

Minnesota Head Start “Farm to Childcare” Survey Institute for Agriculture and Trade Policy March 18, 2013

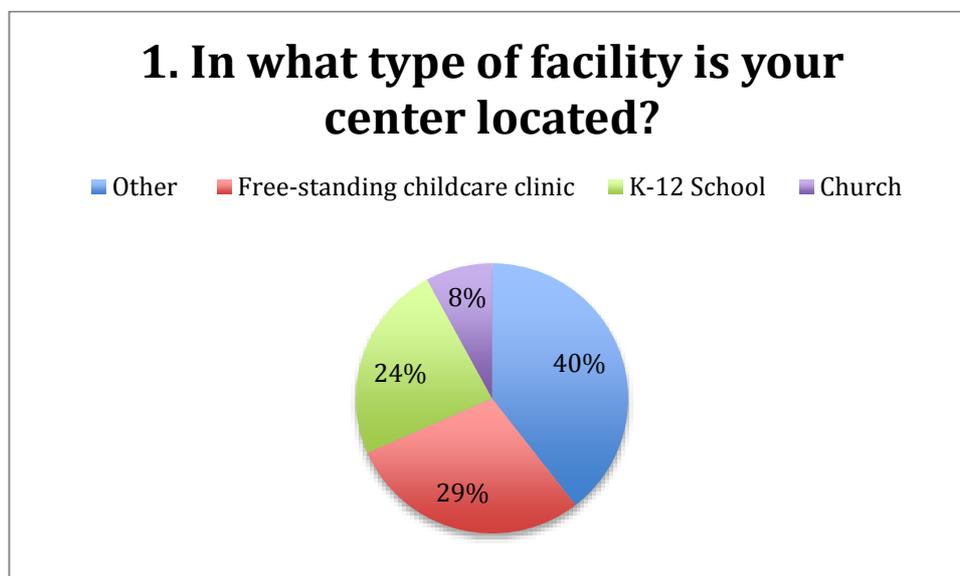
About this Survey:

In February 2013, the Institute for Agriculture and Trade Policy collaborated with Minnesota Head Start to design and conduct an electronic survey to capture Head Start leaders’ perspective on opportunities and barriers to implementing or expanding Farm to Childcare activities at Head Start centers. The survey was distributed by the Minnesota Head Start Association to Head Start locations throughout the state. Thirty-eight individuals responded to the survey. Most were center directors or health/nutrition staff.

Survey Questions and Responses:

1. In what type of facility is your center located? (Number of respondents = 38)

- 28.9 % - Free-standing Childcare Facility
- 23.7 % - K-12 School
- 7.9 % - Church
- 39.5 % - Other (including Community and Family Centers)



- Many of the respondents who chose the *Other* option are in charge of multiple centers, and clarified that “each center is different” or they have some facilities from each of the categories. Community and Family Centers were another significant response.

2. How many children are served at your center? (N = 38)

- Answers ranged between 30 and 622. 42% of respondents indicated headcounts between 120 and 250 children.

3. How many of the children your center serves are between the ages of 3 and 5? (N = 38)

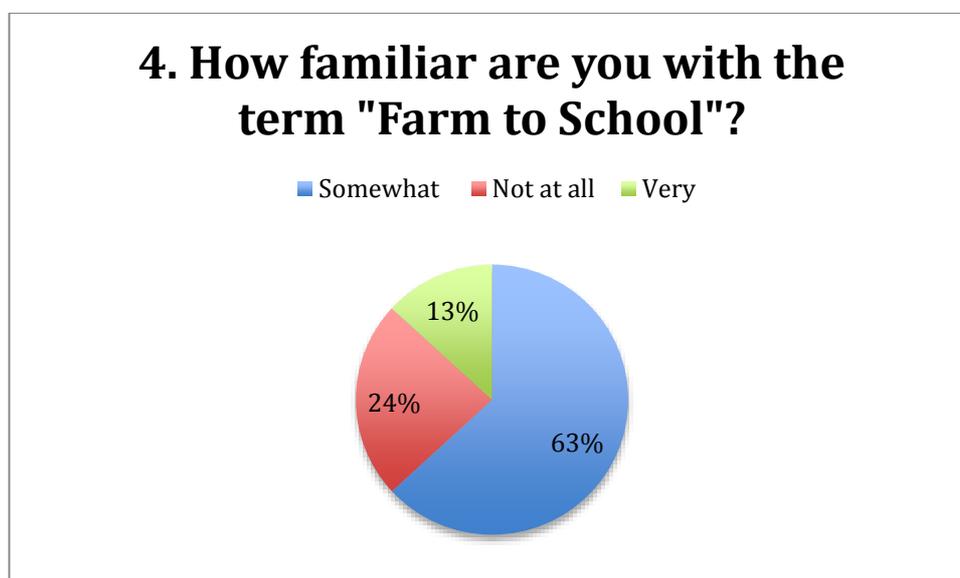
- Only two of the 38 respondents indicated that less than half of their students were between the ages of 3 and 5. 43.5% stated that *all* of their students were between the ages of 3 and 5.

4. How familiar are you with the term "Farm to School"? (N = 38)

13.2 % – Very

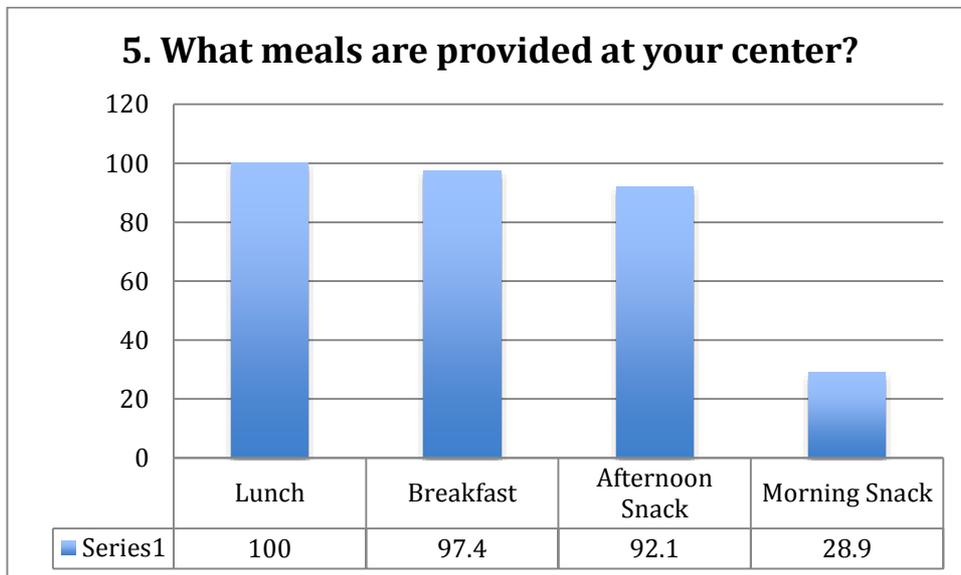
63.2 % – Somewhat

23.7 % – Not at all



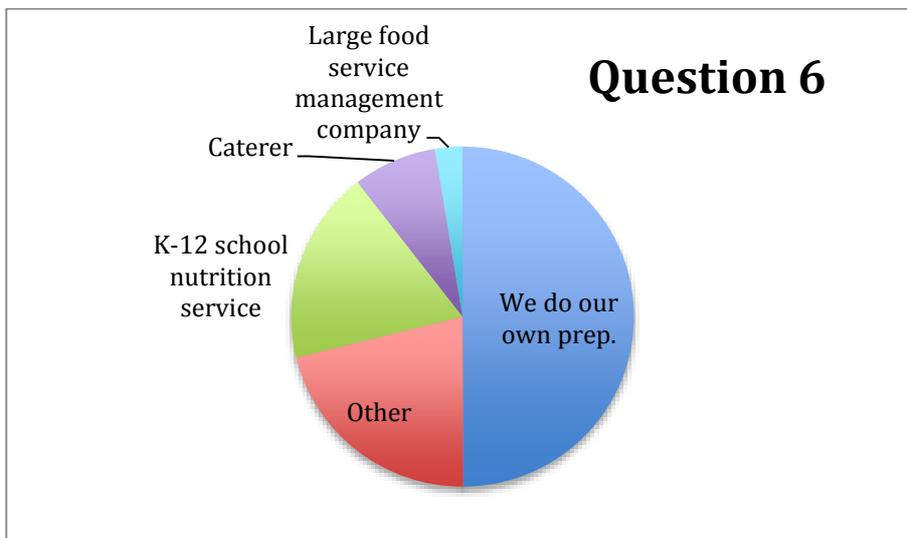
5. What meals are provided at your center? (Check all that apply) (N = 38)

- 100 % - Lunch
- 97.4 % - Breakfast
- 92.1 % - Afternoon Snack
- 28.9 % - Morning Snack



6. What type of organization provides the foodservice at your center? (Choose one) (N = 38)

- 50.0 % - We do our own preparation (N = 19)
- 18.4 % - K-12 school nutrition service (N = 7)
- 7.9 % - Caterer (N = 3)
- 2.6 % - Large foodservice management company (N = 1, Sysco)
- 21.1 % - Other (N = 8)



7. If you use a caterer, please provide the name of your catering company.**(N = 3)**

- The three respondents who report using a catering service identified those companies as: Premier Kitchen, Hy-Vee, Semcac Sr. Dining, and Catering with Care

Note: Questions 8 – 11 below were answered by respondents whose foodservice is provided by K-12 schools (N = 7):

8. Please provide the name of the school that provides your foodservice:**(N = 6)**

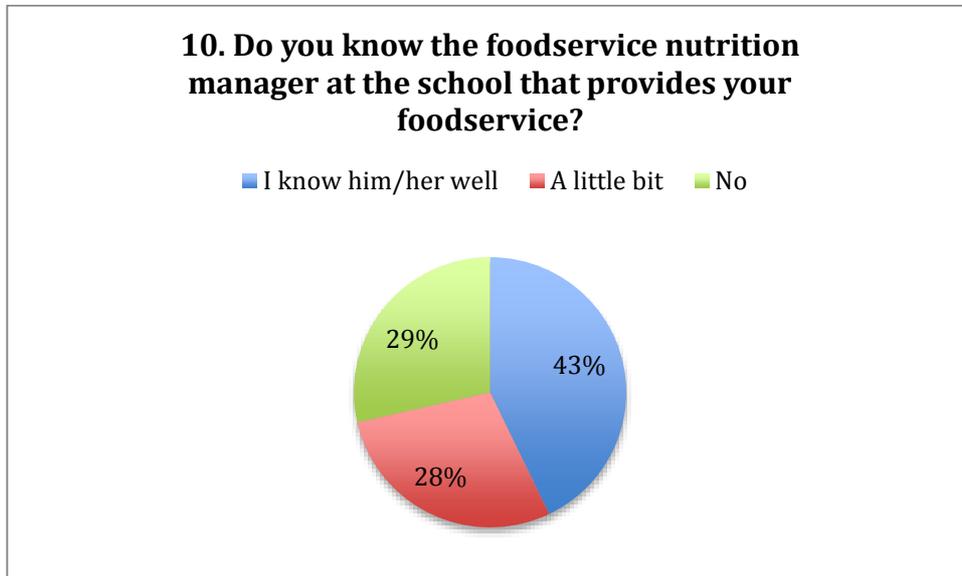
- Pipestone Public School in District 2869
- Worthington Public School in District 518
- Norman Country West Elementary in Norman County West School District
- ISD #709 in Duluth Public School District
- Reede Gray Elementary School in Redwood Area School District
- Pike Lake Education Center in Mounds View
- Lac Qui Parle
- Benson
- Canby
- Clinton-Graceville-Beardsley
- Yellow Medicine
- MacCray
- Montevideo
- Ortonville
- Lakeview
- KMS

9. Do your children receive the same meals as other children in the school?**(N = 7)**

- 7 respondents indicated that a K-12 school nutrition service provided the meals at their Head Start center. 6 out of 7 said that their students received the same meals as the other students and 1 respondent was unsure.

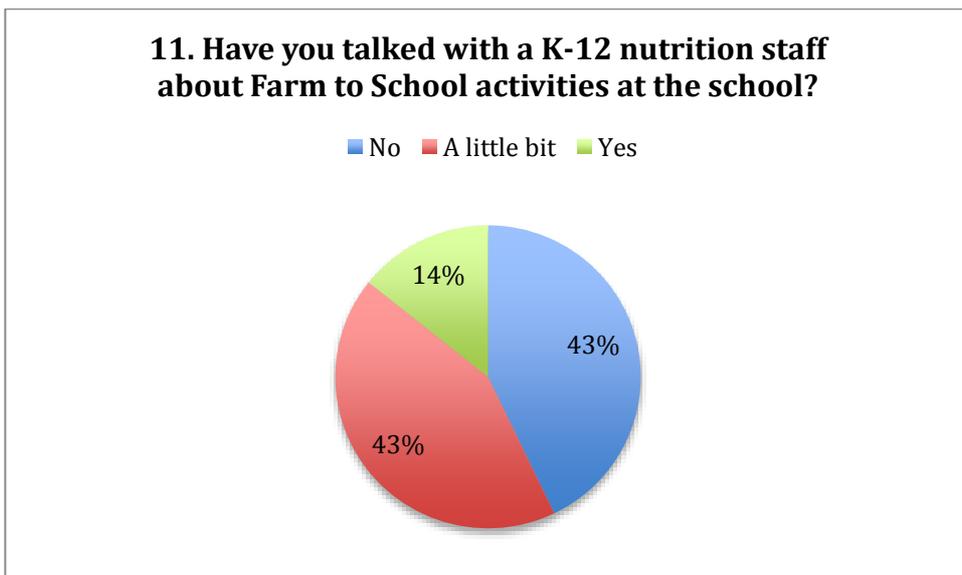
10. Do you know the foodservice nutrition manager at the school that provides your foodservice? (N = 7)

42.9 % - I know him/her well
 28.6 % - A little bit
 28.6 % - No



11. Have you talked with K-12 nutrition staff about Farm to School activities at the school? (N = 7)

42.9 % - No
 42.9 % - A little bit
 14.3 % - Yes



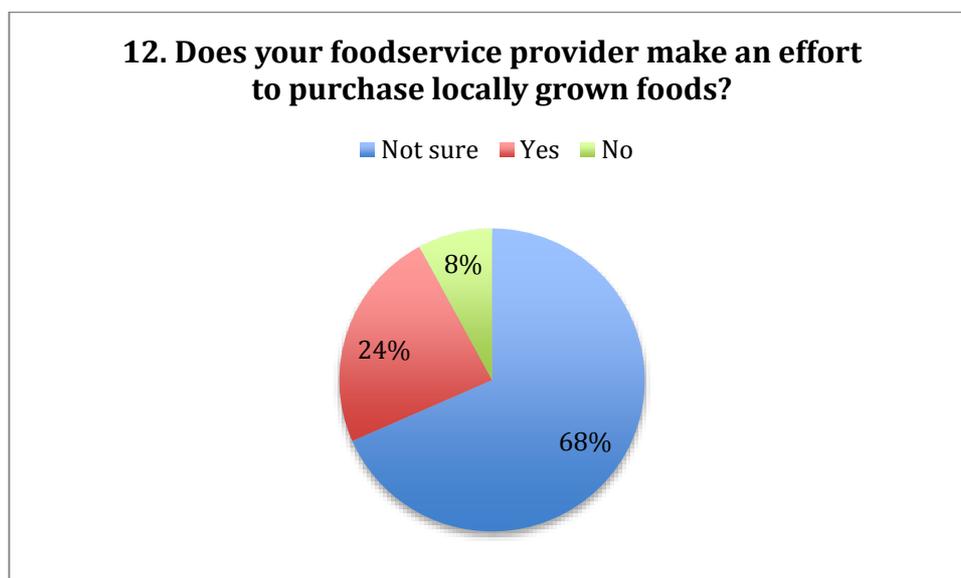
For all types of foodservice:

12. Does your foodservice provider make an effort to purchase locally grown foods? (N = 38)

68.4 % - Not sure (26)

23.7 % - Yes (9)

7.9 % - No (3)



13. If yes, please tell us about these local purchasing efforts. (N = 9)

- This question asked respondents to write in their response. Selected quotes are below:

“Our school district purchases Farm to School products that are promoted on a monthly basis through Upper Lakes Foods. Locally grown produce is purchased through Bergan Produce in Mpls and the district is working with the Farm to School group that recvd a grant to expand efforts. The district has been involved for a number of years.”

“Our contract with Sysco says that we request to have products that have been grown in MN, when possible.”

“Our school district supports a school garden that is supported by the local FFA. They supply some food that is used in school lunches. I believe that food is also purchased from other local growers through the Farm to School program.”

“In the summer months, I've heard from our Nutrition Coordinator that they try to buy local fruit and vegetables.”

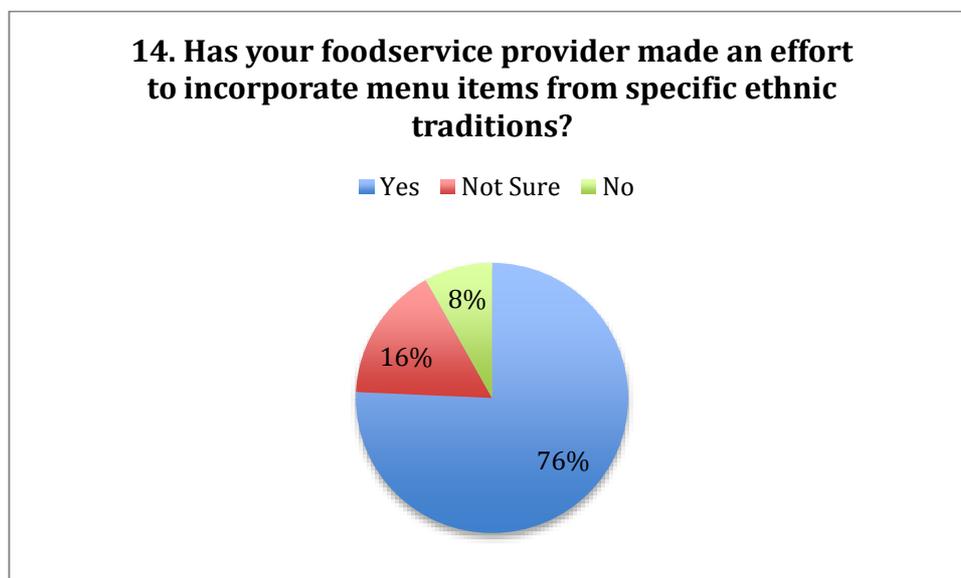
“LacQuiParle Valley School District has been involved with local purchasing for several years.”

14. Has your foodservice provider made an effort to incorporate menu items from specific ethnic traditions (e.g. Latino, Hmong, Somali, etc.)? (N = 37)

75.7% - Yes (28)

16.2% - Not sure (6)

8.1% - No (3)



15. Please tell us about the efforts to incorporate menu items from specific ethnic traditions (e.g. Latino, Hmong, Somali, etc.): (N = 23)

- Quotes include:

“We are a Migrant & Seasonal Head Start center serving the (primarily) Hispanic community of workers who migrant to MN seeking seasonal work in Agriculture. We try to incorporate as many culturally appropriate dishes as possible into our menus.”

“We serve a large Latino population, our menu reflects foods from this culture and the parents on the Policy Council assist with the menu and approve it.”

“We serve a Latino population so our menus reflect some of their ethnic culture as well as traditional american food.”

“We use wild rice and other traditional Ojibwe dishes.”

“Staff and parents submit recipes that are culturally reflective of the families we serve.”

“Menu planning meetings are conducted with parent involvement. The nutrition team meet and prepare food as well as attend training through local grocery store who features organic foods.”

“We make all food on site, our menus reflect our children and include Somali, Latino and several Asian inspired meals.”

“A parent committee was formed and their recipes from home incorporated into our menus. Our Center has a very high percentage of DLL families.”

“The monthly menu has been dramatically changed since last year with additional ethnic foods, such as Mexican meat-loaf and Somali Baasto and Digaag.”

“Parents are a part of the menu and recipe planning committee. All parents are encouraged to share recipes for ethnic meals, committee then reviews and makes final decisions. Head Start is a very diverse program and our goal is make sure that all ethnic groups are represented in the meals/snacks.”

“We meet with parents to discuss what foods are from the ethnic foods, try the recipes, and then add on our menus. Our Nutritionist works closely with families to ensure that menus reflect our culture of children and families.”

