

Michigan Harvest of the Month™ Training

August 2015



Start slides @ 8:58 a.m. after running HOTM quotes during registration period.

Begins with:

- *welcome and introductions.*
- *logistics*
- *resources in the room:*
- *Bike Rack (chart paper posted on wall)*
- *Challenges & Solutions (chart paper posted on wall)*

Points to cover in setting the stage for the day:

Who is MFF?

Introduce MFF staff

Training team introductions

What is SNAP-Ed?

Why MiHOTM and where MiHOTM started. *(don't provide much detail on MiHOTM yet ~ just let attendees know that this will be covered this morning)*

Roll Call

- Classroom Teachers
- Child Nutrition Directors/Staff
- FFVP Administrators
- SNAP-Ed Nutrition Educators
- Physical Educators
- Administrators (Principals, Superintendents, Curriculum Directors)
- Others

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Team introductions and brief background of trainers.

Purpose of this activity: *obtain audience demographics so trainers can modify the training accordingly.*

Read each category; ask those who represent that group to stand. For teachers, ask the elementary level teachers to stand first. Then have them sit and ask for the secondary level teachers to stand.

Agenda

- Introductions
- Expectations
- *Michigan Harvest of the Month™* (MiHOTM) Background
- Tools & Resources
- Partnerships
- Questions & Answers
- Evaluation



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Read agenda items out loud.

- We have a very ambitious and robust schedule.
- Interactive day
- Providing an overview (a “taste” of MiHOTM); move rather quickly through items
- Acknowledge the wide range of backgrounds and experiences in the room
- If at any time you have questions or concerns, please let us know and we can adjust.
- Mention:
 - likelihood of unfinished business
 - this is the beginning of a conversation and not the end.
- Reinforce that there are folks who can support you after this training if you have additional questions.

Networking Activity

- Use the Networking Activity worksheet
- Select two (2) peers to interview regarding their MiHOTM experience
- Share key statements to the group



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Michigan Department of Education


MIHOTM Training August 2015

NETWORKING ACTIVITY

Interview Questions:

Using the below tool, interview two (2) people in this training about their experiences implementing Michigan Harvest of the Month (MIHOTM).

	Interviewee #1	Interviewee #2
Name		
Job Title		
Preferred Contact Method		
1. One of the roles I assume is a (high), low would you rate your experience level with MIHOTM?		
2. How do you see MIHOTM playing a role in the classroom?		
3. How do you see MIHOTM playing a role in the cafeteria?		
4. What is the biggest obstacle you see to implementing a cafeteria program that promotes more fruit and vegetables?		
5. What is one solution to the obstacle you stated above?		



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1. Find someone who has experience with MiHOTM.
2. How will you find them? *Ask those who have a cucumber sticker on their name tag to stand; instruct those with a fruit (strawberry) on their name tag to talk interview one of the people standing. Let them know that we will be asking for some folks to share what they've learned about implementing MiHOTM.*
3. Have volunteers share what they learned.

Objectives

- Identify MiHOTM resources and partners
- Describe the goals and objectives of MiHOTM
- Use the MiHOTM website
- Replicate a taste testing demonstration
- Identify strategies for integrating MiHOTM into the classroom and cafeteria
- Identify strategies for engaging parents
- Additional group expectations?

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After reading the slide/objectives, ask audience: Are any other expectations you have for today not listed?

Note taker will capture these on the Bike Rack.

The collage features several educational and promotional materials from the Michigan Fitness Foundation:

- Michigan Harvest of the Month - Apples:** Multiple versions of the 'Harvest of the Month' guide for Michigan Apples. One includes a detailed diagram of an apple's anatomy (petal, stamen, pistil, calyx, seeds, ovary, stem) and a list of apple varieties. Another version includes a 'Nutrition Facts' label for apples, showing values for Total Fat, Sodium, Total Carbohydrate, and Protein.
- Exploring Apples:** A worksheet with a color-by-number apple and a table for recording observations during 'Tasting #1' and 'Tasting #2'. The table includes columns for Name, Color, Texture, Smell, and Sound.
- Tuna Apple Salad:** A recipe card for a 'Tuna Apple Salad' featuring ingredients like tuna, apples, and lettuce, with a list of instructions.
- Michigan Harvest of the Month - Produce Lists:** A 'Produce List and Criteria' section listing various fruits and vegetables available in Michigan, along with a 'Michigan Harvest of the Month' logo.
- School Announcements:** A section titled 'School Announcements' providing information about the Michigan Fitness Foundation's efforts to promote physical activity in schools.
- Michigan Fitness Foundation Logo:** The logo is prominently displayed in the bottom left corner, featuring the text 'MICHIGAN FITNESS FOUNDATION' and the tagline 'Promoting Physical Activity in Michigan Schools'.

- Acknowledge that there are a LOT of materials to get through today
- It's tempting to want to dig through them right now – please hold off to avoid distraction
- Within the green folder, the items are placed in the order that we will be working with them
- Acknowledge some items are on tables or have to be secured other ways
- Promise they'll get to look at each piece over the course of the day

Strategies for Implementation

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Strategies for Implementation
Using Key Sections of the Educator Newsletter

Taste Testing	Cooking in the Classroom	Nutrition Facts label, Reasons to Eat & Eat your Colors	Botanical and Growing Information	Home Grown Facts	A Piece of History	Student Sleuths
Physical Activity Corner	School Garden	Cafeteria Connections	Student Advocates	Adventurous Activities	Literature Links	Additional Thoughts

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**Worksheet for
note taking
and capturing
inspiring
ideas during
today's
training**

Hold up copy of Strategies for Implementation worksheet.

- Pull out this form from your resource folder
- Use this to take notes and capturing inspiring ideas that are shared
- We'll be referencing it throughout the day

MiHOTM: How much do you know?

1. I'm new at this – tell me everything!
2. I'm somewhat familiar with it, but I want to learn more.
3. I'm pretty familiar with it, but I want to learn more.
4. I'm a seasoned veteran – ask me about what we are doing.

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Warm up Activity/Audience Assessment (Roll Call for experience level)

Ask:

- Participants to stand up read out the response (by number)
- After the specific group has stood and been acknowledged for being here, ask them to be seated before calling out the next group

Review:

- Results to assess the level of existing knowledge the participants have about *Michigan Harvest of the Month™*
- Adjust the presentation accordingly
- Remind that it helps attendees see who they may want to contact for support/guidance and ideas

General comments following the Networking Activity:

- Acknowledge variety of disciplines in the training
- Share that focus will be on those new/unfamiliar with MiHOTM
- Invite the more seasoned attendees to share their experiences
- Acknowledge that everyone here is a CHAMPION for PROMOTING HEALTHY LIVING in your school
- Encourage attendees to use the post it notes on their tables to write down their thoughts, ideas, suggestions throughout the day and place on bike rack.

Promoting Healthy Eating with MiHOTM

- **Promote healthy lifestyles**
- **Increase fruit/vegetable intake**
- **Support MI Agriculture**



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MiHOTM is part of our social marketing campaign we call “They Learn from Watching You”. Our objectives with MiHOTM is to increase the amount of FV that people eat and promote ways to buy MI grown agriculture. We know that most of us do not eat adequate amounts of fruits and veggies each day. We also know that with MI’s rich agriculture history (did you know we are 2nd in the country for production of FV next to CA?) MiHOTM can support our local economy and teach people where their food comes from. MiHOTM has practice-tested ready-to-go resources that allow us to reach people where they live, learn, work, play, shop, and eat. We are not just in schools using these resources! While MiHOTM is used in 200 schools, it is also used in farmers markets, grocery stores, and food pantries.

Promoting Healthy Eating with MiHOTM

Community-Wide Initiative

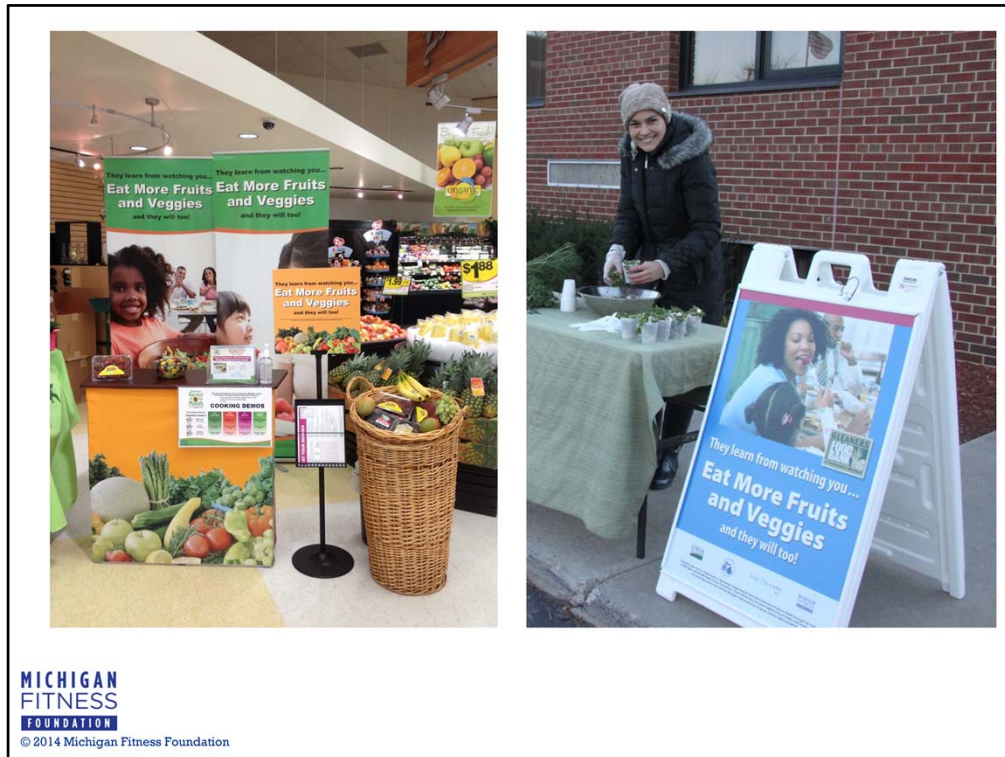
- Live
- Learn
- Work
- Play
- Shop
- Eat

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MiHOTM has practice-tested ready-to-go resources that allow us to reach people where they live, learn, work, play, shop, and eat. We are not just in schools using these resources! While MiHOTM is used in 200 schools, it is also used in farmers markets, grocery stores, and food pantries. Here are some pictures of the places we have been using MiHOTM across the state.



Here is an example of how a food pantry provided MiHOTM recipes and food tastings earlier this year.



You may have seen our campaign on billboards or buses or trucks in your part of the state. These messages have been shown to be effective at moving people along the behavior change continuum. This project could reach people in all 83 counties using the same message about eating more fruits and vegetables through this social marketing campaign. Wouldn't it be great if across MI we were all talking about the same fruits and vegetables at the same time? It would be very powerful to be part of something that big reaching 4 million Michiganders!



Please look for communication from me throughout the school year. You will learn more about the surveys coming to you from our team later today and also know that I am available for support if/when you need it. If you have ideas for me during the training or afterwards, you can contact me. For now I am going to turn the presentation over to our team.

What is MiHOTM?



- Nutrition Education Intervention
- Promotional tool for marketing and communication
 - Promotes consumption of fruits and vegetables
 - Generates widespread enthusiasm
- Supports educational standards
 - Alignment with National Common Core Standards

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(recap)

MiHOTM serves as both a nutrition education intervention with diverse implementation strategies and as promotional tool for marketing and communication¹. One of its strengths is how it generates enthusiasm among students, educators, school staff, farmers, retailers and community members for eating fruits and vegetables². As we go through today's training, you will hear some examples of this. Think about how you might use these ideas in your school building.

Share based on interest: Citation 1:

1. Ratcliffe MM. A sample theory-based logic model to improve program development, implementation and sustainability of Farm to School programs. *Child Obes.* 2012 Aug;8(4):315-22
2. Center for Integrated Agricultural Systems, Wood County Farm to School Program. Wood County Harvest of the Month Success Story. <http://www.cias.wisc.edu/foodservtools14/4-incorporate-local-foods/wood-county-success-story.pdf>

Citation 2:

1. Kratz RE, Ponce NA, Yancey AK. Process evaluation of the Los Angeles Unified School District Nutrition Network. *Prev Chronic Dis.* 2008 Apr; 5 (2):A42. Epub 2008 Mar 15
2. Center for Integrated Agricultural Systems, Wood County Farm to School Program. Wood County Harvest of the Month Success Story. <http://www.cias.wisc.edu/foodservtools14/4-incorporate-local-foods/wood-county-success-story.pdf>

What is MiHOTM?

- Offers FREE ready-to-go tools & resources
 - Skills-based, sensory-based, and knowledge-based
 - Classroom and Cafeteria Connections
 - Taste Testing Demonstrations
 - Monthly elements
 - ✓ Educator Newsletter
 - ✓ Family Newsletter
 - ✓ Botanical Images
 - ✓ Nutrition Facts Labels
 - ✓ Student Sleuth Answers

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(recap)

Michigan Harvest of the Month™ features FREE ready-to-go tools and resources that can be used in diverse applications. It is designed to reach low-income children and their families where they eat, live, learn, work, play and shop.

