Appendix
About the School & Community Guide

The School & Community Guide is intended to store important school and community information that supports strategic, relationship-based FoodCorps service. Over the course of the service year, FoodCorps service members become experts about their school(s) and sites. To best transfer knowledge and insight from year to year, we ask you to complete a School & Community Guide, or update one if a previous service member created a version already. This will serve as a “living” resource that you should update regularly throughout the year.

The School & Community Guide is intended to store important school and community information that supports strategic, relationship-based FoodCorps service. The primary user of this guide is the FoodCorps service member; however, the information stored in the guide can be shared with key stakeholders.

Process

Most often, the primary user of this guide is the FoodCorps service member; however, the information stored in the guide can be shared with key stakeholders. We encourage you to include helpful details and key resources to guide a new, incoming service member, or to support the school in sustaining progress and programming if the school or site is discontinuing with FoodCorps partnership.

Important Dates & Deadlines

The final deadline to submit your School & Community Guide materials to your FoodCorps state team is July 12, the last day of the service term.

Content

Key questions to consider

- Who are the people, and what are the resources in your school community that can help achieve the goals established in your FoodCorps Menu & Action Plan?
- What information is necessary to easily access those resources? (e.g., What is a key contact’s preferred method of communication?)
- What other reflections or tips will be useful for an incoming service member?

School information

- School name and address
- School policies, including safety procedures
- Contact sheet for key people and partners, including teachers, administrators, volunteers, and staff
- Classes taught, sequence of lessons
- Cafeteria programming
- After-school programming
- Schoolwide events and service-member involvement
- Fundraising activities, lead contacts, and approximate value of proceeds earned

Garden information

- Location and format of garden (courtyard, raised bed, window box, tower garden, etc.)
- Water access
- Storage access
- Soil quality
- Planting history
- Summer care and usage

Community information

- Contact sheet for key people and partners
- Relevant organizations and businesses
- Volunteers
- Events
- Press
Healthy School Progress Report
INSTRUCTIONS

STEP 1 (FALL) Fill out the Healthy School Progress Report based on what happened during last school year.

STEP 2 (SPRING) Update the Healthy School Progress Report based on what happened during the current school year.

KEEP IN MIND
The Healthy School Progress Report covers a variety of school food environment areas.
It includes
› general information about the school
› questions about current practices that create a healthy school food environment
› questions about key people and practices that help a school create a culture of health that has staying power

You are not expected to do everything in this Progress Report! The Healthy School Progress Report includes many practices that help create a healthy school food environment, but schools aren’t expected to do everything. The important thing is to make lasting improvements over time.

Do you want to know why the Progress Report is important? Read the Healthy School Progress Report Background at the back of this toolkit.
PROGRESS REPORT AREAS

AREA ONE: HANDS-ON LEARNING
A. ONGOING COOKING, TASTING & GARDEN-BASED LESSONS
B. FIELD TRIPS AND FARMER & CHEF VISITS
C. SCHOOL GARDEN DEVELOPMENT & MAINTENANCE

AREA TWO: HEALTHY SCHOOL MEALS
D. SALAD BAR & MEAL LINE DESIGN
E. TASTE TESTS
F. CAFETERIA ROLE MODELING
G. LOCAL SOURCING & RECIPE DEVELOPMENT
H. SCHOOLWIDE HEALTHY FOOD PROMOTION

AREA THREE: SCHOOLWIDE CULTURE OF HEALTH
I. CELEBRATIONS, EVENTS, REWARDS & SNACKS
J. FAMILY, STAFF & COMMUNITY EDUCATION
K. MAKING CURRICULUM CONNECTIONS
L. HEALTHY SCHOOL FOOD CHAMPION & TEAM SUPPORT
M. SCHOOL ADMINISTRATION SUPPORT
N. FOOD SERVICE DIRECTOR/ MANAGER SUPPORT
O. TEACHER SUPPORT
P. PARENT SUPPORT
**SCHOOL INFORMATION**

1) **School name**

2) **School city**

3) **State**

3) **# students enrolled in the school**

4) **Do students have recess before lunch?**
   - [ ] All grades
   - [ ] Some grades
   - [ ] No grades

5) **Does your school participate in any of the following programs?** (check all that apply)
   - [ ] School Breakfast Program (SBP)
   - [ ] Child and Adult Care Food Program Supper and/or Snacks (CACFP)
   - [ ] Fresh Fruit & Vegetable Program (FFVP)
   - [ ] Alliance for a Healthier Generation Healthy Schools Program
   - [ ] Cooking Matters
   - [ ] Coordinated School Health
   - [ ] HealthierUS Schools Challenge: Smarter Lunchrooms
   - [ ] Team Nutrition
   - [ ] USDA Farm to School Grant Program

6) **Please list and briefly describe other food, nutrition, gardening, and wellness programs in your school.**

7) **Who is your healthy school team?**
   - **What is their role?**
     - School admin
     - Teacher
     - Food service
     - Other school
     - Student
     - Parent
     - Community partner

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### What was in place over the past year?

8) **Nutrition education standards have school or district support for following them.** (check all that apply)
- Yes, standards and school district had staff to offer guidance and monitor compliance.
- Yes, standards and school had a teacher or other staff to offer guidance and monitor compliance.
- Yes, there are standards but no support offered.
- Not applicable; there are no known nutrition education standards.

9) **Nutrition education standards are met by the school.** (check all that apply)
- All grades met standards (fully or mostly).
- Some grades met standards (fully or mostly).
- One grade met standards (fully or mostly).
- One or more grades partially met standards.
- It is unknown whether grades met standards.
- Not applicable; there are no nutrition education standards.

10) **The school uses the district’s preferred nutrition curriculum.** (choose one answer)
- All grades use preferred curriculum and fully implement it.
- All grades use preferred curriculum but not all fully implement it.
- Some grades use preferred curriculum (fully or partially).
- One grade uses preferred curriculum (fully or partially).
- No grades use preferred curriculum.
- It is unknown how much grades use preferred curriculum.
- There is no known preferred curriculum.

11) **The school uses the district’s preferred garden education curriculum.** (choose one answer)
- All grades use preferred curriculum and fully implement it.
- All grades use preferred curriculum but not all fully implement it.
- Some grades use preferred curriculum (fully or partially).
- One grade uses preferred curriculum (fully or partially).
- No grades use preferred curriculum.
- It is unknown how much grades use preferred curriculum.
- There is no known preferred curriculum.
Who was it communicated to in the past year? (check all that apply)

12) The district wellness plan or policy is communicated to the full school community.
   - School administrators
   - Teachers
   - School staff
   - Food service staff
   - Parents
   - Students
   - Don’t know or not communicated to anyone
   - Not applicable; there is no known plan or policy

What was in place over the past year?