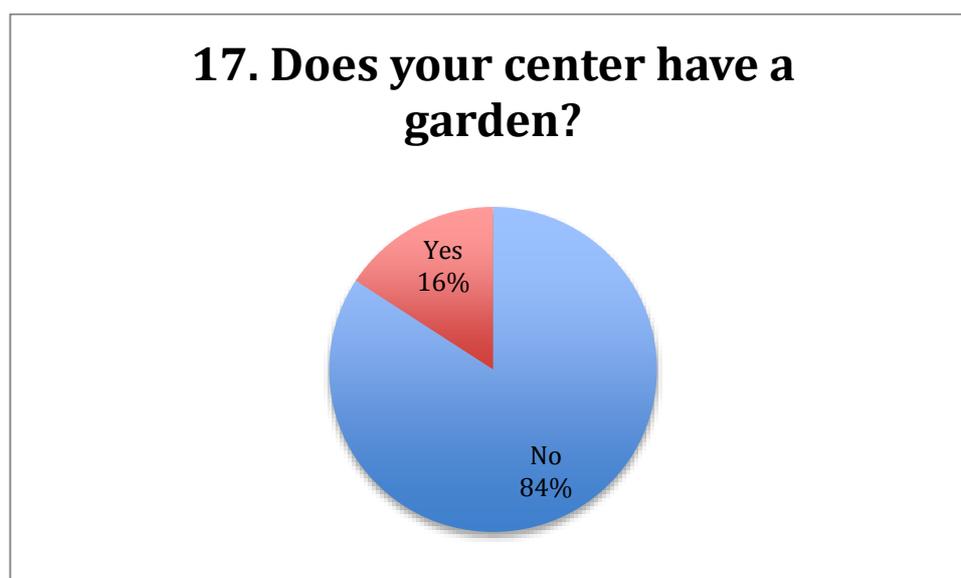
**16. How would you assess the quality of the nutrition provided at your center?
(N = 37)**

Very Good	Good	Acceptable	Poor	Very Poor
51.4%	21.6%	27%	0%	0%

17. Does your center have a garden? (N = 38)

84.2% - No (N = 32)

15.8% - Yes (N = 6)



18. Does your center include these topics in your curriculum for children ages 3 through 5?

- This question was answered on a scale of 1-4, 1 = Never, 2 = Infrequently, 3 = Occasionally and 4 = Frequently.

Topics:	Rating Average
Healthy eating/nutrition	3.87
Weather	3.81
The four seasons of the year	3.68
Specific foods	3.54
Farm animals	3.39
How plants grow	3.37
Farmers/farming	3.08
Where foods come from	3.29
Activities in your center's garden	1.65

19. Overall, how interested would you be in learning more about opportunities to incorporate Farm to Childcare programming into your center's activities? (N = 37)

- Respondents rated their interest on a scale of 1 to 5. 1 = Not Interested At All and 5 = Very Interested. The average response was 4.24, indicating strong interest in learning more about opportunities to expand Farm to Childcare programming.

0% - 1 = Not Interested at all

0% - 2

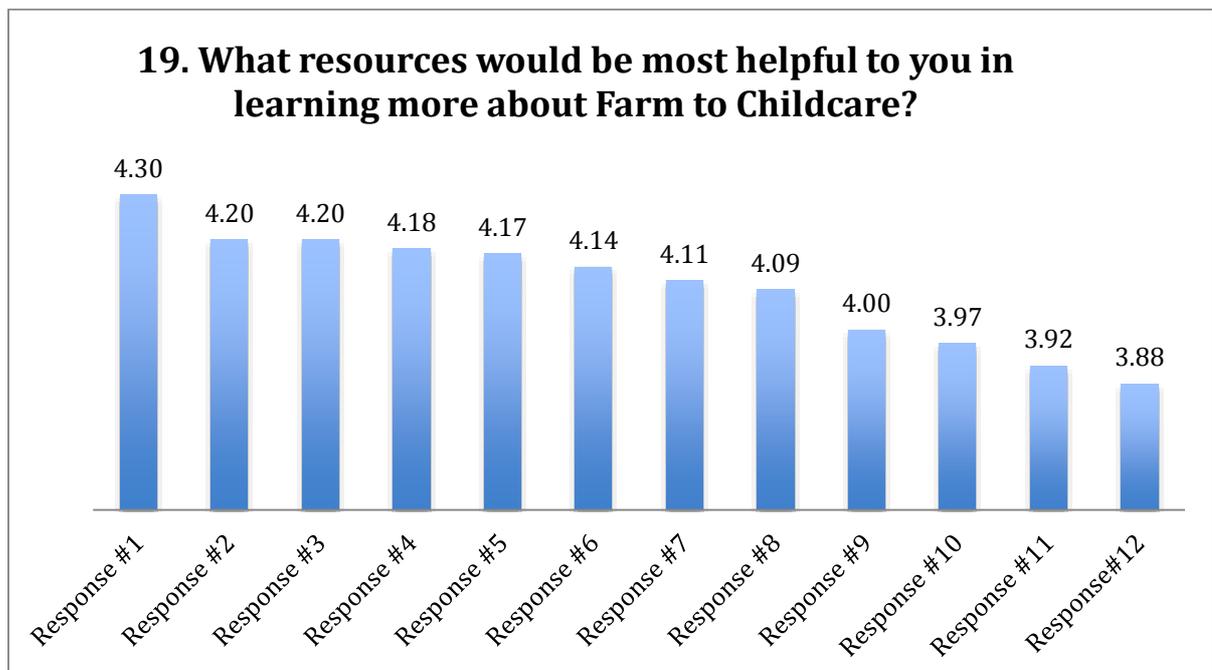
21.6% - 3 = Moderately Interested

32.4% - 4

45.9% - 5 = Very interested

20. What resources would be most helpful to you in learning more about Farm to Childcare? (N = 37)

- Respondents rated each of the resources below on a scale of 1 to 5: 1 = Not Helpful and 5 = Very Helpful. The lowest rating was 3.29, indicating that the respondents viewed all resources as at least moderately helpful. Average ratings for the following resources are depicted in the chart below:
 1. Development of a Statewide Action Plan for making Farm to Childcare programming part of Head Start
 2. Ways that teachers can teach children about Farm to Childcare concepts during mealtimes
 3. Information for parents about using EBT and WIC benefits at farmers markets
 4. Gardening-related activities
 5. Ideas for educating parents in Farm to Childcare programming
 6. Information on how Farm to Childcare programs can support healthy eating
 7. Training for center staff about Farm to Childcare teaching techniques
 8. Recipes and menu ideas for local foods
 9. An orientation for center staff about local foods and agriculture
 10. More clarity from your foodservice provider about the feasibility of purchasing and featuring local foods on the menu
 11. Evidence-based curriculum to use during the main portion of the school day
 12. Tips for partnering with K-12 schools on Farm to School/Farm to Childcare



21. What barriers or concerns would make it challenging for your center to serve locally grown foods or incorporate Farm to Childcare programming into the childcare day? (N = 36)

Possible Concerns:	1 = Minor Concern	2	3 = Moderate Concern	4	5 = Major Concern
I'm not sure our foodservice provider would be willing/able to menu locally grown foods	9 (25.0 %)	3 (8.3 %)	13 (36.1 %)	7 (19.4 %)	4 (11.1 %)
We have too many curriculum requirements to add something new	7 (19.4 %)	4 (11.1 %)	16 (44.4 %)	4 (11.1 %)	5 (13.9 %)
We are unfamiliar with Farm to Childcare and how it could benefit our children	16 (44.4 %)	4 (11.1 %)	11 (30.6 %)	4 (11.1 %)	1 (2.8 %)
Our children already eat healthy enough	15 (41.7 %)	6 (16.7 %)	12 (33.3 %)	1 (2.8 %)	2 (5.6 %)
Our children already know where their food comes from	15 (41.7 %)	5 (13.9 %)	12 (33.3 %)	3 (8.3 %)	1 (2.8 %)

None of the possible concerns above were identified as a “Major Concern” by more than 14% of the respondents.

Of the five possible concerns, “I’m not sure our foodservice provider would be willing/able to menu locally grown foods” was rated a “4” or “5” (significant or major concern) by 30.5% of respondents. The concern that “We have too many curriculum requirements to add something new” was also rated a “4” or “5” by 25.0% of respondents. This suggests that improving coordination with foodservice providers and finding creative ways to fit curriculum into the day (for instance, by using meal times creatively) should be a priority for future programming.

A lack of familiarity with Farm to Childcare and its benefits to childcare were not identified as a significant concern, although educational opportunities might be helpful for some providers, particularly if Farm to Childcare activities were to be expanded.

Concerns that children are “already eating healthy enough” or have sufficient knowledge of “where their food comes from” don’t appear to be significant barriers to greater adoption of Farm to Childcare strategies.

MEMORANDUM OF UNDERSTANDING

Between the Institute for Agriculture and Trade Policy (IATP) and New Horizon Academy (NHA)

Re: Farm to Childcare Partnership

Date: 9/23/11

Goals:

IATP and NHA are embarking on a partnership to support the development, piloting, evaluation and dissemination of innovative Farm to Childcare (F2CC) strategies. The partners share a commitment to the following Farm to Childcare goals:

- enhance food quality in childcare settings through increased use of fresh, locally grown foods
- advance children's understanding of local food issues and the development of healthy eating habits
- inform and engage parents
- support the local economy and small/mid-size farmers through local food procurement

Working through a cluster of NHA pilot locations (TBD), the partners will work together to identify and implement foodservice innovations, test F2CC curriculum for childcare participants, train and develop buy in with NHA foodservice and teaching staff, engage parents, evaluate the pilot effort through quantitative and qualitative means, and share resulting lessons learned and tools with outside audiences.

Anticipated timetable:

October 2011 – May 2012:

- Jointly develop F2CC pilot strategy for implementation beginning in Summer 2012
- Develop buy-in among participating NHA teaching, foodservice and headquarters staff and provide staff training as needed
- Craft needed procurement, menuing, curriculum and outreach systems and resources
- Develop evaluation protocol and tools

June 2012 – October 2012:

- Implement pilot procurement, curriculum, outreach and evaluation activities at an agreed set of pilot locations

November 2012- March 2013:

- Assess results, benefits and challenges of the pilot and related lessons learned
- Identify potential strategies for improvement in 2013
- Package and begin dissemination of pilot outcomes and Farm to Childcare tools developed through the partnership to outside audiences

Roles and Responsibilities of the Parties:

IATP

- Provide expertise on local food and agriculture systems, local food procurement, menuing, promotions, staff training, evaluation and Farm to School
- Coordinate team meetings and track progress toward agreed next steps
- Collaborate with NHA to design pilot strategies for foodservice, curriculum and parent outreach, develop needed tools, and support NHA staff training.
- Provide advice and trouble-shooting support to NHA during implementation phase and help monitor progress
- Provide a conduit to resources and advice from national stakeholders (e.g. National Farm to School Network)
- Support effective evaluation through development of evaluation protocols, input-gathering tools and by conducting staff interviews, as appropriate
- Package and disseminate lessons learned, key outcomes and resources developed through this pilot to a broader audience

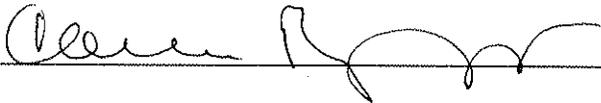
New Horizons:

- Co-strategize with IATP to design pilot efforts, including procurement and menu innovations, staff training, curriculum and outreach prior to Summer 2012
- Secure buy-in from participating childcare foodservice and teacher staff and provide staff training as needed
- Implement pilot activities beginning in Summer 2012
- Support effective evaluation and analysis of pilot activities through gathering of quantitative data and qualitative input from staff and parents. Share agreed data with IATP and allow for dissemination of outcomes and tools developed through this collaboration to broader audiences.
- Where feasible, provide linkages to state and national stakeholders to support effective engagement and sharing of lessons learned (e.g. MN Childcare Association, Early Care and Education Consortium).

The expected timeframe for this MOU is 18 months, running from the time of signature through March 2013.

This MOU is entered into with a spirit of goodwill. Both parties agree to open dialogue about any required adjustments to make this collaboration work effectively.

Signed and Dated

 9/23/11

Corinne Rafferty, VP for Organization

Date

Institute for Agriculture and Trade Policy

Chad Dunkley, Chief Operating Officer

Date

New Horizon Academy

Farm2New Horizon Curriculum Task Force



As part of the Farm 2 Childcare partnership between New Horizon Academy and the Institute for Agriculture and Trade Policy (IATP), we are forming small task forces to help develop the food, curriculum and parent outreach components of the F2CC initiative.

The task forces will be advisory in nature, and each will be co-chaired by two individuals, one from NHA and one from IATP. NHA has enlisted 4-5 staff from the initial pilot sites to participate in each task force based on their expertise, perspective and ability to participate in the initiative's development. The F2CC Curriculum Task Force will:

- Provide a sounding board and “reality check” in the development of curriculum-related F2CC strategies and activities
- Help identify, develop and prioritize F2CC curriculum strategies, particularly classroom and garden-based curriculum and activities that educate children about the “Farm to...” aspects of this initiative
- Identify staff training and resource needs
- Coordinate with the Food Task Force for related tasting and classroom activities as needed
- Provide input on the design of evaluation protocols

The Task Force will meet in-person in March and perhaps again in May prior to the launch of pilot activities in June. We anticipate that most other communication will occur by email or conference call.

Task Force co-chairs

- Bev Bauman – NHA
- Lynn Mader – Institute for Agriculture and Trade Policy

Curriculum Task Force members

- Olga (teacher)- Shorewood
- Melissa Smack (teacher)- Blaine
- Brooke O’Neill (teacher)- KBH- Roseville
- Angie Bernander (teacher)- KBH- EP
- Madeline Kastler -- Institute for Agriculture and Trade Policy
- Cisa Keller -- NHA



**INSTITUTE FOR
AGRICULTURE AND TRADE POLICY**

PRESS RELEASE

**For immediate
release June 26, 2012**

Press Contact

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About IATP

Institute for Agriculture and Trade Policy works locally and globally at the intersection of policy and practice to ensure fair and sustainable food, farm and trade systems. IATP is headquartered in Minneapolis, Minnesota with an office in Washington D.C.

Freshest for the youngest: Launch of Minnesota Farm to Childcare pilot to serve as national model

MINNEAPOLIS – A new partnership between the Institute for Agriculture and Trade Policy (IATP) and child-care provider New Horizon Academy (NHA) is delivering fresh, local foods from Minnesota farms to child-care centers around the state.

Beginning this month, 13 New Horizon child care sites located in the Twin Cities metro, St. Cloud and Rochester areas will serve as pilot locations for a new Farm to Child Care initiative. In 2013, the program will be extended to all 60 of NHA's Minnesota locations, reaching a total of 7,500 children. After rigorous evaluation of the program, IATP will report its findings nationally and provide tools to encourage others to adopt the model.

Healthy food from nearby farms and experiential learning opportunities, garden-based education, and interactions with farmers will connect young children with local foods and educate them about how their food is grown.

“IATP has helped catalyze the rapid growth of Farm to School in Minnesota and we are now bringing what we've learned to child care,” said IATP's JoAnne Berkenkamp. “Reaching young children, particularly between the ages of three and five, is a golden opportunity to influence lifelong eating habits, all while creating new opportunities for the local farm economy.”

Leading up to the June launch, IATP and NHA have been building relationships with area farmers, revamping menus to include locally grown fruits, vegetables and wild rice, developing curriculum for the children and generating helpful tips for parents. IATP has also released national research on nascent Farm to Child Care programs around the country and the opportunities and challenges in connecting farmers with children in child-care settings.

“We are excited to be on the ground level of such a unique partnership,” said NHA's Chief Operating Officer, Chad Dunkley. “Given our mission to provide children with the best possible environment for healthy development, providing farm-fresh, local foods is a natural fit for New Horizon Academy and the families we serve.”

“As a farmer, it’s important to me that younger generations know where their food is coming from and how it was grown—that carrots grow in the ground and that apples grow on trees—and that fresh food choices are good choices,” said Chuck Fields, whose farm, Ed Fields & Sons, will be supplying some of the fresh produce to be featured in the pilot program.

IATP’s work to expand Farm to School programs in Minnesota has contributed to an increase from fewer than 20 participating school districts in 2006 to 145 districts by 2011. Read IATP’s report, *Farm to Child Care: Opportunities and Challenges for Connecting Young Children with Local Foods and Farmers* on iatp.org.

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**INSTITUTE FOR
AGRICULTURE AND TRADE POLICY**

PRESS RELEASE

**For immediate release
June 17, 2013**

Press Contact

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About IATP

Institute for Agriculture and Trade Policy works locally and globally at the intersection of policy and practice to ensure fair and sustainable food, farm and trade systems. IATP is headquartered in Minneapolis, Minnesota with an office in Washington D.C.

About NHA

New Horizon Academy is a nationally acclaimed early care and education company providing programs for infants through 12 years of age including before and after school programs, with a focus on the development of school-readiness skills, self-esteem, confidence and a love of learning.

Farm to Childcare program expands to 62 sites across Minnesota

Healthier, locally produced food on the menu for Minnesota children

MINNEAPOLIS – Beginning today, childcare centers throughout Minnesota are set to serve healthy, locally grown foods as part of a Farm to Childcare initiative—an innovative program designed in partnership between the Minnesota-based Institute for Agriculture and Trade Policy (IATP) and childcare provider New Horizon Academy (NHA).

The program began last year as a pilot project, designed to evaluate effectiveness at 14 childcare sites throughout the state. Now, after seeing great success, the Farm to Childcare program is expanding to 62 New Horizon Academy Centers throughout the Metro area and greater Minnesota, potentially reaching 7,500 children.

Healthy food from nearby farms combined with experiential learning opportunities, garden-based education and interactions with farmers connecting participating young children with how their food is grown. By the end of last year's pilot program, IATP found that 84 percent of participating children could correctly identify featured foods and 72 percent reported liking the local foods that were featured.

“We’re excited to see Farm to Childcare experience the same exponential growth we’ve seen in our Farm to School work,” said IATP’s Erin McKee VanSlooten. “Introducing young children to fresh, local foods and starting them on the path toward healthy eating habits just makes sense—kids love it, parents are happy, and our local farm economy retains more local dollars.”

Research shows children’s taste preferences are most actively developed between the ages of three and five. The childcare age is a golden opportunity to develop a taste for healthy foods and to help stave off childhood obesity and other diet-related diseases, some of the fastest growing public health concerns today.

“New Horizon Academy’s mission is to build the self-esteem and potential for the children in our care, and teaching healthy lifestyle choices is central to that goal. We believe our children are best served when they understand where their food is coming from and the critical role fruits, vegetables and other crops play in a healthy diet,”

said Cisa Keller, director of government and community relations for NHA. “Research shows that 90 percent of brain development happens in the first five years of a child’s life and we want to ensure that each child’s brain develops to its ultimate potential with engaged classrooms and healthy meals and snacks.”

“I loved the program, and my son loved it, too! He enjoyed the hands-on activities. And now he can point out healthy food choices and unhealthy food choices. As a parent, that is an important thing for your child to learn at such a young age,” said Renita Cyprian, parent at East St. Paul New Horizon Academy who participated in the pilot program.

IATP will be publishing a Farm to Childcare curriculum package, complete with teaching materials created with NHA and lessons learned from the pilot later this summer. IATP is working to grow farm to institution relationships in order to strengthen local food systems for farmers, communities and eaters.

This work has been funded in part by Blue Cross Blue Shield of Minnesota.

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INSTITUTE FOR AGRICULTURE AND TRADE POLICY



**JoAnne Berkenkamp,
Lynn Mader & Madeline Kastler**

**Cisa Keller, Bev Bauman, Juli Seehusen &
Cara Johnson-Bader**

What is Farm2Childcare?



- **Connecting kids with locally grown, healthy foods**
- **Education about local foods, farming and nutrition**
- **Helping parents help their kids**
- **Supporting local farmers**



NHA: Why are we here?^{append}

Why now?

- Our Mission of continuous improvement
- Research about childhood obesity
- Let's Move, Partnership for a Healthier America and Farm2Child Care
- Committed to healthy eating and parent outreach
- Experiential curriculum and gardens
- Pilot, roll out, share



Institute for Agriculture and Trade Policy Appendix

- Non-profit working locally and around the world on food & farming
- Knowledge of local agriculture, foodservice, distribution
- Next step after successful Farm to School work
 - How to reach kids even earlier?
 - How to create new opportunities for farmers?