It is:

- skills-based, using cooking activities and practicing health enhancing behaviors
- sensory-based, using taste testing and garden activities (both in school and community settings)
- knowledge-based, using content from the Educator Newsletter that can be easily adapted to meet the needs of the target audience

There are five monthly elements: Educator Newsletter, Botanical Images, Nutrition Facts Labels, Student Sleuths answer sheet, and the Family Newsletter. We'll be going through these in detail later.

MiHOTM Goals

- Increase student preference for selected produce items
- Increase student participation in physical activity
- Increase student knowledge of and familiarity with fruits and vegetables



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(recap)

MiHOTM was designed with these goals in mind:

- Increase student preference for selected produce items
- Increase student participation in physical activity
- Increase student knowledge of and familiarity with fruits and vegetables

Today's training doesn't focus much on the physical activity aspect, but know that is one of the goals of the MiHOTM program.

Healthy Children Make Better Learners

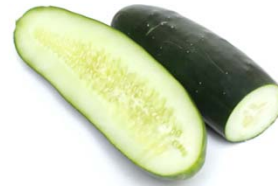
- Increased concentration
- Improved math, reading, and writing test scores
- Reduced susceptibility to stress
- Reduced disruptive behaviors
- Fewer absences due to illness

Sources:

Sallis, JF, et. al. (1999). *Res Q Exerc Sport*, 70(2), 127-134;
Shepard, RJ (1999). *Pediatr Exerc Sci*, 9, 113-126;
Symons (1997). *JOSH*, 67(b).

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Segue: ...and the most important goal of all our nutrition education efforts is to promote the health of our children because ...healthy children make better learners.

Ask for attendees to call out a response:

- Why is nutrition education important for children?
- What do we know about the brain and how people learn and remember?
- strong research-based link between a child's diet and physical activity habits and his/her academic performance.
- studies show that children with healthy diets and opportunities for physical activity during the school day have increased concentration; improved math, reading, and writing test scores; and reduced susceptibility to stress, less disruptive behaviors in the classroom, and fewer absences due to illness.

Majority of a child's day is spent in school, so by using MiHOTM in the classroom and showcasing it in your cafeteria and with your FFVP snacks, you can help your students establish healthy eating and physical activity habits and help them do better in school. You can also model healthy eating and physical activity habits for yourself, and show them how important these healthy habits are for future health.

SOURCES:

Sallis, JF, et al. (1999). *Res Q Exerc Sport*, 70(2), 127-134;
Shepard, RJ (1999). *Pediatr Exerc Sci*, 9, 113-126;
Symons (1997). *JOSH*, 67(b).

Kids who attend schools emphasizing nutritious food and physical activity have fewer absences, higher academic achievement and self-esteem, and are more likely to graduate from high school.

- Students who eat school breakfast have been shown, on average, to attend 1/5 more days of school per year and score 17.5% higher on standardized math tests.
- Even moderate physical activity, like walking, increases brain activity in children.

SOURCE: Action for Healthy Kids. The Learning Connection: What You Need to Know to Ensure Your Kids are Healthy and Ready to Learn. 2013.

Activity

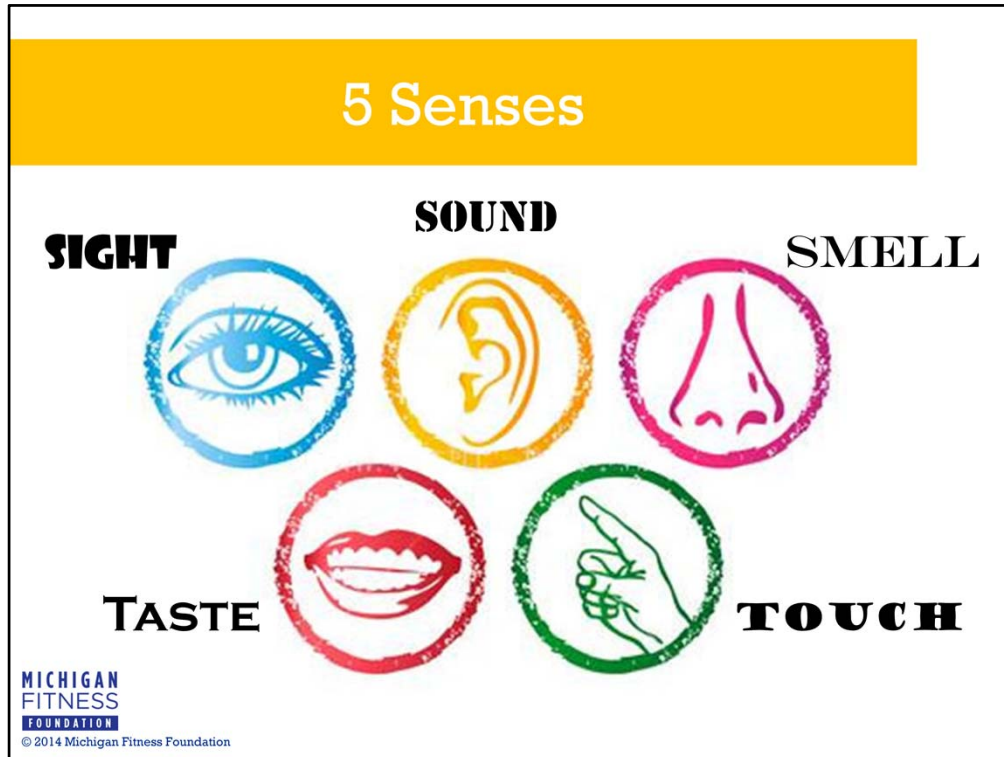
What was a memorable/meaningful learning experience in school when you were a child?



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Ask participants to reflect back to their school days and think about the most memorable learning experience they had.



Let's identify which senses were involved in the learning experience you remembered.

Ask: Please stand up when I read the sense your learning experience was connected to.

NOTE: Mention TASTE last.

Listen for food-related memories.

- taste, smell, and texture of food can bring back memories not just of eating food itself, but also of place and setting. Food is an effective trigger of deeper memories and feelings and emotions, internal states of the mind and body.
- hippocampus (one in each hemisphere of the brain) is critical for memory; important for forming long-term, declarative memories ~ those that can be consciously recalled; strong connections with parts of the brain that are important for emotion and for smell. Finding food is so important to survival that it is clear that the hippocampus is primed to form memories about and around food.
- sensory stimulation of a food often produces the ability to recall something long after the event has passed.

Think about that as it relates to helping students learn and remember some of the more abstract concepts. Experiences with foods can make the learning much more meaningful, thus promoting the ability to recall the concepts.

With hands-on, real-life experiences, the information becomes more personally relevant and connects to daily experiences. Activities of this type help us move towards a behavior change. With HOTM, you have the opportunity to tap into many hands-on and meaningful learning experiences using the senses and a combination of teaching styles that support the most meaningful and memorable learning experiences for students.

For example:

1. Sensory-based – taste testing and garden activities
2. Knowledge-based – educator newsletter
3. Skill-based – cooking activities and practicing health-enhancing behaviors

Strategies for Implementation

- Posters
- Classroom Activities
- Cafeteria Menus
- FFVP Snacks
- School-wide efforts

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Some of the primary strategies for creating a healthy school environment using MiHOTM include:

- Posters on display in various reinforcing locations
- Teachers talking about healthy food/options, conducting taste tests, encouraging cafeteria connections
- Coordinate with child nutrition staff/directors to include MiHOTM food items on cafeteria menus
- Coordinate with FFVP Administrators (as applicable)
- School-wide effort - involve other educators (librarians, media specialists, nurses, school-based health centers)
- Community efforts to support healthy eating practices (MiHOTM)

This is not a comprehensive list, but some ways that you can begin implementing MiHOTM immediately.

Steps to Implement MiHOTM

IMPLEMENTING MICHIGAN HARVEST OF THE MONTH™

GETTING STARTED

A successful Michigan Harvest of the Month™ program is a team effort. The strength of Michigan Harvest of the Month™ lies in its ability to reach students in a variety of settings – the classroom, cafeteria, home and community. The success of the program depends on the people who implement it and the staff who work closely with the students.

Key players in implementing Michigan Harvest of the Month™ are the educators, classroom teachers and child nutrition staff. Others to include on the team could be school administrators and other school staff, students and parents. With a team in place, Michigan Harvest of the Month™ can be used more effectively to motivate and empower students to increase consumption and enjoyment of a variety of fruits and vegetables and engage in physical activity every day.

STEPS TO IMPLEMENTING MICHIGAN HARVEST OF THE MONTH™

There are a variety of ways to launch Michigan Harvest of the Month™. The following steps are to be used as a guide through the general process of planning and implementing a successful program.

- 1. Gather support within the school community**
Meet with key players – teachers, child nutrition staff, administrators, school board members, school staff, students and parents to introduce Michigan Harvest of the Month™. Engage them and solicit ideas for planning and implementing the program in their school.
- 2. Coordinate with the Child Nutrition Staff**
Meet with building cafeteria staff to discuss featuring Michigan Harvest of the Month™ produce during the school year. For information on the featured produce, please refer to page 3 of this guide. Determine the logistics for classroom orders and delivery of the materials to the classroom along with the Fresh Fruit and Vegetable Program snacks.
- 3. Order Michigan Harvest of the Month™ resources**
Determine the quantity of specific materials and resources needed for participating schools. These include the Teacher Resource Packets and cafeteria posters (see page 8-9 for a description of the materials). An order form is available that allows you to order your materials based on specific featured fruits and vegetables. These may be submitted to the Michigan Fitness Foundation via email at resources@michiganfitness.org or via fax to 517-347-8145. Expect delivery 2-3 weeks after placing an order.
- 4. Introduce teachers and other staff**
Provide an orientation for all teachers and others who will use the materials. Share the Teacher Checklist with them to guide their use of Michigan Harvest of the Month™ in their classroom.
- 5. Distribute Michigan Harvest of the Month™ materials and resources**
Provide materials to teachers and child nutrition staff. Additional training videos, instructions, etc. are available for viewing on our website at www.michigannutritionnetwork.org/harvest-of-the-month.
- 6. Provide ongoing support and solicit feedback**
Present updates regularly at staff and parent meetings to continue the promotion of and support of Michigan Harvest of the Month™. Solicit feedback on successes and problems, as well as ideas for improvement.

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- Resource Handout from the Child Nutrition Director's Guide
- Useful guidelines for all participating in MiHOTM
- Available on the Michigan Nutrition Network (MNN) Website

Hold up copy of Steps to Implement letter from the Green training folder.

- Pull out this form from your resource folder
- Has useful practices for implementing MiHOTM that might be a handy guide to follow

Gaining Support

GAINING SUPPORT

STRATEGIES TO INVOLVE SCHOOL STAFF

- Include teachers, school nurses, librarians, physical education teachers and specialists, life skills and foods/nutrition staff as well as afterschool program staff.
- Discuss possible ways to promote Michigan Harvest of the Month™ on the school campus (nurses' office, library, gymnasium, computer lab, etc.).
- Distribute the Teacher Resource Packet (see p. 7 for details) to all of the classroom teachers containing the materials and encourage them to adapt the lessons and activities for their purposes.
- Solicit ideas for involvement in staff development and in-service training opportunities.
- Invite school staff to participate by offering taste tests as part of their work with students.
- Discuss the challenges in promoting healthy food choices and physical activity.
- Invite them to implement other activities (e.g., if the school has a garden, discuss ways to engage students in garden-based nutrition education).

STRATEGIES TO INVOLVE STUDENTS

- Schedule meetings with student leaders (e.g., student councils/governments, school health councils, student nutrition advisory committees) and other students to introduce them to Michigan Harvest of the Month™.
- Solicit ideas on how to best implement the program on school campus.
- Engage students in the opportunity to make a difference in their schools by expressing their ideas and having them work with the appropriate adult to implement them.
- Encourage students to involve their teachers and child nutrition staff to implement changes in the school environment, such as:
 - increasing availability of fruits and vegetables in the cafeteria (e.g., salad bar), vending machines and snack bars
 - starting or maintaining a school garden
 - improving access to school grounds and/or increasing opportunities for more physical activity

STRATEGIES TO INVOLVE PARENTS

- Parents are key in implementing a successful program because they make the food purchase decisions at home.
- Conduct parent workshop sessions at Back to School Nights and other parent meetings.
- Emphasize the link between nutrition, physical activity, improved academic performance and classroom behavior.
- Use the recipes in Michigan Harvest of the Month™ to offer taste testings at events where families are present in the building to showcase the meals you serve to their children.
- Invite parents to share their experiences and skills in gardening or food preparation and their ideas for family physical activity. Parents can even share these experiences and ideas in the classroom.
- Invite parents to volunteer in the classroom on taste testing days.
- Provide them with the family newsletters. Encourage parents to share these with friends and neighbors.

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- Resource from the Child Nutrition Director's Guide
- Useful strategies for gaining support for MiHOTM program
- Available on the Michigan Nutrition Network Website

Hold up copy of Gaining Support page from Child Nutrition Director's Guide.

- This is an item available on the Michigan Nutrition Network website as part of the Child Nutrition Director's Guide
- Offers suggestions for how to involve school staff, students, and parents in your MiHOTM efforts
- Additional resource you might want to review

Michigan Nutrition Network website = www.michigannutritionnetwork/harvest-of-the-month

What's in it for me?



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So, what's in it for you to implement MiHOTM in your school building?

