

CalFresh Healthy Living, UC Town Hall: Agenda

- CATCH: Social Emotional Learning Journeys
 - Margot Toppen, VP, Programs CATCH
(00:00:51)
- County Highlight – CFHL, UCCE Shasta Cluster
 - Shawnice Fisher, Supervisor, CFHL, UCCE Shasta
(00:49:00)
- State Office Updates
(01:01:32)

SEL & Whole Child Wellness



Objectives



Margot Toppen

VP, Programs

margot@catch.org

- Gain familiarity with the CASEL framework for Social & Emotional Learning
- Explore the inextricable link between physical and mental wellness
- Learn about dance & movement as an evidence-based modality for SEL
- Take a look at how CATCH integrates SEL into Whole Child Wellness

Check-In: **MIND-HEART-BODY**



MIND

Do I feel alert? Focused?
Ready to learn?



HEART

How are my emotions?



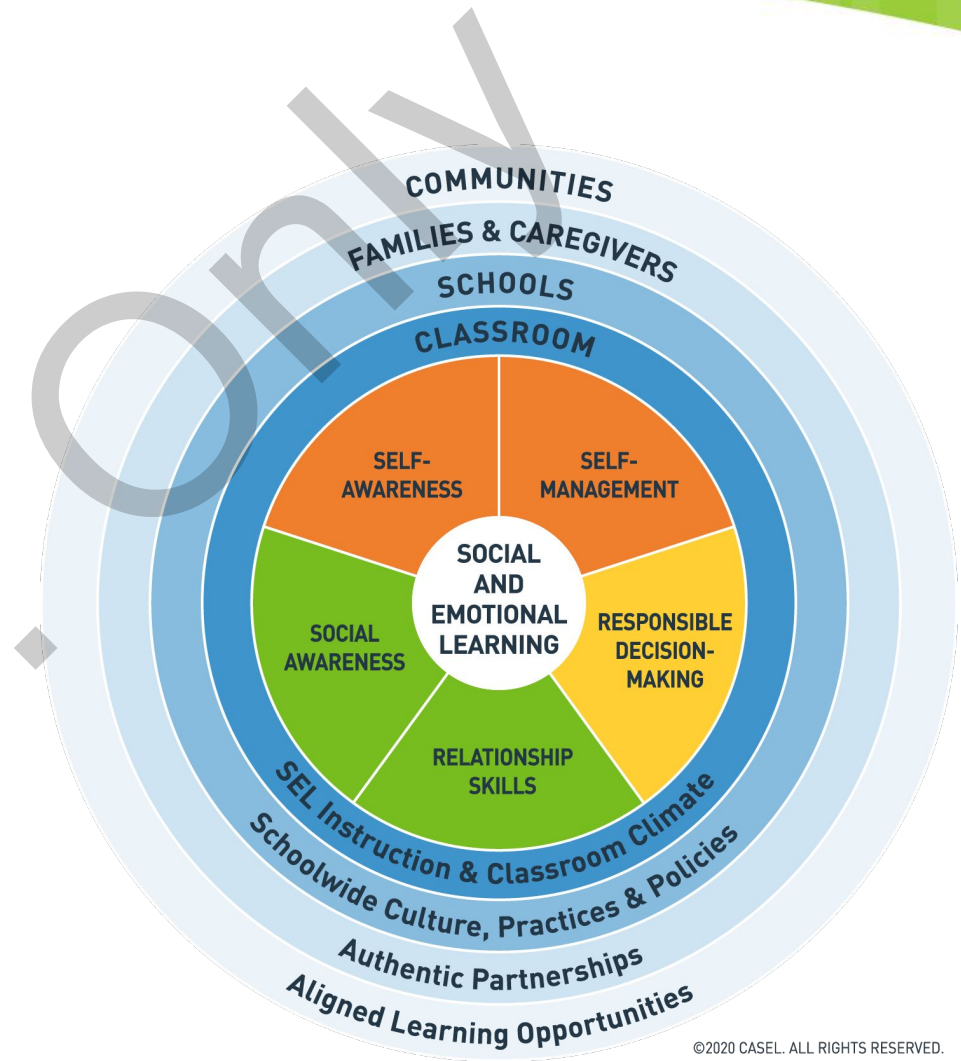
BODY

How's my health today?
Do I feel energized?
Have I eaten any GO foods?

Anchor Activity #1

Defining SEL & The CASEL Five

Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.



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Intrapersonal SEL

Self-Awareness:

The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.

Self-Management:

The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.

