

# Middle School and High School Nutrition and Physical Activity Education

EFNEP and CFHL, UC

Part 4

July 29, 2020



UNIVERSITY OF CALIFORNIA  
Agriculture and Natural Resources



# 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?*

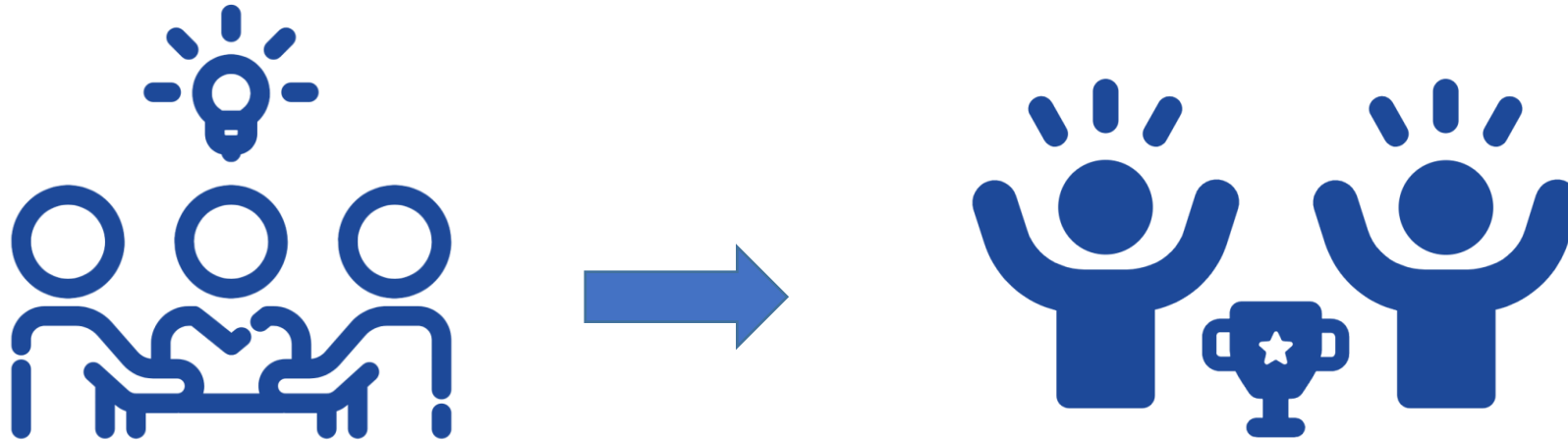
## Part 3: *What did we discuss?*

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/>

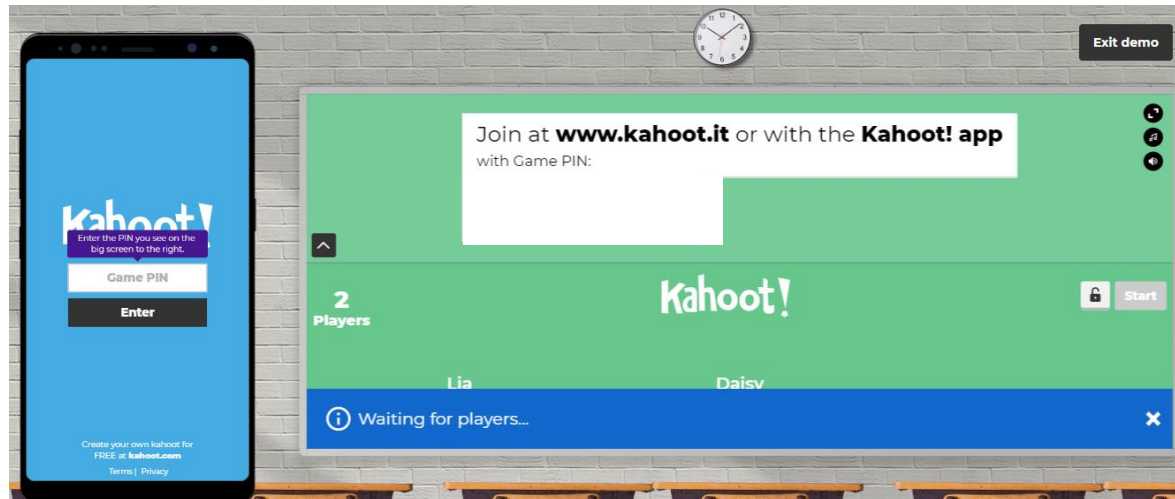
# Activity Demonstration



# 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

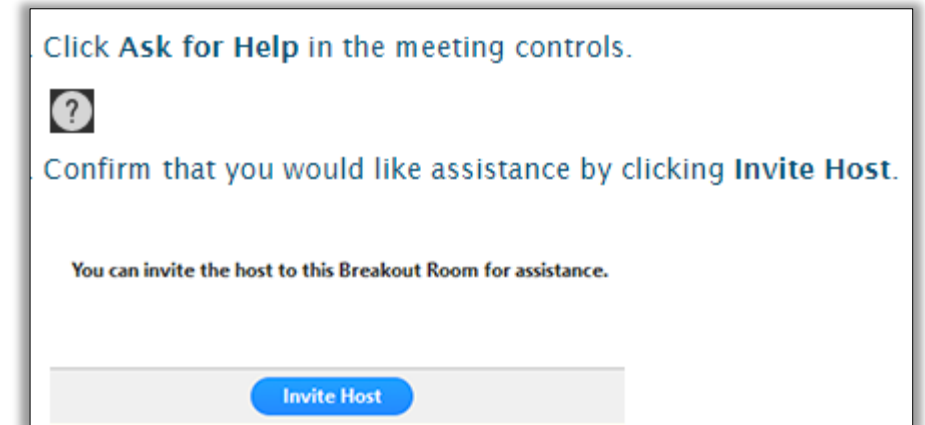
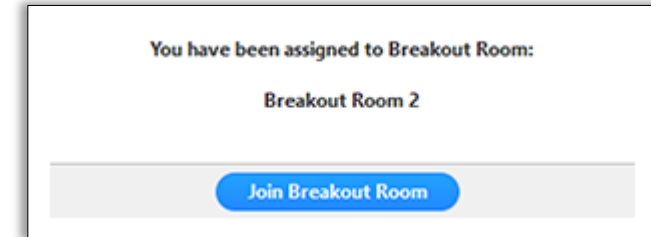
Pop-up – invitation to join

