

**EXPERIENCES AS AN
AMERICORPS NUTRITION
EDUCATOR FOR
HARVESTERS – THE
COMMUNITY FOOD NETWORK**

Master of Public Health Field Experience
Kansas State University

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OUTLINE

- Overview of Food Insecurity
- Overview of Food Banks
- Overview of Harvesters
 - Nutrition Services
- Field Experience
 - AmeriCorps
 - Responsibilities as a Nutrition Educator
- Reflection

OVERVIEW OF FOOD INSECURITY

Food Security-
“dependable
access to
enough food for
active, healthy
living”

(Nord, Andrews, &
Carlson, 2009; Nord,
Coleman-Jensen,
Andrews, & Carlson,
2010)

Food Insecurity-
limited
accessibility of
adequate food
due to limited
resources

(Nord et al., 2009; Nord et
al., 2010)

Low Food
Security-
“reduction in the
quality, variety, or
desirability of
diet” marked by
“little or no
indication of
reduce food
intake”

(Spark, 2007)

Very Low Food
Security-
a reduction in
food intake and
leads to
disrupted
feeding

(Spark, 2007)

OVERVIEW OF FOOD INSECURITY

- United States Department of Agriculture
 - 2008, 14.6 % of households were identified as food insecure
 - 2009, 14.7% of households were identified as food insecure
 - 5.7%, of households experienced very low food security
 - Prevalence
 - densely populated metropolitan areas
 - rural areas
 - Diversity
 - Black
 - Hispanic
 - Single parent households

OVERVIEW OF FOOD BANKS

Food Bank

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graph TD; FB[Food Bank] --> S[Shelters]; FB --> GH[Group Homes]; FB --> FP[Food Pantries]; FB --> CMS[Congregate Meal Sites]; S --> IF1[Individuals and Families]; GH --> IF2[Individuals and Families]; FP --> IF3[Individuals and Families]; CMS --> IF4[Individuals and Families];
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Shelters

Group
Homes

Food
Pantries

Congregate
Meal Sites

Individuals
and
Families

Individuals
and
Families

Individuals
and
Families

Individuals
and
Families

OVERVIEW OF HARVESTERS

“Harvesters - The Community Food Network feeds hungry people today and works to end hunger tomorrow”

