



Lesson 3

School Lunch:
How Does It Really
Work?



FARM TO SCHOOL

YOUTH LEADERSHIP CURRICULUM

Lesson 3
Farm to School Youth Leadership Curriculum: 11th & 12 Grades

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FARM TO SCHOOL YOUTH LEADERSHIP CURRICULUM

The high school level Farm to School Youth Leadership Curriculum is designed to empower youth, teach them about their local food system, engage them in meaningful, hands-on learning activities that also strengthen their school's Farm to School program and link them directly with farmers in their community. Implementation of the curriculum in a high school setting simultaneously gives students ownership and commitment to their school's Farm to School program, while reducing the amount of legwork and research required of teachers or food service staff to establish or expand a farm to school program.

The curriculum is comprised of 6 Lessons, each containing a lesson summary, a list of lesson activities, lesson outcomes, facilitator preparation notes, a materials and equipment list, additional resources, detailed facilitator descriptions of core activities, additional recommended activities, a chart of the lesson's alignment to national and Minnesota academic standards and worksheets and handouts for students. The lessons can be taught consecutively over a semester or facilitators can choose to use single lessons or activities as a complement to their classes. Activities are interdisciplinary, and may fit into classes focused on Agriculture, Family and Consumer Sciences, Social Studies, Economics, Health, Science or other subjects. The curriculum was developed with the 11th and 12th grade high school classroom setting in mind, but could also be used by educators teaching about Farm to School or local foods systems in other settings. Occasional connections with external farmers or food service professionals deeply enrich the lessons; when these connections are recommended, this is indicated in the introductory notes to give the facilitator time to prepare.

Farm to School programs link children to nearby small and mid-size farms and ranches that produce fresh, healthy and minimally processed foods that are served at their schools. Aimed at educating children about where and how their food is grown, strengthening local economies and supporting healthy eating habits, the Farm to School movement is rapidly growing.

Farm to School advances the following goals:

- Promote children's health by providing fresh, healthy and minimally processed foods in schools and supporting the development of healthy eating habits
- Enhance children's "food literacy" by familiarizing them with foods grown nearby, teaching them how and where their food is grown, building knowledge about how to prepare healthy foods, and educating them about the health, nutrition, social and environmental impacts of food choices
- Strengthen local economies by expanding markets for small and mid-size agricultural producers and food entrepreneurs whose products have typically been unavailable in school meal programs
- Build vibrant locally oriented food systems by fostering positive relationships and increase understanding of local food systems among children, farmers, parents, educators and school districts, healthcare professionals, and other community members
- Advance environmental stewardship, where practicable, by supporting more sustainable food production methods, reducing reliance on long distance transportation, and reducing food waste

We hope that this curriculum will be useful in engaging students to start or expand a Farm to School program, and we welcome feedback and stories of how it works for you!

LESSON SUMMARY

In this lesson students will gain a broad understanding of their school meal program, including where the food in their school meal programs comes from and how it is prepared. Students will learn about the National School Lunch Program, assess your school's current engagement in Farm to School and interact with staff from your school's nutrition services.

ACTIVITIES

1. What's On Your Tray? Discuss Where Our School Food Comes From
2. Where Does Our School Food Come From Now? Research
3. Identify National School Lunch Program Requirements and Regulations

4. Complete a Farm to School Assessment
5. Talk With Your Food Service Professional

Additional Activity: Letter to the Editor

Additional Activity: Visit School Kitchen or School District's Central kitchen

LESSON OUTCOMES:

Students will be able to:

1. Describe the basics of your school's lunch program and what foods are on the menu
2. Identify basic tenets of the National School Lunch Program
3. Assess your school's current engagement in Farm to School
4. Compose questions about school meals to ask Food Service Staff

MATERIALS AND EQUIPMENT

■ Copies of Worksheets and Handouts for each student:

- Copies of the school menu for current or previous months.
- Worksheet 3-1: What's On Your Tray?
- Worksheet 3-2: An In-depth Look at School Lunch Origins
- Worksheet 3-3: MyPlate Research
- Worksheet 3-4: Farm to School Assessment

● Handout 3-1: The National School Lunch Program

- In advance of this lesson, invite your school district's food service professional or the lead food service personnel at your school to visit the classroom at the time of Activity 5. Because of many responsibilities during the school day, food service staff may have limited availability to visit your class. Be sure to invite her or him with sufficient lead time, and send a reminder as the date approaches.

