

Orientation to School Nutrition Management

Marketing

Instructor's Manual

Time: 2 hours



Key Area 4: Communications and Marketing
Learning Code: 4120

2017

Institute of Child Nutrition

The University of Mississippi

The Institute of Child Nutrition was authorized by Congress in 1989 and established in 1990 at The University of Mississippi in Oxford and is operated in collaboration with The University of Southern Mississippi in Hattiesburg. The Institute operates under a grant agreement with the United States Department of Agriculture, Food and Nutrition Service.

PURPOSE

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.

This project has been funded at least in part with Federal funds from the U.S. Department of Agriculture, Food and Nutrition Service through an agreement with the Institute of Child Nutrition at The University of Mississippi. The contents of this publication do not necessarily reflect the views or policies of the U.S. Department of Agriculture, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. government.

The University of Mississippi is an EEO/AA/Title VI/Title IX/Section 504/ADA/ADEA Employer.

In accordance with Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability.

To file a complaint of discrimination, write USDA, Director, Office of Civil Rights; Room 326-W, Whitten Building, 1400 Independence Avenue, SW, Washington, DC 20250-9410 or call (202) 720-5964 (voice and TDD). USDA is an equal opportunity provider and employer.

© 2017, Institute of Child Nutrition, The University of Mississippi, School of Applied Sciences

Except as provided below, you may freely use the text and information contained in this document for non-profit or educational use with no cost to the participant for the training providing the following credit is included. These materials may not be incorporated into other websites or textbooks and may not be sold.

Suggested Reference Citation:

Institute of Child Nutrition. (2017). *Orientation to school nutrition management: Marketing instructor's manual*. University, MS: Author.

The photographs and images in this document may be owned by third parties and used by The University of Mississippi under a licensing agreement. The University cannot, therefore, grant permission to use these images.

For more information, please contact helpdesk@theicn.org.

6/2017

**Institute of Child Nutrition
The University of Mississippi**

Building the Future Through Child Nutrition

The Institute of Child Nutrition was authorized by Congress in 1989 and established in 1990 at The University of Mississippi in Oxford and is operated in collaboration with The University of Southern Mississippi in Hattiesburg. The Institute operates under a grant agreement with the United States Department of Agriculture, Food and Nutrition Service.

PURPOSE

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.

This project has been funded at least in part with Federal funds from the U.S. Department of Agriculture, Food and Nutrition Service through an agreement with the Institute of Child Nutrition at The University of Mississippi. The contents of this publication do not necessarily reflect the views or policies of the U.S. Department of Agriculture, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. government.

The University of Mississippi is an EEO/AA/TitleVI/Title IX/Section 504/ADA/ADEA Employer.

In accordance with Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability.

To file a complaint of discrimination, write USDA, Director, Office of Civil Rights; Room 326-W, Whitten Building, 1400 Independence Avenue, SW, Washington, DC 20250-9410 or call [\(202\) 720-5964](tel:2027205964) (voice and TDD). USDA is an equal opportunity provider and employer.

© 2016, Institute of Child Nutrition, The University of Mississippi, School of Applied Sciences

Except as provided below, you may freely use the text and information contained in this document for non-profit or educational use with no cost to the participant for the training providing the following credit is included. These materials may not be incorporated into other websites or textbooks and may not be sold.

Suggested Reference Citation:

Institute of Child Nutrition (2016). *Food safety in family child care resource guide*. University, MS: Author.

The photographs and images in this document may be owned by third parties and used by The University of Mississippi under a licensing agreement. The University cannot, therefore, grant permission to use these images.

Table of Contents

Background Information	1
Functional Areas and Competencies.....	3
Lesson Objectives	3
Lesson-at-a-Glance.....	4
Preparation Checklist	6
Lesson Plan	7
Objective	9
Objective	12
Objective	30
Follow-Up Suggestions	35
Key Terms.....	35
Supplemental Resources	36
References.....	37
Pre/Post-Assessment.....	39

Background Information

Note to Instructor: The purpose of the background information section is to help you become familiar with the context of the lesson. It is not a part of the lesson detail.

“It is critical that the U.S. government recognizes that intelligently focused nutrition related efforts are important in helping lead Americans of all ages to healthier lifestyles. Marketing nutrition shows how simple solutions can save lives.” – *Congressman Timothy V. Johnson, United States House of Representative*

Developing healthy eating habits during the school-age years is important to helping children learn, grow, and thrive in the school environment. The school years are especially important because eating preferences that last a lifetime are often developed at school among peers. Since schools are a critical part of the social environment that shapes lifelong habits of youths and adolescents, public support for serving more nutritious foods to school children is growing.