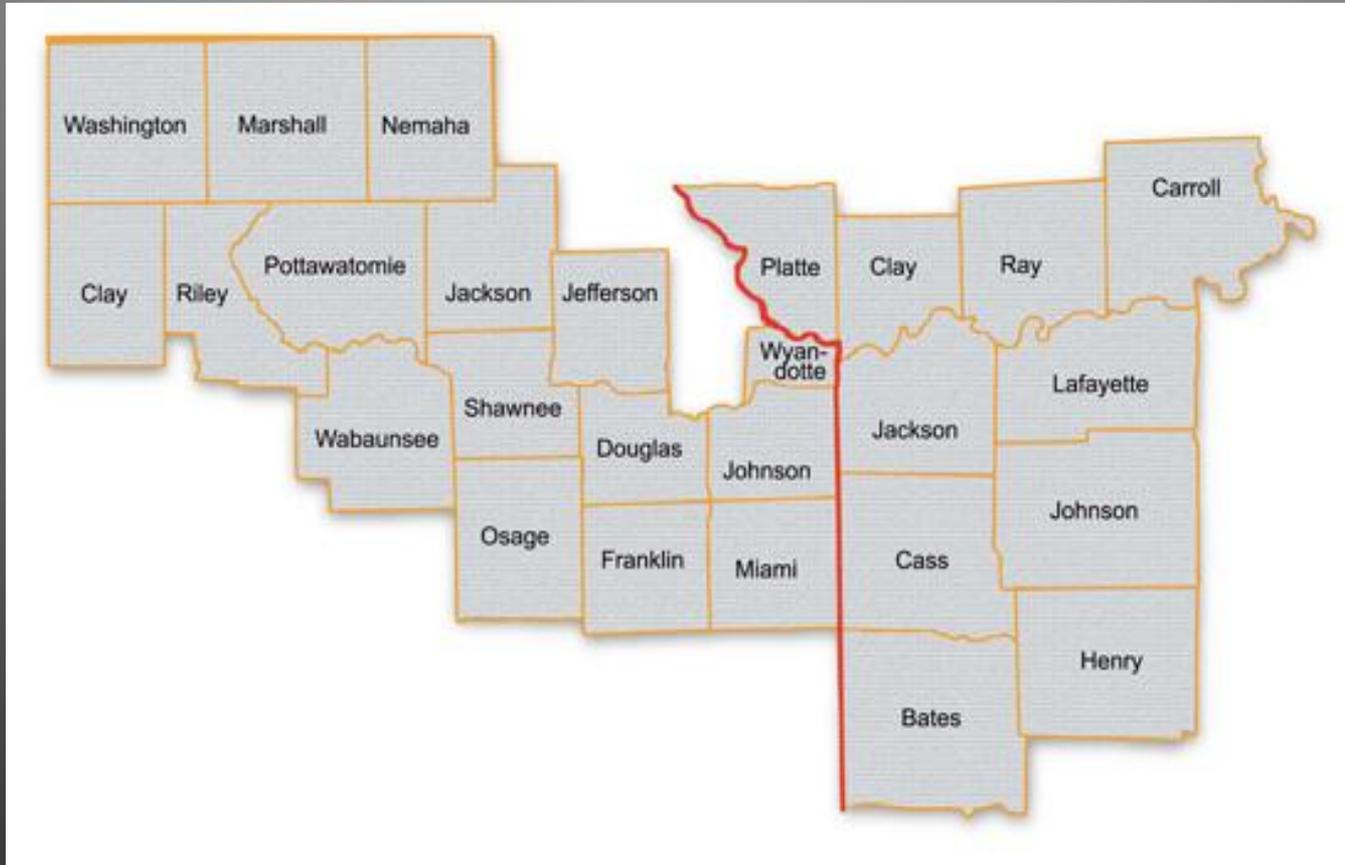


OVERVIEW OF HARVESTERS

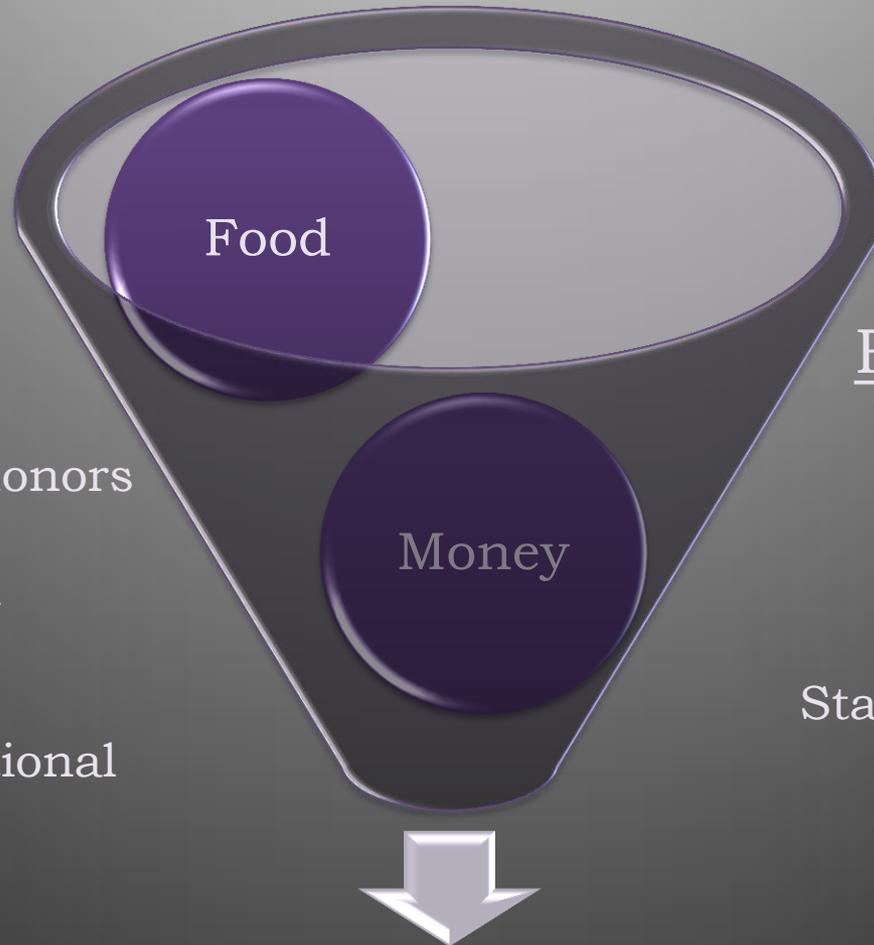
- Hunger and Feeding Initiatives
 - Childhood Hunger Initiative
 - Feeding Families Initiative
 - Healthy Eating Initiative
 - Senior Feeding Initiative