TPT Video

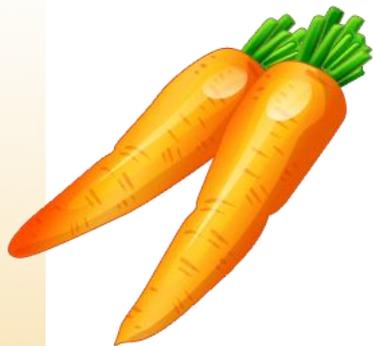


F2NHA Strategies

Goal: Aim for 8 interactions per food to influence taste preferences and knowledge

1) Local foods: menus, snacks and tastings

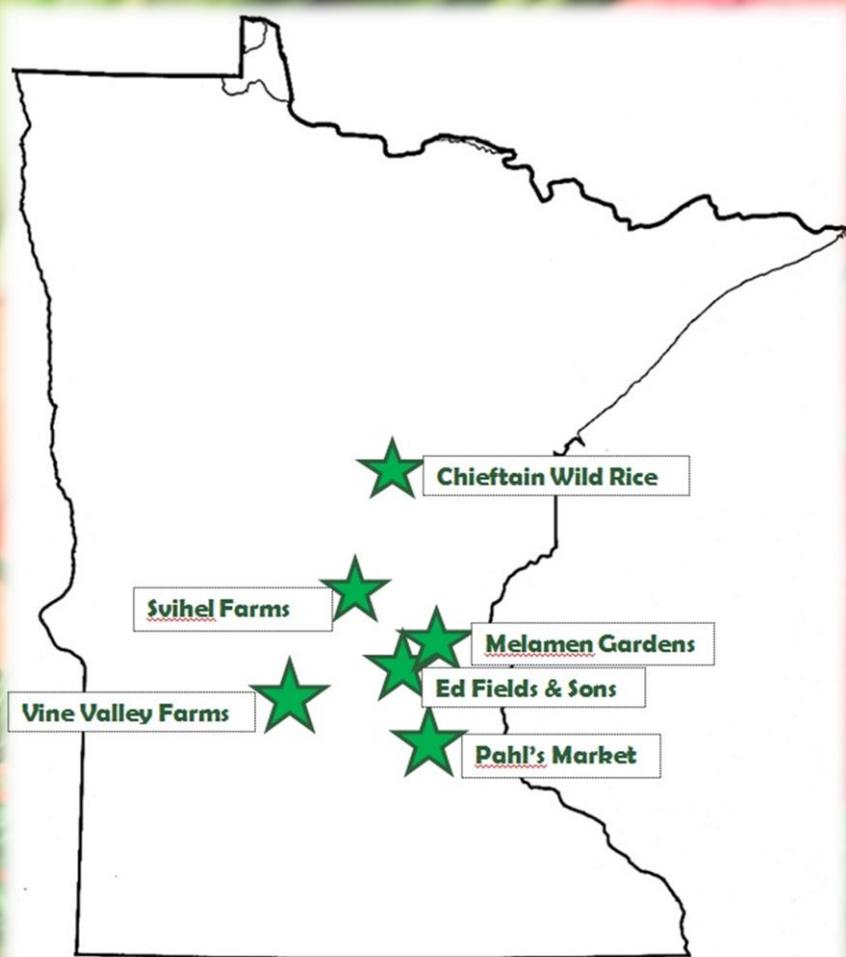




Second Half of June	Wild Rice
Half of July	Pea Pods
Half of July	Zucchini
Half of August	Peppers
Half of August	Tomatoes
Half of September	Cucumbers
Half of September	Cantaloupe
Half of October	Apples
Half of October	Cabbage
Half of November	Winter Squash
Half of November	Carrots



Our Local Farmers



Chieftain Wild Rice	Aitkin, MN
Svihel Farms	Foley, MN
Melamen Gardens	Cedar, MN
Ed Fields & Sons	Anoka, MN
Vine Valley Farms	Stewart, MN
Pahl's Market	Apple Valley, MN

In addition to Local Foods:

2) Curriculum

- Classroom activities
- Cooking
- Gardening
- Farmer interactions

3) Parent Outreach



2012 Pilot

- 3 Task Forces
- Develop food, curriculum and parent outreach in 2 week blocks
- Launch June 15
- Experiment, Learn and Evaluate
- Plan for full roll-out and sharing in 2013



Today

- The Why and What of Farm to Childcare
- Partnership
- Your participation in food / curriculum / parent outreach
- Evaluation of the pilot



Questions & Feedback



Farm to Childcare Training Session Facilitators' Agenda 1/24/11

1. NHA: Introductions (10 min)
2. Cisa: why NHA cares about healthy eating/local foods and why we are embarking on this 2-year initiative/partnership. Introduce IATP (10 min)
3. JoAnne: what F2CC is about, benefits to kids, parents and providers, successful strategies, lessons from Farm to School (10 min)
4. Cara: roles and responsibilities of pilot staff, timeline (start in May), role of Reinhart, brief references to evaluating/fuller rollout in 2013/sharing tools with others (10 min)
5. Lynn and Cara: Walk through squash example and how food, curriculum (Lynn) and parental outreach (Cara) could look. (15 min). Provide 1-2 page handout. Distribute full squash materials at the end of the training.
6. JoAnne: Break into small groups of 5-6 people based on folder colors and brainstorm possible food, curriculum and outreach strategies/challenges for a one-month period, aiming for 8 interactions with that food, choose a reporter to report back. Distribute the form. Cucumbers, tomatoes, apples and watermelon (20 min)
7. Small groups report back on strategies and challenges – 5 minutes each (20 min)
8. Q&A (15 min)
9. Bev: Key issues to address from February through April. Training opportunities (10 min)

Handouts to share at the meeting

- NHA will put together folders for attendees and make copies of the full-length squash material, an agenda and docs from IATP
- IATP: 1-2 pager for squash exercise, PPT, resource page, form for the exercise

Draft Outline for Food Breakout Session (lead by Cisa and Lynn)

- Ice Breaker (5 min) – IATP
 - Review Food Calendar (5 min) IATP
 - Talk about the Farmers and Where this Food is Coming From
 - Review the Menu (10 min) – NHA
 - Discuss purchasing from Reinhart/Cut Fruit Express—pre-chopped, etc,
 - Snap Peas Discussion (20 min) ...going to focus on Sugar Snap Peas first, as this is less “unknown” NHA
 - KWL on Snap Peas
 - Have them actually make the sugar snap pea activity NHA
- Discussion and Q and A (10 min)
- Make sure we inquire about needs of kitchens
-
- Handouts will include:
 - Menus for June – Aug
 - Food order #/guide for June...July – Aug to come once Reinhardt has order numbers finalized
 - Recipe one-pager

Example Food Calendar

From Farm to NHA pilot

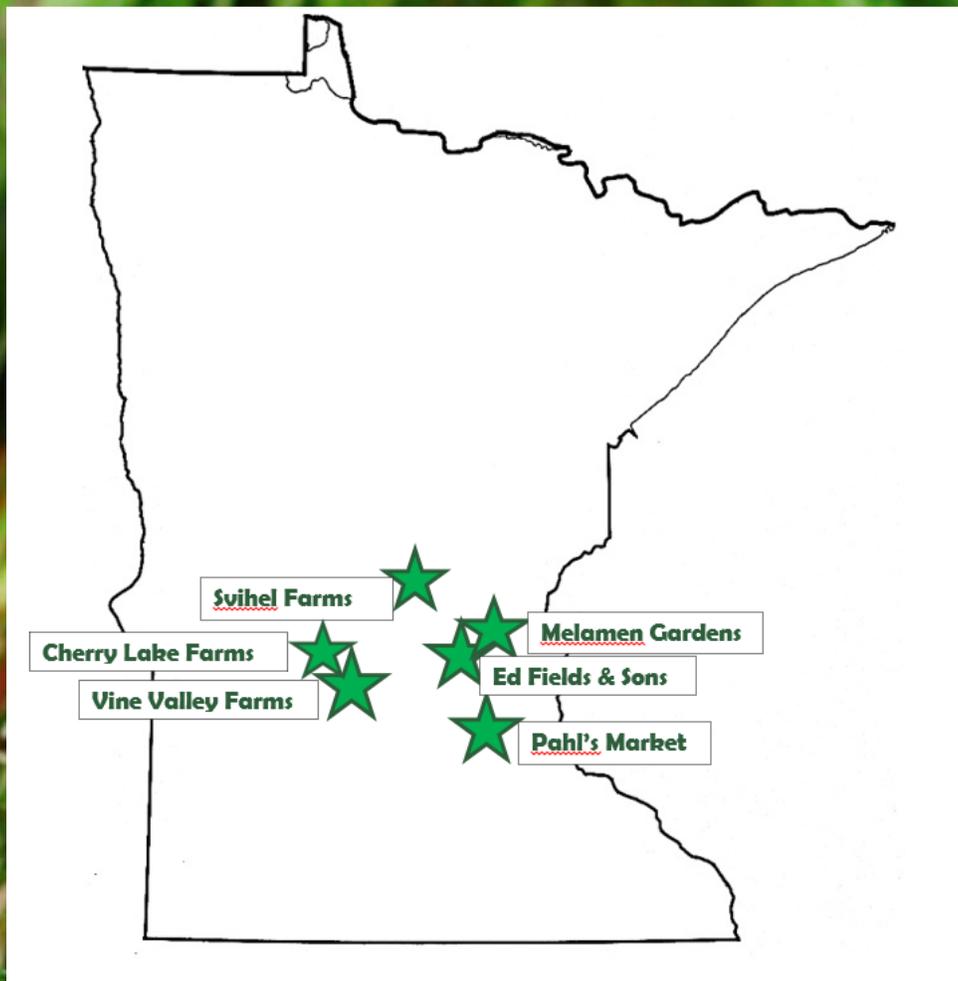
Schedule	Local Food
Half of July	Snap Peas
Half of July	Zucchini
Half of August	Peppers
Half of August	Tomatoes
Half of September	Cucumbers
Half of September	Cantaloupe
Half of October	Apples
Half of October	Cabbage
Half of November	Carrots
Half of November	Winter Squash

Draft Child Care Menu Planning Guidelines**5-9-12**

Goal: To offer students opportunity to taste the product in different forms and to see how taste preferences change

1. Try to create menus with the product in raw/blanched and cooked forms, prepared simply so students can experience the true flavor of the product. Recognizing some products like squash may not be a good choice to serve raw
2. Try to offer as a separate menu item, not just as a condiment
3. Offer product in as pure a form as possible, avoiding adding excess sugar or other sweeteners that will disguise the flavor of the featured item
4. When using in a mixed dish like a casserole or muffin, aim to use enough of the featured food so that it can be visually recognized and that the taste and texture can be identified in the final product
5. If a dip or sauce is used, plan for something that is healthful, like hummus
6. Plan Menu in accordance with Cut Fruit Express expected availability
7. Develop Menu and get feedback from NHA staff, IATP and Food Working Group before finalizing

Our Local Farmers



Cherry Lake Farms	Atwater, MN
Ed Fields & Sons	Anoka, MN
<u>Malamen Gardens</u>	Cedar, MN
<u>Pahl's Market</u>	Apple Valley, MN
<u>Svihel Farms</u>	Foley, MN
Vine Valley Farms	Stewart, MN



Vine Valley Farms

Stewart, MN

“When people think of a family farm, I think we pretty much fit the description,” says John Tanata of Vine Valley Farms in Stewart, Minnesota.

Family owned since 1947, Vine Valley Farm rests 60 miles west of the Twin Cities near Hutchinson. The operation is owned and operated by John and

Wendy Tanata and their sons Josh, Adam and Anthony. “Our family loves the lifestyle. Your work is your home. And you eat your meals with your family every day,” John says.



Members of the Food Alliance with a deep commitment toward sustainable farming practices, the Tanatas practice sustainable farming by limiting the pesticides and herbicides applied to the plants and controlling weeds by managing crop rotation, cultivating and hoeing. They also preserve natural habitat on their farm with the use of windbreaks, native plantings, and standing deadwood for raptors.

The Tanatas have been farming the rich loamy soil of central Minnesota for three generations. They began managing the Vine Valley operation in 1980, raising winter and summer squash, cucumbers, onions, radishes, green beans, beets, and cabbage.

John and his family are most proud of their zucchini. “It’s what we’re known for,” says John. Being zucchini enthusiasts as well as growing experts, the family eats a lot of it. “We fry it in butter, make zucchini crisp, zucchini bread and zucchini cake. You can substitute zucchini in lots of recipes, especially those with apples,” says John.

“Our soil is rich with clay so it holds a lot of moisture. When you grow zucchini on sandy soil, the ground acts like glass and scratches the skin. I like to think our zucchini is the best. We take a lot of pride in it.”

Source: http://hbrooks.com/growers/index.php?grower_id=19;
<http://www.lundsandbyerlys.com/recipes/eat-local/vine-valley.aspx>



Svihel Vegetable Farm

Foley MN

The Svihel's are known for their extra tender and flavorful sweet corn, but that melt-in-your-mouth quality is also found in the green peppers, cucumbers, cabbage, watermelon, cantaloupe, strawberries, raspberries, green beans, eggplant, tomatoes, and pumpkins they grow as well. All fruits and vegetables are picked daily by hand to ensure maximum freshness and taste.



John purchased this land near Foley several years ago, but he has been involved in the vegetable business for many years. While an undergraduate at St. John's University in Collegeville, John started his own business operating roadside stands where he sold farm-fresh vegetables. Years later, John's farming style is characterized by this entrepreneurial spirit, as well as a strong commitment to environmental responsibility.

Being "an outdoors person, and pretty conservation-minded," John takes care to grow his vegetables with minimal environmental impact. "The less spray the better, for beneficial bugs, birds, and people," John says, and he constantly monitors his fields in order to avoid excessive pesticide applications. John rotates his crops and extensively uses cover crops to keep the soil fertile to reduce reliance on chemical fertilizers. He reduces soil erosion by planting windbreaks and by not tilling his fields in the fall. John believes in farming in harmony with the natural world; he keeps areas of his farm as habitat for wildlife, and every year plants food plots for pheasants, deer, and turkeys.

John's commitment to environmental and social responsibility made Food Alliance certification a natural fit for him. "I believe in what they're trying to do," he asserts. Food Alliance certification recognized John's efforts to grow his crops with minimal environmental impact. Certification also opened new markets for John to sell his products, including food service. With the Food Alliance Seal of Approval, John assures his customers that his sweet corn—as well as all his other products—is ecofriendly as well as melt-in-your mouth tender.

Source: <http://www.campusdish.com/NR/rdonlyres/EC78D374-127C-4D88-B51B-6438A7F14996/57190/svihelfarms.pdf>; http://myfarmdirect.com/pdf/Brochure_Farm_Direct.pdf

Ed Fields & Sons

Anoka, MN

Family owned and operated since 1940's. In their third generation and counting, they grow radishes, carrots, parsnips, potatoes, and green onions.



Pahl Farms

Apple Valley, MN

Pahl's is a family-owned and operated business that was established in the early 1900's. We are a fifth generation 1000 acre family farm that started in the river bottoms of Bloomington, Minnesota. In the late 1970's we began to move the farm south of the river to Apple Valley, Minnesota. We started out selling homegrown produce out of the back of a truck.



Today, Pahl's is still famous for its fresh homegrown produce and is also known for its Garden Center. We harvest and sell sweet corn, cabbage, green beans, tomatoes, cucumbers, peppers, squash, and pumpkins. Our Produce is picked fresh daily to ensure the highest quality. Pahl's Market is situated on 16 acres just south of the Twin Cities in beautiful

Apple Valley, Minnesota. At Pahl's, we take pride in growing and not just selling our quality products, and we strive for a large selection and the best quality at competitive prices. We are also proud to have MNLA certified professionals on our staff.

Melamen Gardens

Cedar, MN

Mick Malamen grew up on his parents' farm, and has been farming himself now for around 50 years. He loves the freedom of being his own boss and working outside (especially in the good weather!). He practices specialized growing techniques for every vegetable he grows, from radishes, carrots and beets, to kohlrabi, tomatoes and more. He is glad that kids are learning more about the origins of their food now, and tells a story about the disconnect many young people have with where their food comes from: "When she was in high school, our daughter brought her friends over and they were out in the fields. We pulled up a carrot, and they were so surprised—they didn't know carrots grew in the ground!"

Source: <http://2011.ruralassembly.org/sites/2011.ruralassembly.org/files/Farming%20with%20bix%20bios%20all.pdf>; <http://www.pahls.com/about/farm/>; http://events.twincities.com/apple_valley_mn/venues/show/1144442-pahl-farms-inc

Ed Fields & Sons

Anoka, MN

Growing up, Chuck Fields and his siblings each had a part to play in helping run their dad's farm.

Chuck was naturally talented at working on the many machines used to plant, harvest, clean and process the vegetables they grew, and often could be found working in the garage, fixing up a tractor until well after dark.



Ed Fields and Sons has been family owned and operated since the 1940's, and Chuck is the third generation of farmers in his family. They grow a great variety of vegetables, from radishes, carrots and parsnips to potatoes and green onions. He grew up eating his mother's cooking, made with food harvested fresh from the farm. "I was the last of eight children, and until I got older, my mom worked out on the farm, too. She would go in half an hour before lunchtime, put together a tremendous meal, clean up a bit and go out on the farm again and then go back in at five so that, when we got done at 6:00, there was a big meal! She's a great cook and could put stuff together so quick it was amazing. And she did this every day, six days a week. Sundays, we would go out to dinner—you worked so hard, you had to have a break!"

Chuck's talent with mechanics is a skill that comes in pretty handy on the farm. "The mechanical aspect has always been the most interesting to me," says Chuck. "We just buy the bare tractor, and everything on it, other than the frame of the tractor itself, we build. It's satisfying when you do something like that. I enjoy it—it's therapeutic for me!"

He has a harvester that he modified so well to harvest radishes that its manufacturers came out to take pictures as it plucked the veggies out of the ground and loaded them into a waiting truck.

After harvesting, the little pink orbs ride a series of conveyer belts that take them to be cleaned, sized and packaged, all on machines Chuck has maintained and modified.

Chuck still eats the veggies grown on the farm, and continues to use his mother's recipes to prepare their farm-fresh produce.

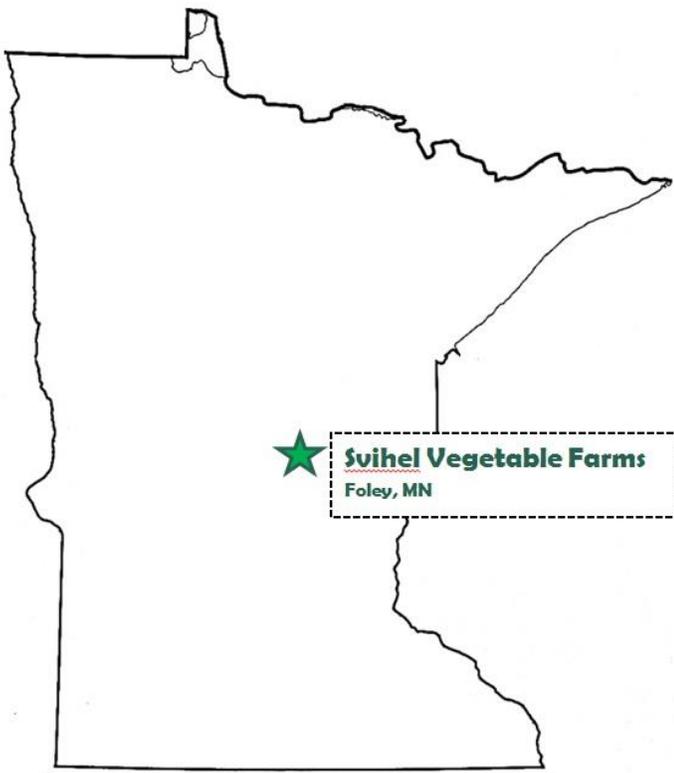


Chuck shows how his radish harvester works.

Farmer John Svihel, Svihel Vegetable Farm



John Svihel in front of a field of Aphrodite cantaloupe protected by small “hoop houses.”



**Farmer John grows all kinds of vegetables!
Every plant needs different things, and he
remembers how to take care of them all.**

Pepper plants protected by sheeting.

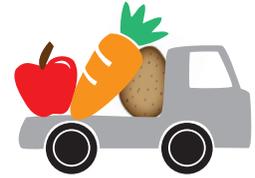


Rows of squash protected by a windbreak row of rye grass on the left.

