

Orientation to School Nutrition Management

Marketing

Participant's Workbook

Time: 2 hours



Key Area 4: Communications and Marketing
Learning Code: 4120

2017

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

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Introduction

Over the years, school nutrition professionals have utilized a number of avenues to educate children about the importance of good nutrition and to encourage healthy eating behaviors at school. However, health and nutrition knowledge alone will not lead students to eat meals in the school cafeteria. If students perceive the food served in the school cafeteria as unappetizing, they are unlikely to participate in the school meals program. Most students prefer a variety of foods pleasing to their taste buds, and they often want their favorite foods served in large quantities. School children often view food served at school as lacking taste and served in too small of portion sizes. It is important for school nutrition directors to understand that students' perceptions of "how food tastes and looks" will continue to drive their eating habits.

Given the depth of nutritional concerns about the diets of children, a large-scale marketing campaign that targets school children seems necessary if nutrition programs are going to influence a change in health behaviors. A successful marketing plan can provide strategies and resources to influence healthy eating behaviors in children that lead to improved health and less risk for chronic disease. Effective marketing to children can make good nutrition seem relevant to their lives. Social marketing in which commercial marketing techniques are used to plan, implement, and evaluate school nutrition programs can be put into action to bring about change in health behaviors. There are four factors of influence that are important when considering marketing strategies to encourage school children to eat in the school cafeteria. These factors, known as the marketing mix, represent the four principles used by marketers when trying to influence a person to consider their product or service. The four Ps of marketing are Product, Price, Place, and Promotion. Although social marketing is built on the cornerstones of the four original Ps, some marketers are including "Policy" as a fifth P when planning a social marketing strategy. Policy facilitates a course of action to support voluntary changes in behavior. If we think of social marketing as "influencing public behavior," it is clear that public policy must be considered in any campaign to sell behavior change.

Lesson Purpose

This lesson focuses on the basic principles of marketing; how to apply these principles in the development, implementation, and evaluation of a marketing plan; and how to collaborate with other people in the school and community.

Functional Areas and Competencies

Functional Area 6: Marketing and Communication

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

Source: *Competencies, Knowledge, and Skills for District-Level School Nutrition Professionals in the 21st Century* available on the ICN website: <http://theicn.org/ResourceOverview.aspx?ID=284>

Lesson Objectives

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

- Describe the importance of marketing in school nutrition programs.
- Identify the basic principles of marketing.
- Identify the elements of a marketing plan.

Lesson Plan

Activity: Questions for Focus Groups

Do you eat breakfast/lunch in the cafeteria?

How often do you eat breakfast in the cafeteria?

How often do you eat lunch in the cafeteria?

What are your favorite fruits?

What are your favorite vegetables?

What is your favorite restaurant (asked so you can try to replicate those items)?

Objective: Describe the importance of marketing in school nutrition programs.

Purpose of Marketing School Nutrition Programs

Marketing is taking place every day in your life. Think of how many pieces of mail you receive on a daily basis. That is a part of some company's marketing plan. Have you ever counted the number of pages in your favorite magazine devoted to colorful displays of company products? Think about the Sunday newspaper. There are more pages devoted to information about products you "should buy" than the news. These examples represent advertisements, but that is part of marketing.

The purpose of this lesson is to help school nutrition professionals:

- understand the basic principles of marketing,
- know how to apply marketing principles to develop and implement a school nutrition marketing plan, and
- evaluate a marketing plan.

Activity: Role of the School Nutrition Director

Question: Why is it important for the school nutrition district director to use marketing?

Answer: *A well thought out marketing plan for introducing new products changes because of new regulations. Program improvements can mean the difference between success and failure. For example, changing the French fries to oven-baked potatoes in a high school may take a lot of marketing to change student preferences. Raising the price charged for a school meal by 25 cents may take a lengthy marketing campaign to gain acceptance and to prevent a drop in participation.*

Instructions: Fill in the blank.

The role of the school nutrition director includes knowing what the customer _____ and _____. The Director must then provide _____ and _____ that satisfy customer demands.

Question: Administrators and faculty can also benefit from a school nutrition marketing campaign. Why?

Answer: A successful marketing campaign for school nutrition programs helps school administrators and faculty:

- see the value of the child nutrition programs;
- achieve nutrition related educational objectives; and
- resolve health issues some children face, such as obesity, diabetes, etc.

Objective: Identify the basic principles of marketing.

Activity: What is marketing?

The American Marketing Association defines marketing as “the processes of _____, _____, and _____ value to customer...”

Activity: List the Techniques of Marketing.

