



NUTRIBULLET[®]
UNIVERSITY

A HANDS-ON EDUCATION & HEALTHY EATING EXPERIENCE FOR STUDENTS

More than Just a Blender

Facilitating Experiential Learning to Empower Students to be Change Agent.



Objectives

1. To identify the ELT's learning modes.
2. To recognize the relationships between learning modes and learning styles.
3. To demonstrate how nutrition and ELT can be integrated in their classroom.



A little about me.



**Dr. Gigi Kwok-Hinsley,
DrPH, MS, RD**

- **Education**
 - Doctorate in Public Health Preventive Care
- **Employment**
 - Registered Dietitian and Researcher at NutriBullet
 - Adjunct Faculty at Mt SAC Community College
- **Disclosure**
 - Employee at NutriBullet and NutriBullet University



What NBU is about.



NBU Past and Present

- Established in 2013.
- Our CEO wanted to make nutrition fun and interactive with students.
- University High was NBU's first school.
- NBU launched in 18 schools in 14 states.



Our Mission

To improve the diets of children and decrease the risk for chronic disease by empowering kids to make healthy decisions through hands-on education.



What We Do

- 90-days school-based nutrition program.
- Grants for fruits and vegetables.
- Daily hands-on NutriBlast smoothie bar with RD-approved recipes.
- Creative Blast time and develop recipes.
- Nutrition discussion and education.
- Measure changes in health and health behaviors.



The NBU Team

NutriBullet University Dietitians

Blast Captains (Teachers,
Administrators, & Staff)

Social Media
Captains
(Staff &
Parents)

Blast
Assistant
(Staff &
Parents)

