

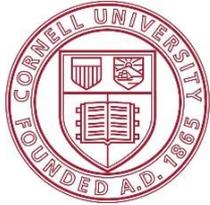
SNAP-Ed Webinar Series

September 29, 2015



**Office of Temporary
and Disability Assistance**





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Working with Youth

Objectives:

Gained an appreciation of the importance of developmental stage of the child when planning youth interventions

Gained an understanding of youth development principles

Gained insight into the application of youth development principles for nutrition education

Youth Development

– is a process that prepares a young person to meet the challenges of adolescence and adulthood, and achieve his or her full potential

-Informed by 4-H Youth Development Principles

Context for Working with Youth

- Informal education vs classroom style
- Cooperatively driven vs teacher driven
- Experiential vs lecture style



1 Understand Developmental Stages

When we know what to expect from children of certain ages – what they can do, how they learn, how they manage their emotions and social interactions, we can tailor our teaching to meet them where they are.

2 Meeting Children's Needs

Children behave better when their needs are met. When they behave badly, they may be just trying to meet their needs and they may not know how to do this in a positive way.

3 Teach Skills

Skill development helps prepare children for life! Healthy eating and active living skills, practices or strategies are important for a full and productive life.

4 Consider the Environment

Influences on children beyond our control can affect behavior and learning, and may require adjustments in how to approach this audience.



KNOW YOUR AUDIENCE

Preschool to High School

Ages and Stages

Physical abilities

Cognitive abilities

Emotional skills

Social skills

| Age | General Description | Key Characteristics |
|-----|--|---|
| 7 | <p>7 - are generally quiet, sensitive, and serious. Their intense moods often change quickly. Tend to work hard at everything they do and need private time to manage their new thoughts and feelings.</p> | <ul style="list-style-type: none">• Gaining control of physical abilities• Need security and structure• Rely on adults for approval• Rapidly develop vocabulary• Good at classifying and sorting• Like to be read to• Enjoy hands--on exploration |
| | | |



9- tend to be critical of the world around them – nothing seems fair to a nine--year--old.

A time of budding intellectual curiosity.

Look for explanations of how things work and why things happen as they do.

- Better coordinated
- Like to push their limits; tire easily
- Gaining individual confidence
- Often complain about fairness issues
- Love word play and new vocabulary
- Industrious and curious.
- Able to manage > than one idea at a time



11 - are going through huge changes in their bodies, minds, and social behavior as they begin adolescence.

The easy friendliness of ten often gives way to awkward, sometimes rude behavior at eleven.

With their growing capacity for higher thinking, children this age like to try tasks that feel grown up.

- **Restless and energetic**
- **Need food, physical activity, sleep**
- **Girls may experience an early adolescent growth spurt; boys may get rapidly taller**
- **Challenge rules, argue, test limits**
- **Need lots of time to talk with peers**
- **Impulsive: act before thinking**
- **Would rather learn new skills than review or improve previous work**
- **Increasingly able to see the world from various perspectives**





8 – 10 year old

11 – 12 year old

13 - is an age of dramatic contrasts.

Commonly slip forward and backward in their development so on any given day, you may not know who you're dealing with.

At this age, "bored" may translate as "insulted."

Want adults to see them as capable young people and to leave them alone.

Being with and feeling accepted by friends is of paramount importance.

- **Lots of physical energy; most boys and girls are showing signs of puberty (girls more than boys)**
- **Very concerned about personal appearance but not about personal environment (rooms, lockers, etc.)**
- **Moody and sensitive, feelings easily hurt; anger can flare suddenly**
- **Feel and exert a lot of peer pressure about dress, how to talk, music, etc.**
- **Like to challenge intellectual as well as social authority**



MEET THEIR NEEDS

Independence
Generosity
Mastery
Belonging

Independence

- *Grow in decision-making
- *Mature in self-discipline and responsibility
- *Learn to better understand themselves
- *Become independent thinkers

Generosity

- *Connect to communities and learn to give back to others
- *Have meaning and purpose

Mastery

- *Achieve a level of competence, master skills in a tangible
- *Have the opportunity to learn by doing
- *Feel and believe they are capable and experience success at solving problems and meeting challenges to develop their self-confidence

Belonging

*Affiliation with others that provides reinforcing positive benefits

*Belonging may be the single most powerful positive ingredient we can add into the lives of children and youth.