Large group sharing. Ask staff note taker to capture what is being shared.

Listen for:

- *support the work being done with our cafeterias using some of the Smarter Lunchrooms strategies*
- *helping our school in meeting the wellness policy goals*
- *Students are healthier*
- *Healthier foods are being sent from home for school parties*
- *Its interesting for the students, gives them something to look forward to each month*
- *helps to support my work on the coordinated school health team*
- *Helps me "change up" some of the examples for my health education lessons*
- *Its easy to use, doesn't require a lot of my time*

Break

- See you in 15 minutes!
- Sample the apple oatmeal
- Return on time for raffle ticket



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- *Set stage for the break.*
- *Post ideas and comments on the chart paper; meet someone new; share ideas with each other.*
- *Encourage everyone to get a tasting sample of the apple oatmeal (location).*
- *Remind them that we will be talking about their experience of the oatmeal when we talk about taste testing.*
- *Remind them of raffle tickets for those who are in their seats “on time”.*

MiHOTM Teacher Resource Packet

Michigan Harvest of the Month

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Nutrition Facts

Serving Size: 1 cup apples, sliced (55g)
Calories 28


	% Daily Value
Total Fat 0g	0%
Saturated Fat 0g	0%
Trans Fat 0g	0%
Cholesterol 0mg	0%
Sodium 1mg	0%
Total Carbohydrate 8g	3%
Dietary Fiber 1g	5%
Sugars 6g	
Protein 0g	
Vitamin A 1%	Calcium 0%
Vitamin C 4%	Iron 0%

Source: www.nhl.usda.gov/fda/foodcomp/seachy/
NDB No: 100003

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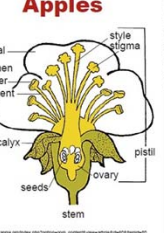
Apples



Health and Learning Success: Go Hand-to-Hand! Apples are a great source of fiber, vitamins, and minerals. They are also a great source of antioxidants. Apples are a great source of fiber, vitamins, and minerals. They are also a great source of antioxidants.

Exploring Michigan Apples: Teacher: Teachers! What are the most popular types of apples? What are the most popular types of apples? What are the most popular types of apples?

Apples



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Apples

Healthy Eating Ideas: Apples are a great source of fiber, vitamins, and minerals. They are also a great source of antioxidants. Apples are a great source of fiber, vitamins, and minerals. They are also a great source of antioxidants.

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Apples

Student Sleuth Answers

- Why is fiber important? Fiber comes from foods of plant origin and refers to carbohydrates that your body cannot digest. Fiber helps move food through your digestive system, keeps blood sugar steady, and may help to prevent cancer.
- Apples contain natural fructose. What is natural fructose? Apples contain natural sugars called fructose. Fructose is found in the fruit of sugar found in fruits and is a slower rate of digestion and absorption relative to sucrose.
- Why do apples float in water? Apples are about 25% air—that is why they float.
- What does the color of an apple's skin tell you about the environment where it was grown? Apples are about 25% air—that is why they float.
- Map the origin of the apple and various geographical regions in Michigan where apples are grown.

Presenter to hold up packet.

On the tables you will find one of these Teacher Resource Packets. These are yours to take home with you.

Inside this envelope are the primary educator elements that constitute the Teacher Resource Packet. There are additional resources on the Michigan Nutrition Network website that we'll be covering (many of which are in your training folder) in a few moments.

For now, we are introducing these to you. Later this morning, you will be reviewing the Educator Newsletter in depth and will have an opportunity to use many of the other items, as well. You now have one complete month of elements to begin using in your classroom.

Introduce the MiHOTM Teacher Resource Packet and highlight the contents within:

- Educator Newsletter (1)
- Botanical Images (35)
- Nutrition Facts Label (35)
- Student Sleuths Answer Sheet (1)
- Family Newsletter (35)

MiHOTM Educator Newsletter

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Health and Learning Successes Go Hand-in-Hand
Increasing fruit and vegetable consumption leads to increased academic performance in undernourished children. Harvest of the Month connects with core curricula to give students the chance to explore, taste, and learn about the importance of eating fruits and vegetables. It links the classroom, cafeteria, home, and community to help students make healthy food choices and be physically active every day.

Exploring Michigan Apples:
Taste Testing
What You Will Need (per group of 6-8 students)
• 5-6 apples (each in a different variety), sliced
• Crisp paper and colored pencils
Make to Home Grove Facts on page 3 for varieties.
• 1% percent sweetening, less when apples are 100% apple juice with most of activity.

Activity:
• Observe, touch, smell, and taste each apple variety.
• Drawing a color graph using appearance, texture, smell, flavor, and sound.
• Compare and contrast the varieties.

For more ideas, visit:
Michigan Fitness Foundation's **Successful Implementation Guide for Increased Fruit and Vegetable Consumption**. Find out how to make the most of your Harvest of the Month experience.

Cooking in Class:
Apple Oatmeal
Makes 34 (serves 4) 1/4 cup each.
Ingredients:
• 3 large apples, core
• 3 cups quick cooking oats
• 1/2 teaspoon ground cinnamon
• 1/2 teaspoon salt
• 5 1/2 cups 100% apple juice
• Small cups and spoons.

Directions:
1. Chop apples into 1/2-inch sized chunks.
2. Combine apples, oats, cinnamon, salt, and apple juice in a large microwave-safe bowl. Cover bowl with lid or plastic wrap. Leave a little opening for steam to get out.
3. Microwave on high for 3-4 minutes. Stirring after 1 minute.
4. Stir and let cool 1 minute before serving.

Nutrition Facts
Serving Size: 1/4 cup (serves 4). Amount Per Serving:
Calories 120
Total Fat 1g
Sodium 10mg
Total Carbohydrate 25g
Dietary Fiber 1g
Sugars 10g
Protein 2g

Source: Michigan Fitness Foundation, 2014. All rights reserved.

Apples

Successes to Eat Apples:
• A 1/2 cup of sliced apples is a source of fiber. Dietary fiber is a complex carbohydrate. There are three main types of carbohydrates: starch, fiber, and sugar.
• Eating a variety of colorful fruits and vegetables throughout the day will help you meet the recommended daily values of nutrients that your body needs to be healthy.
• Apples can be eaten in a variety of forms—as whole (fresh), unsweetened applesauce, dried apples, or 100% apple juice.
• **Cholesterol Sources of Fiber:**
• Beans
• Buckwheat
• Chia
• Flax
• Pumpkin
• Raspberries
• Whole wheat cereal
• Whole wheat bread
• Applesauce (apple is a good or excellent source of fiber).

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- Provides hands-on activities, tools, and ideas for open-ended exploration tied to Common Core Standards
- Available in print form only

This monthly newsletter links to several curricular areas.

The educator newsletter provides key information about the monthly featured produce, as well as resources to further explore each fruit or vegetable. It incorporates hands-on activities, tools, and ideas for open-ended exploration by students and sample physical activities that support developmental skills.

Although mainly designed for use by educators in the classroom, the newsletter is also a great tool to make available to child nutrition staff, librarians, nurses, and others who might aid in the successful implementation.

All the monthly Educator Newsletters are laid out in the same fashion, so it is easy to pick and choose which elements are most relevant to your classroom.

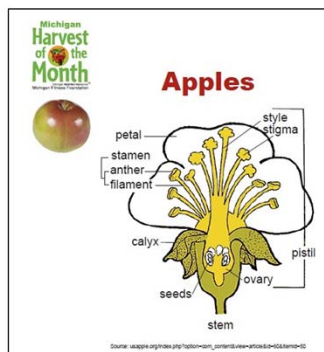
The Educator Newsletter is a 4-page document and here are a couple of key activities to note that you'll find within its pages (*remind that they will be engaging deeper with the material in a moment*):

- Taste Testing and Cooking in Class (found on upper half of the front page)~ offers the opportunity to experience the featured produce using their senses which engages them in the learning process and creates increased interest and awareness of fruits and vegetables. Cooking builds skills and confidence. Example of the sense-based learning that happens with MiHOTM.
- Student Sleuths (found on 3rd page upper left hand corner) ~ provides opportunities to explore facts, utilize research, data collecting and reporting skills. These include at least 2 nutrition-related questions and can be adapted for different grade levels. Example of the knowledge-based learning that happens with MiHOTM.
- Adventurous Activities (found on 4th page upper right hand column) ~ offers fun, hands-on activities to explore the featured produce through science, history, math, writing, nutrition education and field trips. Example of the skills-based learning that happens with MiHOTM.

In a few minutes, we'll see how sections of this newsletter are aligned with the Common Core State

Standards/Next Generation Science Standards and can be linked to core curricular areas, including English language arts, math, science, history-social science, and health.

MiHOTM Classroom Materials



Botanical Images

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Nutrition Facts Label

Apples

Nutrition Facts

Serving Size: 1/2 cup apples, sliced (55g)
Calories 28 Calories from Fat 0

% Daily Value

Total Fat 0g 0%

Saturated Fat 0g 0%

Trans Fat 0g 0%

Cholesterol 0mg 0%

Sodium 1mg 0%

Total Carbohydrate 8g 3%

Dietary Fiber 1g 5%

Sugars 0g

Protein 0g

Vitamin A 1% Calcium 0%

Vitamin C 4% Iron 0%

Source: www.nutrition.gov/food/comparisons
NDB No: 00003



Apples Student Sleuth Answers

1. Why is fiber important?
Primary/Secondary-level response:
Fiber comes from foods of plant origin and refers to complex carbohydrates that your body cannot digest. Fiber helps to move substances in your body, maintain steady blood sugar levels, reduce cholesterol, and may help to prevent cancer.
2. Apples contain natural fructose. What is natural fructose?
Primary/Secondary-level response:
Apples contain natural sugars called fructose. Fructose is found naturally in fruit and it is the form of sugar found in fruits and honey. Fructose has a slower rate of digestion and absorption relative to sugar.
3. Why do apples float in water?
Primary/Secondary-level response:
Apples are about 25% air—that is why they float.
4. What does the color of an apple's skin tell you about the environment where it was grown?
Primary/Secondary-level response:
Blistering heat can cause unwanted bronzed or bleached spots on the fruit's skin. Overheated apples are cooled to the apple's core through watering. The fruit's temperature drops, helping to encourage the deepening of an apple's rosy color.
5. Map the origin of the apple and various geographical regions in Michigan where apples are grown.
Primary/Secondary-level response:
Students can draw a map using information found on www.michiganapples.com. Select "Where to buy/grow", then "Michigan Apple Tours".

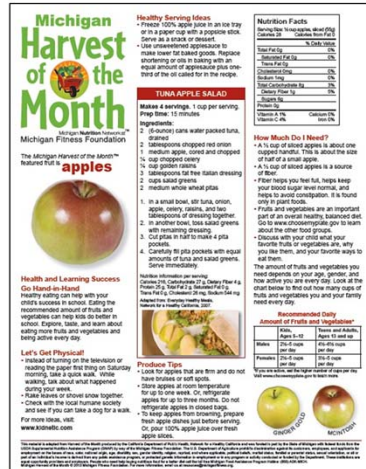
Student Sleuths Answers

Botanical Images: multiple copies of this student worksheet are provided in the Teacher Resource Packet; the image is also found in the Educator Newsletter. This is a valuable resource for linking to science standards

Nutrition Facts Label: multiple copies of this student worksheet are provided in the Teacher Resource Packet; the image is also found on the front page of the Educator Newsletter. This is a valuable resource for helping students access valid health information, compare and contrast nutrition data, and perform simple math problems.

Student Sleuth answer sheet: provides answers to the questions posed in the Student Sleuth section of each month's Educator Newsletter. As the teacher, you can modify the detail of the answer based on the grade level of the students. The Student Sleuths section provides opportunities to help students develop skills in English Language Arts, Science, Math, History Social-Science and, of course, health.

MiHOTM Family Newsletter



- Provides nutrition information, healthy serving ideas, physical activity tips, and more
- Available in English (in print form only)
- Spanish and Arabic versions available for download at Michigan Nutrition Network Website

The Family Newsletter takes *Michigan Harvest of the Month™* from school to the home, allowing students and their families to share the experience. It can also be used by community groups working with families. It complements what the students learn in class through the Educator Newsletter activities.

Each newsletter includes:

- General information on how nutrition affects a child's health and education.
- Tips for providing more fruits and vegetables and ways to encourage healthy food choices.
- A recipe for the MiHOTM featured fruit or vegetable.
- Ideas for engaging in physical activity.
- Tips for selecting, storing, and serving the featured produce item.

Make note re: the availability.

www.michigannutritionnetwork.org/harvest-of-the-month

MiHOTM Menu Slicks - Apples



Sensory exploration, fun nutrition facts, and healthy eating tips

APPLES

Circle all apples on the menu.

• How many did you find?

• How many different ways are apples served?

• How many apples do you plan to eat this week?

APPLE ACTIVITIES

Test Your Apple IQ

- (Answers are at the bottom of this page)
1. A 1/2 cup of sliced apples has _____ grams of fiber.
(Hint: Look at the Nutrition Facts label on the right.)
A) zero B) one C) two D) eight
 2. Most of the fiber in an apple is found in the _____.
A) flesh B) skin C) core D) stem
 3. Which apple variety is grown in Michigan?
A) McIntosh B) Red Delicious C) Golden Delicious D) All three

Reasons to Eat Apples

Apples are a source of fiber. Fiber helps you feel full, helps move food through your body, and helps keep your blood sugar level normal. It is found only in plant foods like fruits, vegetables, grains, nuts, and seeds. Eating fruits, like apples, will help you get the nutrients you need to grow healthy and strong.