Students

Students

Students

Students

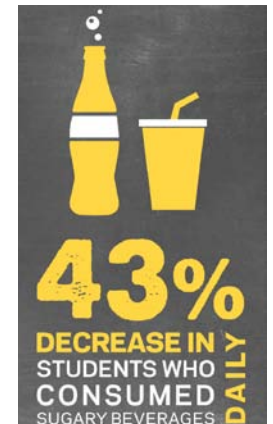
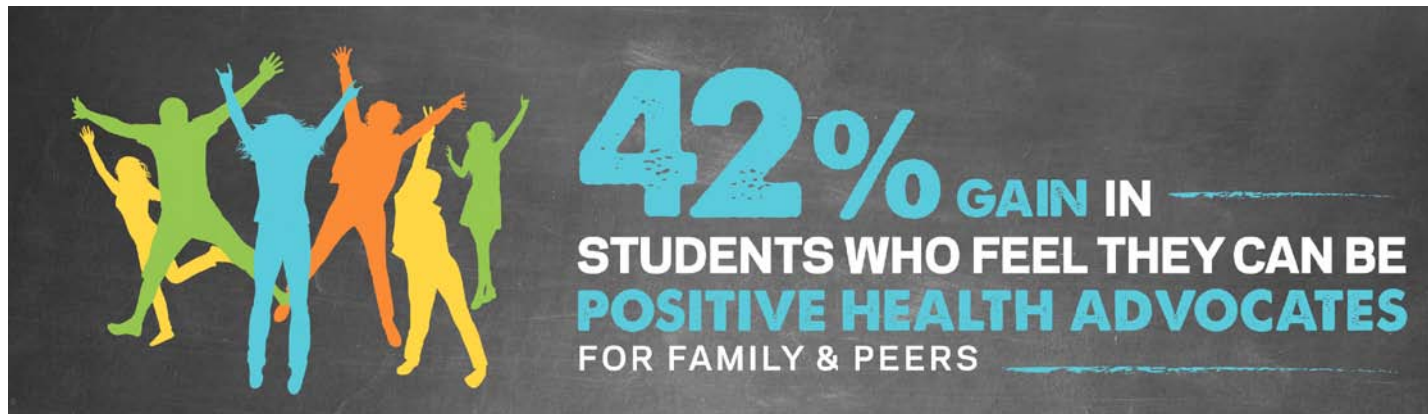
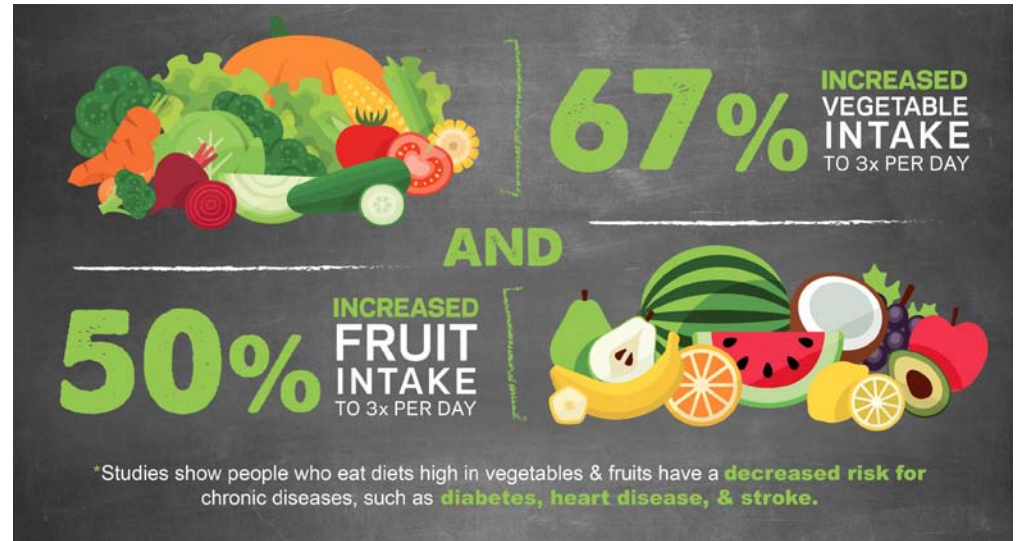
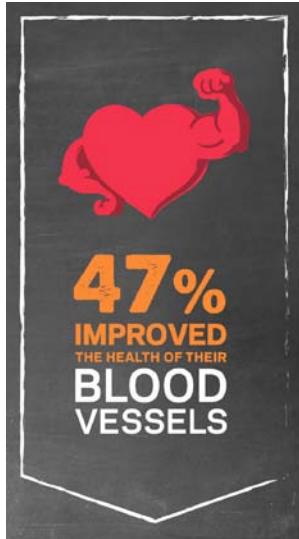


A Peek Into NBU





What NBU Sees





Innovative Learning Through
Nutrition



Transforming How We Learn

- Increase opportunities in:
 - Service learning
 - Problem-based learning
 - Action learning
 - Adventure education
 - Simulation and gaming
- Nutrition often presented as lecture-based education with activities.
 - Limited hands-on learning



HOW DID WE CREATE NBU?

Hands-on experiential learning





Experiential Education

- A non-directive approach to leadership that encourages students to take responsibility for their own learning.
- “Out-side in” approach
 - Gages the internal interest
 - Seeks intrinsic motivation of learners
 - We build the experience through prior learning.
- Provide learning environment where the students determine what they would gain.



Kolb's Experiential Learning Theory (ELT)

- David Kolb
 - Organization behavior expert
 - Learning begins after a person carries out an action and then sees the effects of the action.
 - Developed ELT with Roger Fry.
 - Four learning modes
 - Combination of 4 learning modes develop into learning styles