TEACH SKILLS

Health and physical skills – having the appropriate knowledge, attitudes and behaviors that will ensure current and future health

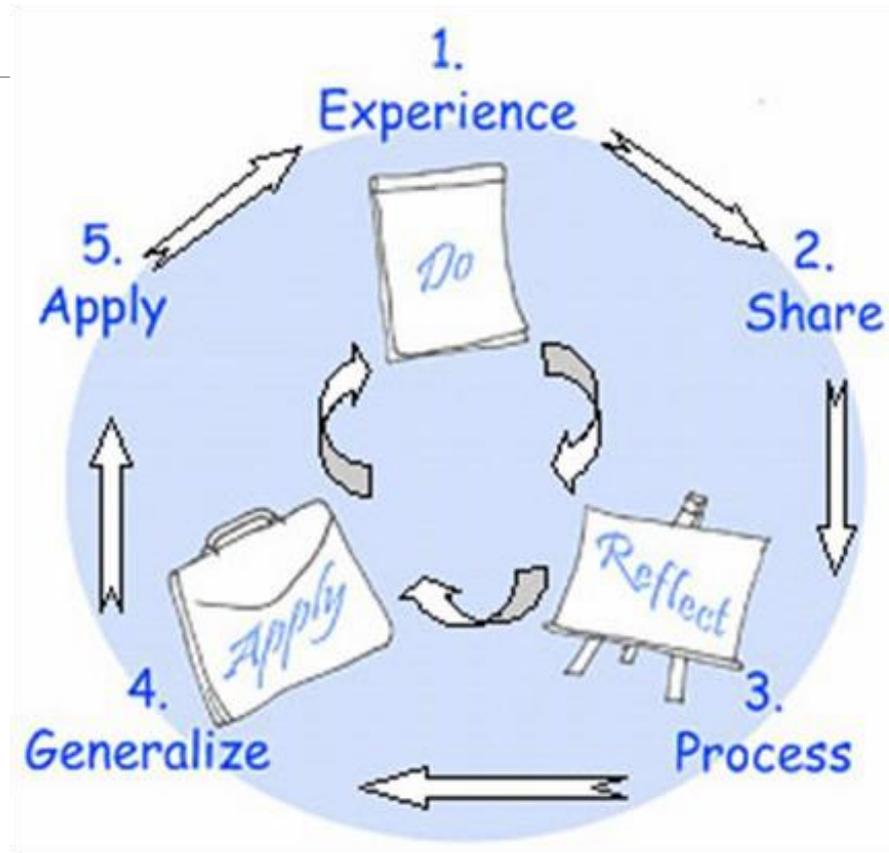
Personal and social skills – personal skills such as an ability to understand one's emotions and practice self discipline' and interpersonal skills such as working with others and developing and sustaining friendships

Cognitive and creative skills – a broad base of knowledge, knowledge application skills, life long learning skills and an ability to appreciate and demonstrate creative expression

Vocational skills – understanding and awareness of life options and the steps necessary to accomplish them. Adequate preparation for work and family life

Citizenship skills – understanding of the history and values of one's nation, community, race, ethnic and cultural heritage. Desire to be ethical and to be involved in contribution to the broader good.