13) School garden produce is allowed to be used in school meals.
   - Yes
   - No
   - Unsure

Answer for the past school year.

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<thead>
<tr>
<th>Grade</th>
<th>Pre-K</th>
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<th>11th</th>
<th>12th</th>
<th>After school</th>
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</table>

14) Which grades are in the school?
   - 

15) How many classes are in each grade?
   - 

16) Of those classes (question 15), how many of them received nutrition-, food-, and garden-based lessons focused on fruits and vegetables over the past school year? Lessons are defined as those at least 20 minutes long. “Focused” means at least part of the lesson. “Garden-based” means any activities related to growing food.
   - 

17) Of those classes that received lessons (question 16), how many lessons did each class receive (on average) over the past school year?
   - 

* After-school programs are configured differently in each school. Do the best you can to fill in the total number of different after-school groups that meet, which may be by grade, clubs, classes, etc.

If the school has split classes or rotating classes, note here how you counted them for question 17:
**AREA ONE: HANDS-ON LEARNING**

In the classroom; in the garden; and before, during, and after school, students grow, cook, and taste new foods, which builds their skills and changes food preferences.

Below, you’ll see a list of best practices and activities that are shown to encourage and support students making healthy food choices. Please read each statement and indicate whether, and/or to what extent, your school or school community did that practice over the past school year.

## A ONGOING COOKING, TASTING & GARDEN-BASED LESSONS

1) **This school dedicates a space to food-related activities such as cooking, gardening, and nutrition education.**

   - Devoted indoor space
   - Devoted outdoor space/garden
   - None right now

   For all classes that received lessons in the past school year, did the lessons include this practice? (check the boxes below if yes)

<table>
<thead>
<tr>
<th>Pre-K</th>
<th>K</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
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2) Lessons and activities use best practices in nutrition-, food-, and garden-based education.

   a. Include **opportunities to eat fruits and vegetables through tasting or cooking** (e.g., chopping, mixing, adding ingredients).

   -  

   b. Create **positive social norms** through activities that make fruits and vegetables “cool,” and allow students to share their favorites.

   -  

   c. Focus on fruits and vegetables that include **opportunities to decrease fears of trying new foods**, such as stories about how kids “tried and liked it!” or smelling herbs before tasting.

   -  

   d. Focus on the **health benefits** of fruits and vegetables (e.g., some help the brain think better; red ones are good for your heart).

   -  

   e. **Compare the nutritional value** of healthful and less healthful snacks (e.g., showing the added fat and sugar in snack foods or how healthful snacks have more nutrients).

   -  

   

   After school
**ONGOING COOKING, TASTING & GARDEN-BASED LESSONS, CONT’D**

For all classes that received lessons in the past school year, did the lessons include this practice? (check the box if yes)

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<thead>
<tr>
<th>Pre-K</th>
<th>K</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
<th>6th</th>
<th>7th</th>
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<th>After school</th>
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</table>

- f. Use MyPlate as a visual to encourage students to make half of their plate fruits and vegetables at every meal. If making meals with students, follow MyPlate proportions.
- g. Focus specifically on eating more fruits and vegetables at school lunch, such as where to find fruits and vegetables or how to build a colorful salad at the salad bar.
- h. Focus on setting goals for increasing eating fruits and vegetables.
- i. Focus on monitoring progress toward the goals of eating more fruits and vegetables.
- j. Share recipes that students can take home and prepare with their families.
- k. Include activities that incorporate appreciation for how certain cultures traditionally cook fruits and vegetables.
- l. Create appreciation for plants, including life cycles and what plants need to grow.
- m. Have students work in the garden, doing things like planting, weeding, watering, and nurturing plant growth.
- n. Harvest what is growing in the garden.
- o. Introduce the process of composting and/or provide experiences composting in the garden.
- p. Focus on how our food system works and how eating more locally produced, less processed, and less packaged food is good for the environment.
- q. Focus on how some neighborhoods do not have equal access to healthy food and how there are programs and resources to help achieve equity.
## B FIELD TRIPS AND FARMER & CHEF VISITS

<table>
<thead>
<tr>
<th></th>
<th>Did this happen in the past year?</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Invite local heroes to dine with students in the cafeteria (e.g., farmers, chefs, politicians, sports heroes, media personalities).</td>
</tr>
<tr>
<td>2</td>
<td>Arrange classroom visits with farmers, chefs, and others who work in food.</td>
</tr>
<tr>
<td>3</td>
<td>Take field trips to farms, community gardens, markets, composting facilities, or other food-centered businesses.</td>
</tr>
</tbody>
</table>

## C SCHOOL GARDEN DEVELOPMENT & MAINTENANCE

<table>
<thead>
<tr>
<th></th>
<th>Did this happen in the past year?</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Have a garden care plan, including during the summer.</td>
</tr>
<tr>
<td>2</td>
<td>Host regular volunteer work days in the garden.</td>
</tr>
<tr>
<td>3</td>
<td>Run a garden composting program (e.g., compost school meal waste, families bring scraps from home to school garden compost, compost garden weeds and leftovers).</td>
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</tbody>
</table>

Please share important notes or explanations about these Hands-On Learning practices:
AREA TWO: HEALTHY SCHOOL MEALS

The cafeteria experience steers students toward the healthiest options and gets them excited to try new, healthy foods.

Below, you’ll see a list of best practices and activities that are shown to encourage and support students making healthy food choices. Please read each statement, and indicate whether, and/or to what extent, your school or school community did that practice over the past school year.

D  SALAD BAR & MEAL LINE DESIGN

Did this happen in the past year?

<table>
<thead>
<tr>
<th>Never</th>
<th>Seldom</th>
<th>Often</th>
<th>Most or all days</th>
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</thead>
</table>

1) Make lunch a respected part of the school day by having behavioral expectations consistent with the rest of the school, and have teachers and administrators present during lunch.

2) Make sure the cafeteria is clean and at a reasonable noise level (e.g., no regular fighting, yelling, or whistle blowing).

3) Decorate the meal line and cafeteria to make it inviting (e.g., signs on the salad bar or meal line, student artwork, colorful posters, colorful paint on the walls).

4) The school serves lunch to students.