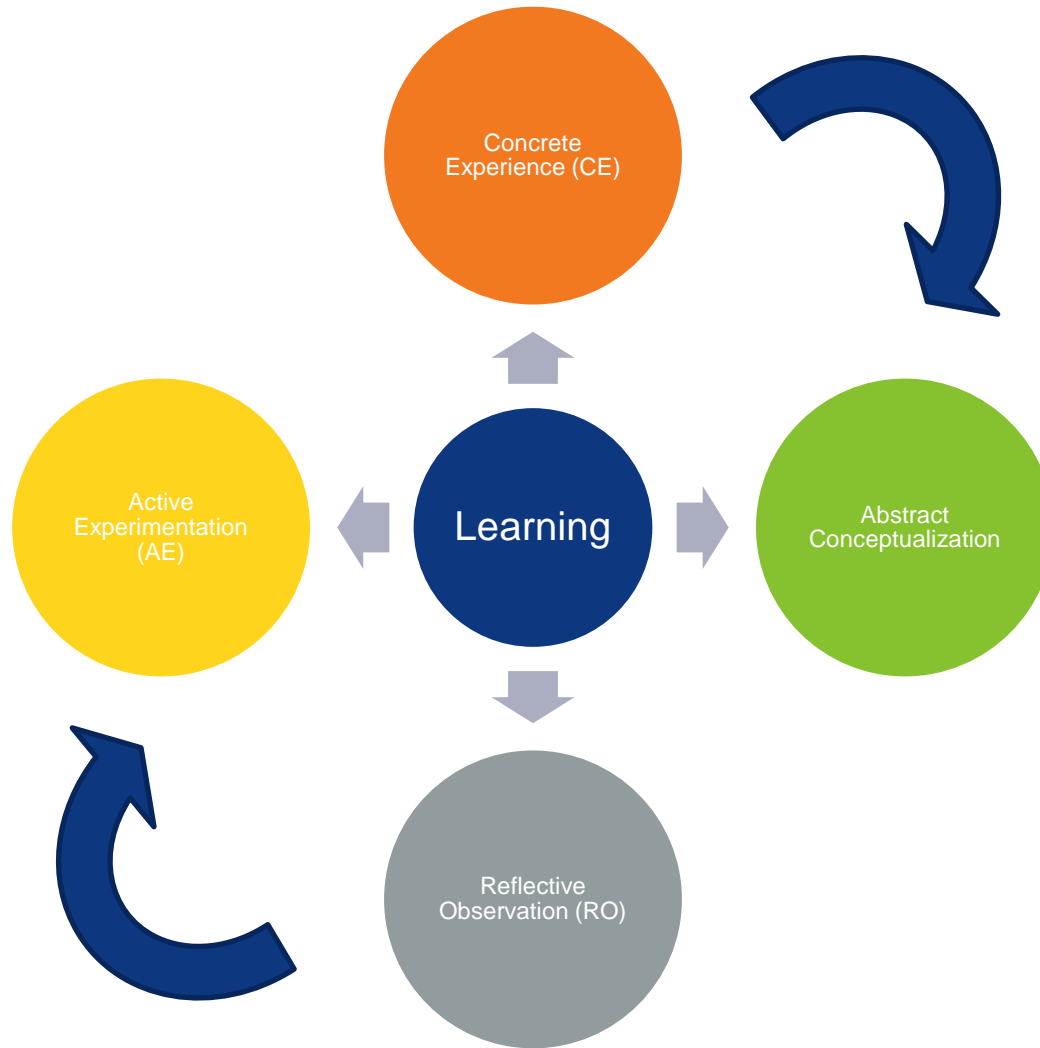


Experiential Learning Theory (ELT)

1. Learning is best conceived as a process and not as outcomes.
2. All learning is re-learning.
3. Learning requires resolution of conflicts.
4. Learning is a holistic process of adaptation to the world.
5. Learning results from synergistic transaction between the person and the environment.
6. Learning is a process of creating knowledge.