Unhealthy eating habits are established early in life and are often hard to change. The number of young children and youth who are overweight has doubled in the last two decades. Only 2% of school-aged children meet the recommendations for all five food groups. Less than one in five children eat the recommended amount of fruits or vegetables. While children increased their consumption of soft drinks during the last two decades, milk consumption dropped significantly. Increased soft drink consumption is linked to higher caloric intake, lower nutrient intake, and higher body weight among children (USDA ERS, 2009).

Studies show that despite the importance of nutrition to the health and well-being of children, past efforts in nutrition education and other attempts to encourage the consumption of nutritious food in schools have been surprisingly ineffective. Too often, the assumption is made that once students know that a given food is nutritious, they will understand the necessity of eating that food. In reality, many school-aged children and youth will not eat any healthier than before even when they “pass the nutrition knowledge test”. While it is doubtful that most students believe that sugar, fats, and junk foods are good for them to eat, they continue to eat them. For the majority of school-aged children, taste continues to be the main consideration for food preferences.

Schools provide a great opportunity to enhance the future health and well-being of children. Many school-aged children eat a large share of their daily food in the school lunch and breakfast programs.

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 being of insufficient 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://ICN.org/ResourceOverview.aspx?ID=284>

Lesson Objectives

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

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

Lesson-at-a-Glance

Time Allowed	Topic	Activity	Materials
25 minutes	<ul style="list-style-type: none"> • Introduction to lesson • Opener 	<ul style="list-style-type: none"> • Welcome • Pre-Assessment • Convincing someone to eat a food least liked • Conduction a focus group 	<ul style="list-style-type: none"> • Participant's Workbook • Pre-Assessment
Objective: Describe the importance of marketing in school nutrition programs.			
15 minutes	<ul style="list-style-type: none"> • Purpose of marketing school nutrition programs • Role of school nutrition director 	<ul style="list-style-type: none"> • Role of the school nutrition director 	<ul style="list-style-type: none"> • Participant's Workbook

Objective: Identify the basic principles of marketing.			
45 minutes	<ul style="list-style-type: none"> • Definition of marketing • Techniques of marketing • Difference between marketing and advertising • Importance of marketing school nutrition • Types of marketing • Main focus of marketing in school nutrition program • Principles of marketing • Applying the five principles of marketing 	<ul style="list-style-type: none"> • What is marketing? • List the techniques of marketing • Role of advertising in marketing • Why is marketing the school nutrition program important? • Four fundamental principles of marketing • Social marketing principle #5 • Applying the five principles of marketing to a school nutrition program (case study) 	<ul style="list-style-type: none"> • Participant's Workbook • Set of small color cards for each participant (green, red, yellow)
Objective: Identify the elements of a marketing plan.			
25 minutes	<ul style="list-style-type: none"> • Marketing plan • Preparing a marketing plan • Using a template to create a marketing plan • School menus as a marketing tool 	<ul style="list-style-type: none"> • Marketing plan • Steps to preparing a successful marketing plan • Marketing plan template • Marketing tools 	<ul style="list-style-type: none"> • Participant's Workbook
10 minutes	<ul style="list-style-type: none"> • Follow-Up Suggestions • Lesson evaluation 	<ul style="list-style-type: none"> • Post-Assessment • Administer evaluation 	<ul style="list-style-type: none"> • Post-Assessment • Evaluation form
120 minutes = 2 hours			

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 recording information on the tracking form and checking off tasks as they are completed.

Task	Person Responsible	Completion Date	√
<p>Reserve equipment and gather supplies as needed for use on the day of class (6 weeks prior).</p> <p>Instructor Manual Roster of participants attending for instructor</p> <p>Participants' sign-in sheets</p> <p>Pre/Post-Assessment</p> <p>List of equipment and supplies needed Microphone (preferably wireless)</p> <p>Computer to present slides and 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, page markers, index cards (each table)</p> <p>Name tags and table tents</p>	<p>Instructor</p>		
<p>Participant's Workbook Agenda, roster of presenters/participants, and handouts</p>			
<p>Evaluation (lessons and/or overall for each participant)</p>			

Lesson Plan

Introduction

SHOW: Slide Marketing

SAY:

Welcome to Marketing, an orientation lesson for school nutrition directors. As a school nutrition professional, it is very important for the students in your school to eat their meals in the school meals program, right? Then give them a good reason to do so! That sounds easy enough, but experience has taught you that this is far from easy.