The techniques of marketing include the following activities:

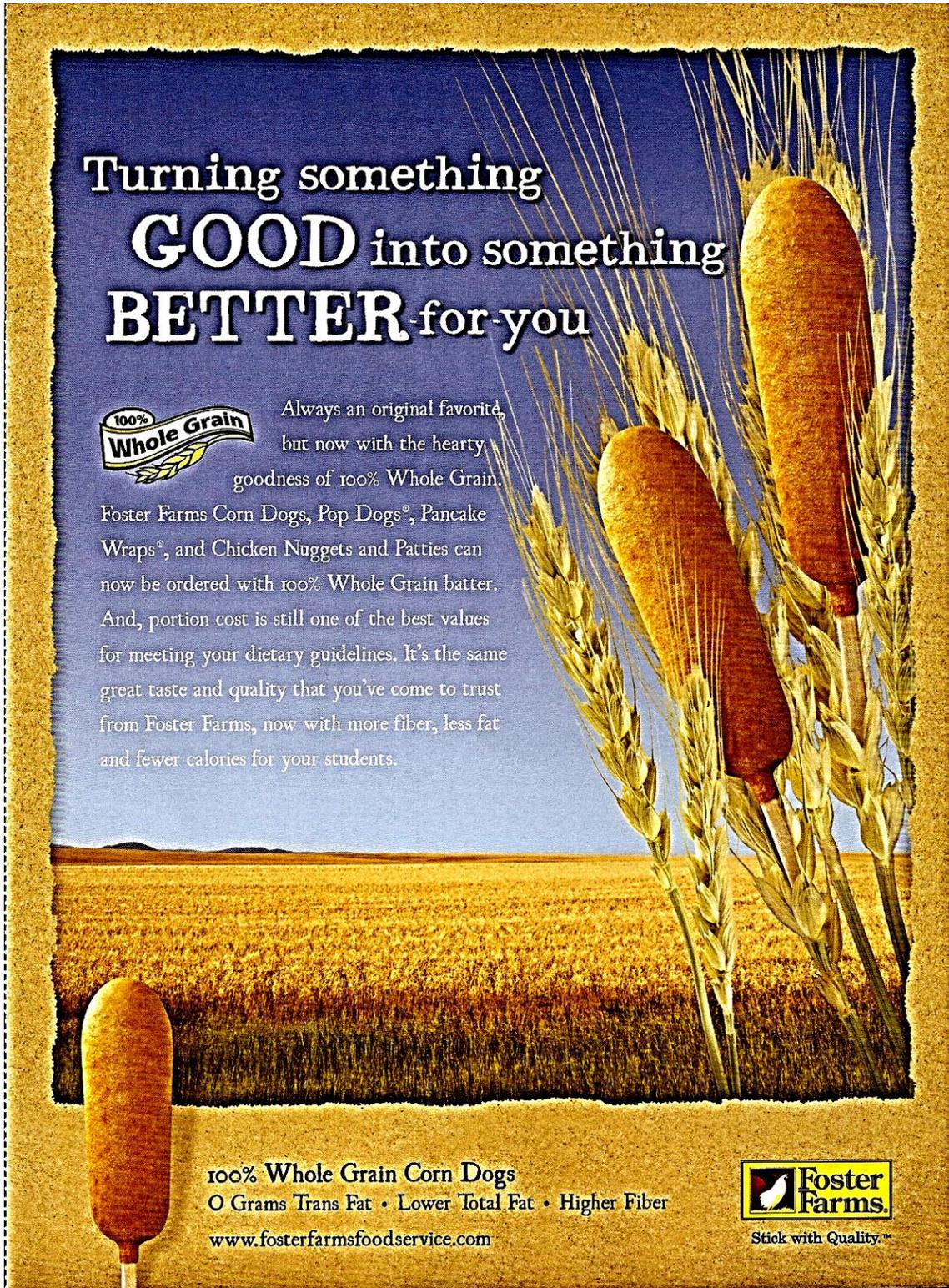
- _____
- _____
- _____, and
- _____ the product or service.

Activity: What Are the Differences Between Marketing and Advertising?

1. Marketing includes _____.
2. Marketing is both _____ and _____.
3. Advertising is presenting the _____ and is more _____.
4. Advertising is more of the _____ way of marketing.

Activity: Role of Advertising in Marketing

Look at the advertisement for Foster Farm products. The handout is an actual advertisement that was copied from the *School Nutrition* magazine (June/July 2008). As you read the advertisement, think about the message. Then answer the three questions in your workbook. Work as a group for about 5 minutes.



**Turning something
GOOD into something
BETTER for you**

 Always an original favorite,
but now with the hearty
goodness of 100% Whole Grain.

