

# ACTIVE LEARNING IN HEALTH

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SHAPE America | Seattle, Washington

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# That's Me!!!!!!





- You... for being here!
- Dr. Cindy Carver
- Dr. Marilyn Guy
- Dr. Larry Papenfuss
- Mr. Rich Glas and Mrs. Rachel Bergeson
- Dr. Brad Strand and Dr. Gary Liguori
- Dr. Michael Trok
- Dr. Jenny Linker
- Mr. Joe Ford
- Mr. and Mrs. David and Mary Hetland
- Mrs. Rachal Thompson
- Past and present colleagues and students





# 10.24.15

SAVE THE DATE FOR  
Kristen M. Hetland & Joseph M. Ford  
FARGO, NORTH DAKOTA

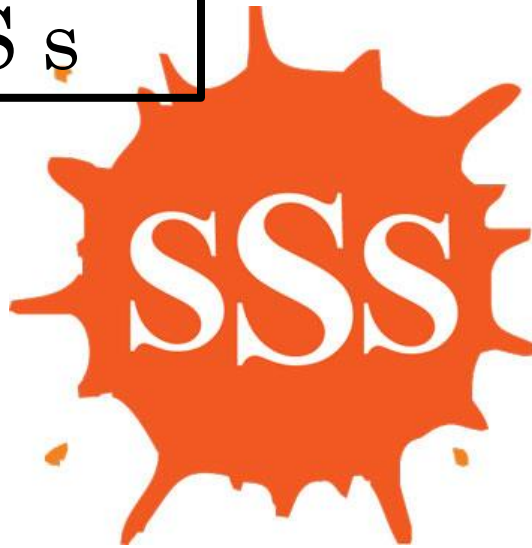
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# ESTABLISH A POSITIVE LEARNING ENVIRONMENT

3S s



Name Tents



Icebreakers



Inviting Climate?



# TRADITIONAL



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Seat time may or may not result in learning

A classroom full of students can be likened to a black hole. Teachers spends hours upon hours pouring seemingly infinite numbers of concepts and information into their students, but it is immediately sucked into the void never to come back out!

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Telling doesn't always mean  
learning occurred

If teaching were only  
telling, my children  
would be incredibly  
brilliant; I've told them  
everything they need to  
know.

~Howard G. Hendricks





## TODAY'S PURPOSE

provide practical ideas,  
strategies, activities, and  
resources for *engaging* the  
students and turning the  
health classroom into an  
*active-learning*  
*environment*



# OVERVIEW

Establishing a Positive Learning Environment

Active Learning and Activities

Cooperative Learning and Activities

Brain Bursts!

Final Discussion and Questions

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# OBJECTIVES

Describe a Positive Learning Environment

Describe and Implement Active Learning and Strategies

Describe and Implement Cooperative Learning Strategies

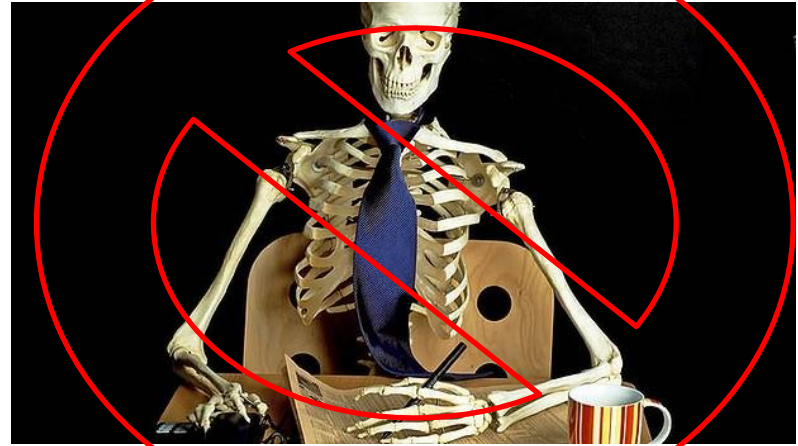
Explain and Implement Brain Boosts



# TEACHING PHILOSOPHIES

## Traditional:

- Teacher 80-100%
- Student 0-20%



## Active-Learning Classroom:

- Teacher 25%
- Student 75%



People generally remember...  
(learning activities)