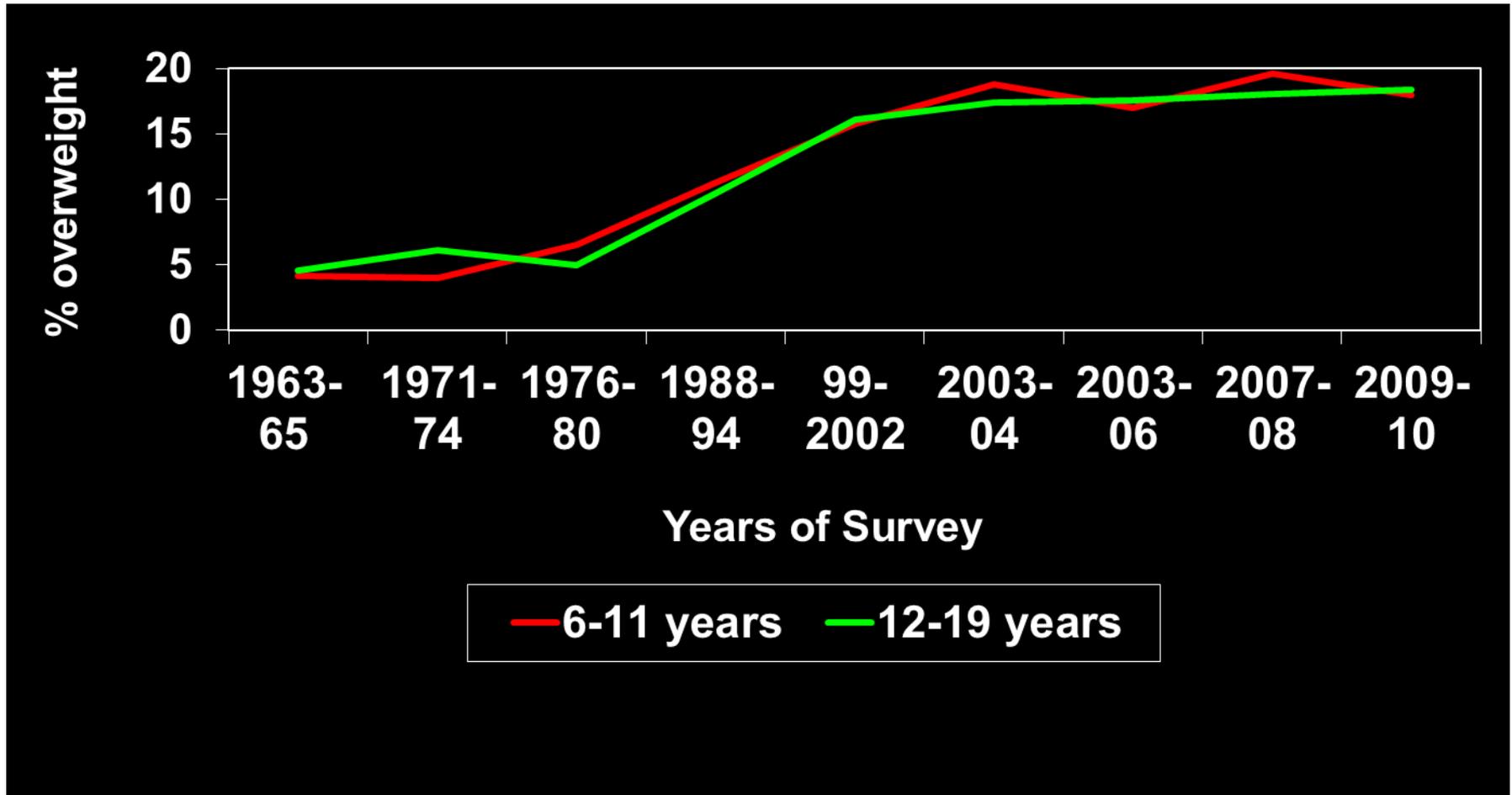
Experiential Learning



Healthy Behaviors

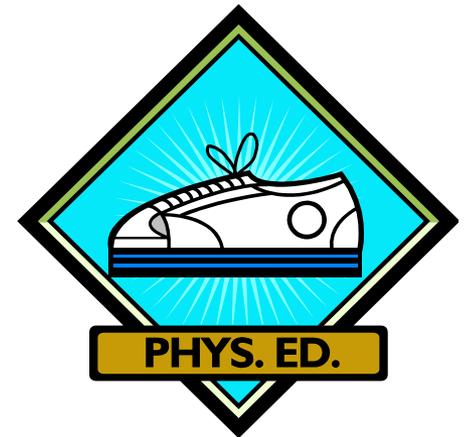


Children and Adolescents NHANES

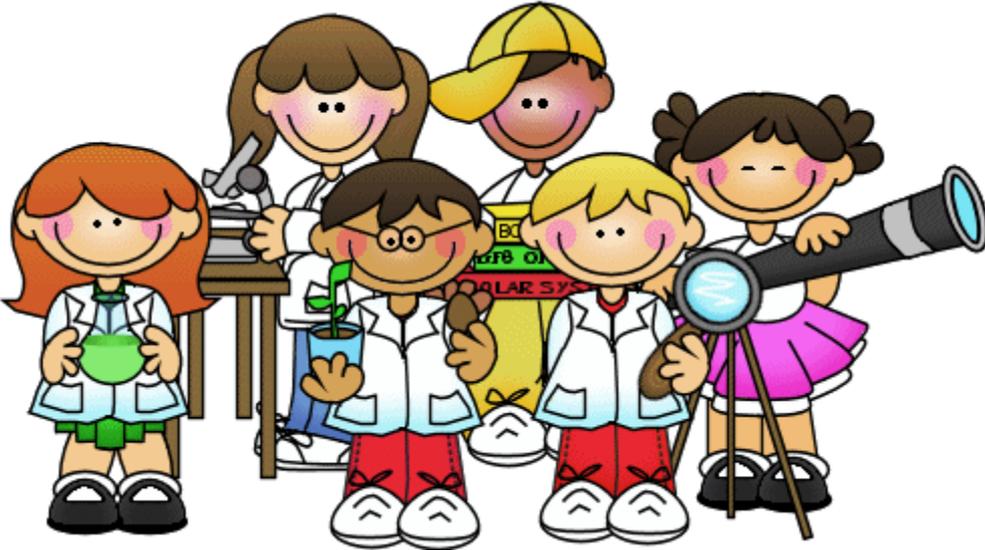


Physical Activity

-
- ⦿ The recommended amount of daily physical activity for youth is 60 minutes a day.
- ⦿ Walking and biking to school has declined dramatically.