OVERVIEW OF HARVESTERS



OVERVIEW OF HARVESTERS



Food Donors

Food drives
Local food industry donors
Other food banks
Food rescue program
Purchased food
USDA
Feeding America/national
and local donors

Financial Donors

Corporate donors
Foundations
Individuals
Religious and Social
Organizations
State and Federal Grants

Food Banks, 90%
Hot Meals, 8%
Shelters, 2%



OVERVIEW OF HARVESTERS NUTRITION SERVICES

- Overall objective - educate anyone receiving food assistance about nutrition and to facilitate behavior changes which will lead to a healthier lifestyle
 - Serve as Nutrition resource to Harvesters agencies
 - Provide cooking demonstrations at agencies
 - Train agencies on safe-food handling practices
 - Offer variety of programs to educate agencies' clientele



FIELD EXPERIENCE

AMERICORPS

“I will get things done for America - to make our **people** safer, smarter, and **healthier**. I will bring Americans together to strengthen our **communities**. Faced with apathy, I will take action. Faced with conflict, I will seek common ground. Faced with adversity, I will persevere. I will carry this commitment with me this year and beyond. I am an AmeriCorps member, and I will get things done.”



FIELD EXPERIENCE

AMERICORPS

- AmeriCorps Nutrition Education Specialist at Harvesters
- Half-time service commitment
 - January 10 through September 30, 2011
 - Half-time service requirement is 945 hours
 - Up to 20% (189 hours) - professional development and training purposes
 - 80% (756 hours) - direct service in the community
 - Actual hours completed
 - 189 training hours
 - 784 service hours
- Kansas State University's Master of Public Health program field experience requirement – 480 hours



FIELD EXPERIENCE RESPONSIBILITIES AS A NUTRITION EDUCATOR

- Cultivate new agencies and build relationships with coordinators and participants at nutrition program sites
- Conduct Site Visits
 - Learning environment
 - Cooking environment
- Collaborate with fellow nutrition educators and supervisors to ensure quality programs
 - Curriculum Development
- Teach low income children, adults, and seniors nutrition education curriculums
 - Nutrition Services Programs
 - Teaching Outcomes



FIELD EXPERIENCE RESPONSIBILITIES AS A NUTRITION EDUCATOR

- Curriculum Development
 - Eating Around the Clock
 - Lesson 4: Snack Attack- Activity: “Sneak My Snack”



Lesson 4: Snack Attack

Activity:
Sneak My Snack

Have every other kid stand-up. On each “S” word, the kids should change positions (if they are sitting, they should stand-up; if they are standing, they should sit).

Go through the song the first time VERY SLOWLY so that everybody can get a feel for the way it works and for the song.

The next two times, the song should be sung faster each time. If time permits you can keep going faster and faster or you can split into two different groups; the first group starts as normal, then the second group starts when the first group begins to sing “Sneak my Snack...”

(To the tune of My Bonnie Lies Over the Ocean)

I had a snack that was salty,
I had a snack that was sweet
I had a snack that was sour,
But somebody stole my snack from me.

Sneak my snack, sneak my snack,
Sneak my snack back to me, to me.

Sneak my snack, sneak my snack,
Sneak my snack back to me.



FIELD EXPERIENCE

RESPONSIBILITIES AS A NUTRITION EDUCATOR

- Curriculum Development
 - How to Eat a Rainbow



Lesson # 3 How to Eat a Rainbow: Don't forget that White and Brown are colors too!

