

MAKE TEACHING HEALTH COME ALIVE!

MACSA Teachers' Convention

Lancaster, Pennsylvania

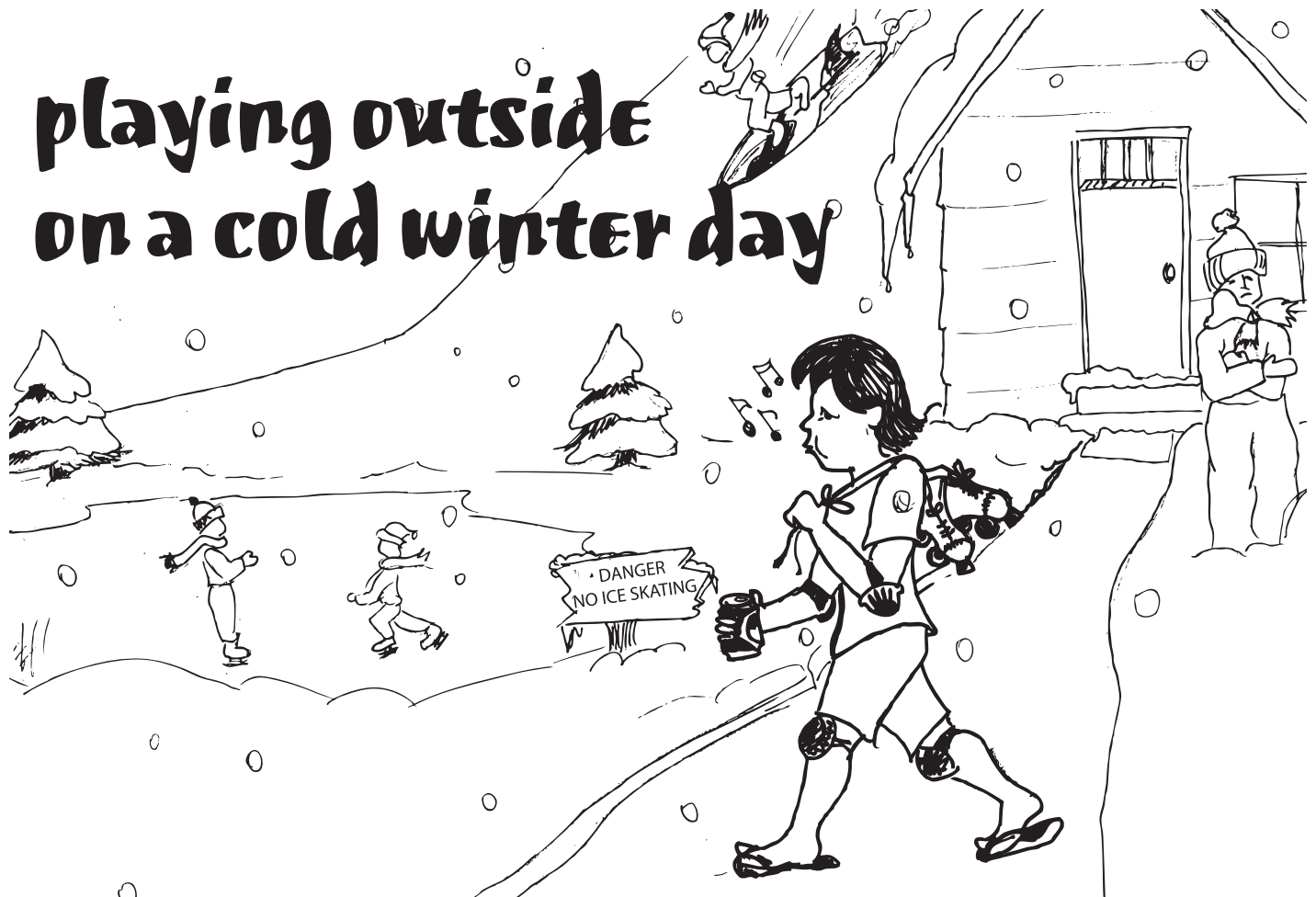
November 11, 2010

Graphic Stories

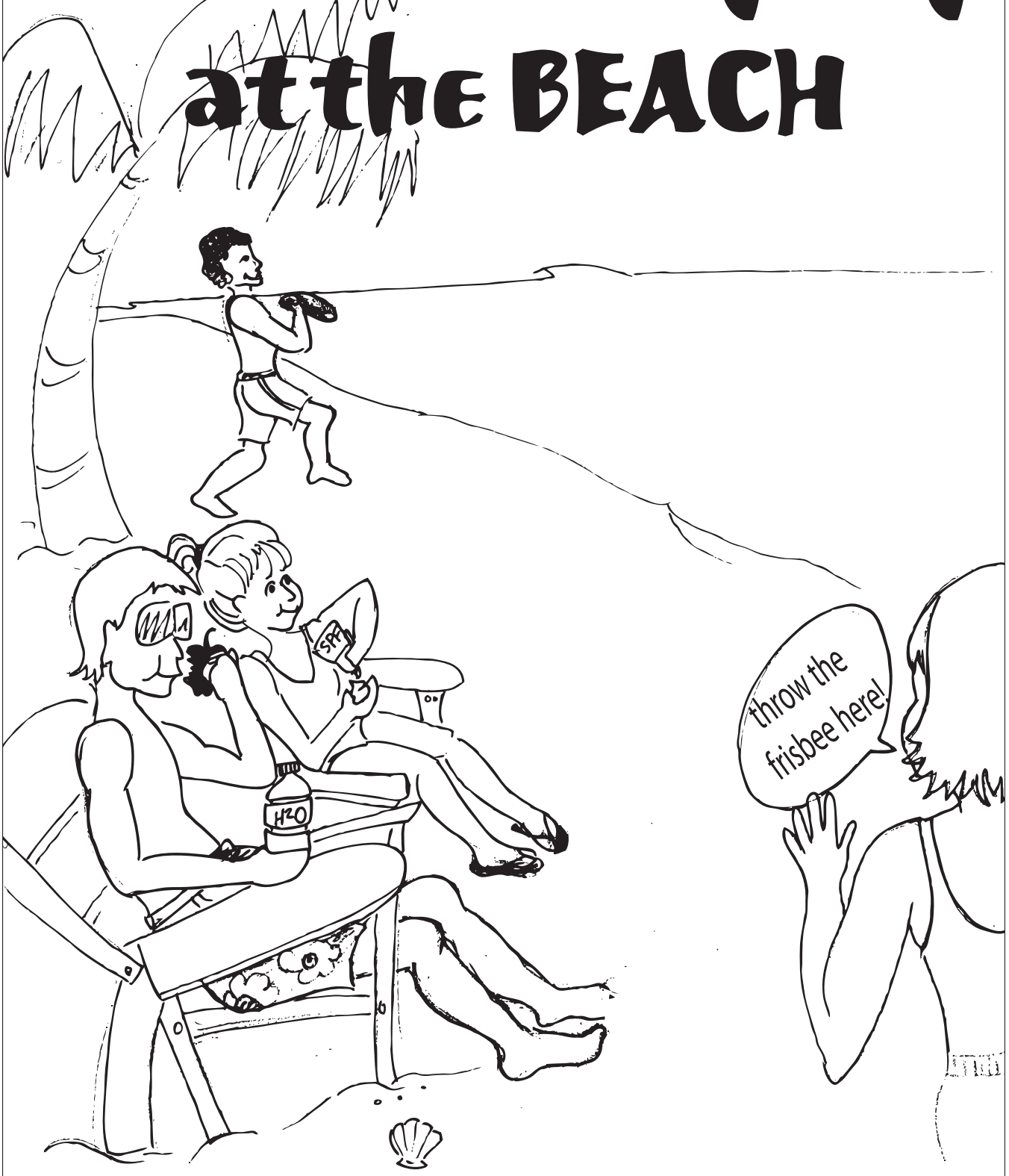
Use pictures without captions to pull students into the content.

Teacher can ask 3 questions of their students:

- What is wrong with this picture?
Picture shows actions/behaviors that are inappropriate.
Have the students find the things wrong in the picture.
- What are the differences between these pictures?
Compare two pictures and determine the differences between them.
One picture will have actions/behaviors done correctly and the other picture has mistakes.
- What is going on in this picture?
Show the students a picture and ask them to write a story based on the picture.
Discussion can then follow as the students share their stories.
Work hard to get your students to tell you 80% and you embellish 20%.