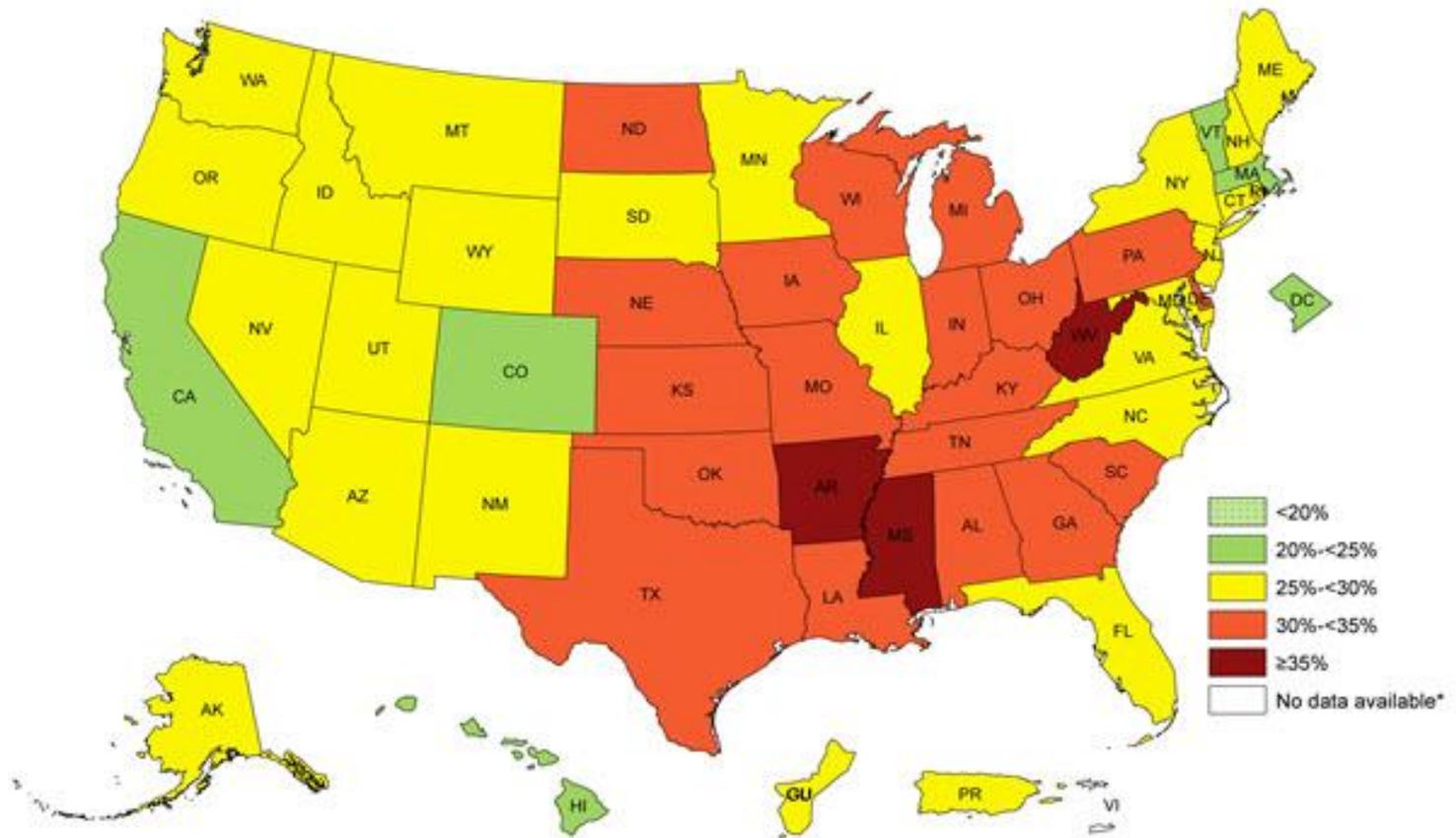
https://www.youtube.com/watch?v=H0YIOSZ_RVk



