



Teaching with Conversation

From Good to Great!

Think Back to PA Conference

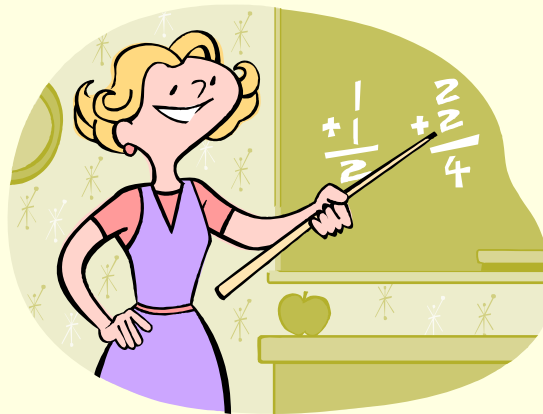
- Remember.....what makes a positive adult learning experience
 - Safety (*everyone feels comfortable*)
 - Respect (*everyone experience is important*)
 - Inclusion (*everyone feels a part of the group*)
 - 30/50/70/90 (*see, demo, activity, doing*)
 - Relevance (*make the class about participants*)
 - Immediacy (*apply what they are learning*)

Objectives

- What are the 4 A's.
- How to use 4 A's in teaching a class
- How to use the 4 A's with the new curriculum

Nutrition Workshops

Think about the best workshop/class you have attended. What made that class the best?



Facilitating a group with the 4 A's



- ANCHOR

- Help the learner relate to their own personal experiences with the topic

- ADD

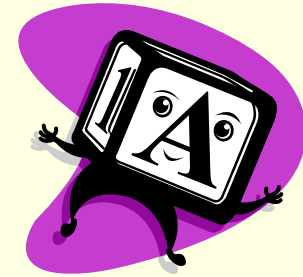
- Provide new information

- APPLY

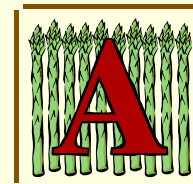
- Have learners do something with the information

- AWAY

- Allow learners to move the information into the future



a



Anchor

Help the learner relate to their own personal experiences with the topic

Example

- Ask participants an open ended question such as— think about your favorite vegetables. ***“Share with a partner you favorite vegetables and the different ways you prepare them with meals.”***
- ***Ask questions they know the answers for***



Add

Provide new information

Example:

- You conduct a food demonstration using vegetables. You share with participants information about cooking with vegetables and have participants try the recipe.



Apply

Have learners do something with the information

Example:

- After the participants have tried the recipe, ask them another open ended question such as ***“what did you like best about the recipe”*** or ***“what surprised you most about vegetables”***.



Away

Allow learners to move the information into the future

Example:

Conduct an activity with the participants where the work with a partner to identify where they can incorporate vegetables into meals and snacks. Have them in pairs, write on pieces of paper labeled breakfast, lunch, dinner, and snack their ideas.



Example:

ANCHOR

- You are teaching a class on “My Pyramid”. You give participants a picture of the pyramid and you ask each person to share with a partner if they have seen the pyramid and where they might have seen it.

ADD

- You are teaching a class on “My Pyramid”. You explain the different food groups and what foods belong in each group with the information on the flip chart.

APPLY

- You are teaching a class on “My Pyramid”. You give participants different food models. Around the room are baskets labeled with the name of the food groups. You ask participants to go place the food models in the correct basket. After the activity is finished, ask the group “what foods were difficult to place in a basket”.

AWAY

- You taught a lesson on “My Pyramid”. You have participants plan a meal seeing if they can use all the foods from the food groups of “My Pyramid”.

Questions?

- In what ways will the 4 A's be able to help your planning and teaching of nutrition lessons?
- What are some things you will do differently?
- If you were to teach your best lesson, what would it look like?