

# Social Media Marketing for School Nutrition Programs

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# Institute of Child Nutrition

## The University of Mississippi

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The purpose of the Institute of Child Nutrition is to improve the operation of child nutrition programs through research, education and training, and information dissemination.

### MISSION

The mission of the Institute of Child Nutrition is to provide information and services that promote the continuous improvement of child nutrition programs.

### VISION

The vision of the Institute of Child Nutrition is to be the leader in providing education, research, and resources to promote excellence in child nutrition programs.

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# Training Introduction

**NOTE TO INSTRUCTOR:**

This section provides the instructor with background information to review prior to presenting this training. It is designed to help the instructor become familiar with the commands used as prompts for the training as well as suggested logistics. This section does not contain lesson plans or training content. It should be used as a resource for administering the training.

## Purpose of this Training

The *Social Media Marketing for School Nutrition Programs* training is to provide training on basic terms and concepts of current social media marketing strategies. Because social media marketing is a relatively new concept, this training will help school nutrition professionals understand basic terminology, introduce different social media outlets, and discuss the pros and cons of each.

## Training Overview

This training consists of two lessons. The first lesson offers an introduction to marketing a school nutrition program, discusses some basic marketing terminology, and provides a brief overview of how to successfully develop a marketing plan. The second lesson focuses on using social media to market school nutrition programs. At the end of the training, participants will be able to use social media to market their school nutrition programs.

## Target Audience

This training is designed for school nutrition directors and managers who are tasked with marketing their school nutrition program.

## Training Components

*Social Media Marketing for School Nutrition Programs* includes four components: Instructor's Manual, Handouts, Assessments, and a PowerPoint Presentation. Each component plays an essential role in the success of administering this

training and ensuring participants are equipped to implement the information at the completion of this training.

The following components are featured throughout this manual:

- Training-at-a-Glance
- Preparation Checklist
- Lesson-at-a-Glance
- Lesson plans and scripts
- Learning objectives
- Handouts and worksheets
- Activities and answer keys

The handouts are prepared for the participants and correlate with the Instructor's Manual. Handouts include the following:

- eLearning Portal
- Basic Marketing Terms
- Social Media Response Chart
- Social Media Scenarios

The Assessments are separate handouts that accompany the Instructor's Manual. There is a Pre-Assessment, Post-Assessment, and Answer Key. The purpose of the assessments are to measure learning to determine what the participants know upon beginning the training and what they learned upon completion. The Pre-Assessment will be given out at the beginning of the training and the Post-Assessment is given out at the end of the training.

The PowerPoint Presentation is a separate file that supplements the Instructor's Manual. The presentation serves as a visual for the participants and provides talking points for the instructor. The Instructor's Manual outlines when and which slide to show for administering the training.

## **Instructor's Manual Training Script**

When administering this training, strive to follow the script and model the program provided in the Instructor's Manual. The following training prompts have been provided to aid in delivery of the training. Please familiarize yourself with these terms and the corresponding actions required.

**Prompts are as follows:**

- **SAY:**  
What the instructor is to say to participants. This is the content that teaches the learning objectives.
- **ASK:**

This prompt is used when the instructor should ask the participants a question. If the question warrants feedback, it will be followed by the **FEEDBACK** prompt.

■ **FEEDBACK:**

This prompt is used to ensure certain elements are covered in discussions, including possible answers for instructors to give.

■ **DO:**

This prompt is used to explain what the instructor or participants are to do. It may be used to lead into activities, perform demonstrations, show videos, or any other action the instructor would need to do.

■ **SHOW SLIDE:**

This prompt is used for showing slides. Each slide has its own unique title. All content in the slide presentation is discussed in the Instructor's Manual using the "DO," "ASK," or "SAY" commands.

■ **NOTE TO INSTRUCTOR:**

This prompt lists information for reference purposes only; avoid sharing any information noted for this prompt with the participants.

## Ground Rules

Ground Rules help the class run smoothly and allow all participants to benefit from the course instruction and information. You will be provided a copy of the Ground Rules to hang on the walls of the training classroom prior to the training. The following are ground rules and expectations all ICN trainings:

1. Be in the classroom at least five 5 minutes before scheduled starting time.
2. Turn your cell phones off or to vibrate. If you must take a call or answer a text message before a scheduled break, please leave the room quietly.
3. Be respectful and considerate of everyone. Do not carry on side conversations with your neighbor or others in your group, and if you disagree with someone else's ideas, please do so politely.
4. Clear your table of trash such as cups, napkins, or empty water bottles at the end of the training.
5. Always ask for clarification if you do not understand.

## Training Delivery Recommendations

Prior to beginning the training, complete the following tasks:

- Welcome participants as they enter the room.
- Distribute handouts to each participant.

- Ensure you have the Instructor's Manual, Powerpoint Presentation, Pre- and Post-Assessments, handouts, and any other items needed for administering this training (supplies for activities, etc).
- Circulate the sign-in sheet(s) and request that participants print and sign their names to the sheet.
- Locate and distribute the table tents to the class. Ask the participants to write their names on the table tents and place it at their table.
- Post a flip chart page on the wall with the title "Bike Rack." This chart will serve as a tool for participants to post questions.
- Post the Ground Rules provided in your trainer tool kit around the room using the painter's tape or any other method that works for the room where the training is being conducted.

## Learning Objectives

At the end of this training, participants will be able to accomplish the following objectives:

- Identify how to use social media as a marketing tool.
- Develop appropriate marketing messages to disseminate using social media.
- Discover that creating a successful marketing plan has multiple steps, and using social media is just one small part of the plan.

## Professional Standards

### COMMUNICATIONS & MARKETING

**Employee will be able to develop plans that include involvement with school and community members, empower school nutrition leaders and address excellent customer service.**

4110: Strategic & Marketing Plans

4120: Program Promotion

**Key Area: 4**

## Training-at-a-Glance

### Social Media Marketing for School Nutrition Programs

Time Allowed	Topic	Activity	Materials
60 minutes	<ul style="list-style-type: none"> <li>Introduction to Marketing</li> </ul>	<ul style="list-style-type: none"> <li>Ice Breaker: Ask participants to provide their definition of marketing, one method of social media their school is currently using, and one thing they would like to learn today.</li> </ul>	<ul style="list-style-type: none"> <li>Handouts</li> <li>Slide Presentation</li> <li>Sticky Notes</li> <li>Pens/Markers</li> <li>Flip Charts</li> <li>Table Tents</li> <li>Sign-In Sheets</li> <li>Pre-Assessments</li> </ul>
60 minutes	<ul style="list-style-type: none"> <li>Social Media Marketing</li> </ul>	<ul style="list-style-type: none"> <li>Social Media Response Chart</li> <li>Marketing Scenarios</li> </ul>	<ul style="list-style-type: none"> <li>Handouts</li> <li>Slide Presentation</li> <li>Marketing Scenario Cards</li> <li>Flip Charts</li> <li>Markers</li> <li>Post-Assessments</li> </ul>
120 minutes			

## Preparation Checklist

**Instructions:** The following tasks are necessary for presenting this lesson. Assign each task to a specific person and determine the date that each task must be completed. Keep track of the progress by checking off the tasks as they are completed.

Task	Person Responsible	Completion Date	√
<p><b>Reserve equipment and gather supplies as needed for use on the day of class (6 weeks prior).</b></p> <p><b>Instructor’s Manual</b> Roster of participants attending for instructor</p> <p>Participants’ sign-in sheets</p> <p><b>List of equipment and supplies needed</b></p> <p>Microphone (preferably wireless)</p> <p>Computer to present slides and/or DVD</p> <p>Projector and screen</p> <p>Wireless presenter device and laser pointer</p> <p>Flip chart paper (self-adhesive strip sheets)</p> <p>Painter’s tape (do not use masking tape)</p> <p>Markers (flip chart)</p> <p>Pens, pencils, note paper, highlighters, self-adhesive notes (each table)</p> <p>Name tags and table tents</p>			
<p><b>Handouts</b> Agenda, roster of presenters/participants, and handouts Pre/Post-Assessments (available at <a href="http://www.theicn.org">www.theicn.org</a>)</p>			

## Lesson-at-a-Glance

### Lesson 1: Introduction to Marketing

Time Allowed	Topic	Activity	Materials
5 minutes	■ Introduction	■ N/A	<ul style="list-style-type: none"> <li>■ Handouts</li> <li>■ Slide Presentation</li> </ul>
5 minutes	■ Social Media Marketing Pre-Assessment	■ N/A	<ul style="list-style-type: none"> <li>■ Pre-Assessment</li> </ul>
20 minutes	■ Marketing My School Nutrition Program	<ul style="list-style-type: none"> <li>■ Ice Breaker: Ask participants to provide their definition of marketing, one method of social media their school is currently using, and one thing they would like to learn today.</li> </ul>	<ul style="list-style-type: none"> <li>■ Handouts</li> <li>■ Slide Presentation</li> <li>■ Sticky Notes</li> <li>■ Pens/Markers</li> <li>■ Flip Charts</li> <li>■ Table Tents</li> <li>■ Sign-In Sheets</li> <li>■ Pre-Assessments</li> </ul>
30 minutes	■ Marketing Basics	■ N/A	<ul style="list-style-type: none"> <li>■ Slide Presentation</li> </ul>
60 minutes			

## Lesson Plan

### Introduction to Marketing

**NOTE TO INSTRUCTOR:**

The following DO should be completed prior to participants arriving. The information was covered in more detail above in the introduction section specifically designed for the instructor only.