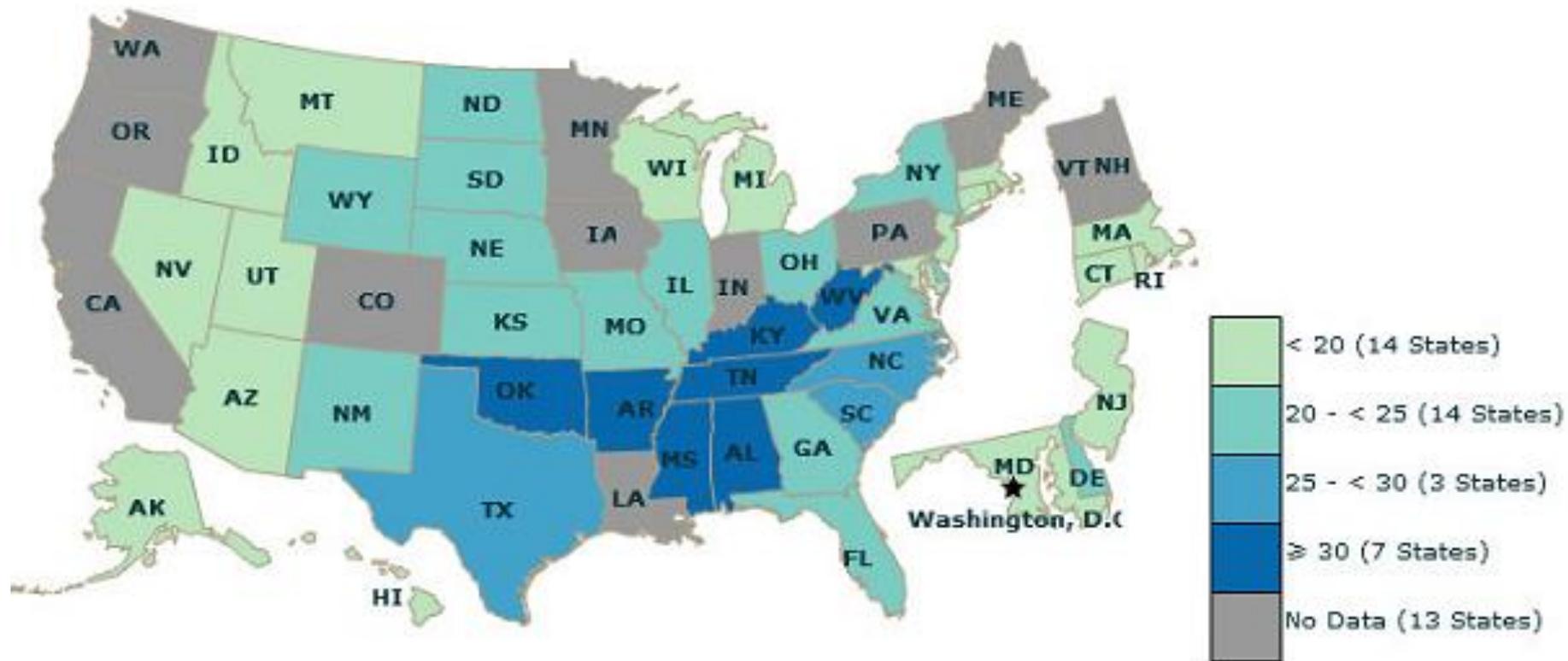
Prevalence¹ of Self-Reported Obesity Among U.S. Adults by State and Territory, BRFSS, 2014

. These estimates should not be compared to prevalence estimates before 2011.

Source: Behavioral Risk Factor Surveillance System, CDC.



2013: Percent of students in grades 9-12 who drank regular soda/pop at least one time per day †