DO:

(Opener Activity) Convincing Someone to Eat a Food Least Liked/ Focus Group

SAY:

I want each one of you to think about a food that you *least* like and share it with the others sitting at your table (or the person next to you, if seated auditorium style). *(Allow participants 2 minutes.)*

Instructor's Note: *Observe the class as the group works. Select two people who seem to be enthusiastically engaging in the activity to come to the front of the room. (If space allows, have them sit next to each other facing the other participants).*

SAY:

_____ (*First selected participant*) would you share with the group the food you least like? _____ (*Second selected participant*) I want you to convince (*first selected participant*) to eat this food. Everyone else listen carefully to the points made about why the person should eat this least liked food. Take no more than 1 or 2 minutes to make the "sell." When I call time, I want the rest of you to add one reason each about why the food should be selected more often. *Do not* duplicate your reasons. *(Allow 2 minute for the second participant to make the sell, and then call time. Allow an additional 4-5 minutes for class members to add their ideas.)*

ASK:

How difficult was it to think of things you could say to quickly change someone's mind about a food preference? *(Allow 1 or 2 participants to respond.)*

SAY:

Convincing anybody to change their ideas about any preference or lack of preference is difficult; but as we know; changing preference for food choices is one of the most difficult changes for a person to make for many reasons. All of the food items offered in the school nutrition programs are good choices, but students must participate in the program and eat the foods served to receive the benefits.

SAY:

So, now that you were or were not convinced to eat a food item that you did not like, let's talk about working with your customers to get them to dine in your cafeteria.

ASK:

How many of you have conducted a student based focus group? *(Ask participant's to raise hands.)*

SAY:

Well you're in luck. We are going to break into groups and take part in a mini focus group.

DO:

(Workbook Activity) Questions for focus groups

Divide participants into groups of 4-5 individuals. One person in the group will be the facilitator (they need a sheet of paper and a pen to take notes on), and the other participants will play the role of the students but give their feedback based on their personal preferences. This activity should take 15 minutes. Have facilitator ask questions below (also found in the Participant's Workbook) then have groups report out after they are completed.

ASK:

(Allow time for responses and brief discussion. 15 minutes)

Questions for focus groups activity

- 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 are your favorite restaurants (asked so you can try to replicate those items)?

So the questions become, how can we convince students to:

- participate in the school meals program?
- select a greater variety of vegetables and fruits?
- consume more nutrient-dense foods?
- eat a better quality diet?

SAY:

One way to convince students about the benefits of good nutrition choices is through a well-planned marketing campaign.

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

SHOW SLIDE: Objective

SAY:

Look at the first objective in your Participant's Workbook. Before you begin any marketing campaign, you must understand the importance of marketing. 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. Television is constantly telling us what we should buy and why we should buy it.

Purpose of Marketing School Nutrition Programs

SHOW SLIDE: Purpose of Marketing School Nutrition Programs

SAY:

This lesson is designed 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.

Role of the School Nutrition Director

ASK:

Why is it important for the school nutrition director to use marketing? (*Pause and ask for a volunteer to share ideas.*)

SAY:

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 alter 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.

DO:

(Workbook Activity) Role of the School Nutrition Director

SAY:

Look in your Participant's Workbook for two important points to remember about the role of the school nutrition director as a marketer of school nutrition programs. Fill in the blanks of the missing information as we view this slide.

SHOW: Slide Role of the School Nutrition Director

ASK:

Would you agree that the role of the director includes knowing what the customer wants and needs? And, do you agree that once those needs and wants are identified, the director must then provide products and services that satisfy customer demands?

Instructor's Note: *The underlined words in the Instructor's Manual are blank in the Participant's Workbook.*

SAY:

Administrators and faculty can also benefit from a school nutrition marketing campaign. Why? (*Allow 1 or 2 participants to respond.*)

SAY:

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 2: Identify the basic principles of marketing.

SHOW SLIDE: Objective

SAY:

Our second objective in today's lesson is for you to know the basic principles of marketing.

Definition of Marketing

DO:

(Workbook Activity) What is Marketing?

ASK:

What is marketing? (*Allow 1 or 2 responses.*) Fill in the missing information in your workbook.