People are able to...  
(learning outcomes)



# The Cone of Learning

sparkinsight.com

*I see and I forget.  
I hear and I remember.  
I do and I understand.*  
— Confucius



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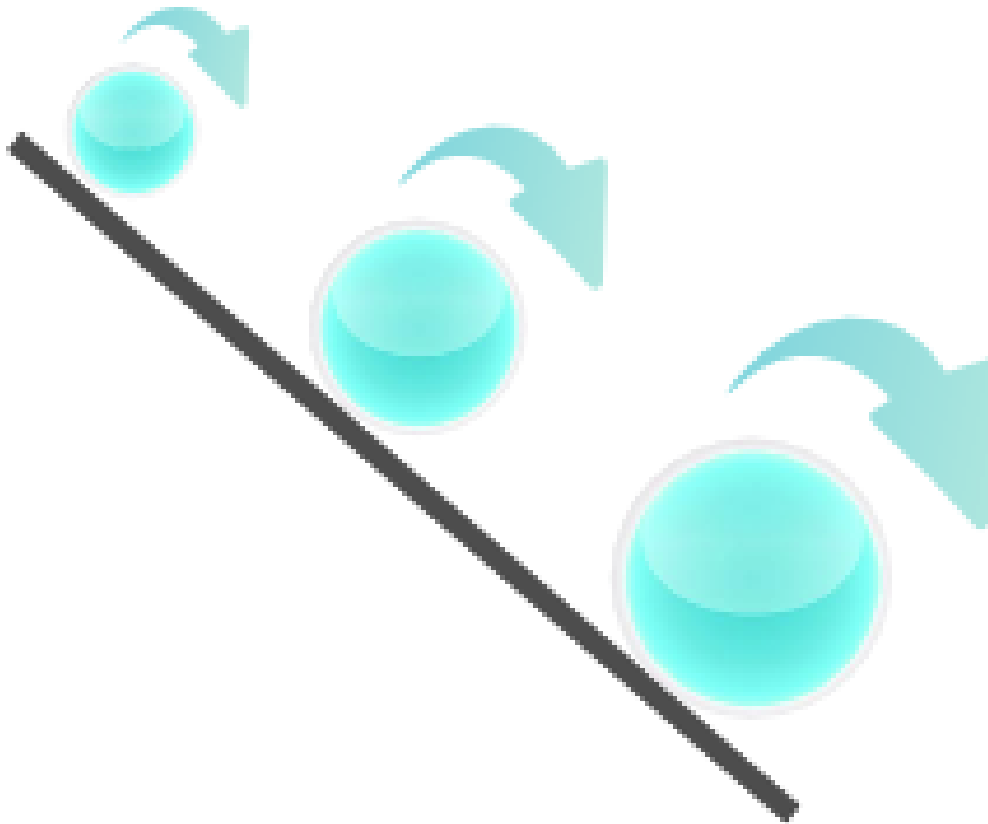
# WHAT IS ACTIVE LEARNING

- Active Learning is a **PROCESS** in which students are **ENGAGED** in hands-on activities rather than passively receiving knowledge.
- Shifts the focus from the teacher to the students (25/75)
- Student **INTERACT** with others to construct meaning from new ideas and concepts based on their background knowledge.
- It is fast-paced, fun and personally engaging because students have the opportunity to try things out and be physically part of the lesson by using their senses, asking questions, solving problems, and discussing with others.
- Own what was learned and retain info for longer period of time (invest)



# HOW STUDENTS LEARN

- New information attaches itself to old information (Piaget)





# WHAT IS ACTIVE LEARNING (CONT)?

- Cooperative learning, problem solving, and project-based learning are all active learning strategies
- These activity-based experiences take many shapes:
  - whole class involvement, teams, small groups, trios, pairs, individuals.
- Activity-based experiences take many forms:
  - talking, writing, reading, discussing, debating, acting, role-playing, journaling, conferring, interviewing, building, creating, and the list continues.



