

Master of Public Health Applied Practice Experience

by

Elizabeth Daniels

MPH Candidate

submitted in partial fulfillment of the requirements for the degree

MASTER OF PUBLIC HEALTH

Graduate Committee:

Jennifer Hanson, PhD, RD, CSSD, LD

Kevin Sauer, PhD, RDN, LD

Kelly Whitehair, PhD, RD, LD

Applied Practical Experience Site:

USD 320 Food Service

April 2023-September 2023

Applied Practical Experience Preceptor:

Laura Fails

KANSAS STATE UNIVERSITY

Manhattan, Kansas

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Chapter 1 - Portfolio Products

The Applied Practice Experience (APE) was conducted in coordination with School Food Service Manager Laura Fails, USD 320 Wamego School District. The work centered around the Summer Nutrition Program and providing an educational experience that coincided and complimented this established program. This applied learning experience was completed between May 2023 and September 2023 with a minimum of 180 hours spent in engagement with the creation of the portfolio products listed below or in-person site work.

Table 1.1 Summary of Portfolio Products

Portfolio Product		Description
1	MyPlate Nutrition Education	Static display, hands on activity for kids focusing on MyPlate nutrition.
2	Farm Fresh Friday Education	Static display and taste test or hands on activity that followed Kansas State Department of Educations “Farm Fresh Friday” curriculum.
3	Farmer’s Market Activity	Weekly farmer’s market where children shopped with tokens in exchange of local produce.
4	Building Healthy Eaters Implementation Guide	Implementation guide of above activities.
5	Program logic model	Logic model for the program. Included within the Implementation Guide.
6	Program evaluation tool	Tool and proposed method to measure effectiveness of the program.

Table 1.2 Portfolio Products and Competency Addressed

Portfolio Product		Number and Competency Addressed	
1	MyPlate Nutrition Education	9	Design a population-based policy, program, project, or intervention
		18	Select communication strategies for different audiences and sectors
		19	Communicate audience-appropriate public health content, both in writing and through oral presentation
2	Farm Fresh Friday Education	9	Design a population-based policy, program, project, or intervention
		18	Select communication strategies for different audiences and sectors
		19	Communicate audience-appropriate public health content, both in writing and through oral presentation
3	Farmer's Market Activity	9	Design a population-based policy, program, project, or intervention
		16	Apply principles of leadership, governance, and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making
		18	Select communication strategies for different audiences and sectors
		19	Communicate audience-appropriate public health content, both in writing and through oral presentation
4	Building Healthy Eaters Implementation Guide	9	Design a population-based policy, program, project, or intervention
		16	Apply principles of leadership, governance, and management, which include creating a vision, empowering others, fostering collaboration, and guiding decision making
5	Program logic model	9	Design a population-based policy, program, project, or intervention
		16	Apply principles of leadership, governance, and management, which include creating a vision, empowering others, fostering collaboration, and guiding decision making

6	Program evaluation tool	9	Design a population-based policy, program, project, or intervention
		11	Select methods to evaluate public health programs

Chapter 2 - Competencies

Competency 9: “Design a population-based policy, program, project, or intervention.”

During my applied learning experience I developed a comprehensive population-based program that complimented the Summer Nutrition Program at a local school district. The goals of the intervention were to increase school-age child intake of each food group as recommended by the Dietary Guidelines for Americans. The program included multiple smaller projects and interventions that worked collectively to inspire intake of fresh fruits and vegetables and boost attendance at meal service. My previous educational background as well as key graduate level courses including: FNDH 800 and HDFS 714 helped better prepare me for creating a complete initiative.

Competency 16: “Apply principles of leadership, governance, and management, which include creating a vision, empowering others, fostering collaboration, and guiding decision making.”

In all aspects of my applied experience I engaged in leadership and management strategies that were critical to a successful development and implementation of a new population-based program. Prior to the implementation of my project I coordinated and lead collaborative meetings with members of the food service staff and my preceptor. Working collaboratively allowed us to apply problem solving skills and develop effective deliverables. As a moderator of meetings I worked towards guiding the decision-making process and synthesizing feedback into meaningful outcomes. Additionally, while working and interacting directly with the children who attended the lunch service there was an opportunity to empower them with their own decision making skills through the farmer’s market activity.

Competency 18: “Select communication strategies for different audiences and sectors.”

Being selective of how to communicate with various audiences was imperative during my time with USD 320. Not only did I have to communicate effectively with members of the staff that helped support this program but also with children of all ages and their parents. There were also moments where I was directly communicating with outside professional staff with the Boys and Girls Club during this time. While direct communication with many individuals occurred, providing information that could then be shared was also a primary goal of the work I did during

this experience. For example, developing tabletop infographics that parents or older siblings could interact with in a low-pressure environment.

Competency 19: “Communicate audience-appropriate public health content, both in writing and through oral presentation.”

The program that was developed to go along with the summer nutrition program was developed in such a way that much of the information presented would be done through picture and written word. This was important to appeal to a broader audience given that any child under the age of 18 would be participating in the meal service and would be the target audience. This was accomplished through table top infographics and static displays. The inclusion of interactive components was also used to inspire interaction with more of the children. Table top infographics contained mazes, puzzles, and jokes, and the MyPlate static display provided an opportunity to be creative and draw. Once a week when the farmer’s market was set up these provided opportunities to disseminate information orally to various groups. Speaking to young children was more about giving basic information, while older children could be asked questions to and have conversations over healthful eating. Parents would have questions which I could answer.

In addition to the communication that was required for the implementation of aforementioned program, additional communication strategies were required for the development and creation of the Program Implementation Guide. This guide used language that expressed the programs intentions as well as in depth instructions to replicate this initiative. Through my graduate level courses the skill of effective communication has led to me being prepared in this experience.

Competency 22: “Apply systems thinking tools to a public health issue.”

Childhood is a time to build lifelong healthy eating habits that can impact an individual’s health throughout the lifespan. Increasing preference for fruits and vegetables can help improve the nutritional composition of the diets for children and for the adults that they become. Additionally, the population, geography, and demographics of the area is an important consideration in the making of this program. Purchasing from local producers helps the local economy, providing fresh fruits and vegetables increases affordability and accessibility, and hands on learning encourages engagement. Multiple angles and considerations were given

substantial thought during the course of the project to work towards improving upon a public health concern in this population.

Table 2.1 Summary of MPH Foundational Competencies

Number and Competency		Description
9	Design a population-based policy, program, project, or intervention	Creating a program to coincide with the summer school nutrition program targeted at increasing fruit and vegetable consumption among school-aged children.
16	Apply principles of leadership, governance, and management, which include creating a vision, empowering others, fostering collaboration, and guiding decision making	Throughout the process this was met by conducting and scheduling meetings and coordinating logistics of program implementation.
18	Select communication strategies for different audiences and sectors	In creating various deliverables designed for a variety of audiences including different age groups and for those at different organizational levels.
19	Communicate audience-appropriate public health content, both in writing and through oral presentation	Creating nutrition education for school age children in both print form and communication during in-person content delivery.
22	Apply systems thinking tools to a public health issue	Throughout the process systems thinking was utilized to increase the efficiency of program delivery. Additionally, systems were considered in the creation of implementation guide.

Table 2.2 MPH Foundational Competencies Course Mapping

22 Public Health Foundational Competencies Course Mapping	MPH 701	MPH 720	MPH 754	MPH 802	MPH 818
Evidence-based Approaches to Public Health					
1. Apply epidemiological methods to the breadth of settings and situations in public health practice	x		x		
2. Select quantitative and qualitative data collection methods appropriate for a given public health context	x	x	x		
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate	x	x	x		
4. Interpret results of data analysis for public health research, policy or practice	x		x		

Public Health and Health Care Systems					
5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings		x			
6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels					x
Planning and Management to Promote Health					
7. Assess population needs, assets and capacities that affect communities' health		x		x	
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs					x
9. Design a population-based policy, program, project or intervention			x		
10. Explain basic principles and tools of budget and resource management		x	x		
11. Select methods to evaluate public health programs	x	x	x		
Policy in Public Health					
12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence		x	x	x	
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes		x		x	x
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations		x			x
15. Evaluate policies for their impact on public health and health equity		x		x	
Leadership					
16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making		x			x
17. Apply negotiation and mediation skills to address organizational or community challenges		x			
Communication					
18. Select communication strategies for different audiences and sectors	DMP 815, FNDH 880 or KIN 796				
19. Communicate audience-appropriate public health content, both in writing and through oral presentation	DMP 815, FNDH 880 or KIN 796				
20. Describe the importance of cultural competence in communicating public health content		x			x
Intreprofessional Practice					
21. Perform effectively on interprofessional teams		x			x
Systems Thinking					
22. Apply systems thinking tools to a public health issue			x	x	