SHOW SLIDE: Definition of Marketing

SAY:

The American Marketing Association defines marketing as "...the process of creating, communicating, and delivering value to customers...." In very simple terms, marketing school nutrition programs is a planned approach to promoting and selling school meals, nutritious foods, healthy diet choices, and the school nutrition services to the students, school staff, parents, and the community.

Techniques of Marketing

DO:

(Workbook Activity) List the Techniques of Marketing

SAY:

There are four broad techniques used in marketing. Write the techniques in your workbook as we review the slide.

SHOW SLIDE: Techniques of Marketing

SAY:

Marketing involves several techniques. They include:

- promoting.
- advertising.
- merchandising, and
- selling the product or service.

In the school nutrition program, marketing includes all efforts to influence the customer's choice in a positive way, not just through advertising and promotions.

Difference between Marketing and Advertising

SAY:

Marketing and advertising are not the same. You may want to make notes in your Participant's Workbook as we identify the differences.

DO:

(Workbook Activity) What Are the Differences between Marketing and Advertising?

SHOW SLIDE: Difference Between Marketing and Advertising

SAY:

Marketing includes advertising, but it is more. It is both active and interactive, whereas, advertising is presenting the sales pitch and is more direct. Advertising is more of the commercial way of marketing. Can you imagine where McDonald's or Kellogg's would

be today if they did not market their products? Marketing is relatively new to school nutrition programs because many directors did not previously realize the need for marketing school meals. Marketing started becoming more important to child nutrition programs in the 1990s when maintaining program participation became an issue. During those years, school nutrition directors began to realize that serving good food at low prices was not enough for high school students. The challenge has become even greater as school districts implement wellness policies that include a commitment to serving good, nutritious foods low in fat and sugar yet still appealing to students. Also, the implementation of wellness plans to create a healthy school environment has increased the importance of marketing the benefits and attributes of school nutrition programs.

DO:

(Workbook Activity) Role of Advertising in Marketing

SAY:

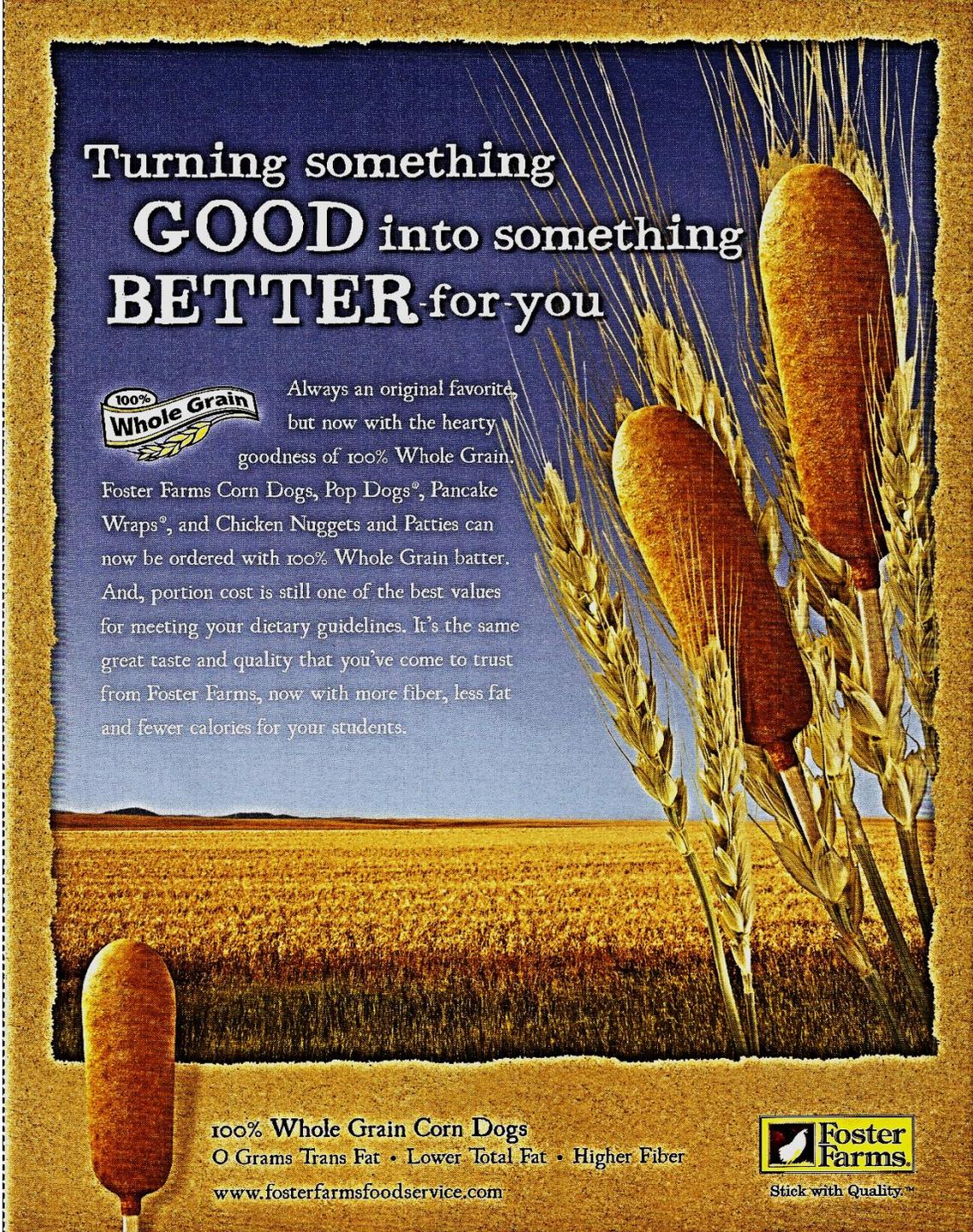
As we think about the advertising component of marketing, look in your Participant's Workbook at the Foster Farms Product advertisement from the June/July 2008 issue of the *School Nutrition* magazine. You are looking at the front and back of the advertisement.