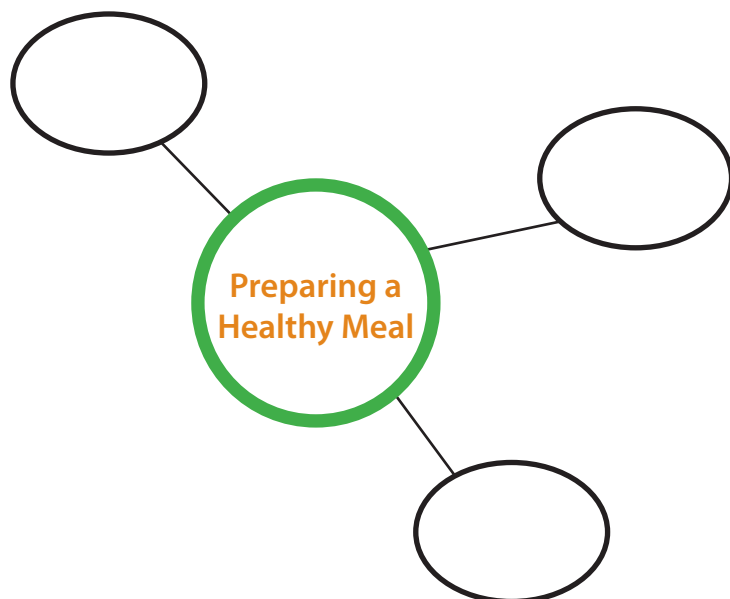
A warm sunny day at the BEACH



Mind Map

Visual way of depicting content.

- Select a topic that you currently teach, plan to teach or to help review for a test.
- Create a mind map of all the content connected to that topic.
 - Need to know
 - Nice to know
 - Where to go—resources
- Define objectives.
 - What do I want the students TO KNOW when the class is done?
 - What will the students need to be able TO DO to prove they know what I want them to know?
 - How do I want the students TO FEEL when the class is over?
- Prioritize the content based on the questions above.
- Prepare an outline of your NEED TO KNOW, NICE TO KNOW, AND WHERE TO GO content.
- Think about chunking the content.
 - Adult learners can pay attention for about 20 minutes with retention, so K-12 learners will even be shorter—break the content into bite size pieces.
 - Divide the content into 20 minute or fewer chunks.
- Consider content—process—review or C.P.R.
- CONTENT: How will you communicate the content for a twenty minute chunk.
- PROCESSING: What questions will you use to guide your participants into discussing and processing the content they have received?
- REVIEW: Build in a review activity.
- Prepare an opening, insert activities and/or handout to help the students retain the content in long-term memory.
- Return to the content at least 6 times for it to move from short to long-term memory.



Agree—Disagree

Statements that require our students to take a position and support it.

“We know that there’s a part of the brain...that gets activated when we’re very emotional, and it increases our ability to remember things. So that when there’s emotion attached to something, we’re more likely to remember it.”
(Dr. Marilyn Albert, Professor of Psychiatry at Harvard Medical School, 1998)

■ 3 rules for creating agree/disagree statements:

It must not have a right or wrong answer.

It must sound specific.

It must be hazy or ambiguous.

■ Sample statements

A or D A class with even 50% lecture still has too much lecture.

A or D Most people use the internet way too much and for too long.

A or D It is far better for people to practice healthy behaviors than to possess knowledge about those behaviors.

A or D Most teachers could teach more by covering less.

Come to the Line Commonalities

Oftentimes we have more in common with people than we might think.

■ Using health related content, find out what your students have in common with their classmates...

Family members who have stopped smoking

Family members who are cancer survivors

Family members who exercise 3-4 times a week

2 close friends who are in healthy marriage relationships

Those working and playing sports right now

Have 3 or more siblings

Like Italian food

Enjoy camping

Go to the dentist for cleanings 2 times a year

Love the GREAT AMERICAN PASTTIME—baseball

Concentration

An enjoyable game to introduce or review the content.

- Our game of Concentration will cover the body systems. Ten (10) questions will be written up on colored index cards and the answers on colored index cards. Students will know they have the correct answer to the question by the corresponding color box on each.
- Lay the cards facedown on the table and mix the questions and the answers thoroughly—laying out each card separate from the others.
- Then the players take turns turning two cards face up. If the question and the answer match, the player can take those cards off the playing area and add it to their pile. They can continue to play until they don't get a match. If they do not match, they turn them facedown—keeping them where they were on the table and the next player takes his/her turn.
- The game ends when all the cards have been removed from the table playing area. The winner is the person with the most cards in his/her possession.

Takeaways

Resources

Arch, Dave, & Arch, Sue. (2006). *Moving beyond lecture: a seminar in a book*. Omaha, NE: Dave Arch and Associates, Inc.

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