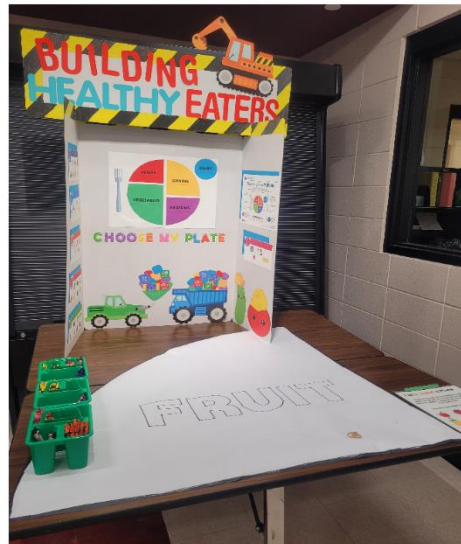
Chapter 3 - Information Needed if Completing a Thesis Only

Table 3.1 Summary of MPH Emphasis Area Competencies

MPH Emphasis Area:		
Number and Competency		Description
1	Information literacy of public health nutrition	Critically examining evidence-based data sources and using them to inform thesis topic, thesis writing, and chosen communication strategies for nutrition topics.
2	Compare and relate research into practice	Use research, government organization publications, established policies for use in the communication strategies for nutrition topics. The findings of my thesis have been compared to previously established norms and trends and communicated through appropriate channels.
3	Population-based health administration	Developing a public health-based nutrition program during my APE. Several courses taken including MPH 720, CDPLN 715, and HDFS 714 helped meet the learning outcomes for this competency by increasing my knowledge, awareness, and capability to take public health concepts and apply them.
4	Analysis of human nutrition principles	Outside of core coursework I was able to increase my knowledge and ability in this area by critically examining the recommendations and providing nutrition education and opportunities for the students who attended the summer nutrition program.
5	Analysis of nutrition epidemiology	By conducting a research study through my thesis I was able to continue to improve upon my critical appraisal of research studies using epidemiological evidence to support my topic of interest.

Appendix A

MyPlate Education Display and Table Tent Education



Building Healthy
Eaters MyPlate
Education



Let's **Build** a Plate

Draw a fruit that you ate today! Haven't eaten a fruit yet? Draw the one you plan to eat later. Make it a goal to eat 4-5 servings of fruit every day!

Here are some ideas of what to draw:



Building Healthy Eaters

Let's **Build** a Plate

**Draw a vegetable that you ate today!
Haven't eaten a vegetable yet? Draw the one
you plan to eat later. Make it a goal to eat
4-5 servings of vegetables every day!**

Here are some ideas of what to draw:

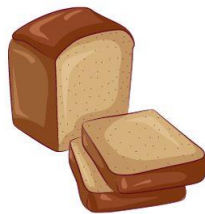
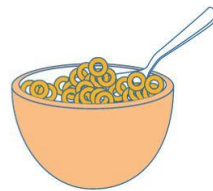
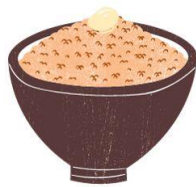


Building Healthy Eaters

Let's **Build** a Plate

Draw a grain that you ate today! Haven't eaten a grain yet? Draw the one you plan to eat later. Make it a goal to have half of your grains come from whole grain sources.

Here are some ideas of what to draw:

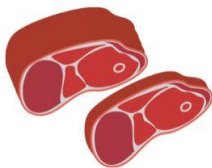
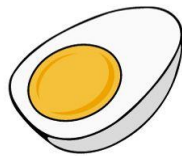


Building Healthy Eaters

Let's **Build** a Plate

Draw a protein that you ate today! Haven't eaten a protein yet? Draw the one you plan to eat later. Make it a goal to have one-quarter of your plate a protein-rich food.

Here are some ideas of what to draw:



Building Healthy Eaters

Let's **Build** a Plate

**Draw a dairy food that you ate today!
Haven't eaten a dairy yet? Draw one you
plan to eat later. Make it a goal to have 3
servings of dairy each day.**

Here are some ideas of what to draw:



Building Healthy Eaters

WHOLE GRAINS

What is a whole grain?

A whole grain is a grain that still contains all of the three main parts: the bran, the endosperm, and the germ. Together these three things give our bodies powerful nutrition that supports good health. Refined grains have had the germ and bran removed leaving only the endosperm, and removing a lot of the nutrients.

FIBER



Whole grains contain something called fiber. Fiber is not easily digested by our bodies which is why it helps regulate our digestive system. In other words- fiber helps YOU go #2!

Did You Know?

Take a look into your pantry! Because it is so easy to store and a good source of healthy whole grains about 75% of Americans currently have some in their pantry. Do you?

T	G	R	A	I	N	S	G	Z	C	Y	X
U	W	H	I	K	I	N	T	A	E	H	W
S	T	A	O	I	N	G	Y	A	M	E	H
C	M	M	I	S	F	W	F	N	P	A	O
A	M	N	G	K	R	I	I	C	I	D	L
R	I	C	E	I	N	G	B	I	N	I	E
D	N	R	E	F	I	N	E	D	G	N	I
E	G	L	O	N	L	M	R	G	J	G	N
H	J	A	K	G	C	Y	C	O	R	N	G



Popcorn

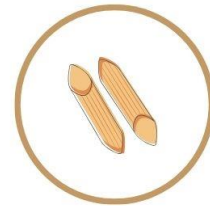


Oatmeal

WHOLE GRAINS



Bread



Pasta

HA HA HA

Q: Where do grains of wheat go to sleep?

A: In a breadroom

Can you find these words?

CORN
FIBER
GRAINS
OATS

REFINED
RICE
WHEAT
WHOLE



DAIRY

The dairy food group includes milk, cheese, yogurt, and cottage cheese. Have you ever heard that milk builds strong bones? It's true! Milk contains 13 essential nutrients which include calcium, vitamin D, and protein. These nutrients are important to build strong bones.

Consuming 3 servings daily will provide



Question: Ice cream is made from milk so does it count as a serving of dairy?

Answer: No, ice cream does not count as a serving of dairy. Unlike milk ice cream usually contains added sugars. Adding sugar makes ice cream sweet and delicious but also makes it not as nutritious as other sources of dairy. Milk, cheese, and yogurt can be eaten every day and help keep you happy and healthy.



MAD LIB

Time to get silly. Fill in the blanks with your own words to create a story. The sillier the better. Don't forget to share your story with a friend!

It was a _____ day when our teacher
(adjective)

_____ took us on a field trip
(teachers name)

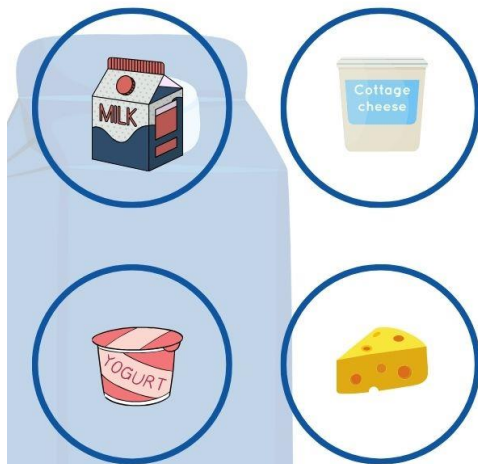
to the farm. The farmer introduced us to his dairy cow named _____.
(name)

She was big with _____ and
(color)

_____ spots. We saw _____
(color) (animal)

and _____ too! We learned
(animal)

where milk comes from.



HA HA HA

Q: Why did the cow do jumping jacks?

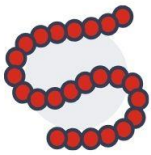
A: Because he wanted a milkshake



PROTEIN

Protein is essential for our bodies to work and grow.

Proteins act as the building blocks for our muscles, organs, and immune system! Our immune systems are what help us when we are sick. Protein can be found in lots of different foods such as beans, eggs, fish, and meat. Getting enough protein from a variety of sources is important. Choosing a variety of protein sources allows our bodies to stay happy and healthy.



DID YOU KNOW?

Proteins are made up of smaller parts called amino acids. There are 22 amino acids that are essential. They are called essential because we can only get them from the foods we eat. Pretty neat right?

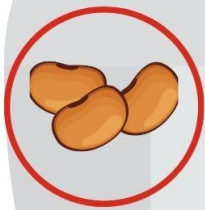
HA HA HA

Q: What did the egg order at the coffee shop?