Fiber Champions*

Beans, blackberries, dates, peas, pears, pumpkin, raspberries, whole wheat cereal, and whole wheat bread.

*Fiber Champions are a good or excellent source of fiber.

How Much Do I Need?

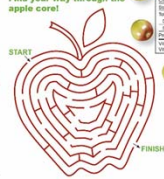
A 1/2 cup of sliced apples is about one cupped handful. This is about the size of a half of a small apple. The amount of fruits and vegetables that is right for you depends on your age. If you are a boy or a girl, and how active you are every day. All forms of fruits and vegetables count towards your daily amount – fresh, frozen, canned, dried, and 100% juice. Make a plan to eat plenty of fruits and vegetables every day. And don't forget to be active for at least 60 minutes each day!

Recommended Daily Amount of Fruits and Vegetables**

	Kids, Ages 5-12	Teens and Adults, Ages 13 and up
Boys	2 1/2-5 cups per day	4 1/2-6 1/2 cups per day
Girls	2 1/2-5 cups per day	2 1/2-5 cups per day

**If you are active, eat the higher number of cups per day.

Visit www.choosemyplate.gov to learn more.



Nutrition Facts

Serving Size: 1 cup pieces, about 1 cup
Amount Per Serving
Calories 100

Total Fat 1g 2%
Total Fiber 1g 2%
Total Sugar 1g 2%
Total Protein 1g 2%

% Daily Value
Total Fat 1g 2%
Total Fiber 1g 2%
Total Sugar 1g 2%
Total Protein 1g 2%

% Daily Value
Total Fat 1g 2%
Total Fiber 1g 2%
Total Sugar 1g 2%
Total Protein 1g 2%

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Total Fat 1g 2%
Total Fiber 1g 2%
Total Sugar 1g 2%
Total Protein 1g 2%

% Daily Value
Total Fat 1g 2%
Total Fiber 1g 2%
Total Sugar 1g 2%
Total Protein 1g 2%



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Menu slicks available on the Michigan Nutrition Network Website for all MiHOTM featured produce

The two-sided menu slick is designed to provide child nutrition staff with a template for inserting the monthly breakfast and/or lunch menu. Each menu slick includes:

- Activities with the featured produce that test memory and motor skills.
- Activities that reinforce what students learn in the classroom.
- Information on health benefits of eating fruits and vegetables.
- Nutrition information for the featured produce.
- Activities that encourage students to look over the menu and eat school meals.

Ask: Think about other ways you could use this....maybe enlarge it and use it as a poster? Use it as signage? As a template for a parent newsletter? Be creative.

www.michigannutritionnetwork.org/harvest-of-the-month

MiHOTM School Announcements

School Announcements



The Building Leadership Guide offers daily tips for use by the health champions in your school. Use the short, health focused messages targeted at students daily as principal announcements over the PA system. Each day, the building health champion (principal, counselor, administrative assistant or student) shares a positive nutrition or physical activity message to all students. This guide includes posts for each weekday of the month that are flexible for what best fits your school calendar. Other uses for the school announcements include school newsletter or website content, Facebook posts and Twitter tweets to help keep your students and their families living healthy lifestyles. These announcements are an important function of a school-wide approach to encourage your students to lead a healthy lifestyle.

Announcements are listed by days of the week and focus on healthy behaviors students are hearing about in their classrooms and gymnasiums including:

- keeping students active at school and home
- including more fruits and vegetables in meals and snacks
- eating a variety of foods
- hand washing
- choosing water or low-fat/low-sugar milk to drink
- making healthy choices during school breakfast and lunch
- **Friday Wellness Tips** – tips to help keep students thinking and talking about healthy foods
- **Healthy Homework** – tips to announce on Fridays as goal setting strategies over the weekend along with follow up announcements if desired.

The announcements include a statement and question to encourage discussion in the classroom. Check off the announcement you have provided to reinforce other healthy messages taught in the classroom, cafeteria and gymnasium.

SAMPLE MESSAGE:

Did you know that there are many different ways to eat apples? Whole/fresh, applesauce, 100% apple juice or even dried apples. They even make apple chips! What is your favorite way to eat apples?



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- Short, positive, health focused messages around nutrition and physical activity
- Principals and students read over the PA system
- Teachers share in classrooms
- Include in School Newsletters and Websites
- School Social Media Channels
- Available on Michigan Nutrition Network Website

- The School Announcements contain short, positive, health focused messages around nutrition and physical activity.
- They are customizable so you can choose the message that best resonate with your school building environment and your students.

www.michigannutritionnetwork.org/harvest-of-the-month

MiHOTM Mini-Posters

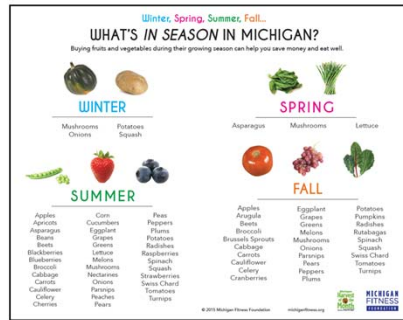


- English version available in print form only.
- Arabic and Spanish versions available for download on the Michigan Nutrition Network Website.

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- Parent Engagement Resource
- Classroom Display



Presenter to hold up copy of Mini-Poster. Indicate they have copies on the table for review.

- This is another resource available to support your efforts
- Two different options available
- The English version is a printed item that has to be ordered
- Available for download in Arabic and Spanish via the Michigan Nutrition Network website – www.michigannutritionnetwork.org/harvest-of-the-month

Your Opinion Matters!

Alcohol: 20% (v/v); Cellulose 20 g, Cellulose 27 g, Dietary Fiber 4 g, Protein 25 g, Total Fat 2 g, Saturated Fat 0 g, Trans Fat 0 g, Cholesterol 20 mg, Sodium 544 mg



Directions

- 2 (8-ounce) cans water pack tuna, drained
- 2 tablespoons chopped red onion
- 1 medium apple, cored and chopped
- ½ cup chopped celery
- ½ cup golden raisins
- 3 tablespoons flat free Italian dressing
- 2 cups salad greens
- 2 medium whole wheat pitas

1. In a small bowl, stir tuna, onion, apple, celery, raisins, and two tablespoons of dressing together.
2. In another bowl, toss salad greens with remaining dressing.
3. Cut pita in half to make 4 pita pockets.
4. Carefully fill pita pockets with equal amounts of tuna and salad greens. Serve immediately.

- ☐ I loved it! I will definitely make this recipe at home.
- ☐ It was OK. I may or may not make this recipe at home.
- ☐ I didn't like it. I won't make this recipe but I might share it with others.
- ☐ The recipe looks interesting. I might try it at home.

Michigan Harvest of the Month



- Freeze 100% apple juice in an ice tray or in a paper cup with a popsicle stick. Serve as a snack or dessert.
- Use unsweetened applesauce to make lower fat baked goods. Replace shortening or oils in baking with an equal amount of applesauce plus one-third of the oil called for in the recipe.

- Look for apples that are firm and do not have bruises or soft spots.
- Store apples at room temperature for up to one week. Or, refrigerate apples for up to three months. Do not refrigerate apples in closed bags.
- To keep apples from browning, prepare fresh apple dishes just before serving. Or, pour 100% apple juice over fresh apple slices.

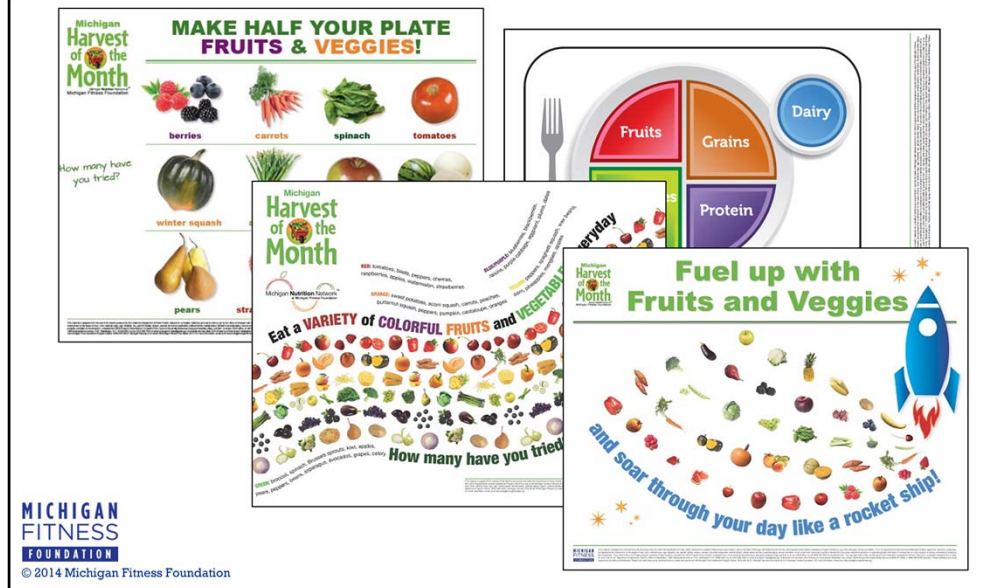
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This material is adapted from Harvest of the Month produced by the California Department of Public Health, Network for a Healthy California and was funded in part by a U.S. Department of Agriculture Supplemental Nutrition Assistance Program (SNAP) through the State of Michigan and the Michigan Food Foundation. These institutions are equal opportunity providers and employers. For food bank contact, the toll free Michigan Food Assistance Program hotline: 1-800-4A-NATION.

This material is adapted from Harvest of the Month produced by the California Department of Public Health, Network for a Healthy California and was funded in part by U.S. Department of Agriculture Supplemental Nutrition Assistance Program (SNAP) through the State of Michigan and the Michigan Library Foundation. These institutions are equal opportunity providers and employers. For food help contact the hotline Michigan Food Assistance Program hotline (800) 451-MICH.

- Presenter to hold up copy of Recipe Card. Indicate they have copies on the table to review.*
- This is another resource available to support your efforts
 - Recipe cards are a printed item that has to be ordered
 - They feature the recipe from the Family Newsletter
 - Resource for connecting to parents

MiHOTM Cafeteria Posters



Presenter to hold up copy of Cafeteria Poster. Indicate they have copies on the table to review. And point out others displayed throughout the room.

- This is another resource available to support your efforts
- Reinforcing messages and brand recognition throughout the school building
- 22" x 24" for display in the school cafeteria or near the lunch menu
- Posters are a printed item that has to be ordered
- Can be used to help meet the Smarter Lunchroom Movement objectives to display positive, healthy messages in the café

MiHOTM Family Approved Cookbook



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Presenter to hold up copy of Family Approved Cookbook.

- This is another resource available to support your efforts
- Cookbooks are a printed item that has to be ordered
- 43 recipes featuring 21 different fruits and vegetables to emphasize eating more fruits and veggies
- Resource for connecting to parents/families
- Great for preparing recipes in the café or classroom and then sending home to families in order to reinforce the messages in the home with families

[illegible]


- List of featured produce items for which there are monthly elements to support your implementation
- There are currently 21 produce items on the featured produce seasonal schedule with 11 more coming soon
- Each one has an Educators Newsletter, Family Newsletter, Menu Slick, Botanical Image, Student Sleuth Answer Sheet and Nutrition Facts Label.
- Knowing what's available helps you coordinate your year to match available produce in your school building

Alignment to Standards

Handouts showing Alignment to Standards are available on the Michigan Nutrition Network Website for all MiHOTM featured produce



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Michigan Harvest of the Month

The Michigan Harvest of the Month™ featured fruit is

apples

Adventurous Activities

English Language Arts
Strand: Speaking & Listening
Category: Comprehension and Collaboration

Anchor Standard #2: CCSS.ELA-LITERACY.CCRA.W.2
Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

GRADES	STANDARD CODES	STANDARD TEXTS
Kindergarten	CCSS.ELA-LITERACY.SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
Grade One	CCSS.ELA-LITERACY.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
Grade Two	CCSS.ELA-LITERACY.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
Grade Three	CCSS.ELA-LITERACY.SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
Grade Four	CCSS.ELA-LITERACY.SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
Grade Five	CCSS.ELA-LITERACY.SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
Grade Six	CCSS.ELA-LITERACY.SL.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Ask participants: Pull out the Standards document for Apples (copy of the excerpt's cover sheet on slide).

- handout is example of how MiHOTM links to the Common Core State Standards. (excerpt from the larger document containing linkages to the Common Core State Standards for Kindergarten through Grade 12; available on Michigan Nutrition Network's webpage.
<http://www.michigannutritionnetwork.org/harvest-of-the-month>
- With the continued focus on testing and Common Core State Standards, educators ask how can I do MiHOTM in my classroom? Educators in early care, PreK – Grade 12 and afterschool classrooms use the Educator Newsletter to **guide classroom-based activities** for that month's featured fruit or vegetable.
- Each section of newsletter provides educators with information and ideas to integrate into new or existing lessons connecting to the Common Core State Standards.