Interpersonal SEL

Relationship Skills:

The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.

Social Awareness:

The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts.

Cognitive SEL

Responsible Decision-Making:

The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.

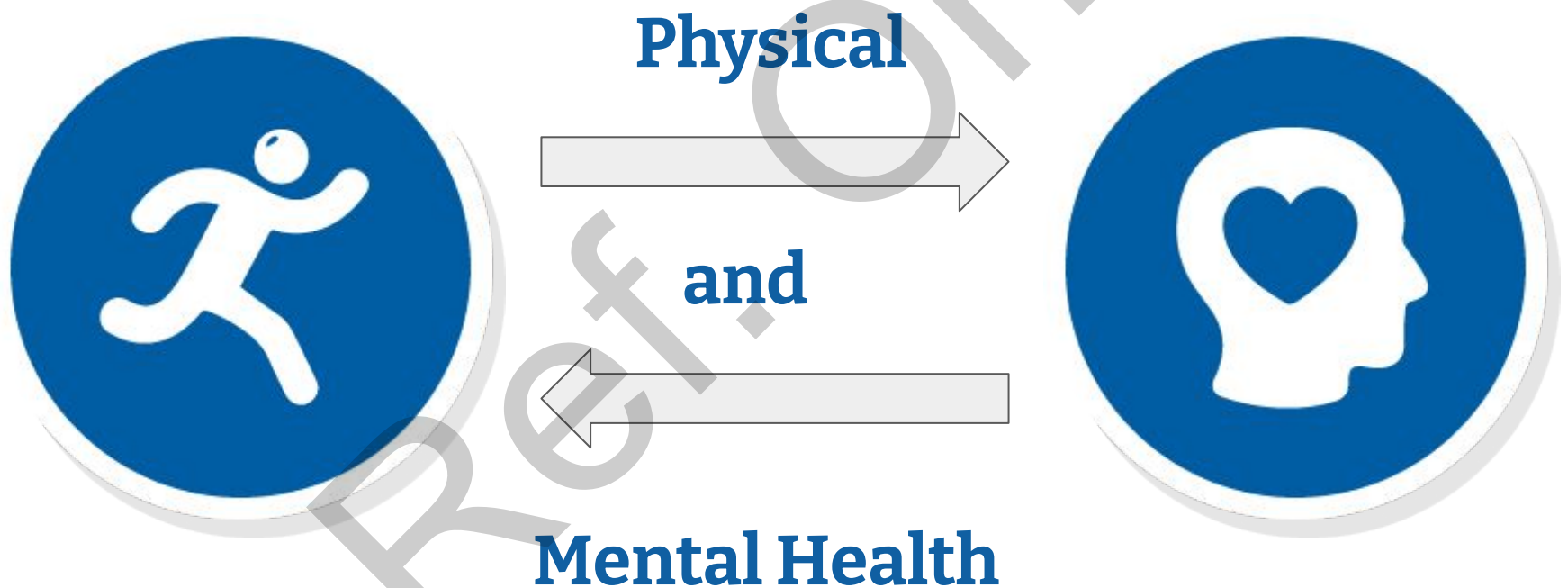


CATCH: Whole Child Wellness

Nurturing the:

- MIND
- HEART
- BODY

Inter-Relation Between



3-for-Me Breathing

Any time you feel over-excited or upset, it's helpful to stop and breathe before you act (STOP-BREATHE-GO).



Breath 1

Focus on the Mind
(hands on head)



Breath 2

Focus on the Heart
(hand on heart)



Breath 3

Focus on the Body
(raise arms on inhale,
lower arms on exhale)

Anchor Activity #2

Effective SEL Programs Are...

Sequenced: coordinated set of activities

Active: students practice skills

Focused: on specific Social-Emotional competencies

Explicit: target specific skills & learning goals



Source: Weissberg et al., 2015

SEL & Movement (embodied SEL)

Self-Awareness: students develop physical & mental awareness, self-confidence, and self-efficacy