Curriculum & Parent Outreach GUIDE



APRIL 2012



Introduction

We are excited to introduce the Farm2NHA program to your center. We have partnered with the Institute for Agriculture and Trade Policy (IATP) to connect our centers with foods grown locally by family farmers, for the mutual benefit of children, farmers, and community. The program includes fresh, locally grown, healthy menu items and snacks, a center garden, classroom curriculum, interaction with nearby farmers, and community involvement.

Each week you will introduce children to locally grown food items. The children will learn about the food, the farm and the farmer, healthy eating, gardening, and more. The children will have an opportunity to participate in taste testing and cooking projects, read books about nutrition, gardening, healthy habits, and grow a garden. The food is also incorporated into our monthly menu. Additionally, parents will be provided with support tools to reinforce the Farm2NHA concepts at home. The support tools will include suggested book lists, recipes, cooking activities, apps, and Web-site links.

The Farm2NHA program will strengthen children's knowledge about, and attitudes toward, agriculture, food, nutrition, and the environment.



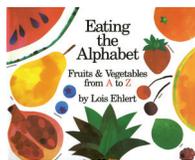


Prior to Starting

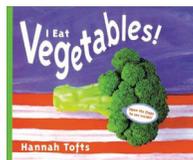
Prior to starting the fruit and vegetable food presentations, please take a survey with the children. Below are questions you will want to ask:

1. What is your favorite fruit?
2. What is your favorite vegetable?
3. If you could be a fruit, what would you be? A vegetable?
4. At the completion of the presentations, ask the children the same questions above.
5. Refer back to the children's first answers. How many of them changed their answers? Who were the winners; fruits or vegetables?

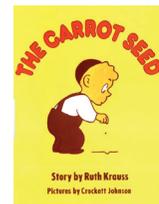
Read



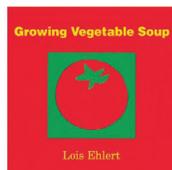
Eating the Alphabet
by Lois Ehlert



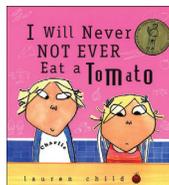
I Eat Vegetables!
by Hannan Tofts



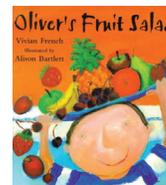
The Carrot Seed
by Ruth Krauss



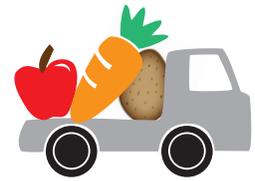
Growing Vegetable Soup
by Lois Ehlert



I Will Never Not Ever Eat A Tomato
by Lauren Child



Oliver's Fruit Salad
by Vivian French



Activities

- Develop a word list to describe different fruits and vegetables.
- Ask the children to cut out pictures of fruits and vegetables from magazines and shopping brochures. Instruct each child to glue pictures of the fruits and vegetables that they eat (throughout the day) on a piece of paper.
- Bring coupon flyers from the local Sunday paper to the classroom. Have the children go through the flyers and cut out all of the coupons that are for fruits and vegetables.
- Gather menus from local restaurants or online. Instruct each child to highlight the foods they have been talking about in class.
- As a group, plan a meal that includes at least three different colors (i.e.: green peppers, red tomatoes). Have the children draw a picture of the foods on a plate.
- Pretend you are running a healthy family restaurant at home. Start with a grocery list that you compile as a group. Sort the list into the different food groups. If you have food in the dramatic play area, allow the children to 'play' with the food.
- Introduce children to food labels.
- Table Talk: When the children are trying a new food during meal time, ask them questions similar to the following:
 1. What do they taste like? Are they soft? Crunchy? Sweet? Salty?
 2. Does anyone have a garden? What do you grow in your garden?
- Make a food pyramid plate. Once the plate has been put together, the children can take pictures of food and glue them in the correct section.
- Measure the table in your classroom using a variety of measurement tools (i.e. pea pods, zucchini). Guess how many pea pods it will take to measure the entire table. Following the measurement, compare the actual measurement with the estimated measurement.
- Be creative with the K-W-L concept of HighReach Curriculum. Post a pea pod with letters around it. Include a place to record student's responses. You may also use a zucchini, pepper, etc.
- While preparing a menu item or a classroom snack, introduce the children to the recipe. Discuss the different foods in the recipe and measuring tools used to prepare the recipe.
- Have children draw a picture of the farmer and the farm where their food came from. Ask them what the farmer grows.
- Grow a garden with the featured foods.

Games

- Place pea pods, zucchini, peppers, and tomatoes in a bag. Have each child pull out one item from the bag and name it.
- Play a memory game using pictures of pea pods, zucchini, tomatoes, and peppers.
- File folder game. Match up the foods that are 'sometimes foods' and foods that are 'body-building foods'.
- Play fruit and vegetable 'BINGO'.
- Mystery Bag: Bring in a variety of fruits and vegetables. Choose a child to secretly pick one item and place it inside a bag without showing the rest of the class. The child describes the chosen fruit or vegetable; how it feels, tastes, looks, and smells. The other children guess the identity of the object in the bag.

Pea Pods



JULY	Monday Activity	Tuesday Activity	Wednesday Snack	Thursday Menu Item
Week 1				
Week 2				

ACTIVITIES:

Choose two activities per week, one Farm2NHA concept and one other. Remember, you know the children best and which activities will interest them.

Circle Time

1. What color is the pea pod?
2. What other foods are the same color?
3. How big is the pea compared to the pea pod?
4. Put a puzzle together with the children, showing the growth of the pea plant and time of year it is planted and eaten.
5. Letter of the Week: 'P'
6. Describe various foods that use peas (soups, stir-fry, etc.)
7. Show farmer bio for pea pods and talk about pea pod facts (time of year pea pods are planted, how they are grown, and when they are harvested).
8. SONG AND ACTIVITY: Place pea pods in a clear water bottle. Sing the following song with the children:

Shake, shake, shake your peas
Shake them one, two, three
Shake them merrily!
Repeat



Sensory & Dramatic Play

9. FINGER PLAY:

FIVE FAT PEAS
Five fat peas in a pea pod (Children hold hand in a fist)
One grew, two grew, so did all the rest (Pat thumb and fingers up one by one)
They grew and grew (Raise hand in the air very slowly)
And did not stop,
Until one day,
The pod went POP! (Children clap hands together)
10. Have the children wash their hands. Allow the children to touch the pea pods for their own inspection. Ask the children the following questions:
 - How many of you know what you are holding?
 - How many of you have eaten this food?
 - How many peas are in the pod? Break pods open and compare how many peas are in each pod. Establish the concept that the number of peas in a pod varies.
11. Compare the taste of cooked and uncooked pea pods.

Pea Pods continued

Math & Science

12. GRAPHS: Divide the children into groups. Give each group a pea pod to open. Record the number of peas in each group's pod on a tally sheet. Transfer the tallies to graphs.
13. Have the children take the peas out of pea pods and place them into a container lined with paper. Squirt paint inside and cover. Give it a shake!
14. Grow pea pods in garden boxes or small planters. Take pictures throughout the growth process. Allow the children to plant, water, and pick the pea pods.
15. Ask the children to each open up two pods. Tell the children to add or subtract the number of peas in each pod.

Arts

16. Ask the children to open several pea pods and sort them according to the number and size of peas in each.
17. Have the children scrunch up paper into balls and create their own pea pod.
18. Draw a farmer growing pea pods.
19. Use pea pods to create different letter shapes.

Experimental

20. Taste, touch, and smell the food.
21. Cut open and observe the food.
22. Compare different varieties of the food.
23. Cook with the food.
24. Invite a farmer to visit the center.
25. Plan a field trip to a farm or farmer's market.

*Snack and menu items will be determined by the Food Task Force.

Parent Outreach Activities

WEEK 1: Record information about activities and snacks on the daily sheet.

WEEK 2: Provide families with recipes for snack and menu items.

Zucchini



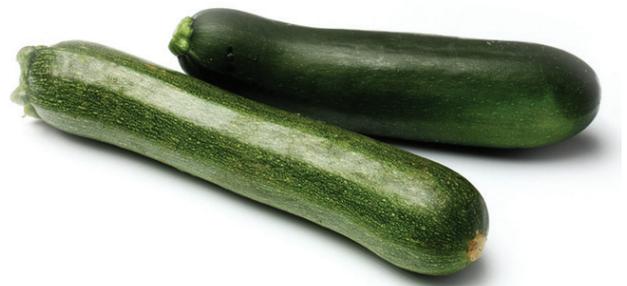
JULY	Monday Activity	Tuesday Activity	Wednesday Snack	Thursday Menu Item
Week 3				
Week 4				

ACTIVITIES:

Choose two activities per week, one Farm2NHA concept and one other. Remember, you know the children best and which activities will interest them.

Circle Time

1. **LETTERS:** Teach the children that zucchini starts with the letter 'Z'. Name other foods that start with the letter 'Z'.
2. Show the children a photo of a local farm and/or farmer where the zucchini was grown and talk about zucchini facts (time of year zucchini is planted, how it is grown, and when it is harvested).
3. Discuss the differences between produce that grows on vines and produce that grows on trees or bushes, etc.



Sensory & Dramatic Play

4. Compare cooked zucchini and raw zucchini by taste and feel.
 - Ask the children to predict which will take more chewing. Cooked or raw zucchini?
 - Write down their predictions.
 - Encourage the children to chew the cooked zucchini and the raw zucchini.
 - Ask the children which took more time and why?
 - Chart the results.
 - Compare the predictions to the results.
5. Smash up zucchini and place it in your sensory table.
6. Shred zucchini and place it in your sensory table.
7. Create a setting with activities to place the kids in the shoes of a farmer during the time of year zucchini is grown. Help the children relate to the growing process:
 - "Two months from now, we are going to eat zucchini. In order for the zucchini to be ready to harvest in two months, when do we need to plant the seeds?"
 - After one month of growth, how does our zucchini look?
 - After two months?
 - If there is a big rain or hail storm, what might happen to our zucchini?"

Zucchini continued

Math & Science

8. Each day, have the children chart and journal the changes in the zucchini as it decomposes.
9. Make zucchini bread. Ask the children to help you mix and measure the ingredients.
10. Compare sizes of zucchini. Line up the zucchini by size from largest to smallest.
11. Compare weights of various zucchini. Record the results.
12. Plant seeds in Dixie cups. Watch them grow and observe differences from week to week.
13. What do zucchini need to grow? Graph Activity:
At the beginning of the plant lesson plan, use a poster board to chart the different answers of your students. Ask what they think a plant needs to grow, and offer different possibilities: dirt, cake, water, bugs, sun, gas, moon, wind, cheese . . . have fun with it! Graph the answers and display on the wall.

Arts

14. Have the children cut out zucchini shapes from green construction paper.
15. Draw a farmer growing zucchini.
16. Zucchini Stamps: Cut zucchini in half. Have the children dip the zucchini into paint and stamp on paper.

Experimental

17. Taste, touch, and smell the food.
18. Cut open and observe the food.
19. Compare different varieties of the food.
20. Cook with the food.
21. Invite a farmer to visit the center.
22. Plan a field trip to a farm or farmer's market.

*Snack and Menu items will be determined by the Food Task Force.

Parent Outreach Activities

WEEK 3: Record information about activities and snacks on the daily sheet.

WEEK 4: Provide families with recipes for snack and menu items.

Peppers



AUGUST	Monday Activity	Tuesday Activity	Wednesday Snack	Thursday Menu Item
Week 1				
Week 2				

ACTIVITIES:

Choose two activities per week, one Farm2NHA concept and one other. Remember, you know the children best and which activities will interest them.

Circle Time

1. Show pictures of various foods grown from trees, vines, plants, and underground. How is each food different?
2. Show the children the farmer bio for peppers and talk about pepper facts (time of year zucchini is planted, how it is grown, and when it is harvested).
3. Talk about how peppers can be called either a fruit or a vegetable (fruit because of how it grows from a flower, vegetable because of how it is prepared). Ask the class how they think peppers grow – in a tree like oranges? On a vine like peas? In the ground like carrots? (They grow on small plants).
4. Focus on one particular pepper each day. Once all peppers are introduced, ask the children to compare and contrast.
5. FACT: Red bell peppers are green bell peppers that have been allowed to ripen.
6. Sing the song “The Farmer Plants the Seeds”.

Sensory & Dramatic Play

7. Compare cooked peppers and raw peppers by taste and feel. Ask the children what is the same and different.
8. Purchase a few yellow, red, and orange peppers. Encourage each child to try all four peppers. Chart each child’s preference in taste.
9. Creative movement (If possible have at least one adult model the movement)
 - Ask the children to crouch down into a ball to become tiny “seeds”
 - Pretend to spray them with water
 - Have them begin to sprout by slowly stretching their legs
 - Tell them to reach their face to the sun to grow strong
 - Make their legs and feet firm to make strong roots
 - Slowly stretch their arms up with their fist closed
 - Slowly open their “flowers” (hands) to create fruits
 - The fruit drops its seed
 - They plop back down and start the process over
 - You can read parts of “Growing Vegetable Soup” while doing this exercise and incorporate a slide whistle as they “grow”

The Farmer Plants the Seeds (Tune “Farmer in the Dell”)

The farmer plants the seeds.
(put seeds in the ground)
The farmer plants the seeds.
High ho the derry oh,
The farmer plants the seeds.

SECOND VERSE:
The sun comes out to shine.
(make big circle with arms)

THIRD VERSE:
The rain begins to fall.
(hands flutter to the ground)

FOURTH VERSE:
The plants begin to grow.
(children begin to rise)

FIFTH VERSE:
The farmer picks the peppers.
(pretend to use a shovel)

Now we’ll have some to eat.
(pretend to eat)



Peppers continued

Math & Science

10. Place one piece of pepper in a clear plastic bag for the children to observe. Each day, have the children chart and journal the changes in the pepper as it decomposes.
11. Plant seeds in Dixie cups. Watch them grow and observe differences from week to week.
12. Have the children compare the sizes of the peppers.
 - Line up the peppers by size from largest to smallest.
 - Use a scale to weigh each pepper. Record each weight.
13. Cut a pepper in half. Cut a second pepper into quarters. Demonstrate how they fit together to make the same amount. Point out how each is cut in halves and quarters. Count the number of parts on each pepper. Which has the most? Which has the least?
14. Identify different parts of the plant and the parts we eat.
15. Sort peppers by color, size, shape, and parts (stems, seeds, skin).
16. Make veggie pizza using peppers.

Arts

17. Pepper Prints: Cut pepper in half and have the children dip the pepper into paint and stamp onto paper.
18. Paint a Rainbow of Peppers
 - Display the photo cards for green bell peppers, red and yellow bell peppers, and chili peppers
 - Make available the paints: Green, Red, Yellow, Orange, and Purple
 - Each student can create their own pepper painting or the class can make one large painting
 - Talk about peppers as they paint. Write down any comments they make about peppers next to their drawing.
19. Use the seeds of a pepper in an art project (i.e.: mix with paint or sprinkle on paper)
20. Draw a farmer growing peppers.

Experimental

21. Taste, touch, and smell the food.
22. Cut open and observe the food.
23. Compare different varieties of the food.
24. Cook with the food.
25. Invite a farmer to visit the center.
26. Plan a field trip to a farm or farmer's market.

*Snack and menu items will be determined by the Food Task Force.

Parent Outreach Activities

WEEK 1: Record information about activities and snacks on the daily sheet.

WEEK 2: Provide families with a copy of the song "The Farmer Plants the Seeds".

Tomatoes



AUGUST	Monday Activity	Tuesday Activity	Wednesday Snack	Thursday Menu Item
Week 3				
Week 4				

ACTIVITIES:

Choose two activities per week, one Farm2NHA concept and one other. Remember, you know the children best and which activities will interest them.

Circle Time

1. Set out tomatoes, a potato masher, a bowl, and a plastic bottle of ketchup. Invite the children to guess what you can make. Ask the children the following questions:
 - How many of you like ketchup?
 - How do you think ketchup is made?
2. Show the children the farmer bio for tomatoes and talk about tomatoe facts (time of year tomatoes are planted, how they are grown, and when they are harvested).
3. Bring in various types of tomatoes to observe and discuss (e.g.: heirloom, beefsteak, roma, cherry, grape, green, red, etc.). Ask the children which type they prefer to eat? Compare and contrast delicate tomatoes to hardy produce such as squash.
4. Ask the children which foods are made with tomatoes? (salads, sandwiches, soups, sauces, etc.) Make a chart using their favorite foods made with tomatoes.
5. Talk about texture. How do tomatoes feel? Are they soft, hard, squishy? Compare tomatoes to other fruits and vegetables.

Sensory & Dramatic Play

6. Have the children taste field-grown tomatoes and grocery store tomatoes. Chart the tomato that tastes best.
7. Create a tomato Discovery Lab: Place various whole tomatoes in the sensory table for the children to examine by measuring and comparing.
 - Make available scientific tools such as measuring tapes/rulers, a scale, magnifying glasses, and tweezers.
 - Make available paper, pencils, and crayons for students to draw their observations. Teachers can write down the students' observations on each student's paper or collectively on one large paper.
 - As the day progresses, cut a cross section of the tomato and have them compare it to the whole tomatoes.
 - Encourage children to separate the seeds from the tomatoes and examine.



Tomatoes continued

Math & Science

8. SEQUENCE: Invite the children to create a sequence of steps to make ketchup. Arrange the materials in order from first to last. Make the sequence more complex by providing materials such as a dishpan for washing the tomatoes or an empty bottle for packaging the results.
9. Plant seeds in Dixie cups. Watch them grow and observe differences from week to week.
10. OBSERVATION: Place a tomato in a clear plastic bag for children to observe. Each day, have each child track and journal the changes as the tomato decomposes.
11. COMPARISON: Have the children compare sizes of various tomatoes.
12. What is Round Like a Tomato? Assemble a container of items of different shapes. If you have play food, you may use that. Otherwise, select a variety of blocks, balls, musical instruments or other items familiar to the children. Have children choose the round shapes from the collection of assembled items. Count the number of round shapes. Find other round shapes in the room.
13. Line up the tomatoes by size from largest to smallest.
14. Use a scale to weigh each tomato. Record each weight.

Arts

15. Create a collage. Ask the children to cut out pictures of different foods with tomatoes and glue onto paper.
16. Squish tomatoes and use the goop as paint.
17. Draw a farmer growing tomatoes.

Experimental

18. Taste, touch, and smell the food.
19. Cut open and observe the food.
20. Compare different varieties of the food.
21. Cook with the food.
22. Invite a farmer to visit the center.
23. Plan a field trip to a farm or farmer's market.

*Snack and menu items will be determined by the Food Task Force.

Parent Outreach Activities

WEEK 3: Record information about activities and snacks on the daily sheet.

WEEK 4: Provide families with recipes for snack and menu items.

Cucumbers



SEPTEMBER	Monday Activity	Tuesday Activity	Wednesday Snack	Thursday Menu Item
Week 1				
Week 2				

ACTIVITIES:

Choose two activities per week, one Farm2NHA concept and one other. Remember, you know the children best and which activities will interest them.

Circle Time

1. SEED TALK:
In the spring, people plant vegetable seeds and flower seeds in their gardens. After the rain falls and the sun shines, the seeds sprout. Soon, pretty flowers and yummy vegetables are growing. We eat the seeds of some foods such as peas, cucumbers, and corn. Strawberries have seeds on the outside, and we eat those too. We do not eat the seeds in apples or melons. What else can you think of that has seeds?
2. Show the children the farmer bio for cucumbers and talk about cucumber facts (time of year cucumbers are planted, how they are grown, and when they are harvested).
3. Sing the song "My Car is Constructed of Pickles".
4. FACTS: Did you know?
 - We're 96% water.
 - We're a great food for travellers in the desert. The cucumber's smooth skin keeps the water in like a jug.
 - Our flavor is in our seeds. Medium sized cucumbers with soft, small seeds have better flavor.
 - We're one of the oldest vegetables, cultivated for thousands of years in India and parts of Asia.

Sensory & Dramatic Play

5. Place a variety of cucumbers in the sensory table. Allow the older children to use rulers to measure each cucumber. Ask the children to line up the cucumbers according to size from smallest to largest.
6. Squish up cucumbers and allow the children to play with the 'goeey' insides.
7. Garden - dramatic play: A small plastic hoe, rank, and garden shovel can be placed outdoors to encourage gardening. A watering can, flowerpot, seed packages, and sun hats will also stimulate interest.
8. Have the children do a taste-test using raw cucumbers and pickles. Discuss the differences between them. Explain how a cucumber becomes a pickle.
9. Have the children hold and touch the cucumber. Have them explain what they feel.