If so, the school can:

a. set up the meal line so that fruits, vegetables, and meal choices look appealing (e.g., bright, fresh, and not wilted).

b. pre-plate vegetables to establish taking and eating them as a social norm.

c. display fruit in bowls or baskets that are easy for students to reach.

d. make sure that vegetables and fruits are the right size for students to eat (e.g., cut into halves or quarters).

e. highlight fruit and vegetable recipes, menu boards, and signs with creative, appealing names.
### D  SALAD BAR & MEAL LINE DESIGN, CONT’D

<table>
<thead>
<tr>
<th>5) The school offers a salad bar at lunch.</th>
<th>No salad bar</th>
<th>1–2 days/wk</th>
<th>3–4 days/wk</th>
<th>Every day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did this happen in the past year?</td>
<td>Never</td>
<td>Seldom</td>
<td>Often</td>
<td>Most or all days</td>
</tr>
<tr>
<td>a. Have the salad bar as part of the lunch line so that students do not miss it.</td>
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<tr>
<td>b. Make sure the salad bar is the right height for students to easily put down their tray while taking salad.</td>
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<td>c. Fill the salad bar with at least three different fresh fruits and vegetables.</td>
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<tr>
<td>d. Refill the salad bar as needed and keep it tidy and appealing.</td>
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<tr>
<td>e. Make sure that salad bar spoons and tongs are the right size and type for the students using them.</td>
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### E  TASTE TESTS

#### 1) The school has tastings of the fruits and vegetables that are offered during school meals.

<table>
<thead>
<tr>
<th>Did this happen in the past year?</th>
<th>Never</th>
<th>1–5 times</th>
<th>6–9 times</th>
<th>10+ times</th>
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</thead>
<tbody>
<tr>
<td>a. Set up the taste test in high traffic areas.</td>
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<tr>
<td>b. Have students taste or prepare foods that will be offered in school meals.</td>
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<td>c. Hold taste tests with families during events and before or after school.</td>
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<td>d. Have principals, teachers, staff, and students serve the foods.</td>
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<tr>
<td>e. Share voting results widely on posters, bulletin boards, and the school website as well as in newsletters and email.</td>
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</table>
**F CAFETERIA ROLE MODELING**

1) Older students act as role models or mentor younger students to eat fruits and vegetables.

2) School staff and food service staff encourage students to eat fruits and vegetables.

3) Adults stand by the salad bar to help and encourage students take salad.

4) Adults model salad bar eating behavior and bring items on a plate around for students to try.

**G LOCAL SOURCING & RECIPE DEVELOPMENT**

1) Aim for more local food being served in school lunch.
   “Local food” does not have a set definition. Some base it on the number of miles, others on state boundaries, etc. Use whatever your school or district defines as “local food.” Please add a comment in the notes section on the next page explaining how your school defines local foods and what local foods were most commonly served.

2) Add new recipes or items on the full menu that feature local ingredients, school garden produce, and/or student-tested dishes.

**Did this happen in the past year?**

<table>
<thead>
<tr>
<th>Never</th>
<th>Seldom</th>
<th>Often</th>
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**How often did this happen in the past year?**

(Please do not include milk in these counts.)

- The school did not serve local food.
- The school served local food 1–2 times during the year (e.g., as part of a harvest celebration).
- The school served local food 3–9 times during the year (e.g., once a week through the harvest season or every day during a week-long harvest celebration).
- The school served local food about 10–20 times during the school year (e.g., once or twice a month throughout the school year or many harvest celebrations).
- The school served local food about 21–39 times during the school year (e.g., several times a month or once a week or more during a long harvest season).
- The school served local food at least 40 times during the school year (e.g., at least once a week).

- Never 1 time 2 times 3 times 4+ times
SCHOOLWIDE HEALTHY FOOD PROMOTION

1) Announcements by and for students share meal options in exciting/fun ways to promote a respect for healthy eating and knowledge of seasonality or where foods come from (e.g., school gardens, a specific farm nearby).

2) Students work with food service staff to give school meal items creative and descriptive names.

3) The school hallways, cafeteria, and display cases feature food- and garden-related work by students and/or promote wellness and healthy eating.

4) Signs in the school and cafeteria advertise what is served at school meals and which foods are sourced locally through the seasons (e.g., Harvest of the Month posters).

Please share important notes or explanations about these Healthy School Meals practices:

AREA THREE: SCHOOLWIDE CULTURE OF HEALTH

As a whole, the school community celebrates healthy food.

Below, you’ll see a list of best practices and activities that are shown to encourage and support students making healthy food choices. Please read each statement, and indicate whether, and/or to what extent, your school or school community did that practice over the past school year.

CELEBRATIONS, EVENTS, REWARDS & SNACKS

1) Healthy food is the main choice for classroom snacks.

2) Healthy food is the main choice for snacks and meals at schoolwide events.

3) Celebrations and rewards incorporate healthy foods and/or non-food items, such as extra recess or game time.

4) Vending machines have healthy options as the main choice or are not available.

5) Fundraisers have healthy foods and/or non-food items as the main choice (including healthy options promoted at bake sales).
**FAMILY, STAFF & COMMUNITY EDUCATION**

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<tbody>
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<td>1) The school has a dedicated space with resources about food access, cooking, and gardening for the school community and families.</td>
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<td>2) Family newsletters and emails feature tips on growing, shopping for, cooking, and serving fruits and vegetables at home and how to access healthy foods in the community.</td>
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<td>3) Families and community members have the opportunity to volunteer in the cafeteria, garden, and at food- and garden-based lessons and events.</td>
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<td>4) Parent or family workshops cover growing, cooking, and serving fruits and vegetables at home and accessing healthy foods in the community (e.g., cooking, gardening, and eating on a budget; healthy eating; or sharing food from families' cultural backgrounds).</td>
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<td>5) Staff have the opportunity to learn about growing, cooking, or preparing food (e.g., staff cooking workshops with a guest chef, staff-only garden work day, regular taste tests at staff meetings).</td>
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Please share important notes or explanations about these Schoolwide Culture of Health practices:

**MAKING CURRICULUM CONNECTIONS**

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<td>1) Teachers work deliberately to connect nutrition-, food-, and/or garden-based learning to the curriculum.</td>
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- There was no nutrition-, food-, and/or garden-based education.
- Teachers did not connect nutrition-, food-, and/or garden-based education to curriculum.
- Teachers actively worked to connect nutrition-, food-, and/or garden-based education to the curriculum (but it is not connected now).
- Teachers connected nutrition-, food-, and/or garden-based education to the curriculum (but it was not specifically designed to meet standards).
- Teachers connected nutrition-, food-, and/or garden-based education to the curriculum and specifically designed it to meet the standards in one core subject (e.g., Common Core Standards [English and Math], Next Generation Science Standards, state-level standards, or local “scope and sequence”).
- Teachers connected nutrition-, food-, and/or garden-based education to the curriculum and specifically designed it to meet the standards in 2+ core subjects (same examples as above).
### HEALTHY SCHOOL FOOD CHAMPION & TEAM SUPPORT

**How many champions did the school have in the past year?**

1) The school has healthy food, nutrition, and gardening “champions” (e.g., a person who promotes healthy food issues and gets others excited to support improvements/changes; it could be teachers, staff, parent, etc.).

- [ ] 1 champion
- [ ] 2 champions
- [ ] 3+ champions

2) School staff members—not including teachers, administrators, and food service staff—support a healthy school food environment and/or the school’s gardening program (e.g., nurse, office staff, security guards, custodians).

