

## **NEAFCS 2020 Communication Award – Television/Video – Team**

**Submitted by Joanne Lyford, NEAFCS Member. Other team members: Shara Anslow, Rachel Dillard, Rebecca Marson, Jennifer Morris, Stephanie Russell, Lauren Tobey**

**100% of this application prepared collaboratively by the team**

**Subject/Issue: Asynchronous (Recorded Video) Lesson Series for school aged youth during the COVID 19 pandemic**

### **Introduction**

A SNAP-Ed unit that partners with public schools to provide nutrition education faced unprecedented challenges during the COVID-19 shift from in-person programming to comprehensive distance learning. In response to this challenge, the Super Star School Supporters (SSSS) workgroup was born. Beginning with weekly Zoom meetings, the team shared and discussed what each had learned from their respective program partners, exploring potential new programming. By the end of summer, the SSSS team recruited a panel of teachers and administrators to share their end-of-school-year remote teaching experiences. Using these insights, the team re-grouped to analyze its current resources. By strategically leveraging its tools and skills, the group designed asynchronous (recorded video) lessons to best support the nutrition education needs and goals of its SNAP-Ed youth and family clients.

SSSS team members began attending technical trainings, sought out tutorials and requested additional resources from the University. One training request, for the skills to make PowerPoint videos, led the team's Extension technical training coordinator to say, "Maybe that is a webinar you will provide to your colleagues across the state." Through many self-taught hours, the team conquered the skills needed to produce PowerPoint videos.

### **Designing the MyPlate Series**

To meet the diverse learning needs of the population, it was essential to create learner-friendly media. This was achieved by developing an outline for each of the food group lessons, incorporating an inclusive and positive tone throughout. Having the information presented in a predictable order increases familiarity, reducing students' cognitive load.

Hours of hands-on classroom experience proved to be an asset for the team. Leveraging this experience, the team designed each lesson to incorporate answers to students' commonly asked questions about food and nutrition, while meeting the goal of producing digital lessons that welcome curiosity and foster happy learning. To personalize the videos further, voice-over narration, personal Bitmoji avatars and sidekick characters are employed to help tell the story,

while upbeat background music and engaging animation bring the presentations to life. For fun and humor, a joke is often added at the end of the video before students earn a virtual stamp for completing the lesson. Each video meets the graphic standards for Oregon State University Extension branding with a credit slide at the end.

A Kitchen Safety lesson kicked off the series, providing students a foundation for the importance of hand washing and food safety. Each of the subsequent MyPlate lessons includes kitchen and food safety by reminding students to always ask an adult for help and to wash their hands before they begin. Each MyPlate food group video follows the same format: 1) Identifying common foods in the food group; 2) unique nutrients and health benefits from eating foods from the group; 3) Information about where food grows; 4) a fun fact; and 5) a recipe for students to try at home.

Recipes were chosen with intention, based on the SSSS team's experience of knowing what students like, level of difficulty, and cultural diversity. Choices were also shaped by research about affordability and which ingredients are commonly available in the home or food pantry. Recipes are frequently a favorite part of nutrition education, encouraging family participation while reinforcing messages for healthy eating.

### **Using Choice Board, Digital Media, and Connecting to Students through Videos**

Video lessons are delivered to students via a Google Slide Choice Board, inserting links students can easily access in one place. Each Choice Board includes the MyPlate video lesson, a recipe, a coloring sheet and other materials related to the highlighted food group. Providing a pre-recorded in-person video serves as a reminder of the nutrition education students received in the classroom, and strengthens that connection. In the pre-recorded videos, team members say hello, share what they've been cooking at home and provide a fun, physical activity game students can play with family members at home.

### **Highlights from Selected Lessons**

The MyPlate lesson – using information from the USDA MyPlate website – gives students a foundation for the importance of sorting foods into groups, learning what a balanced meal looks like, and connecting nutrients to foods they eat. Students learn that their bodies need these nutrients to grow, play, learn and stay healthy. One 3rd grader commented, "It shows what foods are good for you. Also, how much grains, veggies, protein, and fruits we need. All of these are good for your body."

Teaching students the importance of eating whole grain foods includes showing them that grains have three parts, explaining how each of those parts contribute to health. Using a whole grain image from Food Hero and the magic of PowerPoint, the parts of a grain were separated and talked about individually. Though time consuming, this detail illustrates the concept clearly to learners.