A: An egg-spresso!



PROTEIN SOURCES



Beans



Tofu



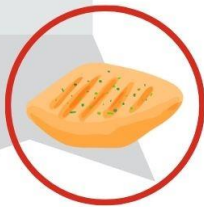
Seafood



Eggs



Peanut Butter



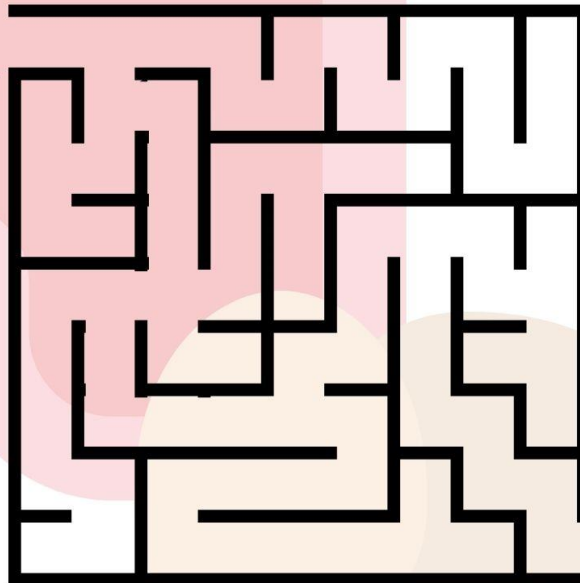
Chicken

MAZE

Can you help the egg find their way back to the egg carton? Challenge your friends to a race. Time each other as you make your way from the starting point to the finish line. Cross the line in the shortest amount of time wins.



START



FINISH

FRUIT

Fruits are edible plants (we can eat them) that contain seeds. Seeds are the part of a plant that grows new plants. Fruits are often sweet but not always. Apples, oranges, and bananas are all examples of types of fruits. Many fruit come in bright colors which makes eating them a lot of fun. Eating 4-5 servings of fruit every day can help keep you healthy.

Many fruits contain vitamin C and other antioxidants. Antioxidants protect our bodies against germs and other things that can make us sick. When choosing fruit think about the rainbow. Eating fruits of all colors provides our bodies the nutrients that it needs.

Can you name a fruit for every color of the rainbow?



Enjoy 4-5 servings every day!

Name that Fruit!

Can you name all 9 fruits?

Answers are at the bottom of the page



A



B



C



D



E



F



G



H



I

WHATS A SERVING



fresh fruit



about the size of a baseball



fresh, frozen, canned, and fruit juices



1/2 cup
8 TBSP
4 OUNCES
120 ML

HA HA HA

Q: What do you call a banana that likes to dance?

A: A banana-shake



NAME THAT FRUIT ANSWERS: A-PEAR, B- BANANA, C-PINEAPPLE, D-STRAWBERRY, E- APPLE, F-KIWI, G-WATERMELON, H- BLUEBERRY, I- ORANGE

VEGETABLES

Vegetables are plants that we eat. Vegetables grow in a rainbow of colors and can even be white. It is recommended to eat 4-5 servings of vegetables a day. Eating a variety of vegetables provides our bodies with many types of vitamins, minerals, and fiber.

HA HA HA

Q: What is the most adorable vegetable in the field?

A: A cute-cumber



Enjoy 4-5 servings every day!



WORD SCRAMBLE

What are the top 5 most eaten vegetables in the United States?
Unscramble the letters to find out!

1 O P E T A S T O

2 N O I O S N

3 T T A S O O E M

4 L C E T T U E

5 R A T R C O S

WHATS A SERVING



20
green beans



1 stalk
celery



6 baby
carrots



1/2 a medium
potato



1 cup
raw leafy greens



5-8
broccoli florets

WORD SCRAMBLE ANSWERS: 1. POTATOES 2. ONIONS 3. TOMATOES 4. LETTUCE 5. CARROTS

Appendix B

Farm Fresh Friday Education







Building Healthy Eaters

USD 320 Summer Nutrition Program Initiative

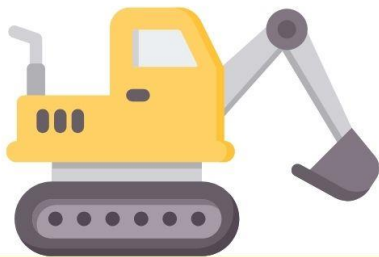
Prepared by Laura Fails and Lizz Daniels, RDN, LD

Summer 2023





About BHE
Program objectives and goals
Supplies
Program Schedule
Set up
Marketing
Logic Model
Graphics



Building Healthy Eaters



About Building Healthy Eaters

Building Healthy Eaters (BHE) is the theme associated with the Summer Food Service Program (SFSP) for the USD 320 Wamego School District. BHE strives to build community through educational programming for the children and their families of Wamego, Kansas. This initiative aims to improve childhood nutrition during the summer months by encouraging participation in the SFSP through an interactive experience, hands-on activities, nutrition education, and a free farmer's market. This unique program utilizes materials provided by the Kansas State Department of Education "Farm Fresh Fridays", original nutrition education, and locally grown produce for a one-of-a-kind experience. The BHE program has been strategically designed to help bridge the gaps in childhood fruit and vegetable intake to increase consumption to meet the recommended amount from the Dietary Guidelines for Americans (DGA). According to reports published in the DGA 2020-2025 children of all ages are under-consuming vegetables and with the exception of children aged 2-4 are also not meeting recommended amounts of fruit daily. By providing a no-cost, no-pressure, and interactive experience to a captive audience BHE allows children to explore new topics and try new foods.


U.S. Department of Agriculture and U.S. Department of Health and Human Services. Dietary Guidelines for Americans, 2020-2025. 9th Edition

Building Healthy Eaters

Program Goals and Objectives

USD 320 Mission Statement:

USD 320 Food Service is committed to enhancing education by providing meals that are nutritious and appealing while being served by caring professionals in a friendly atmosphere.

Goal 1: Increase fruit and vegetable intake among school-aged children

Goal 2: Educate school-aged children on healthy eating practices

Objectives

- Provide engaging nutrition education 5 days a week throughout the summer nutrition program
- Include taste testing or hands-on learning opportunities once a week
- Offer free farmer's market once a week and provide a minimum of 1 fresh fruit or vegetable per participant

Goal 3: Support the summer nutrition program

Goal 4: Strengthen ties within the community through food.

Objectives

- Provide incentives towards attendance by providing daily tokens redeemable at once weekly farmers' market
- Compliment summer meals with nutrition education aligned with MyPlate
- Buy and provide only locally grown produce for the weekly farmers' market



Building Healthy Eaters

Supplies

BHE MyPlate Display:

- My Plate trifold display
- MyPlate butcher paper design
- How to draw worksheets:
 - Protein
 - Dairy
 - Fruits
 - Vegetables
 - Whole grains
- Crayons
- Crayon storage bin
- Painters tape

Farmer's Market Activity:

- BHE paper money (tokens)
- Mobile food service cart
- Produce
- Plastic bags
- Stickers
- Container to hold BHE tokens

Table Top Education:

- Plastic table top sign holders
- Handouts
 - Protein
 - Dairy
 - Whole Grains
 - Fruits
 - Vegetables

Farm Fresh Display:

- Mobile food service cart
- Farm Fresh trifold display board
- Table cloth
- Farm Fresh interchangeable board graphics
 - Sweet corn
 - Whole grains
 - Lettuce
 - Cucumbers
 - Zucchini
 - Melon
 - Berries
- KSDE 'Farm Fresh Friday' Handouts:
 - Sweet corn
 - Whole grains
 - Lettuce
 - Cucumbers
 - Zucchini
 - Melon
 - Berries
- Taste test supplies
- Static display supplies

Farm Fresh Friday Taste Testing Activity:

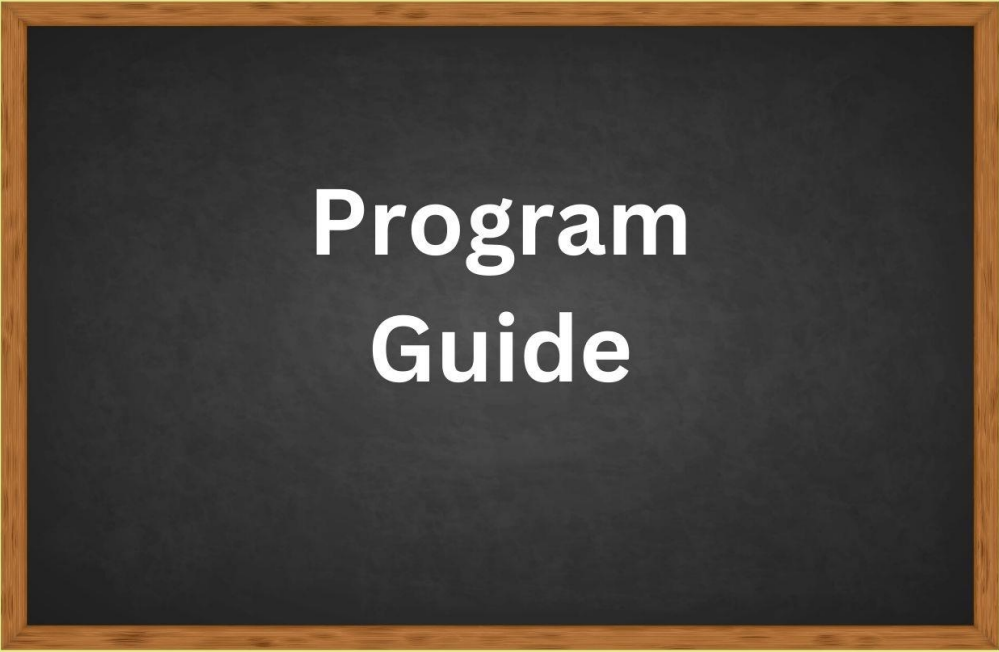
- Corn
- Melon
- Berries
- Cucumber
- Zucchini
- 2 oz cups

Farm Fresh Friday Static Display Activity:

- Lettuce
 - Iceberg, romaine, butter lettuce
- Whole grains
 - Assorted whole grains



Building Healthy Eaters



Program Guide

Program Set up and Organization

There are no activities scheduled for the first Friday of the Summer Meal Program. The kick-off of BHE begins week two of summer meal distribution. There are five weeks of MyPlate nutrition education and seven weeks of 'Farm Fresh Fridays' education that coincide with the farmer's market activity. Note: Produce needed for the weekly market should be ordered 7 days in advance.

Materials such as displays have been created and are stored at the USD 320 Food Service Central Kitchen:
4290 Columbian Road
Wamego, KS 66547

Additional materials and printables are available at the end of this document.

Program Schedule

	MyPlate Education Topic	MyPlate Activities	Farm Fresh Friday Topic	Farm Fresh Friday Activities
Week One	NO ACTIVITIES SCHEDULED			
Week Two	Vegetables	Table top handout 'Let's Draw Vegetables'	Berries	Taste test Berries display board Farmer's market
Week Three	Fruit	Table top handout 'Let's Draw Fruit'	Cucumbers	Taste test Cucumbers display board Farmer's market
Week Four	Protein	Table top handout 'Let's Draw Protein'	Zucchini	Taste test Zucchini display board Farmer's market
Week Five	Whole Grains	Table top handout 'Let's Draw Grains'	Lettuce	Static display Lettuce display board Farmer's market
Week Six	Dairy	Table top handout 'Let's Draw Dairy'	Corn	Taste test Corn display board Farmers' market
Week 7	Display Completed MyPlate		Grains	Static display Grains display board Farmer's market
Week 8	NO ACTIVITIES SCHEDULED		Melon	Static display Melon display board Farmer's market

Building Healthy Eaters



Farmer's Market Activity and Set up Guide

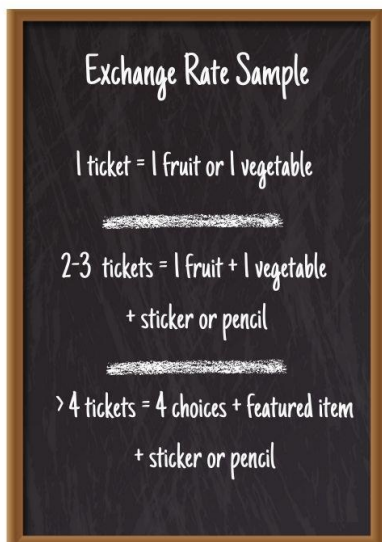
Farmer's Market Activity

The farmer's market is operated at no cost to the children who attend the USD 320 summer meal service. BHE money (tokens) are distributed during lunch service Monday through Thursday, to children aged 1-18 who come to eat at the meal site. While the BHE money has no monetary value the children are encouraged to save their money and keep it in a safe place in order to shop the Friday market. The exchange rate of BHE money changes from week to week depending on the forecasting and participation on that day. A sample of a suggested exchange rate is below.

The market should be set up and fully operational at the start of the meal service at 11:00 AM. Children are encouraged to come and look at the market after they have gone through the service line. Children are also encouraged to eat their meals before shopping; however; some families may choose to shop earlier.

The market is a learning opportunity. The volunteer in charge of running the market will engage with visitors and ask questions such as, "Which is your favorite vegetable?", or, "Have you ever tried a peach before?" The volunteer may allow children, when possible, to select their own fruits and vegetables but assist those who may be unable or unwilling to pick their own. Volunteers should have a rudimentary understanding of produce selection to share during the shopping experience. A short guide is provided on the next page.

Each week there will be a featured fruit or vegetable. The highlighted produce should be placed on the lower part of the display cart so it is highly visible to young children. When possible, have the featured item front and center.



Building Healthy Eaters

Farmer's Market Set up Guide



The farmer's market activity is set up each Friday to coincide with the 'Farm Fresh Friday' theme. Produce required to fill the market should be ordered no later than 7 days in advance from Britts farm located in Manhattan, Kansas. Produce can be picked up to 24 hours in advance and stored at the high school; space permitting. Each week a variety of produce is ordered with an emphasis on the featured fruit or vegetable. When ordering produce bear in mind the forecasted number of children that will attend Friday's meal service. Each child should be able to redeem their tickets for a minimum of one fruit or vegetable. Sample ordering sheets are on the following page.

The mobile food service cart is used to display the fresh produce. Heavy items may be displayed in the bottom metal hotel pans while lighter items can be shown in the baskets on top. The featured fruit or vegetable should be highly visible. As produce is selected by the shoppers care should be given to rearrange the fruits and vegetables to maintain an inviting appearance. Produce that is in the top baskets may be moved to the bottom hotel pans when space and inventory dictate. Any produce that is leftover may be transported to the Boys' and Girls' Club, club site in Wamego, KS for distribution.



Building Healthy Eaters

Sample Farmer's Market Produce Orders

Sample A

●	6 watermelon
●	5 cantaloupe
●	15 cucumbers
●	10 tomatoes
●	5 zucchini
●	4 yellow squash
●	2 eggplants
●	15 ears of corn
●	10 bell peppers
●	

Featured item: melon

Sample B

●	3 cauliflower
●	10 zucchini
●	10 yellow squash
●	10 cucumbers
●	4 red onions
●	15 tomatoes
●	8 bell peppers
●	20 peaches
●	25 ears of corn
●	

Featured item: corn

Farm Fresh
Friday Display
Set up Guide

Berries

Posterboard pieces required for this display include:

Topic -Berries

Nutrition:

Phosphorus
Magnesium
Potassium
Fiber
Vitamin A
Vitamin C



Fun Facts- Berries

Ways to Enjoy

On top of Oatmeal
In a Bowl
With Yogurt
In a Smoothie



Varieties- Berries

I'm in Season- Berries



May June July August September October

Blackberries



Blueberries

Strawberries



Raspberries



Taste Test Examples:

- Strawberries and cream
- Blueberries and yogurt
- 3-Berry salad
- Blueberry muffins/bread
- Fruit smoothie
- Fruit-infused water
- Cups of fresh blueberries, raspberries, or strawberries
- Strawberry salsa
- Blueberry cheesecake bites
- Blueberries and oatmeal

Building Healthy Eaters

Cucumber



Taste Test Examples:

- English vs garden cucumber
- Cucumber and tomato salad
- Pasta salad with cucumber
- Cucumbers with dipping sauce
- Cucumber sandwiches
- Cucumber vs pickles
- Cucumber and mint infused water
- Cucumber and cream cheese on cracker
- Veggie skewer
- Cucumber vs zucchini
- Cucumber and dill

Posterboard pieces required for this display include:

Topic -Cucumbers

Nutrition:

90-95% water
Magnesium
Vitamin D
Potassium
Vitamin A
Vitamin C

Fun Facts- Cucumbers

Ways to Enjoy

In a Salad
With Ranch
As a Side
On a Sandwich

Varieties- Cucumbers



I'm in Season:



Building Healthy Eaters

Zucchini



Nutrition:
 Carbohydrates
 Magnesium
 Vit C
 Fiber
 Potassium
 B vitamins

Fun Facts- Zucchini

Topic- Zucchini

Ways to Enjoy
 On a stick
 Grilled
 Ratatouille
 Zoodles

Varieties- types of squash

I'm in Season:
 July
 August
 September



Taste Test Examples:

- Zucchini and yellow squash salad
- Zucchini and yellow squash skewers
- Sliced zucchini and veggie dip
- Zucchini bread or muffins
- Zucchini cihs
- Grilled zucchini
- Zucchini and egg bites

Building Healthy Eaters

Lettuce

Topic- Lettuce

Nutrition:
95% water
Magnesium
Potassium
Vitamin E
Vitamin A
Low Sodium

Varieties- Lettuce

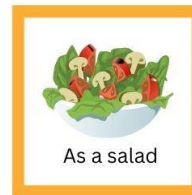
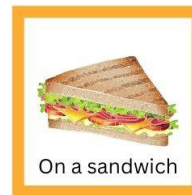
I'm in Season:



Fun Facts- Lettuce

Ways to Enjoy:

In a salad
In a wrap
On a sandwich
In a taco



Lettuce Display Set up

- Select 3 or 4 different varieties of lettuce.
- Display lettuce with Farm Fresh Friday display board.
- Label each type of lettuce.
- Include the "Salad Greens" coloring page. Found at: <https://foodhero.org/salad-greens>

Building Healthy Eaters

Sweet Corn



Taste Test Examples:

- Popcorn
- Corn salad
- Sweet corn relish with crackers
- Roasted corn
- Corn muffins/bread
- Succotash

Topic- Sweet Corn

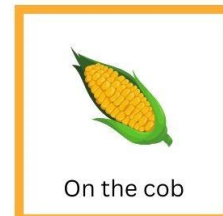
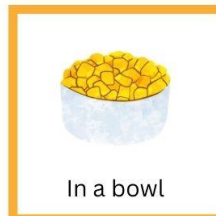
Nutrition:
Vitamin C
Vitamin A
Vitamin B
Potassium
Low Sodium
Fiber

Fun Facts- Sweet Corn

Ways to Enjoy:
Make into bread
In a bowl
On the cob
As a snack

Varieties- Corn

I'm in Season:
July
August
September



Building Healthy Eaters

Whole Grains

Topic- Whole Grains

Varieties- Whole Grains

Nutrition:

Iron
Fiber
Magnesium
Carbohydrates
B Vitamins

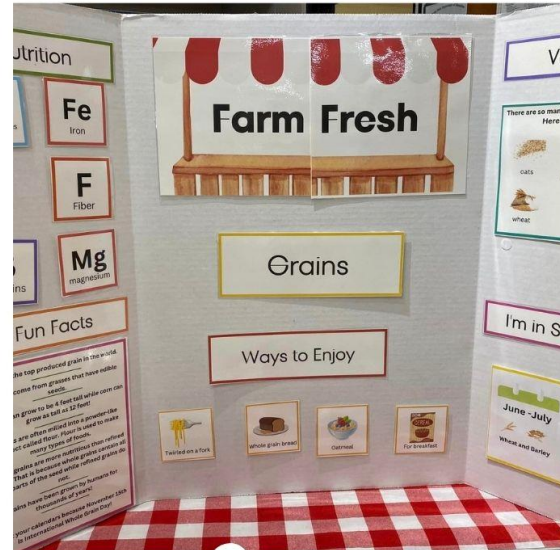
I'm in Season:

Wheat/Barley
Sorghum

Fun Facts- Sweet Corn

Ways to Enjoy:

Make into bread
In a bowl
On the cob
As a snack



8 Whole Grains:

- Barley
- Bulgur
- Farro
- Millet
- Brown Rice
- Quinoa
- Oatmeal
- Wheat



Display Set- Up:

Supplies, baking tray(s), and 5-7 different types of grains.

Pour a small amount of each grain on the baking tray(s). There should be enough for students to easily see but not too much to lead to excessive waste. Set packages of grains around the display so they are visible. Invite students to look at the different types of grains and describe them.

Building Healthy Eaters

Melon



Topic- Melon

Nutrition:

Vitamin A
Vitamin C
Potassium
Fiber
Folate
90-95% Water

Fun Facts- Melon

Ways to Enjoy:

Make into bread
In a bowl
On the cob
As a snack

Varieties- Melons

I'm in Season:



Taste Test Examples:

- Any sliced melon: watermelon, canteloupe, honey dew, yellow melon
- Melon/fruit on a stick
- Blended smoothies using any type of melon
- Fruit salad



Photo: Canva "Jeff Wasserman"

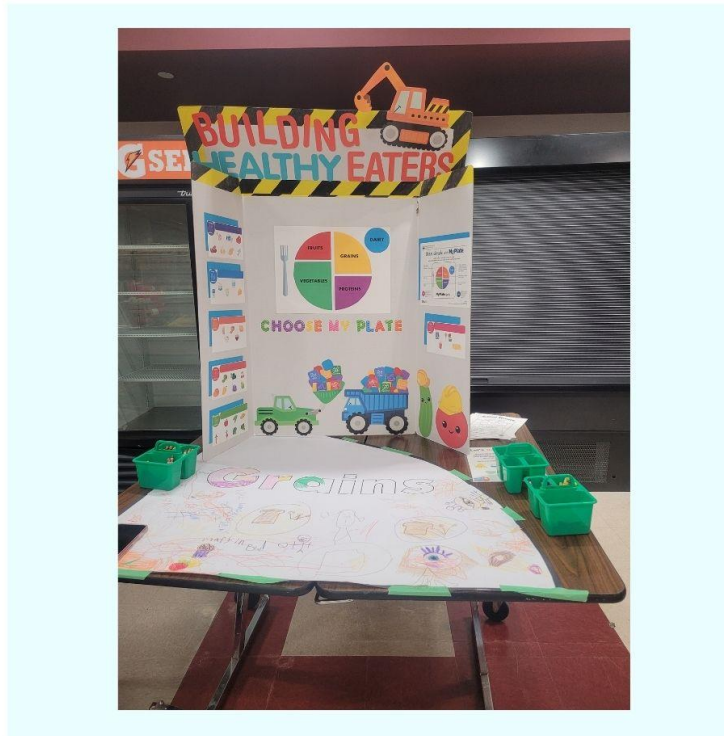
Building Healthy Eaters

MyPlate
Nutrition
Activity Set up
Guide

MyPlate Activity Set Up Guide

On a table set off to the side of the cafeteria, set up the static MyPlate display board. With this display will be a coloring activity designed for students to interact with the presented information by drawing their favorite foods that fit into that food group. Large pieces of butcher paper that have been cut out into the shapes of the MyPlate sections can be set on the table or taped onto a nearby wall. Crayons or other coloring utensil will need to be provided. Flyers shown on the proceeding page can be printed and set out alongside this activity to provide drawing inspiration. When the final week has been completed the large sections of the MyPlate can be displayed together as one large plate on a prominent wall in the school.

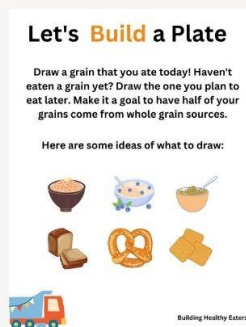
Additional (optional) Table Top activities can be set up on the individual dining tables throughout the cafeteria. These table tents include fun facts about the food group of the week, jokes, and activities. The purpose of these items is to serve as conversation starters between fellow students or parents with their kids. These items can be found in the printable documents section of this document.



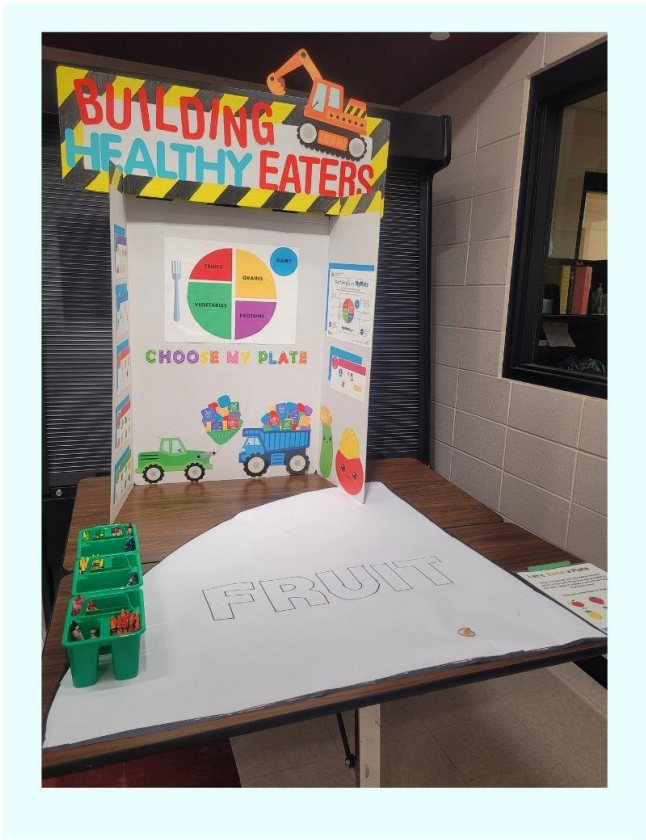
Building Healthy Eaters

MyPlate Activity Set Up Guide

The following images may be displayed near the static MyPlate display to help children understand the food groups and provide inspiration for their artistic contributions to this large-scale art project. While children work on this activity, program leaders and volunteers can take this opportunity to engage with the kids asking questions and drawing alongside them.



