

What's Up? Wednesday

EFNEP and CFHL, UC Staff Check-In

May 27, 2020



Zoom Meeting Agreements

Please keep your microphone or phone muted when the host or another participant is speaking

Phones: *6 to mute and un-mute

Please use 'raise your hand' icon if you would like to speak

Please share your webcam video if you are comfortable doing so

Host may ask for 'video off' if internet connection is unstable

Co-hosts are monitoring chat

Will pause periodically for questions

Please use annotation tools only when instructed by the host

Zoom Updates

Update your Zoom Desktop Client – *May 30 forced update!*

<https://support.zoom.us/hc/en-us/articles/360043555772>

Zoom – Virtual Backgrounds

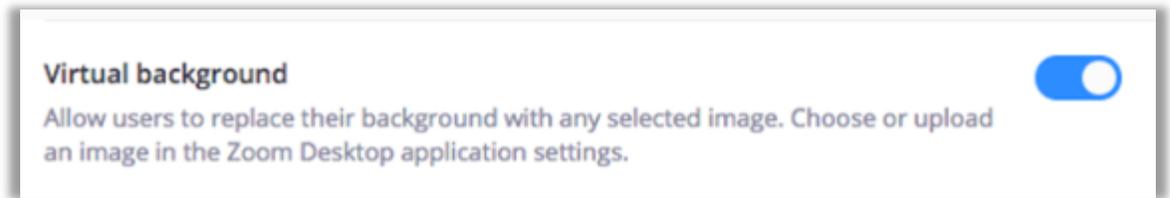
Branded Virtual Backgrounds – download from Google folder

EFNEP https://drive.google.com/drive/folders/1DPO_moKlyQyb6JyHCegvSTvXTC2a8u1t

CFHL, UC <https://drive.google.com/drive/folders/1akrFaHCIUEQWdNS9cY4MxieF2fKVGePg>

To add background(s)

1. Enable setting in Web Portal
2. Zoom Desktop Client → Settings
3. Click + sign to add branded background



<https://support.zoom.us/hc/en-us/articles/210707503-Virtual-Background>



Today's Agenda

Guidelines for Developing Online Content – *Updates!*

How to Add Closed Captioning

Lesson Activities – From the Classroom to Home

Online Content Examples: Lower-Tech / Medium-Tech / Higher-Tech

Guidelines for Online Content – *Updates!*

Approval checklists

Online Book Reading

<https://docs.google.com/spreadsheets/d/1obja7OyRQdmiWciTNRJLcRKhidB3C70SpMnQpktY6sE/edit#gid=491662354>

Curriculum Acknowledgements https://drive.google.com/file/d/1OSn-shiq9wIVc_9qsq1btGtqk7AnhSqp/view?usp=sharing

Reminder - Updated Lesson Plan Template

UCCE Online Education Resources Google folder:

https://drive.google.com/open?id=1Arnqh6FTZI-CI7rvd8l_-vtbwt24Twj9

Where can I store content in progress?

UCCE Online Lesson Development: folder for each curriculum

<https://drive.google.com/open?id=1NgaTrPaY1Y4QDJToQ7Pfk5vNU1itOI4v>

★ **Suggestion** – some groups have added sub-folders such as ‘waiting for approval’ and ‘approved’ to stay organized

UCCE Other Online Content: not related to a particular curriculum

https://drive.google.com/open?id=1IxUFgsyJaiKALCxryBp3FCLAJGF4t_Dp

Google Sheet – Curriculum Teams and State Office Contact for each curriculum:

https://docs.google.com/spreadsheets/d/1_oxOUUpK9HIBHKc3hF84d7fExj9irOITyYCBBiwoCRM/edit#gid=1189257612