Self-Management: students practice impulse control and develop self-discipline

Social Awareness: students develop respect for others and celebrate diversity

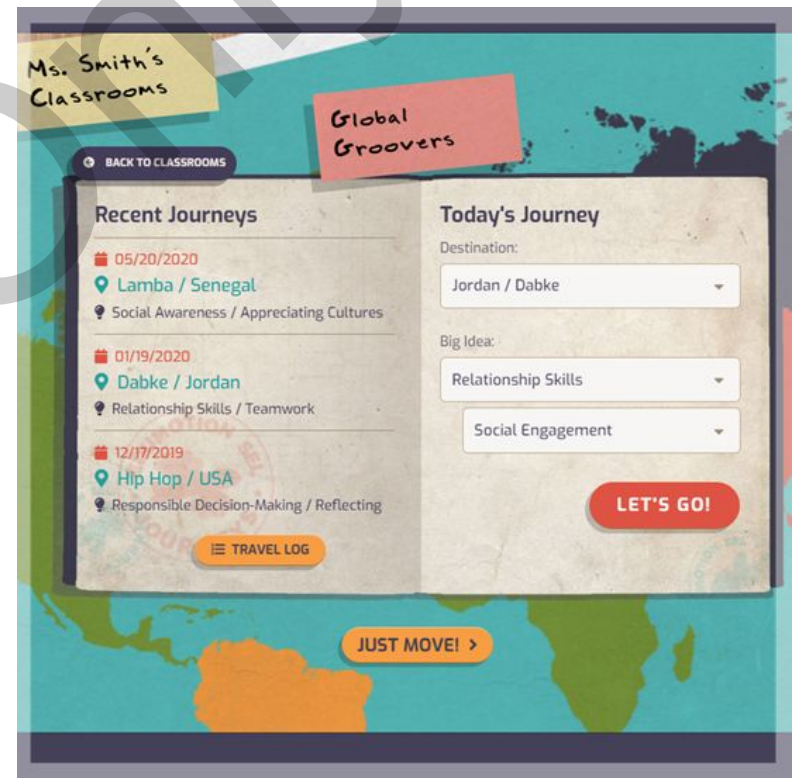
Relationship Building: students practice communication, social engagement, relationship building & teamwork

Responsible Decision-Making: students become aware of their role as global citizens



SEL Journeys: Quick Peek

- 30 SEL lessons with grade level differentiation can be paired with any global dance destination to make hundreds of unique lesson combinations.
- In each 20-30 min lesson, students are introduced to a new SEL theme as they explore a world culture and learn about a dance from that culture.
- Supplemental resources provide extended learning activities.



Key Benefits

- Build Self-Confidence
- Develop self-awareness through mind-heart-body engagement
- Build Relationships & Empathy
- Celebrate Diversity & Differences
- Improve Cognitive Development
- Relieve Stress & Anxiety
- Develop Gross Motor Skills
- Connect with Others
- All Ages. All abilities.



Why Dance?

Numerous studies comparing dance to other forms of physical activity show dance produces significantly higher SEL outcomes, especially:

- **Self-perception**
- **Self-confidence**
- **Empathy**

Sources: McInman & Berger, 1993; Puretz, 1974; Gurley, Neuringer & Masee, 1984

DANCE & EQUITY

These outcomes are particularly high for ELLs and students of low socio-economic status, and **dance as a form of cultural expression** is particularly effective.

Sources: Menzer, 2015; Clark, 2006; Brouillette, 2010; Lutz & Kuhlman, 2000

Equity Lens: A Closer Look

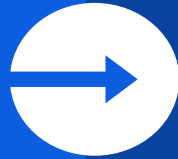


- Dance engages culturally diverse and marginalized groups and promotes understanding, open conversations, and trust between teachers and students (Gehris et al, 2014; Pereira & Marques-Pinto, 2017)
- Students in dance programs demonstrate increased respect for others, awareness and understanding of other cultures, and pride in their own cultural heritage (PRA, 2008)
- Some studies show that dance more effectively promotes SEL in students of non-White ethnic origin than do their arts (Clark, 2006)

The Magic Formula

Common Self-Care Themes:

Exercise
Play music
Be Creative
Stay connected



Scientifically Speaking:

Movement boosts endorphins
Music reduces cortisol
Creative expression boosts immunity
Social connection improves heart health

**Movement + Music + Creativity +
Connection = DANCE!**

Final Q & A

Thank You!

Margot Toppen

VP, Programs

margot@catch.org



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County Highlight:

Virtual “MyPlate Challenge” Gets Students Up and Moving!

- Shawnice Fisher
Shasta Cluster

What is the “MyPlate Challenge”?

- Formerly known as “Nutrition Olympics”
- Nutrition focused games to celebrate lesson series completion
- Tests nutrition knowledge
- Encourages physical activity



From Canceled to Virtual Event

- MyPlate Challenge canceled Spring 2020
- 20-21 School Year lack of PA opportunities
- Limitations to on-site services
- Can we make this a virtual event, while keeping it fun and engaging for students?