As you look at the advertisement, think about the message, and then answer the three questions in your Participant's Workbook. The questions are as follows.

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?

Work together with someone near you to answer the questions. You have about 5 minutes.

Instructor's Note: (Allow 5 minutes or less if participants finish the assignment.)



**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


Stick with Quality.™

Reprinted with permission from *School Nutrition*, June/July 2008 and Foster Farms.



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."



Stick with Quality.™

FF0308 365090

Instructor's Note: Ask volunteers to answer the questions. Acknowledge all answers and provide the following feedback if not included in the participants' answers.

Role of Advertising in Marketing

Answer Sheet: Foster Farms Advertisement for Corn Dogs

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

Possible Answer: (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 meet 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.

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

Possible Answers: (1) The school nutrition director. (2) The school site manager. (3) Others that could be mentioned include school business officials, principals, and superintendents.

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

Allow two or three participants to respond. Acknowledge all answers as there are no right or wrong answers.

ASK:

Do any of you think there are negative messages in the advertisement? (Allow one or two participants to share answers.)

SAY:

When you are looking at a professional journal, you may find yourself attracted to some advertisements and not even see others. Think about what attracts you as we continue the lesson.

Importance of Marketing School Nutrition

ASK:

Everyone should know that school nutrition programs provide good products at reasonable prices to a target audience, so why do we need to spend time and money conducting a marketing campaign to elementary and secondary students? *(Allow one or two participants to answer.)*

DO:

(Workbook Activity) Why is Marketing School Nutrition Programs Important?

SAY:

Take a minute to think about why you think it's important to market school nutrition programs. Discuss your ideas in your group. In your Participant's Workbook list at least three of the reasons we discussed. *(Allow 2 or 3 minutes for participants to list reasons.)*

SAY:

Will the person in each group who is from the smallest school district share two reasons why it is important to market school nutrition programs? Try not to duplicate answers. You may want to make notes as we summarize. *(One person from each group should answer. There is NO right or wrong answer.)*

SHOW SLIDE: Marketing School Nutrition

SAY:

In school nutrition, marketing is important because it is a way to do the following:

- Promote school nutrition products as nutritious—this includes promoting meals to staff, parents, and community
- Sell the school nutrition program as part of the educational environment—this includes selling the program as a service that delivers healthful meals at school
- Change the image of the program—get customers excited or interested so they keep participating
- Influence dietary behaviors of students—encourage the acceptability of products that are healthier

ASK:

What images do you think students have about the school lunch or school breakfast program? *(Allow one or two participants to respond.)*

SAY:

The images of breakfasts or lunches at school are intangible impressions and thoughts that people hold about them. For example, the breakfast program may be thought of as only for free students. These images are influenced by peer pressure and all the senses. They can be changed, but change is often a difficult process.

In the early 1960s, changing student perceptions about school meals may have been a simpler job because life was less commercial. Students were not given as many choices in general. However, satisfying customers has become more complicated and challenging over the years.