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

Supports  
education  
standards

Skills for  
choosing  
foods wisely

Recorded  
lessons  
available

Handwashing  
and food  
safety

**eatfit**

**Money  
TALKS**

**Hunger Attack!**  
Feed Your Appetite—Protect Your Wallet

# *What's Next?*



# Resources for Older Youth Lessons

## *Hunger Attack*

<https://drive.google.com/drive/folders/12WZqi8U8ukvZBRtICFCtGajHBWBMIgma?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)

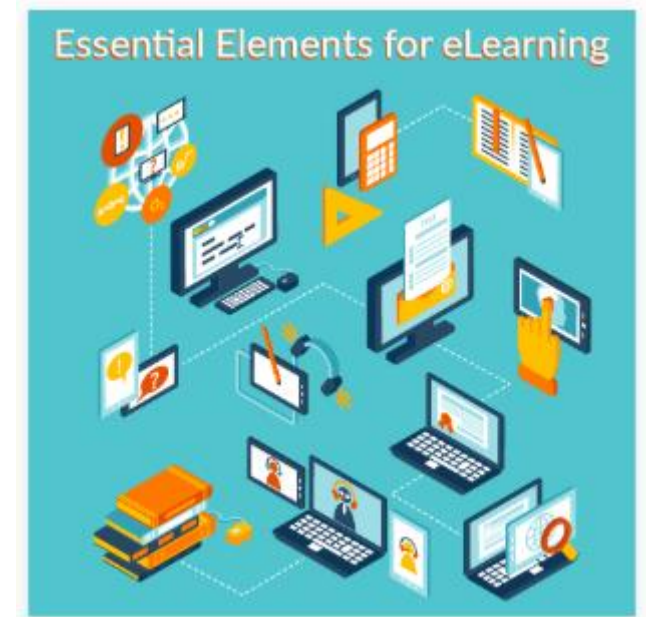
Eat Fit 5th Edition Training Webinar

## Linked In Learning modules:

Teacher Tips (Aaron Quigley)