- [ ] No, school staff have not shown support in the past year.
- [ ] Yes, school staff have shown support but were not actively involved in the past year.
- [ ] Yes, school staff have shown support and were actively involved in the past year.

3) The school has a group devoted to wellness or healthy food topics, like a wellness committee, team, school garden group, or other healthy school team.

- [ ] There was no known group last year.
- [ ] Yes, but the group met irregularly and/or distributed health-related resources (no planning or implementing activities).
- [ ] Yes, the group met regularly to plan and implement healthy food-related activities for the school.

4) Wellness committees or other teams have a variety of active members.

**Who were the participants in the past year?**

(check all that apply)

- [ ] Administrators
- [ ] Community partners
- [ ] Food service staff
- [ ] Parents
- [ ] Students
- [ ] Teachers
- [ ] Other school staff
## SCHOOL ADMINISTRATION SUPPORT

<table>
<thead>
<tr>
<th>Did this happen in the past year? (check if yes)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1)</strong> Provide professional development time for teachers to learn about leading nutrition-, food-, and garden-based activities.</td>
</tr>
<tr>
<td><strong>2)</strong> Provide support to teachers (e.g., additional pay, class release time, time and support to write grants) for nutrition-, food-, and garden-based lesson development and/or school garden maintenance.</td>
</tr>
<tr>
<td><strong>3)</strong> Participate in nutrition-, food-, and garden-based activities (e.g., visiting classrooms or the garden during lessons).</td>
</tr>
<tr>
<td><strong>4)</strong> Support the food service director in making changes to school lunch (e.g., procuring local food, tweaking line design to nudge students to healthier options).</td>
</tr>
<tr>
<td><strong>5)</strong> Provide ample staff in the lunchroom for managing students so they focus on eating lunch.</td>
</tr>
<tr>
<td><strong>6)</strong> Act as a role model in the cafeteria (e.g., encouraging students to eat healthy, eating with students).</td>
</tr>
<tr>
<td><strong>7)</strong> Provide resources to teachers and parents about which foods are acceptable for serving in the class and at school events and which are not.</td>
</tr>
<tr>
<td><strong>8)</strong> Enforce serving only healthy foods in the classroom and at school events.</td>
</tr>
<tr>
<td><strong>9)</strong> Restrict or limit fundraisers from selling unhealthy food (e.g., candy bars).</td>
</tr>
</tbody>
</table>

## FOOD SERVICE DIRECTOR/MANAGER SUPPORT

<table>
<thead>
<tr>
<th>Did this happen in the past year? (check if yes)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1)</strong> Dedicate time and effort to procuring food from local sources.</td>
</tr>
<tr>
<td><strong>2)</strong> Prepare recipes from scratch for school meal offerings.</td>
</tr>
<tr>
<td><strong>3)</strong> Avoid use of prepared, processed food items.</td>
</tr>
<tr>
<td><strong>4)</strong> Support a salad bar with a wide variety of items.</td>
</tr>
<tr>
<td><strong>5)</strong> Support use of food grown in the school garden for school meals.</td>
</tr>
<tr>
<td><strong>6)</strong> Make changes that will nudge students toward healthy options (e.g., changing line arrangement and placement, decorations, creative names for fruit and vegetable dishes).</td>
</tr>
<tr>
<td><strong>7)</strong> Encourage all food service staff to get students excited about eating healthy school meals (e.g., use the creative names of fruit and vegetable dishes, remind students which foods are local or from the garden, encourage students to try new foods).</td>
</tr>
</tbody>
</table>
### TEACHER SUPPORT

<table>
<thead>
<tr>
<th>Practice</th>
<th>None</th>
<th>A few</th>
<th>Many</th>
<th>Most or all</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Use &quot;prep periods&quot; to plan for teaching nutrition-, food-, and garden-based lessons.</td>
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<tr>
<td>2) Make classroom time to teach nutrition-, food-, and garden-based lessons.</td>
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<tr>
<td>3) Share successes, challenges, and strategies with other teachers about conducting nutrition-, food-, and garden-based activities (e.g., at grade-level meetings).</td>
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<tr>
<td>4) Maintain the garden and/or take part in the school garden committee or club.</td>
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<tr>
<td>5) Remind students what is being served for lunch, and encourage them to eat fruits and vegetables.</td>
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<tr>
<td>6) Ask students what foods they tried or what they thought about lunch when they return to the classroom.</td>
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<tr>
<td>7) Spend time with students during school meals.</td>
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</table>

### PARENT SUPPORT

<table>
<thead>
<tr>
<th>Practice</th>
<th>None</th>
<th>A few</th>
<th>Many</th>
<th>Most or all</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Raise funds to support nutrition-, food-, and garden-based education and the school garden.</td>
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<tr>
<td>2) Encourage administration and teachers to make time for nutrition-, food-, and garden-based education.</td>
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<tr>
<td>3) Assist during nutrition-, food-, and garden-based activities (during the school day).</td>
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<tr>
<td>4) Encourage administration and teachers to institutionalize the school garden and its use.</td>
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<tr>
<td>5) Maintain the garden program (e.g., work in the garden, participate in the garden committee/club, or help when classes are in the garden).</td>
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<tr>
<td>6) Work with food service staff on how to create healthy meals (e.g., participate on a nutrition committee, review menus).</td>
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<tr>
<td>7) Volunteer to help during school meals.</td>
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</table>
What is it for?
The FoodCorps Lesson Observation & Coaching Tool is intended to support service members in delivering high quality hands-on learning experiences to students by providing a clear, structured method to observe, reflect, and provide feedback. The tool is designed to help service members and school advisors assess the effectiveness of lesson planning and delivery, and to foster conversations about how lessons can be improved. It aligns with sections within the FoodCorps Program Guide that can serve as resources to support improvements.

Who should use it?
We strongly encourage service members to use the tool to reflect on their own lessons, and we encourage school advisors and field office staff to use it to observe, observe, and provide feedback. The tool can also be used to inform in-person coaching to the service members in their state multiple times throughout the year, using the observation checklist to inform in-person coaching to the service members in their state multiple times throughout the year. The observation checklist can be used to inform in-person coaching to the service members in their state multiple times throughout the year.

How should it be used?
The Observation Checklist should be used during lessons to take low-inference notes related to the Key Look-Fors. These notes focus on transcribing what the service member and students are saying and doing. Low-inference notes are not intended to be used for grading or assessment; they should inform the service member of what worked well and to guide conversations about what could be improved about how a specific lesson was planned or taught. The checklist is designed to support service members in delivering high quality lessons and to support service members in delivering high quality lessons.