**Do:**

Prior to beginning this training, complete the following tasks:

- Welcome participants as they enter the training room.
- Distribute handouts to each participant.
- Ensure that you have the Instructor's Manual, Powerpoint Presentation, Pre- and Post-Assessments, handouts, and any other items needed for administering this training (i.e. supplies for activities, etc.)
- Circulate the sign-in sheet(s) and request that participants print and sign their names on the sheet(s).
- Post the Ground Rules and Bike Rack around the room using painter's tape or any other method that works for the room where the training is being conducted.
- Locate and distribute table tents to the class. Ask the participants to write their names on the table tents and place it at their table.
- Write the 3 statements (listed below) on separate flip chart pages that will be part of the opening icebreaker activity.
  - What marketing a school nutrition program means to me.
  - One social media site I am currently using to market my program is:
  - I want to leave here today knowing more about:

**SHOW SLIDE: Social Media Marketing for School Nutrition Programs****SAY:**

Welcome to the Institute of Child Nutrition Training *Social Media Marketing for School Nutrition Programs*.

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**DO:**

Introduce yourself stating your name, title/credentials, and your experience working in marketing and school nutrition programs. Confirm participants have printed and signed their names on the sign-in sheet(s), and they have all the necessary materials for this training (i.e. handouts, pens or pencils, and materials needed for activities).

**SHOW SLIDE: *ICN's eLearning Portal - Slide 1***

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**SAY:**

ICN will be launching a new eLearning Portal in the Spring of 2017. You have a handout that provides more information and ways to contact ICN with questions.

**SHOW SLIDE: *ICN's eLearning Portal – Slide 2***

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**SAY:**

ICN's new online course system provides several new features that will enhance your online training experience.

**SHOW SLIDE: *Housekeeping***

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**SAY:**

Before we get started with today's training, there are a few housekeeping items we need to go over.

1. The location of the restrooms and water fountain are located (**state where**).
2. We will take a minimum of one break during the training. Of course, if you need to stretch or attend to a need at a different time, please do so. Please be sure to return on time from the break(s).
3. Please clear your tables of trash such as cups, napkins, or empty water bottles at the end of the training.
4. Although I will try to answer questions through the training, sometimes questions you may have will require more time to research an answer than allowed during the training. Because all of your questions are important, I have posted a "Bike Rack" on the wall. Write your question(s) on a sticky note provided to each table and post it to the "Bike Rack." I will check these at break and aim to answer them before the conclusion of the training.

**SHOW SLIDE: *Ground Rules*****SAY:**

It is important that we agree to create an environment that allows everyone to participate freely and work together to accomplish the training objectives without fear or criticism. Notice the ground rules I have posted on the wall to help us establish this kind of environment.

- Be respectful of everyone.
- Be in the classroom at least 5 minutes before scheduled starting time.
- Turn your mind on and your electronic devices off or on silent.
- Use cameras at appropriate times.
- Avoid side conversations.
- Consider all ideas.

**SHOW SLIDE: *Pre-Assessment*****DO:****(Activity): Pre-Assessment**

**Purpose:** The purpose of the pre-assessment is to determine what participants currently know about the topic area.

**Materials Needed:** Pre-Assessment and pencils or pens

**Time:** 5 minutes

**SAY:**

I am about to hand out a pre-assessment which is designed to gauge your knowledge on social media marketing for school nutrition programs. Once you receive your assessment, please write an easy to remember, unique, non-name identifier at the top of the page. This identifier can be a word, phrase, symbol, or number. It should not be your name to help keep your identification anonymous. You will need to use the same identifier on the post-assessment at the end of today's training.

Once you have written down your unique identifier, please read each question carefully and select the best answer. You will have about 5 minutes to complete the pre-assessment.

**DO:**

Pass out the pre-assessments. Allow about 5 minutes for participants to complete the pre-assessment. Collect each assessment and set them aside to be returned to ICN at the completion of the training.

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**SAY:**

Let's begin this training by getting to know each other a little better. We are going to have an icebreaker activity that will help you learn more about each other, give me an opportunity to learn what you already know about social media marketing, and capture your expectations of what you want to learn today.

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**SHOW SLIDE: *Getting to Know Each Other (Activity)***

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**DO:****Getting to Know Each Other (Activity)**

**Purpose:** The purpose of this activity is for the participants to introduce themselves in non-threatening way to each other. It also helps participants identify what their expectations are for this training. It is designed to help the Instructor assess what the participants already know about using social media to market a school nutrition program, what sites they are using, and what gaps need to be covered to meet their expectations.

**Materials Needed:** Sticky note pads, flip chart pages, (2 created before class), and markers

**Time:** 20 minutes

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**Instructions:****SAY:**

Take 4 of the sticky notes provided at your table. Write the following headings, one heading per note:

1. What marketing school nutrition programs means to me:
2. I want to leave here today knowing more about:
3. Personal Intro: Your Name, Your School, Your District Size
4. One social media site I am currently using to market my program is:

Spend a few minutes thinking about each heading, and then write a response to answer each of the statements.

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**DO:**

Allow the participants 5 minutes to complete the statements. Then, divide the class into groups of 3-5 participants. Designate a specific area of the room for each group. Instruct participants to post their responses to "What marketing means to me" and "I want to leave here today knowing more about" on the predesignated flip chart paper as they move to their assigned groups. Have the participants move around the room to be with their designated groups.

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**SAY:**

Now that you have your responses written down, I am going to divide you up into smaller groups. While you are moving to your group's location, please stop by the flip chart papers with the headings

- "What marketing school nutrition programs means to me"
- "I want to leave here today knowing more about"

Post your responses to each of those headings as you move to your discussion group location.

Once you are in your smaller groups, introduce yourself to each other by stating your name, school district, and size of your district. Each group will need to designate one person from the small group to introduce those at the table to the whole group. The person selected to report out, should collect the personal intro notes from each group member.

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**DO:**

Allow 5 minutes for the groups to form and introduce themselves to each other.

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**SAY:**

Now that you have gotten to know the members of your group, Please share, among your group, what one social media site you identified that your school is using to market your school nutrition program. In Lesson 2, we will talk more about your social media usage as a complete group.

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**DO:**

Allow the groups 5 minutes to share and discuss their social media usage.

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**SAY:**

It's time to have each table reporter introduce the group members. When it is your group's turn, all group members please stand up as the reporter introduces you. After all groups are done sharing, you may return to your original seat.

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**DO:**

Allow 5 minutes per group for each to share who they are.

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**SAY:**

Now that we are through with introductions, you may return to your original seat.

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**SHOW SLIDE: *What is Marketing?***

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**SAY:**

If you were to ask ten marketing professionals their definition of **marketing**, you may receive ten different answers. Advertising agencies would define marketing as advertising and promotion. A company's product manager would define it as product design and development. A retailer may define it as sales promotion.

**SHOW SLIDE: *By Definition*****SAY:**

The purest definition of marketing is "the action or business of promoting and selling products or services, including market research and advertising." But it's not just about advertising and promoting. It's about aligning what you offer to meet the needs of your intended audiences. By offering the *right product*, at the *right time*, at the *right value*, and to the *right audience* you achieve the ultimate objective for marketing professionals.

**SHOW SLIDE: *Unique*****SAY:**

Marketing a school nutrition program is unique. While professional marketers spend enormous resources on identifying their potential audience and what their objective is, school nutrition professionals already have an identified target audience and a clear objective to increase program participation numbers by appealing to that known audience.

**SHOW SLIDE: *What School Nutrition Marketing Means to Me*****DO:**

Take 5 minutes and read aloud some of the sticky note responses the class posted.

**SAY:**

Understanding that marketing a school nutrition program is unique and after learning that marketing professionals may all have different definitions of marketing, let's look at some of the responses you posted to the statement, "What marketing a school nutrition program means to me."

**FEEDBACK:**

Some responses might include:

- Sending menus home to the students each month
- Decorating the cafeteria to make it appealing
- Increasing the number of students who participate in the school lunch and breakfast program

**SHOW SLIDE: Objectives**

**SAY:**

To help us align our expectations for the training, let’s go over the purpose and objectives for today. This training was designed to give you an overview of marketing using social media, and offer examples to help you implement what you learn today.

We will briefly discuss basic marketing concepts and the components needed to successfully market your program. The objectives for this training are as follows:

- Identify how to use social media as a marketing tool.
- Develop appropriate marketing messages to disseminate using social media.
- Discover that creating a successful marketing plan has multiple steps and using social media is just one small part of the plan.

**SHOW SLIDE: Basic Marketing Terms for School Nutrition**

**SAY:**

The list of marketing terms for most businesses is very comprehensive and lengthy. However, for the purposes of this training, we will identify a few specific terms related to marketing in a school nutrition program. These terms and their definitions can be found in your handouts.

## Basic Marketing Terms for School Nutrition

Key Terms	Definition
Marketing	The action or business of promoting and selling products or services, including market research and advertising
Target Audience	The intended group for which something is performed or marketed; the group to which advertising is directed – students, faculty, etc.
Target Group/Segment	The specific group within a target audience to which you can specialize a message for greater impact. For example, messages and tactics used to reach elementary students is usually different than those used to reach high school students.
Marketing Objective	Specific, measurable, realistic, and obtainable goals used to judge the success of your marketing plan. For example, increase participation in your middle school by 10% or a defined number of participants.

Barriers to Participation	Anything or anyone that stops your target audience from participating in your meal program. This could be peer groups, poor service line presentation, negative social media posts, etc.
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### **SHOW SLIDE: Overview of a Comprehensive Marketing Action Plan**

#### **SAY:**

Because marketing is not the primary role for most of us in child nutrition, we are going to briefly review some of the process of building a successful Marketing Action Plan. The detailed development of a comprehensive marketing plan requires research, planning, and tracking to measure your success. For the purposes of this training, we will only briefly touch on the process.

Developing a marketing action plan can help you successfully reach your marketing goal(s). Foodservice marketing can include components such as:

- Setting a realistic and measurable objective
- Researching to better understand your target audience needs
- Researching your budgetary constraints and time investment allowed
- Strategizing possible improvements to your product or environment
- Identifying avenues to reach your marketing target group
- Implementing your marketing action plan
- Evaluating your results throughout the process

### **SHOW SLIDE: Overall Goal**

#### **SAY:**

While school nutrition marketing is unique in itself, the overall objective for all school nutrition programs is usually the same – removing as many barriers to participation as possible, thereby increasing participation. These barriers can be different from school to school, district to district, and state to state. This reason reinforces the need to complete the entire process to ensure the best opportunity for a successful comprehensive marketing action plan.

## Lesson-at-a-Glance

### Lesson 2: Social Media Marketing

Time Allowed	Topic	Activity	Materials
15 minutes	<ul style="list-style-type: none"> <li>■ Social Media</li> </ul>	<ul style="list-style-type: none"> <li>■ N/A</li> </ul>	<ul style="list-style-type: none"> <li>■ Slide Presentation</li> </ul>
10 minutes	<ul style="list-style-type: none"> <li>■ Social Media Response Chart</li> </ul>	<ul style="list-style-type: none"> <li>■ Review the Social Media Response Chart</li> </ul>	<ul style="list-style-type: none"> <li>■ Handouts</li> <li>■ Slide Presentation</li> </ul>
15 minutes	<ul style="list-style-type: none"> <li>■ Marketing Using Social Media</li> </ul>	<ul style="list-style-type: none"> <li>■ Marketing Using Social Media Scenarios</li> </ul>	<ul style="list-style-type: none"> <li>■ Social Media Scenarios</li> <li>■ Flip Chart</li> <li>■ Markers</li> </ul>
10 minutes	<ul style="list-style-type: none"> <li>■ Examples from Schools</li> </ul>	<ul style="list-style-type: none"> <li>■ N/A</li> </ul>	<ul style="list-style-type: none"> <li>■ Slide Presentation</li> </ul>
10 minutes	<ul style="list-style-type: none"> <li>■ Post-Assessment</li> <li>■ Evaluations</li> </ul>	<ul style="list-style-type: none"> <li>■ N/A</li> </ul>	<ul style="list-style-type: none"> <li>■ Post-Assessment</li> <li>■ Evaluations</li> </ul>
60 minutes			

## Social Media Marketing Techniques

### SHOW SLIDE: *Outreach Communications*

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#### **SAY:**

Outreach marketing is important to any program, but specifically critical when you need to increase awareness or change perceptions among your target audience. Unlike general marketers, school nutrition professionals have an advantage in having a “defined audience,” which highly improves the efficiency and/or cost while being effective. Marketing efforts are cheaper because you can zero in on your customer and be very specific. This is different than a restaurant that caters to a more varied clientele.

Outreach marketing has dramatically changed over the past few years. Today, you have the advantage of being able to utilize social media to reach your target audiences. You can increase your participation by reaching the RIGHT people, at the RIGHT time to promote your program, and social media is an effective way to begin.

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#### **ASK:**

What are different social media options school nutrition programs have to reach their target market groups?

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#### **FEEDBACK:**

These are some of the responses participants may have. This list is not all-inclusive:

- Twitter
- Facebook
- Instagram

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#### **DO:**

Using a flip chart, make a list of the responses given by the participants.

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#### **SAY:**

If your school has a well-managed website that can be easily updated, it should be your first option in delivering your marketing communications to students, parents, and faculty. In addition, social media can be a real benefit for your communications at little or no cost.

**SHOW SLIDE: *Today's Social Media World*****SAY:**

Today, there are many options for communicating via social media. They all offer something different and have their own target audiences or members. With the popularity of smart phones, social media audiences are not just limited to one age group. Nearly everyone, regardless if they access the media through a computer or a phone, contributes to and views these sites on a very frequent basis. Rather than attempt to establish and maintain an outreach program on all possible sites, we recommend selecting a few prominent sites such as Facebook, Instagram, and Twitter.

**SHOW SLIDE: *Prominent Social Media Sites*****SAY:**

Some school districts may block social media sites, while others may already have accounts. Be sure to check with your district and IT Department on your options. If available, we suggest you focus your outreach efforts on the three most popular social media websites: Facebook, Instagram, and Twitter. Though you may think that these sites are similar, there are some distinguishing factors for each.

**SHOW SLIDE: *Facebook*****SAY:**

The age of members on Facebook has increased in the past five years. Both older students as well as parents use this site. The format allows you the ability to include text, post videos, or include photographs. It takes only a few minutes to establish an account and set up a home page, if your district has not already opened an account.

Facebook is ideal for communicating weekly or daily menus and to share news about your school nutrition program, since it does not limit text length.

**NOTE TO INSTRUCTOR:**

**The slide has a link to ICN's Facebook page if you have internet connection and time allows.**

**SHOW SLIDE: *Instagram*****SAY:**

While the majority of Instagram users are teenagers, it has gained popularity with some parents. On Instagram, you can post photographs and videos that can be easily accessed through a mobile device. It's easy to establish an account and manage postings. It is a great way to share photographs of menu items or pictures of happy cafeteria customers.