My Car is Constructed of Pickles

My car is constructed of pickles.
It's wonderfully crunchy and sweet.
If ever I'm hungry while driving,
I pull off a pickle to eat.

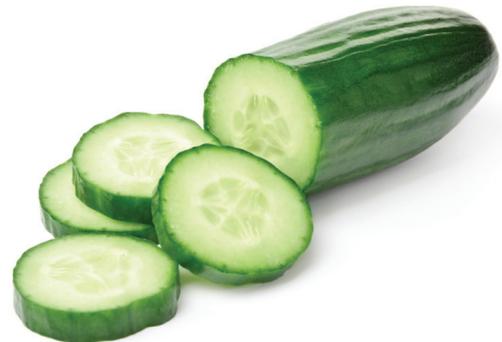
The engine is made out of gherkins.
The dashboard's an extra-large dill.
The windows and wipers are kosher,
as well as the bumpers and grille.

The hood's made of hamburger slices.
The gas tank is brimming with brine.
The doors are delectably salty.
The stickshift is simply divine.

There's one little problem I'm having.
I'm sure you would know what I mean,
if ever you saw this contraption;
my marvelous pickle machine.

I guess I've included my auto,
in just a few too many meals,
and now it won't budge when I start it;
it seems I have eaten the wheels.

-- Kenn Nesbitt



Cucumbers continued

Math & Science

10. Open a few cucumbers and let them lie open in the air. See what happens after a few days. Have the children journal the changes that take place.
11. COMPARISON: Have the children compare sizes of various tomatoes.
12. Plant seeds in Dixie cups. Watch them grow and observe differences from week to week.
13. Line up several cucumbers by size from largest to smallest.
14. Use a scale to weigh each cucumber. Record each weight.
15. Have the children measure various cucumbers using a ruler.
16. Cut the cucumber in halves and quarters. Show how adding them together makes 1.

Arts

17. Create a cucumber lacing card for the children. (Can be used with any veggie.)
18. Cucumber Prints: Cut cucumber slices. Ask the children to dip the slices into paint and stamp onto paper.
19. Mix cucumber seeds with paint.
20. Draw a farmer growing cucumbers.

Experimental

21. Taste, touch, and smell the food.
22. Cut open and observe the food.
23. Compare different varieties of the food.
24. Cook with the food.
25. Invite a farmer to visit the center.
26. Plan a field trip to a farm or farmer's market.

*Snack and menu items will be determined by the Food Task Force.

Parent Outreach Activities

WEEK 1: Record information about activities and snacks on the daily sheet.

WEEK 2: Provide families with a copy of the fingerplay, "My Car is Constructed of Pickles."

Cantaloupe



SEPTEMBER	Monday Activity	Tuesday Activity	Wednesday Snack	Thursday Menu Item
Week 3				
Week 4				

ACTIVITIES:

Choose two activities per week, one Farm2NHA concept and one other. Remember, you know the children best and which activities will interest them.



Circle Time

1. Can You Tell What's Hiding? Use a mystery box/bag to create interest by having the children feel the outside of a cantaloupe before revealing the "mystery" item to all. Ask questions:
 - Is cantaloupe a fruit or a vegetable? (Fruit)
 - What shape is it? (Round like a ball)
 - What color is the outside of the cantaloupe? (Tan like the color of sand)
 - How does the outside of it feel? (Rough like a basketball –let children feel a basketball, if available)
2. Show the children the farmer bio for cantaloupe and talk about cantaloupe facts (time of year cantaloupe are planted, how they are grown, and when they are harvested).
3. Cut open a cantaloupe and allow the children to examine the inside. Ask questions:
 - What colors are on the inside of the cantaloupe? (Orange, green, white)
 - What does the inside of the cantaloupe look like? (Seeds, slippery string-like fibers, and the orange flesh of the cantaloupe.)

Sensory & Dramatic Play

4. Place different parts of cantaloupe in the sensory table for the children to touch and feel. Place the insides, or the rinds, of the cantaloupe in the sensory table. Discuss how the different parts feels. Journal how they think each feels.
5. Set up a cantaloupe bowling alley. Use the cantaloupe to knock down the pins!
6. Cantaloupe Shapes:
 - Give each child a paper plate with at least two thin slices of cantaloupe. Let each child select a small cookie cutter(s).
 - Show the children how to press the cookie cutter into the flesh of the cantaloupe to make shapes.
 - After making the cantaloupe shapes, enjoy eating this snack.
 - As the children eat, ask them to describe how the cantaloupe smells (sweet), feels in the mouth (cool, smooth and slippery) and tastes (juicy and sweet).
7. Have the children taste-test cantaloupe and other melons. Compare the taste of the cantaloupe with the other melons.

Cantaloupe continued

Math & Science

8. Make fruit salad with the children. Compare and contrast the many different tastes.
9. Talk about the fractions of the cantaloupe as you cut it up.
10. Plant seeds in Dixie cups. Watch them grow and observe differences from week to week.
11. Ask the children to predict how much a cantaloupe weighs. Graph the predictions. Weigh the cantaloupe and chart the results. Discuss how accurate the predictions were to the actual results.

Arts

12. Have the children paint using the textured cantaloupe skin.
13. Scoop out the cantaloupe and have the children smash it onto paper. Ask the children to tell you what shape or picture they made by smashing the cantaloupe around on the paper.
14. Have the children make their own cantaloupe using paper bags. Crumple the paper bags and form a circle shape. Have the children paint their cantaloupes.
15. Draw a farmer growing cantaloupe.

Experimental

16. Taste, touch, and smell the food.
17. Cut open and observe the food.
18. Compare different varieties of the food.
19. Cook with the food.
20. Invite a farmer to visit the center.
21. Plan a field trip to a farm or farmer's market.

*Snack and menu items will be determined by the Food Task Force.

Parent Outreach Activities

WEEK 3: Record information about activities and snacks on the daily sheet.

WEEK 4: Provide families with recipes for snack and menu items.

Apples



OCTOBER	Monday Activity	Tuesday Activity	Wednesday Snack	Thursday Menu Item
Week 1				
Week 2				

ACTIVITIES:

Choose two activities per week, one Farm2NHA concept and one other. Remember, you know the children best and which activities will interest them.

Circle Time

1. Play a color matching game: Set out several pictures of different colored apples. Ask the children to match the apples according to color.
2. Show the children the farmer bio for apples and talk about apple facts (time of year apples are planted, how they are grown, and when they are harvested).
3. Make a list of the different kinds of apples.
4. Invite a worker from an apple orchard to come into the classroom to discuss how they do their job with the children.
5. Discuss how we can use apples in foods we eat. (Pies, applesauce, etc.)
6. Brainstorm and write words that describe apples.
7. Sing "Apples Up On Top".

Sensory & Dramatic Play

8. Cut up apples and place them in the sensory table. Watch them throughout the week and journal how the apples change.
9. 'WORM' THROUGH THE APPLE: Have children stand in a straight line with their feet apart. The child at the end is the "worm." They crawl through the "apples" (children's spread feet/legs). When the player reaches the front of the apple line, the next person in line becomes the "worm".
10. TASTE TEST:
 - Cut slices of yellow, red, and green apples and have the children sample each.
 - Then make a chart with the words, YELLOW, RED, and GREEN.
 - Have each child cut out and paste his or her favorite color apple to the chart.

Apples Up On Top

(tune: "Up on the Housetop")

Up in the treetop, way up high,
 Three red apples for my pie.
 How will I get them to the ground?
 I'll shake that tree 'til they fall down!
 Shake, shake, shake!
 Watch them fall!
 Shake, shake, shake,
 I'll catch them all!
 Oh, into my basket,
 One, two, three!
 No more apples in the tree.

-- Mailbox Magazine



Apples continued

Math & Science

11. Make applesauce.
12. Make a sequence of how an apple tree changes throughout the year, from spring to fall. (Blossoms, small apples, and the growth of the apple)
13. Plant seeds in Dixie cups. Watch them grow and observe differences from week to week.
14. Cut open 4 to 5 apples and count the number of seeds in each apple. Does each apple have the same amount of seeds? Which has more? Less?
15. Weigh several apples on a kitchen scale. Ask the children to guess how much each apple is going to weigh.
16. Cut apples into halves and quarters and use math concepts as you go.

Arts

17. Cut apples in half and have the children dip them in paint to make apple stamps.
18. Create a class apple tree: Have the kids cut out leaves and apples from paper and paste onto an art board.
19. Ask the children to color a picture of something that we can make from apples.
20. Draw a farmer growing apples.

Experimental

21. Taste, touch, and smell the food.
22. Cut open and observe the food.
23. Compare different varieties of the food.
24. Cook with the food.
25. Invite a farmer to visit the center.
26. Plan a field trip to a farm or farmer's market.

*Snack and menu items will be determined by the Food Task Force.

Parent Outreach Activities

WEEK 1: Record information about activities and snacks on the daily sheet.

WEEK 2: Provide families with a copy of the song "Apples Up On Top".

Cabbage



OCTOBER	Monday Activity	Tuesday Activity	Wednesday Snack	Thursday Menu Item
Week 3				
Week 4				

ACTIVITIES:

Choose two activities per week, one Farm2NHA concept and one other. Remember, you know the children best and which activities will interest them.

Circle Time

1. Ask children to draw a picture of what they think cabbage looks like.
2. Can You Tell What's Hiding? Use a mystery box/bag to create interest by having the children feel the cabbage before revealing the "mystery" item to all. Ask questions:
 - Is cabbage a fruit or a vegetable? (Vegetable)
 - What shape is it? (Round like a ball)
 - What color is the cabbage? (green)
 - How does the outside of it feel? (smooth and bumpy)
3. Show the children the farmer bio for cabbage and talk about cabbage facts (time of year cabbage is planted, how it is grown, and when it is harvested).
4. Discuss the different types of cabbage. (Red, green, and Savoy). Show the children each kind. Ask them to sort the cabbage by color.
5. Discuss how cabbage is grown differently from other vegetables.
6. Many people confuse cabbage and lettuce. Compare and contrast the two of them.
7. Ask the children which foods are made with cabbage?

Sensory & Dramatic Play

8. Cook cabbage.
 - Ask the children how cooked cabbage is different from raw cabbage?
 - Which smells better?
 - Do they feel different?
 - Which tastes better?
9. Have the children taste test cabbage and lettuce. Which tastes better?



Cabbage continued

Math & Science

10. Plant ornamental cabbage in pots outside for decor.
11. Peel the layers of a cabbage head and ask the children to count them with you.
12. Predict which is heavier – raw or cooked cabbage? Weigh a sample of raw cabbage. Then cook sample and weigh again. Chart results.
13. Plant seeds in Dixie cups. Watch them grow and observe differences from week to week.
14. Estimate and measure the circumference of cabbage heads. Compare varieties.

Arts

15. Have the children glue cabbage leaves on a piece of paper.
16. Make a veggie scarecrow using vegetables and the cabbage as the head.
17. Draw a farmer growing cabbage.

Experimental

18. Taste, touch, and smell the food.
19. Cut open and observe the food.
20. Compare different varieties of the food.
21. Cook with the food.
22. Invite a farmer to visit the center.
23. Plan a field trip to a farm or farmer's market.

*Snack and menu items will be determined by the Food Task Force.

Parent Outreach Activities:

WEEK 3: Record information about activities and snacks on the daily sheet.

WEEK 4: Provide families with recipes for snack and menu items.

Carrots



NOVEMBER	Monday Activity	Tuesday Activity	Wednesday Snack	Thursday Menu Item
Week 1				
Week 2				

ACTIVITIES:

Choose two activities per week, one Farm2NHA concept and one other. Remember, you know the children best and which activities will interest them.

Circle Time

1. Discuss where carrots come from and how they grow underground.
2. Show the children the farmer bio for carrots and talk about carrot facts (time of year carrots are planted, how they are grown, and when they are harvested).
3. Show the children a variety of carrots. Discuss the similarities and differences.
4. Read Stone Soup by *Marcia brown*. Cook stone soup to go with the story. Use vegetables that we have learned about over the summer and fall.
5. Read The Carrot Seed by *Ruth Krauss*.
6. Discuss eye health, vitamin A, and carotene.



Sensory & Dramatic Play

7. Place cooked and uncooked carrots in the sensory table. Discuss the differences.
8. Farm Market:
 - Supplies: Lots of plastic fruits and vegetables, paper bags, baskets, etc., a pretend or real cash register, play money, rebus grocery lists, a grocery cart, apron for the clerk, store signs like a chalk board, etc.
 - Directions: Set up a pretend farm market; one table for fruits and one for veggies. Have one child be the clerk, and the others have to be shoppers. Give the shoppers a list and they need to purchase the items on their list. After they find their items, they can pay the clerk. Have them separate and put back the foods when they are done and let a different child be the clerk. Give them different lists and let them do it again.

Carrots continued

Math & Science

9. Observe tiny carrot seeds. Add the carrot seeds to a Ziploc bag lined with a wet paper towel. Watch for the carrot seeds to sprout.
10. Make carrot muffins or cake.
11. Plant seeds in Dixie cups. Watch them grow and observe differences from week to week.
12. Use carrots to measure objects in the room (e.g. table, cot, wall). Ask the children to guess how many carrots it will take to measure each object. Record each guess and the real answer on a chart.
13. Create a hanging carrot basket:
 - Cut a two inch piece from the top of a thick carrot. Using a knife, carve out as much of the inside of the carrot as you can without splitting the carrot. This hole becomes a watering cup.
 - Stick four toothpicks around the cut edge of the carrot. Tie strings to the toothpicks to make a hanging basket.
 - Fill the hollow part of the carrot with water and hang in a sunny window. Keep the carrot cup filled with water. Watch each day to see a sunny surprise.

Arts

14. Have the children create 'veggie people' using a variety of carrots.
15. Encourage the kids to use as many different types of veggies as possible to create their own veggie super heroes. Have them give their hero a name.
16. Have the children roll carrots in paint and then roll on paper to create artwork.
17. Provide carrot slices, glue, and paper. Tell the children to create a masterpiece using the materials provided. Ask each child to describe what they made.
18. Draw a farmer growing carrots.

Experimental

19. Taste, touch, and smell the food.
20. Cut open and observe the food.
21. Compare different varieties of the food.
22. Cook with the food.
23. Invite a farmer to visit the center.
24. Plan a field trip to a farm or farmer's market.

*Snack and menu items will be determined by the Food Task Force.

Parent Outreach Activities:

WEEK 1: Record information about activities and snacks on the daily sheet.

WEEK 2: Provide families a copy of the fingerplay, "Carrots for Lunch."



Book List for Families



Books About Food

Eating the Alphabet by Lois Elhert
Sorting Foods by Patricia Whitehouse
Handa's Surprise by Eileen Browne
Rabbit Food by Suzanne Gretz
Lunch by Denise Fleming
Market Day by Lois Ehlert
I Eat Vegetables! By Hanna Tofts
I will Never Not Ever Eat A Tomato by Lauren Child
Oliver's Fruit Salad by Vivian French
The Beastly Feast by Bruce Goldstone
Cool as a Cucumber by Sally Smallwood
Food for Thought by Joost Efferts and Saxon Freymann
Little Pea by Amy Krouse Rosenthal
Good Food by DeMar Reggier
Llama Llama Mad at Mama by Anna Dewdney

Books About Gardening & Growing Fruits & Vegetables

I'm a Seed by Jean Marzollo
Growing Vegetable Soup by Lois Ehlert
Jack's Garden by Henry Cole
The Carrot Seed by Ruth Krause
Vegetable Garden by Douglas Florian
In the Garden by Davide Schwartz
Seeds Grow by Angela Medearis
A Fruit is a Suitcase for Seeds by Jean Richards
From Seed to Plant by Gail Gibbons

Books About Farms

The Rusty, Trusty Tractor by Joy Cowley
Giggle, Giggle, Quack by Doreen Cronin
On the Farm by David Elliot
Over On The Farm: A Counting Picture Book Rhyme
 by Christopher Gunson
The Big Red Barn by Margaret Wise Brown
Click, Clack, Quackity-Quack: An Alphabetical Adventure
 by Doreen Cronin
Old Macdonald Had a Farm by Pam Adams
Farm Alphabet Book by Jane Miller
Farming by Gail Gibbons

Books About Our Senses

My Five Senses by Alikei
Fruits are Fun by Amanda Rondeau
Little Bunny Follows His Nose by Katherine Howard
Sweet as a Strawberry by Sally Smallwood





PARENT OUTREACH IDEAS

Parent involvement is an important component of the Farm2NHA program. The better informed parents are throughout the process, the more likely parents are to incorporate the new foods into their own kitchens.



Farm2NHA Communication Strategies Already in Place for Our Families

- Monthly Menu – Page two of the monthly menu includes information about the Farm2NHA program along with recipes and wellness tips for families. We will continue using the monthly menu as a way to inform parents about healthy eating and keep families up-to-date about our progress with the Farm2NHA program.
- New Horizon Academy Web site – The Family Resource link on our web site includes information for families on healthy eating. It even includes recipes, links to web sites, and apps that will help support them in finding healthy options for their family. We will continue using the Web site as a way to inform parents about healthy eating and keep families up-to-date about our progress with the Farm2NHA program.
- Family Resource Connections – There are several Family Resource Connection articles that provide families with information on Farm2NHA.
- Farm2NHA Introduction Letter – The Farm2NHA introduction letter provides families with an overview of the Farm2NHA program.
- Farm2NHA Book List – A resource for families which provides them with suggested books to support healthy nutrition and the Farm2NHA program.

Required Farm2NHA Strategies at the Center

- Create a display which includes the menu along with information about the Farm2NHA program. See the photo below as an example of a display board.
- Use the Farm2NHA Farm and Food Highlight Display to inform families of the Farm2NHA food for the month, provide information about the farm the food item comes from, and provide information about the farmer. See the Farm2NHA Farm and Food Highlight Display below. (The form is on *The Insider* under Farm2NHA Program.)
- As appropriate, incorporate information about the Farm2NHA program in your monthly newsletter. Share photos of children sampling new foods, engaged in cooking projects, and/or learning about Farm2NHA foods during group time, and photos and stories about the children's garden at the center. IATP will provide information to include.
- Include information about Farm2NHA on the daily sheets. Provide families with detailed information about their child's experience with the Farm2 NHA food item.
- Create a display in the classroom to highlight Farm2NHA curriculum activities in your classroom. Incorporate statements of learning and photos to explain the curriculum activity. Use K-W-L boards to highlight what children know about the featured food item, what they want to know, and what they learned about the food item at the conclusion of the unit.
- Provide favorite snack and recipe ideas to families.
- Provide families with a copy of the Farm2NHA Book List.



A Seasonal Look at Fresh Produce

MAY	JUNE	JULY	AUG	SEPT	OCT	NOV	DEC
ASPARAGUS	ASPARAGUS	ASPAR					
BEDDING PLANTS	BEDDING PLANTS	BEDDI					
GREEN ONIONS	GREEN ONIONS	GREEN ONIONS	GREE				
RADISHES	RADISHES	RADISHES	RADISHES	RADISHES	RADISHES		
RHUBARB	RHUBARB						
SPINACH	SPINACH	S		SPINACH	SPINACH	SP	
	BROCCOLI	BROCCOLI	BROCCOLI	BROCCOLI	BROCCOL		
	CABBAGE	CABBAGE	CABBAGE	CABBAGE	CABBAGE	C	
	GREENS	GREENS	GREENS	GREENS	GREENS		
	GREEN BEANS	GREEN BEANS	GREEN BEANS				
	KOHLRABI	KOHLRABI	KOHLRABI	KOHLRABI			
	PEAS	PEAS	PEAS	PEA			
	STRAWBERRIES	STRA					
		BEETS	BEETS	BEETS	BEETS	BEETS	B
		BLUEBERRIES	BLUE				
		CARROTS	CARROTS	CARROTS	CARROTS	CARROTS	C
		CARROT TOPS	C				
		CUCUMBERS	CUCUMBERS	CUCUMBERS	CUCUMBERS	CUCUMBERS	C
		EGGS	EGGS	EGGS	EGGS	EGGS	E
		HERBS	HERBS	HERBS	HERBS	HERBS	H
		LIMES	LIMES	LIMES	LIMES	LIMES	L
		LETTUCE	LETTUCE	LETTUCE	LETTUCE	LETTUCE	L
		ONIONS	ONIONS	ONIONS	ONIONS	ONIONS	O
		PUMPKIN	PUMPKIN	PUMPKIN	PUMPKIN	PUMPKIN	P
		SPINACH	SPINACH	SPINACH	SPINACH	SPINACH	S
		STRAWBERRIES	STRAWBERRIES	STRAWBERRIES	STRAWBERRIES	STRAWBERRIES	S
		TOMATOES	TOMATOES	TOMATOES	TOMATOES	TOMATOES	T
		ZUCCHINI	ZUCCHINI	ZUCCHINI	ZUCCHINI	ZUCCHINI	Z

Suggested Farm2NHA Communication Strategies at the Center

- Create a photo timeline – seed, plant, actual Farm2NHA food, recipe, and samples.
- Post the Minnesota grown in-season food chart near the Farm2NHA display. (Download from *The Insider*.)
- Invite local farmers to visit the center and speak with the children.
- Invite families to participate in a recipe round-up. Families can share their favorite recipes using the food items chosen as part of the Farm2NHA program.
- Provide families with information about local farmers’ markets.
- Create a cookbook with recipes used as part of the Farm2NHA program.
- Set up a food taste test event at pick-up time. Families can chart their favorites. The tasting event is a fun way to introduce families to the Farm2NHA Program. At the event, children visit “tasting stations” with their parents to taste samples of Farm2NHA foods featured in the program.
- Schedule a family cooking event at pick-up time. The event encourages families to explore cooking with their children and celebrates their participation in the Farm2NHA program. At the event, families prepare and eat simple recipes that the children have previously made as a part of the Farm2NHA program classroom activities.



