

Adult Education Breakout

Small Group Activity 1:

- You have a class scheduled for the following day. It is the first in a series and you have not been to this location before.
- First, brainstorm all the things you would do to get ready for the class.
 - Google location/Maps
 - Remember to print out directions in case phone doesn't work.
 - Check curriculum/have enough material or even extra material
 - Call facilitator to give an estimate of number of attendees
 - Call ahead to determine language needs/materials
 - Have an interpreter available for languages other than English or Spanish
 - Visuals, models, posters, projectors
 - Know about parking situations.
 - Grab materials for class
 - Have a contact name at the new location.
 - Have a prior contact site: use flyers, etc.
 - Determine the number of participants and number of Spanish or English speakers
 - Bring more than the requested number of materials; have extras.
 - Food preparation materials and purchase foods
 - Know recipes
 - Have enrollment forms
 - Make sure equipment works/functions
 - Ask site if a kitchen is available for food preparation
 - Have a partners/youth educator to double efforts.
 - Arrive early, have an agenda, have a picture of your class, and keep in mind if the facility has WiFi.
 - Arrive early
 - Talk to coordinator of program on audience
 - Make list of all things needed
 - Have a sign-up sheet
 - Preview classroom environment
 - Use recipe kits- diff fruits with utensils
 - Laminate notes of needs
 - Invite staff and directors to try out recipe- print ingredients/recipe
 - Use cellphones as tool in learning activity
 - Make copies of handouts
 - Directions ahead of time. If extra time, go to location.
 - Confirm date/time to make certain the class is "on"
 - Have information about audience. If it is a new site, don't over buy or "invest" too much time and money
 - Inquire with the agency staff ahead. What do they have available? Assess the room for safety (electrical outlets- are they covered/protected)

- What can you do in advance of the session to anticipate handling mothers that bring young children to class?
 - Know how to handle children
 - Bring pens/crayons, stickers, youth nutrition paperwork
 - Don't bring anything sharp- beware of choking.
 - Coloring Equipment
 - Allow children tasting to motivate parents
 - Can the site provide childcare?
 - Babysitters
 - Education materials and copies- storybooks, drawing books
 - Extra tasting foods
 - Include kids in lesson
 - Reassure parents kids are welcome
 - Involve parents in childcare
 - Speaking to class beforehand about childcare
 - Designated area for kids.
 - Games, PA equipment
 - Partner with youth
 - Bring snacks

Small Group Activity 2:

- Jenny has a very diverse group of participants in the local community center so she is doing her classes in English and Spanish simultaneously. During the course of the classes Jenny has been dealing with interruptions in the form of conversation and laughter by two of the participants. She has tried to maintain control and concentration but she feels this is affecting her ability to communicate and she is losing control of the class. Fearful of confrontation Jenny opted to ignore the individuals and work hard at keeping herself in focus. After the last class she started reviewing the participant comments written on the exit evaluation forms and she learned that some of the participants felt they didn't learn because of the disruptions. Jenny feels that she failed this group as an educator.
- What do you recommend Jenny do differently if this happens again?
 - Taking a break and having a polite conversation with the disruptive individuals about their side conversations.
 - Establish ground rules and give respect to stay on topic.
 - Round Robin
 - Get close to the individual. Place hand/gently touch shoulder to make them aware that you are eyeing them.
 - Stop class until individual pays attention.
 - Have facilitator address the individuals causing disruptions.
 - Ask/call on the Individual with a topic of questions.
 - Immediate dealing with confrontation
 - Assess at break; ask the disruptor, one-on-one, what the issue is?
 - Directly confront the issue in the group setting.
 - To confront- do not respond to the disruptor

- Stare at the person, then ask the next person what you think about what they say
- Silent treatment but stand close to the disruptor
- Break up into small groups and speak one on one about what they want to tell them.
- Use humor with a story- make fun of yourself to help disarm the disruptor
- Start class with what are your expectations from the class- call them on it.
- Insert a true story- scare tactic of a true story about a tragic story:
 - I.e. Obesity and in a wheelchair with an oxygen tank going through town...
- Don't ignore it
- Talk to facilitator or director
- Meet with person after class (Use humor when talking)
- Ask to help with the class
- Side conversations
- Engage and give options
 - Ask when they want to do PA
- Allow class to choose activity of the day.
- Sticky note idea- write new ideas or questions on sticky note and post in parking lot.
- Excuse participants
- Touch their shoulder
- Be prepared to change gears
- Separate the individuals
- Agency dynamic
- Take a break
- Ask about sharing nicely
- Know your abilities- cultural perceptions
- Team teaching
- Go with the flow
- Divide in 2 groups based on language preferences if possible.
- Remind participants about respect
- Use past experience and comments to gain future participants buying.
- Excuse one self and confront them
- Share with class what your conversation is about
- Ask for any questions for the participants
- Tell them, "Your voice is echoing in class"
- Spanish/English use; speak in usable language and turn situation into a joke/humor
- Stop, break, and respectfully ask questions of the two participants
- Give distracted individuals' choice on how they want to change/engage more fully.
 - Is there a better time for you? To participate?
- Hold people accountable for being respectful. Empowers students to recognize their own "bad behavior"
- Offer the disruption to share. Remind of time schedule
- Give them a responsibility and channel their desire to be a leader.
- Don't perceive disruption as a "negative". Be self-aware. Be cautious of tone and not personalize the actions.
- Acknowledge conversation topic and move on to keep on track.