**NOTE TO INSTRUCTOR:**

The slide has a link to ICN's Instagram page if you have internet connection and time allows.

**SHOW SLIDE: *Twitter*****SAY:**

Twitter users are both students and parents. This is a text-driven format limited to 140 characters including spaces. It is primarily viewed with smart phones or mobile devices, and it can be used as a good "reminder" media of upcoming events or today's menu feature.

Twitter uses handles or identifiers that begin with the @ symbol – for instance ICN is @ichildnutrition. You can use these in posts which makes it easier for people to find your program. It's best to keep your messages under 140 characters so people can retweet your message and add a comment.

**NOTE TO INSTRUCTOR:**

The slide has a link to ICN's Twitter page if you have internet connection and time allows.

**SHOW SLIDE: *Snapchat*****SAY:**

While it is not one of the top 3 on our social media list, Snapchat is another tool that is becoming more popular than Instagram with the younger generations. It is a mobile app that allows you to send videos and pictures, both of which will disappear after a few seconds of a person viewing them. It was originally intended to share photos and videos, not messaging, but it is now being used for messaging.

Snapchat is only used as an app on mobile devices, not computers. It would be a great tool for sending pictures of menu items to students. This tool would only work for teen audiences, not elementary.

**SHOW SLIDE: *YouTube*****SAY:**

YouTube is another outreach communication outlet you should consider. It is one of the most popular video sharing sites in use today. Anyone with an internet connection can share and watch content. This could be used to show food prep, serving lines, new recipes, etc.

**NOTE TO INSTRUCTOR:**

The slide has a link to ICN's YouTube videos if you have internet connection and time allows.

**SHOW SLIDE: *Using Social Media*****SAY:**

Social media outreach is quite easy and obviously extremely cost effective since you can post texts, photos, or videos without fees. BUT be sure of the following before developing a social media presence:

- Gain school board approval
- Use quality photographs
- Promote your site
- Establish a routine
- Expect some negative feedback

**SHOW SLIDE: *Gain School Board Approval*****SAY:**

Gain school board approval and make sure that you are using social media in accordance with school policy. There may be some restrictions. Be sure to check first. Using social media is not something you want to do and then ask for forgiveness afterwards.

**SHOW SLIDE: *Use Quality Photographs*****SAY:**

The easiest way to post pictures to social media is using a smart phone where the pictures and videos can be loaded directly from the device. Make sure to use a smart phone that can take quality photographs of both food and your cafeteria. You don't want to send photos that show your product in a bad light!

**SHOW SLIDE: *Promote Your Sites & Establish a Routine*****SAY:**

Don't keep your social media sites a secret – get the word out about your presence on each site. If your school uses a “robo-call” system, ask about using it to promote your social media presence. Other possible options are school newsletters, messages on report cards, and morning announcements. Establish a routine for posting. Posting every morning or evening will keep your sites alive, informative, and updated. Be sure you or the person assigned to post is keeping the site current. It looks bad to see old and out-dated menus on the site.

**SHOW SLIDE: *Expect Negative Feedback*****SAY:**

As with any communications, you can expect some negative feedback. If this occurs, don't begin an online dialogue. If needed, you can discuss issues with individuals offline by contacting them personally. Some directors have suggested you may invite a complaining parent to lunch in their child's cafeteria. However, you can and should respond to a post with incorrect or erroneous information to keep bad information from spreading.

