opportunity to think about your teaching strengths and how you can build on them.

TRAINER’S NOTES:
□ What were the strengths they saw in your team?
□ What areas would they like your team to work on for the next teaching round?

TRAINER’S NOTES:
Create a safe environment to give and receive positive feedback. Be sincere. Be specific. Start and end with positives. Appreciate everyone’s skills. Focus on strengths. Offer constructive suggestions. Call by name. Acknowledge by giving thumbs up, nodding, smiling, shaking head, being attentive, and having eye contact.

TRAINER’S NOTES:
Rotate groups to assist them with the feedback questions. If time allows, share and discuss their questions.
STEP 4. (10 minutes)

Share:
- How did you feel about teaching? What did you learn?

Process:
- Why is it important to practice things and get feedback from others?
- How can you maximize your skills/strengths across the team, not just individually? How would your team do better?
- How could the varying strengths be incorporated in your teaching plan/process?

Generalize and Apply:
- What are other situations where a teachback/feedback process might work?

STEP 5. (5 minutes)

Reflect:
- What surprised you the most about teaching?
- What will you use from this when you are actually training?
SECTION 10:
GROUP MANAGEMENT – KEEPING YOUR AUDIENCE ENGAGED

PURPOSE:
Participants will:
☐ Learn and practice effective methods of keeping participants focused and on task.
☐ Learn how to set ground rules.
☐ Learn ways to deal with difficult situations.

OBJECTIVES:
Participants will:
☐ Identify one method for keeping learners engaged.
☐ Answer a difficult question that might be asked during teaching.
☐ Demonstrate effective group management during teachback/feedback.

TIME NEEDED:
45 minutes

MATERIALS NEEDED:
☐ GROUP MANAGEMENT STRATEGIES THAT WORK Handout; See Appendix P (Available to print on my.4-H.org)
☐ GROUP MANAGEMENT ROLE PLAY; See Appendix Q (Available to print on my.4-H.org)
☐ Computer/LCD Projector

Via Distance Ideas:
☐ Conference Call
  • Have participants review the strategies for working as a team prior to call.
  • Discuss as a group what experiences, both good and bad, people have had in group situations.
  • Discuss dealing with difficult situations and work as a group to determine solutions.
☐ Video Conferencing/Webinar (Skype)
  • Same as Conference Call.

TRAINER’S NOTES:
Viewing each member of the group over video conference adds more connectivity and group interaction to lesson.
EXPERIENCE THE ACTIVITY

STEP 1. (5 minutes)

Introduction:
When working with groups there are a few concepts that can help to keep your group on task and make your meetings run more efficiently. We are going to start by talking about some group management strategies.

[Distribute GROUP MANAGEMENT STRATEGIES THAT WORK Handout.]

Work as a Team
When you work as a team, you send a message to the participants that what you are doing is important to everyone. Working together is more fun and decreases stress.

Use Written Plans
Written plans help you stay on task, minimize wait time, and let others know what is going on. Meetings and activities will flow much better when you use written plans so when things do get off-track, you will be better prepared to bring them back to task. If you over plan, you will never run out of things to do.

Never Make Them Wait
Waiting encourages inappropriate behavior. When groups of youth are un-entertained, they will find ways to entertain themselves. When audiences are not engaged, often, but not always, they are more likely to cause disruptions. However, some still may not be engaged, but rather than be disruptive, they will sit there and do nothing.

Use Your Voice Strategically
There are several ways to use your voice strategically so you won’t get stressed and resort to yelling. For example, use pauses to get the group’s attention. Call upon each group member by name for input into group discussions and encourage participants to talk “one at a time” so everyone gets a chance to be heard.

Be a Good Role Model
Being a good role model will make you and the youth feel good about working together. Show everyone respect; listen to them carefully and believe that they really do have something significant to add.

**Ground Rules**
One of the first things to engage an audience is setting the ground rules. It will be important for you to work with your group to establish the rules that will govern your trainings. We all want our training to be successful and run smoothly. Ground rules often help a meeting run smoother and save time later.

At the beginning of our session we set ground rules. Everyone must agree on the ground rules so if there are differences of opinion, encourage participants to speak up so that a compromise can be reached.

**STEP 2.** (5 minutes)
**Identify Frustrating Situations:**
Now will each team identify two or three items that really annoy you when you are in a class or workshop. We will ask each team to report one situation and list them on the flipchart here at the front of the room. We will then discuss the following questions:
- What could a facilitator have done to engage you in the session?
- What would you as a facilitator have done to engage your audience?

**STEP 3.** (25 minutes)
**Role Play:**
We also have to deal with difficult situations on occasion. Each team is going to draw a difficult situation. You will role play the situation; then role play a solution to the difficult situation.

**STEP 4.** (5 minutes)
**Share:**
- What is the purpose of discussing group management?
- What is your favorite way to help a group work well?

**Process:**

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**TRAINER’S NOTES:**
Possible ground rules would contain cell phone and other technology use, side conversations; everyone’s opinion is respected/valued, only one person talks at a time, everyone is ready to go at start time, etc.
How could you avoid having difficult situations?

What points have been used to make this training go smoothly?

Generalize and Apply:

What talents do you possess that can help your group have a successful training relative to management?

How could you use the skills learned here today when working with any group?

STEP 5. (5 minutes)

Reflect:

What key points will you remember about group management that you will apply to your training sessions when you return to your state?

Identify how the curriculum helps you facilitate group interactions.
SECTION 11: BEST PRACTICES

PURPOSE:
Participants will:
□ Learn from the experience of others through discussion and brainstorming.
□ Gain knowledge of effective program implementation practices.