Building Healthy Eaters



MyPlate "Fruit" set up on first day



MyPlate "Fruit" set up on last day



Building Healthy Eaters

MyPlate Activity Table Tents

Images below can be printed and used on individual tables throughout the cafeteria as they correspond to the MyPlate food group of the week.

FRUIT

Fruits are edible plants (we can eat them) that contain seeds. Seeds are the part of a plant that grows new plants. Fruits are often sweet but not always. Apples, oranges, and bananas are all examples of types of fruits. Many fruits come in bright colors which makes eating them a lot of fun. Eating 4-5 servings of fruit every day can help keep you healthy. Many fruits contain vitamin C and other antioxidants. Antioxidants protect our bodies against germs and other things that can make us sick. When choosing fruit think about the rainbow. Eating fruits of all colors provides our bodies the nutrients that it needs. Can you name a fruit for every color of the rainbow?

Enjoy 4-5 servings every day!

Name that Fruit!
Can you name all 9 fruits?
Answers are at the bottom of the page.

A B C
D E F
G H I

WHATS A SERVING

fresh fruit = about the size of a baseball
fresh, frozen, canned, and fruit juices = 1/2 cup

Q: What do you eat if bananas that likes to dance?
A: A banana-shake

VEGETABLES

Vegetables are plants that we eat. Vegetables grow in a rainbow of colors and can even be white. It is recommended to eat 4-5 servings of vegetables a day. Eating a variety of vegetables provides our bodies with many types of vitamins, minerals, and fiber.

Enjoy 4-5 servings every day!

Q: What is the most odorable vegetable in the field?
A: A cula-cumber

WORD SCRAMBLE
What are the top 5 most eaten vegetables in the United States?
Unscramble the letters to find out!

- 1 OPETASTO
- 2 NOIOSN
- 3 TTASOOEM
- 4 LCETTUE
- 5 RATRCOS

WHATS A SERVING

20 green beans = 1 stalk celery
6 baby carrots = 1/2 a medium potato
1 cup raw leafy greens = 5-8 broccoli florets

WHOLE GRAINS

What is a whole grain?
A whole grain is a grain that still contains all of the three main parts: the bran, the endosperm, and the germ. Together these three things give our bodies powerful nutrition that supports good health. Refined grains have had the germ and bran removed leaving only the endosperm, and removing a lot of the nutrients.

FIBER
Whole grains contain something called fiber. Fiber is not easily digested by our bodies which is why it helps regulate our digestive system. In other words- fiber helps YOU go #2!

Take a look into your pantry! Because it is so easy to store and a good source of healthy whole grains about 75% of Americans currently have some in their pantry. Do you?

WHOLE GRAINS

Bread Pasta
Corn RICE WHOLE
FIBER GRAINS WHOLE

Q: Where do grains of wheat go to sleep?
A: In a breadroom

Can you find these words?

COBBLER
FIBER
GRAINS
OATS

PROTEIN

Protein is essential for our bodies to work and grow. Proteins act as the building blocks for our muscles, organs, and immune system! Our immune systems are what help us when we are sick. Protein can be found in lots of different foods such as beans, eggs, fish, and meat. Getting enough protein from a variety of sources is important. Choosing a variety of protein sources allows our bodies to stay happy and healthy.

DID YOU KNOW?
Proteins are made up of smaller parts called amino acids. There are 22 amino acids that are essential. They are called essential because we can only get them from the foods we eat. Pretty neat right?

PROTEIN SOURCES

Beans Tofu
Seafood Eggs
Peanut Butter Chicken

Q: What did the egg order at the coffee shop?
A: An egg-presso!

MAZE
Can you help the egg find their way back to the egg carton?
Challenge your friends to a race. Time each other as you make your way from the starting point to the finish line. Cross the line in the shortest amount of time wins.

START FINISH

DAIRY

The dairy food group includes milk, cheese, yogurt, and cottage cheese. Have you ever heard that milk builds strong bones? It's true! Milk contains 13 essential nutrients which include calcium, vitamin D, and protein. These nutrients are important to build strong bones. Consuming 3 servings daily will provide

Question: Ice cream is made from milk, so does it count as a serving of dairy?
Answer: No, ice cream does not count as a serving of dairy. Unlike milk, ice cream usually contains added sugars. Adding sugar makes ice cream sweet and delicious but also makes it not as nutritious as other sources of dairy. Milk, cheese, and yogurt can be eaten every day and help keep you happy and healthy.

MAD LIB
Time to get silly. Fill in the blanks with your own words to create a story. The sillier the better. Don't forget to share your story with a friend!

It was a _____ day when our teacher _____ took us on a field trip _____ to the farm. The farmer introduced us to his dairy cow named _____ She was big with _____ and _____ spots. We saw _____ and _____ too! We learned _____ where milk comes from.

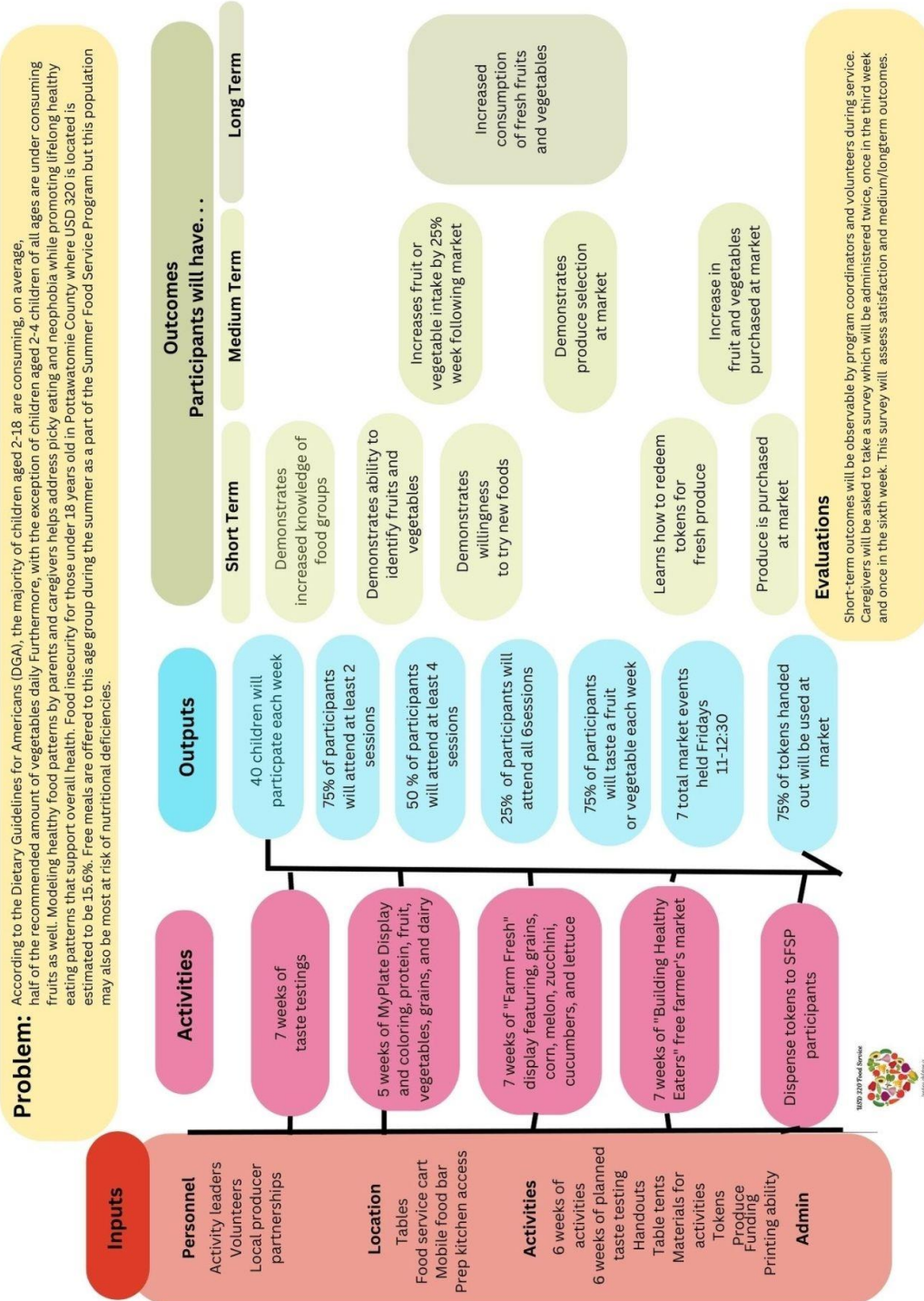
Q: Why did the cow do jumping jacks?
A: Because he wanted a milkshake