ADDITIONAL RESOURCES

■ “NATIONAL SCHOOL LUNCH PROGRAM: BACKGROUND, TRENDS AND PROGRAMS”

- http://www.ers.usda.gov/media/205594/err61_1_.pdf

An annual summary document highlighting the major issues of the school meals program, written by the United State Department of Agriculture. (Offers a summary of current issues facing the NSLP on pages i–iv; an overview of the program on page 1–3; pages 16–25 offer an overview of the donated commodities program, meal requirements and effect on students’ diets; pages 26–30 discuss the difficulties of balancing the budget while attempting to increase consumption of more healthful foods.) (pdf)

■ “NATIONAL SCHOOL LUNCH PROGRAM FACT SHEET”

- <http://www.fns.usda.gov/cnd/lunch/AboutLunch/NSLPFactSheet.pdf>

A 1-page document summarizing the purpose of and statistics behind the USDA’s National School Lunch Program. (pdf)

■ “USDA FOODS: HEALTHY CHOICES FOR OUR SCHOOLS”

- http://www.fns.usda.gov/outreach/webinars/handouts/usda_foods_fact_sheet.pdf

Fact sheet explaining the domestically grown foods the USDA offers to schools at a reduced price as part of the school lunch program. (pdf)

■ “THE SCHOOL DAY JUST GOT HEALTHIER”

- <http://www.fns.usda.gov/healthierschoolday>

Information and resources related to improved nutrition requirements imposed by the Healthy Hunger Free Kids Act of 2010. (website)

■ “SCHOOL NUTRITION ASSOCIATION”

- <http://www.schoolnutrition.org/default.aspx>
Information and resources for school food professionals. (website)

■ FREE FOR ALL: FIXING SCHOOL FOOD IN AMERICA BY JANET POPPENDIECK

Drawing from extensive interviews with officials, workers, students and activists, Janet Poppendieck discusses the National School Lunch and Breakfast Programs and explores the deep politics of food provision from multiple perspectives. (book)

■ ANNUAL USDA REIMBURSEMENT RATE SCHEDULE

- <http://www.fns.usda.gov/cnd/governance/notices/naps/naps.htm>

■ GUIDELINES FOR PURCHASING LOCAL FOODS – EXAMPLES

- Your State may have guidelines for purchasing and serving locally grown food in schools.
- Visit your Department of Agriculture or Education website to look for this type of resource. Otherwise, you can look at the national guide as well. Examples:
- “Eat Smart—Farm Fresh!: A Guide to Buying and Serving Locally-Grown Produce in School Meals.” National, USDA
http://www.fns.usda.gov/cnd/guidance/farm-to-school-guidance_12-19-2005.pdf
- “Farm to School Kentucky Handbook” – Kentucky
http://www.kyagr.com/consumer/documents/FD_FS_KentuckyHandbook.pdf
- “Serving Locally Grown Produce in Food Facilities” – Minnesota
<http://www.mda.state.mn.us/food/safety/~media/Files/food/foodsafety/fs-produce.ashx>
- “A School’s Guide to Purchasing Washington-Grown Food” – Washington

<http://www.wafarmtoschool.org/Page/74/procurement-guide>

- “The Wisconsin Local Food Marketing Guide” – Wisconsin

http://datcp.wi.gov/uploads/Business/pdf/MK-DM-17_LFMG_Second_Edition_Final_Book_for_website.pdf