**SHOW SLIDE: *Social Media Response Chart*****SAY:**

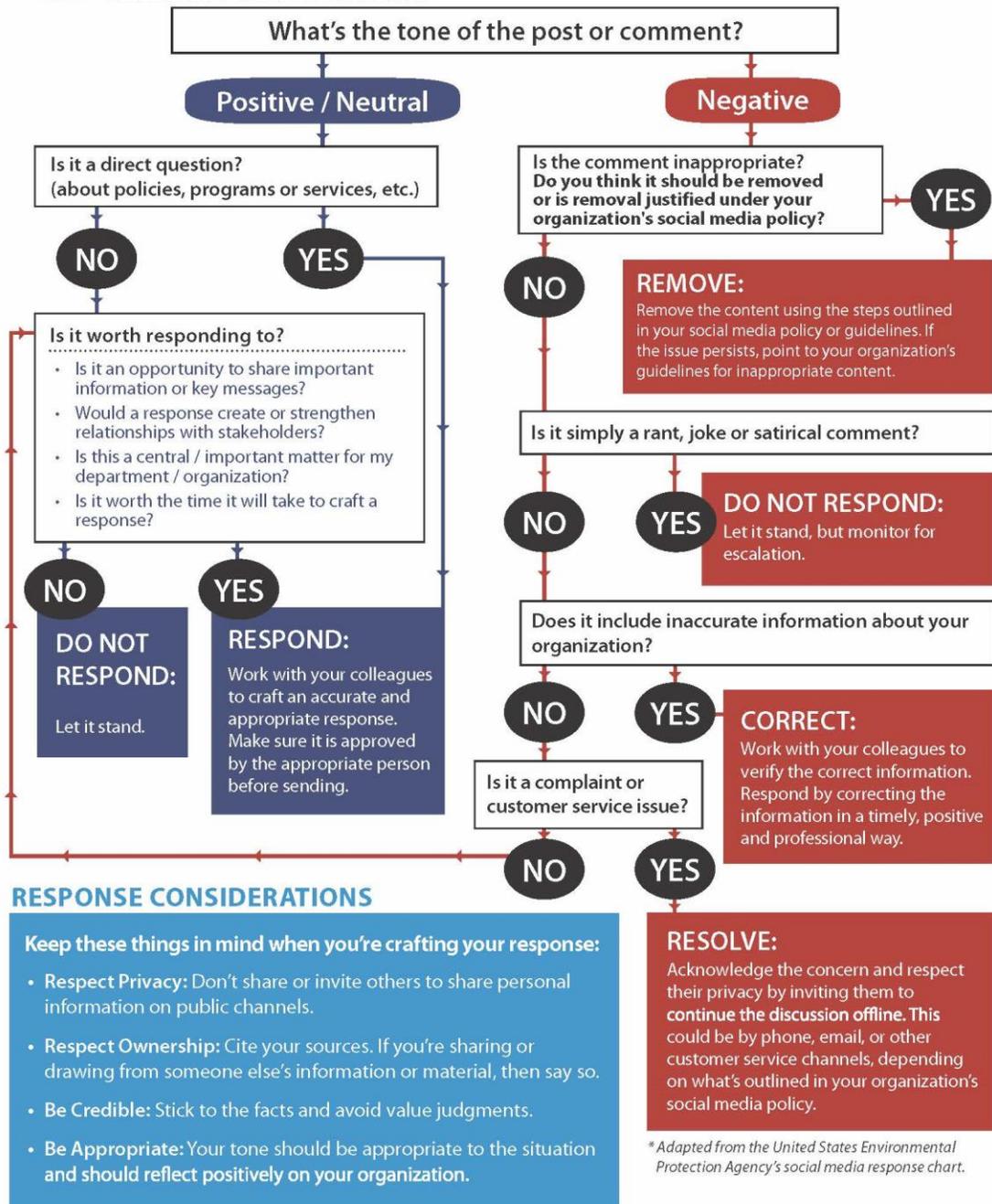
It is important to have a positive tone in each comment or post you make on behalf of your school nutrition program. We are going to take a few minutes to review the *Social Media Response Chart* found in your handouts to help us identify when a tone is positive, negative, or neutral.

**DO:**

Have participants turn to the *Social Media Response Chart* found in their handouts. Spend a few minutes reviewing the chart to identify when to a post or comment needs a response.



## Social Media Response Chart



**SHOW SLIDE: Social Media Activity****DO:****(Activity): Marketing My School Nutrition Program Using Social Media**

Purpose: The purpose of this activity is for the participants to practice creating marketing message to be used in different social media avenues.

Materials Needed: Flip chart pages and markers

Time: 15 minutes

**Instructions:****SAY:**

We are about to break up into our groups from earlier today. Each group will be assigned a social media outlet and will be tasked to develop a marketing message around different scenarios. Refer to your Social Media Scenarios Handout for the list of scenarios. After each group is finished creating their marketing message, a member of the group will be asked to report out to the rest of the class.

**DO:**

Allow the participants 2 minutes to move to their groups assigned earlier in the training. Hand flip chart paper to each table. Ask them to label the paper with their instructor assigned social media tool.

- Facebook
- Instagram
- Twitter
- YouTube

Refer participants to the Social Media Scenario handout.

**NOTE TO INSTRUCTOR:**

**If the class is large, you may need to assign more than one group to the same social media outlet. Make sure to give each of those groups different scenarios.**

**SCENARIOS:****FACEBOOK**

The upper elementary school in your district is having a back to school orientation for incoming students (those new to the school this year). This is a perfect time to reach these new students with the positive things your managers are doing with the service and menus. In this scenario, the school has an active Facebook page and encourages parents and students to interact with Facebook. Put together a sample post you could make for this occasion.

## FEEDBACK

Possible answers may include:

- Post a video of your service line. Be sure it is colorful, healthy, and appealing. Ask students, parents, and teachers to “like” and “share” your video. If allowed, the school will provide a treat for the class that interacts the most with the post.
- Post a photo of a happy student eating a meal. (Make sure to have parental consent before doing so.) Include a testimonial quote from the student about how good the meal tastes!

## INSTAGRAM

You have a new salad bar at the middle school. What message could you send out to encourage students to try it? In this scenario, the school has an active Instagram account and encourages students to post pictures through the school year. Put together a sample post you might make for this situation.

