

Utilizing the

# Cafeteria

as a Classroom

**Participant's Workbook**

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**Key Areas:**

1, 4

**Professional Standards Codes:**

1200, 4110, 4120, 4130, 4150

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# Institute of Child Nutrition

The University of Mississippi

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## **PURPOSE**

Improve the operation of child nutrition programs through research, education and training, and information dissemination.

## **VISION**

Lead the nation in providing research, education, and resources to promote excellence in child nutrition programs.

## **MISSION**

Provide relevant research-based information and services that advance the continuous improvement of child nutrition programs.



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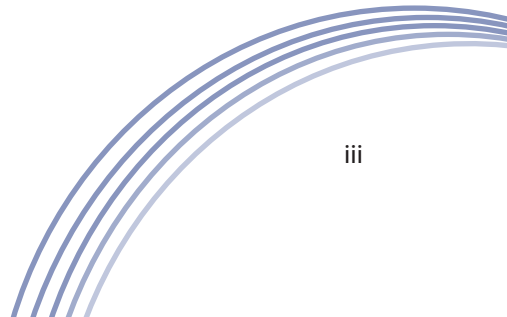
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## Background Information

### 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.

### Course Framework

*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 time frame planned for each lesson is one hour to 1 hour and 15 minutes; however, the course design is flexible. The scheduled time may be shortened or lengthened by allowing more or less time for class discussion and/or learning activities. Lessons may be combined to provide longer training sessions. The lessons are designed to encourage participant involvement. Two to three learning activities are incorporated into each lesson to engage the participants and reinforce the concepts discussed in the class.

## Functional Areas and Competencies

### Functional Area 7: Menu and Nutrition Management

Competency 7.2: Provides leadership to support the nutrition and wellness initiatives within the school district.

Knowledge Statement: Know the importance of school nutrition education as a component of the coordinated **school health education program**.

### Functional Area 6: Marketing and Communication

Competency 6.1: Develops a systematic approach for marketing the school nutrition program.

Knowledge Statements:

- Knows the importance of school nutrition staff in marketing the school nutrition program.
- Knows the importance of involving stakeholders in implementing marketing plans, measuring **outcomes, and interpreting results**.

### Functional Area 6: Marketing and Communication

Competency 6.2: Develops a customer service infrastructure to promote the school nutrition program.

Knowledge Statements:

- Knows techniques for providing high-quality customer service.
- Knows the importance of customer feedback on menu planning.
- Knows fundamentals of creating a pleasant, appealing, and safe dining experience.
- Knows food-merchandising techniques to enhance the presentation of food.
- Knows methods to collect and use data on customer acceptability of school meals.

**Source:** Institute of Child Nutrition. (2009). *Competencies, knowledge, and skills for district-level school nutrition professionals in the 21st century*. University, MS: Author.

## Professional Standards

1000 – Nutrition

- 1200 – Nutrition Education

4000 – Communications and Marketing

- 4110 – Strategic and Marketing Plans
- 4120 – Program Promotion
- 4130 – Customer Service
- 4150 – School and Community Communication

### Key Area Codes

- 1 – Nutrition
- 4 – Communications and Marketing

## Objectives

At the end of this training, participants will have accomplished the following objectives:

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 how 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.
6. Describe ways to develop and maintain a positive image for school nutrition.
7. Identify school district policies that impact the school nutrition program.
8. Evaluate school nutrition procedures to see if they meet the needs of the school community.
9. Suggest ways school nutrition professionals can become involved with school committees and activities.
10. Identify parent expectations regarding the school nutrition program.
11. Describe ways to distribute program information to parents.
12. State approaches to providing nutrition education tips to parents.
13. Identify means to acquire feedback from parents.
14. Suggest ways parents may become involved in the school nutrition program.
15. Define the goals of a Farm to School program.
16. Describe examples of Farm to School activities.
17. Give scenarios of how a school garden can function.
18. Identify ways a school nutrition program can support a school garden program.
19. Describe ways that a Farm to School or school garden program can help market school meals.



# 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:

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



## 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**

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**Menu B**

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### 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

ABC School District Food and Nutrition Services

# April 20XX Elementary Lunch Menu



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

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

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

## ABC High School The Pirates Galley



### Grandma's Kitchen

Baked Chicken

Meatloaf

Baked Ham

Rice and Beans

Mustard Greens

Macaroni and Cheese

### Davy Jones Deli

Sub Special

Vegetable Wraps

Chicken Chef Salad

Ham or Turkey on Wheat Bread

Carrot and Red Pepper Strips

Garbanzo Bean Salad

### Wok Up Here

Egg Roll & Rice

Teriyaki Rice Bowl

Sushi

Chow Mein with Asian Vegetables

Roasted Bok Choy

Mixed Vegetables

### Gangplank Grill

Hamburger

Black Bean Burger

Cheeseburger

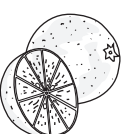
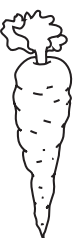
Grilled Chicken Strips

French Fries

Yellow Squash

### 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.



## Hands Up: Nutrition Education and Nutrition Integrity

**Instructions:** Listen as the instructor reads 10 menu-related examples. For each example of nutrition education, raise your right hand. For each example of nutrition integrity, raise your left hand.

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.
  - a. 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.
  - a. 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 cannot see it, do you know it's whole grain?



## 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
    - > Economic background
  - 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.

- **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
  - Peer behavior
- **Key Point #7** – The way the cafeteria staff communicates and interacts with students influences their choice 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.



# 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:

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



## How Would You Respond?

**Instructions:** Read each scenario and then circle the letter of the response that would be most effective in developing 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. On 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 leftover 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 support it.