Objectives:

- To know why fiber is important for our bodies
- To know starches and vegetables come in different forms (fresh, frozen, canned, dried, juiced)
- To learn about terminology and cutting fruits and vegetables (dice, chop, dice, shred, julienne, etc.)
- Color Focus: White/Brown

Class Content:

- Health benefits: Fiber
- The many forms fruits and vegetables come in
- Activities: Rainbow BINGO
- Safety or Skill: Cooking Terminology
- Recipe: Root Vegetable Patties

Time Allocated:

- 30 minutes pre-class setup
- 1 hour in class
- 15 minutes pack up

Materials Needed:

- Sign-in Sheet
- MyPlate Poster
- Rainbow Poster
- Laminated Pictures of fresh, frozen and dried fruits and vegetables
- Coloring Paper
- Markers
- BINGO Cards and dry beans
- Laminated Picture of Cooking Terminology
- Coloring matching activity sheet in color - 1 per person
- Cutting Sheet (optional)
- Fruit and vegetable trays everywhere
- Washable Ink Sheet
- Coordinator Evaluation

Eating Cooking Literacy:

- Eating poster
- Eating pictures (4)
- Eating sheet

Introduction:

Anything to be said out loud should be in *italics*. ANYTHING TO BE SHOWN WILL BE IN ALL CAPS. Leader/instructor notes will be in normal font.

Last week we learned about the Green color group and the Orange/Yellow color group, this week we will be learning about the Brown/White color group. We also learned that different fruits and vegetables are ready to be harvested in different seasons. We learned that fruits and vegetables grow on plants and that we use all the parts of plants. Do you remember some fruits and vegetables that come from different parts of plants?

We also learned about some nutrients and why they are important for our bodies? Who remembers which nutrients we talked about last week?

- Vitamin A: good for eyes
- Vitamin C: good for gums, helps heal cuts
- Folate/Folic Acid: needed for making red blood cells and for healthy babies
- Potassium: may help with blood pressure

This week we are going to learn about another health benefit of fruits and vegetables: fiber.

Nutrition Lesson:

- Why fiber is important for our bodies: *Fruit and vegetables are part of an overall healthy diet and provide fiber which is also important for our health. Foods like fruits and vegetables that contain a lot of fiber help us feel full faster and longer. Fiber is also important to aid in digestion.*
- Does anybody know where most of the fiber is in many fruits and vegetables?
 - The Skin/Peel
- Who can name a food that people sometimes peel but you can't eat the skin?
 - Apples, potatoes, carrots, pears, cucumbers, sweet potato, eggplant, peaches.

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Lesson # 3 How to Eat a Rainbow: Don't forget that White and Brown are colors too!

"We should leave the skin on whenever possible, whole or cut up fruits and vegetables with the skin on are good sources of fiber. Fruit juices usually don't have any fiber."

*** Different forms of fruits and veggies: "We can purchase fruits and vegetables in different forms including: fresh, frozen, canned, dried, and juiced."**

SHOW DIFFERENT PICTURES OF FRUITS AND VEGETABLES IN DIFFERENT FORMS.

Explain that eating fresh and frozen forms are preferred.

Color Focus: White/Brown

SHOW RAINBOW/FOSTER

Ask the kids to name some white/brown fruits and vegetables, remind them that we group them by the part we eat. List the ones they name on a big sheet of paper. (examples follow)

White/Brown fruits and vegetables:

- Banana
- Broccoli/peas
- Brown/pear
- Caiflower
- Dates
- Pigs
- Cauliflower beans or chick peas
- Corn
- Ginger
- Grain (wheat/beans)
- Spices and nuttose
- Jackfruit
- Leeks
- Lentils
- Mushrooms
- Onions
- Peas
- Pinto beans
- Russet potatoes
- Shallots
- Turkey
- White Beans/legumes
- White corn
- White Rice/whole grains
- White rice/cakes
- White pasta/noodles
- White potatoes

2



Lesson # 3 How to Eat a Rainbow: Don't forget that White and Brown are colors too!

Activities:

- Rainbow BINGO
- Coloring sheet/booklet (optional): Hand out crayons and the Fruits and veggies: They're Everywhere coloring sheet OR hand out the Eat a Rainbow booklets. Since there isn't a Brown/White page the kids can finish coloring the front page or the orange, yellow, or green pages from previous weeks.

Safety or Skill:

- Cooking Terminology and cutting fruits and vegetables (slice, dice, shred, julienne, etc.)
- SHOW/LAMINATED PICTURE OF COOKING TERMINOLOGY
- Chop-To cut foods with a knife, cleaver or food processor into smaller pieces.
- Dice-To cut food into uniform pieces, usually 1/8-to 1/4-inches on all sides.
- Grate/Shred-To rub or push food, especially hard cheeses, vegetables, or whole nutmeg or ginger, across a grating/shredding surface to make very fine pieces. A food processor also may be used.
- Mince-To chop foods into tiny irregular pieces.
- Mash-To press or beat food to remove lumps and make a smooth mixture. This can be done with a fork, potato masher, food mill/food ricer, or electric mixer.
- Pit/Seed-To remove the seed from a piece of fruit or vegetable.
- Slice-To cut flat, thin pieces.