OBJECTIVES:
Participants will:
□ Identify best practices they can use in their teaching setting.
□ Share experiences in facilitating and teaching.

TIME NEEDED:
30 minutes

MATERIALS NEEDED:
□ Flip Charts/Markers

Via Distance Ideas:
□ Conference Call
  • Groups can do activity as an individual group and come together to share with colleagues to build list of best practices
□ Video Conferencing/Webinar (Skype)
  • Same system can be used as with conference call but more instant interaction could be achieved over a video connection.

EXPERIENCE THE ACTIVITY

STEP 1. (5 minutes)
Why is it important to learn from others?
Everyone here has a different set of teaching experiences. Collectively through our successes and mistakes we have learned a great deal about teaching in all types of settings and circumstances. Today we are going to take time to mobilize or gather some of this experiential knowledge into usable best practices for teaching Health Rocks!
Sharing best practices is a key part in creating a successful program. You can learn a lot from your own successes and mistakes, but it is much easier and more effective to learn from others.

**STEP 2.** (10 minutes)

**Use the brainstorming technique to gather your experiences.**

We will start this process in your training teams. This will give you a chance to organize your thoughts and expand upon topic areas your group feels are important. Each group will be given a flip chart sheet. From your past teaching experiences, list the helpful strategies you, as a facilitator, have used. At this point write down anything you think would be helpful for others.

As a group, focus on two or three main themes emerging from your list. You will be reporting on these themes to the whole group. After working as a group to gather your experiences and thoughts, it may be helpful to share.

[Groups share their themes.]

**STEP 3.** (10 minutes)

**Share:**

- □ What is the purpose of doing this activity?
- □ What new knowledge did you learn about teaching?

**Process:**

- □ Why is it good to learn what others are doing?
- □ What is significant about what you learned?

**Generalize and Apply:**

- □ Where can you use your new found knowledge?
- □ How could you use this same process in other subject areas?
- □ How does knowing about others’ experiences in teaching help you plan for your own programs?
- □ What general themes came out of the reporting that could be used in future teaching?
STEP 4. (5 minutes)
Reflect:
□ Think of one past situation where you could have used a best practice you learned today.
SECTION 12:
DEVELOP A PLAN OF ACTION

PURPOSE:
Participants will:
- Develop a state plan for implementing the program.
- Help local team develop a local-level plan for implementing within their communities.
- Determine what additional resources may be needed, especially in the area of distance education.

OBJECTIVES:
Participants will:
- Create local Plan of Action.
- Share one idea of plan with others.

TIME NEEDED:
60 minutes

MATERIALS NEEDED:
- Health Rocks! PLAN OF ACTION Worksheet; See Appendix R (Available to print on my4-H.org)
- The Health Rocks! CHECKSHEET (Appendix S)

Via Distance Ideas:
- Conference Call
  - Have groups get together in advance to develop their plans. During call, have teams share their Plan of Action and be available for questions.
- Video Conferencing/Webinar (Skype)
  - Discuss elements needed for Plan of Action.
  - Have work teams work individually and report back to the entire group after 45 minutes.
  - Answer questions as needed.
EXPERIENCE THE ACTIVITY

STEP 1. (5 minutes)

Introduction:
Just as our training team developed a plan, your state team needs to develop a Plan of Action. This Plan of Action will be the start of how you will convey to your local teams what you have learned here. We have provided you with worksheets to start the planning process. The HEALTH ROCKS CHECKSHEET (Appendix S) will help you develop action steps for your plan of work. You will create a more detailed worksheet, using the PLAN OF ACTION Worksheet (Appendix R). The PLAN OF ACTION Worksheet allows you to outline the who, what, when, and where of your program.

STEP 2. (5 minutes)

Action Steps:
Throughout the entire training, we want you to be developing action steps. Following each session, we are going to ask you to post on the wall on large sticky notes your action steps. Use information from what you just learned and all the resources available including financial, human, time, and evaluation.

STEP 3. (35 minutes)

Plan of Action:
Teams will complete their PLAN OF ACTION Worksheets.

STEP 4. (5 minutes)

Local-level Planning Ideas:
As we develop our state plan of work, you as local-level teams will need to develop your plan of work. What type of issues will your local-level teams need to consider? Here are some points you as local-level team members need to consider:

- Objectives
- Budget
- Timeline
  - Training
  - Date availability
  - Location availability

TRAINER’S NOTES:
Circulate around the room to answer questions and encourage involvement from all team members.

TRAINER’S NOTES:
At the training in C.C., state-level plans will be developed. In your trainings back in your states, this section will focus on developing local-level plans.
• Trainer availability/responsibility
• Community conflicts
• Spatial needs
• Equipment needs; set-up
• Supply needs
• Rules and regulations

□ Marketing
□ Participants
  • Recruiting plans
  • Set minimum/maximum number needed
□ Results
  • Evaluation
  • Reporting responsibilities

STEP 5. (5 minutes)

Share:
□ Where do you see similarities in the plan?
  What are some unique things you saw?
□ What did you see from other states that you might want to consider in your own state plan?
□ What might you need to include in this type of process when you get back to your state?

Process:
□ What did you learn?
□ Did different people have different ideas about the plan? What were they? Why is it good to develop a plan as a team?

Generalize and Apply:
□ Why is planning important? What other things do you do where developing a plan might be helpful?

STEP 5. (5 minutes)

Reflect:
□ How will you build and sustain momentum?
□ How will you keep everyone informed?
□ How and when do you think you will need to update your plan?
□ How will you keep team motivation going?
□ It’s been a great time! We hope you had fun. If you had to think of the one most important thing you learned at this training, what would it be?
CITATIONS


The following citations are found in the Appendices:


