

Utilizing the

Cafeteria

as a Classroom

Participant's Workbook

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Introduction

Welcome to *Utilizing the Cafeteria as a Classroom*. The school cafeteria can easily be the largest classroom on a school campus. It provides a valuable venue where school nutrition professionals can assist teachers and parents in encouraging children to make wise food choices that will contribute to a healthy lifestyle. This course is designed to provide school nutrition professionals with the tools and resources that will enable them to develop and enhance a school nutrition program that will be recognized as an integral part of the education system.

Participant's Workbook Components

Utilizing the Cafeteria as a Classroom contains four lessons.

- Lesson 1: Marketing Healthy Options
- Lesson 2: Reaching Out to the School Community
- Lesson 3: Communicating with Parents
- Lesson 4: Farm to School and School Garden Programs

The Participant's Workbook provides the following materials and information for each lesson.

Class Objectives – The lesson objectives are outlined at the beginning of each lesson.

Activity Worksheets and Instructions – Each lesson contains two to three learning activities that allow participants to practice and apply the concepts discussed in class. Answers to the activities are provided at the conclusion of the lesson.

Resource List – This list states contact information for organizations discussed in class. These organizations offer materials, examples of successful programs, and Internet links to other agencies and information relevant to the lesson.

Key Points – A numbered list summarizes the most important concepts discussed in the lesson.

Reference List – This section lists the documents, publications, and Internet sites used to create each lesson.

Lesson 1: Marketing Healthy Options

Lesson Objectives

The first lesson will focus on the steps that can be taken to develop customer trust and loyalty. After completing this lesson, participants will be able to:

1. Describe diversity among students and state student needs and expectations.
2. State ways the menu serves as a marketing tool.
3. Identify ways the menu can promote nutrition education and nutrition integrity.
4. Describe ways the cafeteria environment affects student eating behaviors and food choices.
5. Describe how the interaction between students and school nutrition professionals affects participation in school nutrition programs.

Lesson 1: Activity #1 – Using the Menu as a Marketing Tool

Refer to the lists of customer wants and expectations discussed in class. Use Menu A and Menu B or local school menus to answer the following questions. Check one or both. If neither menu provides the information, leave it blank.











	Menu A	Menu B
Elementary Student Customers		
Are the menus easy to read?	_____	_____
Can the student identify the food items?	_____	_____
Does the menu sound good? Does it look good?	_____	_____
Would any food item take too long to eat?	_____	_____
Will the food items be easy to eat?	_____	_____
Is the menu too repetitive or boring?	_____	_____
Is the menu age-appropriate?	_____	_____
High School Student Customers		
Are the menus easy to read?	_____	_____
Can the student identify the food items?	_____	_____
Does the menu sound good?	_____	_____
Would any food item take too long to eat?	_____	_____
Will the food items be easy to eat?	_____	_____
Is the menu too repetitive or boring?	_____	_____
How much does it cost?	_____	_____
Is the menu age-appropriate?	_____	_____
Does the menu provide variety to meet student diversity?	_____	_____
Parents		
Can the parent identify all items that may come with a meal?	_____	_____
How much does the meal cost?	_____	_____
Does the menu look nutritionally balanced?	_____	_____
Does the menu promote healthy nutrition?	_____	_____
Does the school serve local produce?	_____	_____
Teachers and School Staff		
Does the menu provide students with a variety of choices that will encourage them to eat so they can remain attentive all day?	_____	_____
Can it be served quickly?	_____	_____
Is the menu served to staff also?	_____	_____
Can the school be proud of this menu?	_____	_____

Menu A

TUV School District
Food & Nutrition Services

April 2017 Elementary Lunch Menu

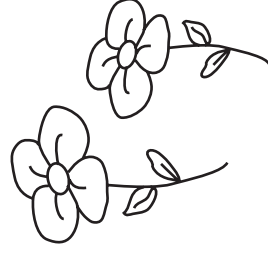


Monday	Tuesday	Wednesday	Thursday	Friday
 Spring Break April 2-9 Salad Bars are offered every Wednesday! Choice of Fruits & Veggies!				
9  Baked Chicken Sweet Potato Wedges Choice of Fruit Whole Wheat Roll	10 Tacos and Seasoned Rice Shredded Lettuce, Cheese Refried Beans Kiwi	11  Cheeseburger on a Whole Wheat Bun Salad Bar	12  Turkey and Gravy Mashed Potatoes Popeye Salad Graham Bear	13  Cheese Pizza Local Snap Peas Choice of Fruit
16  Turkey Sandwich on a Whole Wheat Bun Baby Carrots Apple	17 Spaghetti and Meat Sauce Bread Stick Garden Green Beans Banana	18  Homemade Tomato Soup Salad Bar Baked Cheese Sticks Diced Pears	19 Baked Ham Spinach Salad Whole Wheat Roll Pineapple Tidbits	20 Chicken Stir Fry Brown Rice Red/Yellow Pepper Strips Choice of Fruit
23  Hamburger on a Whole Wheat Bun Baked Beans Blueberry cup	24  Macaroni and Cheese Broccoli Flowers Strawberries	25 Grilled Chicken Sandwich On a Whole Grain Bun Salad Bar	26  Bean and Cheese Burrito Baby Carrots Fresh Apple	27 Build Your Own Wrap Bumps on a Log Choice of Fruit

*****Choice of low-fat milk and nonfat milk offered with every lunch.

 Whole Grain

 Vegetarian



It's spring and time for our local Farm to School Snap Peas, our HARVEST OF THE MONTH!

Crisp and sweet, they may be enjoyed raw or cooked. Eat the whole pod.

☉ They are a good source of Vitamin A.



Menu B

Lunch \$3.00

TUV High School The Pirates Galley



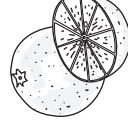
Grandma's Kitchen	Davy Jones Deli	Wok Up Here	Gangplank Grill
Baked Chicken	Sub Special	Egg Roll & Rice	Hamburger
Meatloaf	Wraps	Teriyaki Rice Bowl	Cheeseburger
Baked Ham	Chef Salad	Sushi on Wednesday	Grilled Chicken Strips
Rice and Beans	Ham or Turkey on Wheat Bread	Chow Mein with Asian Vegetables	

A La Carte

Fresh Fruit	.50
Veggie Cup	.75
Juices	1.25
Milk	.50
Water	1.00

Salad Bar included with Meal Purchase

May include, but not limited to tossed greens, carrots, corn, peas, green beans, jicama sticks, red beans, beets, apples, oranges, canned fruits, raisins, cranberries, sunflower seeds, edamame, local seasonal produce, and assorted dressings.



Lesson 1: Activity # 2 – Hands Up: Nutrition Education and Nutrition Integrity

Directions: Instructor will read ten menu-related examples. For each example of nutrition education, raise your right hand. For examples of nutrition integrity, raise your left hand.

Note: Nutrition integrity can also serve as nutrition education by modeling behavior. For examples of both, you should raise both hands.

1. Game of hangman spelling out “Strawberry” on the menu.
2. Providing consistent and age appropriate portion control.
3. Serving ripe fruit.
4. Describing how to eat a kiwi.

* Question for discussion: A kiwi is an unusual looking fuzzy piece of fruit. Will a student opt to not try a kiwi if he or she does not know how to get past the fuzz to eat it? Is nutrition education necessary to maintain the integrity of the meal?

5. Explaining the origin of a specific ethnic food.
6. Offering spinach salad.
7. Using “Harvest of the Month” as a promotion on the menu.
8. Preparing foods that are easily identifiable.
9. Providing a recipe for Yogurt Veggie Dip.
10. Serving white whole wheat hamburger and hot dog buns.

*Question for discussion: Although the white whole wheat flour has a nutritional value similar to that of darker whole wheat, does using white whole wheat buns effectively teach students to eat whole grains? If you can't see it, do you know it's whole grain?

Lesson 1: Activity #3 – Summary and Review Question Swap

1. What is one sign of customer satisfaction?
2. What are three things that should be listed on a menu?
3. What are two things that may keep a student from purchasing a school meal?
4. Who is the primary customer of a school nutrition program?
5. What does “diversity” mean when applied to our student customers?
6. Who is responsible for customer satisfaction?
7. What are two things that students want to experience when they come through the lunch line?
8. What is one need or expectation that may be more important to a high school student than an elementary student in the cafeteria?
9. In what way might an elementary student need more attention than a middle school student in the cafeteria?
10. What are two things that influence a student’s eating habits?
11. How does the school nutrition team’s morale and working relationships affect its image?
12. How is quality control part of marketing healthy meals?
13. How does the image of the school nutrition program affect student participation?
14. Why is it important to listen carefully to student questions and comments?
15. What is one way to make a student feel comfortable in the cafeteria?

Key Points to Remember

Key Point #1 – The definition of marketing is getting the customer to buy a product.

Key Point #2 – Customers of school nutrition program include students, parents, and school staff, but the MOST IMPORTANT CUSTOMER IS THE STUDENT.

Key Point #3 – It is important to understand the students' and their needs to deliver the level of service students expect.

How are students diverse?

- Age
- Size
- Gender
- Physical Abilities
- Ethnicity
- Income

What do students want?

- Consistent quality
- Fresh tasting food
- Variety, yet familiar foods
- Affordable prices
- Age appropriate portion sizes
- Quick service
- Friendly staff
- Comfortable surroundings
- Local produce

Key Point #4 – The menu is the prime marketing tool to communicate information about the school nutrition program to students and parents. The menu should:

- Be clear and easy to read.
- Identify the meal items.
- State the price.
- Identify and promote fresh and local products.

Key Point #5 – The menu can promote Nutrition Integrity and Nutrition Education.

- Nutrition Education is teaching about the nutrient value of foods and how choice of foods contributes to overall health and lifestyle.
- Nutrition Integrity guarantees that meals will be consistently safe, of high quality, affordable, and will meet USDA guidelines.

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Key Point #6 – The cafeteria environment affects student food choices. Environmental factors may include

- noise;
- aromas or odors;
- ease and speed of serving line;
- table size, shape, and cleanliness;
- adequate time to eat;
- effective adult supervision;
- competing fundraisers or activities; and/or
- peer behavior.

Key Point #7 – The way the cafeteria staff communicates and interacts with students influences their choosing to eat in the cafeteria. It is important for cafeteria staff to carefully listen to students, maintain a positive attitude, and smile so that students feel comfortable.

References

Hogshead, S. (2010). *Fascinate: Your 7 Triggers to Persuasion and Captivation*. New York: NY: Harper Collins.

Payne-Palacio, J., & Theis, M. (2012). *Foodservice Management: Principles and Practices*. 12th ed. Upper Saddle River, NJ: Prentice Hall.

Lesson 2: Reaching Out to the School Community

Lesson Objectives

The second lesson will focus on the steps that can be taken to develop administration, teachers, and other school staff. After completing this lesson, participants will be able to:

1. Describe ways to develop and maintain a positive image for school nutrition.
2. Identify school district policies that impact the school nutrition program.
3. Evaluate school nutrition procedures to see if they meet the needs of the school community.
4. Suggest ways school nutrition professionals can become involved with school committees and activities.

Lesson 2: Activity #1 – How Would You Respond?

Read each scenario and then circle the letter of the response that would be most effective to develop a good rapport with members of the school community. You may circle more than one answer.

1. Doris, the school nutrition manager at Platypus Elementary, was frustrated. For the third time in four weeks a teacher had not told her about an upcoming field trip. The morning of the field trip the teacher appeared in the cafeteria and requested bagged lunches for a number of students.

Doris should

- tell the teacher she was too late to order lunches.
 - complain to the principal that the cafeteria has too many left over lunches when teachers do not give advance notice of field trips.
 - ask the teacher what time she needs the lunches ready and prepare them for her.
 - review and reevaluate the cafeteria procedures for reporting field trips.
2. Lucille is the school nutrition manager supervisor at Apple Blossom School. Lucille wants to apply for a Fresh Fruit and Vegetable grant that would provide a free daily snack of fruit or vegetables for all the students. She approaches the principal, Mr. Bing, and suggests their school apply for the grant. Mr. Bing instructs Lucille that she must first conduct a survey of the teachers to see if they are willing to participate in the grant. Mr. Bing will only support the grant if the teachers will support it.

Lucille should

- forget about the grant because it will be too much work to obtain the teacher feedback.
 - request to attend a teachers' meeting where she can first explain the opportunity and benefits of the grant. She could distribute the survey at the meeting.
 - ask two or three teachers for their opinions about the grant.
 - commiserate with school nutrition assistants about how hard it is to get anything done around the school.
3. Mrs. Farney's second grade class planted a garden of potatoes. The students were to nurture, harvest, and then cook the potatoes as part of a nutrition education lesson. Unfortunately, a band of hungry raccoons dug up the garden. Mrs. Farney asked the school nutrition assistants to help salvage the lesson.

The school nutrition assistants should

- offer to prepare a batch of baked potatoes with assorted toppings for the students to eat in class.
- apologize and explain they didn't have enough time.
- recommend that Mrs. Farney ask the parents for help.
- suggest that Mrs. Farney use the school menu as an instructional tool by pointing out where potatoes were being served.

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4. Mike Towney, the athletic director at Wilbur Middle School, was constantly running to the store to pick up snacks and drinks to sell at the after-school sports events. He often bought his lunch in the cafeteria.

The school nutrition manager could

- a. offer to set up a system where Mike can preorder and purchase his supplies from the school nutrition program.
 - b. give Mike all their unused coupons from the newspaper.
 - c. ask Mike if it was really his job to go to the store so often.
 - d. review the school's Wellness Policy list of approved snacks with Mike.
5. Arthur T. Books High School offers an agriculture class. As part of a school project, several students cultivated a crop of artichokes. The students advertised on the school district web page that the artichokes were for sale.

The school nutrition manager and cook see the ad and decide

- a. the number of artichokes available for sale is not enough to offer on their student menu so they will just forget about it.
- b. the artichokes will be too difficult to prepare so they pass on the idea.
- c. to purchase enough artichokes to offer as a special lunch for the teachers and staff. They can promote the artichokes as "Local School Grown."
- d. to ask their co-workers to suggest artichoke recipes.

Lesson 2: Activity #2 – Analyzing School Nutrition Procedures

Part A: List three expectations or needs of each school group. Place a star beside the one that you feel is the top priority for each group.

Principals/Administrators	Teachers	Staff (secretary, nurse, custodians)
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____

Part B: List school nutrition procedures designed to meet the needs listed in Part A.

1. _____
2. _____
3. _____
4. _____

Part C: Put a check under the part of the Nutrition Services' operation that is affected by a district policy or procedure.

Policy/Procedure	Menu Items	Serving Times	Length of Meal Service	Staffing
Wellness Policy				
Teachers' Contract				
Classified Contract				
School Meal Schedules				
School Bus Schedules				
Before or After School Programs				
Other:				

Lesson 2: Activity #3 – Review Questions

To review and summarize Lesson 2, answer the following questions.

1. What is the school nutrition program's role within the school district?
2. What are different ways to develop and maintain a positive image of the school nutrition program at a school site?
3. Give examples of a teacher's needs and expectations.
4. What might school nutrition assistants do to meet the teacher's needs?
5. Describe a school or district policy or procedure that affects the operation of a school nutrition program.
6. Give examples of a principal's needs.
7. What might school nutrition assistants do to meet the principal's needs?
8. Who are the parent organizations or school committees that are active on campus?
9. How can school nutrition assistants contribute to school committees or participate in school activities?
10. How can school nutrition assistants help a teacher with nutrition education?

Key Points to Remember

- Key Point #1 – The main purpose of a school nutrition program is to support student academic achievement by providing high quality meals.
- Key Point #2 – To be considered an integral part of the education system, school nutrition programs must develop trust and loyalty among the administration, teachers, and staff.
- Key Point #3 – It is important to understand the needs and wants of the administration, teachers, and staff.
- Key Point #4 – In addition to meeting program needs, operational procedures should accommodate the needs of other members of the school community to make their jobs easier.
- Key Point #5 – A policy is an overall plan that presents general goals to guide and determine the present and future decisions of an organization.
- Key Point #6 – A procedure establishes a series of steps followed in a definite order.
- Key Point #7 – School site and district programs, policies, and procedures impact nutrition services operational procedures.
- Key Point #8 – The school nutrition program can market itself and contribute to the school community by participating in groups, activities, and committees.

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Lesson 3: Communicating with Parents

Lesson Objectives

Lesson 3 explores different approaches to better communicate with parents. After completing this lesson, participants will be able to:

1. Identify parent expectations regarding the school nutrition program.
2. Describe ways to distribute program information to parents.
3. State approaches to providing nutrition education tips to parents.
4. Identify means to acquire feedback from parents.
5. Suggest ways parents may become involved in the school nutrition program.

Lesson 3: Activity #1 – Brainstorm

Directions: The instructor will divide the class into groups consisting of 2-4 participants. Each group will complete the answers to its assigned question(s). All participants should fill in the answers to the other questions as they are discussed in class.

Question #1 – What are 3-5 parent expectations regarding the school nutrition program?

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Question #2 – What are 3-5 ways to distribute program information to parents?

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Question #3 – What are 3-5 approaches to provide nutrition education tips to parents?

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Question #4 – What are 3-5 means to acquire feedback from parents?

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Question #5 – What are 3-5 ways parents may become involved in the school nutrition program?

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Lesson 3: Activity #2 – Review Challenge

Directions: The purpose of this activity is to practice applying the concepts discussed in class. Read the following scenario about Over Hill Elementary School. Note the strengths and weaknesses of Over Hill's efforts to communicate with parents. Use the following factors as evaluation tools.

Discussion Points

Parent Expectations
Distribution of Information
Nutrition Education Tips
Parent Feedback
Parent Involvement

Scenario:

Jane and Jack Broom are students at Over Hill Elementary School. Jane is in the fifth grade and Jack is in first. Mrs. Broom uses a cat magnet to hold a copy of each month's school lunch menu on the refrigerator door. Today is Wednesday, November 4th. They still have October's menu up as they have yet to see the new November menu. Mrs. Broom likes to prepay for twenty lunches at a time. Jane and Jack look at the menu to choose the meals they like and usually buy school lunch three to four times a week. This morning everyone is running late. Mrs. Broom tells the kids to get their lunch at school as she shoves them towards the school bus.

Around 3:15 pm the school bus pulls up out front and drops off Jane, Jack, and Jack's two buddies Sam and Bruno. The kids tumble through the back door. Jack says, "Mom, we're hungry. I'm starving. What's to eat?" Mrs. Broom grabs a jar of peanut butter to go with crackers and sliced bananas. "You seem especially hungry today. What did you eat for lunch?" she asked.

Jack begins to chatter. "They had that noodle stuff I don't like. I tried to eat a carrot, but I was afraid my loose tooth would come out. Mrs. Gerdy tried to get me to eat spinach. She said it would make me strong like Popeye. I don't buy it. Lisa Smith drank half my chocolate milk when I was talking to Fred."

Jane looks at her mom and rolls her eyes. "They said I didn't have any money on my account. I almost got an emergency cold cheese sandwich, but they let me charge because they said you were a good customer. They said Jack doesn't have any money left either."

"How can that be?!" exclaims her mother. "It seems like I just paid. That can't be right!" There is a knock at the door. It is Mrs. Anders to pick up Sam and Bruno.

"Hi guys, what's up? Are my kids driving you nuts? What are you cooking? Smells good."

Key Points to Remember

- Key Point #1 – Parent expectations of a school nutrition program may include high quality meals, popular student choices, available up-to-date menus, few menu changes, fair pricing, clear instructions on how to submit meal applications, easy access to student accounts, notification if a student owes money, and an established complaint procedure.
- Key Point #2 – It is important to establish clear communications with parents so they are aware of all services provided.
- Key Point #3 – Different ways to distribute program information include the menu, newsletters, US Mail, school site newsletters, automatic telephone messaging, website, e-newsletter, social networking options like Facebook and Twitter, attending parent organization meetings, participating at a school’s open house and back to school nights, sponsoring events like “Bring a Parent to Lunch or Breakfast”, offering breakfast to parents on a “Ride your Bike” or “Walk to School” event day.
- Key Point #4 – School nutrition professionals need to determine the most effective way to reach the parents in their community. The National School Public Relations Association survey results indicate a growing parent preference to receive information from school electronically.
- Key Point #5 – Providing nutrition education information to parents will help establish credibility, showing that the school nutrition program prioritizes fostering the development of healthful, life-long eating habits. Approaches to distribute nutrition education materials to parents may include providing nutrition education tips and recipes on the menu, focusing on nutrition education on a website, providing nutrition education information for school newsletters, participating in a school health fair, and creating a cookbook that re-sizes favorite school recipes into servings of 4-6 that can be used at home.
- Key Point #6 – Communication is a two-way street. It is necessary to hear back from parents to evaluate the school nutrition program’s progress. Ways to acquire parent feedback include conducting written or electronic surveys, creating a parent advisory committee, implementing complaint procedures, interacting with parents at school events and activities, and listening to student comments.