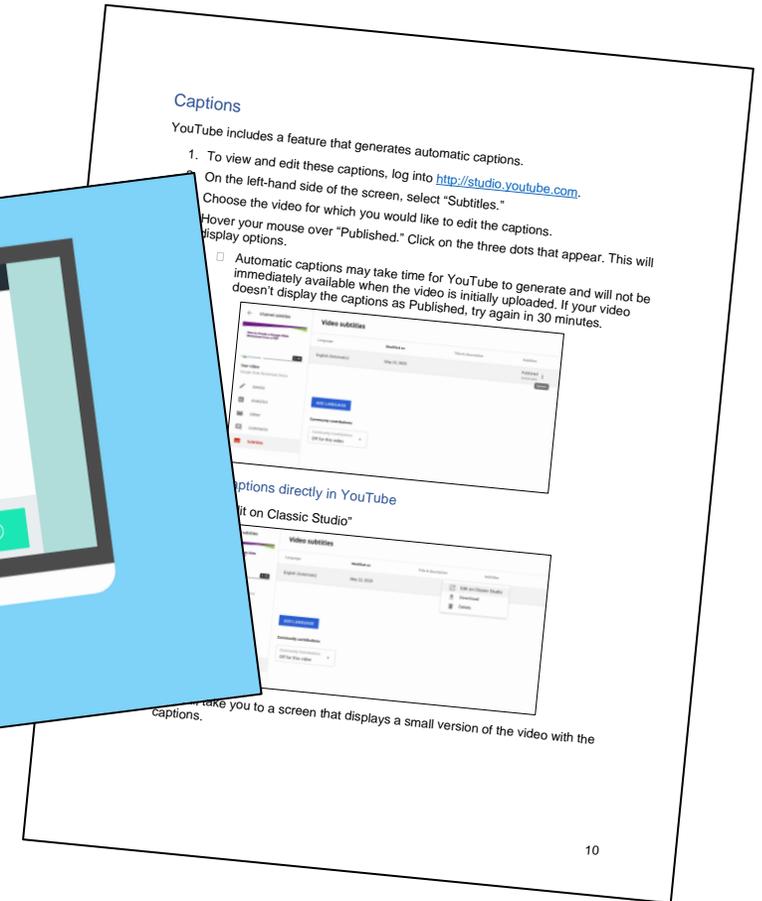
YouTube Studio Automatic Captions

Option 1:
Edit Captions in
YouTube Studio

Option 2:
Download and Edit
Captions, Reupload
to YouTube

Poll: What is your preferred tutorial format?

- Video tutorial
- Text with screen shots
- Either is fine



Closed Captioning

Zoom Recordings – add audio transcript to recording – edit and use for closed captioning

Live Zoom Meetings – captioning not required at this time

Lesson Activities – From the Classroom to Home

- **Our goal:** To adapt learner-centered, inquiry style lessons that rely on group work and material engagement to an online format
- **Our team:** Fresno/Madera staff & The Center for Nutrition in Schools
- **Our curriculum:** *Discovering Healthy Choices*

Lesson Activities – From the Classroom to Home

- When considering how to adapt lessons, we examined the following:
 - Which part of the lesson was essential to achieving the learning objective?
 - Is this online education-friendly? Why or why not?
 - If this activity was replicated as is for the online classroom, what challenges would be experience?
 - Team decided early on that grouping students, as is traditionally required for DHC, was not feasible over Zoom because there was not enough staff to provide lesson support in each breakout room
 - This changed the way the lesson concepts were discovered because concepts had to be introduced as a group, and all the students reflected and discussed as one, large classroom
 - How can we maintain the experiential nature of the lessons?
 - Activities sheets were modified with new directions, instructing students to explore their home environments and use what they had on hand

Lesson Activities – From the Classroom to Home

Traditional

- Taste a vegetable from each MyPlate vegetable subgroup and record your observations

Online

- Students brought whatever they found in their pantry, kitchen, or garden to share! Most subgroups were covered through sharing. Those that remained were introduced with pictures on slides!

After lesson

- Students used a handout listing vegetables from each subgroup and the observation sheet to record vegetables they tasted during their meals or snacks at home over the next week.

Key Takeaways

- 1. Be mindful of the burden* – refrain from asking students to do an activity they likely will not have supplies for
- 2. Be inspired* – How else can you achieve the learning objective? In this case, tasting the subgroups was a fun bonus but was not the main point of the lesson, so we expanded the in-class enhancement to a week-long opportunity for observation and exploration
- 3. Be flexible* – Many students reported not having enough time to complete extra work from a nutrition class. Build time in at the beginning of the lesson to share as a group, so those students who cannot participate outside the virtual classroom can still benefit from the experiences of other classmates.