References include the “Framework for Teaching” by the Danielson Group and the “InTASC Model Core Teaching Standards.”
### Observation Checklist

#### Standard 1: The service member planned and delivered a high-quality lesson.

<table>
<thead>
<tr>
<th>Key Look-Fors</th>
<th>Low-Inference Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-A The lesson included an engaging opening.</td>
<td></td>
</tr>
<tr>
<td>1-B The lesson incorporated hands-on learning activities.</td>
<td></td>
</tr>
<tr>
<td>1-C The lesson included active reflection with students synthesizing or demonstrating their learning.</td>
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</tr>
<tr>
<td>1-D The lesson plan and materials were well organized and prepared in advance.</td>
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</tbody>
</table>

#### Standard 2: The service member fostered a safe, inclusive, and positive learning environment for all students.

<table>
<thead>
<tr>
<th>Key Look-Fors</th>
<th>Low-Inference Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-A The service member created a positive classroom/garden culture and effectively implemented responsive behavior management techniques.</td>
<td></td>
</tr>
<tr>
<td>2-B The service member explained and demonstrated new skills, concepts, or tools clearly, concisely, and in student-friendly terms.</td>
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<tr>
<td>----------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>2-C The service member adapted the lesson to the appropriate season, environment, and cultural context.</td>
<td></td>
</tr>
<tr>
<td>2-D The lesson materials and activities accommodate differences in student learning styles, needs, and levels of readiness.</td>
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</tbody>
</table>

**SERVICE MEMBER SELF-REFLECTION**

<table>
<thead>
<tr>
<th>SPECIFIC AREAS OF STRENGTH</th>
<th>ACTIONABLE NEXT STEPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider: What resources or supports do you need to grow as a FoodCorps educator?</td>
<td></td>
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</tbody>
</table>
## OBSERVER FEEDBACK

<table>
<thead>
<tr>
<th>SPECIFIC AREAS OF STRENGTH</th>
<th>ACTIONABLE NEXT STEPS</th>
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</thead>
<tbody>
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## LESSON RUBRIC

<table>
<thead>
<tr>
<th>STANDARD 1: The service member planned and delivered a high-quality lesson.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>KEY LOOK-FORS</strong></td>
</tr>
<tr>
<td>References in FoodCorps Program Guide</td>
</tr>
<tr>
<td>1-A The lesson included an effective opening. (Engage)</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>1-B The lesson included hands-on learning activities. (Explore)</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

1-A The lesson included an effective opening. (Engage)

1-B The lesson included hands-on learning activities. (Explore)
<table>
<thead>
<tr>
<th>STANDARD 2: The service member fostered a safe, inclusive, and positive learning environment for all students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>KEY LOOK-FORS</strong></td>
</tr>
<tr>
<td>2-A The member created a positive classroom/garden culture and effectively implemented responsive behavior management techniques</td>
</tr>
</tbody>
</table>
| 2-B The member explained and demonstrated new skills, concepts, or tools clearly, concisely, and in student-friendly terms (Explain) | -Teaching with Multiple Modalities  
- Informing Your Teaching Practice with Child Development Characteristics  
- Safety With Students  
- Cooking Safety  
- Gardening Safety | The member did not appropriately explain/review safe use of garden or kitchen tools. The explanation of new skills or concepts was confusing or used unfamiliar vocabulary. Students were confused and disengaged during the explanation. | The member thoroughly explained/reviewed safe use of garden or kitchen tools. The explanation of new skills or concepts was clear but did not incorporate multiple learning modalities. Some students were disengaged during the explanation. | The member thoroughly explained/reviewed safe use of garden or kitchen tools AND explained new skills or concepts using multiple learning modalities. Students were actively engaged throughout the explanation. |
|---|---|---|---|---|
| 2-C The lesson was adapted to the appropriate season, environment, and cultural context | - Culturally Responsive Teaching and FoodCorps Lessons  
- Customizing Lessons to Climate, Culture, and Students’ Needs | The lesson was inappropriate for the season, climate, or environment and did not demonstrate respect for or understanding of cultural context. | The lesson was appropriate for the season. The member missed opportunities to affirm the cultural values and identities of students, their families, and the community. | The lesson demonstrated respect and affirmed the cultural values and identities of students, their families, and the community AND was seasonally appropriate. |
| 2-D The lesson materials and activities accommodated differences in student learning styles | - Customizing Lessons to Climate, Culture, and Students’ Needs  
- Informing Your Teaching Practices with Child Development Characteristics | Materials were inappropriately leveled: too hard or easy for most students (finished early or had trouble getting started). Some students were unable to access the materials or participate actively. Differences in student ability or learning styles were evident. | Lesson materials were accessible to most learners, and activities engaged most students for most of the lesson. Some students found it too easy or difficult. The member missed an opportunity to incorporate multiple learning modalities. | Materials were accessible to all learners and activities were appropriately leveled or scaffolded for learning differences. Lesson activities and presentation incorporated multiple learning modalities. All students were engaged and participated meaningfully. |
The choices schools can make about their food environment are often governed by policies at many levels: federal, state, district, and school, and these policies can directly influence students' experiences of and decisions about food in school. These policies may make it easier—or harder—for your school community to make certain changes, so it is important to understand what policies are in place and how you might be able to influence them.

Below is a list of some of the policies that are helpful to know.

### KNOW YOUR STATE & DISTRICT POLICIES WORKSHEET

**STANDARDS AND PREFERRED CURRICULUM**

1. **Do the state and/or district academic standards include specific standards for nutrition education?**
   - The state has nutrition education standards.
   - The district has nutrition education standards.
   - There are no known nutrition education standards.

2. **Does the district have a preferred nutrition curriculum? If so, how is it used?**
   - All grades use preferred curriculum and fully implement it.
   - All grades use preferred curriculum but not all fully implement it.
   - Some grades use preferred curriculum (fully or partially).
   - One grade uses preferred curriculum (fully or partially).
   - No grades use preferred curriculum.
   - It is unknown how much grades use preferred curriculum.
   - There is no known preferred curriculum.

3. **Does the district have a preferred garden education curriculum? If so, how is it used?**
   - All grades use preferred curriculum and fully implement it.
   - All grades use preferred curriculum but not all fully implement it.
   - Some grades use preferred curriculum (fully or partially).
   - One grade uses preferred curriculum (fully or partially).
   - No grades use preferred curriculum.
   - It is unknown how much grades use preferred curriculum.
   - There is no known preferred curriculum.
DISTRICT WELLNESS PLAN OR POLICY

4. All school districts are required to have a Wellness Plan or Policy in place. What is the status of the school district’s Wellness Plan/Policy?
   - A Wellness Plan or Policy is in place, and the district has updated it in the past two years.
   - A Wellness Plan or Policy is in place, but the district has not updated it recently.
   - There is no known Wellness Plan or Policy.