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Key Point #7 – Encouraging parents to become involved with the school nutrition program will provide increased personal interactions. Options for parents to become involved include volunteering in the cafeteria to help encourage children to try new foods, participating in a Parent Advisory Council, volunteering to help with a Student Nutrition Advisory Council, requesting to be a parent representative on the Wellness Committee, and applying for a job working with the school nutrition program.

Resource Websites:

California Cling Peach Board – www.calclingpeach.com

California Strawberry Commission – www.calstrawberry.com

National Dairy Council – www.nationaldairycouncil.org

Institute of Child Nutrition – www.theicn.org

Team Nutrition – www.fns.usda.gov/tn/

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National School Public Relations Association. (2011). *Communications Survey: Results and Analysis*. Retrieved from <http://www.nspra.org/2011capsurvey>.

Obrien, A. (2011). *What Parents Want in School Communication*. Retrieved from <http://www.edutopia.org/blog/parent-involvement-survey-anne-obrien>.

Salter, T. (2011). *Smart Phone Apps are Becoming a 'Necessary Tool' to Communicate with Parents*. Retrieved from the National School Public Relations Association website: http://www.nspra.org/e_network/november_2011_trendtracker.com.

Lesson 4: Farm to School and School Gardens

Lesson Objectives

Lesson 4 focuses on how we can incorporate farm to school and school garden programs into the school nutrition program. After completing the lesson you will be able to:

1. Define the goals of a Farm to School program.
2. Describe examples of Farm to School activities.
3. Give scenarios of how a school garden can function.
4. Identify ways a school nutrition program can support a school garden program.
5. Describe ways that a Farm to School or school garden program can help market school meals.

Farm to School Goals:

1. Provide healthy meals at school.
2. Improve student nutrition.
3. Provide opportunities to include agriculture in nutrition education.
4. Support local and regional farmers.

Lesson 4: Activity #1 – Fact or Fiction

Read each of the following questions and check whether the question is fact (true) or fiction (false).

1. A Farm to School or school garden program can lead to increased consumption of fruits and vegetables in a school nutrition program.

- Fact
 Fiction

2. Farm to School programs are initiated to connect schools with local and regional farmers.

- Fact
 Fiction

3. The first United States school garden project was developed in 1995.

- Fact
 Fiction

4. One goal of a Farm to School program is to incorporate agricultural education with nutrition education.

- Fact
 Fiction

5. A student field trip to a farmers' market is a Farm to School activity that can provide nutrition education to help improve student nutrition.

- Fact
 Fiction

6. In 2009, the USDA launched the Know Your Farmer, Know Your Food Initiative which led to the development of the USDA Farm to School Team.

- Fact
 Fiction

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7. The primary reason local produce is offered on school meals is to support local farmers.
- Fact
 Fiction
8. A class that has little yard space can enjoy a successful garden project by using buckets for a container garden.
- Fact
 Fiction
9. Students must plant more than one crop to have an effective school garden project.
- Fact
 Fiction
10. Providing tastes of a local farm item during lunch in the cafeteria is one way school nutrition program can participate in a farm to school program.
- Fact
 Fiction
11. School nutrition professionals can support a school garden program by providing students with recipes that call for one of more of the food items grown by their class.
- Fact
 Fiction
12. In some Farm to School programs, farmers pick up food scraps and vegetable trimmings from school cafeterias to use as animal feed or compost.
- Fact
 Fiction
13. A school garden program provides an opportunity for parent involvement in both the classroom and cafeteria.
- Fact
 Fiction

14. Featuring a school grown fruit or vegetable as a “Harvest of the Month” on the menu helps market the school nutrition program to teachers.

Fact

Fiction

15. School nutrition professionals can raise awareness of their role in the educational process by promoting their Farm to School or school garden program at school parent events and committee meetings.

