Middle School and High School Nutrition and Physical Activity Education

EFNEP and CFHL, UC

Part 4

July 29, 2020
Webinar Part 4: Overview

Brief review of Part 3
Demonstrations of enhanced/adapted lesson activities
Distance Learning – considerations for older youth
Outreach to school administration and volunteer teachers

What’s next?
Part 3: What did we discuss?

Breakout groups brainstormed ideas for *Hunger Attack* Activities:
Parts of activity that could be made more learner-centered
Adapting activity to be more engaging for older youth
Adapting the activity for distance learning
Distance Learning
Considerations for Older Youth
Distance Learning – Overview

Communicate with school and volunteer teacher/extender
‘What’ and ‘How’ for distance learning
Additional considerations: Live lessons
Additional considerations: Recorded lessons
Communicate with school and volunteer teacher/extender

Try to use LMS platform school uses
  Google Classroom, Schoology, Canvas, etc.
Linked-In trainings offered on different LMS platforms

Class schedule – when are live sessions, how long are they?
Older youth – 4 hours per day; not all has to be ‘live’
  Offer to help fill the time…
Communicate with school and teacher

How does teacher communicate directly with students?
   Ex: Remind, Class Dojo

Would school allow teacher to add you as a user or co-teacher?

Coordinate with your Supervisor and team about outreach, planning, and scheduling

Teacher Survey - Online Education Delivery (example)
   • What LMS platform does your school currently use?
   • How many students do you anticipate will have access to online classes (reliable internet, device access, etc.)
   • What is your preferred method for nutrition education activity delivery? Live, asynchronous, combination
‘What’ and ‘How’ for distance learning

**What**

Lesson plan
- Learning objective(s)
- Learner centered
- Engaging for older youth

**How**

Adapt for Distance Learning
- How to carry out activity?
- How you know the objective was met?
‘What’ for distance learning

Reminders about lesson plans:
Learning objective(s) – what does the learner take away?
  Skills, Knowledge, Behavior Change

Ensure that any modifications made still achieve learning objectives – check with your supervisor, practice with colleagues

Adapt activity if needed – mindful of learning objective(s)
  Educator centered → learner centered
  Engaging for older youth
‘How’ for distance learning

How can your activity can be carried out virtually?
Consider older youth characteristics, such as
   Like interaction and working with peers
   Want to be treated more like adults

How will you know the learning objective was met?
Proof of learning – quiz, demonstration, verbalizing
   Does it lend itself to a particular app?
‘How’ for distance learning

Key points from 4/24 webinar: Debbie Fetter and Carmela Padilla

Break up activities into small chunks to improve engagement
  Ex: Embed activity or questions in videos every 4-7 minutes

Social media links for the class

Add visual appeal: images, videos, screen recordings, gifs

Giphy
Find or create gifs
https://giphy.com/

Screencastify
Google Chrome extension for screen recording
https://www.screencastify.com/
Activity Demonstration
Demonstration: *Kahoot!* activity

**Hunger Attack Activity 2 - Label Lingo**

Kay Oghoghorie – UCCE Santa Clara
Additional considerations: Live online lessons

Platform for live lessons: tools available
Teacher expectations for live class: Cameras? Mute?
Relationship building and safety
  Reminder – try not to say ‘kids’
  Check-ins
    If it’s your meeting (an OK with teacher) – open meeting early for ‘open chat’
  Group agreements: include virtual safety – rename
Create a short ‘biography’ about yourself to share ahead of time
Additional considerations: Live online lessons

‘High-value’ time – goal for students to want to show up
Interaction – discussion, breakouts, whiteboard, annotation, polling, response icons
Collaboration – cloud documents, Google docs/slides
Switch up format frequently – just like in-person class
Hands-on activity, movement in activities, and PA break
Independent or group work
  Example - Learn one thing from the internet about…
Additional considerations: Recorded lessons

Will the teacher guide students through the lesson? Are learners on their own?