The Vegetable Lesson is all about the importance of “varying your veggies”. This is because vegetables are sorted into 5 vegetable sub-groups based on the nutrients they contain. Students also learn about the 6 plant parts we eat – roots, stems, leaves, flowers, fruits, and seeds – identifying which vegetables we eat as these plant parts.

Vitamin C is the nutrient highlighted in the Fruit Lesson. From previous experience with this lesson, many students are familiar with the term scurvy, but don’t quite understand its connection to vitamin C. Telling the scurvy story was a fun and interesting way to engage student learning.

The goal of the protein lesson was to highlight the key messages: eat a variety of protein foods and go lean with protein. When talking about protein foods, the students always get excited about bacon, because, as they say, “who doesn’t love bacon?!” Happily, there is a bacon Bitmoji avatar that was used to tell the story of “going lean with protein” (USDA MyPlate). This humorous approach, leveraging students’ curiosity, is one example of how the virtual lessons meet the interest of the audience.

In the development of the dairy group lesson, the Oregon Dairy and Nutrition Council (ODNC) reached out, requesting the video be released for National Milk Day. The team made specific edits reflecting recent changes in the dairy group, resulting in an engaging lesson which covers the importance of calcium for bone health, and introduces a fun recipe using dairy ingredients.

### **Evidence of Impact**

After creating each lesson, the videos were reviewed by the State SNAP-Ed Team, for alignment with the Dietary Guidelines for Americans.

These lessons were delivered to over 4,600 students in 11 Portland Public Schools during the first months of remote school, from October to December 2020. Student engagement was measured for the MyPlate series by tallying student comments and answers to a very brief questionnaire using a Google Form. The lessons were well-received and students reported learning many of the key points covered in the lessons. A sampling is provided in Table 1.

**Table 1. A Sampling of Student Comments Following the Lessons**

Lesson	Grade	Comment
MyPlate	3	"It shows what foods are good for you. Also, how much grains, veggies, protein, and fruits we need. All of these are good for your body."
Grains	4	" I like eating grains, like corn and rice"
Vegetables	4	" I like the video. I want to try Potato Nachos."
	5	"I like eating vegetables like salad and carrots and cucumbers."
	2	"Thank you for the cool recipes! My favorite part was when we learned about vegetables in the video."
	1	"I would choose carrots because they help me get better eyesight and that's the most important thing about myself and the most favorite."
Fruit	3	"Not to be mean or anything, but I like fruits a little more than veggies. But veggies are good too!"
	2	"What I learned is if its ripe check the neck. And if you don't eat enough fruits you will get a disease. I learned a lot."
Protein	3	"My favorite thing to eat that has protein is chicken. I don't like eggs very much."
	2	"What I learned is that my heart is a muscle. I learned a lot"
Dairy	3	" We are going to try this recipe today, thank you"
	2	"I learned a lot today. I learned how many bones we have in our bodies and I learned a lot"

One school invited the SNAP-Ed educator to be a co-teacher inside the school’s virtual classroom. Students who chose to participate commented directly to the educator. Depending on the lesson, between 51% - 56% of students commented, as shown in Table 2.

**Table 2. Number of Student Participants Commenting to SNAP-Ed Educator Following the Lessons**

Lesson	No of Student Comments	% of students participating in lessons who commented
MyPlate	141	56%
Grains	138	55%
Vegetables	134	54%
Fruit	131	52%
Protein	127	51%
Dairy	129	52%

Teacher comments have been favorable and they are especially appreciative, proving the collaborative efforts of the SSSS workgroup have met the needs of partners. A 5<sup>th</sup> grade teacher at Dr. Martin Luther King Jr. School said, "This is great! This lesson is very well done and will work for all elementary grade levels. It will be easy to upload to Seesaw for teachers as well. Also worth noting, most science and health lessons are 4 days of asynchronous lessons (I think maybe district-wide) per week, so nutrition lessons could easily work for the fifth day of the week (if teachers aren't live

teaching health/science at that time). For MLK, on that fifth day we have "extended learning and support" and this would be a great lesson for students to work on independently while the teacher meets with small groups."

A PE teacher at a K-5 elementary school said, "I posted your project on Friday as its own activity. I saw many thank you's and good responses! Keep them coming!"

A middle school health teacher said, "I really enjoy your Nutrition Lessons. They are very informative not to mention 'cute, cute, cute'. I'm trying to get them to create some of their own." A second-grade teacher at a K-8 school said, "We've been sharing the slides with our classes and they love them!"