Foster Farms Corn Dogs, Pop Dogs®, Pancake Wraps®, and Chicken Nuggets and Patties can now be ordered with 100% Whole Grain batter. And, portion cost is still one of the best values for meeting your dietary guidelines. It's the same great taste and quality that you've come to trust from Foster Farms, now with more fiber, less fat and fewer calories for your students.

100% Whole Grain Corn Dogs
0 Grams Trans Fat • Lower Total Fat • Higher Fiber
www.fosterfarmsfoodservice.com

 **Foster Farms**
Stick with Quality.™

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Foster Farms 100% Whole Grain Product Line (CN Labeled)

100% Whole Grain
Lower-Fat Chicken
Corn Dogs (95150)

Nutrition Facts	
Serving Size 1 cn dg (112g/4.0 oz.)	
Servings Per Container About 72	
Amount per Serving	
Calories 240	Calories from Fat 70
% Daily Value*	
Total Fat 8g	12%
Saturated Fat 2g	10%
Trans Fat 0g	
Cholesterol 20mg	6%
Sodium 590mg	25%
Total Carbohydrate 33g	11%
Dietary Fibers 5g	20%
Sugars 9g	
Protein 9g	
Calcium 15%	Iron 15%
Not a significant source of vitamin A, and vitamin C.	
*Percent Daily Values are based on a 2,000 calorie diet.	

CN Statement: 2 oz. equivalent meat and 2 servings of bread alternate

100% Whole Grain
Lower-Fat Chicken
Corn Dogs-Stickless (94998)

Nutrition Facts	
Serving Size 1 cn dg (112g/4.0 oz.)	
Servings Per Container About 72	
Amount per Serving	
Calories 240	Calories from Fat 70
% Daily Value*	
Total Fat 8g	12%
Saturated Fat 2g	10%
Trans Fat 0g	
Cholesterol 20mg	6%
Sodium 590mg	25%
Total Carbohydrate 33g	11%
Dietary Fibers 5g	20%
Sugars 9g	
Protein 9g	
Calcium 15%	Iron 15%
Not a significant source of vitamin A, and vitamin C.	
*Percent Daily Values are based on a 2,000 calorie diet.	

CN Statement: 2 oz. equivalent meat and 2 servings of bread alternate

100% Whole Grain
Lower-Fat Chicken
Pop Dogs (96086)

Nutrition Facts	
Serving Size 4 mini cn dg (76g/2.7 oz.)	
Servings Per Container About 60	
Amount per Serving	
Calories 200	Calories from Fat 80
% Daily Value*	
Total Fat 9g	14%
Saturated Fat 2.5g	13%
Trans Fat 0g	
Cholesterol 25mg	8%
Sodium 450mg	19%
Total Carbohydrate 22g	7%
Dietary Fibers 3g	12%
Sugars 7g	
Protein 7g	
Calcium 8%	Iron 6%
Not a significant source of vitamin A, and vitamin C.	
*Percent Daily Values are based on a 2,000 calorie diet.	

CN Statement (based on 6 mini cn dg): 2 oz. equivalent meat and 2 servings of bread alternate

100% Whole Grain Maple
Flavored Turkey Pancake Wraps,
Individually Wrapped (95127)

Nutrition Facts	
Serving Size 1 wrap (80g/2.85 oz.)	
Servings Per Container About 68	
Amount per Serving	
Calories 170	Calories from Fat 50
% Daily Value*	
Total Fat 6g	9%
Saturated Fat 1.5g	8%
Trans Fat 0g	
Cholesterol 15mg	6%
Sodium 510mg	21%
Total Carbohydrate 21g	7%
Dietary Fibers 3g	12%
Sugars 8g	
Protein 9g	
Calcium 0%	Iron 8%
Not a significant source of vitamin A, and vitamin C.	
*Percent Daily Values are based on a 2,000 calorie diet.	

CN Statement: 1 oz. equivalent meat/meat alternate and 1.25 servings of bread alternate

100% Whole Grain Maple
Flavored Turkey Pancake
Wraps (95121)

Nutrition Facts	
Serving Size 1 wrap (80g/2.85 oz.)	
Servings Per Container About 56	
Amount per Serving	
Calories 170	Calories from Fat 50
% Daily Value*	
Total Fat 6g	9%
Saturated Fat 1.5g	8%
Trans Fat 0g	
Cholesterol 15mg	6%
Sodium 510mg	21%
Total Carbohydrate 21g	7%
Dietary Fibers 3g	12%
Sugars 8g	
Protein 9g	
Calcium 0%	Iron 8%
Not a significant source of vitamin A, and vitamin C.	
*Percent Daily Values are based on a 2,000 calorie diet.	