The biggest challenge in school nutrition today may be providing nutritious foods that students will eat while meeting the goals of the school nutrition program. Using marketing to influence changes in student eating behaviors may help meet school nutrition goals.

Types of Marketing

SHOW SLIDE: *Types of Marketing*

SAY:

There are basically two types of marketing. The types and their definitions are listed in your Participant's Workbook. The two types of marketing are:

1. direct or commercial marketing, and
2. social marketing.

The advertisement in the *School Nutrition* magazine is an example of primarily *direct or commercial marketing*, which is the process of promoting and selling the product or service. *Social marketing* is a process for influencing human behavior on a large scale—using marketing principles for the purpose of societal benefit rather than for profit.

Main Focus of Marketing in School Nutrition Programs

ASK:

What do you think should be the main focus of marketing school nutrition? (*Pause briefly for responses.*)

SHOW SLIDE: *What do you think should be the main focus of marketing school nutrition?*

SAY:

Instructor's Note: Ask participants to raise their hands when you read the statement that they believe should be the main focus:

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

SAY:

Deciding on the focus can be a difficult decision because both the commercial and social marketing aspects are important to the success of the program. Social marketing is becoming more important as school nutrition programs focus on influencing voluntary behavior of customers to improve their personal welfare.

Currently, a large segment of the marketing activities to promote school nutrition programs focuses on the importance of reimbursable meals as a way of providing nutrients necessary to the health and well-being of our children. With so much emphasis on wellness, social marketing may be essential for the sustainability of the program.

Some of you may remember that in the 1980s social marketing played a role in convincing parents and other groups to believe the program served a special need in the child's health and education. If this had not happened, the program might have been lost during those years. With the current state of the economy, we may be facing another set of issues similar to those faced in the 1980s, and the sustainability of the nutrition programs in the school district may depend on the marketing efforts of the director.

Principles of Marketing

SAY:

One of the most important aspects of any lesson on marketing is a discussion about the established marketing principles. Marketing is not simply a clever "Got Milk" advertising campaign. 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 the target markets. The principles of marketing have been well established through marketing research. Many of you have heard about the four Ps of marketing; these are four major factors used in both commercial and social marketing.

DO:

(Workbook Activity) Four Fundamental Principles of Marketing

SAY:

The principles of marketing are listed in your Participant's Workbook along with the definitions. See how many you can match. (*Allow 1 minute for the activity.*)

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

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

SAY:

Check your answers as we view the slide.

SHOW SLIDE: Fundamental Ps of Marketing

SHOW SLIDE: Social Marketing Principle #5

DO:

(Workbook Activity) Social Marketing Principle #5

SAY:

Although social marketing is built on the cornerstones of the four original Ps, some marketers include “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.

DO:

(Workbook Activity) Case Study—Applying the Five Principles of Marketing to a School Nutrition Program

SAY:

Now that we have defined the five principles of marketing, look in your Participant's Workbook for a short case study designed to help you understand how these principles can be applied to influence children to increase their consumption of fresh fruit. The case study has two parts, the background or scenario in Part I and questions on each principle of marketing in Part II. We are going to divide into groups of five and each group will answer questions about one of the principles of marketing in Part II. You will have 5 minutes to work on your assigned questions in the handout. We will then discuss your responses.

DO:

Review the information given in Part I (scenario) and the questions in Part II with participants. Divide the class into five groups and assign the principles of marketing in Part II randomly. The goal of this exercise is to get participants thinking about the principles and how to apply them in a marketing campaign, so encourage participants to answer with a wide range of ideas. If participants brainstorm several acceptable answers, it may not be necessary for the trainer to provide extensive feedback from the answer sheet. Make sure you allow for ample discussion time.

Applying the 5 Ps to Social Marketing to a School Nutrition Program: *Answer Sheet*

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.

Complete the exercise below by answering the questions 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?

Possible answers include:

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

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

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*

***Hint:** *In social marketing the product may include the key benefits that will have meaning to the target audience. Examples might include a more 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?

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 students see first may influence students to try the fruit.*
- *Placement may allow suggestive selling by cafeteria 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".*

**Hint: In social marketing, place 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?

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?

Possible answers include:

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

**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?

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*

***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.*

SAY:

It's time to share your ideas about how to apply marketing principles to marketing fresh fruits in an elementary school. I want the person in each group whose birthday is closest to July 4th to report when I call on you for an answer. Make notes in your workbook as groups provide answers. There may be more than one answer to many of the questions, so if any of you want to volunteer additional answers, please feel free to do so.