A notable result of the SSSS team becoming early adopters of the asynchronous lesson model and collectively producing many videos, was the team's sharing of this innovation a few months into the school year. This took place as a statewide Special Topics Webinar: Creating PowerPoint Video Lessons for SNAP-Ed Audiences. Following the webinar, colleagues from across the state reported being inspired and grateful for such needed resources for schools. One participant in the Special Topics Webinar shared afterwards, "This presentation was extremely well organized and presented. It was one of the more useful trainings I've attended that focused on resources and techniques to utilize for remote programming. Almost immediately, following the presentation, I was able to create an animated video that was used to meet a local need, and the video is now available for statewide use. Our team also created a Spanish version of the video, and we found the PowerPoint animation approach to be a very simple way to do this."

Pairing videos with Food Hero recipes, topic-relevant activities and coloring sheets, these lessons provide actionable resources and promote healthy living for youth and families

These videos draw content from USDA, MyPlate and SNAP-Ed approved curriculum, as well as materials from Oregon State University Extension Service and the Food Hero website. Special funds to purchase images were provided through a Food Hero Farm to School grant. Thanks to the efforts of the Food Hero staff and reviewers, the MyPlate series is now available to all schools and the general public on the Food Hero YouTube Channel:

<https://www.youtube.com/c/FoodHeroVideos/videos?pbjreload=102>

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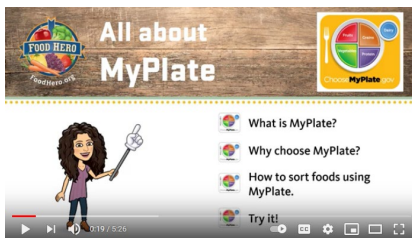
### List of Lessons in MyPlate Series

#### Lesson 1 Kitchen Safety - Length: 3:07



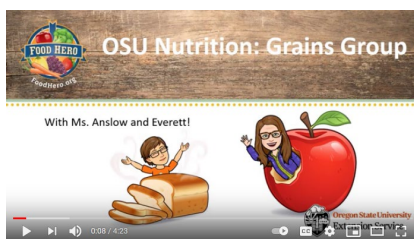
<https://www.youtube.com/watch?v=zyICPWNnirc&list=PLdPavac7Wd7xrlqqOgtfVnetuoXn0s46t>

#### Lesson 2 All About MyPlate - Length: 5:27



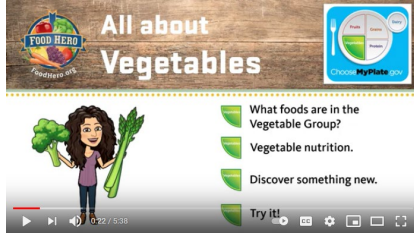
[https://www.youtube.com/watch?v=gr\\_0ewPvFoM](https://www.youtube.com/watch?v=gr_0ewPvFoM)

#### Lesson 3 Grains Group - Length: 4:24



<https://www.youtube.com/watch?v=c-LYg0lSoj8&list=PLdPavac7Wd7xrlqqOgtfVnetuoXn0s46t&index=3>

### Lesson 4 – All About Vegetables - Length: 5:39



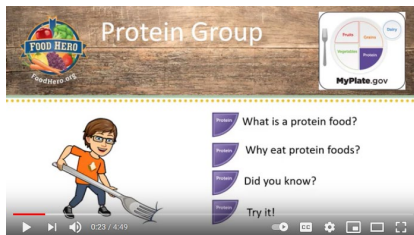
<https://www.youtube.com/watch?v=MUwuHdT1y6c&list=PLdPavac7Wd7xrlqqOgtfVnetuoXn0s46t&index=4>

### Lesson 5 – All About Fruit - Length: 5:44



[https://www.youtube.com/watch?v=4O\\_aA4xVc4A&list=PLdPavac7Wd7xrlqqOgtfVnetuoXn0s46t&index=5](https://www.youtube.com/watch?v=4O_aA4xVc4A&list=PLdPavac7Wd7xrlqqOgtfVnetuoXn0s46t&index=5)

### Lesson 6 – Protein group - Length: 4:50



<https://www.youtube.com/watch?v=aLVgM-oE72I&t=2s>

### Lesson 7 – All About Dairy Group - Length: 3:14



<https://www.youtube.com/watch?v=6N6xbD30vLs&list=PLdPavac7Wd7xrlqqOgtfVnetuoXn0s46t&index=7>