Small Group Activity 3:

- First, what does BJ Fogg mean by triggers?
- Second, how can you encourage participants to list triggers as they are creating their goal planning?
 - Health Issues
 - Family History
 - What affects you/is important to you
 - Readily available
 - Gym clothes/shoes in car after work, recipes, healthier snacks, and healthy food at the beginning of the line.
 - Making a change
 - Sick family member.
 - Touching Story
 - Relatable stories
 - Setting Our Goals
 - What do you want out of these classes?
 - Invest in your health now.
 - Be more informed/learn new information
 - Expose yourself to new ideas/consequences
 - Incentive
 - Jump Start
 - Priority- elevated
 - To create a link
 - To bring to your attention.
 - Reminders:
 - Trigger:
 - ie. Water bottle= drink more water
 - ie. Place “MyPlate” sheet on reference.
 - Use scare tactic to motivate behavior change.
 - Trigger- “Launch behavior change”
 - Birthday
 - Physical discomfort of “normal daily behavior”
 - Diagnosed with a health problem
 - Success story of a close friend/family member
 - How to encourage triggers for your participants
 - Ask/help them recognize their behaviors/habits
 - Educate/make aware of triggers in their own life.
 - Something to do right away (action)
 - Something that changes life
 - Family experiences
 - Influence of associations
 - Can be negative and positive
 - Something in the environment
 - Establish easy, attainable goals for kids

- Eye-level veggies in fridge
 - Modeling behaviors
 - My healthy plate- 3 to goals to choose from
 - Cost effective
- Save money by using a shopping list and shopping bags.
- Consequences that could positively/negatively impact their life.
- If you are hungry, then you're more likely to use this resource
- Develop cooking skills
- New year's Resolution or something similar
- Prompt
- Reminders
- Appointments
- Fear of illness
- Scale
- Incentive/prizes
- Buddy/group
- Have food available and ready-to-eat
- List what's important to them (participant)
- Important to family/children
- Group Activity- Goals? Why? Share ideas/recipes/experiences that are important to others.
- Rewards- what will they personally gain?

Small Group Activity 4:

- Class participants are more likely to complete their goals and return to the following class if they have made a personal connection with the instructor. This can be achieved by being both friendly and empathetic. Think about classes where you felt a strong sense of connection with the participants. What was unique about these sessions? What can instructors do to show empathy and build emotional connections with participants?
 - Being open and honest with participants to make personal connections
 - Personal experiences shared help to build trust
 - Learn and connect with their values
 - Medical experience
 - Cultural connections/understand their culture
 - Become "human" to participants
 - Personal life connection: ie. "You're in WIC, so am I!"
 - Help to explain how you understand them.
 - Ie. I admire that you are in this class! Link this goal to the curriculum.
 - Validate them by saying they are doing something special by attending class.
 - As instructor, try to know participants
 - Knowing names shows a personal connection
 - Show they are being listened to.
 - We are NOT the "Food Police", but we are here to learn information/knowledge.

- Allow connections/rapport in each class.
- Be a better listener
- Let go of the “agenda”
- Greet/compliment. Personalize before class; arrive early.
- Connect and understand. Appreciate their time and make them feel important.
- Recognize challenge in Food and PA to facilitate conversation
- Validate that they have knowledge.
- Find humor in my situations
- Tell stories about yourself
- No judgments.
- Humble yourself
- Do not make it about you.
- Respect
- Acknowledgement that you care
- Appreciation
- Allow physical contact.
- Open conversation- dig deeper to get answers that will lead to understanding
- Team-effort- let them know they aren’t alone and understand their needs and struggles.
- Finding communities and connections
- Compliments
- Sharing/learning food traditions
- Adapting- “keeping it real”
- Participants became friends/close by gaining trust amongst themselves and the instructor.
- Agency history and agency transfers credibility to instructor
- Sense of hope
- Instructors:
 - Relate to them and be there
 - Understanding situations and their personal challenges
 - Thank them for sharing/connecting
 - Know names

Small Group Activity 5

Table #1 and Table #6:

- Laura started EFNEP nutrition classes in one of the local elementary schools. Due to budget constraints the school cannot provide child care personnel for the small children. The day of the first class several participants came to class with babies and toddlers. During class some of the children were crying and running around the room. After class some of the participants told Laura that the children’s interruptions and noises made it hard for them to concentrate in the class and they asked Laura to do something about it.
- What can Laura do to keep harmony in the group and the participants’ interest in the class?
 - Volunteers to rotate to keep an eye on the children
 - Talk to mothers that it’s okay to bring the children
 - Prepare mothers to entertain kids during classes.