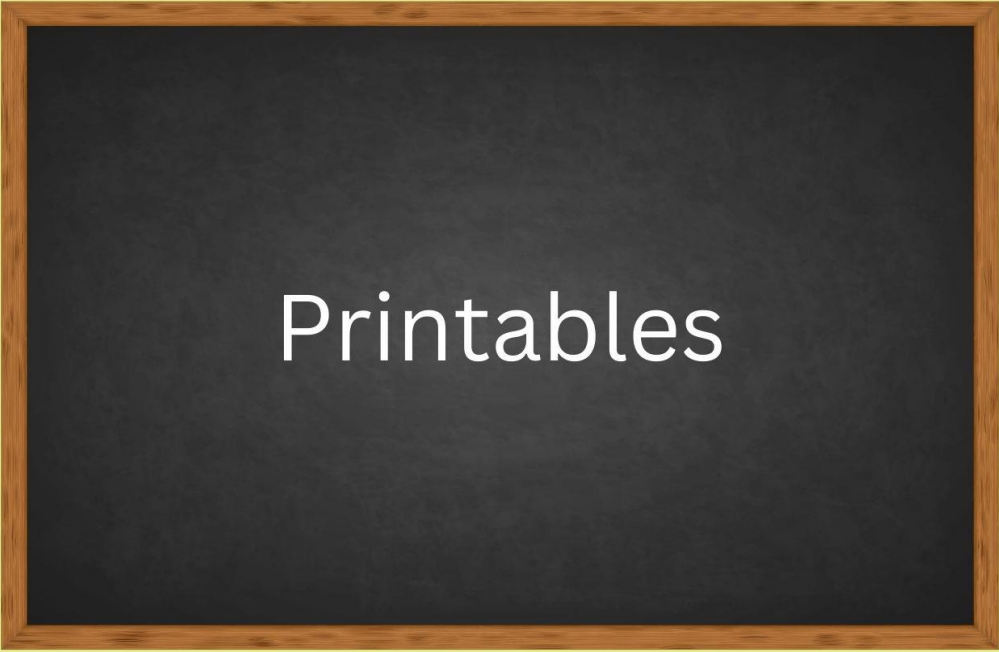
Building Healthy Eaters



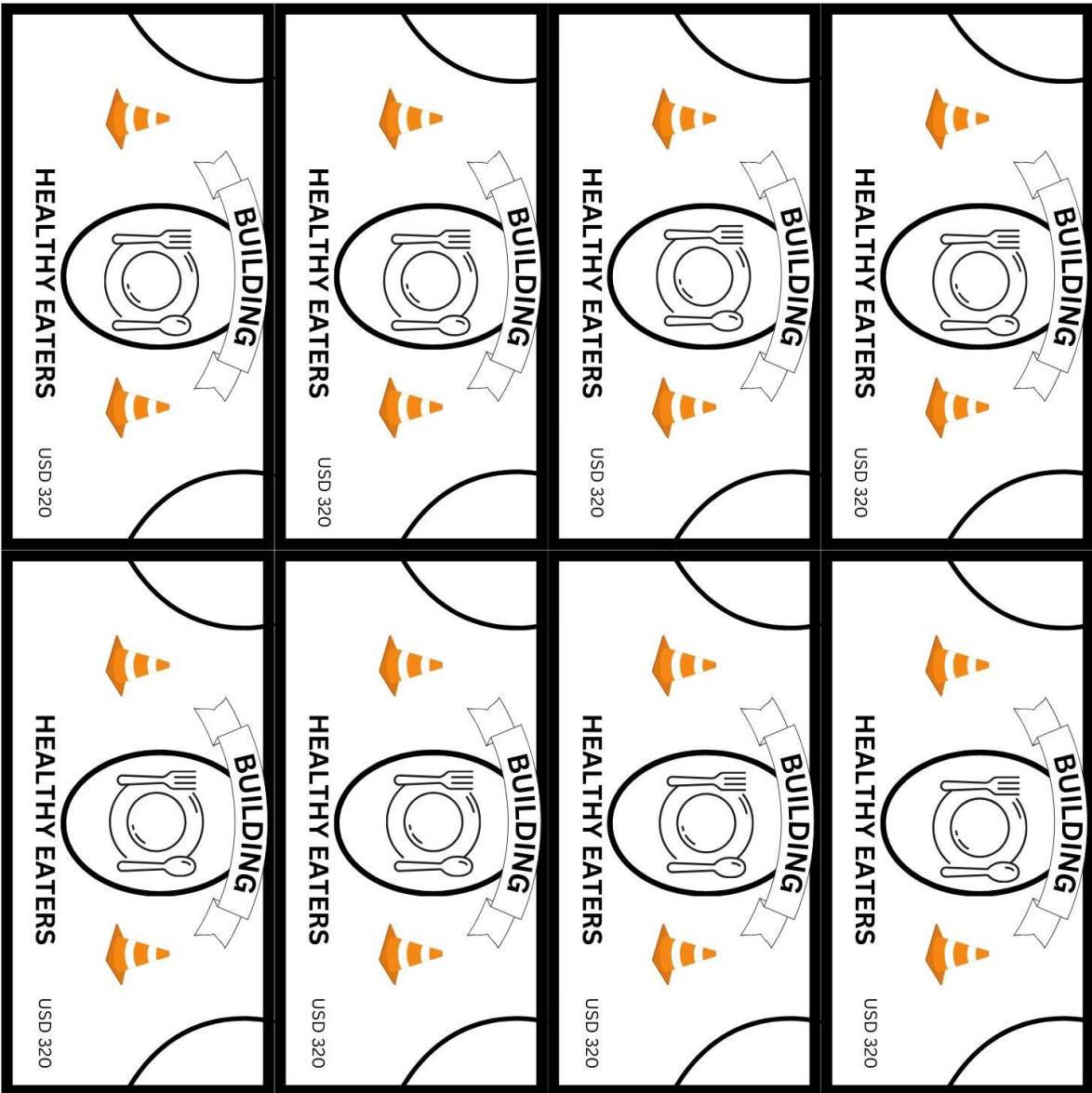
Program Documents

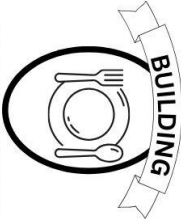
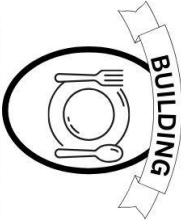
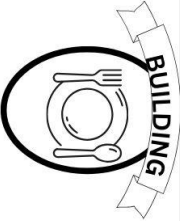
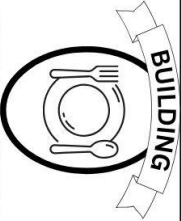
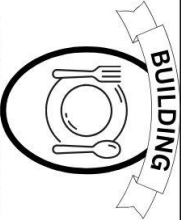
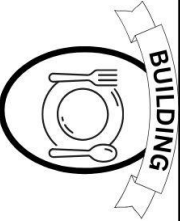
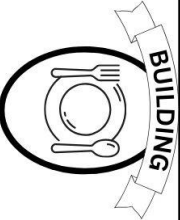
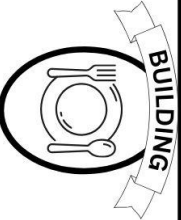
Logic Model for Program





Printables



 HEALTHY EATERS USD 320		
 HEALTHY EATERS USD 320		
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 HEALTHY EATERS USD 320		

Let's **Build** a Plate

Draw a fruit that you ate today! Haven't eaten a fruit yet? Draw the one you plan to eat later. Make it a goal to eat 4-5 servings of fruit every day!