■ “FARM TO SCHOOL: A TOOL FOR SUCCESS WITH NEW NUTRITION STANDARDS”

- http://www.farmtoschool.org/files/publications_493.pdf

A National Farm to School Network Document outlining the improvements in school meal nutrition requirements and how Farm to School can help. (pdf)

■ “RETHINKING SCHOOL LUNCH GUIDE”

- <http://www.ecoliteracy.org/downloads/rethinking-school-lunch-guide>

Produced by the Center for Ecoliteracy, this publication inspires outside-the-box thinking about school meals and how they connect with curriculum, policy, health and wellness.

■ “SCHOOL MEALS: BUILDING BLOCKS FOR HEALTHY CHILDREN,” INSTITUTE FOR OF MEDICINE

- <http://www.iom.edu/~media/Files/Report%20Files/2009/School-Meals/School%20Meals%202009%20%20Report%20Brief.pdf>

The 2009 report from the Institute of Medicine outlining the importance of school meals and the need to change the nutritional requirements for meals (pdf)

■ THE SCHOOL MEAL REVOLUTION: SCHOOL FOOD AND THE CHALLENGE OF SUSTAINABLE DEVELOPMENT

This book looks at school meals across the country as a way to increase sustainability and healthy eating habits. (book)

LESSON INITIATION (10–15 MINUTES)

Ask students to think about a meal they have eaten recently with their family or friends. If the students have a meal they have helped to plan or prepare, ask them to think about that meal. Ask students to share their experiences, including what preparation took place by the person who cooked the meal. Some discussion prompts can include: menu planning, food shopping, ingredients, food costs, meal preparation, leftovers and cleanup.

After ample discussion, guide the conversation toward school meals. Ask students if they remember the term “School Food Service Professional” from earlier vocabulary. Remind students that a School Food Service Professional is the person who manages the food service for your district, which may include breakfast, lunch, snack and/or dinner programs. Ask students to imagine what it would be like to be in charge of lunch daily for the number of students in your school or district. Ask students to brainstorm what they think would be the most challenging part of being in charge of the meals in your school.

LESSON INTRODUCTION

Explain to students that in this lesson they will gain a broad understanding of their school meal program, including where the food in their school meal program comes from and how it is prepared. They will not only learn about the

National School Lunch Program generally, but will also complete a hands-on assessment of your school’s current engagement in Farm to School, and get to interact with staff from your school’s nutrition services.

ACTIVITY 1: WHAT'S ON YOUR TRAY? (20 min)

➔ Worksheet 3-1: What's On Your Tray?

Divide students into small groups and ask each group to select one meal from a school menu. Be sure each group selects a different meal. Ask students to list all the menu items in the meal, and all of the ingredients they can identify in each food. Are there any ingredients they

couldn't identify? When each group has completed their list, ask one representative from each group to share their list with the class. Ask the class if any food items or ingredients have been left off the list.



Example for teacher use only

Meal: Turkey sandwich, harvest medley blend, applesauce, carrots and milk.

Main Dish, Sides and Beverage Worksheet				
Turkey Sandwich	Applesauce	Harvest Vegetable Medley	Raw Baby Carrots	Milk
What are the main ingredients in each dish?				
If any part of the dish is made of different ingredients, please list them below				
<ul style="list-style-type: none"> ■ Bread (whole wheat flour, yeast, salt) ■ Sliced turkey meat ■ Slice of cheese (milk, rennet, salt) ■ Lettuce ■ Tomato ■ Mustard (mustard seeds, vinegar and salt) 	<ul style="list-style-type: none"> ■ Apples ■ Cinnamon 	<ul style="list-style-type: none"> ■ Potatoes ■ Sweet potatoes ■ Beets ■ Carrots ■ Olive Oil ■ Herbs 	<ul style="list-style-type: none"> ■ Carrots 	<ul style="list-style-type: none"> ■ Non-fat milk