Online Content Examples

Jenn Ferreira – Alameda
Cinnamon Apple recipe

<https://www.youtube.com/watch?v=HfSLDDBQIWQ>

Video recording



Taylor approved! She asked for Cinnamon Apples!

Online Content Examples

Molica Sim – Alameda

It's My Choice Lesson 3
Grains

<https://www.youtube.com/watch?v=eLw1-edelmg>

Zoom recording

Lesson 3

It's My Choice... Whole Grains Every Day!

Whole Grains

Benefits of Whole Grains

BRAN

Provides *fiber* and lots of *vitamins* and *minerals*.

ENDOSPERM

Provides lots of *carbohydrates* and some *vitamins* and *minerals*.

GERM

Provides other important *vitamins* and *minerals*.

WHOLE GRAIN

REFINED GRAIN

GERM

ENDOSPERM

BRAN

MAKE HALF YOUR GRAINS WHOLE GRAINS!

5:50 / 10:24

CalFresh HEALTHY LIVING

UNIVERSITY OF CALIFORNIA

EFNEP Expanded Food and Nutrition Education Program

UNIVERSITY OF CALIFORNIA Agriculture and Natural Resources

Online Content Examples

Go, Glow, Grow Curriculum Work Group

Jackie Barahona

Claudia Carlos

Annabelle Factura

Haley Kerr

Paul Tabarez



PowerPoint presentations with Teacher Guide



UC
CE

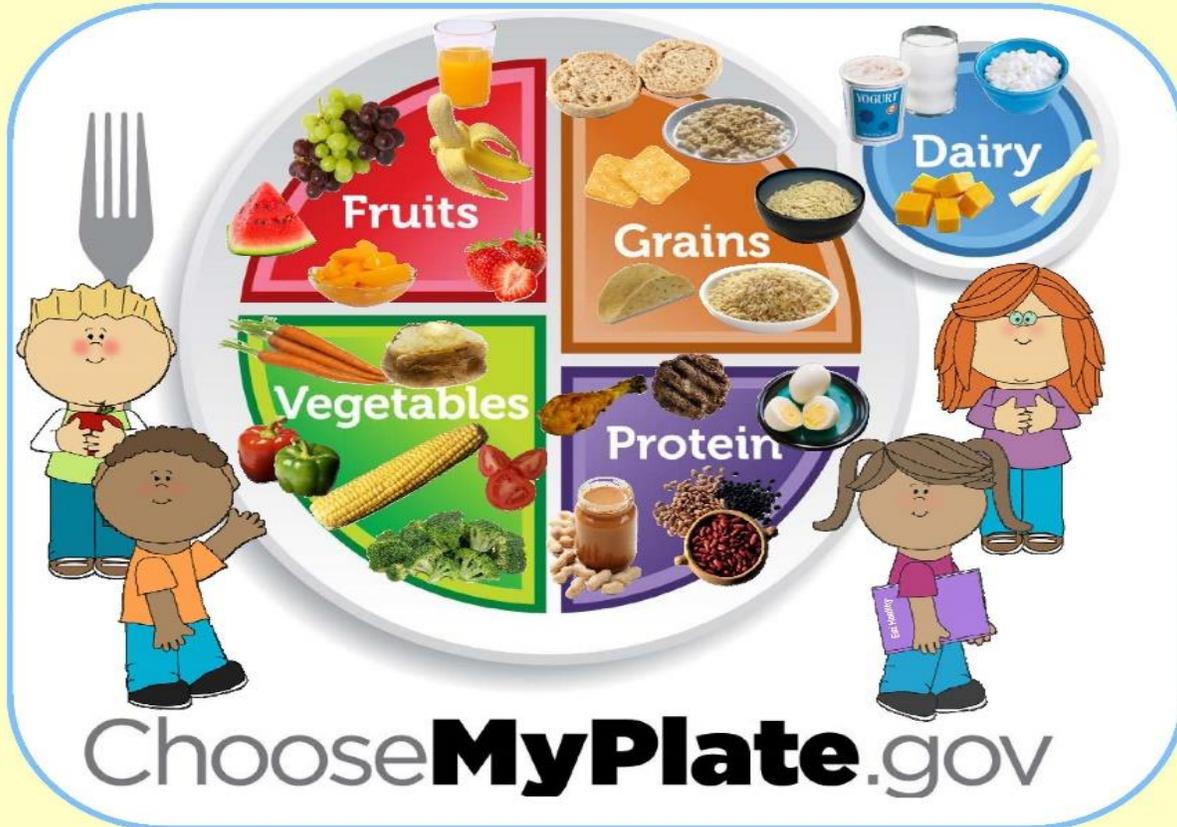
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Agriculture and Natural Resources