5. Wellness Committees were originally required to implement district Wellness Plans or Policies. Is the Wellness Committee in the district active?
   - Yes, it meets regularly.
   - There is still a committee, but it does not have regular meetings.
   - There is no current committee.

6. Does the district Wellness Plan/Policy cover a wide variety of topics related to the school food environment? What content is included?
   - Healthy eating and nutrition
   - School gardens
   - Food policies (e.g., for celebrations, rewards, bake sales, or fundraisers)
   - Promoting local foods
   - Unknown what content is in the plan/policy
   - No known plan/policy

LOCAL FOOD PROCUREMENT

7. Does the state and/or district have a policy about geographic preference for local food procurement? (Geographic preference provides a competitive advantage to local, minimally processed foods.)
   - Yes, at the state level
   - Yes, at the district level
   - No known geographic preference policy

8. Is the state and/or district policy for geographic preference regularly used?
   - Products from local growers or distributors are regularly requested or sought out in bids or orders.
   - Products from local growers or distributors are sometimes requested or sought out in bids or orders.
   - Local products may be supplied but are not specified in bids or orders.
   - Policy exists, but is not implemented.
   - No known geographic preference policy.
HEALTHY SCHOOL PROGRESS REPORT
BACKGROUND RESEARCH

The following pages provide an overview of the four areas of best practices in the Healthy School Progress Report. This overview is followed by the evidence for each practice.

SCHOOLS AS HEALTHY PLACES
Making each of our nation’s schools a place that teaches and models healthy eating patterns is an important public health, educational, and societal goal. FoodCorps believes that children should be educated to have the motivation, knowledge, and skills to make food choices that promote health, ecological sustainability, and social justice. Imagine the potential impact if all schools made healthy food the easy and desired choice. And imagine if students learned about food—how it is grown, its impact on health, and food workers’ rights. This shift is critical for the next generation to be able to decrease health-care costs, mitigate climate change, and move toward a more equitable society (Koch, 2016). Schools can accomplish this through creating strong, comprehensive wellness policies. The updated rule for school wellness policies, released in July 2016, calls for wellness policies to have specific plans for nutrition education and to have community engagement in developing and implementing the policies. (United States Department of Agriculture, 2016).

HEALTH ALONGSIDE ACADEMIC ACHIEVEMENT
FoodCorps believes every school should be a healthy school, and every child—regardless of race, place or class—deserves to be well nourished and ready to learn. Over the past decade, schools have demonstrated that programming that promotes academic performance and programming that promotes health can coexist and be successful. “Concurrent with the increased emphasis on standardized test performance, programs involving school meals, nutrition education, and school gardens have arisen to creatively address health concerns” (Berezowitz, Bontrager Yoder, & Schoeller, 2015). The federal education policy, the Every Student Succeeds Act, supports increasing academic performance alongside promoting health with suggestions for school policies, practices, and curricula. Despite this national objective, school administrators and teachers often view the addition of health-related programming in opposition to programming that promotes academic achievement (Berezowitz et al., 2015; Leardo, 2016). Thus, we need a greater understanding of the “possible synergies between dietary and academic outcomes resulting from school-based interventions aimed at improving student health” (Berezowitz et al., p. 508). One way to accomplish this goal is through nutrition experts working with school administrators to increase research that can determine if creating hands-on learning experiences in the classroom and garden, healthy school meals, and a schoolwide culture of health has the potential to enhance, not compromise, academic achievement (Leardo, 2016). A review of garden education has shown that it can improve both health outcomes and academic achievement (Berezowitz et al., 2015).
FOUR AREAS OF THE HEALTHY SCHOOL PROGRESS REPORT

HANDS-ON LEARNING

Hands-on learning in the classroom and garden includes nutrition, food, and garden education that builds excitement and teaches skills about eating well. It includes activities such as classroom lessons, garden activities, cooking sessions, tastings, field trips, and visits from farmers and others who work in the food system.

Although FoodCorps is broadly interested in students eating more health-promoting, ecologically sustainable, whole, local, culturally meaningful, and socially just foods, the focus of the Progress Report is on best practices that will specifically help increase students’ consumption of fruits and vegetables.

Evidence has shown that several factors can increase students’ consumption of fruits and vegetables:

- First, the education has to be about fruits and vegetables, such as cooking, growing, and tasting them. As many classes as possible need to receive this education, aiming for the goal of at least ten sessions in the classroom or garden per class. Fruit and vegetable consumption is also increased when the education enhances motivation by increasing students’ desire to eat fruits and vegetables, through teaching about their benefits and creating positive social norms;
- teaches students knowledge and skills about how to eat more fruits and vegetables (e.g., how to create a colorful salad at school lunch); and
- creates student action plans that help students plan how they will eat more fruits and vegetables in their day-to-day lives.

- Second, field trips and visits from farmers or chefs provide exciting, hands-on experience with fruits and vegetables can help students consume more.
- Third, establishing and maintaining a school garden as an educational space can help increase consumption of fruits and vegetables.

HEALTHY SCHOOL MEALS

School meals are the most consistent experience that students have with food in schools. Students learn about eating, food, meal etiquette, and the value of health during school meals—whether this learning is intentionally planned or not. Many practices can create a cafeteria atmosphere conducive to eating fruits and vegetables.

Evidence has shown that several factors can promote fruit and vegetable consumption in the school cafeteria setting:

- First, the cafeteria should have a meal line that is set up to make eating fruits and vegetables the easy and default option.
- Second, the cafeteria should have a salad bar.
- Third, the cafeteria atmosphere should be conducive to eating.
- Fourth, the cafeteria should provide opportunities for students to taste fruits and vegetables served in school meals.
- Fifth, the cafeteria should serve and promote local and seasonal foods.
- Sixth, the school should promote fruits and vegetables through posters, signage, and announcements.

SCHOOLWIDE CULTURE OF HEALTH

Evidence has shown that for students to eat enough fruits and vegetables, they need an environment in which fruits and vegetables, as well as other healthy foods, are available, valued, and encouraged.

- First fruits and vegetables should be available at all classroom and school celebrations and events.
They should also be used as **snacks** and **rewards** instead of other less healthy foods.

- Second, **fundraisers** should focus on non-food items, or if they do include food, make them healthy options.
- Third, there should be opportunities to **educate family, school staff, and community** so they encourage students to eat fruits and vegetables. The combination of encouragement from many sources is powerful.

A schoolwide culture of health also needs to decrease access to unhealthy foods. Whenever and wherever food is offered in school, make the healthy choices easy, accessible, celebrated, respected, and normative.