Your excerpt copy contains:

Exploring Michigan Apples: Taste Testing: Science: Next Generation Science Standards Science and Engineering Practice: Planning and carrying out investigations.

How Much Do I Need: Mathematics

Standards for Mathematical Practice #2: Reason abstractly and quantitatively.

Student Sleuths: English Language Arts (Writing/Research to build and present knowledge)

Anchor Standard #7: conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

For apples, the additional links not included “excerpted copy” are found for Adventurous Activities and Literature Links.

Note: if group interested, can share the following details:

Adventurous Activities: *English Language Arts (Speaking and Listening/Comprehension and Collaboration)*

Anchor Standard: Integrate and evaluate information presented in diverse media and format, including visually, quantitatively and orally.

Adventurous Activities: *English Language Arts (Writing/ Text Types and Purposes).*

Anchor Standard: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Literature Links: *English Language Arts*

Reading Informational Text (Strand 1) and Reading Literature (Strand 2)

Alignment to Standards

Educator Newsletter Section	STANDARDS				
	Health Education	English Language Arts	Science	Math	History-Social Science
Taste Testing	✓	✓	✓	✓	
Reasons to Eat	✓		✓		
How Much Do I Need?	✓				
Student Sleuths	✓	✓	✓	✓	✓
Adventurous Activities	✓	✓	✓	✓	
Literature Links	✓	✓	✓	✓	✓

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- example of how 6 sections of the Educator Newsletter align with and support key academic areas.
- MiHOTM resources are additional tools for you to use in your everyday classroom experiences.
- help support academic success and good nutrition => better scores.

Our next activity will give you a chance to discover potential links to standards.

Activity Part 1

DIRECTIONS – Part 1

1. Find your Educator Newsletter (Apples)
2. Count off from 1-5
3. Form new groups based on your number (e.g., all “1”s form groups of 3-5 people; all “2”s form groups, etc.)

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Read directions from slide.

For this activity, we will be using a **modified jigsaw approach** where you will be assigned to a group, meet with that group to review the sections of the newsletter your group is assigned to review, and then come back to your original table group to share what you learned with others at your table.

Attendees count off (make sure counting is continuous from one table to the next).

Direct them to re-form into new working groups within this room. All those number “1s” will be together. With a large group, suggest that you break up into smaller groups of 3 – 5 so everyone has a chance to talk and share.

Once they are settled in their new groupings, go to the next slide for the assigned sections each group is to review and discuss Common Core State Standards and strategies for implementing MiHOTM in the classroom and cafeteria.

Exploring the MiHOTM Educator Newsletter

Group 1: Reasons to Eat Apples, Nutrition
Facts Labels, How Much Do I Need?

Group 2: Student Sleuths and Student
Champions

Group 3: Home Grown Facts, How Do
Apples Grow, and Botanical Facts

Group 4: Taste Testing and Cooking in Class

Group 5: Adventurous Activities and
Cafeteria Connections

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On this slide are the assigned sections of the Educator Newsletter that each group will be reviewing and discussing.

Move to next slide after groups have identified their sections.

Exploring the MiHOTM Educator Newsletter

- Explore your assigned section
- Refer to Educator Newsletter for Apples
- As applicable, make connections to Educational Standards (record on post-it notes)
- Identify strategies for implementing in classroom or cafeteria (as applicable) (record on post-it notes)

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For each section of the Educator Newsletter, please follow the directions as noted in the slide.

As you go through this resource, please remember that these ENs are a resource, not a curriculum or lesson plan. They are designed to allow maximum flexibility when integrating into existing lessons (nutrition, health, science, math or English/Language Arts) and adapting to your specific grade level.

Tell them the amount of time available and advise them you will provide a 2 minute warning and a 1 minute warning.

Check for understanding. When all questions have been answered, ask them to begin their review.

Activity Part 2

DIRECTIONS – Part 2

1. Return to your original table
2. Provide overview of findings to others at your table (in numerical order)



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Get attendees' attention. Read directions from slide.

Tell them the amount of time available and advise them you will provide a 1 minute warning and a 30 second warning and "time to switch".

Before they begin discussing, note: there may be more than one person representing each of the five numbered groups.

Check for understanding. When all questions have been answered, ask them to begin their sharing about the section(s) each person reviewed.

Note: announce that all "1's" will begin now. After the allotted time, announce that the "2's" will begin now, and so on until all 5 groups have been represented.

Debrief

- What did you learn?
- How could you apply it?

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Ask group at large or do as a personal reflection. Read slide.

Remind the attendees to use their Strategies for Implementation worksheet to capture ideas and make notes.

As time allows, ask attendees to share something that new they learned from this experience.

Building Student Skills



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Now that you have learned more about what is in the Educator Newsletter, how can we use it (and other resources) to build student skills?

To build skills, you need the foundation of KNOWLEDGE. Then you need to see the SKILL followed by opportunities to practice the SKILL.

With increased practice, you feel more confident and integrate that skill set into your life.

The Educator Newsletter offers a variety of opportunities to do build student skills.

During your review of the **educator newsletter** you found sections for **Student Champions**, **Student Sleuths**, **Cafeteria Connections**, and **Adventurous Activities**. Many of these activities are designed to build students skills by having them access valid information, develop interpersonal communication, practice decision making, and engaging in goal setting. These are skills for necessary for developing health literacy in students. Michigan has been a leader in implementing comprehensive health education standards in schools.

With the **family newsletter**, you have opportunities for students to talk about what they've learned about MiHOTM, new foods they've tried, share recipes and participate in activities around the monthly featured produce (i.e., menu slicks).

With the **menu slick**, younger students can work with their parents to complete the activities.

MiHOTM was developed the support the progression of developmentally appropriate skills.

Student skills can be built in a variety of other ways, including:

Ask for their input and ideas (for example, through SNACs and/or LSWP Student Representative or selected classrooms):

- new menu item input and taste testing;
- student art for cafeteria signage or posters,
- naming foods ~ esp. for elementary schools);
- peer to peer teaching;
- cross-age mentoring.

Activity

At your table:

Brainstorm/Identify how MiHOTM resources and other nutrition education resources build student skills



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We've covered a plethora of resources and information. Now we're going to spend a few minutes brainstorming with our table groups about the specific resources you already have available that help build student skills. And then we'll share out the ideas and capture them on note paper for all to see.

Listen for:

Label reading

Taste testing

Student sleuths

Retail store tours

Field Trips to Farms

Farmer connections

School gardens

Academic subjects (science, math, language arts)

Story time and other library connections

Peer to peer teaching

Goal setting

Asking behavior

Involvement in SNACs (foods in cafeteria, class parties)

Engaging Parents

Resources Relationships

Michigan Harvest of the Month

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THIS APPLE IS LARZO

Meats & equivalents: 1 oz per serving
Protein: 1 oz per serving

Healthful Swaps:
Instead of this apple, you can use any of the following: 1/2 cup of raisins, 1/2 cup of dried apricots, 1/2 cup of dried cranberries, 1/2 cup of dried figs, 1/2 cup of dried peaches, 1/2 cup of dried pears, 1/2 cup of dried plums, 1/2 cup of dried apricots, 1/2 cup of dried figs, 1/2 cup of dried peaches, 1/2 cup of dried pears, 1/2 cup of dried plums.

Ingredients:
1 medium apple, core and stem
1/2 cup raisins
1/2 cup dried apricots
1/2 cup dried cranberries
1/2 cup dried figs
1/2 cup dried peaches
1/2 cup dried pears
1/2 cup dried plums

Directions:
1. Wash the apple and dry it.
2. Core the apple and cut it into 1/2 inch slices.
3. Mix the raisins, dried apricots, dried cranberries, dried figs, dried peaches, and dried pears in a bowl.
4. Toss the apple slices with the fruit mixture.
5. Serve immediately.

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APPLES

Health and Learning Resources
Go Hand to Hand
Parents and children can help with the measurement amount of fruits and vegetables and learn how to use a measuring cup and scale.

Let's Get Physical!
Instead of sitting on the television or sitting on the couch, let your child help you with the measurement amount of fruits and vegetables and learn how to use a measuring cup and scale.

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APPLE ACTIVITIES

Find your way through the apple maze!

Start:

Finish:

Directions:
1. Start at the top of the maze.
2. Follow the path through the maze.
3. End at the bottom of the maze.

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APPLES

Health and Learning Resources
Go Hand to Hand
Parents and children can help with the measurement amount of fruits and vegetables and learn how to use a measuring cup and scale.

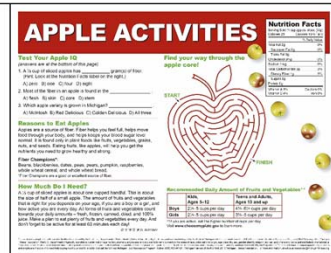
Let's Get Physical!
Instead of sitting on the television or sitting on the couch, let your child help you with the measurement amount of fruits and vegetables and learn how to use a measuring cup and scale.

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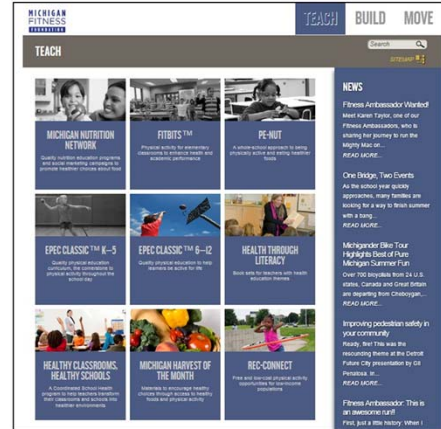
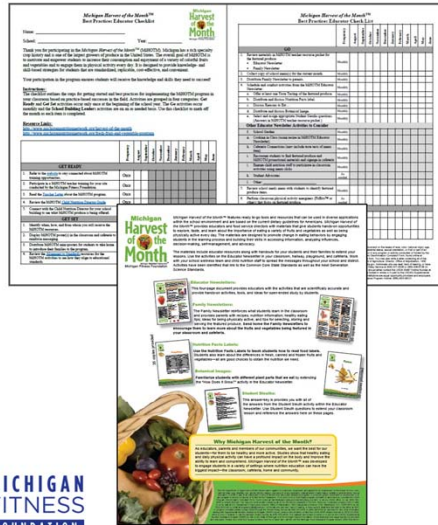


From our experience, there are two primary elements to engaging parents that you have to identify:

- Curriculum nights (Math night)
- School Festivals
- Back to School events, Open House and other parent meetings
- School Wellness Meetings
- Afterschool settings
- School Gardens (using expertise of parents)

Action: Let's take a few minutes to brainstorm where and how you connect with parents in your school building. What are your opportunities to engage with parents? What are some existing structures/avenues you can use to reach them? Get feedback/ideas from participants and note taker captures on note pad.

Integrating MiHOTM in Classrooms



<http://www.michiganfitness.org/teach>

Start out: acknowledge conflicting priorities for time and areas of focus.

Reinforce: Two important things to remember: MiHOTM is not:

- to take the place of your existing nutrition education efforts. It extends the “healthy eating” messages throughout the year.
- a curriculum or set of lesson plans.

Refer to items on the slide, starting with the Teacher Letter; then refer to the Best Practices Educator Checklist (and mention it will be reviewed more thoroughly later today) which contains strategies for successful implementation of MiHOTM. Then spend time on the resources listed on the right side of the slide. May want to use the hyperlink to show some of these as you point them out.

Michigan offers many great nutrition education resources, many are shown on the slide.

Ask for a show of hands: How many of you are using:

- ☐ PE-Nut
- ☐ Healthy Classrooms, Healthy Schools
- ☐ FitBits
- ☐ Health Through Literacy
- ☐ Team Nutrition
- ☐ Michigan’s Model Health Education Content Standards

Look at what you are currently using and ask: Where can I incorporate some of the MiHOTM activities and content to support the standards your lesson is addressing?

Additional resources in your training folder to review include:

- Alignment to Standards resource on the MNN website

- Best Practices Educator Checklist.

Additional resources in your school building include:

- Members of your school's Coordinated School Health Team for ideas on how you can support each other in promoting students' healthy behaviors.

And don't forget to talk with the people here in this room ~ there is a wealth of practical information here.

Here are some of the MiHOTM resources that can help you integrate MiHOTM into your classroom

Posters on display

Taste testings

Educator Newsletter activities throughout the month

Customizable menu slicks

Story time and other library connections

Core health curriculum connections (weave into what is currently being taught using the Michigan Health Education Content Standards and Benchmarks)

For those in schools with support from SNAP-Ed, connect to SNAP-Ed Nutrition Educators

Activity



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Many of you identified incorporating MiHOTM into the classroom as a major challenge in your school. Some of you said you have great success with this. We hope you will make time to share your successes with others.

Let's brainstorm some of the successful strategies you have used.

Listen for these categories of strategies:

Recipe Demonstration ~ any chance for kids to taste foods both "as is" and in a recipe (simple ones are the best!)

Invited to be a part of the tasting panel for the cafeteria when considering new menu items or ways to promote fruits and vegetables

Fun, exciting experiences

Naming fruits and vegetables

Creating the art for signage in the cafeteria

Creating posters for cafeteria, classroom, school building

Student surveys for the cafeteria (meals and snacks)

Older students teaching/helping younger students (role model eating behavior, support and encouragement, etc.)

Positive Peer Pressure

Fun ways to indicate if liked the F/V

Making it visible to promote nutrition


And now, let's look at one very effective strategy for integrating MiHOTM into classrooms.

Taste Testing Demonstration

- **Taste Testing**
 - Demonstration
 - Role Play
- **Cooking in Class**
(optional activity)
 - Recipe demonstration



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Safe Food Handling Techniques

(Note: These are general suggestions and are not a comprehensive list of food safety procedures. For specific requirements of your school building, please contact your school administrator.)

General Food Safety

There are four simple keys to making sure that your food is safe from harmful bacteria:

- **Clean:** Always wash your hands, utensils, and surfaces with hot, soapy water before and after preparing food.
- **Separate:** Keep raw meat, poultry, and seafood separate from other foods when they are stored and when you are preparing them.
- **Cook:** Be sure to cook food for a long enough time and at a high enough temperature to kill harmful bacteria.
- **Chill:** Put prepared foods and leftovers into the refrigerator or freezer as soon as possible. Don't defrost foods at room temperature – thaw them in the refrigerator, under cold running water, or in the microwave.

Fruit and Vegetable Safety

- Rinse all fruits and vegetables with water, even if you don't eat the outside of the fruit or vegetable (such as bananas, cantaloupes, or oranges). If necessary, use a small vegetable brush to remove surface dirt.
- Before opening them, rinse the tops of the cans when using canned fruits and vegetables.
- Try to cut away damaged or bruised areas of fruits and vegetables.
- Use juices that have been pasteurized or treated to kill harmful bacteria. Pasteurized juices can be found in refrigerated sections of stores. Treated juices can be kept on the shelf in stores and are in juice boxes, bottles, and cans. Unpasteurized or untreated juice should have a warning label that says, "This product has not been pasteurized and therefore may contain harmful bacteria that can cause serious illness in children, the elderly, and persons with weakened immune systems."

For more information, refer to "Best Practices for Handling Fresh Produce in Schools", available from The National Food Service Management Institute at www.nfsmi.org/Files/News/Chapters.aspx?CID=251. This resource includes recommendations for purchasing and receiving, storage, hand hygiene, washing, preparation and serving of fresh produce. Specific attention is provided to leafy greens, tomatoes, melons, and sprouts. Published in 2010.

Cooking Safety

- Always use clean, dry oven mitts whenever you use the oven.
- When cooking on the stove, make sure pot handles are turned away from the front of the stove so the pots are not accidentally bumped or knocked off.
- When uncovering a pot on the stove or a container from the microwave, open the lid away from you to let the steam out.
- Always turn the sharp edge of a knife or vegetable peeler away from you as you use it (use caution when handling a cheese grater, too). Keep your fingertips away from the sharp edge of the knife when cutting.
- Use a cutting board when you chop or slice ingredients.
- When using a blender, keep the lid on. Turn the blender off before you put any utensils inside the blender container.

For more information on food safety, visit www.foodsafety.gov.

Michigan Harvest of the Month is a program of the Michigan Department of Agriculture and Rural Affairs (MDA) and the Michigan Department of Education (MDE). The MDA and MDE are committed to providing safe and healthy food for all Michigan residents. The MDA and MDE are also committed to providing safe and healthy food for all Michigan residents. The MDA and MDE are also committed to providing safe and healthy food for all Michigan residents.

Now we're going to move into taste testing ~ one example of how MiHOTM can be used in the classroom.

There are two elements to this: taste testing demonstration and cooking in class.

Show of hands: how many have done taste testing in the classroom? Or in the cafeteria?

Show of hands: how many have done cooking in classroom?

Alter steps based on results from assessing the room. If many people have conducted taste testing, keep it simple. If many people haven't, demonstrate a taste testing.

Before you start any activities using food in the classroom, know what **Safe Food Handling Techniques** in the classroom are and use them. In your folder, there is a handout with some quick tips and references for further information.

Apple Oatmeal Debrief

- Apple Oatmeal Connections & Debrief
- Memory of experience
- Could they taste the apples in oatmeal? Smell?

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Cooking in Class: Apple Oatmeal

Makes 36 tastes at ¼ cup each.

Ingredients:

- 3 large apples, cored
- 3 cups quick cooking oats
- ½ tablespoon ground cinnamon
- ¼ teaspoon salt
- 5¼ cups 100% apple juice
- Small cups and spoons

1. Chop apples into bite-sized chunks.
2. Combine apple chunks, oats, cinnamon, salt, and apple juice in a large microwave-safe bowl. Cover bowl with lid or plastic wrap. Leave a little opening for steam to get out.
3. Microwave on high for 3-4 minutes, stirring once after 2 minutes.
4. Stir and let cool 1 minute before serving.

Nutrition information per serving: Calories: 52, Carbohydrate 11 g, Dietary Fiber 1 g, Protein 1 g, Total Fat 0 g, Saturated Fat 0 g, Trans Fat 0 g, Cholesterol 0 mg, Sodium 26 mg

Adapted from: Kids...Get Cookin'!, Network for a Healthy California—Children's Power Play! Campaign, 2009.

First we're going to briefly discuss cooking in the classroom, since we tasted the recipe from the Educator Newsletter during the break.

Briefly comment on classroom cooking; experiential, opportunity to taste the featured produce in another form; optional activity with great benefits, but not required.

Mention the differences between a "meal-sized" serving and a taste. There are limitations placed by funding sources so be mindful of those and explain to students the concept of tasting versus eating.

Hold up the ingredients for the recipe to show minimal amounts and mention various preparation options (cafeteria, microwave, slow cooker, hot water)

Ask for show of hands around the sensory elements of the oatmeal: Using our sense memory of the experience, raise hands if could taste the apples in the oatmeal? Could they smell them? Did they see them?

Exploring Apples

- Observe, feel, smell, and taste each apple
- Record observations on the sensory sheet
- Review the Nutrition Facts Label for apples
- Make comparisons and contrasts about the different apples

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Overview of taste testing activity (read from slide).

Ask participants to get the materials needed for this activity:

- *Move to the next slide for the visual:* Place the Exploring Apples worksheet and a pen or pencil in front of you.
- *Return to the original slide (with the 4 bullet points).*
- Pull Educator Newsletter, Apple Nutrition Facts label, botanical image from the Teacher Resource Packet.
- Select one person to slice each apple into 8 pieces. Make sure you pick someone with clean hands. Remember to follow the safe food handling practices.
- When directed, cut the apple and distribute 1 slice of each apple to each person.

Trainer takes attendees through a taste test for the apples. Then leads discussion as if this were the classroom.

If time is available for the participants to role play, then provide the following directions:

1. Options: one person volunteers to role play the teacher for the rest of the table or each can have opportunity to role play. If that option, the find a partner at your table. *Note: allow sufficient time for both partners to role play the teacher.* Decide who will be the teacher.
2. Place the Exploring Apples worksheet and a pen or pencil in front of you.
3. Pull the Apple Nutrition Facts label from the Teacher Resource Packet.
4. Select one person to slice each apple into __ pieces. *(safe food handling practices)*
5. Distribute 1 slice of each apple to each person.
6. Follow the activities listed on the slide.


Let groups know how much time is allotted. Provide 2 minute and 1 minute warnings.

Taste testing activities provide the opportunity for students to have a sensory-based learning

experience and increase their preference for the fruit or vegetable.

Exploring Apples

Exploring Apples



Sense	Tasting #1	Tasting #2	Tasting #3
Color			
Texture			
Smell			
Sound			
Taste			

My favorite apple is: _____.

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- Worksheet for capturing sensory experiences during taste testing
- Could be used in multiple venues

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Ask participants to pull this worksheet from their training folder and to have a pen or pencil ready to use.

This handout is available in Word format at www.michigannutritionnetwork.org/harvest-of-the-month site and can be used to feature any fruit or vegetable

Taste Testing Debrief

- Discuss how taste testing can be implemented in the classroom and/or cafeteria
- Brainstorm ideas for obtaining produce for classroom testing activities



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Discuss:

How taste testing activities can be implemented in the classroom? The cafeteria?

Ideas for obtaining produce

Listen for suggestions to use the Excess Funds from the nonprofit food service account to purchase produce or look into Farm to School grants

Lunch Break

- Look for MiHOTM foods on the buffet
- Think about how these could be “marketed/promoted”
- Discuss strategies and ideas at your table
- Be prepared to share
- Return on time for raffle ticket



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Check bike rack during lunch to see if there are comments/questions to be addressed upon return of session.

Lunch Discussion Debrief

Share strategies and ideas from
your group



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Ask participants to share strategies and ideas that they came up with for how they could market the MiHOTM foods in their cafeteria (based on what was available in the buffet line).

Expanding Variety of Fruits and Vegetables Kids Experience

- **FFVP Snacks**
- **Smarter Lunchrooms Movement**
- **Local School Wellness Policies**
 - Nutrition promotion
 - Nutrition education
 - for students
 - for parents and guardians
 - Physical activity
 - Nutrition guidelines



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The good news is that you are not in this alone. This slide lists 3 efforts occurring in schools throughout Michigan to varying degrees. Listen for ways that MiHOTM can complement what's already happening in your school building around healthy eating and physical activity.

FFVP ~ The Fresh Fruit and Vegetable Program (FFVP) is a federally assisted program providing free fresh fruits and vegetables to students in participating elementary schools during the school day. The FFVP will help schools create healthier school environments by providing healthier food choices; expanding the variety of fruits and vegetables children experience; and increasing children's fruit and vegetable consumption.

Smarter Lunchrooms Movement ~ The Smarter Lunchrooms Movement was started in 2009 with the goal of creating sustainable research-based lunchrooms that guide smarter choices. It is a grassroots movement of those concerned with the way children eat and wish to change these behaviors through the application of evidence-based lunchroom focused principles that promote healthful eating. www.smarterlunchrooms.org Displaying MiHOTM posters in your cafeteria helps your school building meet some of the Smarter Lunchroom Movement criteria.

LSWP ~ The Local School Wellness Policy requires each local school participating in the National School Lunch Program and/or School Breakfast Program to develop a local school wellness policy that promotes the health of students and addresses the growing problem of childhood obesity. The responsibility for developing a local school wellness policy is placed at the local level so the unique needs of each school under the jurisdiction of the LEA can be addressed. Your work with MiHOTM helps your school by showing progress in meeting their wellness policy goals.

Your "assignment" is to find out what is happening in your school building and team up with others

who are also committed to promoting healthy kids!

Strategies

- Taste testings
- Connections between tastings and menus
- Partnerships between classroom and cafeteria
- Coordinates marketing and promotion
- Involves students and parents

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Here are a few strategies for expanding fruit and vegetable experiences for kids that we have heard you and your colleagues have tried with success.

Optional approaches:

1. *Have participants share with larger group specific things they have done for each of the categories listed on the slide. (this option shorter and provides richer experience).*
2. *Trainer provides ideas for each of the categories and then asks participants for additional ideas.*

Listen for and/or provide information:

Taste tastings

FFVP

Excess funds from the non-profit food services account (esp. for schools without FFVP)

Donations from grocers, farmers, food banks

Connections between tastings and menus

Cafeteria solicits input from students for new food items and/or recipes

MiHOTM produce featured in menu items

Example: Apple Oatmeal with cafeteria offering for breakfast.

Teachers review menu for the day as part of class routine; can use it as a conversation starter about MiHOTM produce items included or asking who has tried one of the fruits or vegetables being offered on the menu.

Food service partnerships: marketing and promotion

Coordinating efforts re: menu items and snacks with classroom activities

Smarter Lunchroom Movement: ideas from the Self Assessment:

- Focusing on fruits
- Focusing on vegetables and salads

Creating school synergies:

- Signage, printing and communications (engage students to design and to encourage peers to try the featured produce)
- Lunchroom environment
 - Equipment decorated with decals/signage when possible
 - Cafeteria used for other learning opportunities (nutrition education, tastings, Student Nutrition Action (or Advisory) Committees)

Student Involvement:

- Descriptive names
- Creation of artwork
- Modeling healthful eating behaviors to others
- Student preference surveys

Parent Involvement:

- Class parties
- Fund raisers
- Garden expertise and support

Rules of Brainstorming

DEFER JUDGEMENT
GO FOR VOLUME

ONE CONVERSATION at a time

BE VISUAL

HEADLINE

Build on the Ideas of Others

Stay on TOPIC

Encourage WILD IDEAS

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Image credit: brainstormingrules.jpg

Source: https://dschool.stanford.edu/groups/k12/wiki/d3f14/Brainstorming_with_Rules.html

For this next activity, we want you to follow the rules of brainstorming. As a refresher, here they are.

Activity

Break into discipline groups:

Group 1: Classroom Teachers; Physical Educators

Group 2: FFVP Administrators; Child Nutrition Directors; Food Service Staff

Group 3: Administrators (Principals, Superintendents, Curriculum Directors); SNAP-Ed Nutrition Educators

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Move into discipline groups (Teachers & Physical Educators; FFVP Admin/Child Nutrition Directors/Food Service Staff; School Admin/SNAP-Ed Nut Eds)

Identify where each of the groups will meet (groups 2 and 3 go to the other room; teachers will stay in this room and will break up into smaller job-alike groups).

Tell them how much time they have to move, meet, share and prepare their findings to share with the large group. Will come back to your original tables.