CN Statement: 1 oz. equivalent meat/meat alternate and 1.25 servings of bread alternate

100% Whole Grain
Maple Flavored Mini
Pancake Wraps (96169)

Nutrition Facts	
Serving Size 4 mini wraps (95g/3.4 oz.)	
Servings Per Container About 24	
Amount per Serving	
Calories 210	Calories from Fat 60
% Daily Value*	
Total Fat 7g	11%
Saturated Fat 2g	9%
Trans Fat 0g	
Cholesterol 20mg	7%
Sodium 600mg	25%
Total Carbohydrate 24g	8%
Dietary Fibers 3g	12%
Sugars 9g	
Protein 11g	
Calcium 0%	Iron 10%
Not a significant source of vitamin A, and vitamin C.	
*Percent Daily Values are based on a 2,000 calorie diet.	

CN Statement (based on 3 mini wraps): 1 oz. equivalent meat/meat alternate and 1 serving of bread alternate

100% Whole Grain
Lower-Fat Chicken
Breast Patties (96213)

Nutrition Facts	
Serving Size 1 patty (96g/3.43oz.)	
Servings Per Container About 62	
Amount per Serving	
Calories 150	Calories from Fat 35
% Daily Value*	
Total Fat 4g	6%
Saturated Fat 1.5g	8%
Trans Fat 0g	
Cholesterol 50mg	17%
Sodium 350mg	15%
Total Carbohydrate 12g	4%
Dietary Fibers 2g	10%
Sugars 0g	
Protein 18g	
Calcium 0%	Iron 6%
Not a significant source of vitamin A, and vitamin C.	
*Percent Daily Values are based on a 2,000 calorie diet.	

CN Statement: 2 oz. equivalent meat/meat alternate and 1 serving of bread alternate

100% Whole Grain
Lower-Fat Chicken
Breast Nuggets (96214)

Nutrition Facts	
Serving Size 4 nuggets (76g/2.7oz.)	
Servings Per Container About 63	
Amount per Serving	
Calories 130	Calories from Fat 30
% Daily Value*	
Total Fat 3g	5%
Saturated Fat 1.5g	6%
Trans Fat 0g	
Cholesterol 40mg	31%
Sodium 280mg	12%
Total Carbohydrate 11g	4%
Dietary Fibers 2g	9%
Sugars 0g	
Protein 15g	
Calcium 0%	Iron 4%
Not a significant source of vitamin A, and vitamin C.	
*Percent Daily Values are based on a 2,000 calorie diet.	

CN Statement (based on 5 nuggets): 2 oz. equivalent meat/meat alternate and 1 serving of bread alternate



To order our 100% Whole Grain products for your school, contact your Foster Farms sales representative. To locate your representative, go to www.fosterfarmsfoodservice.com and click "broker locator."



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Foster Farms Advertisement for Corn Dogs

1. What message do you think the company is attempting to convey in the advertisement?

2. Who do you think the advertisement is targeting in the *School Nutrition* magazine?

3. What message in the advertisement would influence you most to try the product?

Activity: Why is Marketing School Nutrition Programs Important?

School nutrition programs provide good products at reasonable prices, so why do we need to develop a marketing plan to influence our customers to change their attitudes or behaviors? *List at least three reasons why you think it's important to market school nutrition programs.*

1. _____

2. _____

3. _____

Marketing school nutrition programs is important because it is a way to:

- promote school nutrition products as nutritious,
- sell the school nutrition program as part of the educational environment,
- change the image of the program, and
- influence dietary behaviors of students.

Types of Marketing

The two types of marketing are direct or commercial marketing, and social marketing.

- 1.) Direct or Commercial marketing is the process of promoting and selling the product or service.
- 2.) Social marketing is a process for influencing human behavior on a large scale, using marketing principles for the purpose of societal benefit rather than profit.

Main Focus of Marketing in School Nutrition Programs

Question: Which of the following do you think should be the main focus of marketing school nutrition?

1. Promoting and selling the food products
2. Influencing students to select a quality nutritional diet to improve their health
3. Not sure

Principles of Marketing

A good marketing campaign is based on four fundamental principles, referred to as the “marketing mix” because they represent the four levels a marketer can use when trying to influence target markets. The principles of marketing have been well established through marketing research. Whether engaged in commercial or social marketing, four major factors known as the four Ps of marketing are used to influence target markets. The *principles of marketing* are defined below. Match the principle to its definition.

Activity: Four Fundamental Principles of Marketing

Match each principle of marketing in Column B with its definition in Column A.