Teaching Techniques: Classroom Management

edWeb.net <https://home.edweb.net/webinars/>

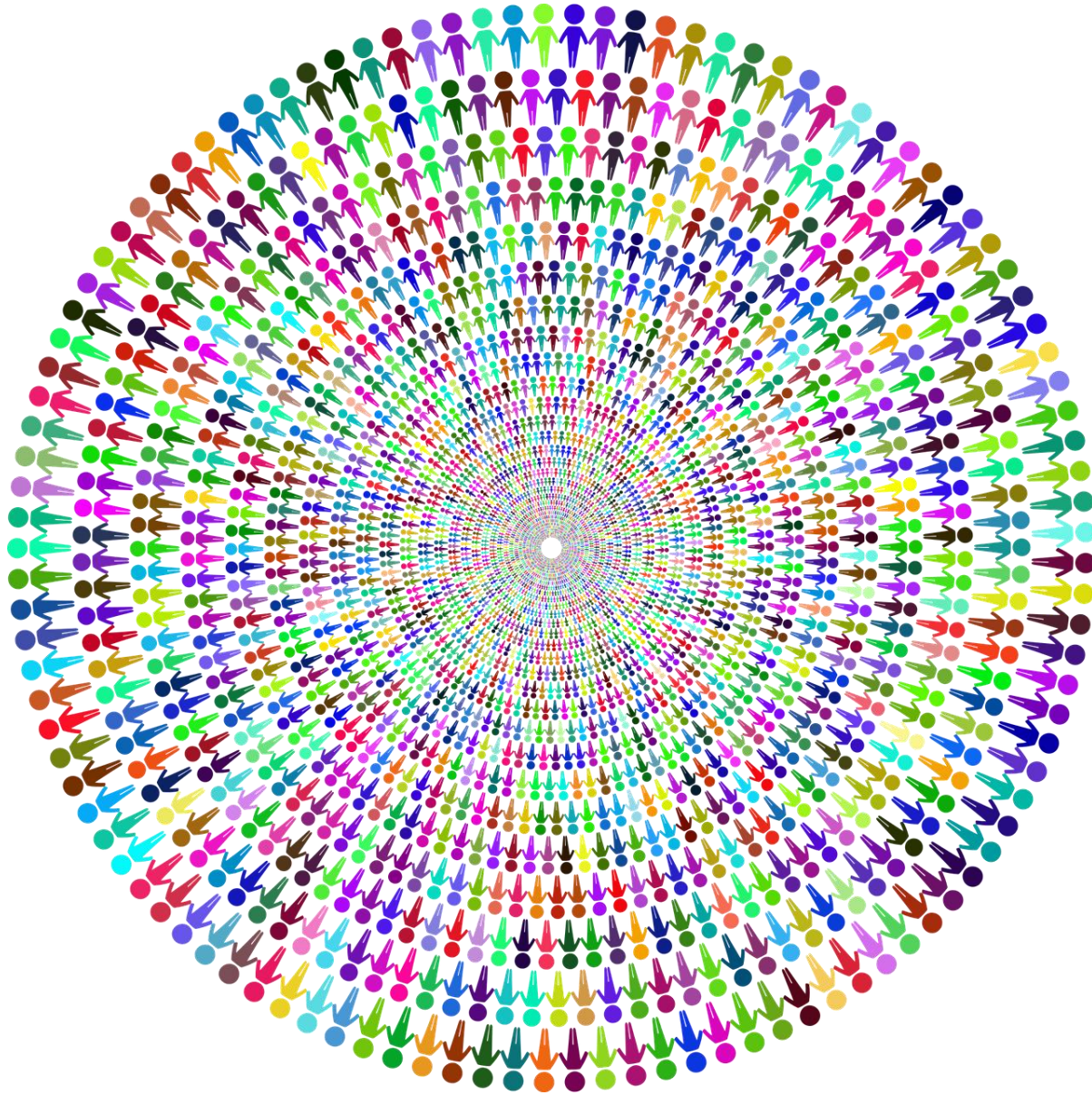


Professional Learning Communities

**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](https://ucanr.co1.qualtrics.com/jfe/form/SV_db65Oc4Lud6dl9r)**



Thank  
You!