Lucille should:

- Forget about the grant because it will be too much work to obtain 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 did not 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.

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 afterschool 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 webpage 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.

## 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:				



## Review Questions

**Instructions:** 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 a 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 a 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.



# Lesson 3: Communicating with Parents

## Lessons Objectives

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

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



## Brainstorm

**Instructions:** 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.

## Review Challenge

**Instructions:** 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 guides them toward the school bus.

Around 3:15 p.m., the school bus pulls up out front and drops off Jane, Jack, and Jack's two friends, 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, 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."

Mrs. Broom smiles and replies, "I'm trying that recipe for Cinnamon Apples that was on the September school lunch menu. Jack said he liked it when they served it at school. Apples are in season, and the baked apples are easy for him to eat while he is missing two teeth."

"Oh, yummy!" Mrs. Anders smacks her lips. "You'll have to tell me how the recipe comes out. I like cooking and working with food. You know I have a couple of hours of free time and would like to volunteer in the cafeteria to help encourage the kids to eat well, but I really do not know how to do it or where to start. Hey, can I taste those apples?"

"Sure, please do. I want to know what you think. The recipe included a request for our opinion on how we like it. There is a short survey located on the school's webpage. Maybe you should check there to see if they have any suggestions for parent volunteers."

Mrs. Anders shook her head. "My computer is down, and I'm not sure when it will be working again. I am blaming it on my teenager. I wonder if that survey is like the one distributed at the PTO meeting."







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## 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, U.S. 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, lifelong 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.
- **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

### **COMMUNITY ALLIANCE WITH FAMILY FARMERS (CAFF)**

- [www.caff.org](http://www.caff.org)

### **EDIBLE SCHOOLYARD PROJECT**

- [www.edibleschoolyard.org](http://www.edibleschoolyard.org)

### **FAMILY FARMED**

- [www.familyfarmed.org](http://www.familyfarmed.org)

### **Community Foods Division – United States Department of Agriculture (USDA)**

- [www.fns.usda.gov/cfs](http://www.fns.usda.gov/cfs)

# 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:

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



## Fact or Fiction

Read each of the following questions and choose whether the question is a 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.
  - a. Fact
  - b. Fiction
2. Farm to School programs are initiated to connect schools with local and regional farmers.
  - a. Fact
  - b. Fiction
3. The first United States school garden project was developed in 1995.
  - a. Fact
  - b. Fiction
4. One goal of a Farm to School program is to incorporate agricultural education with nutrition education.
  - a. Fact
  - b. Fiction
5. A student field trip to a farmer's market is a Farm to School activity that can provide nutrition education to help improve student nutrition.
  - a. Fact
  - b. 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.
  - a. Fact
  - b. Fiction
7. The primary reason local produce is offered in school meals is to support local farmers.
  - a. Fact
  - b. Fiction
8. A class that has little yard space can enjoy a successful garden project by using buckets for a container garden.
  - a. Fact
  - b. Fiction

9. Students must plant more than one crop to have an effective school garden project.
  - a. Fact
  - b. Fiction
  
10. Providing tastings from a local farm item during lunch in the cafeteria is one way school nutrition programs can participate in a farm to school program.
  - a. Fact
  - b. Fiction
  
11. School nutrition professionals can support a school garden program by providing students with recipes that call for one or more of the food items grown by their class.
  - a. Fact
  - b. Fiction

## Fact or Fiction Revisited

Read each of the following questions and choose whether the question is a 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.

**a. Fact**

b. Fiction

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

**a. Fact**

b. Fiction

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

a. Fact

**b. Fiction**

**FEEDBACK:** Fiction. School gardens have been used as an educational technique for centuries. The first recorded school garden in the U.S. was at George Putnam School in Roxbury, Massachusetts, in 1890.

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

**a. Fact**

b. Fiction

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

**a. Fact**

b. 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.

**a. Fact**

b. Fiction

7. The primary reason local produce is offered in school meals is to support local farmers.

a. Fact

**b. Fiction**

**FEEDBACK:** Fiction. Supporting local farmers is only one of four goals.

8. A class that has little yard space can enjoy a successful garden project by using buckets for a container garden.

**a. Fact**

b. Fiction

9. Students must plant more than one crop to have an effective school garden project.

- a. Fact
- b. Fiction**

**FEEDBACK:** Fiction. Neither size nor variety of the garden matters. Growing something as simple as a single herb can teach students the basic steps of the garden-to-table process.

10. Providing tastings from a local farm item during lunch in the cafeteria is one way school nutrition programs can participate in a farm to school program.

- a. Fact**
- b. Fiction

11. School nutrition professionals can support a school garden program by providing students with recipes that call for one or more of the food items grown by their class.

- a. Fact**
- b. Fiction



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## 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 farmer's markets
  - Providing cooking classes in the classroom or cafeteria
  - 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 in 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
  - 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.



## Resources

### **COMMUNITY ALLIANCE WITH FAMILY FARMERS (CAFF)**

Mailing address: CAFF  
PO Box 363  
Davis, CA 95617

Website: [www.caff.org](http://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](http://www.edibleschoolyard.org)

Phone: (510) 843-3811

### **FAMILY FARMED**

Mailing address Family Farmed  
225 W. Hubbard, Suite 650  
Chicago, Illinois 60654

Website: [www.familyfarmed.org](http://www.familyfarmed.org)

Phone: (312) 874-7360

### **COMMUNITY FOOD DIVISIONS** – United States Department of Agriculture (USDA)

Mailing address: Food and Nutrition Service  
3101 Park Center Drive  
Alexandria, VA 22302-1500

Websites: [www.fns.usda.gov/cfs](http://www.fns.usda.gov/cfs)

### **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



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