# SHARED AGREEMENTS

- Job as teachers: TEACH ??????
- MORE than that...help students LEARN
- Two essential players:
  - teacher and learner (both important)
- Effective instructors - vary delivery systems
  - e.g. lecture, movies, guest speakers, labs, active-learning strategies, cooperative learning, brain boosts, energizers, and “checks for understanding.”
- More importantly-- figure out what and how to motivate students to *want* to learn the information
- Engagement!!!!



The infographic is shaped like a human head profile, filled with various colorful patterns and icons. It contains several text blocks and illustrations. At the top left, a clock icon is next to text about word count. To its right, an illustration of a student at a desk and a lecturer is next to a 40% statistic. Below the clock, a speech bubble contains text about retention rates. To the right of the speech bubble, an eye icon is next to text about visual aids. At the bottom center, a rainbow icon is above the main title. To the right of the title, text explains the value of visual aids. At the bottom left, there is a logo for 'Bb JESS3' and at the bottom right, the source is cited as 'Columbia University'.

AN INSTRUCTOR  
GENERALLY SAYS  
100-200 WORDS  
A MINUTE  
AND A STUDENT  
ONLY HEARS  
50-100—HALF.

40%

WORSE YET, IN A TYPICAL LECTURE  
CLASS, STUDENTS ARE ATTENTIVE  
JUST 40 PERCENT OF THE TIME.

STUDENTS RETAIN ABOUT **70%**  
OF WHAT THEY HEAR IN THE  
FIRST 10 MINUTES OF CLASS  
—AND JUST **20%** DURING  
THE LAST 10 MINUTES.

ADDING VISUAL AIDS INCREASED  
RETENTION FROM **14% TO 38%.**

**ENGAGING  
THE ACTIVE  
LEARNER**

A PICTURE MAY NOT BE WORTH A  
THOUSAND WORDS, BUT IT HELPS.

BROUGHT TO YOU BY  
**Bb JESS3**

Source: Columbia University

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# BRAIN BOOST!



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<u>Standard 1</u>	Students will comprehend concepts related to health promotion and disease prevention to enhance health.
<u>Standard 2</u>	Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
<u>Standard 3</u>	Students will demonstrate the ability to access valid information, products, and services to enhance health.
<u>Standard 4</u>	Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
<u>Standard 5</u>	Students will demonstrate the ability to use decision-making skills to enhance health.
<u>Standard 6</u>	Students will demonstrate the ability to use goal-setting skills to enhance health.
<u>Standard 7</u>	Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
<u>Standard 8</u>	Students will demonstrate the ability to advocate for personal, family, and community health.



# GROUPS

Assigned and posted before class

Toe-to-toe

- One take a knee
- Both take a knee
- \*\*if you don't have a partner raise your hand and come to me"

Birthday

Colors of items

Letters of names, etc.

Order of entering the room

Playing cards (color, suit, number)

Head, shoulders, knees and toes (when say stop... find someone who "stopped" at the same place

Rock, paper, scissors-- "winner" has X task

Name tents: letters, numbers, animals, topic

- Icebreaker: three items (shoe, whistle, and heart) "find your whistle partner"
- Topic related to unit of instruction
- Maybe change every unit of instruction/month

Not physical characteristics/sex

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# ACTIVE LEARNING PROCESS

1. **General concept presented to the group**
2. **Specific information concerning the concept is received by the group**
3. **Activity is undertaken by the group**
4. **Group explores actions and consequences during the activity**
5. **Group discussion is held immediately following the conclusion of the activity**
6. **General principles are discussed**
7. **Specific life applications are derived from the general principles**
8. **Life applications are internalized by individuals according to their needs and readiness**
9. **Students act on what they have learned**