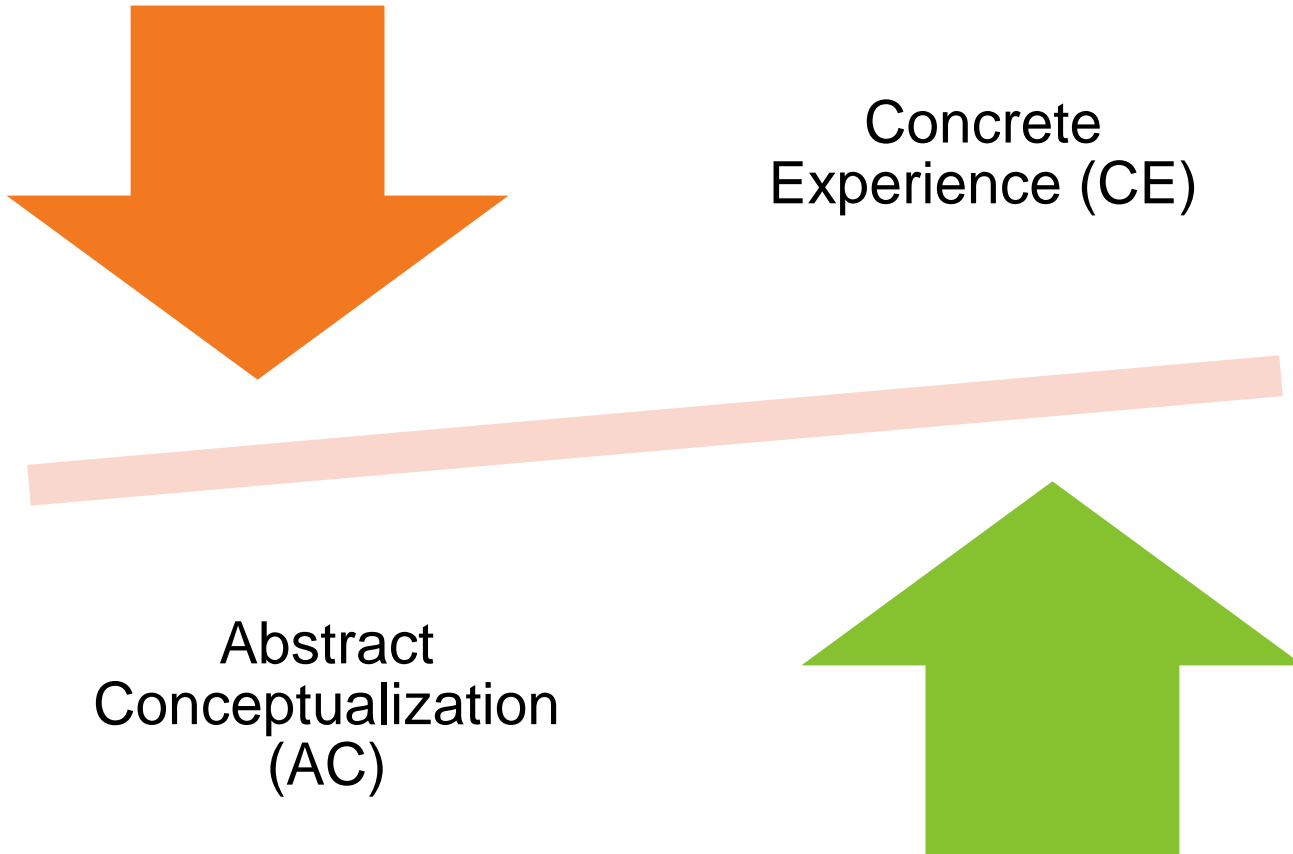


Learning Modes





ELT and Grasping Experiences



Concrete
Experience (CE)

Abstract
Conceptualization
(AC)



ELT and Transforming Experiences



Reflective
Observation
(RO)