Once students have identified all the ingredients in their meals, ask them to think about where each food item came from. Have students think back to Lesson 2 on Food Systems, and ask them if they can tell a story about how the food item travelled through the food system from field to plate. For instance:

- Bread – Made from wheat. Where is the origin? South Dakota, North Dakota, Oklahoma, etc. Was the bread baked at a bakery or in your school kitchen?
- Meat – Meat is required by the school lunch program to be of U.S. origin, but the turkey used in the school sandwich could have come from many places in the U.S. Who raised the turkeys and how? Was the turkey raised on pasture, eating grass and bugs, or raised inside and fed grains?
- Cheese – Cows live on dairy farms across the country. Their milk is typically stored in bulk tank on the farm and a large truck comes to pick up the milk, which is then mixed together at a cheese plant. Where do you

think the cows lived, and where was the cheese made? How were the cows raised?

- Lettuce, Tomato—Lettuce and tomatoes are fresh vegetables which have a short shelf life. Do lettuce or tomatoes grow in your area right now, or are they grown somewhere else in the United States and shipped to your school?
- Mustard – Mustard is made from mustard seeds, which can be grown and stored for long periods of time.

Have the students discuss how and where the food may have traveled from where it was grown, different steps in aggregation with other products, shipment to and from processing facilities, to distribution and storage sites, etc. What parts of this supply chain are unknown to students? In doing this exercise, students will learn that the path food actually takes is sometimes much longer than just the distance between where the raw product is grown and where it is eaten.

ACTIVITY 2: WHERE DOES OUR FOOD COME FROM NOW? RESEARCH. (20-30 minutes)

➔ Worksheet 3-2: An In-depth Look at School Lunch Origins

Students can remain in small groups or work independently on this activity. Have students select one item from their “tray” in Activity 2 to research further using Worksheet 3-2. This Worksheet could also be assigned as homework.

When students have completed Worksheet 3-2 are completed, discuss the research process and their answers to the questions outlined on the worksheet, raising the following questions:

- Where are the ingredients from? Where are they processed?
- What information were you unable to find?
- Can you tell how far your food travelled in all the steps from farm to fork?
-

- What are the pros and cons of this system?
- Could Farm to School foods address the cons identified?
- For your food item, what may work well in a Farm to School system and what may not?

ACTIVITY 3: UNDERSTAND NATIONAL MEAL PROGRAM REQUIREMENTS AND REGULATIONS. (30-45 MINUTES)

➔ Handout 3-1: The National School Lunch Program

➔ Worksheet 3-3: MyPlate Research

As a class, read Handout 3-1 on the National School Lunch Program, along with any documents from the Additional Resource section useful to your class. Ask students to discuss the aspects of school meals that they did not know before and take notes in their Farm to School Journals. Some specific questions to ask students include:

- What foods do schools need to provide to students and in what quantities per meal?
- How are the requirements after July 2012 different than before July 2012? What does that mean for the foods that your school offers now? Have students explore the MyPlate website to identify how much of each food group they are recommended to eat, using Worksheet 3-3.
- What do the federal rules say about schools procuring food from nearby farmers (e.g., expressing “geographic preference”)?

ACTIVITY 4: FARM TO SCHOOL ASSESSMENT (45 MINUTES)

➔ Worksheet 3-4: Farm to School Assessment

In this lesson students will complete the Farm to School Assessment using Worksheet 3-4 to learn more about what their school is doing, and what their school has the capacity to do, when it comes to Farm to School. The information gathered through the assessment will complement the information students will learn from their food service professional in the next activity to give students a fuller picture of their school’s capacity to start or expand Farm to School programming. Students may have to save some questions to be answered by the food service professional during the visit of Activity 4.

To begin, allow students to work alone and then merge students into small groups. In small groups, students can compare answers and educate each other about responses to questions. After the small groups have answered the questions as thoroughly as possible, discuss as a class the questions that still cannot be answered or to which there

is no agreement. Make a list of the remaining questions to ask the food service professional if possible, or find the answers from school administrators or school cooks. If any of these staff people do not have offices in your school building, draft a class e-mail to gather the needed information.