Teamwork makes the Dream Work

- Finding lessons/activities that could be done virtually
- Community of Practice held with PA leads
- Entire team helped to film videos, with production and final edits

MyPlate Challenge

Even though this year has changed the way we eat, play, and learn, the **MyPlate Challenge** is here to help your students practice healthy behaviors through games and active play.

Sign Up NOW!



Your class can earn **Gold, Silver or Bronze** depending on how many activities are completed!

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MyPlate Challenge

Using a digital calendar lead your students everyday through a new activity. Activity time varies, and each activity requires little to no supplies, and little to no prep. Every week completed earns your class a new medal.



Bronze- Serving Up MyPlate, Rethink Your Drink Day, Starting with Seeds, Shape of Yoga, MyPlate Toss Up



Silver- MyPlate Twister, Memory Ball, Fruit and Vegetable Name Game, Warm Up for Power, Safe and Clean



Gold- MyPlate Maze, Rainbow Mysteries, Clean Your Plate, Fitness Circuit Challenge, Powerful Art

Reach out to your CalFresh Health Living, UC Representative for more details.

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**Interactive PowerPoint: see recording
(00:53:50)**

Favorite Quotes

- “THANK YOU!!! Everything was wonderful and user friendly, I am happy to endorse this virtual experience to anyone! It was a great mix of activities (both academic and health related) that provided a well-rounded, nurturing, learning experience! Thanks to you and your team and thanks for making this opportunity available to our school! Hope to see you in-person next year!”
- “The children have really enjoyed the activities you left for us. The sprouts successfully sprouted! We've played the ball toss game and are getting pretty good at answers. I'm hearing about the home herb garden successes. I started a plant unit-inspired by your activities. I look forward to working with you next year.”
- “My students loved the seed planting and the MyPlate Toss-Up game! The videos for Rethink your Drink were also a hit with my kids. My students really want to go for Gold!”

Questions?



Contact: snfisher@ucanr.edu



State Office Updates

New Physical Activity Project Manager!

- The State Office is excited to welcome Paul Tabarez to our team as the Physical Activity Project Manager!



IWP Update!

- LIAs will submit a one-year IWP for FFY 2023
- This will be an extension of the current 3-year plan into a 4-year plan
- This change allows more time for LIAs to continue and stabilize innovative work in the wake of COVID and provides time to adjust to an updated planning system
- Three-year IWPs will resume in FFY2024



FFY 2021 Annual Report Timeline & + Information

<https://uccalfresh.ucdavis.edu/>

August 30, 2021	Templates Posted - Updated county annual report, profile and SNAP shot for reporting templates posted and email sent to Advisors/Supervisors
November 15, 2021	FY21 PEARS Program Data and Evaluation Results - SO to post in Box on rolling basis. Will send email. To populate Section B of the annual report template and evaluation results to include in achievements.
December 1, 2021	Drafts Due - County annual report, profile and SNAP shot with FY21 actuals– upload to BOX – Annual Report – FY21 folder
Dec 16, 2021	Feedback – State Office County Contacts provide feedback on versions by adding comments into the files saved in Box
January 10, 2022	Final version - Final versions of county reports, profiles and SNAP shots with FY21 actuals submitted in BOX

FFY 2021 Evaluation Survey Results

- FFY2021 evaluation survey portal closure
 - ✓ **Youth** surveys in **Qualtrics** – 8/10
 - ✓ **Teacher** surveys in **PEARS** – 8/10
 - ✓ **Adult** surveys in **Qualtrics** – COB 9/17
 - ✓ **Adult** surveys in **PEARS** – COB 9/30
- Will send email when FFY21 **adult survey results** are posted in Box. Aiming to complete all by end of Oct.



Evaluation Office Hour – Oct 26th @1pm

- Next Evaluation Office Hour – 10/26 @1pm
- **Focus** - Reviewing how to interpret and use the FFY21 evaluation results.
- **Optional** – but Outlook calendar invite sent to all Advisors, Supervisors, and Community Educators
- Please bring your questions!