Instructor's Note: *When you finish the activity, ask if there are questions about the marketing principles.*

Objective: Identify the elements of a marketing plan.

SHOW SLIDE: Objective

SAY:

Our third objective for this lesson is that you will know the elements of a marketing plan and how to incorporate the five principles of marketing into the plan.

Marketing Plan

SHOW SLIDE: Marketing Plan

DO:

(Workbook Activity) Marketing Plan

SAY:

Follow along in your Participant's Workbook and fill in the missing information as we review the definition for a marketing plan.

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

ASK:

How many of you have a marketing plan in your district? (*Ask participants to raise their hands.*)

Preparing a Marketing Plan

DO:

(Workbook Activity) Steps to Preparing a Successful Marketing Plan

SAY:

There are ten steps to preparing a successful marketing plan. Look at the activity and follow along as we discuss the steps to producing a successful marketing plan. Fill in the missing blanks in the column on the left. The information in the column on the right will help guide our discussion of the 10 steps.

SHOW SLIDE: Steps to Preparing a Successful Marketing Plan

SHOW SLIDE: Steps to preparing a Successful Marketing Plan (continued)

Steps to Preparing a Successful Marketing Plan Answer Sheet

Steps	Information Related to Steps
1. Establish measurable <u>objectives/goals</u>	A goal must be measurable in order to determine whether or not it has been accomplished.
2. Identify the target <u>audience</u>	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 <u>situation</u>	Examine the situation, identifying the strengths and weaknesses, and determining what needs to change.
4. <u>Research</u> the target audience	Explore the current knowledge, beliefs, and behaviors of the target audience.
5. Develop <u>strategies</u> and <u>tactics</u>	Strategies or tactics are approaches or activities used to accomplish the objectives or goals.
6. Develop a <u>budget</u>	Determine how many promotions will be used and the cost of each.
7. Establish <u>timelines</u>	Timelines should be realistic and followed as much as possible once established.
8. <u>Implement</u> strategies and tactics	Successful implementation of a marketing campaign must include planning, receiving material, training staff, the actual promotion, and follow-up evaluation.
9. <u>Evaluate</u> 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.

Using a Template to Create a Marketing Plan

DO:

(Workbook Activity) Marketing Plan Template

SAY:

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. Look at “Marketing Plan Template” in your Participant’s Workbook for a sample of a marketing plan template. Your assignment is to complete the marketing plan using the template. Let’s review Steps 1-4 which have been completed for you:

1. The measurable *goal* is to increase average daily participation in the reimbursable school lunch program by 5% in the district high schools. At the end of the marketing effort, the district can measure whether or not participation increased.
2. In Step 2, we see that the marketing campaign is *targeting* all district high school students, faculty, and administrators.
3. An *assessment* of the current participation in Step 3 indicates two of the high schools have a low participation of 23% and the third high school has a participation of 40%.
4. For the *market research*, the school nutrition staff plans to survey students, faculty, and administrators in the three schools to determine why one school’s participation is more than another.

Complete the marketing plan by determining appropriate marketing strategies in Step 5 and identify an evaluation technique in Step 9. Use the template to record your ideas. Omit Steps 6, 7, 8, and 10. You have about 8 minutes to complete the exercise. Work as a group.

Marketing Plan Template (Sample): *Answer Sheet*

Instructor’s Note: *The italicized words are possible answers to Steps 5 and 9.*

Major Principles	
1. Measurable Goal/Goals	Increase average daily participation in the lunch program by 5% in the district's 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? <i>(a) healthier menu choices, (b) greater variety in foods (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, à la carte, etc. must meet nutrient standards equivalent to those required in the school meals program.</i></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	1. <i>Compare participation with prior year's participation.</i> 2. <i>Chart participation on a day-to-day basis.</i>
10. Follow-Up	Recommend ongoing promotion as part of the school nutrition program's mission.

Instructor's Note: *When time is up, ask groups to share one of their strategies with the whole group. If time permits, use a flip chart with the strategies. Otherwise, call on participants to volunteer their answers. Provide feedback from the marketing plan template answer sheet if necessary.*

School Menus as a Marketing Tool

SAY:

One thing we want to emphasize is that when thinking about a marketing plan, school nutrition programs should consider marketing school menus as an ongoing activity. The menu drives the child nutrition program and is important to its success in the school setting. There are many ways the marketing plan can be used to market good nutrition and the breakfast and lunch menus. It is important to promote the sale of meals that meet nutrient standards over the sale of single servings of food that often have low nutrient density and compete with the meal for students' money and appetites.