- Team teaching
 - One educator gets kids and could even teach a lesson to kids
- Educators could bring supplies to keep the children entertained such as a kids bin.
- Family members could help.
- Offer youth and adult classes in the summer.
- Team up with another organization.
- Different entertainment for all ages.
- Set up an activity table for young children
- Rotate child care responsibilities between 1-2 participants
- Recruit volunteers (maybe teens or college nutrition interns)
- Kids become helpers and use them as examples
 - “Look they are tasting and eating the food”
- EFNEP adult, CalFresh for youth
- Check with site staff ahead to get assistance then use the child care as a “hook”- parents come because they know they will have child care.

Table #2:

- Anna has been conducting nutrition classes at Valparaiso Elementary. She noticed that during the course of the last two classes one of her student’s cell phone has rang more than once during class and she steps out of the room to take the calls. Ana feels that some of her students are getting annoyed and distracted by the situation and it is participants to get distracted. Ana is hesitant to talk to the participant about it and she feels that it may be too late to set classroom rules regarding this issue.
- What do you recommend Anna do to help her deal with this issue?
 - Place cell phone on vibrate or suggest to sit at the back of the room.
 - Anna needs to set ground rules; better late than not at all.
 - le: I forgot to mention... cell phone manners.
 - Advise to set ground rules by group and have variable rules; all set at the first class.
 - Don’t assume the educator understands why a participant is on their phone.

Table #3:

- Maria was ready to start a class in the local Head Start. Upon arrival she realized that there was not a room assigned for her presentation due to conflict with space. The agency directed her to an outside lunch area as the place for her to set up and use for her class. During the course of the presentation Maria realized that she cannot compete with the noise, wind and the heat. Also, the lack of proper space and electricity made it very difficult for Maria to do the food demo planned for the class.
- What do you recommend Maria to do differently the next time?
 - Call and confirm location
 - Arrive early and scout out the place
 - Adjust the lesson
 - Be ready to be creative.

Table #4 and Table #7:

- Manny has been conducting nutrition classes in Roof for All Homeless Shelter. This is a homeless shelter and soup kitchen facilities in the downtown area. During the Plan, Shop, Save and Cook lesson some of the participant's complained about the food served in the shelter. The participants claimed that the food choices are unhealthy and are an opposite to the nutrition messages of the class. Some of the participants even asked Manny to intervene with the agency and advocated for more healthy food choices. Manny felt moved by the request and he wants to help the people in the shelter but at the same time is afraid of creating conflict with the agency.
- What do you recommend Manny do?
 - Try to talk to the agency
 - Bring ideas to the agency on how to use their resources
 - Find new alternatives
 - Provide recipes and recipe books to the kitchen staff
 - Try a collaboration with farmers and growers
 - Look into the possibility to make or create a garden on location (Pot garden)
 - Bring volunteers.
 - Talk to local businesses (supermarkets)
 - Alternative/suggestions/modifications for food service
 - Ask for suggestions
 - Offer help
 - Ask more questions:
 - Where is the food coming from? Donations? USDA funding?
 - Train the trainer
 - What's the budget?
 - Purchasing healthy foods on a budget
 - Client anecdotes and health conditions
 - Empathy participants understand
 - Brainstorm ideas on what they can do to improve/implement change
 - Make environment changes, empowerment
 - Meal planning activity
 - Food service purchasing
 - Hands-on learning opportunities
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Table #5:

- Tanya started nutrition classes in the local Department of Social Services office. During the lesson about Calcium one of the participants interrupted her to offered information about the topic. The participant passionately states that she had read and researched this information and is confirmed to be completely accurate. Tanya realized that some of information was inaccurate and contradicted some of the key messages of the lesson. When Tanya asked about the source for this information the participants referred to a famous television personality. Afraid of the participant's reaction Tanya debated with herself about correcting the participant on the spot or ignoring her comments and continue with the lesson.

- What do you recommend Tanya to do?
 - Agree with what is true/factual.
 - Follow up with: “However, let me get back to you on that...”
 - It is recommended that we follow Dietary Guidelines for nutrition information
 - Assign homework/research to those students who contradict key messages- provide credible resources
 - Teach students to think on their own- teaching them to be better consumers
 - Probing questions- have open-ended questions.