

Advanced Instructional Plan Outline #2

MyPlate Summer Success Training

I. Identification

- A. Jenna Plant, Student Dietitian Presentation Date: May 3, 2012
- B. UMass Extension Nutrition Education Program Summer Success MCAS Remediation
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- C. Goal Statement: To train the UMass extension staff on the Summer Success activities and lessons
- D. Topic: Myplate
- E. Audience and Physical Setup
- The UMass Extension nutrition educators and aids who are a variety of ages, education levels and years experience at nutrition education
 - Assumptions about the Audience include:
 - The educators already know the staff that they will be working with
 - The educators have a good background on Myplate
 - The educators will know some of the children that are participation in the MCAS remediation summer success program
 - They all have different teaching styles
 - MyPlate Summer Success Training will take place at the UMass Extension office with the participants sitting at a large table.
 - The UMass office is a quiet area, but it does have ringing phones and other normal office noise.
 - MyPlate Summer Success training will consist of a power point highlighting the background information they need to share with the students. The four activities: MyPlate treasure hunt, cereal sugar sleuth, Is that a whole grain? and Fruit and Veggie Hoops
- F. 1 hour 2pm-3pm

II. Objectives

A. Learning Objectives

- a. Participants will learn how to do the four activities with the children
 - i. MyPlate Treasure Hunt
 - ii. Is That a Whole Grain?
 - iii. Cereal Sugar Sleuth
 - iv. Fruit and Veggie Hoops
- b. Participants will learn the background knowledge that goes with the activities
- c. Participants will learn how to implement these activities in the classroom

B. Performance Objectives

- a. After participating in the MyPlate Summer Success training participants will be able to complete each of the activities correctly when they try them
- b. After participation in the MyPlate Summer Success training participants will understand the activities and not have more than two questions as to how to teach each activity to the students

- c. After participation in the MyPlate Summer Success training program participants will be able to tell their neighbor at least one background fact for each activity.

III. Evaluation

A. Performance Evaluation

a. Formal

- i. *Objective:* After participating in the MyPlate Summer Success training participants will be able to complete each of the activities correctly when they try them.
 - 1. Results: All the four participants in the training were able to complete the four activities with few errors and coaching. This means that the activities were explained well and the directions allowed them to understand how to do the activity.
- ii. *Objective:* After participating in the MyPlate Summer Success training participants will understand the activities and not have more than two questions as to how to teach each activity to students
 - 1. Results: There were only one or two questions per activity from different participants in the training, so the participants understood what each activity entailed after it being explained and after doing each activity. This means that they understand what each activity entails and what each activity covers.
- iii. *Objective:* After participating in the MyPlate Summer Success training program participants will be able to tell their neighbor at least one background fact for each activity.
 - 1. Results: The participants were all able to do this with no problems. They knew the background information prior to the training but now know what they need to state before each activity to teach the children about the four different topics.
- iv. The participants were able to answer the questions that I asked them about the activities and some of the fun fact questions that I asked them.
- v. Participants were very happy doing the myplate treasure hunt; they thought the kids would really like that activity.
- vi. The participants were all shocked to find out that froot loops had the most sugar out of the cereals that were presented.
- vii. The participants were excited to have all of the new materials for the summer success program and were glad that they did not have to do a lot of work for it like they have had to do in the past

b. Informal

- i. Participants' body language showed that they were interested in the topic.
- ii. Participants were able to make suggestions to make the activities better fit for the classroom and the students who have a small attention span in the summer.
- iii. Participants asked appropriate questions about the implementation of the activities.
- iv. Participants made positive comments about the activities how the kids will enjoy them and how much time and effort was put into the training session.

B. Instructional Strengths

a. Formal

- i. The evaluation form had the following four questions: Was the presentation clean and easy to understand? Do you think you will be able

to teach this to someone else?, Did you enjoy the activities? And Was the PowerPoint informative?

1. Results: The participants gave me all fours on all the questions except for one three when was the question about clarity and ease of understanding.
 - ii. The participants wrote very positive comments on the evaluation form
 1. They said that it was creative and well explained. They also said that I had good ideas that the children will enjoy. Some stated I answered questions well and explained the activities well.
 - b. Informal
 - i. The participants were able to do the activities and understood how to use them to instruct a class
 - ii. The participants asked appropriate and inquisitive questions which showed that they had an interest in the activities and in how to do them.
 - iii. The participants were able to have a discussion as to how this will work in a classroom and ideas to get the children more involved which also showed that they had an understanding of the material covered.
- C. Questions for Reflection
 - a. Will the participants be confident that they can do the activities with the children?
 - i. The participants were confident that they know enough about the activities to present them to the children in the summer success program. They thought that the directions were clear and that doing the activities while they were being taught to teach them helped them to learn and understand them.
 - b. Will the participants think that the activities are appropriate for the age group?
 - i. The participants think that the children will love the activities especially the myplate treasure hunt. They thought it was cute and creative. They also thought that the children will enjoy the fruit and veggie hoops game because they get to walk around and learn. They liked that the children can discover new things in the whole grain activity and the cereal sugar sleuth activity. They think that the activities are a good fit for the age group.
 - c. Will there be too much information to cover in the time allotted for the training?
 - i. I did go over the time by a few minutes, but it was because the participants got into great discussions about the activities and ways that they can be adapted further for the summer success program and for other programs as well. They were talking about ways to make the graphing part of the cereal game on the board. They also were talking about how much they liked the treasure hunt and how we can change the sequence of the physical activity to the next box.

IV. Changes to improve presentation

- A. Changes would be to have the ingredients label for some of the cereal boxes so that the children will be able to see that there are different types of sugars used in their cereals. This will help the students to be able to apply what they learn before the activity and see how the cereal companies hide sugar in the ingredients labels.
- B. I would also make it so that the power point had fewer words on it and more pictures I felt that I rarely used the power point except for teaching them the introduction information for each activity. I found myself not talking or utilizing the slides about the actual activities because I was explaining while doing the activities with the participants.

I also found that giving them the lesson plans for each activity to be more effective than the PowerPoint.

- C. I would also change the cereal sugar sleuth to have more audience involvement than just guessing which one had the most and the least amount of sugar. I think it would be good to have the participants pull the sugar packets out of the box and count them and tell the rest of the participants how many packets and then graph it. This will keep them engaged and will also allow for more students to participate in the activity along with helping to draw the graph on the board.