Here are some ideas of what to draw:



Building Healthy Eaters

Let's **Build** a Plate

**Draw a vegetable that you ate today!
Haven't eaten a vegetable yet? Draw the one
you plan to eat later. Make it a goal to eat
4-5 servings of vegetables every day!**

Here are some ideas of what to draw:

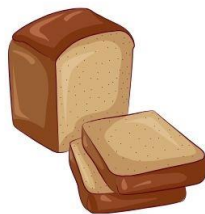
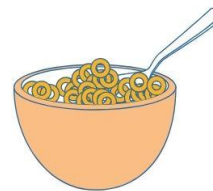


Building Healthy Eaters

Let's **Build** a Plate

Draw a grain that you ate today! Haven't eaten a grain yet? Draw the one you plan to eat later. Make it a goal to have half of your grains come from whole grain sources.

Here are some ideas of what to draw:

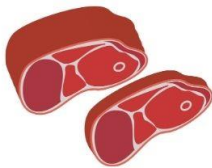
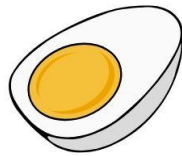


Building Healthy Eaters

Let's **Build** a Plate

Draw a protein that you ate today! Haven't eaten a protein yet? Draw the one you plan to eat later. Make it a goal to have one-quarter of your plate a protein-rich food.

Here are some ideas of what to draw:



Building Healthy Eaters

Let's **Build** a Plate

**Draw a dairy food that you ate today!
Haven't eaten a dairy yet? Draw one you
plan to eat later. Make it a goal to have 3
servings of dairy each day.**

Here are some ideas of what to draw:



Building Healthy Eaters

WHOLE GRAINS

What is a whole grain?

A whole grain is a grain that still contains all of the three main parts: the bran, the endosperm, and the germ. Together these three things give out bodies powerful nutrition that supports good health. Refined grains have had the germ and bran removed leaving only the endosperm. and removing a lot of the nutrients.

FIBER



Whole grains contain something called fiber. Fiber is not easily digested by our bodies which is why it helps regulate our digestive system. In other words- fiber helps YOU go #2!

Did You Know?

Take a look into your pantry! Because it is so easy to store and a good source of healthy whole grains about 75% of Americans currently have some in their pantry. Do you?

T	G	R	A	I	N	S	G	Z	C	Y	X
U	W	H	I	K	I	N	T	A	E	H	W
S	T	A	O	I	N	G	Y	A	M	E	H
C	M	M	I	S	F	W	F	N	P	A	O
A	M	N	G	K	R	I	I	C	I	D	L
R	I	C	E	I	N	G	B	I	N	I	E
D	N	R	E	F	I	N	E	D	G	N	I
E	G	L	O	N	L	M	R	G	J	G	N
H	J	A	K	G	C	Y	C	O	R	N	G



Popcorn

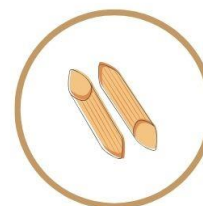


Oatmeal

WHOLE GRAINS



Bread



Pasta

HA HA HA

Q: Where do grains of wheat go to sleep?

A: In a breadroom

Can you find these words?

CORN
FIBER
GRAINS
OATS

REFINED
RICE
WHEAT
WHOLE



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MAD LIB

Time to get silly. Fill in the blanks with your own words to create a story. The sillier the better. Don't forget to share your story with a friend!

It was a _____ day when our teacher
(adjective)

_____ took us on a field trip
(teachers name)

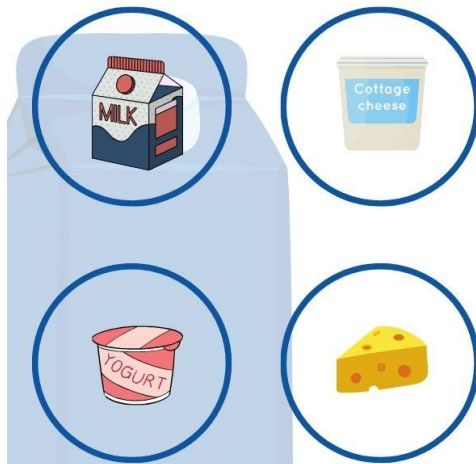
to the farm. The farmer introduced us to his dairy cow named _____.
(name)

She was big with _____ and
(color)

_____ spots. We saw _____
(color) (animal)

and _____ too! We learned
(animal)

where milk comes from.



HA HA HA

Q: Why did the cow do jumping jacks?

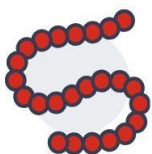
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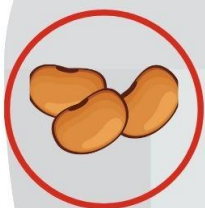
HA HA HA

Q: What did the egg order at the coffee shop?

A: An egg-spresso!



PROTEIN SOURCES



Beans



Tofu



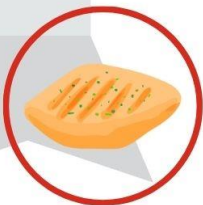
Seafood



Eggs



Peanut Butter



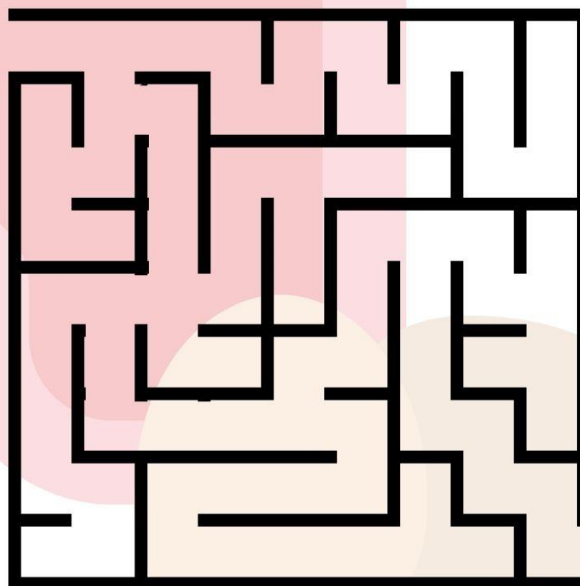
Chicken

MAZE

Can you help the egg find their way back to the egg carton? Challenge your friends to a race. Time each other as you make your way from the starting point to the finish line. Cross the line in the shortest amount of time wins.



START



FINISH

FRUIT

Fruits are edible plants (we can eat them) that contain seeds. Seeds are the part of a plant that grows new plants. Fruits are often sweet but not always. Apples, oranges, and bananas are all examples of types of fruits. Many fruit come in bright colors which makes eating them a lot of fun. Eating 4-5 servings of fruit every day can help keep you healthy.

Many fruits contain vitamin C and other antioxidants. Antioxidants protect our bodies against germs and other things that can make us sick. When choosing fruit think about the rainbow. Eating fruits of all colors provides our bodies the nutrients that it needs.

Can you name a fruit for every color of the rainbow?



Enjoy 4-5
servings
every day!

Name that Fruit!

Can you name all 9 fruits?

Answers are at the bottom of the page



A



B



C



D



E



F



G



H



I

WHATS A SERVING



fresh fruit



about the size
of a baseball



fresh, frozen, canned,
and fruit juices



1/2 cup

HA HA HA

Q: What do you call a
banana that likes to
dance?

A: A banana-shake



NAME THAT FRUIT ANSWERS: A-PEAR, B- BANANA, C-PINEAPPLE, D-STRAWBERRY, E- APPLE, F-KIWI, G-WATERMELON, H- BLUEBERRY, I- ORANGE

VEGETABLES

Vegetables are plants that we eat. Vegetables grow in a rainbow of colors and can even be white. It is recommended to eat 4-5 servings of vegetables a day. Eating a variety of vegetables provides our bodies with many types of vitamins, minerals, and fiber.

HA HA HA

Q: What is the most adorable vegetable in the field?

A: A cute-cumber



Enjoy 4-5 servings every day!



WORD SCRAMBLE

What are the top 5 most eaten vegetables in the United States?
Unscramble the letters to find out!

1 O P E T A S T O

2 N O I O S N

3 T T A S O O E M

4 L C E T T U E

5 R A T R C O S

WHATS A SERVING



20
green beans



1 stalk
celery



6 baby
carrots



1/2 a medium
potato



1 cup
raw leafy greens



5-8
broccoli florets

WORD SCRAMBLE ANSWERS: 1. POTATOES 2. ONIONS 3. TOMATOES 4. LETTUCE 5. CARROTS

Appendix D

Logic Model