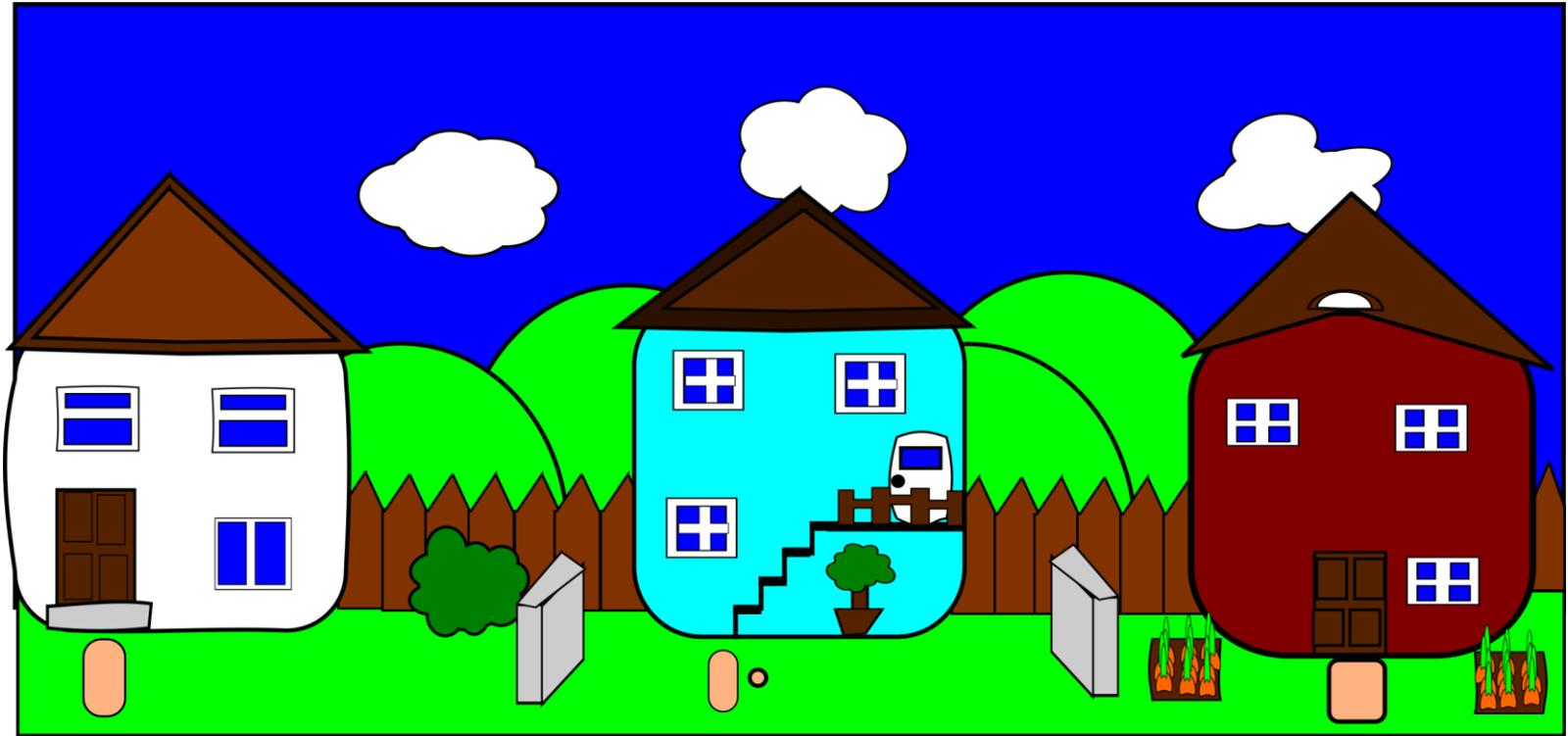


Target *all* children

- All kids benefit from being more active and eating well

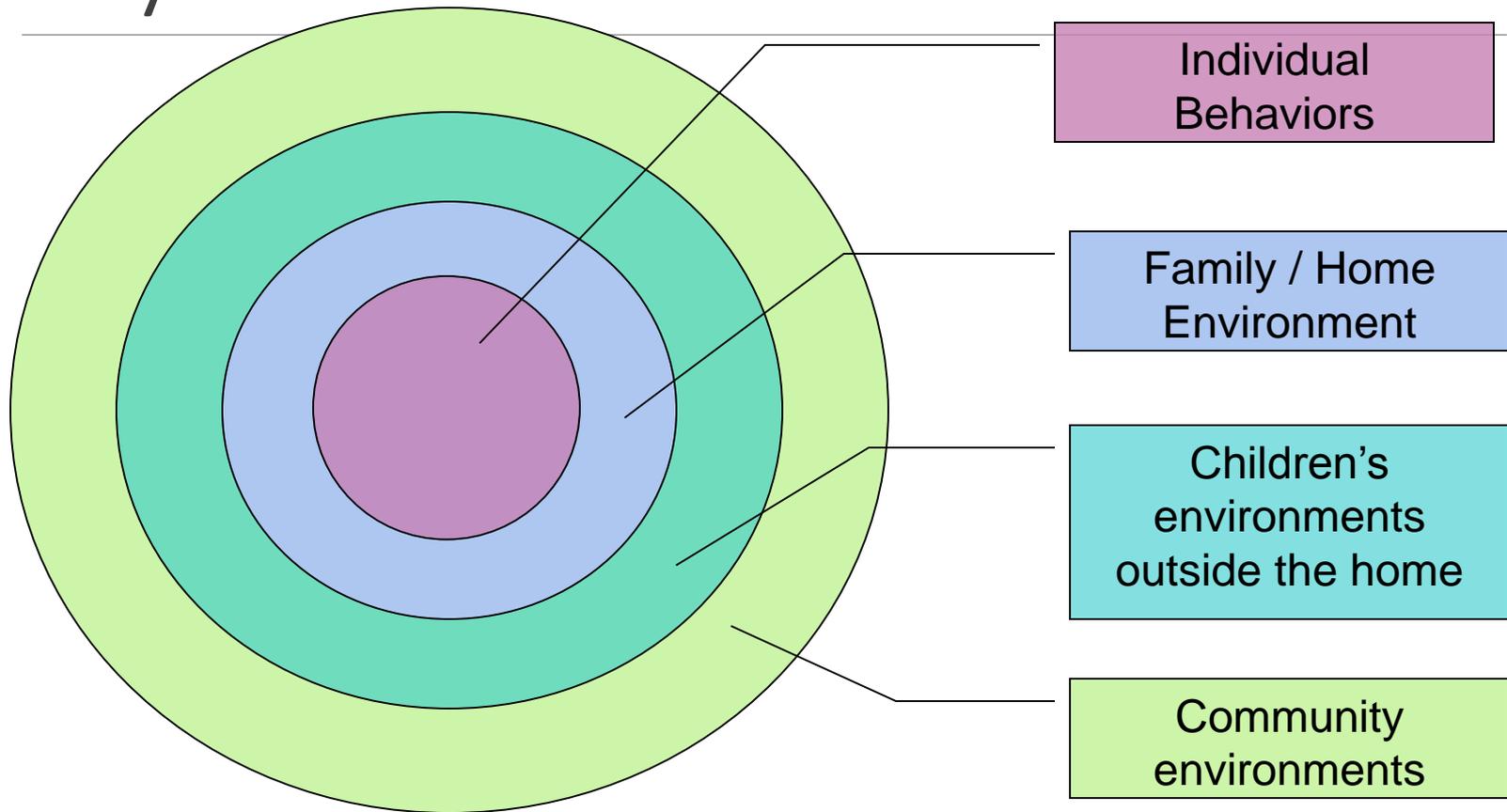
Focus on lifestyle, not weight