After students have filled out the assessment and made a list of remaining questions, allow time for classroom discussion. Prompt the class with the following questions, which are also listed on the handout:

1. What did you learn from this School Food Assessment?
2. What surprised you most about what you learned?
3. With this new information, how do you think you can help Farm to School start or expand at your school?

ACTIVITY 5: MAKING A CONNECTION WITH YOUR FOOD SERVICE PROFESSIONAL (30-45 MINUTES)

➔ Worksheet 3-4: Farm to School Assessment

➔ Student Farm to School Journals

If possible, arrange for your school district's food service professional or the lead cook at your school to come in to your class to discuss your school's meal program. Have students bring any questions remaining from the assessment activity and ask them to write down any additional questions they have ahead of time. Give questions to your food service professional two weeks in advance of the visit to allow time for research and preparation. Encourage students to take notes on the presentation in their Farm to School Journals. Some specific topics that you can ask your guest to talk about include:

- How are meals and ingredients planned, purchased and prepared?
- What are the challenges of operating a school meal program and do you have ideas for how students can help?
- Can our school conduct scratch cooking or modified scratch cooking? Why or why not?
- How far in advance are menus planned? (several weeks, several months?)
- How did requirements change with the new federal rules in 2012? What is our school doing differently given the new federal requirements?

- How much can our school nutrition service spend per meal on food, labor and overhead?
- How is the food cost allocated across different meal components like fruits, vegetables, grains, protein/entrée and milk?
- What quantity of a specific ingredient is needed for one or multiple school meals?
- Are any Farm to School activities currently done in the school? What foods are grown or raised locally? Where and by whom?
- What food safety or other procurement rules do students need to understand before approaching farmers?
- What other advice does the FSD have about potential sources of local food? Delivery requirements, packaging, storage facility, skills of cafeteria staff, etc.?

Encourage students to develop a collaborative relationship with the food service representative and to be respectful of the hard work she or he undertakes to feed so many students.

ADDITIONAL ACTIVITY: LETTER TO THE EDITOR

Have students write an article for the school newspaper, a letter-to-the-editor or blog about your Farm to School class. Their article can discuss what they have learned throughout this lesson about the origins of foods currently used in their school and how Farm to School initiatives might be incorporated. Have students focus on one food item and be specific about the changes that Farm to School can support for that one food item. This activity can also be used as a test to show increased knowledge at the end of the lesson.

ADDITIONAL ACTIVITY: VISIT SCHOOL KITCHEN OR SCHOOL DISTRICT'S CENTRAL KITCHEN

If possible, arrange for students to visit your school kitchen or your district's central kitchen to shadow kitchen staff and/or shadow nutrition staff. Allow them opportunities to interview staff in different roles of involvement with the school meals in order to better understand how meals are prepared.

NATIONAL COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS

CCSS.ELA-LITERACY.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

CCSS.ELA-LITERACY.SL.11-12.1B Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-LITERACY.SL.11-12.1C Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CCSS.ELA-LITERACY.W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

THE COMMON CORE MATH STANDARDS

None identified

THE MN MATH STANDARDS (2007)

None identified

THE COMMON CORE SCIENCE STANDARDS

None identified

THE MN SCIENCE STANDARDS (2009)

9.4.1.2.1 Recognize that cells are composed primarily of a few elements (carbon, hydrogen, oxygen, nitrogen, phosphorus, and sulfur), and describe the basic molecular structures and the primary functions of carbohydrates, lipids, proteins and nucleic acids.

9.4.2.2.2 Explain how matter and energy is transformed and transferred among organisms in an ecosystem, and how energy is dissipated as heat into the environment.

THE MN SOCIAL STUDIES STANDARDS (2011)

None identified

WHAT IS THE NATIONAL SCHOOL LUNCH PROGRAM?