Activity

Directions:

- Assign a note taker, facilitator, and a presenter
- Brainstorm and list challenges and successes for each of these areas:
 - Trying New Foods
 - Engaging Parents
 - Time Constraints
 - Strategies for Procuring Produce
 - Healthy Snacks



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Identify facilitator, note taker and presenter.

Brainstorm and list challenges and successes for each of these areas:

- Trying New Foods
- Engaging Parents
- Time Constraints
- Strategies for procuring produce
- Healthy Snacks

Activity Debrief

Share highlights of successes and challenges for each of these areas.

- Trying New Foods
- Engaging Parents
- Time Constraints
- Strategies for procuring produce
- Healthy Snacks

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ACTION from each group: Share highlights on successes and challenges for each of these areas.

Go around the room and capture key features from each of the discipline groups around these topic areas.

Listen for:

- *FFVP being coordinated with MiHOTM taste tests (ask for a show of hands ~ how many have coordinated FFVP with MiHOTM).*
- *Ideas from Administrators re: ways to address the challenge of “not enough time” and the support of nutrition education and healthy eating in the school building*
- *Ways the nutrition educators can provide support to the schools*

Key Elements to Implementation

- Partnerships
- School Culture
- Sustainability

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ASK: Do you have a MiHOTM team at your school? Raise your hand if you do.

ASK: What about a School Wellness Council or Committee? Raise your hand if you do.

If you are the only one in your school building implementing MiHOTM, consider that you might be the team. And that you'll be the model for other teachers and staff to observe. Recruit them to join you and support your efforts however they can. Build the enthusiasm among the students and staff.

Partnerships:

- Teamwork is the key to any successful efforts in schools (anywhere for that matter).
- Successful relationships are key: be flexible

School Culture:

- MiHOTM is a new and growing program
- Create a culture that supports your commitment to children's health
- Develop a school-wide vision and movement to create and reinforce a healthy environment
- Incorporate into existing nutrition and health components of school building (LSWP, SLM, FFVP, SNAC)

Sustainability:

- MiHOTM won't be as successful in isolation
- Recruit and identify partners for your MiHOTM Champion team
- Use your students' enthusiasm to generate buy in from your colleagues
- Identify what other health initiatives are occurring in your larger community (even outside the school building) that complement and extend your efforts
- For example: in selected grocery stores, Nutrition Educators offer food demonstrations as part

of their Cooking Matters curriculum (helping families shop for and cook healthy meals on a budget)

The people in this room are your greatest supporting resource!

Now that you have gone through this training, you can be a support for others who are also committed in promoting healthier eating for Michigan's children. And this is how we all contribute to a sustainable effort.

Primary Elements for Implementation

- Understand Your Role
- Identify Partners
- Procure Produce
- Order Materials
- Who to Contact



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We first need to acknowledge that how MiHOTM is implemented will vary school to school based on their systems and structures. There is no ONE WAY to do it which is why understanding your role and the role of your partners is critical to your success.

Sometimes our partners and colleagues wear many hats. At one school, the FFVP Administrator may be the child nutrition staff person and at a neighboring school, the FFVP Administrator may be the Principal. As you identify your partners, it is important that you understand the role or roles each plays in supporting the implementation of MiHOTM.

Let's take a moment to silently reflect on these primary elements for implementing MiHOTM:

1. Understand your role
2. Identify partners and their roles
3. And then...
 - Procure Produce
 - Order Materials
 - Who to Contact

The universal role that everyone plays is to market and promote MiHOTM. This can be done by building enthusiasm for MiHOTM, supporting the efforts of your colleagues, and looking for additional connections within your school building. Remind everyone of resources (Steps to Implement document and the Gaining Support page from CND guide) that are beneficial for everyone as you reflect on your role.

General questions for audience:

1. Am I the one conducting activities? Or do I support others who do?
2. What health education curriculum is currently being used and how MiHOTM can fit into some of the existing lessons?
3. What nutrition education resources are available and being used?
4. Are you in a school that participates in FFVP grant?
5. Does your school have a SNAP-Ed Nutrition Educator?
6. Do I have a relationship with the Child Nutrition Director/food service staff at my school building?
7. What other resources are available to support you?

Unfortunately, every school does not have the same resources. But this is where your creativity is key. Find out what your school has, ask what others are using. Find out how you can get other resources, if they are needed.

SNAP-Ed Nutrition Educators



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MATERIALS ORDER FORM**

Date Needed by: _____
 School/Organization Name: _____
 Contact Person: _____
 Shipping Address: _____
 City, State, Zip: _____
 Contact Phone: _____
 Contact Email: _____
 Do you have a loading dock? ☐ Yes ☐ No
 Special Shipping Instructions: _____
 How will these materials be used? _____
 Order Completed By: _____
 Signature: _____ Date: _____
Your signature reflects your order quantities and shipping address.

Returning This Form
 Return this form via fax to 517-247-0145 or email at
 resources@michiganfitness.org or if applicable to your MFF
 SNAP-Ed Project Manager. Please allow three weeks for
 processing and shipping.

MFF Approval:


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- Role model best practices
- Support MiHOTM implementation in schools
- Resource for teachers

- Role model best practices (*cross-reference the Best Practices Educator Checklist*)
- Support MiHOTM implementation in schools
- Nutrition educators provide resource support for teachers (examples might include setting up nutrition education activities, training teachers on “classroom strategies that model successful ways to implement MiHOTM)

Child Nutrition Directors



The Role of the Child Nutrition Director

Michigan Harvest of the Month™ can be easily integrated into your school meal or fresh fruit and vegetable program (FFVP) to reinforce the student message about eating more fruits and vegetables. Use this guide to you distribute the posters and teacher resource packages in your buildings. Use this checklist to guide your activities to implement Michigan Harvest of the Month™ more effectively and efficiently.

Optional Activities for the School Year

Step 1

- Communicate with your school staff (principals, teachers, child nutrition education resources, Michigan Harvest of the Month™, provided at no cost. Foundation. Customize your communication with various staff members' expectations and role. For example:
 - Principals will encourage to students trying new foods and eat more announcements are available to engage principals and school staff.
 - Teachers will use the Michigan Harvest of the Month™ materials to engage students in activities from the 4-page educator newsletter.
 - Child nutrition staff will display posters in or near the cafeteria, the breakfast, lunch and FFVP areas to reinforce the classroom lesson.

Refer to the Child Nutrition Director Training Guide – How to draw materials from the Michigan Harvest of the Month™ website for additional information.

Step 2


- Place your order from MiHOTM – order adequate quantities of posters for resource packages for each teacher in your eligible buildings.

Step 3

- Take stock of the materials you received from the Michigan Fitness Foundation.
- Put out the materials you will use to coincide with your FFVP snack.
- Additional items are available at www.michiganfitnessfoundation.org
 - Materials translated into Spanish and French
 - Customizable menu cards with student activities
 - Teacher letter and training video
 - School announcements


Step 4

- Order one envelope of teacher resource packages to each teacher at the resources at the same time as the FFVP snack-reinforce to the materials go along with the fruit or vegetable being served.
- Deliver posters to child nutrition staff and send them to display in the classroom.



HOW TO GROW HEALTHY ST

Michigan Harvest of the Month™ Child Nutrition



GAINING SUPPORT

STRATEGIES TO INVOLVE SCHOOL STAFF

Include teachers, school nurses, librarians, physical education teachers and specialists, life skills and food/nutrition staff as well as other school staff.

- Choose possible ways to promote Michigan Harvest of the Month™ on the school campus (poster office, library, cafeteria, lunchroom, etc.).
- Involve the teacher resource (see page 2) for all of the classroom teachers containing the materials and encourage them to adapt the lessons and activities for their purposes.
- Solicit ideas for involvement in staff development and in-service training opportunities.
- Invite school staff to participate by offering table tents as part of their work with students.
- Discuss the challenges of promoting healthy food choices and physical activity.
- Invite them to implement other activities (e.g., if the school has a garden, discuss ways to engage students in garden-based nutrition education).

STRATEGIES TO INVOLVE STUDENTS

- Schedule meetings with student leaders (e.g., student council/government, school health council, student advisory committee) and other students to introduce them to Michigan Harvest of the Month™.
- Solicit ideas on how to best implement the program on school campus.
- Engage students in the opportunity to make a difference in their schools by expressing their ideas and having them work with the appropriate adult to implement them.
- Encourage students to involve their teachers and child nutrition staff to implement changes in the school environment, such as:
 - increasing availability of fruits and vegetables in the cafeteria (e.g., salad bar), vending machines and snack bars.
 - starting or maintaining a school garden.
 - encouraging parents to school grounds and/or increasing opportunities for more physical activity.

STRATEGIES TO INVOLVE PARENTS

Parents are key in implementing a successful program because they make the food purchase decisions at home.

- Conduct parent evening sessions at 6:00 to 8:00 p.m. and other parent meetings.
- Emphasize the link between nutrition, physical activity, improved academic performance and classroom behavior.
- Use the recipes in Michigan Harvest of the Month™ to offer taste testing at events where families are present in the building to introduce the message to their children.
- Invite parents to share their experiences and skills in gardening or food preparation and their ideas for family physical activity. Parents can even share their experiences and ideas in the classroom.
- Invite parents to volunteer in the classroom on taste testing days.
- Provide them with the family newsletters. Encourage parents to share these with friends and neighbors.

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- Include, to the extent possible, the MiHOTM featured produce in meals and snacks.
- Use the strategies offered by the Smarter Lunchrooms movement to market fruits and vegetables in ways that increase consumption by our students.
- Pick up these additional resources at the registration desk today

FFVP Administrators



**MICHIGAN HARVEST OF THE MONTH™
MATERIALS ORDER FORM**

Date Needed by: _____

School/Organization Name: _____

Contact Person: _____

Shipping Address: _____

City, State, Zip: _____

Contact Phone: _____

Contact Email: _____

Do you have a loading dock? ☐ Yes ☐ No

Special Shipping Instructions: _____

How will these materials be used? _____

Order Completed By: _____ Date: _____

Signature: _____

Your signature verifies your order quantities and shipping address.

Returning This Form

Return this form via fax to 517-347-8145 or email at mihotm@michiganfitness.org or if applicable to your MFF SNAP-Ed Project Manager. Please allow three weeks for processing and shipping.

MFF Approval

GAINING SUPPORT

STRATEGIES TO INVOLVE SCHOOL STAFF
Include teachers, school nurses, librarians, physical education teachers and specialists, life skills and foods/nutrition staff as well as after-school program staff.

- Discuss possible ways to promote Michigan Harvest of the Month™ on the school campus (murals' office, library, cafeteria, computer lab, etc.)
- Distribute the Teacher Resource Packet (see p. 7 for details) to all of the classroom teachers containing the materials and encourage them to adapt the lessons and activities for their purposes.
- Solicit ideas for involvement in staff development and inservice training opportunities.
- Invite school staff to participate by offering taste tests as part of their work with students.
- Discuss the challenges in promoting healthy food choices and physical activity.
- Invite them to implement other activities (e.g., if the school has a garden, discuss ways to engage students in garden-based nutrition education).

STRATEGIES TO INVOLVE STUDENTS

- Schedule meetings with student leaders (e.g., student council/government, school health council, student nutrition advisory committee), and other students to introduce them to Michigan Harvest of the Month™.
- Solicit ideas on how to best implement the program on school campus.
- Engage students in the opportunity to make a difference in their schools by expressing their ideas and having them work with the appropriate adult to implement them.
- Encourage students to involve their teachers and child nutrition staff to implement changes in the school environment, such as:
 - increasing availability of fruits and vegetables in the cafeterias (e.g., salad bar), vending machines and snack bars
 - starting or maintaining a school garden
 - improving access to school grounds and/or increasing opportunities for more physical activity

STRATEGIES TO INVOLVE PARENTS
Parents are key in implementing a successful program because they make the food purchase decisions at home.

- Conduct parent workshop sessions at Back to School Nights and other parent meetings.
- Emphasize the link between nutrition, physical activity, improved academic performance and classroom behavior.
- Use the recipes in Michigan Harvest of the Month™ to offer taste testings at events where families are present in the building to showcase the meals you serve to their children.
- Invite parents to share their experiences and skills in gardening or food preparation and their ideas for family physical activity. Parents can even share these experiences and ideas in the classroom.
- Invite parents to volunteer in the classroom on taste testing days.
- Provide them with the family newsletters. Encourage parents to share these with friends and neighbors.

6

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- Coordinate the provision of MiHOTM featured produce items in the FFVP snacks and for taste testing, when possible
- For most FFVP schools, they can also facilitate the delivery of the MiHOTM Teacher Resource packets

School Administrators

IMPLEMENTING MICHIGAN HARVEST OF THE MONTH™

GETTING STARTED

A successful Michigan Harvest of the Month™ program is a team effort. The strength of Michigan Harvest of the Month™ lies in its ability to reach students in a variety of settings – the classroom, cafeteria, home and community. The success of the program depends on the people who implement it and the staff who work closely with the students.

Key players in implementing Michigan Harvest of the Month™ are the educators, classroom teachers and child nutrition staff. Others to include on the team could be school administrators and other school staff, students and parents. With a team in place, Michigan Harvest of the Month™ can be used more effectively to motivate and empower students to increase consumption and enjoyment of a variety of fruits and vegetables and engage in physical activity every day.

There are a variety of ways to launch Michigan Harvest of the Month™. The following steps are a guide through the general process of planning and implementing a successful program.