Finally, community support is the necessary foundation for a healthy school food environment to have staying power. Staying power means a healthy school food environment stays strong after FoodCorps leaves a school. It is strongest when people from all parts of the school community work together.
## Evidence for Best Practices in the Progress Report

### HANDS-ON LEARNING

| A. Ongoing cooking, tasting & garden-based lessons | Evidence: Studies on nutrition education found that classroom lessons that teach children about eating fruits and vegetables have increased consumption of fruits and vegetables among students (Contento, 2016; Evans, 2012; Kann et al., 2007), as have nutrition education lessons in the garden (McAleese & Rankin, 2007; Ratcliffe et al., 2009; Wright & Rowell 2010; Langellotto & Gupta, 2012).  
Nutrition education is more effective when it is “behaviorally focused” (Contento, 2016; Roseman, Riddell, & Haynes, 2011). This means that what students learn and practice in class should directly address the behaviors we want them to develop. If we want students to eat more fruits and vegetables, teaching the benefits of eating them, along with actually growing, cooking, and eating them, has the potential to be more effective than teaching more generally about food groups and a healthy diet.  

More lessons, more behavior change: Research has found that programs with more total lessons, as well as lessons spaced over a long period of time (e.g., over most or all of the school year), are more likely to be effective at increasing fruit and vegetable consumption (Sobol-Goldberg, Rabinowitz, & Gross 2013; Shaya, 2008; Van Cauwenberghe et al., 2010). There is also evidence that garden-based interventions that include more visits to the garden are more likely to increase fruit and vegetable consumption (McAleese & Rankin, 2007; Ratcliffe et al., 2009; Wright & Rowell, 2010; Langellotto & Gupta, 2012 [information on number of lessons is collected in School Information, questions 15–16]). |
|---|---|
| Within Section A there are seventeen best practices (a–q).  
Evidence for these best practices is divided into four groups:  
  - tastings and cooking  
  - enhance motivation  
  - knowledge and skills  
  - action plans |  
| tastings and cooking | Research has shown that opportunities to eat fruits and vegetables in educational sessions helps students like fruits and vegetables and eat more of them. Studies have found that tastings with fruits and vegetables make students like fruits and vegetables more (Wong et al., 2012; Chu et al, 2013). Other studies have found that cooking fruits and vegetables leads to increased consumption (Liquori, Koch, Contento, & Castle, 1998; Baxter & Thompson, 2002; Cullen et al., 2003; Brug, Tak, te Verde, Bere, & Bourdeaudhuiji, 2008; Di Noia & Byrd-Bredbenner, 2014). |
Research has shown that enhancing motivation—getting people inspired and excited to change—is important for getting students to eat more fruits and vegetables (Contento, 2016). In most nutrition education research studies, many of these motivation-enhancing best practices are combined and studied as a theory for changing behavior. One such theory, which has been used extensively in school-based nutrition education, is called social cognitive theory. A review that looked at many studies using social cognitive theory found this theory is modestly successful at increasing fruit and vegetable consumption in school-aged students (Gaines & Turner, 2009).

Researchers have also used social cognitive theory in evaluations of farm to school (Roche et al., 2012; Berlin, Norris, Kolidinsky, & Nelson, 2013). Roche et al.’s (2012) study found that (a) decreasing fear of trying new foods (neophobia), (b) increasing perception that it is socially desirable and acceptable to eat vegetables and fruits (social norms), and (c) increasing confidence in abilities to eat fruits and vegetables (self-efficacy) are important for increasing consumption of fruits and vegetables. This study also found that students respond well to having “food system knowledge” as the base of their nutrition education (2012). Berlin et al. suggested including all these best practices (from social cognitive theory) in farm to school programming (2013).

Additionally, two more recent analyses of many nutrition education programs in schools have suggested that using a combination of these best practices for enhancing motivation would help increase consumption of fruits and vegetables, and they suggest that doing so can increase students’ confidence (also called self-efficacy) in their own ability to eat fruits and vegetables (Di Noia & Byrd-Bredbenner, 2014; Diep, Chen, Davies, J. C. Baranowski, & T. Baranowski, 2014).

<table>
<thead>
<tr>
<th>enhance motivation</th>
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<tbody>
<tr>
<td>b. positive social norms</td>
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<td>c. decrease fears of trying new foods</td>
<td></td>
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<tr>
<td>d. health benefits</td>
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<tr>
<td>e. compare nutritional value</td>
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<tr>
<td>k. appreciation of culture</td>
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<td>l. appreciation of plants</td>
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<tr>
<td>p. how our “farm to plate” food system works</td>
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<tr>
<td>q. equal access to healthy foods</td>
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<tr>
<td>Knowledge and Skills</td>
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<tr>
<td>f. make half their plate fruits and vegetables</td>
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<tr>
<td>g. focus on eating more fruits and vegetables at school lunch (where to find them, how to build a colorful salad)</td>
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<td>i. monitoring progress toward the goals</td>
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Research has also shown that providing knowledge (e.g., making half your plate fruits and vegetables can help you be healthy) and procedural skills (how to make a colorful salad from the salad bar) helps increase consumption of fruits and vegetables (Contento, 2016).

One study that directly linked school lunch to classroom education found that students who prepared vegetable recipes from the school lunch menu in their classrooms were more likely to eat these foods in school lunch than either students who received education about the importance of vegetables, but did not include cooking, or students who received no education (Liquori et al., 1998). Another study found that when students are given recipes to prepare at home, those children who prepared the recipes with their families had positively changed their eating behaviors (Cullen et al., 2007). Additionally, a qualitative evaluation of a kitchen garden program in Australia indicated that when students were involved in kitchen garden activities, their willingness to try new fruits and vegetables increased, and many children reported talking about their cooking experiences with their families (Gibbs et al., 2013).

A recent review (Berezowitz et al., 2015) of twelve well-designed school garden studies found that all twelve improved predictors that may lead to students eating more vegetables. Predictors include willingness to taste, preferences, attitudes, choosing fruit over candy or chips, and knowledge. Seven of these studies measured consumption of fruits and vegetables through self-reports, five of these studies showed improvement. Four studies measured whether garden interventions improved academic achievement, with two showing improvement of science achievement and one showing improvement of math scores. This review provides evidence that gardens may help improve both academic and health outcomes.

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<th>Action Plans</th>
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Research has also shown that when students create action plans, they are more likely to eat more fruits and vegetables (Contento, 2016; Armitage, 2004; Cullen et al., 2001; Shilts, Horowitz, & Townsend, 2004).