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PART I

Summary: Teacher Survey Responses (Zucchini, Peppers, Pea Pods)

What curriculum activities did you do?

- Taste, touch and smell food
- Identify first letter of the food's name and use it as "letter of the week" or identify other foods with names beginning with the same letter
- Compare different forms of the same food
- Talk about its history and/or where it comes from

What parent engagement tools did you use?

- Give parents recipes
- Post pictures and information on the parent website
- Send home information about the foods and children's' activities
- Give parents samples of the foods to try

Did you experiment with Curriculum or Parent Outreach activities that aren't shown in the Curriculum Book? If so, what did you try?

- On average, 50% of teachers followed the Zucchini and Tomato curricula as written
- Teachers experimented with the Pea Pod curriculum (67% used different activities) and Pepper curriculum (62%) more than the other vegetable curricula
- Made a parent board with information about Farm 2 Child Care and the local farmers/foods
- Made various art projects with the foods (i.e. zucchini sail boats)
- Asked for parent input on potential recipes
- Sent home a song for kids to sing with their parents

What worked well with the Curriculum and Parent Outreach activities you tried?

- Hands-on activities
- Anything that had the kids tasting, touching, smelling, exploring the foods

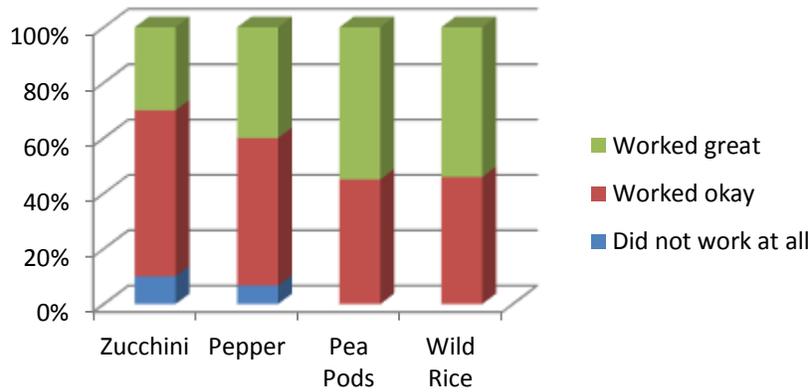
What didn't work well with the Curriculum and Parent Outreach activities you tried?

- Teachers found that parent interest and engagement was low.
- Some teachers found it difficult to get children to taste the foods.
- Hard to fit activities into an already full curriculum.

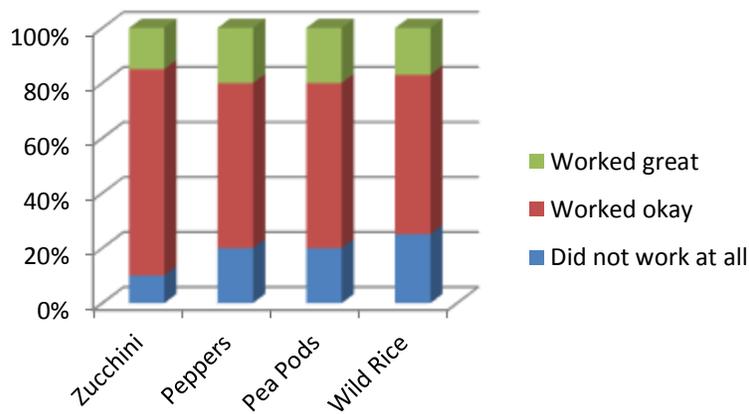
How successful with or well received by the children did you think each Farm to Child Care menu item was?

- Most successful recipes:
 - 60% found the Zucchini Muffin & Milk very successful
- Least successful recipes:
 - 57% of parents thought the Sliced Tomatoes, Cream Cheese, and Crackers & Milk recipe had less than normal levels of success (35.7% found it not successful)

Overall, how well did this week's food and its curriculum work for you?



Overall, how well did Parent Outreach for each food work for you?



How could our Curriculum and Parent Outreach tools improved in the future?

- More ideas about how to get parents more involved
- More songs
- Fact sheets about the foods (especially where they come from, maps)
- More recipes
- More variety of menu—kids don't always like plain vegetables
- More variety in activities—particularly for younger children

PART II

Summary: Teacher Responses (Cucumbers, Cantaloupe, Apples, Cabbage)

How did your center address the fact that local cantaloupe was unavailable during its scheduled Farm to NHA menu time? (Cantaloupe, Apples)

- Told kids they were from another state
- Told parents they were unavailable locally
- Proceeded with same activities
- Still worked with the food, but bought it from another location
- Talked about climate/growing conditions and why sometimes we can't find the same foods in the same places

What curriculum activities did you do?

- Talked about foods—including facts
- Taste test
- Songs
- All of the 'experimental' activities
- Made food prints
- KWL
- Compared various types of the same food

What parent engagement tools did you use?

- Gave information to parents online and in person
- Created a parent engagement board for each food
- Parents could take home food
- Asked parents for input on recipes
- Gave out recipes
- Allowed parents to taste test some recipes
- Provided pictures of activities

Did you experiment with Curriculum or Parent Outreach activities that aren't shown in the Curriculum Book? If so, what did you try?

- Teachers made the most modifications to the Apple curriculum, with 71% integrating additional activities and lessons
- Created a parent engagement board
- Gave fresh veggies to parents
- Posted pictures on parent website
- Had someone from the U of M come to the site and do a recipe demonstration/presentation with (apples)
- Taste testing different types of the same food
- Created cabbage monsters

What worked well with the Curriculum and Parent Outreach activities you tried?

- Gave fresh veggies to parents
- Conversations with parents
- Parent board
- Cutting and tasting foods
- Hands-on activities
- Taking pictures
- Talking to parents
- Taste testing

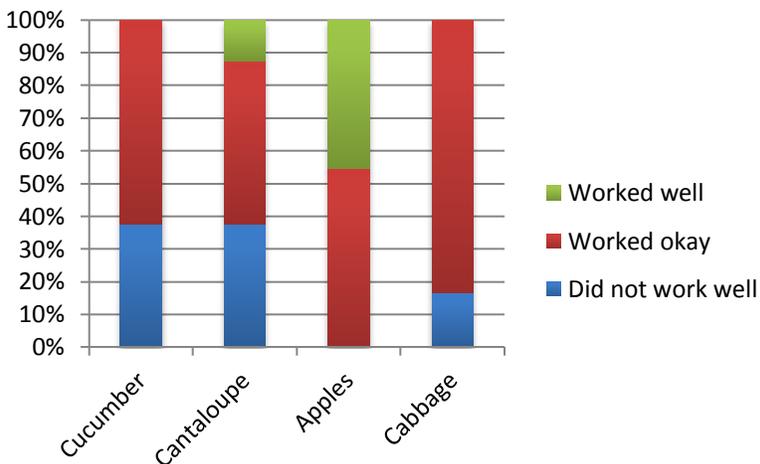
What didn't work well with the Curriculum and Parent Outreach activities you tried?

- We did not receive farmer bios
- The food was not locally grown
- We don't get any feedback
- The kids didn't like the cabbage
- Some teachers had trouble getting cabbage to show their students

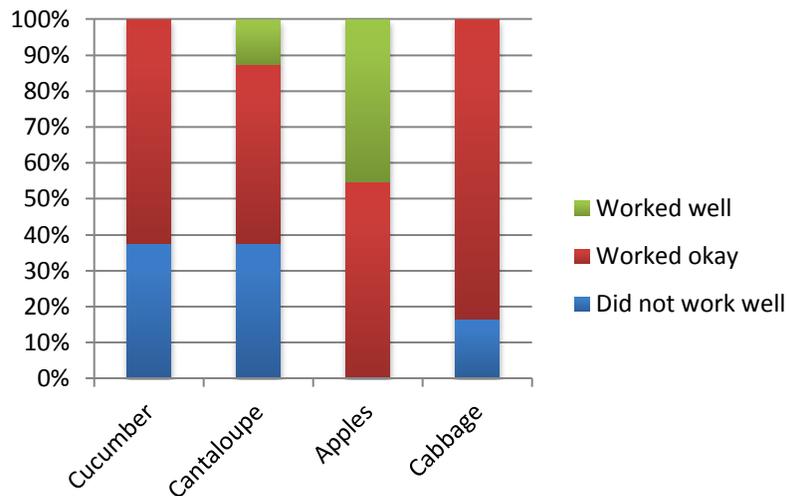
How could curriculum and parent engagement tools be improved?

- Provide more ideas
- More variety in activities
- Include more recipes
- The farm 2 KBH farmer sheets should be different somehow. The parents have not even noticed that there have been different foods on each sheet
- More art activities
- Provide pictures of the farm where the foods are grown
- Provide farmer bios in advance

On a scale of 1-7, how well did this week's food and curriculum work for you?



Overall, on a scale of 1-7 how well did Parent Outreach for each food work for you?



PART I

Kitchen Staff Survey Responses (Includes wild rice, pea pods, peppers and zucchini)

Did you feature the highlighted food in meals and snacks this week? If no, why not?

- Overwhelmingly, kitchen staff said they did feature the food
- Those that were unable to feature the week's food attributed it to:
 - Food had gone bad by week 2
 - Did not receive information about what food to order until after orders had been placed

Did you make any changes to the recommended recipes or menu schedule, or use the Farm to Child Care food in different ways?

- Most made menu as recommended
- Where changes were made, they were relatively minor, ie:
 - Made zucchini cake rather than muffins
 - Added additional spices to dish
 - Made lettuce rather than pasta salad
 - Substituted a different type of dip for the vegetables

How easy/hard was preparing each Farm to Child Care menu item?

- All menu items were rated "very easy" to "normal." None were considered difficult

What challenges did you experience (ordering, preparation, etc) ?

- Generally, there were no problems
- Those who had problems noted the following:
 - One staff member said that zucchini didn't store well, so by the time he/she was ready to use it, it had gone bad
 - One staff member noted that wild rice takes a long time to prepare
 - One staff member said that the peas tended to get soft toward the end of the week
 - One said stuffing peas is too labor intensive

What other ideas or feedback do you have?

- "Kids like vegetables better with ranch dressing than with hummus"
- Some were concerned about the taste of the recipes and wanted the menu to include more "foods that kids like"
- "Hummus is hit or miss with the kids"
- Some of the foods seemed expensive
- Many like that the food already comes sliced
- Positive feedback:
 - "loved it."
 - "I hope to continue seeing this product!"
 - "my center was very successful"

PART II (Final Survey)

How interested would you be in Farm to NHA/KBH (F2NHA) recipes that specifically clarify portion size and quantities or order?

- 83% were interested to very interested. The other 17% were somewhat interested

What would be the easiest format for you to receive recipes?

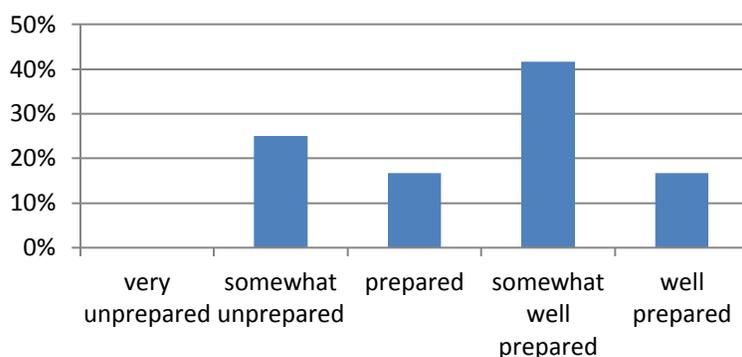
- Attached to menu (75%)

What is a good base recipe size?

- 100 servings (60%)
- 50 servings (33%)

Given the training provided earlier in 2012, how prepared did you feel to participate in the F2NHA initiative?

Most (76%) felt somewhat to well prepared.

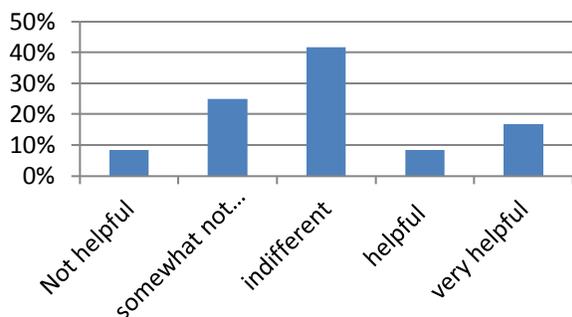


Please share your thoughts about how we could help cooks feel better prepared next year.

- knowing portion sizes and cooking tips
- more recipes (particularly child-friendly)
- earlier information about foods
- continue serving the foods throughout the year (or at least at other times during the year)

Would a hands-on demonstration training for cooks about next year’s F2NHA menu be useful to you?

Responses were fairly spread out—most (76%) were neutral or negative about whether they’d like hands-on demonstrations.



How interested are you in being involved with F2NHA parent outreach or classroom curriculum next year?

Most 83% are not interested or neutral. Few (16.7%) are very interested.

**I realized that my graphs look almost identical to the graphs you will find in the compiled survey monkey data—so there is no reason for me to replicate them.

How interested are you in sharing ideas and questions about F2NHA with fellow cooks?

Most (~80%) are somewhat neutral about sharing ideas/questions.

Did you receive the electronic surveys for cooks were emailed to center directors every two weeks from late June through November and profiles of our F2NHA farmers throughout the pilot season?

70% said “yes,” they did receive the electronic survey and profiles. The other 30% said they’d received the survey but not the farmer information.

What is the best way for you to receive information about the F2NHA initiative?

Most (73%) would like to receive information from their directors. The other 27% would like it through email.

What small equipment needs would better enable you to prepare fresh ingredients?

- Robocoup
- Mixer
- Said everything came diced, which was nice because otherwise they wouldn’t have time to do it themselves

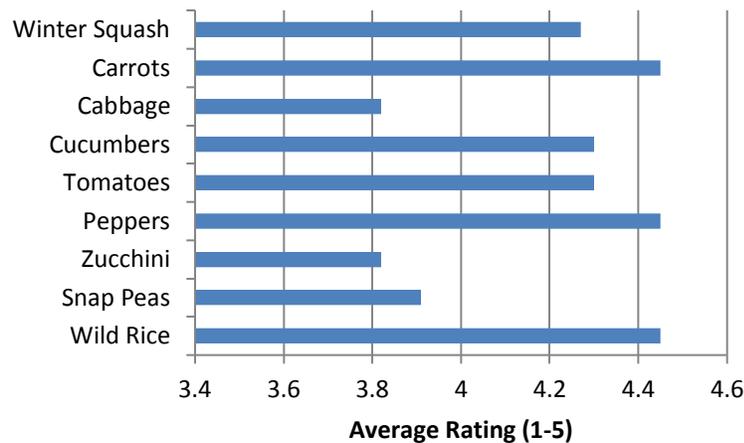
Generally, were you able to order the F2NHA foods in the cut and quantity that you needed for your center?

55% said they had few to no problems. 18% said there were some problems. 27% said there were more than some problems. No one had many difficulties ordering.

Please tell us about your general experience with ordering F2NHA foods (e.g. everything went smoothly each week, received order numbers too late, Reinhart always had/sometimes did not have products, product was always/was sometimes not fresh enough)

- Most were very happy with ordering
- Significant concern about food spoiling before they were able to use it (many staff mentioned this)
- Received order numbers late sometimes (a few people mentioned this)
- Some items were out of stock
- Lack of whole fruit/vegetable was hard for teachers who wanted to show children what the foods looked like

Please rank the quality of the F2NHA foods you received



There was not much variety in responses (all foods were ranked between 3.8 and 4.4). Best quality foods were carrots, peppers and wild rice. Of least quality were cabbage and zucchini.

As we look ahead, do you have suggestions for new menu items for the above featured F2NHA foods?

- “The cucumber salad I used was made with sugar, vinegar salt and pepper and that went over well”
- We had a cabbage roll hotdish and the kids loved it
- “Please take off the cabbage!”

How does the percentage of F2NHA foods that are thrown away or wasted in the kitchen compare to waste of other fresh produce?

Most (46%) said about the same amount was thrown or wasted. The others were evenly split (27% each) between “less food goes to waste” and “more food goes to waste”

How does the percentage of F2NHA foods that are thrown away or wasted in the classroom compare to waste of other fresh produce?

Most (45%) say more food goes to waste. 36% say the same amount goes to waste.

What changes would help reduce waste of F2NHA foods?

- Serve less new foods (1 per week rather than 4)
- Over time, as kids get used to the foods, they will waste less
- Select child friendly foods

What is your Reinhart delivery day?

For most (45%), it was Wednesday. Everyone else was evenly divided (18%) amongst Monday, Tuesday and Thursday.

How well does menuing F2NHA foods on Wednesday and Thursday work for you given your delivery date and other factors?

Most (54%) say it works well. 27% believe it does not work well.

If you have had scheduling/timing challenges, please share your experience here:

- “There were a couple of days that the kids were having double days. Carrots one day then baked carrots the next day. Also muffins for breakfast then muffins for snack.”
- “The only challenge was "out of stock" items. We weren't able to bake squash 1/2 and apples for 220.”
- “If we ordered the food a week in advance it would go bad, but a lot of the menu items were on a wed which is when our food order would come, so it was hard to use the fresh items on the day we needed to.”
- “Certain products were spoiled by the following Wednesday”

How could the F2NHA menuing schedule or other dynamics be adjusted to better fit your delivery schedule and the pace at which your center uses F2NHA foods?

- Earlier food delivery
- More flexibility in scheduling menu items

Do you have any other final thoughts you would like to share about your experience with the Farm to NHA/KBH program?

- “I think that it is a great program to work with but not really that different. The foods were used in many of the same ways were serve things now, just adding a little more variety is great.”
- “I thought it was a nice experience. I enjoyed doing zucchini or squash muffins, but items like fresh squash and cabbage did not go over well and it was hard for me to not see my children eating their veggies.”

Sample of notes from Director calls

In general, what is your impression of the Farm to Child Care Pilot so far? What has worked well in the Pilot so far? What hasn't gone so well?

Surprised at some of the foods children would eat.

The hardest part has been the parent input.

Sometimes it's difficult to get the teachers on board. That's the biggest challenge. If the teachers don't like the food, they don't think the kids will like it either.

How is the use of local foods going for your cooking staff? (e/g/ Food prep, cost / doing f2CC within budget, communication about foods, etc). How has the F2CC program affected your food budget?

Sometimes there has been a delay in getting the food. I need to order Thurs/Fri for the next week, only for the local foods.

I thought it was easier to prepare than non local because it came prepared already, and I could choose what type to order.

The hardest part has been coming up with recipes. Some of the recipes that we got would have been too expensive for how large our center is, so we had to make up our own.

We are worried about the squash to see how it will come and what we will have to do to get it ready.

So far, we only get our budgets a month and a half after, but we've always been under budget.

We haven't noticed much in our budget

The only thing was the cucumbers—we usually peel them for the littler kids. Sliced has been the only option for the local cukes.

They are paying \$30-40 more for food per week.

Local prepared stuff is more expensive – unprepped stuff would be cheaper. She wouldn't mind prepping herself. Kitchen staff is just one person. 190 kids at center.

What feedback do you hear from the kids about how they like the food? Do you see any broader impact on their eating habits, willingness to try new foods or their taste preferences?

