



The Power of Youth

Tennyson High School

Presented by:
Chris Boynton, Director
Alameda County Office of Education
Nutritional Learning Community Coalition
510-670-4539
cboynton@acoe.org

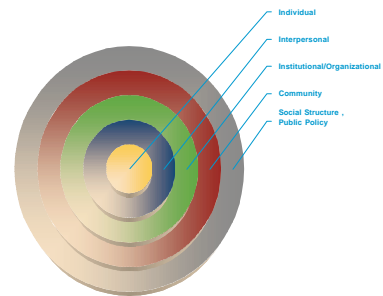
How does Action Research fit in?

- Socio ecological model?
- Bloom's taxonomy?
- Enabling model of systemic school restructuring for wellness?
- Health education?



Socio ecological theory

Behavior change is synergistic



Social Ecological Model

Social Learning Theory – Reciprocal Determinism



Bloom's Taxonomy

Getting to understanding

Understanding grows as...

- Evaluation
- Synthesis
- Analysis
- Application
- Comprehension
- Knowledge





Health Education

The Journey to Good Health
-advocating for yourself



Enabling Model

Adelman and Taylor

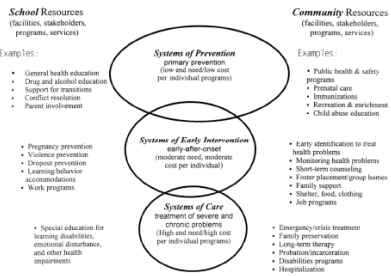


FIGURE 2 Interconnected systems for meeting the needs of all students. Systemic collaboration* is essential to establish interprogram connections on a daily basis and over time to ensure seamless intervention within each system and among systems of prevention, systems of early intervention, and systems of care.

*Such collaboration involves horizontal and vertical restructuring of programs and services (a) within jurisdictions, school districts, and community agencies (e.g., among departments, divisions, units, schools, clusters of schools); (b) between jurisdictions, school and community agencies, public and private sectors; among schools; among community agencies.



Synergize

Student's perception of the Action Research experience

Changed eating habits/perceptions about food

- *And I guess I don't eat chips and like junk food as much as I used to.*
- *But I don't think it changed the way I eat. I think it just changed the way I guess I look at the food I eat. Like maybe I won't eat so much, because I know like I guess what's in it, more or less, since we've been doing like nutrition stuff. So I might just not eat like as much of it. But it doesn't change what I eat though. So I guess - I don't know.*
- *So like it hasn't changed much. But like - because like before this program, I did cut off - I used to eat chips all the time. I cut off on chips. I haven't had soda for I don't know long.*
- 10021:

Student Voice

- *...and I want to tell the district, tell the people around me that students have a voice. I want to show them that students can make change, even if it's only ten out of 1,700. (Student, 10020)*
- *Yeah. I liked _____. I liked this program a lot. It - it helps, like - I don't know how to really explain it, but - hrm. Like doing this whole experience, it really taught me that kids - like kids really can make differences, and that kids really are important. (Student, 10022)*
- *Leadership, I got to use the skills that I had. Being in leadership for two years, it taught me all that, but I didn't get to use it anywhere, and this was my chance, my one opportunity to do so. (Student, 10021)*

Teamwork

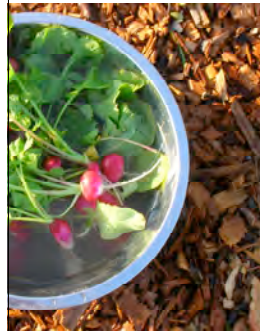
- *I guess teamwork, because you had to use your whole team. Everyone had their opinion. So you had to take into consideration what they felt, even if it wasn't what you thought was right. So learned to balance, I guess, with different people.*
- (Student, 10026)

Research skills

- *I just learned that research isn't just a one-time thing. You have to keep doing it.*
- 10026
- *Well, the survey tools, like asking more specific questions, that was important to me, like not just for any test. ...for example if I needed help and – on our research or anything, you have to be really specific about what you need assistance in, because if you're too general about it, people have so many ways to approach it, and they might not approach it the way you want it. And you can't just be like, oh, you're not helping me, because it's not their fault. It's your fault that you didn't know how to phrase something so that, you know, in general, people can understand you and get straight to the point, instead of going in circles.*

Communication skills

- *Well, I did, because at first – I'm used to communicating with other people in large groups and stuff. But when we did the survey, we had to go to classes and, you know, speak to students and peers. And for some reason, I'm more comfortable speaking to adults than a group of peers in front of me, because it's just that age discrepancy where you look at them, you're like you don't want them to think that you're trying to be a bigger person when you're trying to inform them and trying to get their opinions on things.*
- *So I really grew when it came to being able to talk to my peers, and trying to have that natural respect without forcing that, oh, I'm telling you something. And it was more like, oh, I'm really interested in what you guys' opinions are, and trying to get the whole survey process together.*
- 10021



Thank you

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