GO GLOW GROW

Lesson 1: Overview

GO GLOW GROW

Foods for You



University of California **UC**
Agriculture and Natural Resources **CE**

 The United States Department of Agriculture's (USDA) Team Nutrition is a national nutrition education program whose mission is to improve the health and education of children by creating innovative public and private partnerships that promote food choices for a healthy diet through the media, schools, families, and the community. As community leaders of Team Nutrition, parents, teachers, and caregivers play an important role in promoting healthful diets for children where they live, learn, and play.

Permission was granted from Team Nutrition to modify the text and graphics of Go Glow Grow Foods for You, U.S.D.A. Food and Customer Service, Program Aid. 1554, April 1996.

Adapted and developed by Sharon K. Junge, UCCE Emeritus and Rosemary Carter, UC CalFresh Program Manger. Layout by Annette Cosgrove. University of California Cooperative Extension, Placer and Nevada Counties. Graphics of the children are from Laura Strickland at www.mycutegraphics.com. Revised 2008, 2014.

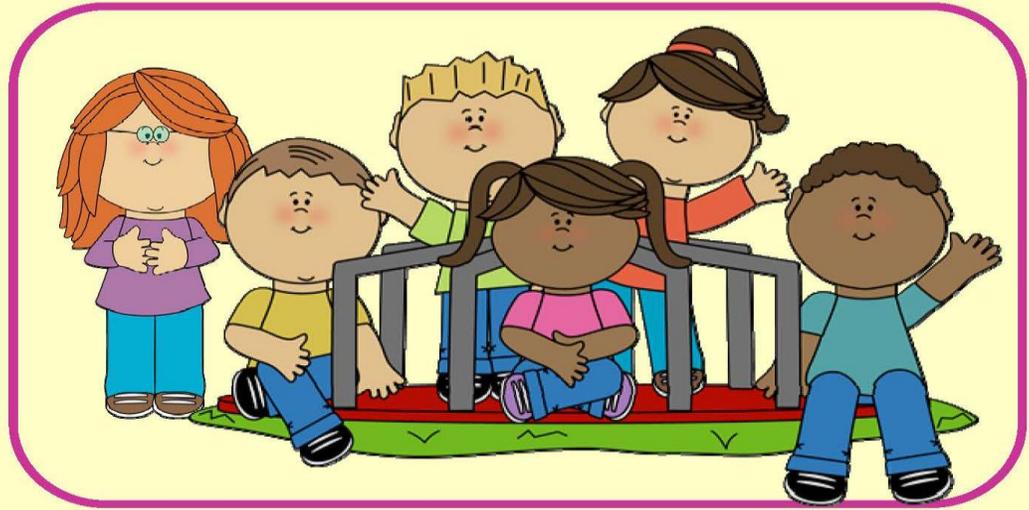
It is the policy of the University of California (UC) and the UC Division of Agriculture & Natural Resources not to engage in discrimination against or harassment of any person in any of its programs or activities on the basis of race, color, national origin, religion, sex, gender, gender expression, gender identity, pregnancy (which includes pregnancy, childbirth, and medical conditions related to pregnancy or childbirth), physical or mental disability, medical condition (cancer-related or genetic characteristics), genetic information (including family medical history), ancestry, marital status, age, sexual orientation, citizenship, or service in the uniformed services (as defined by the Uniformed Services Employment and Reemployment Rights Act of 1994 (USERRA), as well as state, military and naval service. This policy is intended to be consistent with the provisions of applicable state and federal laws and University policies.

University policy also prohibits retaliation against any employee or person in any of its programs or activities for bringing a complaint of discrimination or harassment pursuant to this policy. This policy also prohibits retaliation against a person who assists someone with a complaint of discrimination or harassment, or participates in any manner in an investigation or resolution of a complaint of discrimination or harassment. Retaliation includes threats, intimidation, reprisals, and/or adverse actions related to employment or to any of its programs or activities.