- | | |
|--|--------------|
| _____ 1. The spot or outlet through which the customer acquires the product, receives the service, or performs the desirable behavior. | A. Product |
| _____ 2. Those goods, services, or a desired behavior change offered for a price. | B. Price |
| _____ 3. Activities such as advertising, promotional events, or personal selling to entice someone to purchase or use the product. | C. Place |
| _____ 4. The costs to the target group in money, time, or effort for obtaining the product or changed behavior. | D. Promotion |

Activity: Social Marketing Principle #5

A fifth marketing principle is often included when planning a social marketing strategy.

_____ facilitates a course of action to support voluntary changes in behavior.

If we think of social marketing as “influencing public behavior,” it is clear that public policy must be considered in any campaign to sell behavior change.

Activity: Case Study—Applying the Five Principles of Marketing to a School Nutrition Program

Case Study: A Marketing Campaign to Increase the Consumption of Fresh Fruits in an Elementary School

Part I: Scenario

The elementary students in Bay Elementary School are offered a selection of fresh fruits daily as a choice for dessert. The other dessert choice consists of food items such as an oatmeal cookie, ice cream cup, pudding, or a gelatin dessert made with canned fruit. The fresh fruit selection usually consists of whole bananas, oranges, and apples. The fruit is arranged in a large clear plastic bowl at the end of the serving line. Some teachers and the cafeteria cashier encourage students to try the fruit by reminding the students that fruit is “good for them”. Only about 35% of the students pick up a fruit and at least 1/3 of those students discard the fruit instead of eating their selection.

The elementary school nutrition department has decided to conduct a marketing campaign to increase the children's consumption of fresh fruits as part of the school's wellness policy activities. Both teachers and administrators have agreed that promoting fresh fruits is a good idea, and they want to help with the effort.

Help plan the campaign by answering the questions below about how each marketing principle can influence the campaign.

Target Group: Elementary School Children, Grades K-6

Goal: Improve the diets of school children by increasing the consumption of fresh fruits.

Part II: Defining the Five Principles of the Marketing Campaign

A. Principle # 1: Product

1. What is the product that Bay Elementary School is offering or marketing?

2. What are the benefits of the behavior change to elementary schoolchildren?

Hint: In social marketing the product may include the key benefits that will have meaning to the target audience. Examples might include a nutritious diet or regular physical exercise.

B. Principle # 2: Price

1. What procedures should the staff and administration use to determine how the costs of the fruit will be covered?
2. Can costs be minimized to the group?
3. What might be the behavior change “cost” to students if they select more fruit instead of the other desserts? For example, what is the price for the benefit of eating a healthy diet or convincing students to consume nutrient-dense foods?

C. Principle # 3: Place

1. How can the placement influence the student's “just in time” decision making?
2. What barriers does placement create in the elementary school setting and how can they be overcome?

Hint: In social marketing, this principle may include time, place, and circumstances under which the consumer would be most receptive to receiving information about food selection and nutrition.

D. Principle # 4: Promotion

1. What types of promotion should Bay Elementary School use?
2. How can the school nutrition program determine the current demand among the elementary students for increasing fresh fruits in their diets?
3. What messages might best influence demand for fresh fruit among elementary students?

Hint: In social marketing, this may also include nutrition education and training in addition to promotional and advertising activities.

E. Principle # 5: Policy

1. What type of policy implementation would be appropriate for this campaign?

2. How can the wellness policy *support* the voluntary consumption of more fresh fruits?

3. How can the wellness policy *facilitate* the voluntary consumption of more fresh fruit?

Hint: A written plan that facilitates voluntary change might be a school district wellness policy that supports students in adopting healthier nutrition behaviors by adding juice, fruit, and other healthful food choices to school nutrition programs and vending machines.

Objective: Identify the elements of a marketing plan.

Activity: Marketing Plan

A marketing plan is a written plan of an _____ approach to change, with _____ and _____ identified, and the _____ of accomplishing those goals described.

Activity: Steps to Preparing a Successful Marketing Plan

Steps	Information Related To Steps
1. Establish measurable _____	A goal must be measurable in order to determine whether or not it has been accomplished.
2. Identify the target _____	The target audience may involve all school levels or may be specific to certain schools or levels such as the high school level.
3. Assess the current _____	Requires examining the situation, identifying the strengths and weaknesses, and determining what needs to change.

4. _____ the target audience	Explore the current knowledge, beliefs, and behaviors of the target audience.
5. Develop _____ and _____	Strategies or tactics are approaches or activities used to accomplish the objectives or goals.
6. Develop a _____	Determine how many promotions will be used and the cost of each.
7. Establish _____	Timelines should be realistic and followed as much as possible once established.
8. _____ strategies and tactics	Successful implementation of a marketing campaign must include planning, receiving material, training staff, the actual promotion, and follow-up evaluation.
9. _____ results	Measure the results of the marketing goals the campaign was designed to achieve in order to establish if they have been met.
10. Follow-up	Modify the plan if needed. Make recommendations for future marketing campaigns.