## FEEDBACK

Possible answers may include:

- Make a play on a current commercial gimmick. Examples: “What’s in YOUR wallet?” You could post “What’s on YOUR tray?” with a photo of the new salad bar and student holding a tray.
- Post a photo of the salad bar with a caption like “Start fresh today!” Did you know we now offer a fresh fruit and salad bar every day? #Fresh #SaladBar #YourProgramName

## TWITTER

The high school is hosting an open house for incoming freshman and this will provide you access to a whole new set of students who have never eaten in your cafeteria. In this scenario, the school has asked you to tweet a message using their established Twitter account. Put together a sample tweet for this situation.

## FEEDBACK

Possible answers may include:

- Always working to improve our #SchoolLunch menus! Come participate in our taste test during Orientation! #SchoolName #SchoolNutrition
- Come #TasteTest new lunch menu items at Orientation tonight! #SchoolName #GoodSchoolFood

## YOUTUBE

Your district supplies meals to area schools from a central kitchen. In this scenario, your superintendent has asked you to use YouTube as a means to introduce menu items to your students. Put together a sample situation you could video and post on YouTube.

## FEEDBACK

Possible answers may include:

- Select a few menu items and shoot videos of your staff prepping each item. Post these on YouTube and share links on your social media sites, school website, and when possible on video monitors in your school cafeterias.
- Shoot videos of your smiling staff serving children in the service line. If you show the children's faces, make sure to get the parental consent before shooting the video.

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### SAY:

Now that you have found your group and been assigned an outlet and scenario, you will have 5 minutes to create a social marketing message appropriate for your scenario.

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### DO:

Allow 5 minutes for the groups to create their social media messages.

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### SAY:

It's time to report out about the marketing messages you developed for your scenarios. One member of your group should tell us about your plan and message to deal with the scenario and social media outlet your table was assigned. After all of the groups have reported, we will move back to our original tables.

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### DO:

Allow 5 minutes for each group to share their social media marketing messages based on the provided scenario. After all the groups have shared their responses, please have them move back to their tables.

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### SAY:

Now that we have practiced creating some social media messaging, let's take a few minutes and look at some real examples of how schools around the country are using social media.

## SHOW SLIDE: *Facebook Examples*

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### SAY:

Here are two examples we found of schools facebook pages.

- Bartow County Schools, Cartersville, GA

- Good Food for Oxford Schools, Oxford, MS

**SHOW SLIDE: *Instagram Examples*****SAY:**

Here are a couple examples of schools using Instagram.

- New Bern, New York
- Charleston County School District, South Carolina
- Hawthorne, California

**SHOW SLIDE: *Twitter Example*****SAY:**

Orange County Public Schools in Orlando, FL has an active Twitter Account. You can follow them at @OCPS\_FNS

**SHOW SLIDE: *YouTube Example*****SAY:**

Here is an example from Ann Arundel County Schools in the Washington, DC area, and how they are using YouTube.

**SAY:**

There are a few things to remember as we wrap up this lesson, when using social media.

- Do your research before planning your social media posts. See what's trending with #hashtags and topics to be sure you are using the best way to reach your target audience.
- Be sure to answer any questions asked by your followers. You don't want to engage someone with your post and then ignore their interaction with you.
- Set ground rules on who is allowed to post. You need to know what's going out or completely trust your employees sending the messages out for you.
- A highly focused social media campaign is most likely to succeed if you focus on sites that reach the highest number of students or those that have influence on the students you are trying to reach.

**SHOW SLIDE: *Tips to Remember*****SAY:**

Be sure that you and your staff are well informed and cautious about your posts to ensure the best possible image for your program. Here are a few tips:

- Research the topic before you post, share, or respond on social media. Be sure your post is accurate to avoid issues.
- Be responsive – For example: If you see posts about a service issue with an employee, address it immediately. Or, if you find posts with unflattering photos of your meals, look into the situation and correct if there really is a problem, or talk to the student who made the post to see if you can resolve it.
- Set permissions for posting – If you are going to allow your staff or students to post on your social media accounts, be sure you have settings that allow you to oversee their work. Set permissions to limit how posts are processed, etc.
- Focus your efforts – Be sure your posts are cohesive and clearly express the message you are trying to get out there.

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**SAY:**

Let's see what you have learned today. I am about to hand out the Post-Assessment. Please make sure you put the same identifier that you used for the Pre-Assessment at the beginning of class on the top right corner.

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**DO:**

Hand out the Post-Assessments to participants. Allow the class 5 minutes to complete them. After all the participants are done, review the questions and answers as a group, clarify any missed points, and answer any questions to the best of your ability. If there are questions you cannot answer, please refer participants to the ICN.

**SHOW SLIDE: *Institute of Child Nutrition***

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**SAY:**

Thank you for attending today's training. The Institute of Child Nutrition partners with USDA's Food and Nutrition Service (FNS) to develop and support training events like our session today. We would like your feedback on this program.

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**DO:**

Provide participants the training evaluation form. Make sure all participants have signed the Attendee Roster. Provide attendees with a Certificate of Attendance.





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