In addition, it is the policy of the University and ANR to undertake affirmative action, consistent with its obligations as a Federal contractor, for minorities and women, for persons with disabilities, and for covered veterans. The University commits itself to apply every good faith effort to achieve prompt and full utilization of minorities and women in all segments of its workforce where deficiencies exist. These efforts conform to all current legal and regulatory requirements, and are consistent with University standards of quality and excellence.

In conformance with Federal regulations, written affirmative action plans shall be prepared and maintained by each campus of the University, including the Division of Agriculture and Natural Resources. Such plans shall be reviewed and approved by the Office of the President and the Office of the General Counsel before they are officially promulgated.

Inquiries regarding the University's equal employment opportunity policies may be directed to Linda Marie Manton, Affirmative Action Contact, University of California, Davis, Agriculture and Natural Resources, One Shields Avenue, Davis, CA 95616, (530) 752-0495.



The graphic features a purple background with several overlapping shapes: a large green oval at the top left, a large red circle at the top right, a large blue circle at the bottom left, and a large yellow oval at the bottom right. There are also several smaller circles in various colors (pink, yellow, dark blue, green, red) scattered around the larger shapes. The text "Activity 1 - Food Cube" is centered in white.

Activity 1 – Food Cube



[Click for next roll](#)



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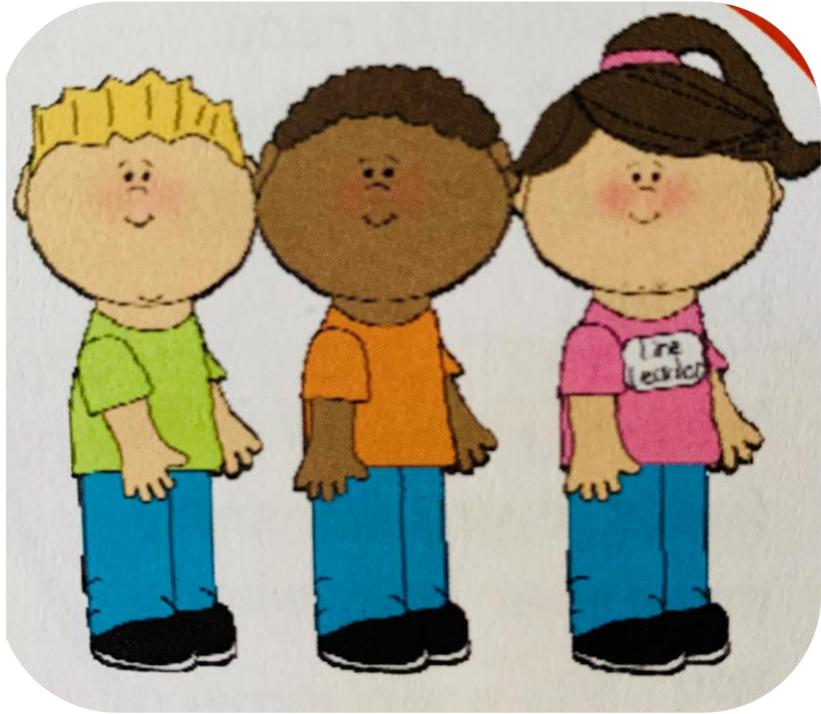
UNIVERSITY OF CALIFORNIA
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GO GLOW GROW

Lesson 5: On the Move

The graphic features a purple background with several overlapping shapes: a large green oval at the top left, a large red circle at the top right, a large blue circle at the bottom left, and a large yellow oval at the bottom right. There are also several smaller circles in various colors (pink, yellow, dark blue, green, red) scattered around the larger shapes. The text "Activity 1 - MyPlate Maze" is written in white, bold, sans-serif font across the center of the graphic.