FFY 2022 Evaluation

- **Sept 28th Evaluation Office hours** – reviewed evaluation recommendations for FFY2022 recording and PPT in Box [here](#).
- **Resources on [Eval Webpage](#)**
 - [FFY 2022 Recommended Evaluation Tools and SMART Objectives](#) **NEW**
 - [FFY 2022 Evaluation Changes](#) **NEW**
- **Updated Evaluation webpages:**
 - Adult
 - Youth
 - PSE Assessment



Administrative Reminders

- **NEW CFHL, UC Program Directive 2022-01**

Effective 10/01/2021, two new requirements for the PCard reconciliation process for CFHL, UC/SNAP-Ed expenditures:

- (1) Required use of PCard Justification Form and
- (2) The “Transaction Date” and “Receipt Date” must reflect the actual date of purchase.

- **FFY 2021 Semi-Annual Certifications & Biweekly Timesheet Reminders**

- Staff devoting 100% of their time to SNAP-Ed must complete their FFY 2021 Semi-Annual Certification for Period #2 (04/01/2021 – 09/30/2021).
- Staff devoting less than 100% of their time to SNAP-Ed **must continue weekly time and effort reporting** per CFHL, UC Program Directive 2019-01.

Questions?

Contact Lindsay Hamasaki
(lmhamasaki@ucdavis.edu)

Administrative Reminders *(cont.)*

- **Annual Civil Rights Training**

- Per [CFHL, UC Program Directive 2018-02](#), all CFHL, UC staff are required to complete the Civil Rights Training on an annual basis.
- Copies of certificates should be maintained by the Supervisor, Manager, and/or Advisor.

- **Participant Data Collection Training**

- All CFHL, UC staff are also required to complete the Participant Data Collection Training on an annual basis. The link for this training can be found on the [CFHL, UC website on the PEARS Program Activity Page](#).

Questions?

Civil Rights Training: Ryan Keeler (crkeeler@ucdavis.edu)

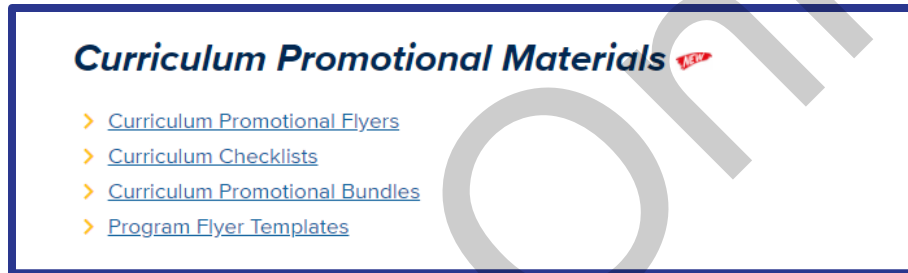
Participant Data Collection Training: Jennifer Quigley (jaquigley@ucdavis.edu)

FFY22 NERI and Curriculum Ordering Shipping and Delivery

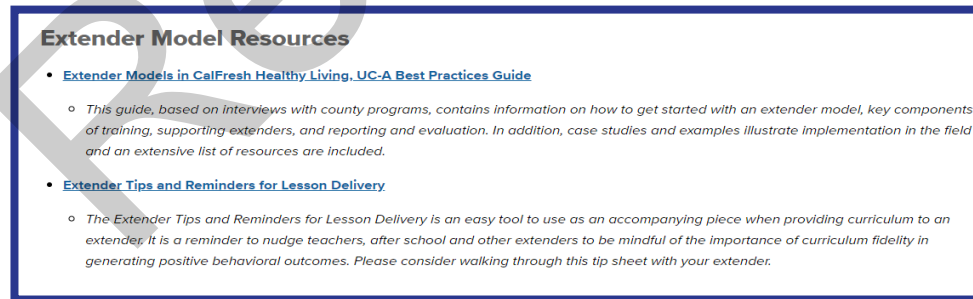
- Almost all NERI and Curriculum have shipped!
- You can check your quantities of what you ordered in the FFY22 Surveys here in Box, pathway:
`\Box\CalFresh Counties\SO-County-Specific_Documents\SO-'County Name'\Annual_Planning\Curriculum_Order\FFY22`
- If you have any questions, or if there are any issues/discrepancies with the orders please reach out to myself, Ryan Keeler @ crkeeler@ucdavis.edu.

Website Updates

- Curriculum + Promotional Bundles
Now available on CFHL, UC website!
 - These are located about a third of the way down on the main Curriculum webpage: <https://uccalfresh.ucdavis.edu/curriculum>.



- Extender Model in CFHL, UC – A Best Practices Guide
Now available in the Curriculum section of the CFHL, UC website
 - Located on the Curriculum Resource & Support Materials webpage: <https://uccalfresh.ucdavis.edu/curriculum/resources>



Thank you!

Next Town Hall: Tuesday, November 16



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