The National School Lunch Program is a federal meal program operating in over 101,000 public and nonprofit private schools and child care institutions. Approximately 31 million children participate in the National School Lunch Program and over 12.1 million children receive breakfast through the School Breakfast Program every day. In 1998, Congress expanded the National School Lunch Program to include reimbursement for snacks served to children in afterschool educational and enrichment programs.

The USDA Food and Nutrition Service administers the program at the federal level. On the state level, the National School Lunch Program is usually administered by state agencies like State Departments of Education, which operate the program through agreements with school food authorities.

Source: <http://www.fns.usda.gov/cnd/lunch/AboutLunch/NSLPFactSheet.pdf>

HOW DOES THE NATIONAL SCHOOL LUNCH PROGRAM WORK?

Generally, public or nonprofit private schools of high school grade may participate in the school lunch program. School districts and independent schools that choose to take part in the lunch or breakfast program are reimbursed by the government from the U.S. Department of Agriculture (USDA) for each meal they serve. In return, they must serve lunch and breakfast meals that meet Federal requirements. Schools can also be reimbursed for snacks served to children through age 18 in afterschool educational or enrichment programs and dinners.

Source: <http://www.fns.usda.gov/cnd/lunch/AboutLunch/NSLPFactSheet.pdf>

WHAT ARE THE NUTRITIONAL AND SAFETY REQUIREMENTS FOR SCHOOL LUNCHES?

The current School Lunch Program Requirements can be found at <http://www.gpo.gov/fdsys/pkg/FR-2012-01-26/pdf/2012-1010.pdf>.

School lunches must meet the applicable recommendations of the Dietary Guidelines for Americans, which recommend that no more than 30 percent of an individual's calories come from fat and less than 10 percent from saturated fat. Regulations also establish a standard for school lunches to provide one-third of the Recommended Dietary Allowances of protein, Vitamin A, Vitamin C, iron, calcium and calories. School lunches must meet federal nutrition requirements, but decisions about what specific foods to serve and how they are prepared are made by local school food authorities.

Source: <http://www.fns.usda.gov/cnd/lunch/AboutLunch/NSLPFactSheet.pdf>

There are rules that food service professionals must follow when serving school food. The following resources offer great information on serving local foods in school lunches:

- Food Safety Manual
<http://www.okfarmtoschool.com/resources/fts-distro-foodsafetymanual/index.htm>
- “Serving Locally Grown Produce in Food Facilities”
<http://www.mda.state.mn.us/food/safety/~media/Files/food/foodsafety/fs-produce.ashx>

NAME:

Instructions:

Working in your group, choose a meal from the school menu to examine together. List all the menu items in the meal, and then list all of the ingredients you can identify in each food item.



Once your group has identified as many ingredients as you can in your meal, try to identify where each ingredient came from. Think back to what we learned about Food Systems. Can you tell a story about how each food item travelled through the food system from field to plate?

Lesson 3: School Lunch: How Does It Really Work?
Worksheet 3-2: An In-depth Look at
School Lunch Origins

NAME:

In this assignment, you will do internet research on a school lunch food item to see how it came to your lunch tray. Three common steps for most food items are: 1.) production and harvest; 2.) processing and manufacturing; 3.) distribution and sale (retail, foodservice, etc.). Keep these steps in mind as you answer the following questions about your food item.

In what areas of the U.S. is your food item grown or raised?

“Food processing” includes when food items are washed, peeled, steamed, pureed, sliced, marinated etc. and how they are packaged. In what way was your food item processed into the form it takes on your tray?

Can you identify any information about where and how the ingredients of your food item were grown and processed by looking at the food manufacturer or source’s website? What information is available about ingredients’ sources and how it was processed? What information isn’t available? If time allows, contact the provider of the menu item and ask them these questions.