Still think about safety and relationship building
  - Post a video to introduce yourself (the educator)
  - Ask the teacher about ways for students to chat or respond to each other in forums

Encourage students to do something in their home space during and following the lesson

Recorded lessons must be reviewed and approved by your Supervisor and then by the State Office.
Stand Up and Stretch!
... or jump – *whatever works!* 2 minutes
Activity Demonstration
Demonstration:
*Hunger Attack Activity 4 Ext. – Energy Drinks*

Amanda Colegrove – UCCE Shasta/Trinity
Hannah Lee – UCCE Fresno/Madera
Elizabeth Miranda – UCCE Stanislaus/Merced
Paul Tabarez – UCCE Imperial
Chris Wong – UCCE Imperial
Melanie Gerdes – UCD Center for Nutrition in Schools
Energy Drink Debate

Breakout groups – 10 minutes
Develop evidence and arguments – narrow down to 3 sentences
Choose one strong statement for a ‘closing argument’

Google slides with question and space to record responses
Agree on a spokesperson for your group
Facilitators will ‘pop-in’

Groups 1-6 ‘For’ and Groups 7-12 ‘Against’
Your school district is reviewing evidence about the health effects of energy drinks for teens to determine whether energy drinks can be sold on campus.

What evidence would your group present to school administration to convince them that – based on health effects – energy drinks **should** or **should not** be sold on campus?
Breakout Rooms

Open Google Doc – link in chat

Breakout Rooms
Pop-up – invitation to join
Please note the number of your room

In Breakout room:
Each room has meeting controls
Ask for help (from host)
Energy Drink Debate

1. ‘For Energy Drinks’ – one volunteer – 2 minutes
2. ‘Against Energy Drinks’ one volunteer – 2 minutes
3. New volunteer ‘For’ – 1-minute rebuttal
4. New volunteer ‘Against’ – 1-minute rebuttal
5. New volunteer - Closing statement ‘For’ – 30 seconds
6. New volunteer - Closing statement ‘Against’ – 30 seconds

Poll question: Did your opinion about energy drinks change after the debate?
Outreach to New Schools and Teachers
Marketing Older Youth Classes

Marketing in different ways depending on site
Evidence-based curriculum, supports education standards, reinforces core concepts
Show how you’re filling a gap:
  - Relate to Governor’s budget guidance about distance learning
  - Teacher may need help with content for the time that is not ‘live’
  - PE teachers may be looking for ways to offer distance learning
  - Teacher may lack curriculum to meet a particular standard
Blended approach – educator delivers some lessons, teacher delivers some
Marketing Older Youth Classes

How our lessons are relevant in current situation
  • Students are at home, preparing food, making food decisions
  • Cost of food, eating out
  • Keeping ourselves healthy overall
  • Hand washing and food safety
  • Food access (*Hunger Attack Activity 1*)
Who would be good to reach out to?

Health classes, PE classes – connect to health education standards
Life skills classes
Some high schools have ‘health care academies’ or ‘culinary academies’
After-school programs
Alternative high schools – emphasize life skills
High school special education classes
Sports teams (off-season)
Poll: Will you reach out to new partners for older youth classes in this school year?

Yes, definitely
Probably
Not sure
Probably not
No plans to reach out this year
Older Youth ‘promotion’ – flyer or video

- Live lessons on your LMS or on Zoom
- Recorded lessons available
- Supports education standards
- Handwashing and food safety
- Skills for choosing foods wisely
What’s Next?
Resources for Older Youth Lessons

Hunger Attack
https://drive.google.com/drive/folders/12WZqi8U8ukvZBRtlCFCtGajHBWBMlgma?usp=sharing

Lesson Enhancement Spreadsheet

Hunger Attack 6-lesson at-a-glance guide

PowerPoint slides
  Hunger Attack 6 lessons
  Hunger Attack Jeopardy game slides

Eatfit – digital student workbook
Resources for More Training

Recorded webinars

Creating Online Education Content: Lessons Learned and Best Practices
Nutrition and Physical Activity Education with Middle-School and High School Students (3/12/20)
Eat Fit 5th Edition Training Webinar

Linked In Learning modules:
Teacher Tips (Aaron Quigley)
Teaching Techniques: Classroom Management

edWeb.net https://home.edweb.net/webinars/
Chat: Are you interested in joining a workgroup to develop online lessons for *Hunger Attack*?

Please complete the evaluation survey –
https://ucanr.co1.qualtrics.com/jfe/form/SV_db65Oc4Lud6dl9r
Thank You!