We made it an activity to try it in line together. Everyone lined up, and you don't want to be the one who doesn't line up—positive peer pressure. Once they knew we were trying new foods, they got excited to try what was coming next.

We had Farmer Pahl come in to help plant our garden. We did that last year as well. I told the kids our vegetables were coming from Farmer Pahl. Parents got to try the foods the students have had.

The wild rice has been a favorite, they hadn't tried it before and were really excited. Once you get them to buy into it the other ones will follow. "Oh, this is really good! If you don't want it, I'll take it!" and then other kids would want it. I think it's because we are making such a big deal about it—they are more willing to try because they have seen it and been introduced in the lesson plan—it's been a big plus.

Younger kids won't touch some things. Older kids will try things by the end of the two weeks. There was one kid who said "I've never tried this before—I don't like it!" and then he tried it and did like it. We also have a garden and the kids tried picking it and eating it really fresh.

The older they get, the harder it is to get them to try new foods. Most successful is 3-4 year olds.

What feedback are you hearing from teachers about how the F2CC curriculum is working? Do you have any advice about potential improvements to the curriculum or ways for integrating it more effectively into the classroom?

The kids have done some of the food prep for snacks. By the time I have served it, they have seen it a bunch of times.

The hardest thing for them is the evaluation surveys!

Farm to Child Care tacos were a big hit. For the open house, we usually provide a snack, so we took all the veggies we did and put them out there with wild rice on the side. One thing made me laugh—a 3 ½ year old went through with his dad: he didn't know what it was and the kid told him "try it—you'll like it! It's zucchini!" and he did!

To what degree do you think the kids are learning about local food and how it is grown? What else could we do to make this a meaningful learning experience for the kids?

They talk about this as a class before we introduce the food in the meals, how is it grown, where does it come from, what does the crop look like.

I haven't seen them buy into something this much and be this willing to buy into things. I would say it's out of the norm for them to like it so much. It was a shock for me and the staff—we thought they wouldn't buy in, it would be a challenge, they wouldn't like it, but it hasn't been a challenge at all.

Keep it more of the non-traditional food items. The normal ones they have seen before, they aren't as interested.

Our summer was all planned, so it was hard to fit extra things in, but maybe in the fall.

It's been mediocre in that aspect.

How do you perceive the parent outreach has been going? What feedback are you getting from parents, both pro and con?

No negative feedback. One parent said "she won't eat that" and I said "but she did!"

They just don't seem to care.

Potential parents who might enroll kids like the idea.

Do you have a sense of how effective the parent newsletter, F2CC page on NHA's website and other outreach tools are with parents at your Center? How could we engage and inform parents more effectively? (Where appropriate) Do you have suggestions for engaging parents who may have limited English skills or greater challenges at home?

A bunch of centers have picture frames that you can load in—put in pictures of children eating, and parents will look at that and be interested in what they are doing. If you don't understand English, you will understand context of picture.

The kids are so excited and you get them all pumped up and then they go home and it's nothing.

In preparation for the pilot, we held several trainings for staff and provided the tools like the curriculum, menu info, farmer profiles, etc. Did your staff feel adequately prepared for the pilot? If not, what other support and prep would have helped them feel more ready and able to implement the F2CC program? How do you think the prep/training approach should be updated when we roll the pilot out to all sites in 2013?

The school district piece is important to know, too—if they can do it, we can do it.

When we roll it out, the USDA programs will need to know what quantities are needed. When it first goes out, letting people know the quantities ahead of time so we know exactly how much to order will be helpful. How to know portion size for production sheets—they take it away for an audit, so the cooks will know how to fill out the production sheets.

What have you done in your role as Director to support the Farm to Child Care Pilot? Do you have suggestions for how we could make the program work more smoothly for Directors (especially when we roll it out to all centers in 2013)?

Keeping the kids and teachers excited. I've done a lot of support with the cooks.

At first, it seemed like one more thing to do, but after the training it was easier than we thought. Supporting the staff, encouraging the kids, being an example by eating the foods in front of them.

If I'm not excited about it, they are just going to grumble. Do the teacher training exactly how you will present it to the kids. Have the directors be hands on in creating it. If the staff were actually the ones cooking it, they would get more excited. We need to be the role models. How to get the kids excited about it—showing them how to be a cheerleader when they are trying something new. I get really excited and they get high fives, even if they only try a little bit of it. The teachers are also doing it too. They have a little song and dance that they do—it caught on and they all started doing it. "We eat the beets we eat the beets!" Have directors who are succeeding talk to other directors about the experience. Now we will have real life experiences to share at the trainings, and that will bring excitement to the process.

What other improvements could be made to the Farm to Child Care Program, either during this pilot phase or when it is rolled out next year?

Know the stock numbers ahead of time. Put on the menus whether the items should be diced or sliced. Knowing the portion sizes—I looked it up in my manual to know that we were meeting the requirements. I would love to roast the zucchini next time!

Letting them know it won't be that big of a deal.

Is there any additional support you would you like from NHA in implementing this Pilot this fall?

One of the stronger programs we've rolled out. You guys were organized.

New kitchen equipment!

Bigger posters so the kids can see where the food is coming from.

Is there a particular F2CC activity your Center has conducted or a moment in your F2CC program that you are particularly excited about or proud of? (We are looking for great ideas to share with other centers.)

The open house went really well. We had farm animals here, food out, stickers—the whole picture. There is a little zoo that can bring animals—we had goats, llama, bunnies, ducks. It was really cheap!

The excitement of the kids has been a reward in and of itself.

I think our garden is our biggest piece for the school-agers. Being able to eat what they have grown, and especially during the weeks that they are highlighted.

Any additional feedback or suggestions for the future you would like to share?

I just really want to keep going fresh. It's so much healthier for our kids.

I really like the program! I was surprised at how many staff haven't been exposed to the foods, too. We are all learning in this program! I would say this program has had a lot more preparation than any other project—more meetings, training, feedback.

Parent Survey Responses (overall)

Are you aware that NHA launched a new “Farm to NHA” initiative that provides children at your center with locally grown foods and educates them about where their food is grown?

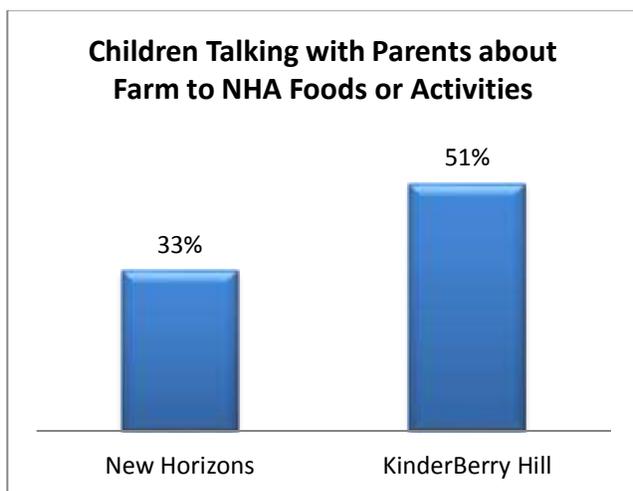
The majority of parents overall - 79% - were aware of the Farm to NHA initiative.

Overall, what is your impression of the Farm to NHA program?

Most parents (84%) felt positive or very positive about the Farm to NHA initiative; no respondents thought negatively of the program.

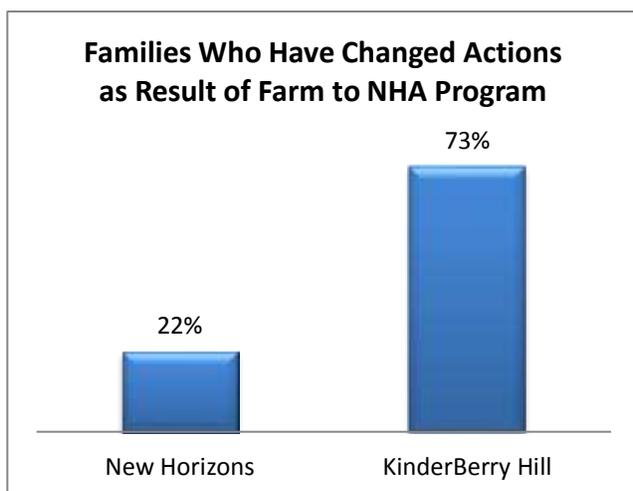
Has your child talked with you about your center’s “Farm to NHA” foods or activities?

Less than half of the children - 42% - talked with their parents about the Farm to NHA foods or activities.



Has your family done anything differently at home as a result (e.g. eating different foods, cooking more, going to farmer’s market, etc.)?

Nearly half (48%) of parents have done something differently at home as a result of the program.



What has your family done differently at home as a result (e.g. eating different foods, cooking more, going to a farmer's market, etc.)? Please tell us about your experiences.

- Eating more/different fruits and vegetables (17/40 respondents)
- Visiting and purchasing produce from farmer's markets more often (15/40 respondents)
- Discussing different/healthy foods more often (9/40 respondents)
- "My three-year-old still doesn't love to eat vegetables, but she sure likes to talk about them. It's at least a start (and a more positive impact than I've had trying to get her into veggies at home)!"
- "My son is very interested in the produce department at the store now. He even asked me to buy eggplant one day to try."
- "This program has helped my daughter understand that fruits and vegetables are good for her. She had tasted many foods at school during the program which she would not even care to look at ever [before]."

Would you like NHA to continue the Farm to NHA program in the future?

An overwhelming number of parents (91%) said yes; only 1 parent surveyed (out of 335) said no.

Do you have any other feedback or suggestions about the Farm to NHA program?

- Make more information/updates on the program available to parents (10/90 respondents)
- Integrate gardening or farm visits (4/90 respondents)
- Children still seem to be hungry when parents pick them up (soon after snack) – either children not eating or snack not substantial enough (3/90 respondents)
- More flexibility in the menus (to add treats for special days) and kid-friendly recipes (5/107 respondents)
- Use organic foods more (3/90 respondents)
- There were a few concerns about cost, since the program coincided with a tuition increase (3/90 respondents)
- "My kids eat very healthy at home, but we have noticed that they come home talking about the vegetables that they now 'like'...LOVE IT!"
- "It is a great idea and a fun way to get the kids to try new foods!"
- "Additional or more frequent information to parents about Farm to NHA activities would be appreciated."
- "Have kid friendly recipes for each of the vegetables for parents to cook with their kids at home to extend the effort and help bridge the gap between school/home."

Which is the tomato?



Do you like tomatoes?





Tomato

Pretest for for Tomatoes

Date: _____

Center: _____

Class: _____

Total number of kids tested: _____

	Child's age	Note	"Which is the tomato?"	"Have you ever tried tomatoes?"	"Do you like or not like tomatoes?"
1			Cabbage / Tomato / Pea Pods	Y / N / ?	Y / N / ?
2			Cabbage / Tomato / Pea Pods	Y / N / ?	Y / N / ?
3			Cabbage / Tomato / Pea Pods	Y / N / ?	Y / N / ?
4			Cabbage / Tomato / Pea Pods	Y / N / ?	Y / N / ?
5			Cabbage / Tomato / Pea Pods	Y / N / ?	Y / N / ?
6			Cabbage / Tomato / Pea Pods	Y / N / ?	Y / N / ?
7			Cabbage / Tomato / Pea Pods	Y / N / ?	Y / N / ?
8			Cabbage / Tomato / Pea Pods	Y / N / ?	Y / N / ?
9			Cabbage / Tomato / Pea Pods	Y / N / ?	Y / N / ?
10			Cabbage / Tomato / Pea Pods	Y / N / ?	Y / N / ?
11			Cabbage / Tomato / Pea Pods	Y / N / ?	Y / N / ?
12			Cabbage / Tomato / Pea Pods	Y / N / ?	Y / N / ?
13			Cabbage / Tomato / Pea Pods	Y / N / ?	Y / N / ?
14			Cabbage / Tomato / Pea Pods	Y / N / ?	Y / N / ?

Pretest for for Tomatoes

Date: _____

Center: _____

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3			Cabbage / Tomato / Pea Pods	Y / N / ?	Y / N / ?
4			Cabbage / Tomato / Pea Pods	Y / N / ?	Y / N / ?
5			Cabbage / Tomato / Pea Pods	Y / N / ?	Y / N / ?
6			Cabbage / Tomato / Pea Pods	Y / N / ?	Y / N / ?
7			Cabbage / Tomato / Pea Pods	Y / N / ?	Y / N / ?
8			Cabbage / Tomato / Pea Pods	Y / N / ?	Y / N / ?
9			Cabbage / Tomato / Pea Pods	Y / N / ?	Y / N / ?
10			Cabbage / Tomato / Pea Pods	Y / N / ?	Y / N / ?
11			Cabbage / Tomato / Pea Pods	Y / N / ?	Y / N / ?
12			Cabbage / Tomato / Pea Pods	Y / N / ?	Y / N / ?
13			Cabbage / Tomato / Pea Pods	Y / N / ?	Y / N / ?
14			Cabbage / Tomato / Pea Pods	Y / N / ?	Y / N / ?

F2CC Evaluation

Evaluation

- Test on Fridays after each two week curriculum and menuing unit
 - Post-test for previous unit
 - Pre-test for up-coming unit
- Make the evaluation into a game for the children.
- Use the food pairings listed on the evaluation forms for consistency.
- Be consistent with the wording of the questions (use only what is in the script/on the forms).
- Get teachers on board to help organize the children, but not to do the evaluation with you.
- Set up apart from the main group, if possible.
- Give the children stickers as a reward and to mark those who have completed the evaluation.
- Script:

Hi, my name is xxxxx. What is your name? Nice to meet you/nice to see you again. We're going to play a game. [Test previously featured produce first]

Can you tell me which is the *featured produce*? [Show pictures of three pre-designated local products]

Have you ever tried the *featured produce*? [Hold up the correct picture]

Do you like or not like the *featured produce*? [Hold up the correct picture]

Where do you think the *featured produce* comes from?

[Repeat for pre-test of up-coming featured product]. [Say thank you and give a sticker].

Observation notes

- What F2NHA displays did you notice?
- What did the directors, teachers or kitchen staff say about the program?
- What comments did the children make about the program?
- What else did you observe about the center generally that would help inform the evaluation process or the pilot?

Evaluation Sites

(Addresses listed for their reference)

Intern Evaluator Schedule

Every two weeks, conduct the evaluation and record any observations. Send electronic versions of the evaluation results and observation notes. Meet every two weeks with IATP staff to discuss results (as needed).

Evaluation Dates

Evaluation July 27

Check-in meeting week of July 30

Evaluation August 10

Check-in meeting week of August 13

Evaluation August 24

Check-in meeting week of August 27

Control Site Visits Week of September 10

Evaluation September 14

Check-in meeting week of September 17

Evaluation September 28

Check-in meeting week of October 1

Evaluation October 12

Check-in meeting week of October 15

Evaluation October 26

Check-in meeting week of October 29

Evaluation November 9

Check-in meeting week of November 12

Evaluation November 26 (tentative)

Check-in meeting week of November 26 (tentative)

Farm to Childcare -- Highlights from the evaluation 2/1/13

Parent survey results:

- 42% of the children talked with their parents about the Farm to NHA foods or activities.
- Nearly half (48%) of parents have done something differently at home as a result of the program, including:
 - Eating more/different fruits and vegetables (17/40 respondents)
 - Visiting and purchasing produce from farmer's markets more often (15/40 respondents)
 - Discussing different/healthy foods more often (9/40 respondents)
 - "My three-year-old still doesn't love to eat vegetables, but she sure likes to talk about them. It's at least a start (and a more positive impact than I've had trying to get her into veggies at home)!"
 - "My son is very interested in the produce department at the store now. He even asked me to buy eggplant one day to try."
 - "This program has helped my daughter understand that fruits and vegetables are good for her. She had tasted many foods at school during the program which she would not even care to look at ever (before)."
- An overwhelming number of parents (91%) said they would like NHA to continue the Farm to NHA program in the future; only 1 parent surveyed (out of 335) said no.
- "My kids eat very healthy at home, but we have noticed that they come home talking about the vegetables that they now 'like'...LOVE IT!"
- "It is a great idea and a fun way to get the kids to try new foods!"

Child Evaluation Results: Acknowledge the difficulty of testing such young children, and also testing groups varied week by week and over the course of the pilot. There were also variables like nap time, recess and snack time and mood swings that made clean data difficult to gather. Unfortunately, two of the foods we tested for also had crop failures/local availability issues, so their results shouldn't be included.

We don't have the total numbers of identification and taste preference overall yet—it's divided by food right now. Different foods have different success rates, but peppers and tomatoes are two that look especially good:

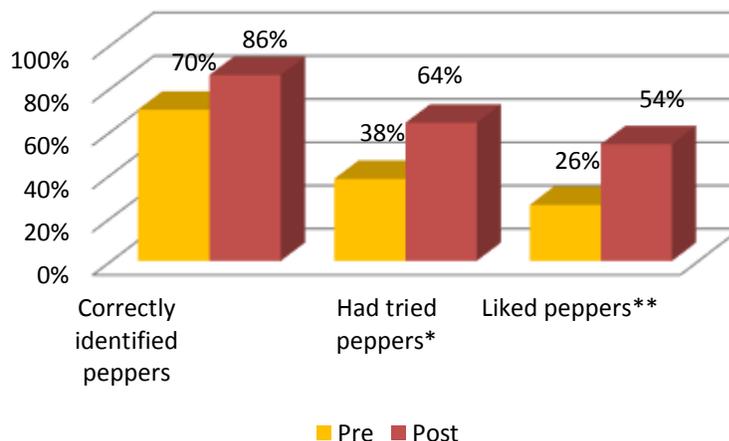
Peppers: Of 92 pretests (3 did not understand, so we will count the total as 89)

- 62 of 89 (70%) correctly identified the peppers
- 34 of 62 (55%) had tried peppers (38% of entire population (34/89))
- 23 of 34 (68%) liked peppers (26% of entire pop (23/89))

Of 104 post tests (4 did not understand, total will be out of 100)

- 86 of 100 (86%) correctly identified the peppers
- 64 of 86 (74%) had tried peppers (64% of entire pop)
- 48 of 64 (75%) liked peppers, 1 of 64 did not know (54% of entire pop)

Entire Population



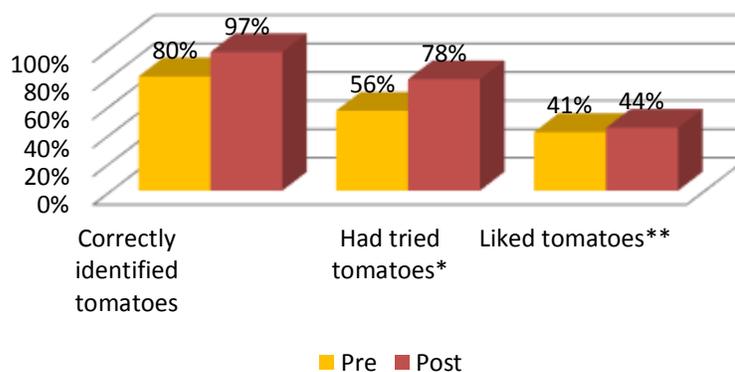
Tomatoes: Pretest: 102 children

- 82 of 102 (80%) correctly identified tomatoes
- 57 of 82 (70%) had tried tomatoes (56% (57/102) of entire pop)
- 41 of 57 (72%) liked tomatoes (41% of entire pop)

Post test: 86 children

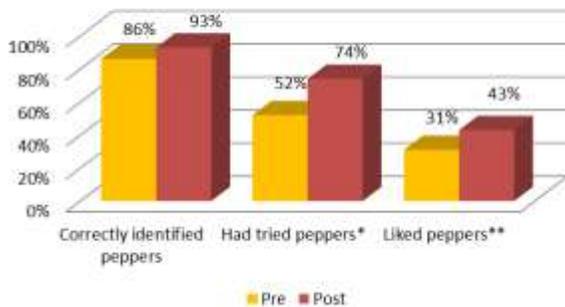
- 83 of 86 (97%) correctly identified tomatoes
- 67 of 83 (81%) had tried tomatoes (78% of entire pop)
- 45 of 67 (67%) liked tomatoes (44% of entire pop)

Entire Population

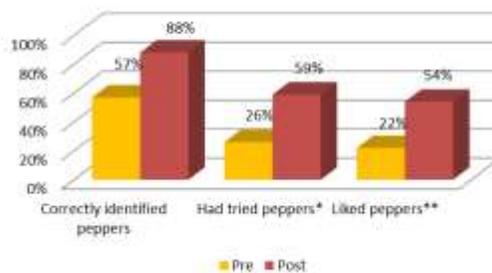


It's interesting to compare the different age groups' openness to changing taste preferences. Both groups like peppers and tomatoes better after the exposure through our program, but look at the difference in percentage jumps below. Cabbage was the other way around, with the older kids liking it better and the younger kids disliking it more after the program, too!:

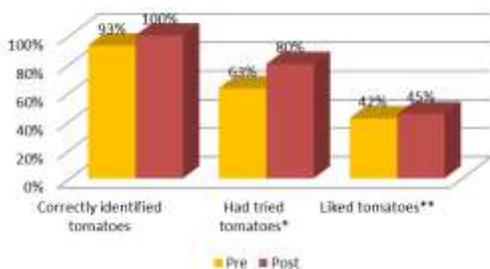
4-6 year olds



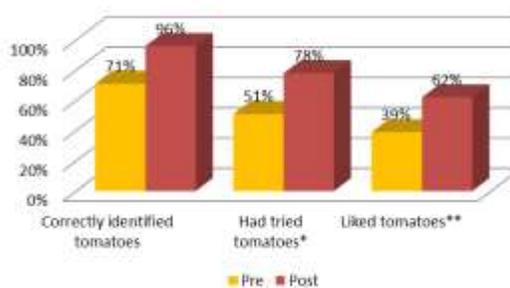
2-3 year olds



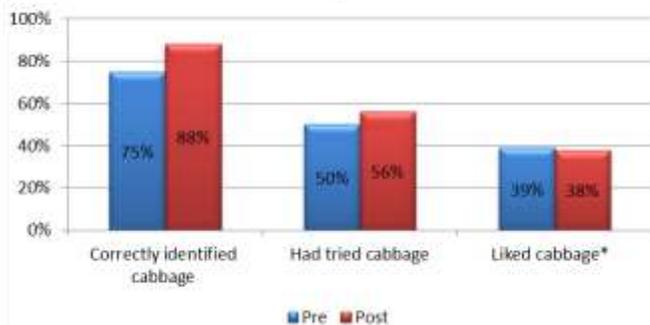
4-5 year olds



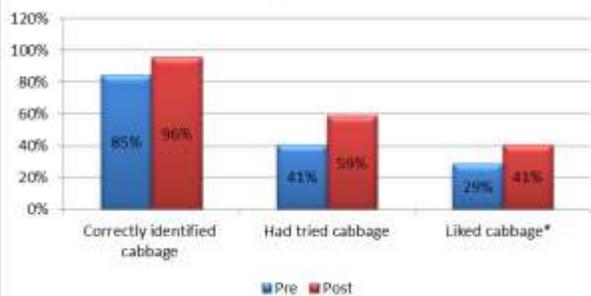
2-3 year olds



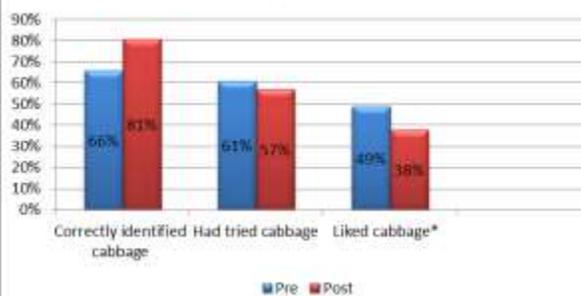
Entire Population



4-6 year olds



2-3 year olds



- Some children told me they'd never tried zucchini/peppers at home but they'd had them at child care. Others had had them at home and explained exactly how they ate particular foods ("We eat peppers on tacos!")
- The older kids (4 and 5 year olds) seemed to really understand the activity and often provided correct answers. 3 year olds seemed to understand the activity, but they sometimes had trouble choosing the food I'd asked them to identify. The 2 year olds often did not understand the activity, but they were excited about the food pictures and the stickers.
- Where do you think ___ come from? Responses from children:
 - Carrots, pre-test (mid-program): "The ground, and farmers water them and pick them and give them to people and bunnies too, and stores."
 - Cabbages, post-test: "The store and farmers get them to the store"
 - Assorted responses for various foods: Farmer, garden, my mommy's house, guy that sells carrots, the ground, underground, bunnies, the Easter bunny, carrot trees, baby carrots, first from the ocean and then the ground, carrot store, restaurants, my grandma, gas station, Teacher Allison, dad cooks them, plants, alligators, pumpkins, vine, the machine, seeds, bigger cabbages, dark trees, Target, the supermarket, Byerly's, trucks, Minnesota, nowhere, monsters at a haunted house (about squash, which looked like pumpkin to him). "You probably have to grow them." "I don't know yet."
 - Quotes from children at control sites: "All veggies come from trees." "From a can—you pour it into a pot and then it's ready." "They live in the farm." "McDonald's and home." "I've never tried vegetables because my mom and dad don't like them. I like pizza and chicken patties."
- On cabbage: "I like the purple one better. We tried it at school. We ate cabbage before--I like it!"

Teacher Survey Results:

- What worked well with the Curriculum and Parent Outreach activities you tried?
 - Gave fresh veggies to parents
 - Conversations with parents
 - Parent board
 - Cutting and tasting foods
 - Hands-on activities
 - Taking pictures
 - Talking to parents
 - Taste testing
- What didn't work well with the Curriculum and Parent Outreach activities you tried?
 - Teachers found that parent interest and engagement was low.
 - Some teachers found it difficult to get children to taste the foods.
 - Hard to fit activities into an already full curriculum.
 - We did not receive farmer bios
 - We don't get any feedback
 - The kids didn't like the cabbage

Center Director Feedback:

- The wild rice has been a favorite, they hadn't tried it before and were really excited. Once you get them to buy into it the other ones will follow. "Oh, this is really good! If you don't want it, I'll take it!" and then other kids would want it. I think it's because we are making such a big deal about it—they are more willing to try if they have seen it and been introduced in the lesson plan—it's been a big plus..
- The older they get, the harder it is to get them to try new foods. Most successful is 3-4 year olds.

- Farm to Child Care tacos were a big hit. For the open house, we usually provide a snack, so we took all the veggies we did and put them out there with wild rice on the side. One thing made me laugh—a 3 ½ year old went through with his dad: he didn't know what it was and the kid told him "try it—you'll like it! It's zucchini!" and he did!
- I haven't seen them buy into something this much and be willing to buy into things. I would say it's out of the norm for them to like it so much. It was a shock for me and the staff—we thought they wouldn't buy in, it would be a challenge, they wouldn't like it, but it hasn't been a challenge at all.
- If I'm not excited about it, they are just going to grumble. We need to be the role models. How to get the kids excited about it—showing them how to be a cheerleader when they are trying something new. I get really excited and they get high fives, even if they only try a little bit of it. The teachers are also doing it too. They have a little song and dance that they do—it caught on and they all started doing it. "We eat the beets we eat the beets!" Have directors who are succeeding talk to other directors about the experience. Now we will have real life experiences to share at the trainings, and that will bring excitement to the process.
- I think our garden is our biggest piece for the school-agers. Being able to eat what they have grown, and especially during the weeks that they are highlighted.
- The hardest part has been the parent input.
- Sometimes it's difficult to get the teachers on board. That's the biggest challenge. If the teachers don't like the food, they don't think the kids will like it either.



Dear Families,

We are excited to introduce the Farm2NHA program to you and your child. We have partnered with the Institute for Agriculture and Trade Policy (IATP) to connect our center with foods grown locally by family farmers for the mutual benefit of children, farmers, and community. The program includes healthy and fresh locally grown menu items and snacks, a center garden, classroom curriculum, interaction with nearby farmers, and community involvement.

Each week our teachers will introduce children to locally grown food items. The children will learn about the food, the farm and the farmer, healthy eating, gardening, and much more. The children will have an opportunity to participate in taste testing and cooking projects, read books about nutrition, gardening, healthy habits, and grow a garden. We have even incorporated the food into our monthly menu. (Look for the carrot symbol  for the locally grown food item.) Our weekly menu display area will provide you with information about the highlighted food item, the local farm, and farmer. Additionally, we will provide you with support tools to reinforce the concepts learned at home. The support tools will include suggested book lists, recipes, cooking activities, apps, and Web site links.

We feel that the Farm2NHA program will strengthen children's knowledge about and attitudes toward agriculture, food, nutrition, and the environment. We are eager to share this wonderful opportunity with you and your child.

If you have any questions or need additional information, please feel free to stop by the office.

Sincerely,

Center Director



Minnesota Local Produce Availability

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec
Apples	█							█				
Blueberries							█					
Melons								█				
Raspberries							█		█			
Rhubarb					█							
Strawberries						█						
Asparagus					█							
Beets							█					
Broccoli						█						
Brussels Sprouts									█			
Cabbage						█						
Carrots	█						█					
Cauliflower							█					
Cucumbers							█					
Eggplant								█				
Green Onions					█							
Greens					█							
Herbs							█					
Kohlrabi					█							
Onions	█											
Parsnips	█								█			
Peas					█							
Peppers							█					
Potatoes	█											
Pumpkins	█									█		
Radishes					█							
Spinach					█				█			
Summer Squash							█					
Sweet corn							█					
Tomatoes							█					
Turnips	█								█			
Winter Squash	█								█			





FARM:
Malamen Gardens
Cedar, MN

FARMER:
Mick Malamen

Mick Malamen grew up on his parents' farm, and has been farming on his own for nearly 50 years. He loves the freedom of being his own boss and working outside (especially in the nice weather)! He practices specialized growing techniques for every vegetable he grows, from carrots and beets to kohlrabi, tomatoes, and more, and does a lot of the farm work himself. He tries to take a vacation in the beginning of March, just after they finish shipping carrots and before planting begins again in April. Vegetable farmers do not get a lot of time off in the year!

ON THE FARM

Mick's favorite vegetable to grow is carrots, even though they can be a tricky crop. He tells us that the most difficult time for carrots is when the seedlings just come up and only have two leaves on them. "If a wind comes, those two leaves start spinning just like a helicopter, and they can pull the plant right out. Now, if you look at the photo of the field (to the right), you can see where some of the carrots are a little bit smaller, and then they get bigger and then they get smaller going down the row—that's caused by a gust of wind. When they're at the right stage, you get a little wind come through and that'll do it."

If the weather doesn't cooperate you can lose a lot of your crop and carrot seeds are expensive at \$4000 for one 5 gallon bucket of carrot seeds.

To protect against losses, Mick plants several varieties of carrots that can handle various conditions and grow and mature at different times. He plants the seeds with different spacing to control what size they will be. Mick has a great depth of knowledge about what will work with his customers' needs, whether they are looking for fresh eating carrots or carrots that can be made into "baby carrots," or canned, or frozen.

Mick is glad that children are learning more about the origins of their food, and tells a story about the disconnect many young people have with where their food comes from, "When our daughter was in high school, she brought her friends over and they were out in the fields. We pulled up a carrot, and they were so surprised—they didn't know carrots grew in the ground!"



A field of young carrots on Mick's farm.



Where do our peas come from?

- Peas like the cool weather. In Minnesota, they are planted in early May and ready to eat in late June.
- Peas grow on vines that climb up poles or trellises.
- Peas grow in a pod. There are lots of different kinds of peas: snow peas, sugar snap peas, shelling peas.
- Peas can be eaten raw, boiled, or steamed. Some peas can be eaten in the pod (snow and sugar snap peas), some peas have to be taken out to eat (shelling peas).
- Peas have lots of vitamin C and fiber!



Pea Seeds

Image used under creative commons license via Flickr user RaeAllen.



Peas growing on the vine

Image used by permission via Flickr user Jen 170.



Minnesota Local Produce Availability

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec
Apples	█							█				
Blueberries							█					
Melons								█				
Raspberries							█		█			
Rhubarb					█							
Strawberries						█						
Asparagus					█							
Beets							█					
Broccoli						█						
Brussels Sprouts									█			
Cabbage						█						
Carrots	█						█					
Cauliflower							█					
Cucumbers							█					
Eggplant								█				
Green Onions					█							
Greens					█							
Herbs							█					
Kohlrabi					█							
Onions	█											
Parsnips	█								█			
Peas					█							
Peppers							█					
Potatoes	█											
Pumpkins	█									█		
Radishes					█							
Spinach					█				█			
Summer Squash							█					
Sweet corn							█					
Tomatoes							█					
Turnips	█								█			
Winter Squash	█								█			



Monthly menu

Menu subject to change.

NEW HORIZON ACADEMY • JULY MENU

MEAL	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
W4	2	3	4	5	6
Breakfast	Pancakes & Fruit	Hot Cereal & Fruit		Muffin & Fruit	French Toast & Fruit
Lunch	BBQ Chicken Sandwich on Bun, Coleslaw, Chipped Apples	Baked Spaghetti with Meat Sauce, Green Beans, Peaches, & Garlic Toast	Centers Closed!	Hamburger Patty on Bun with Fixings, Sugar Snap Peas , Mixed Fruit	Personal Pita Cheese Pizza, Lettuce Salad with Dressing, Mandarin Oranges
Snack	Fresh Veggies and Dip & Milk	Fresh Sugar Snap Peas with Hummus Dip & Milk		Tortilla Rollup with Veggies & Milk	Animal Crackers and Yogurt & Milk
W5	9	10	11	12	13
Breakfast	Cereal & Fruit	Muffin & Fruit	Waffle & Fruit	Scrambled Eggs, Toast & Fruit	Hot Cereal & Fruit
Lunch	Baked Tator Tot Hotdish, Mixed Veggies, Peaches, Bread	Italian Pasta Salad with Ham, Turkey, and Cheese, Peas, Apples	Spanish Rice with Ground Beef, Cheese, Corn, Pineapple	Meatball Sub Sandwich with Lettuce and Cheese, Sugar Snap Peas , Pears	Turkey a la King with Pasta, Broccoli, Mandarin Oranges
Snack	String Cheese with Crackers & Fruit Juice	Goldfish Crackers and Yogurt & Milk	Sugar Snap Peas with Cream Cheese & Milk	Fresh Fruit & Milk	Fresh Veggies & Milk
W1	16	17	18	19	20
Breakfast	Cereal & Fruit	Hot Cereal & Fruit	Waffle & Fruit	Scrambled Eggs, Toast & Fruit	Bagel with Cream Cheese & Fruit
Lunch	Fish Sandwich with Cheese, Green Beans, Mandarin Oranges	Chicken O's Nuggets, Carrots, Pineapple, Roll	Sloppy Joe on Bun, Baked Sweet Potato Fries, Fresh Fruit	Pasta Salad with Tuna or Turkey, Zucchini , Cheese, Pears	Ham or Chicken Pita Sandwich, Cheese, Lettuce with Dressing, Peaches
Snack	Rosy Applesauce & Milk	Teddy Grahams & Milk	Zucchini with Hummus & Milk	Fresh Veggies with Dip & Fruit Juice	String Cheese and Crackers & Fruit Juice
W2	23	24	25	26	27
Breakfast	Pancake & Fruit	Muffin & Fruit	Cereal & Fruit	Egg and Cheese Omelet, Toast & Fruit	Hot Cereal & Fruit
Lunch	Chicken Burrito with Beans, Cheese, Lettuce, Salsa, Pears	Cheese Tortellini with Meat Sauce, Green Beans, Mandarin Oranges	Fish Fun Shapes, Beets, Peaches, Bread	Ham or Turkey and Cheese Sandwich, Zucchini , Pineapple	BBQ Meatball Sub Sandwich with Cheese, Carrots, Pears
Snack	Fresh Veggies with Dip & Milk	Goldfish Crackers & Fruit Juice	Zucchini Muffin & Milk	Baked Rice Cakes & Fruit Juice	Baked Pretzels & Milk
W3	30	31	AUG 1	2	3
Breakfast	Egg Patty, Cheese, English Muffin & Fruit	Cereal & Fruit	Muffin & Fruit	French Toast & Fruit	Bagel with Cream Cheese & Fruit
Lunch	Soft Shell Beef and Cheese Taco with Fixings, Lettuce, Corn, Pineapple	Diced Ham or Turkey and Au Gratin Potatoes, Broccoli, Pears, Bread	Chicken Patty on Bun, Beets, Peaches	Turkey and Ham Rollups with Green Peppers , Cheese, Fresh Fruit	Macaroni & Cheese, Green Beans, Mixed Fruit
Snack	NutriGrain Bars & Milk	Orange Slices, Crackers & Milk	Green Peppers with Dip & Milk	Cottage Cheese with Diced Fruit & Fruit Juice	String Cheese and Crackers & Fruit Juice

Nutritional & Other

info

New Horizon Academy is Committed to Proper Nutrition

At New Horizon Academy we know nutrition is an important part of a child's growing years. That is why we only serve whole wheat and whole grain items (every bread, pasta, cereal, and cracker you see on this menu) when possible, as well as cereal that is high in fiber and the freshest items available. We serve a variety of fruits and vegetables and Kemp's Select, hormone-free milk, with each meal (toddlers are served whole milk, preschoolers and school-agers are served skim milk). Additionally, only 100% juice is served and water is available throughout the day. Age-appropriate portion sizes are provided at each meal and we follow the USDA's MyPlate recommendations for portion sizes. Meals are served in a combination of pre-plated and family style, with an emphasis on self-serving at developmentally appropriate ages. New Horizon Academy's menu meets the Child and Adult Care Food Program (CACFP) meal standards for children.



FUN FACT!

There are over 500 different types of bananas. That means that if you ate a different kind of banana every day, it would take almost a year and half to eat every one!

BANANA SCREAM

INGREDIENTS:

- 3 Bananas
- 2 Tbsp. Nonfat Milk

DIRECTIONS:

Peel the bananas, cut in half width-wise, wrap in plastic wrap, and freeze until firm. Place in a blender, add milk, and puree until creamy. Serves 4.



Farm2NHA connects our centers with locally grown food, or food raised by family farmers, for the mutual benefit of our children, farmers, and communities.

Farm2NHA continues! This month we begin to see the best of Minnesota's fresh produce. We kick off July with sugar snap peas from Melamen Gardens in Cedar, MN, just north of the Twin Cities. Sugar snap peas love the cooler weather, so are among the first of the fresh veggies we get in our northern climate. In the second half of July, we will feature zucchini from Vine Valley Farms in Stewart, located in south-central Minnesota. Check out the Kids Cuisine section of our Web site under Family Resources for more information about this month's featured local vegetables and biographies of the farmers that grow them. For other great local produce, check out your local farmers' market. To find one close to you, go to the Minnesota Grown Web site at www.minnesotagrown.com. And remember, many farmers' markets now accept EBT cards and WIC fruit and vegetable vouchers!



Look for this symbol for all of our locally grown selections. Locally grown items are subject to availability.



Farm 2 Child Care Book List for Families

Books About Food

Eating the Alphabet by Lois Elhert
Sorting Foods by Patricia Whitehouse
Handa's Surprise by Eileen Browne
Rabbit Food by Suzanne Gretz
Lunch by Denise Fleming
Market Day by Lois Elhert
I Eat Vegetables! By Hanna Tofts
I will Never Not Ever Eat A Tomato by Lauren Child
Oliver's Fruit Salad by Vivian French
The Beastly Feast by Bruce Goldstone
Cool as a Cucumber by Sally Smallwood
Food for Thought by Joost Efferts and Saxon Freymann
Little Pea by Amy Krouse Rosenthal
Good Food by DeMar Reggier
Llama Llama Mad at Mama by Anna Dewdney

Books About Gardening & Growing Fruits & Vegetables

I'm a Seed by Jean Marzollo
Growing Vegetable Soup by Lois Elhert
Jack's Garden by Henry Cole
The Carrot Seed by Ruth Krause
Vegetable Garden by Douglas Florian
In the Garden by Davide Schwartz
Seeds Grow by Angela Medearis
A Fruit is a Suitcase for Seeds by Jean Richards
From Seed to Plant by Gail Gibbons

Books About Farms

The Rusty, Trusty Tractor by Joy Cowley
Giggle, Giggle, Quack by Doreen Cronin
On the Farm by David Elliot
Over On The Farm: A Counting Picture Book Rhyme
 by Christopher Gunson
The Big Red Barn by Margaret Wise Brown
Click, Clack, Quackity-Quack: An Alphabetical Adventure
 by Doreen Cronin
Old Macdonald Had a Farm by Pam Adams
Farm Alphabet Book by Jane Miller
Farming by Gail Gibbons

Books About Our Senses

My Five Senses by Alikei
Fruits are Fun by Amanda Rondeau
Little Bunny Follows His Nose by Katherine Howard
Sweet as a Strawberry by Sally Smallwood