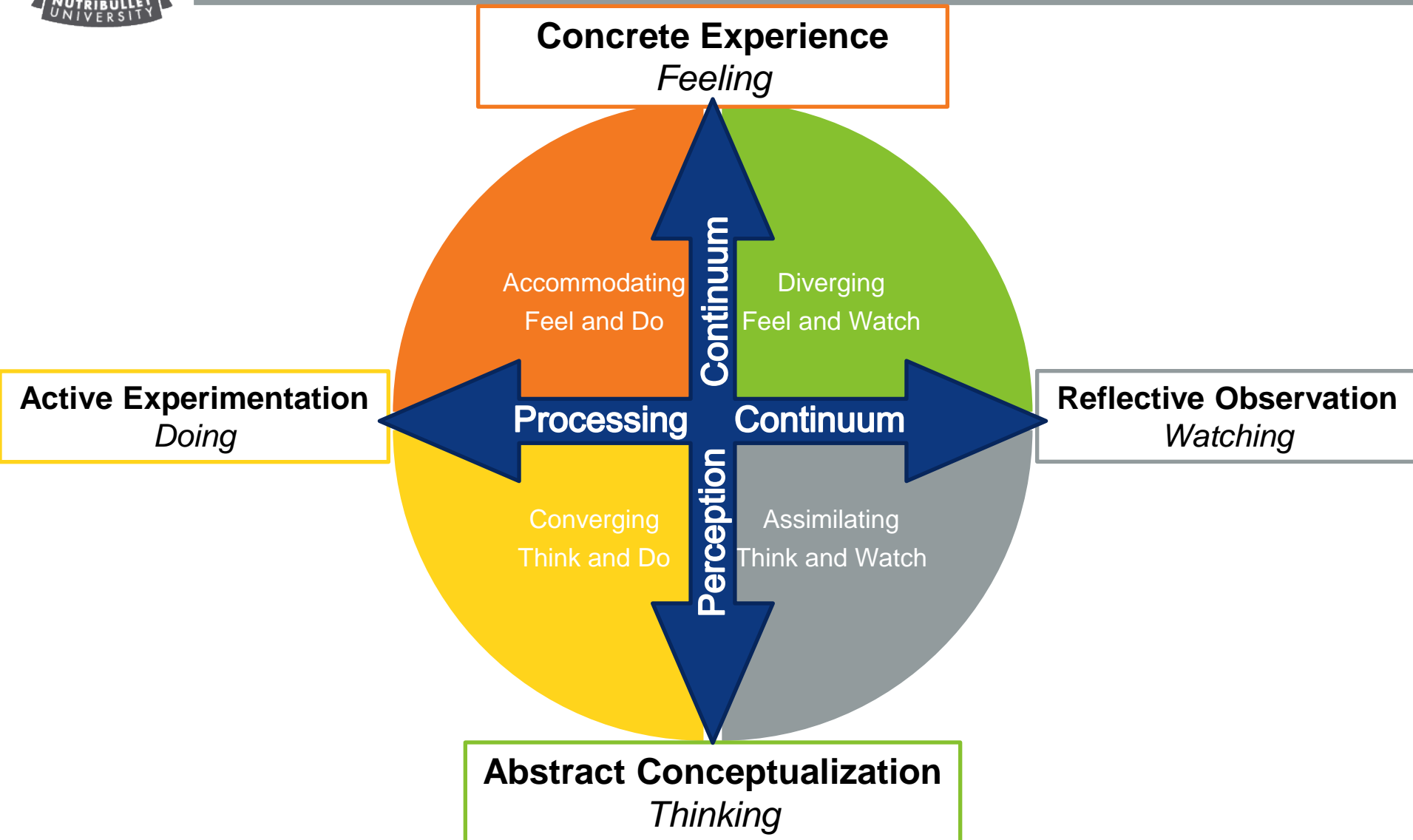


Active
Experimentation
(AE)





Learning Styles & Learning Cycle





Learning Modes and Styles

	Active Experimentation (AE) Doing	Reflective Observation (RO) Watching
Concrete Experience (CE) Feeling	Accommodating <i>Doing + Feeling</i> People go with their gut instinct and hands-on approach is best.	Diverging <i>Feeling + Watching</i> Great at brainstorming and very imaginative
Abstract Conceptualization (AC) Thinking	Converging <i>Doing + Thinking</i> Prefer technical tasks and the are less concerned about interpersonal issues	Assimilation <i>Watching + Thinking</i> Look for concise logical approach. Very practice individuals.