1. **Get support within the school community**
Meet with key players – teachers, child nutrition staff, administrators, school board members, students and parents to introduce Michigan Harvest of the Month™. Engage them and start planning and implementing the program in their school.
2. **Coordinate with the Child Nutrition Staff**
Meet with the building cafeteria staff to discuss featuring Michigan Harvest of the Month™ on the school year. For information on the featured produce, please refer to page 3 of this guide. The logistics for classroom orders and delivery of the materials to the classroom along with the Vegetable Program snack.
3. **Order Michigan Harvest of the Month™ resources**
Determine the quantity of specific materials and resources needed for participating school include the Teacher Resource Packets and cafeteria posters (see page 6-8 for a description of materials). As order forms are available that allow you to order your materials based on top fruits and vegetables. These may be submitted to the Michigan Fitness Foundation via email: resources@michiganfitness.org or via fax to 517-342-8146. Expect delivery 2-3 weeks of order.
4. **Introduce teachers and other staff**
Provide an orientation for all teachers and others who will use the materials. Share the TM with them to guide their use of Michigan Harvest of the Month™ in their classroom.
5. **Distribute Michigan Harvest of the Month™ materials and resources**
Provide materials to teachers and child nutrition staff. Additional training videos, instruction available for viewing on our website at www.michiganfitness.org/harvest-of-the-month.
6. **Provide ongoing support and solicit feedback**
Present updates regularly at staff and parent meetings to continue the promotion of and to Michigan Harvest of the Month™. Solicit feedback on successes and problems, as well as improvement.

GAINING SUPPORT

STRATEGIES TO INVOLVE SCHOOL STAFF

- Include teachers, school nurses, librarians, physical education teachers and specialists, life skills and food/nutrition staff as well as after-school program staff.
- Discuss possible ways to promote Michigan Harvest of the Month™ on the school campus (nurses' office, library, gymnasium, computer lab, etc.).
- Distribute the Teacher Resource Packet (see p. 7 for details) to all of the classroom teachers containing the materials and encourage them to adapt the lessons and activities for their purposes.
- Solicit ideas for involvement in staff development and in-service training opportunities.
- Invite staff to participate by offering taste tests as part of their work with students.

challenges in promoting healthy food choices and physical activity to implement other activities (e.g., if the school has a garden, discuss ways to engage students in school nutrition education).

TO INVOLVE STUDENTS

Meetings with student leaders (e.g., student council/governments, school health councils, student history committees) and other students to introduce them to Michigan Harvest of the Month™. Invite them to help implement the program on school campus. Invite them to make a difference in their schools by expressing their ideas and work with the appropriate adult to implement them. Invite students to involve their teachers and child nutrition staff to implement changes in the school. Invite them to help maintain a school garden.

TO INVOLVE PARENTS

In implementing a successful program because they make the food purchase decisions at home. Present workshop sessions at Back to School Nights and other parent meetings. Invite parents to share their experiences and skills in gardening or food preparation and their ideas for family healthy. Parents can even share these experiences and ideas in the classroom. Invite to volunteer in the classroom on taste testing days. Invite with the family newsletters. Encourage parents to share these with friends and neighbors.

School Announcements

The Building Leadership Guide offers daily tips for use by the health champions in your school. Use the short, health focused messages targeted at students daily as principal announcements over the PA system. Each day, the building health champion (principal, counselor, administrative assistant or student) shares a positive nutrition or physical activity message to all students. This guide includes posts for each week of the month that are suitable for what best fits your school calendar. Other uses for the school announcements include school newsletter or website content. Facebook posts and Twitter tweets to help keep your students and their families long healthy lifestyle. These announcements are an important function of a school-wide approach to encourage your students to lead a healthy lifestyle.

- keeping students active at school and home
- including more fruits and vegetables in meals and snacks
- eating a variety of foods
- eating healthy
- choosing water or low-fat/low-sodium milk to drink
- making healthy choices during school breakfast and lunch
- **Stella (StellaStella)** - tips to help keep students thinking and talking about healthy foods
- **Stella (StellaStella)** - tips to announce on Friday as good eating strategies over the weekend along with follow-up announcements if desired.


The announcements include a statement and question to encourage discussion in the classroom. Check off the announcement you have provided to reinforce other healthy messages taught in the classroom, cafeteria and gymnasium.

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- Set the stage/framework for adoption of MiHOTM in classrooms and the cafeteria within the school building
- Emphasize the link between healthy eating and improved academic performance and classroom behavior and how MiHOTM supports this effort when engaging with teachers, parents, other school building staff
- These are resources available to support your efforts
- Download the School Announcements and use them as appropriate
- Pick up the Child Nutrition Director's Guide at the registration desk and use the ideas in there to help create a healthy school environment

Educators



**MICHIGAN HARVEST OF THE MONTH™
MATERIALS ORDER FORM**

Date Needed for: _____

School/Organization Name: _____

Contact Person: _____

Shipping Address: _____

City, State, Zip: _____

Contact Phone: _____

Contact Email: _____

Do you have a loading dock? ☐ Yes ☐ No

Special Shipping Instructions: _____

**Michigan Harvest of the Month™
Best Practices Educator Checklist**

Name: _____ Title: _____

School: _____

Thank you for participating in the Michigan Harvest of the Month™ (MiHOTM). Michigan has a rich specialty crop history and is one of the largest producers of produce in the United States. The overall goal of MiHOTM is to promote and encourage students to increase their consumption and enjoyment of a variety of colorful fruits and vegetables and to engage them in physical activity every day. It is designed to provide knowledge, fun, and skill-based strategies for students that are fun, educational, age-appropriate, and relevant.

Your participation in the program ensures students will receive the knowledge and skills they need to succeed!

Objectives:
The checklist outlines the steps for getting started and best practices for implementing the MiHOTM program in your classroom based on produce-based lessons in the field. Activities are grouped in four categories: **Get Ready** and **Get Set** for activities occur only once at the beginning of the school year. The **Go** activities occur monthly and the **School Building Leaders** activities are to be completed throughout the school year.

Resource Links:
www.michiganfitnessfoundation.org/mi-hotm
www.michiganfitnessfoundation.org/mi-hotm

Activity	Frequency	Completed	Notes
GET READY			
1. Review the MiHOTM materials (see attached sheet MiHOTM Materials)	Once		
2. Review the MiHOTM materials (see attached sheet MiHOTM Materials)	Once		
3. Review the MiHOTM materials (see attached sheet MiHOTM Materials)	Once		
4. Review the MiHOTM materials (see attached sheet MiHOTM Materials)	Once		
5. Review the MiHOTM materials (see attached sheet MiHOTM Materials)	Once		
6. Review the MiHOTM materials (see attached sheet MiHOTM Materials)	Once		
7. Review the MiHOTM materials (see attached sheet MiHOTM Materials)	Once		
8. Review the MiHOTM materials (see attached sheet MiHOTM Materials)	Once		
9. Review the MiHOTM materials (see attached sheet MiHOTM Materials)	Once		
10. Review the MiHOTM materials (see attached sheet MiHOTM Materials)	Once		
GO			
1. Review the MiHOTM materials (see attached sheet MiHOTM Materials)	Once		
2. Review the MiHOTM materials (see attached sheet MiHOTM Materials)	Once		
3. Review the MiHOTM materials (see attached sheet MiHOTM Materials)	Once		
4. Review the MiHOTM materials (see attached sheet MiHOTM Materials)	Once		
5. Review the MiHOTM materials (see attached sheet MiHOTM Materials)	Once		
6. Review the MiHOTM materials (see attached sheet MiHOTM Materials)	Once		
7. Review the MiHOTM materials (see attached sheet MiHOTM Materials)	Once		
8. Review the MiHOTM materials (see attached sheet MiHOTM Materials)	Once		
9. Review the MiHOTM materials (see attached sheet MiHOTM Materials)	Once		
10. Review the MiHOTM materials (see attached sheet MiHOTM Materials)	Once		
School Building Leaders			
1. Review the MiHOTM materials (see attached sheet MiHOTM Materials)	Once		
2. Review the MiHOTM materials (see attached sheet MiHOTM Materials)	Once		
3. Review the MiHOTM materials (see attached sheet MiHOTM Materials)	Once		
4. Review the MiHOTM materials (see attached sheet MiHOTM Materials)	Once		
5. Review the MiHOTM materials (see attached sheet MiHOTM Materials)	Once		
6. Review the MiHOTM materials (see attached sheet MiHOTM Materials)	Once		
7. Review the MiHOTM materials (see attached sheet MiHOTM Materials)	Once		
8. Review the MiHOTM materials (see attached sheet MiHOTM Materials)	Once		
9. Review the MiHOTM materials (see attached sheet MiHOTM Materials)	Once		
10. Review the MiHOTM materials (see attached sheet MiHOTM Materials)	Once		

- Engaging students with MiHOTM activities and resources
- Utilize the Teacher Resource Packets
- Ask for help from FFVP Administrators and/or SNAP-Ed Nutrition Educators

MiHOTM Website

Home MNN Events Forms & Reporting Materials & Programming Additional Information

[ABOUT](#) [CONTACT US](#) [CURRENT PARTNERS](#) [CALENDAR](#) [HOW TO APPLY](#) [SITE MAP](#)

Michigan Harvest of the Month™

The Michigan Nutrition Network at the Michigan Fitness Foundation is honored to be collaborating with the Michigan Department of Education's Fresh Fruit and Vegetable Program. Through this collaboration we are able to provide nutrition education materials for all of the teachers in your buildings to extend the message about increasing the amount of fruits and vegetables consumed each day.

MNN is piloting Michigan Harvest of the Month™ featuring ready-to-go tools and resources for educators to give students hands-on opportunities to explore, taste and learn about the importance of eating fruits and vegetables and being active every day.

MiHOTM Educator Training

A hands-on MiHOTM training is being held in Frankenmuth on August 19, 2015 from 9 a.m. - 3:30 p.m. for classroom teachers, physical educators, and child nutrition directors from across the state.

Fresh Fruit and Vegetable Program

Michigan Harvest of the Month™ features ready-to-go tools and resources that encourage students to eat more fruits and vegetables and be more physically active.




ANNOUNCEMENTS

1. **Invoice and Match Report for July 2015 due**
Monday, August 17, 2015
Invoice and Match Report for July 2015 due

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<http://www.michigannutritionnetwork.org/harvest-of-the-month>

Map 2 Healthy Living™



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<http://map2healthyliving.org/>

Find if SNAP-Ed programs are occurring in your area

Map 2 Healthy Living™

MAP TO HEALTHY LIVING™: BRINGING DATA TO LIFE

Marcia K. Scott, Ph.D., R.D.; Sarah R. Cutler, M.S., R.D.; Michelle Luffelwe, M.A.; Justin R. Fox, B.A.; Sarah L. Parnian, M.S., M.A.

INTRODUCTION

Visit the Map 2 Healthy Living website to learn more about the Michigan Fitness Foundation's efforts to bring data to life.

MAP TO HEALTHY LIVING™ STATS

Website Stats

- 100+ pages of content
- 100+ pages of content
- 100+ pages of content

BEFORE MAP TO HEALTHY LIVING™

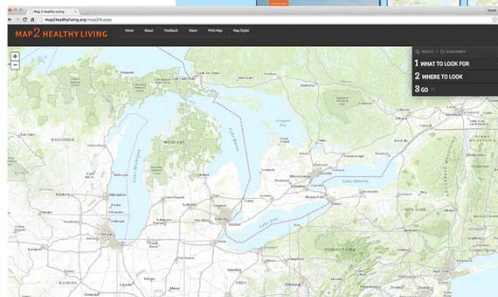

Before the Map 2 Healthy Living website, data was not easily accessible and was not user-friendly.

WITH MAP TO HEALTHY LIVING™

With the Map 2 Healthy Living website, data is now easily accessible and user-friendly.

SEE FOR YOURSELF!

Visit: map2healthyliving.org



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Next Steps

What else do you need?



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MiHOTM Evaluation

- **Action Plan**
 - Set the stage for success
- **Training Evaluation**
 - Help us improve this training
- **Online Surveys (Dec 2015/Apr 2016)**
 - How is implementation going? What else do you need to be successful?

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MiHOTM Evaluation

- **Case Studies**
 - Recruit volunteers with multi-disciplinary staff training in implementing MiHOTM
 - FFVP site with SNAP-Ed Nutrition Educator
 - Provide additional TA and support to build capacity
 - Additional nutrition education resources

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Training Expectations & Deliverables

- Phone: _____ Email: _____

- Within the next 4 weeks, I will...

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Wrap Up

- **Complete and Submit:**
 - Evaluation
 - Travel Log
 - Media Release
 - Signed SCECH Credit form
 - Action Plan
 - Signed Training Expectations form
- **Check the board for additional raffle prize winners**



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Instructions for turning in the evaluation with the signed Training Expectations and Action Plan.

Point out folks at the doors who will be collecting these to make sure that everything is completed so you can receive your stipend. These folks will give you a cookbook if you did not get one in the raffle.

Remind them to check the “board” to see if you won any additional raffle prizes.

For More Information

Jamie Rahrig
JRahrig@michiganfitness.org



Thank You!

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These institutions are equal opportunity providers and employers.

People who need help buying nutritious food for a better diet, call the toll free Michigan Food Assistance Program Hotline: (855) ASK-MICH.