How did your food item travel from farm to processor to distributor to school? How far did it travel? Use an online maps website (e.g., Google Maps) to trace the distance from farm to fork when possible.

What are the pros and cons of how this food item reached your tray?

Could Farm to School foods address the cons identified?

NAME:

Instructions:

Explore the MyPlate website to find out what you should see on your school lunch tray!

Look at www.choosemyplate.gov/food-groups/ and click on “How much is needed?” to see a chart of how much of each group you should eat. For the following groups, what is the recommended amount for your age group? (K-5, 6-8, 9-12)

Fruits:

Vegetables:

Grains:

Proteins:

Dairy:

Oils:

Do you eat the recommended amount of each category? Are there some categories where you eat less than the recommended amount? Are there some categories in which you eat more than the recommended amount?

Do you think it's easy to eat the recommended amounts of all the food groups? Which ones are the most difficult? Which ones are the easiest?

NAME:

Instructions:

Answer the questions in this worksheet to the best of your ability. Use your food service vocabulary cards, your class interview with your school food service professional, school kitchen tour, school district website and your own observation to answer these questions. After answering the research questions, take time to answer the thoughtful wrap-up questions at the end.

GENERAL INFORMATION:

School District Name:

School Name:

Grades:

Number of Students:

Average Number of Students participating in the National Lunch Program per day:

FOOD SERVICE:

Name of your Food service professional:

Who operates your school/district's food service program? Does the school operate it themselves, or does an outside food service company?

Is food for your school meals prepared on-site in a kitchen at your school or in a central kitchen facility somewhere else in your school district?

What equipment is available in your school kitchen?

Does your school participate in the USDA National School Lunch Program? Yes No

Does your school serve breakfast? Yes No

Does your school serve a snack program? Yes No

Does your school serve dinner? Yes No

Does your school offer a salad or fresh fruit bar? Yes No

What distributor(s) does your school/district use?

How is most of the school's food purchased?

How and where is food delivered to the school?:

How much refrigerator or freezer space is available in your school kitchen?

Where do your school food ingredients come from now?

How many food service staff work in your school's kitchen and what are their roles?

What form do fruit and vegetable need to come in to be used in your school's kitchen (eg. Whole, fresh; fresh, precut; canned; frozen; dried)?

How is your school menu developed? Does your school have a cycle menu that repeats every 4 or 5 weeks, or does it take a different approach to planning menus?

What are some of the biggest challenges faced by your school's food service program?

What changes have taken place in the last 3-5 years?

FARM TO SCHOOL:

Does your school currently have a Farm to School Program? Yes No

Procurement and School Meals

Does your school or district currently purchase fruits, vegetables, meat, grains or other products that are grown or raised on local farms? Yes No

If yes, what foods are purchased from local farmers/ranchers/fishers etc.?

If yes, how does your school/district find local farmers?

If yes, are there signs in your cafeteria or eating space highlighting local foods? Yes No

If no, what types of local products are desired?

Gardening

Does your school have a garden or greenhouse? Yes No

If yes, what is grown in the garden or greenhouse?

If yes, is food from the garden or greenhouse used in your cafeteria or classroom?

If no, does your school have a space for a greenhouse or garden?

Nutrition and Agriculture Education

Does your school or classroom conduct any of the following activities?

Local food taste testing in the cafeteria: Yes . No

Cooking in the classroom: Yes No

School or classroom visits from chefs or farmers: Yes No

Field trips to farms, farmers markets, restaurants, grocery stores or something similar: Yes No

Farm to School curriculum: Yes No

Provide supporting materials for parents, staff or community about food and nutrition: Yes No

Have a chef in the classroom or cafeteria program: Yes No

Wellness Policy

Is Farm to School mentioned in your school/district's Wellness Policy? Yes No

WRAP UP SECTION FOR CLASSROOM DISCUSSION

What did you learn from this School Food Assessment?

What surprised you most about what you learned?

With this new information, how do you think you can help Farm to School start or expand at your school?