Program Set-up



NutriBullet University Set-up

Kickoff

- Introduction to the program
- Try smoothies
- Decorate a piece of the program to make it their own

Day 2 to 89

- Daily Blast Bar
- Weekly creative blast time
- Weekly reflection through social media
- Share the experience with family and friends

Wrap-up

- Develop and present signature recipes
- Educate others in their family and their community



ELT and Grasping Experiences



Concrete
Experience (CE)



Abstract
Conceptualization
(AC)





Kickoff

Introduce students to the 90-day program.

First opportunity to build and test their smoothies.

Students decorate their cups to create a sense of ownership.





Concrete Experiences

BLAST #1



BLAST #4

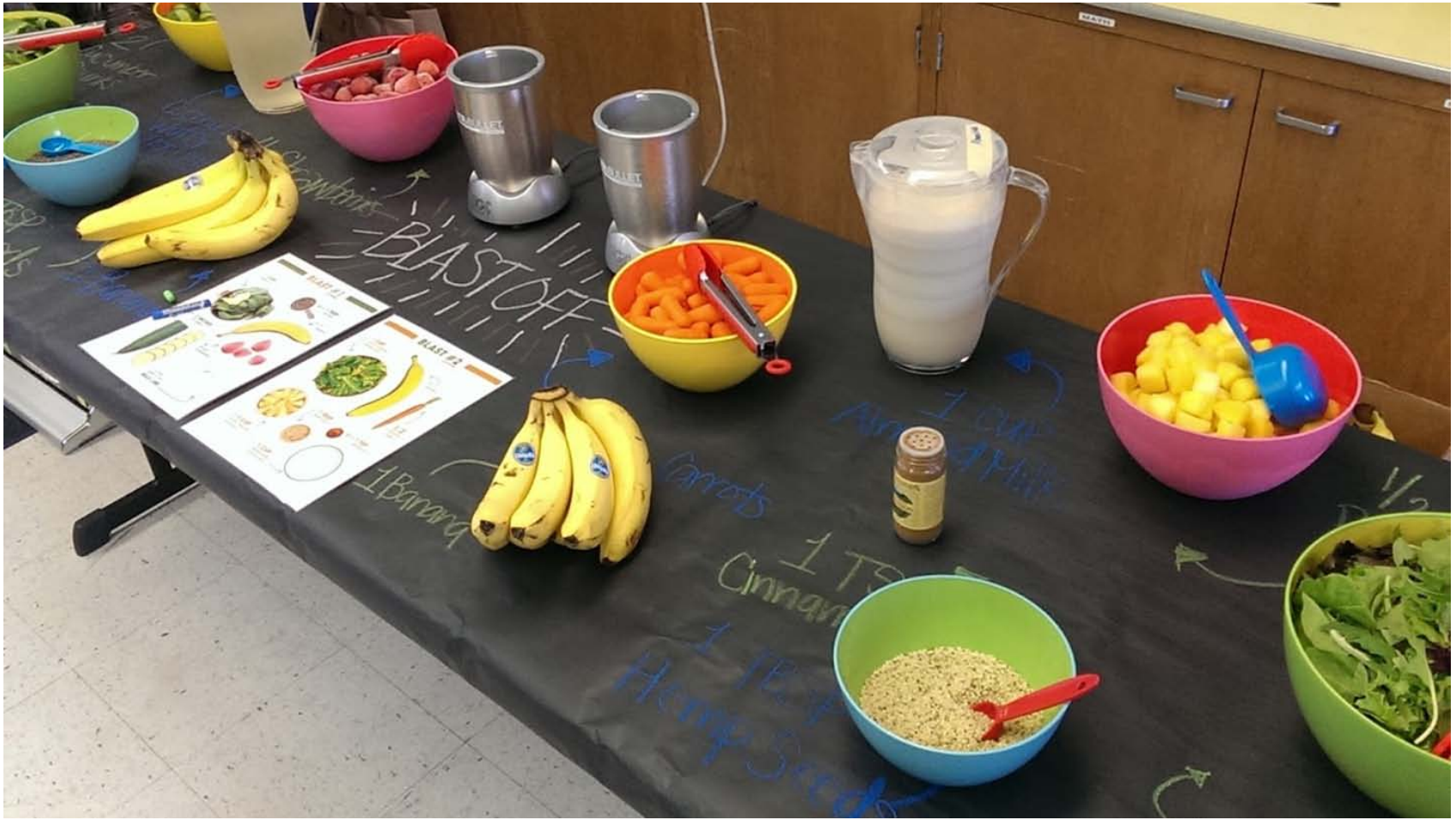


BLAST #5






Kickoff and Daily Blast Bar





Challenges with Concrete Experience

- Foods with novel tastes can be difficult to accept.
 - Adjustments and tailor based on responses.
- Avoid absolute likes or dislikes with students.
 - Negative word choices like *yuck* can shut down opportunities to create.
- Utilize Transformative Language
 - “Got to get used to it” or 



Daily and Weekly Experiences

1. Daily Smoothie Bar
 - Practice makes perfect
2. Weekly Creative Blast Time
 - Think, Experiment, Taste
3. Social Media like pictures and videos
 - Reflect, Verbalize, Repeat





Abstract Conceptualization

- Support from Blast Captains and Registered Dietitians can help work through challenges from students.
 - Discuss ingredient substitutions
 - Discuss how to add flavors to their smoothies without calories
 - Engage students to think of other combinations they would like to try
- Challenges with novel fruit.



ELT and Transforming Experiences



Reflective
Observation
(RO)



Active
Experimentation
(AE)