Activity: Marketing Plan Template

Using a Template to Create a Marketing Plan

These are the 10 steps to creating a successful marketing plan. The marketing plan will be easier to develop with the use of a template. Your workbook includes a sample of a marketing plan template. Your assignment is to complete the marketing plan using the template. Steps 1-4 have been completed for you. After you review Steps 1-4, work together as a group to complete the marketing strategies in Step 5 and the evaluation technique in Step 9. For the purpose of this activity, you may omit Steps 6, 7, 8, and 10. You have 8 minutes.

**Note to Participants: see the major sections and complete the areas left blank.*

Major Principles	
1. Measurable Goal/Goals	Increase average daily participation in the lunch program by 5% in the district high schools.
2. Target Audience	All district high school students, faculty, and administrators

3. Assessment of Situation	Two of the high schools have a low participation of 23%. One of the high schools has a participation of 40%.
4. Market Research	Use a survey to research why one school's participation is more than another.
5. Marketing Strategies	<p>1. Product: What benefits are being offered?</p> <p>2. Price: What will it cost students for the benefits of a school meal?</p> <p>3. Place: What is the target location for the changed behavior?</p> <p>4. Promotion: What types of strategies will be used to encourage students to participate in the school lunch program?</p> <p>5. Policy: Suggest a policy that might support and facilitate the goal.</p>
6. Budget	<p>1. Estimated cost of market research: \$ (e.g. cost of paper)</p> <p>2. Estimated cost of printing menus: \$ (e.g. include local printer or ink if in-house)</p> <p>3. Estimated cost of promotions: \$ (e.g. determine number of promotional activities and obtain quotes for food, supplies, and materials to be used in promotions)</p> <p>4. Other costs: \$</p> <p>5. Total estimated cost: \$</p>

7. Timelines	Beginning date:_____ Evaluation date: _____
8. Implementation	Establish calendar with strategies and timelines. Designate who will be assigned responsibilities.
9. Evaluation	
10. Follow-up	Recommend ongoing promotion as part of the school nutrition program's mission.

Activity: Marketing Tools

Instructions: Take a couple of minutes to discuss the tools with your table team and together rank the tools you think are the top five based on results when the tools are used in your districts.

- **Take-home menus** should be attractive and carry nutrition information about the menu items.
- **Post menus in the classroom** in an attractive way to get the students' attention.
- **Advertise menus over public announcement system at school** during morning announcements.
- **Websites** provide modern day means of promoting what's on the menu and the nutritious advantage to the meal.
- **Local radio and television** stations have found that early morning programs are popular with students before school and that they are interested in what's for lunch.
- **Local newspapers** often need fillers and are willing to carry the menus for breakfast and lunch as well as other information of interest.
- **Menu boards and signage** are excellent ways of marketing and advertising the menus in elementary, middle, and high schools.
- **Involve students in menu planning** by doing surveys to learn what foods should be put on the menus.

- **Closed circuit or cable television and homework hotlines** can be used to deliver the menu messages.
- **Invite parents to eat lunch at school.** They can be your greatest allies when you convince them of the value of their children eating school meals.

Follow-up Suggestions

1. Use the marketing template to develop a marketing plan to increase participation of reimbursable lunches by an established percentage.
2. Use the marketing template to establish a marketing plan to improve student and parent awareness of the value and benefits of school meals.
3. Provide a training session for managers on marketing healthier menus.
4. Have a focus group made up of parents and community leaders to determine how best to communicate the child nutrition program's goals.

Key Terms

Key Term	Definition
Advertising	A direct or commercial way of marketing that includes informing, getting attention, and praising something; a form of selling
Collaborate	To work jointly with others, especially in an intellectual endeavor
Direct marketing or commercial marketing	The process of promoting and selling a product or service
Market strategy	A well thought-out series of tactics to make a marketing plan more effective
Marketing	The process of creating, communicating, and delivering value to customers
Marketing mix	Refers to the principles of marketing used to influence a target audience
Marketing plan	A written plan of an organized approach to change, with goals and objectives identified, and means of accomplishing goals described
Measurable goals	Answers questions such as: How much? How many? How will I know when it is accomplished?
Merchandising	As commonly used in marketing, means maximizing merchandise sales using product selection, product design, product packaging, product pricing, and product display that stimulates consumers to spend more
Social marketing	A process for influencing human behavior on a large scale, using marketing principles for the purpose of societal benefit rather than for commercial profit