Activity 1 - MyPlate Maze



AROUND GLOW

IN BEHIND OVER

GO GROW

OUT UNDER

made with
Biteable.com



FOR MYPLETE MAZE, SET UP A
MAZE OR OBSTACLE COURSE
INSIDE THE MAZE OR BITEABLE!

made with
Biteable.com

Online Content Examples

Central Sierra

Strawberry Smoothie demo

Combines recorded
PowerPoint with live video



Online Content Examples

San Luis Obispo/Santa Barbara Counties

Food Assistance In San Luis Obispo County

<https://youtu.be/AdJdfWhrPR8>

Combines animation and live video



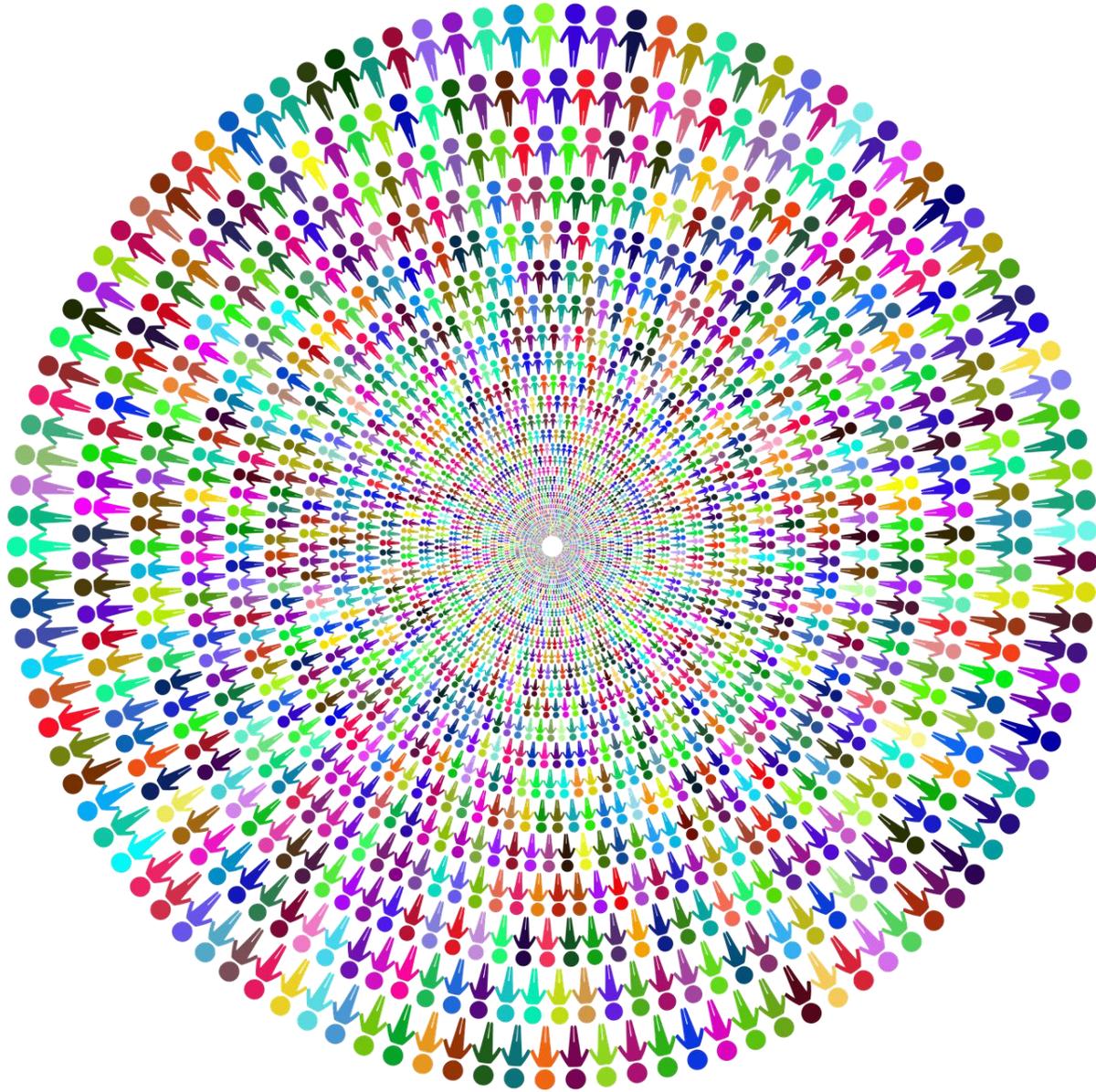
Online Content Examples

Monica Drazba - Yolo

It's My Choice – Choosing Healthy Beverages (Part 2)

Combines animation, PowerPoint, and live video





*We're in
this
together!*