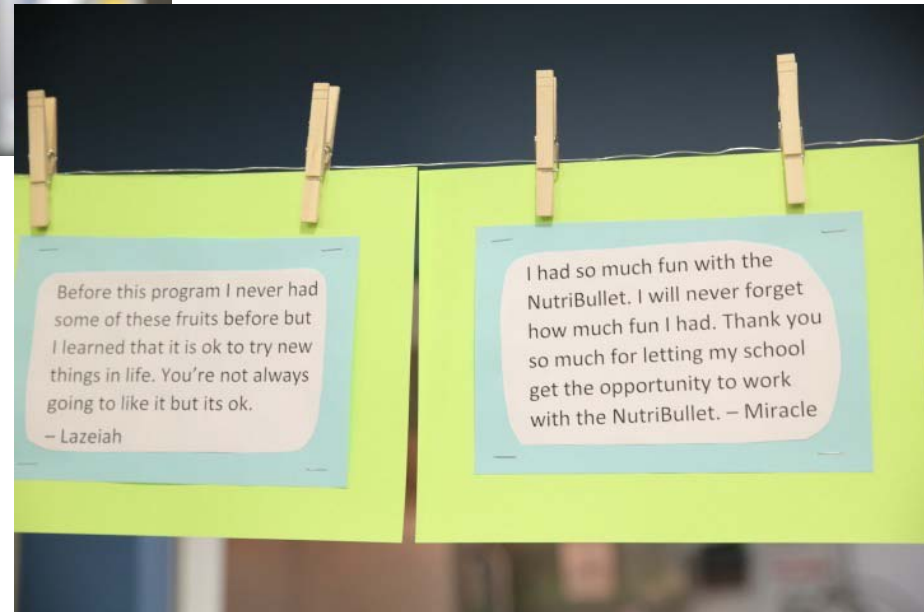
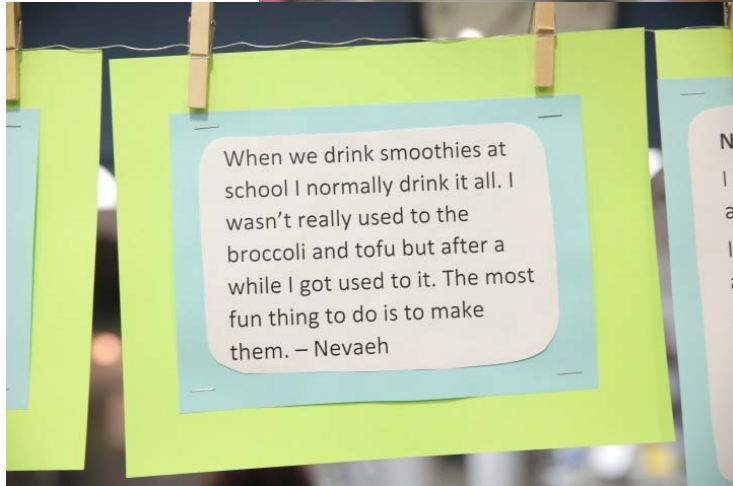
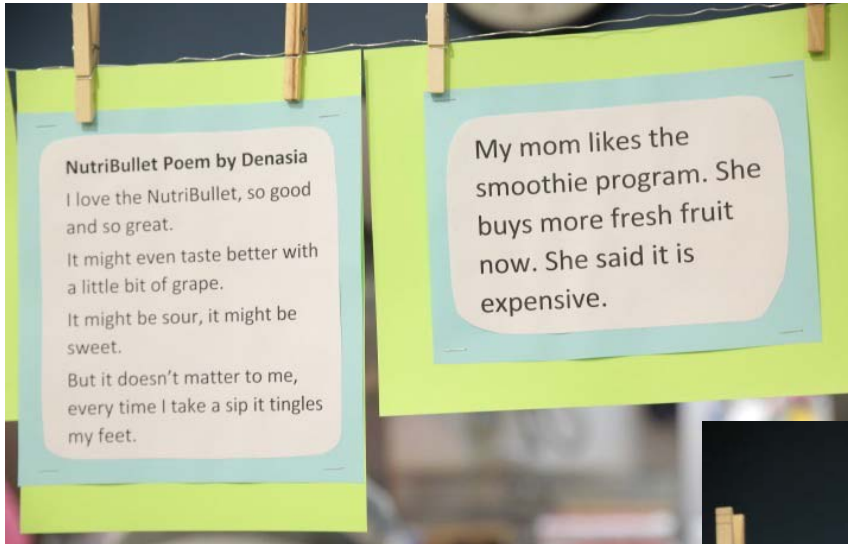


Active Experimentation





Reflective Observation





Power of Active Experimentation

WILDCAT BLAST



MUSTANG ENERGY BLAST



CHOCOLATE PINEAPPLE PARADISE





Experimenters Turn Change Agents

- Students spend the majority of the time at school.
- Parent's health culture may not be applicable to current times.
- Research from Fornari and Gadhokes found that health changes from child can bring a fresh perspective.



Active Experimentation Hitting Home





NBU At Home





ELT With Your Students



Lessons Learned

1. Provide an opportunity for students to experiment.
2. Avoid all or nothing approach.
3. Attempt positive transformational language while avoiding negative talk.
4. Provide space for students to free-write and introspectively reflect on their experience(s).
5. Include family in the discussion to continue the learning at home.



How to Bring ELT to Your Students

- Approach students with food and allow students to evaluate using positive self-talk to engage the students.
 - Taste test to teach, experiment, and to reflect
 - Play with food to teach and to reflect
 - Use props to demonstrate
 - Use the cafeteria experiences for reflection
- Reach out to health educators and registered dietitians for new perspective.



Contact

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