Supplemental Resources

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Answer Keys

Activity: Role of Advertising in Marketing

<p style="text-align: center;">Foster Farms Advertisement for Corn Dogs</p> <p>1. What message do you think the company is attempting to convey in the advertisement? <i>Possible Answer:</i> (1) Foster Farms is marketing corn dogs with less total fat, 100% whole grain, 0 grams trans fat, and reduced sodium. (2) The back side of the advertisement emphasizes the idea that Foster Farms Corn Dogs meets the nutrient requirements of the school nutrition program. (3) The product carries a CN Label and nutrition facts. (4) The wheat fields on the front side convey freshness and may indirectly suggest the farm-to-school initiative to some readers.</p>
<p>2. Who do you think the advertisement is targeting in the <i>School Nutrition</i> magazine? <i>Possible Answers:</i> (1) The school nutrition director. (2) The school site manager. (3) Others that could be mentioned could include school business officials, principals, and superintendents.</p>
<p>3. What message in the advertisement would influence you most to try the product? <i>Answer:</i> There are no right or wrong answers.</p>

Activity: Applying the 5 Ps to Social Marketing of School Nutrition

Case Study: A Marketing Campaign to Increase the Consumption of Fresh Fruits in an Elementary School

Part II. Defining the Five Principles of the Marketing Campaign

A. Principle # 1: Product

1. What is the product that Bay Elementary School is offering or marketing?

Possible answers include:

- *healthy food choice*
- *quality diet/nutritious food*
- *more nutrient-dense foods to meet nutrient standards*

2. What are the benefits of the behavior change to elementary schoolchildren?

Possible answers include:

- *improved diet quality*
- *healthy children*
- *less chance for certain diet-related illnesses*
- *increased awareness and knowledge of the importance of good nutrition*

B. Principle # 2: Price

1. What procedures should the staff and administration use to determine how the costs of the fruit will be covered?

Possible answers include:

- *adjust costs in budget*
- *investigate possible government grants*
- *collaborate with community groups to seek additional funding*

2. Can costs be minimized to the group?

Possible answers include:

- *determine availability of fruit*
- *consider local seasonal fruits that may be less costly due to higher supply*
- *compare prices from several different sources*

3. What might be the behavior change “cost” to students if they select more fruit instead of the other desserts? For example, what is the price for the benefit of eating a healthy diet or convincing students to consume nutrient dense foods?

Possible answers include:

- *they might have to overcome the notion that they don't like fruit as much as other desserts*
- *it may take more time to eat fruit, therefore students either don't finish eating or they have less time to talk*
- *they may encounter peer pressure to eat desserts that are more in the “norm”*

C. Principle # 3: Place

1. How can the placement influence the student's “just-in-time” decision making?

Possible answers include:

- *strategic placement so the fruit is “what” the student sees first may influence students to try the fruit*
- *placement may allow suggestive selling by school nutrition staff*
- *type of service should make it easier for students to make a fruit selection*

2. What barriers does placement create in the elementary school setting and how can they be overcome?

Possible answers include:

- *serving line is too high for smaller students to view attractive display*
- *serving line lacks room for attractive display*
- *long lines that cause students to feel hurried may not give much time for decision-making, so students go with the “known product”*

D. Principle # 4: Promotion

1. What types of promotion should Bay Elementary School use?

Possible answers include:

- *advertising benefit of fresh fruits on school menus*
- *promotional events*
- *personal selling*
- *tasting parties*
- *classroom activities*

2. How can the school nutrition program determine the current demand among the elementary students for increasing fresh fruits in their diets?

Possible answers include:

- *student surveys*
- *parent surveys*
- *collaborate with teachers to create classroom activities to test student perceptions*

3. What messages might best influence demand for fresh fruit among elementary students?

- *messages that help students see the benefits*
- *nutrition education to raise awareness of benefits of including fresh fruits in diet*

E. Principle # 5: Policy

1. What type of policy implementation would be appropriate for this campaign?

Possible answers include:

- *A school wellness policy that encourages consumption of fresh fruits throughout all school eating events is encouraged*

2. How can the wellness policy support the voluntary consumption of more fresh fruits?

Possible answers include:

- *By establishing as one of its goals that students will consume more fresh fruits and implementing activities to help achieve the goal*

3. How can the wellness policy facilitate the voluntary consumption of more fresh fruit?

Possible answers include:

- *monitoring and evaluation of the policy*
- *if the recommended goal is not met, the wellness committee can redirect efforts to other activities designed toward the continuation of promoting fresh fruits in the diet of elementary students*