Fact

Fiction

Resources

COMMUNITY ALLIANCE WITH FAMILY FARMERS (CAFF)

Mailing address: CAFF
PO Box 363
Davis, CA 95617
Website: www.caff.org
Phone: (530) 756-8518

EDIBLE SCHOOLYARD PROJECT

Mailing address: Edible Schoolyard Project
1517 Shattuck Ave.
Berkeley, CA 94709
Website: www.edibleschoolyard.org
Phone: (510) 843-3811

FAMILYFARMED.ORG

Mailing address Family Farmed
225 W. Hubbard, Suite 650
Chicago, Illinois 60654
Website: www.familyfarmed.org
Phone: (312) 874-7360

FARM TO SCHOOL INITIATIVE - United States Department of Agriculture (USDA)

Mailing address: Food and Nutrition Service
3101 Park Center Drive
Alexandria, VA 22302-1500
Websites:
Know Your Farmer www.cnpp.usda.gov/KnowYourFarmer
Farm to School Team www.fns.usda.gov/cnd/F2S
Email: farmtoschool@fns.usda.gov

NATIONAL FARM TO SCHOOL NETWORK

Mailing address: National Farm to School Network
P.M.B. #104
8770 West Byrn Mawr Ave., Suite 1300
Chicago, IL 60631-3517
Website: www.farmtoschool.org

Lesson 4: Activity #2 – Fact or Fiction Revisited

Read each of the following questions and check whether the question is fact (true) or fiction (false).

1. A Farm to School or school garden program can lead to increased consumption of fruits and vegetables in a school nutrition program.

- Fact
 Fiction

2. Farm to School programs are initiated to connect schools with local and regional farmers.

- Fact
 Fiction

3. The first United States school garden project was developed in 1995.

- Fact
 Fiction

4. One goal of a Farm to School program is to incorporate agricultural education with nutrition education.

- Fact
 Fiction

5. A student field trip to a farmers' market is a Farm to School activity that can provide nutrition education to help improve student nutrition.

- Fact
 Fiction

6. In 2009, the USDA launched the Know Your Farmer, Know Your Food Initiative which led to the development of the USDA Farm to School Team.

- Fact
 Fiction

Utilizing the Cafeteria as a Classroom

7. The primary reason local produce is offered on school meals is to support local farmers.
- Fact
 Fiction
8. A class that has little yard space can enjoy a successful garden project by using buckets for a container garden.
- Fact
 Fiction
9. Students must plant more than one crop to have an effective school garden project.
- Fact
 Fiction
10. Providing tastes of a local farm item during lunch in the cafeteria is one way school nutrition program can participate in a farm to school program.
- Fact
 Fiction
11. School nutrition professionals can support a school garden program by providing students with recipes that call for one of more of the food items grown by their class.
- Fact
 Fiction
12. In some Farm to School programs, farmers pick up food scraps and vegetable trimmings from school cafeterias to use as animal feed or compost.
- Fact
 Fiction
13. A school garden program provides an opportunity for parent involvement in both the classroom and cafeteria.
- Fact
 Fiction

14. Featuring a school grown fruit or vegetable as a “Harvest of the Month” on the menu helps market the school nutrition program to teachers.

Fact

Fiction

15. School nutrition professionals can raise awareness of their role in the educational process by promoting their Farm to School or school garden program at school parent events and committee meetings.

Fact

Fiction

Key Points to Remember

Key Point #1 – Farm to School Goals

1. Provide healthy meals at school.
2. Improve student nutrition.
3. Provide opportunities to include agriculture in nutrition education.
4. Support local and regional farmers.

Key Point #2 – There is no one specific approach to conducting a Farm to School program.

Farm to School activities may include

- introducing local or regional produce on the menu;
- providing taste-tests of produce or new products in the classroom or cafeteria;
- arranging farm tours;
- inviting farmers to speak to students;
- scheduling field trips to farmers' markets;
- providing cooking classes in the classroom or cafeteria; and/or
- inviting local chefs to demonstrate or participate in preparing school meals.

Key Point #3 – School gardens have been used as an instrument to teach for centuries – a real, live, learning laboratory.

Key Point #4 – School gardens may vary with size and variety depending on the local community and student needs and resources.

Key Point #5 – School nutrition professionals can support school garden projects regardless of the garden size. Examples of ways to support include

- featuring a school grown item on the menu;
- providing tastes of a fruit or vegetable grown by a class;
- giving the students written recipes that contain the items grown;
- cooking the items for the students who grew the product; and/or
- providing a class with #10 cans or buckets for a container garden.

Key Point #6 – Farm to School and school gardens can help market school meals to students, teachers, and parents.

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