3



Lesson # 3 How to Eat a Rainbow: Don't forget that White and Brown are colors too!

Recipe Prep Jobs for Kids:

- 2 kids to peel parsnips
- 2 kids to shred parsnips
- 1 kid to wash carrot and potato
- 1 kid to shred carrot
- 2 kids to shred potato (have the potato first)
- 1 kid to measure flour
- 1 kid to measure salt and pepper
- 2 kids to crack and beat eggs
- 1-2 kids to mix ingredients (have them wear gloves and mix with their hands)
- 1 kid to measure oil
- The rest of the kids can glue up and help measure patties, divide the 20 patties to be made by the number of kids left who haven't had a job yet. OR if you have older kids, they can also help with the cooking of the patties.

Recipe Preparation: Root Vegetable Patties

- Do you remember that we talked about eating all the parts of plants last week? What part of the plant are potatoes/carrots?
 - Roots
- This week we are going to make a recipe called Root Vegetable Patties; the root vegetables in the recipe are: potatoes, carrots and parsnips.
 - While the kids are eating the patties, ask: "Which colors of the rainbow are we eating?"
 - Parsnips=white
 - Potatoes=brown (also)
 - Carrots=orange
 - Parsley=green

Thumbs up or down?

Verbal Review:

- Why should we leave the peel or skin on many fruits and vegetables? (the peel is where the fiber is)
- Why is fiber good for us? (helps us feel fuller for longer and helps with digestion)
- What are the different forms fruits and vegetable come in? (fresh, frozen, canned, dried, juiced)
- What is one way to prepare or cut vegetables? (they may say any of the terms, then we should review the definition)

Give the evaluation to the site coordinator and explain that they need to complete it and you will discuss with them in person at the end of the next week and keep a copy for our records.

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FIELD EXPERIENCE RESPONSIBILITIES AS A NUTRITION EDUCATOR

- Curriculum Development
 - How to Eat a Rainbow
 - Curriculum
 - Introduction
 - Nutrition Lesson
 - Color Group
 - Activities
 - Safety/Skill
 - Recipe Preparation



FIELD EXPERIENCE RESPONSIBILITIES AS A NUTRITION EDUCATOR

- Curriculum Development
 - How to Eat a Rainbow

Kids in the Kitchen 2011/2012 Post Test Name _____

1. Which colors of the rainbow should we eat every day?



None of them



Green only

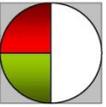


All of them

2. How much of our plate should be fruits and vegetables?



None

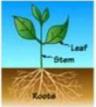


Half



All

3. We eat all parts of plants when we eat fruits and vegetables, what part of the plant is a potato?



Roots

Stem

Leaf

4. What do we need to do with fruits and vegetables before we eat or cook them?



Smell them



Wash them to remove dirt and germs



Nothing

5. Fruits and vegetables provide vitamins and minerals; carrots are a good source of Vitamin A. Why is Vitamin A good for us?



Eyes/Sight



Nose/Smell



Tongue/Taste

6. Which picture shows a fruit or vegetable being seeded?







7. Can you name a new fruit or vegetable you have tried during Kids in the Kitchen?



FIELD EXPERIENCE RESPONSIBILITIES AS A NUTRITION EDUCATOR

- Nutrition Services Programs
 - Series Classes

Project STRENGTH

- 2-3 hour lesson
- 1/week for 8 weeks
- Nutrition and Cooking
- Groceries

Teen Eats

- 2-3 hour lesson
- 1/week for 6 weeks
- Nutrition and Cooking
- Groceries (optional)

Kids in the Kitchen

- 1 hour lesson
- 1/week for 4 weeks
- Nutrition, Activities and Cooking
- Kid Friendly Recipes



FIELD EXPERIENCE RESPONSIBILITIES AS A NUTRITION EDUCATOR

- Nutrition Services Programs
 - Project STRENGTH
 - Simple Eating Guidelines
 - Tips for a Safe Kitchen
 - Reading Food Labels and Smart Shopping
 - Eating for Prevention
 - Nutrition Messages
 - Good Nutrition Away from Home
 - Training Your Body
 - Home Cooking