Activity: Steps to Preparing a Successful Marketing Plan

Steps	Definitions
1. Establish measurable objectives/goals	A goal must be measurable in order to determine whether or not it has been accomplished.
2. Identify the target audience	The target group may involve all school levels or may be specific to certain schools or levels such as the high school level.
3. Assess the current situation	Requires examining the situation, identifying the strengths and weaknesses, and determining what needs to change.
4. Research the target audience	Explore the current knowledge, beliefs, and behaviors of the target audience.
5. Develop strategies and tactics	Strategies or tactics are approaches or activities used to accomplish the objectives

	or goals.
6. Develop a budget	Determine how many promotions will be used and the cost of each.
7. Establish timelines	Timelines should be realistic and followed as much as possible once established.
8. Implement strategies and tactics	Successful implementation of a marketing campaign must include planning, receiving material, training staff, the actual promotion, and follow-up evaluation.
9. Evaluate results	Measure the results of the marketing goals the campaign was designed to achieve.
10. Follow up	Modify the plan if needed. Make recommendations for future marketing campaigns.

Activity: Marketing Plan Template (Sample)

5. Marketing Strategies	<p>1. Product: What benefits are being offered? <i>(a) healthier menu choices, (b) greater variety in foods, and (c) increased nutrients in diet</i></p> <p>2. Price: What will it cost students for the benefits of a school meal? <i>In addition to the cost of the meal, students may have to learn to eat different types of foods, limit food selections from vending machines, and have less time to socialize with friends.</i></p> <p>3. Place: What is the target location for the changed behavior? <i>High School Cafeteria Dining Room and Food Court</i></p> <p>4. Promotion: What types of strategies will be used to encourage students to participate in the school lunch program? <i>(a) Printed menus to provide nutritional information. (b) Classroom activities that emphasize wellness. (c) Food promotions that focus on healthful choices. (d) Video promotion accessible through the district website. Others could be added.</i></p> <p>5. Policy: Suggest a policy that might support and facilitate the goal. <i>As part of the wellness policy, all foods sold in vending, a la carte, etc. must meet nutrient standards equivalent to those required in the school meals program.</i></p>
9. Evaluation	<p>1. <i>Compare participation with prior year's participation.</i></p> <p>2. <i>Chart participation on a day-to-day basis</i></p>

Pre/Post-Assessment

Marketing

Multiple Choice Questions

1. Marketing is the process of
 - a. Creating a desire in consumers
 - b. Communicating a positive message to consumers
 - c. Delivering value to consumers
 - d. All of the above

2. The spot or outlet through which the customer acquires the product, receives the service, or performs the desirable behavior is which principle of marketing?
 - a. Product
 - b. Price
 - c. Place
 - d. Promotion

3. Activities such as advertising, promotional events, or personal selling to entice someone to purchase or use a product is
 - a. Product Placement
 - b. Pricing for Value
 - c. Marketing Mix
 - d. Promotion

4. The process of using marketing principles to influence human behavior on a large scale for the purpose of societal benefit is called
 - a. Commercial Marketing
 - b. Social Marketing
 - c. Direct Marketing
 - d. Interactive Marketing

5. A commercial way of marketing that is also a form of selling is
 - a. Advertising
 - b. Merchandising
 - c. Indirect Marketing
 - d. Marketing Strategies

6. A school nutrition program's marketing plan is a planned approach to promoting and selling which of the following?
 - a. School meals
 - b. Nutritious foods and healthy diet choices
 - c. School nutrition services to the students school staff, parents, and community
 - d. All of the above

7. Which is NOT a benefit of a marketing campaign for school nutrition programs?
 - a. It helps administrators and faculty see the value of child nutrition programs
 - b. It helps achieve nutrition-related education
 - c. It helps curtail disciplinary issues
 - d. It helps resolve issues some children face such as obesity and diabetes

8. Which of the following is NOT a step to creating a successful marketing plan?
 - a. Identifying the target audience
 - b. Developing a budget
 - c. Establishing measurable goals
 - d. Using cycle menus

9. Which of the following can be a useful marketing tool for school nutrition programs?
 - a. Advertising through local newspapers, radio, and television stations
 - b. Posting menus in classrooms, on websites, and other highly-visible areas
 - c. Inviting parents to eat lunch at school
 - d. All of the above

10. Most school nutrition programs have the goal of marketing healthy food choices, quality diet/nutritious food, and more nutrient dense foods to meet nutrient standards. These are examples of which principle of the marketing campaign?
 - a. Product
 - b. Price
 - c. Policy
 - d. Promotion



Institute of Child Nutrition

The University of Mississippi

www.theicn.org

Headquarters
Administration Division
Education and Training Division
Information Services Division
The University of Mississippi
6 Jeanette Phillips Drive
P.O. Drawer 188
University, MS 38677-0188

Applied Research Division
The University of Southern
Mississippi
118 College Drive #5060
Hattiesburg, MS 39406
Phone: 601-266-5773
Fax: 888-262-9631

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