Student action plans have been found to be most effective when they have three parts: 1) setting a goal, 2) listing steps for how to achieve the goal, and 3) tracking progress toward the goal (Contento, 2016). For guidance on creating student action plans, see Student Action Plans: Successfully Changing Eating Behavior in the FoodCorps Toolshed.
## B. Field trips and farmer & chef visits

**EVIDENCE:** Although there is minimal research that specifically examines the benefits of field trips and farmer and chef visits, these activities fit into the best practices of nutrition education because they are inherently motivational, inspirational, and memorable (Contento, 2015). One study concluded that role models who encourage students to eat fruits and vegetables at school lunch can increase intake (Perry et al., 2004). Another study examined a combination of Coordinated Approach to Child Health (CATCH) and farm to school, operationalized in this study as a tour of a farm. All students received CATCH, and some students participated in the farm tour. Self-reported fruit and vegetable intake was the same for students who received the farm tour as those who did not, but a plate-waste examination of school lunch showed some evidence that students who received the farm tour were consuming more fruits and vegetables and wasting less food (Moss et al., 2013).

Working with farmers and chefs can also increase gardening and cooking skills. Additionally, many of the seventeen best practices in “A” (above) can be incorporated into field trips to help these experiences lead to increased consumption of fruits and vegetables in addition to being exciting and fun.

## C. School garden development & maintenance

**EVIDENCE:** When garden programs are integrated into the core curriculum, it enables teachers to spend more time in the garden (Lineberger, 1998). Only when “teachers perceive school gardens as outdoor classrooms critical to teaching the skills and content they’re responsible for imparting” will students be able to spend classroom time in the garden” (Hirschi, 2012).

Research on how school gardens become well-integrated into schools has shown that to have a garden woven into the curriculum and become part of the school culture, what must be done first is to establish the resources and support needed for the garden (e.g., networks and partner organizations, budget and funding, administrative support, professional development, and organizational structure), followed by establishing the physical garden (e.g., planning and establishing the garden, determining garden characteristics, having a plan for garden care and upkeep, increasing crop vitality and diversity, and conducting evaluations and collecting feedback [Burt, Koch, Uno, & Contento, 2016]).
### HEALTHY SCHOOL MEALS

<p>| <strong>D. Salad bar &amp; meal line design</strong> | <strong>EVIDENCE:</strong> Introducing a salad bar in the lunchroom has led to increased fruit and vegetable intake (Adams, 2005; Slusser et al, 2007). |
| <strong>E. Taste tests</strong> | <strong>EVIDENCE:</strong> In the nutrition education literature, there is evidence that providing tastings of fruits and vegetables can increase preferences and consumption (Baxter &amp; Thompson 2002; Cullen et al., 2003; Brug et al., 2008; Di Noia &amp; Byrd-Bredbenner, 2014; Wong et al., 2012; Chu et al., 2013). |
| <strong>F. Cafeteria role modeling</strong> | <strong>EVIDENCE:</strong> One well-designed study on a promotional program based on role modeling (with both people and cartoon characters) found that fruit and vegetable consumption significantly increased above baseline levels over two years (Hoffman, Franko, Thompson, Power, &amp; Staillings, 2010). Additionally, having school staff, educators, and school administrators serving as role models “not just in academics but also with regard to lifestyles” is an important part of a comprehensive school wellness policy (Public Health Law Center, 2008). A qualitative study on middle school students found that the role models who have the most influence over which fruits and vegetables students eat are those students can relate to, such as friends, music stars, and athletes (Cullen et al., 2005). |
| <strong>G. Local sourcing &amp; recipe development</strong> | <strong>EVIDENCE:</strong> The foundation of the farm to school movement is to provide students with experiences eating local foods (Taylor &amp; Johnson, 2013). Although there is not much research that directly links serving more local food to increasing fruit and vegetable consumption, tastings of local foods can build increased preferences, which can increase consumption. Local foods can also be used to enhance motivation, making connections with where it was grown to get children excited about eating the food. |
| <strong>H. Schoolwide healthy food promotion</strong> | <strong>EVIDENCE:</strong> Decreasing the marketing and promotion of less healthful foods while promoting healthful foods can help promote positive eating behaviors (Institute of Medicine, 2005). One study showed that a social marketing campaign could be a method for increasing fruit and vegetable consumption (Thompson, 2007). Other studies have found that combining social marketing with creation of a positive physical environment can also be a way to reinforce the education and experiences students have with healthy food. |</p>
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<th>SCHOOLWIDE CULTURE OF HEALTH</th>
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<td><strong>I. Celebrations, events, rewards &amp; snacks</strong></td>
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<td><strong>EVIDENCE:</strong> The food that is available at classroom and school events can have a powerful influence on students’ eating habits (Briefel, 2009; Centers for Disease Control and Prevention and Bridging the Gap Research Program, 2014). Research has shown that decreasing how often foods—such as sugar-sweetened beverages—are available can decrease intake of these less healthful foods, while simultaneously increasing the availability of fruits and vegetables can increase student intake of these healthier items.</td>
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<td><strong>J. Family, staff &amp; community education</strong></td>
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<td><strong>EVIDENCE:</strong> A review of what makes nutrition education programs effective at changing behavior found that family involvement, particularly for children in elementary grades, was effective at changing behavior (Roseman, 2011). To create a culture of health in schools, both administrators and teachers need to be receptive to and embrace a culture of health (Centers for Disease Control and Prevention, 2011). Additionally, administrative and teacher support has been found to be a key factor in developing successful school garden programs (Ozer, 2006).</td>
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### SCHOOLWIDE CULTURE OF HEALTH

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<tr>
<th>K. Making curriculum connections</th>
<th><strong>EVIDENCE</strong>: Research on twenty-one schools that had extensive nutrition education concluded that schools are likely to continue programming if they address four key elements (Porter, Koch, &amp; Contento, 2013):</th>
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<tr>
<td>L. Healthy school food champion &amp; team support</td>
<td>1. Build motivation, buy-in, and interest across all members of the school community through framing the programming as fitting into a whole-child approach, using the programming to build school identity and pride and to set the school apart.</td>
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<td>M. School administration support</td>
<td>2. Help schools choose appropriate programs that will fit into their mission, structure, schedules, and resources.</td>
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<td>N. Food service director/manager support</td>
<td>3. Expand schools’ capacity for nutrition education through engaging the principal and school community members, developing multiple champions or teams of champions, fitting the programs into the school routines, and establishing clear roles of who does what.</td>
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<td>O. Teacher support</td>
<td>4. Help schools legitimize the programming through engaging all school community members in active roles; weaving the programming into the school curriculum; and making certain curriculum, experiences, or programs a rite of passage for students in certain grades.</td>
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<td>P. Parent support</td>
<td>These elements are addressed through the community support questions.</td>
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In one study researchers found that issues related to staying power improved food availability in schools. Specifically, this study found that elementary schools with high nutritional capacity and resources (e.g., number of staff involved in food preparation and management, eating facility, access to nutritionist, access to vendors with healthy food options, opportunities to make healthy food choices at school) had significantly higher availability of fruits and vegetables in the school compared to schools with low nutritional capacity and resources. However, the study was limited in that it only looked at fruit and vegetable availability and not consumption.
REFERENCES