## Desktop Cooperative Learning Strategies Companion

	<b>Carousel Brainstorming</b>		<b>Round Robin Brainstorming</b>
	<b>Card Sort</b>		<b>Say and Switch</b>
	<b>Circle the Sage</b>		<b>Send a Problem</b>
	<b>Two Facts and a Fib</b>		<b>Talking Chips</b>
	<b>Four Corners</b>		<b>Team Pair Solo</b>
	<b>Gallery Walk</b>		<b>ThinkPad Brainstorming</b>
	<b>Graffiti</b>		<b>Three-minute Pause</b>
	<b>Human Continuum</b>		<b>Three stay, One Stray</b>
	<b>Jigsaw</b>		<b>Three-Step Interview</b>
	<b>Inside/Outside Circle</b>		<b>Think-Pair-Share</b>
	<b>Numbered Heads Together</b>		<b>Think-Pair-Square</b>
	<b>Pass a Problem</b>		<b>Visible Quiz</b>

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Find five that you think you know how to do

- Have you tried any of these?  
Explain to your group.

Find three that you don't think you know

- And come up with a possible idea



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# ACTIVE LEARNING STRATEGIES

- Opening Question
- Think-Pair-Share
- Focused Listening
- Brainstorm
- Questions
- Explanation
- Think-Pair-Square
- Note Check
- Question and Answer Pairs
- Two Minute Paper
- Jigsaw (groups of 4-6)
- Snowball
- Buzz Groups
- Agree-Disagree Continuum
- Thumbs up
- Four Corners
- White Boards
  - Plastic plates



# ACTIVE LEARNING ACTIVITIES

Role Play

Simulations

Games

Discussions

Demonstrations/Videos (technology)

Problem Solving

White Boards

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# COOPERATIVE LEARNING STRATEGIES

## ○ What is Cooperative Learning?

- sometimes called small-group learning, is an instructional strategy in which small groups of students work together on a common task (not “group work”)

## ○ Encourages

- achievement
- student discussion
- active learning
- student confidence
- motivation

## ○ Organizing students in cooperative learning groups can lead to a gain as high as 28 percentiles in measured student achievement (Marzano, Pickering, and Pollock 2001).

## ○ Other researchers report that cooperation typically results in higher group and individual achievement, healthier relationships with peers, more metacognition, and greater psychological health and self-esteem (Johnson and Johnson 1989).

<http://www.teachervision.fen.com/pro-dev/cooperative-learning/48531.html#ixzz2b7px4D86>



# COOPERATIVE LEARNING ACTIVITIES



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# ACTIVE LEARNING TIPS

Create a physically and emotionally safe environment

Establish a “freeze” command

Moderate groups to ensure all are involved

Short/to-the-point directions

Demonstrate!!!!

Be prepared for an imperfect first experience

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# TEACHER'S ROLE IN ACTIVE LEARNING

Be enthusiastic

Maintain control

- Organized chaos is ok!

Keep time

- Give time prompts at beginning, middle, 2-minute warning, and end.

Be flexible

Watch, watch, watch!!!!!!





GROUPS OF 3 OR 4

○ SHARE effective  
ideas you  
currently do!



# TAKE HOMES

○ 3: Things you learned

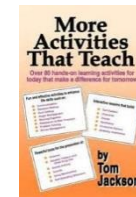
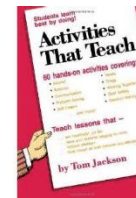
○ 2: Things that were reinforced

○ 1: Thing you are going to try



# HEALTH RESOURCES

- Activities that Teach, More Activities that Teach, & Still More Activities that Teach
  - Tom Jackson (Red Rock Publishing)
- Hands-on Health
  - Deb Tackmann (Glencoe McGraw-Hill)
- Active Learning 101 Strategies
  - Mel Silberman
- Desktop Cooperative Learning Activities
- <http://www.ldalberta.ca/wp-content/uploads/2010/11/Turville-Cooperative-Learning-Desktop-Companion.pdf>
- Cooperative Learning Activities PDF



# REVIEW AND CONCLUSION

Describe a Positive Learning Environment

Describe and Implement Active Learning and Strategies

Describe and Implement Cooperative Learning Strategies

Explain and Implement Brain Breaks



# DISCUSSION & QUESTIONS



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**thank you**  
**thank you**  
**thank you**  
**thank you**  
**thank you**  
**thank you**

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- Fun Brain Boosts and Movement in the Classroom Ideas! 
  - Facebook Group
    - <https://www.facebook.com/groups/656030477802545/>