FIELD EXPERIENCE RESPONSIBILITIES AS A NUTRITION EDUCATOR

- Nutrition Services Programs

- Teen Eats

- Food Glorious Food

- *Videos:*
 - “Tamale Tales”
 - “Persuade Me”
 - “Do you mind reading what you’re eating?” – Ranch dressing
 - Timon and Pumba
 - Swedish Chef
 - “SuperSize Me”

- Feed Me

- *Songs:*
 - “The Cucumber Song”
 - “The Carrot Song”
 - “The Potato Song”
 - “The Cauliflower Song”
 - *Activities:*
 - Portion distortion
 - Wasted food project
 - Whole grain – yay or nay?



FIELD EXPERIENCE RESPONSIBILITIES AS A NUTRITION EDUCATOR

- Nutrition Services Programs

- Teen Eats

- Dieting and the Media

- *Videos:*
 - Model Airbrushed videos
 - “Crank Dat Good Nutrition”
 - Healthy Eating Advertisement
 - *Songs:*
 - The Vegetable Song
 - *Activities:*
 - Sticky notes
 - Advertise for Health
 - Ad Buster
 - Make a workout CD

- Snack Attack

- *Videos:*
 - “Drive Thru Rap”
 - Weird Al “Eat It”
 - *Activities:*
 - Vending machine options poster board
 - Trail Mix Iron Chef game
 - Evaluate fast food menus
 - Grocery Store Scavenger Hunt?
 - Fast Food Game



FIELD EXPERIENCE RESPONSIBILITIES AS A NUTRITION EDUCATOR

- Nutrition Services Programs
 - Teen Eats
 - Cooking 101
 - *Activities:*
 - Knife skills
 - Crazy produce taste test
 - Plan a healthy day of meals
 - Food Math
 - Fruit + Veggie Scattergories
 - Evaluate school lunch menu
 - Let's Get Physical
 - *Activities:*
 - Jeopardy or Family Feud
 - Is it worth it?
 - Restaurant IQ post test



FIELD EXPERIENCE RESPONSIBILITIES AS A NUTRITION EDUCATOR

- Nutrition Services Programs
 - Harvesters' Cookbook
 - User Friendly
 - Nutrition Information
 - Budget Friendly



FIELD EXPERIENCE RESPONSIBILITIES AS A NUTRITION EDUCATOR

- Nutrition Services Programs
 - Kid's in the Kitchen
 - No “Yuck”
 - “Thank you bite”
 - Curriculums
 - Around the World
 - Eating Around the Clock
 - How to Eat a Rainbow



FIELD EXPERIENCE RESPONSIBILITIES AS A NUTRITION EDUCATOR

- Nutrition Services Programs
 - One-time Classes

Diabetes 101

- 2-3 hours
- Nutrition and Cooking
- Diabetic Friendly Recipe

Healthy Desserts

- 2 hours
- Nutrition and Cooking
- 1 or 2 Dessert Recipes

Healthy Pregnancy

- 2 -3 hours
- Nutrition and Cooking
- Recipe with important micronutrients for a healthy pregnancy

Customized Classes

- No set time
- Nutrition and Cooking/
Cooking Demo



FIELD EXPERIENCE RESPONSIBILITIES AS A NUTRITION EDUCATOR

■ Teaching Outcomes

750 nutrition education sessions or 7,500 participant visits annually

750/7 educators=107 classes per educator
107*.5= 54 class sessions

Note: Preceptor predicted classes taught would be close to 75

- 73 classes
- 3 Project STRENGTH, 1 Teen Eats, 8 Kid's in the Kitchen, 11 One-time Classes
- 974 participant visits.

Nutrition Education class participants will exhibit post-test scores of greater than 70%

- 77%, adults
- 90%, teens
- 80%, kids

Over half of Nutrition Education class participants will report positive behavior change

- 95%, adults
- 92%, teens
- 80%, kids



REFLECTION

- Negatives
 - Emotional
 - Significant time commitment
 - No pre-test assessment

- “Do over”
 - Full time/Full year AmeriCorps commitment
 - Further explore the reason for not having a pre-test
 - Learn about grant writing for Nutrition Services’ programs
 - Learn about the planning process when Nutrition Services was originally implemented

- Positives
 - Opportunity to teach and reach out to others
 - Produced the desired products of the field experience
 - Success stories



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