- Focus on weight can cause low self-esteem, eating disorders, unhealthy dieting



CONSIDER THEIR ENVIRONMENT

Layers of influence



Curricula/ Tools

<https://snap.nal.usda.gov/>



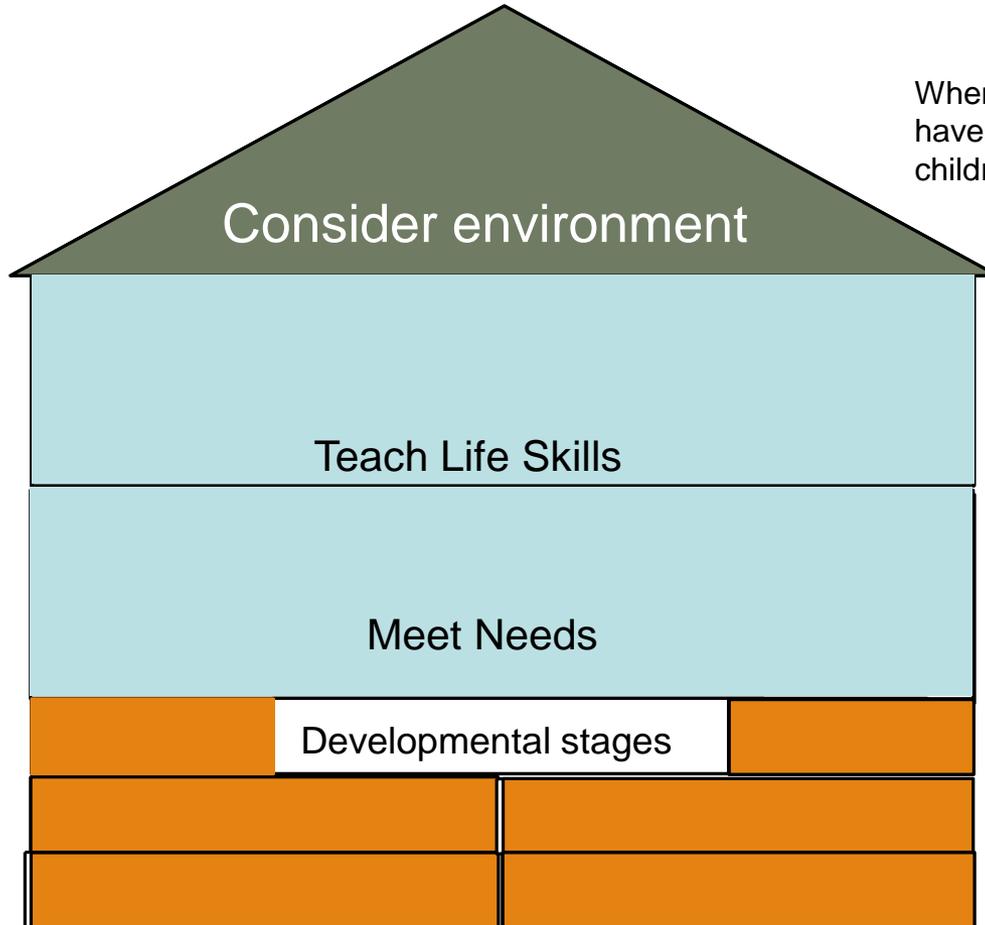
SNAP-ED STRATEGIES & INTERVENTIONS:

An Obesity Prevention Toolkit for States

Evidence-based Policy, Systems, and Environmental Change in Child Care, School, Community, and Family Settings and how to evaluate them.

Summary

Working with youth



When healthy options are available and when they have healthy role models – like you -- it's easier for children to make healthy choices.

When we teach children skills like eating healthy and being active, we help them learn to live healthy lives

When you meet children's needs – like making learning fun – they'll be less likely to behave in negative ways that Developmental Stages can be difficult to deal with!

As kids grow, they change at individual rates but in generally predictable stages.

What
questions
do you
have?



Contact information

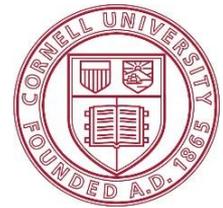
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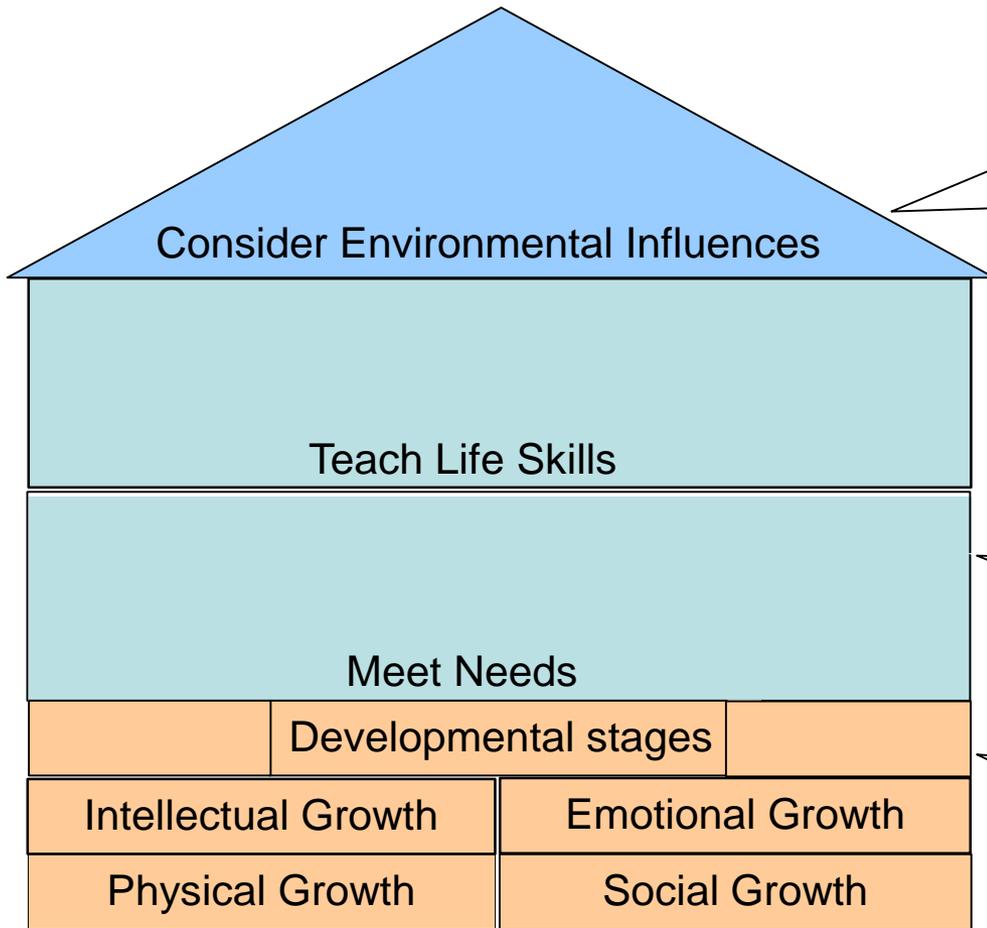
607-255-7715

Evaluations

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