What’s Up? Wednesday

EFNEP and CFHL, UC Staff Check-In

December 8, 2021
Today’s Agenda

Online Education Updates:
  * Nutrition to Grow On*
  * Distance Learning Resources*
  * Zoom Updates*

Engagement During Virtual Lessons – Survey Results and Discussion
Online Education Updates
Nutrition to Grow On
Distance Learning Resources

Lessons divided into 2-3 segments – each 15-20 minutes
Each PowerPoint segment - review of previous segment and preview of next segment
Discussion questions and animation demonstrations
Garden activities – options for distance learning such as videos, photos and alternate activities
Timing info and curriculum page references in notes
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Segments</th>
<th>Garden Activity</th>
<th>Virtual Garden Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3</td>
<td>Plant mini-greenhouse tray</td>
<td>Window greenhouse video</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>Make worm bottle</td>
<td>Worm book &amp;/or worm video</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>Plant seeds</td>
<td>Planting demo - photos</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
<td>Identify and pull weeds</td>
<td>Weed identification slides</td>
</tr>
<tr>
<td>5</td>
<td>3</td>
<td>Make Bug Box</td>
<td>Garden Friend or Foe</td>
</tr>
<tr>
<td>6</td>
<td>2</td>
<td>Water and fertilize</td>
<td>Review garden checklist</td>
</tr>
<tr>
<td>7</td>
<td>2</td>
<td>Invent your own seed</td>
<td>same</td>
</tr>
<tr>
<td>8</td>
<td>2</td>
<td>Make a butterfly</td>
<td>same</td>
</tr>
<tr>
<td>9</td>
<td>2</td>
<td>Harvest the garden</td>
<td>(none)</td>
</tr>
</tbody>
</table>
Lesson 1 Part 3: Window Greenhouse Video
Lesson 3 Part 3: Planting Demo
Planting demonstration
Lesson 4
Part 1
How Much Food Do We Need?

- **Vegetables - 2 ½ cups**

  - 1 cup of raw baby spinach = ½ cup equivalent
  - 1 medium potato = 1 cup equivalent
  - 1 cup of baby carrots = 1 cup
How much do we need?

2 ½ cups

Vegetables

MyPlate.gov

1 ½ cups

Fruits

MyPlate.gov
Lesson 5 Part 3: Garden Friend or Foe? (instead of Bug Box)
Friend or Foe?

Friend!

Foe
Check our pulse

Hold fingers where your pulse is
Follow the timer for 6 seconds

How many beats did you count?
What Is My Pulse?

Multiply that number by 10
Write down your answer
This is your RESTING PULSE

NAME: ___________________  DATE: ________________

Handout 6-1
What Is My Pulse?

**PULSE:** the number of times that my heart beats in one minute

How many seconds are in one minute?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Number of Times My Heart Beats in 6 Seconds</th>
<th>Multiply by 10</th>
<th>My Pulse</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resting</td>
<td>8</td>
<td>× 10 = 80</td>
<td>80</td>
</tr>
<tr>
<td>Warm-up</td>
<td></td>
<td>× 10 =</td>
<td></td>
</tr>
<tr>
<td>Stretching</td>
<td></td>
<td>× 10 =</td>
<td></td>
</tr>
<tr>
<td>Aerobic Activity</td>
<td></td>
<td>× 10 =</td>
<td></td>
</tr>
<tr>
<td>Anaerobic Activity</td>
<td></td>
<td>× 10 =</td>
<td></td>
</tr>
<tr>
<td>Cooldown</td>
<td></td>
<td>× 10 =</td>
<td></td>
</tr>
</tbody>
</table>

Using the numbers on this chart.

Which activity is beating the slowest? Which activity is beating the fastest?
Nutrition to Grow On Work Group

Nutrition to Grow On Distance Learning Work Group
Racquel Fernandez – work group leader
Alejandrina Orozco
Cynthia Orozco
Will Easlea
Lorena Hoyos
Contributor: Adan Osoria
State Office contacts: Kelley Brian and Lyn Brock
Zoom Update – Advanced Polls and Quizzes

1. Update your Zoom account – must be version 5.8.3 or newer
2. Participants must also update Zoom (!)
3. Enable advanced polls and quizzes in Settings
4. Create your polls or quizzes

https://support.zoom.us/hc/en-us/articles/4412325214477-Advanced-polling-and-quizzing-for-meetings
Video found at https://drive.google.com/file/d/1Yyy9VsgbasCwn7nsPg1_j6Mod8iTsl2/view?usp=sharing

Please log into your UC Davis Google account to access the video

Quiz results – participant view
Zoom Reminder - Reports

Usage Reports: download participant list

Meeting Reports:
• Registration reports
• Poll reports
• Post-webinar survey reports
Video found at https://drive.google.com/file/d/12oYvXH-1B1ccanLm1rPixRQOolTajXRD/view?usp=sharing

Please log into your UC Davis Google account to access the video
Zoom Resources

Zoom Language Interpretation Demo: ANR Learning and Development
https://ucanr.edu/sites/Professional_Development/Monthly_WebANRs/Webinar_Archive/ under Distance Learning Apps.

UCCE Online Education Resources → How To Guides and Resources → Zoom How To Guides and Videos
(please log into your UC Davis Google account to access)
https://drive.google.com/drive/folders/17TV1ON74OBXPPSXifEEY475AmO5ngCEZ
Engagement During Virtual Lessons
Survey Questions

Youth and Adult classes: what (if any) challenges do you have with engaging students during virtual classes? That is, getting active participation in lesson activities, discussion, or other lesson elements.

Please share any strategies you have found effective to increase engagement during virtual classes. Please specify if you have used with youth, adults, or both.
Survey Results – Youth Classes

Most frequently reported challenges:
Youth not turning on cameras (12) – difficult to monitor engagement
Students distracted, not focused, low attention span (10)
Students reluctant to participate in discussions (6)
Students unable to unmute r/t technology problems (5)
Survey Results – Adult Classes

Most frequently reported challenges:
Ability to use technology (9) – using apps, toggling between apps
Difficulty/Limitations using Zoom mobile app (8)
Adults not turning on cameras (8)
Difficulty initiating or maintaining discussion (6)
Survey Results – Solutions!

Youth classes:
Use games, polls, ungraded quizzes
PA breaks, incorporate movement
Ed tech tools for collaboration and activities
Hands-on activities
Use non-verbal responses: Zoom responses, or hand raise, thumbs up/down
Survey Results – Solutions!

Adult classes:
Connect ahead of class
Create comfortable, positive atmosphere
Personalize the class, make it relatable
Frequent encouragement and appreciation for participating
Keep technology use simple, take time in class to review tools
Breakout rooms
Discussion: Engagement During Virtual Lessons
Breakout Discussions

1. Open Google slides – link in chat
2. Join breakout room – remember the room number
3. Group chooses one challenge to discuss – from ‘Challenges’ slide
4. Designate a notetaker and possibly someone to share screen
5. List some ideas for addressing the challenge – ‘Solutions’ slides can help you start