DO:

(Workbook Activity) Marketing Tools

SAY:

Review the list of marketing tools in your Participant's Workbook. These tools can be used to market the school lunch and breakfast menus. Take a couple of minutes to discuss the tools with your table team, and together decide which tools you think are the top five based on results when the tools are used in your districts. If you have other tools that are not listed, we would like to hear about those also.

Instructor's Note: Allow one person from each group to share his or her top five tools and any other tools not listed. If time allows, you may encourage more discussion.

- **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 a 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.

ASK:

Are there any questions? (*Allow one or two questions as time permits.*)

SHOW SLIDE: *Thank you!*

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 and a form of selling that includes informing, getting attention, and praising something
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

Georgia Department of Education. (2004). *Quality measures—marketing*. Retrieved from http://public.doe.k12.ga.us/fbo_nutrition.aspx?PageReq=QMMT

Institute of Child Nutrition. (2003). *Focus on the customer*. University, MS: Author. Retrieved from <http://www.theicn.org/ResourceOverview.aspx?ID=67>

Institute of Child Nutrition. (2012). *Focus on the customer for school nutrition assistants online course*. University, MS: Author.

Institute of Child Nutrition. (2012). *Focus on the customer for school nutrition managers online course*. University, MS: Author.

Institute of Child Nutrition. (2003). *School breakfast: A smart way to start the day*. University, MS: Author. Retrieved from <http://www.theicn.org/ResourceOverview.aspx?ID=102>

Institute of Child Nutrition. (2003). *Summer food service programs: Planning for next summer*. University, MS: Author. Retrieved from <http://www.theicn.org/ResourceOverview.aspx?ID=111>

U.S. Department of Agriculture, Food and Nutrition Service. (2008). *A menu planner for healthy school menus*. Retrieved from <http://www.fns.usda.gov/tn/resources/menuplanner.html>

References

- Albrecht, K., & Zemke, R. (2002). *Service America in the new economy*. New York: McGraw-Hill.
- Carey, G. (2007). The 411 on BFY marketing. *School Nutrition Magazine*. Alexandria, VA: School Nutrition Magazine.
- Kotler, P., Roberto, N., & Lee, N. (2002). *Social marketing: Improving the quality of life*. Thousand Oaks, CA: Sage Publications.
- Levi, J. (2007). Mapping your way to marketing success. *School Nutrition Magazine*. Alexandria, VA: School Nutrition Magazine.
- Meyer, M. K. (1999). Case study: How the San Bernardino City Unified School District Nutrition Services listened and responded to the student. In J. Martin & M. Conklin (Eds.), *Managing child nutrition programs: Leadership for excellence*. Gaithersburg, MD: Aspen Publishers, Inc.
- Meyer, M. K. and Sackin, B. (1997). Does your branding program work? Ask your student. *School Foodservice & Nutrition* (pp. 32-36). Arlington, VA: American School Food Service Association.
- Mixon, H. H. (2001). *Marketing nutrition in the middle grades: Adolescent food habits and marketing strategies that work*. University, MS: Institute of Child Nutrition.
- Institute of Child Nutrition (Producer). (2001). *Real-time marketing*, [Videotape and participant handouts]. University, MS: Author.
- Institute of Child Nutrition (Producer). (2003). *Focus on the customer*, [Videotape]. University, MS: Author.
- Parks, S. & Forgac, T. (2008). Marketing. In J. Martin & C. Oakley. *Managing child nutrition programs: Leadership for excellence (2nd ed.)*. Sudbury, MA: Jones and Bartlett.
- U.S. Department of Agriculture, Food and Nutrition Service. (2001). *The school meals implementation study-second year report*. Alexandria, VA: Author.
- U.S. Department of Agriculture, Food and Nutrition Service. (2008). *A menu planner for healthy school meals*. Alexandria, VA: Author.
- U.S. Department of Agriculture, Economic Research Service Food Assistance Branch. (2009). *School meal program participation and its association with dietary*

patterns and childhood obesity. Retrieved from
<http://ddr.nal.usda.gov/dspace/bitstream/10113/35896/1/CAT31035734.pdf>

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

Answers: 1(d); 2(c); 3(d); 4(b); 5(a); 6(d); 7(c); 8(d); 9(d); 10(a)



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

© 2016 Institute of Child Nutrition
The University of Mississippi

