



Procedures for Teacher Training

**Network for a Healthy California
Harvest of the Month Training**

Length: 60 minutes

DESCRIPTION	PURPOSE
<p>Networking Activity (10 minutes prior to training) (slides 1-2) Before the meeting begins, post the Harvest of the Month (HOTM) slide. As the meeting starts, post the Networking Activity slide and direct participants to the Interview handout in the training packet. Directions for completing the Networking Activity are provided on the PowerPoint (PPT) slide. Participants are to introduce themselves to four (4) individuals and interview participants about their experience, or lack thereof, with HOTM .</p> <p>Section 1: Training Expectations (3 minutes) (slides 3-4) Participants are asked to share the following:</p> <ol style="list-style-type: none"> What they learned during the Networking Activity interviews regarding experiences with HOTM? What they learned from those who are new to HOTM? What do they hope to learn from this training? <p>Records key points on flip chart. Review purpose and training objectives (at right) and link back to what participants shared regarding their experiences. Ask if participants have any expectations for today's training that have not been specified within the objectives. Record recommendations on flip chart. Note that if the training does not meet all the expectations/questions that they can be discussed at the end of the meeting.</p> <p>Section 2: Introducing HOTM (15 minutes) Play HOTM DVD Provide visual experience of HOTM by viewing the HOTM video developed in partnership between <i>Network for a Healthy California (Network)</i> and California Department of Food and Agriculture. The video shares how HOTM can be utilized in the classroom and connect to the cafeteria, school gardens, classroom cooking, and community.</p>	<p>To provide a structured training for Harvest of the Month (HOTM) and explore its relationship to other <i>Network for a Healthy California Campaigns and Programs</i>. Provide an overview of the support tools/resources involved to effectively train teachers and program coordinators to set up a program for effective implementation. The lesson presentation will provide practice with resources to support instruction and identify how HOTM supports the California Content Standards. Participants work in pairs and small groups to gain nutrition information and experience with the monthly elements to learn how to implement HOTM.</p> <p>OBJECTIVES Participants will:</p> <ol style="list-style-type: none"> Identify the various HOTM resources available. Understand the goals and objectives of HOTM. Apply grade-appropriate strategies for implementing HOTM. Understand how to implement HOTM in the classroom and reach out to the community. Learn how to integrate other resources into HOTM.





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Section 3: Training Introduction (3 minutes) (slides 5-6)

Welcome participants to the meeting and ask participants to reflect on what the most memorable/meaningful learning experience was when they were in school. As the participants share their experiences, make connections to how these experiences are centered on sensory exploration (i.e., field trip, taste testing, cooking, touch, etc.). Reinforce that HOTM is a sensory-based learning experience.

Section 4: Taste Testing Activity (10 minutes) (slide 7)

Participants take part in a taste testing activity using the sample educator newsletter (dried fruits). The *Power Play! Rate the Taste* worksheet will be integrated into the activity. *Power Play!* resources can be easily integrated into HOTM activities. Based on evaluation efforts and direct feedback from HOTM end-users, the taste testing activity is a core component to engage students and increase their interests to learn more about the produce.

- a. Working in small groups, one participant leads their group through the taste testing activity as described in the educator newsletter.
- b. Each participant will record their sensory responses on the Exploring California Dried Fruits worksheet (this is an example of how the teacher can have the students record their responses or post on charts in the classroom). Also record responses on the *Power Play! Rate the Taste* worksheet.
- c. Review the sample Nutrition Facts labels (dried fruits) and make comparisons/contrasts about the dried fruits.
- d. Each group shares how the taste testing activity can be implemented in the classroom and make connections to nutrition messages within the educator newsletter.
- e. In the larger group, lead a brainstorming discussion on how to obtain produce for the taste testing activities.

Section 5: Introduction of Monthly Elements (14 minutes) (slide 8 - 11)

Introduce the monthly educator newsletter using the recommended sample newsletter (dried fruits) and the Educator Newsletter Training Guide.

- a. The HOTM educator newsletter is a knowledge-based newsletter designed for use in grades prekindergarten through grade 12.
- b. The Educator Newsletter Training Guide was designed to help educators understand the purpose of each section within the newsletter; how each section links to one or more of the California Content Standards; and how each activity or information connects to *Power Play!* resources.



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- c. Have participants glance over the various sections of the educator newsletter.
- d. Divide participants into groups of four (4) and assign them different discussion topics for the dried fruits educator newsletter (see slide 14).
- e. Ask groups to discuss the sections and strategies for implementation. Use the Educator Newsletter Training Guide to take notes.
- f. Make connections to the California Content Standards.
- g. How can these elements be used in the after school environment?
- h. Have each group record their responses on post-it notes.
- i. Reconvene groups to share their results.

Position flip chart in front of the room and hang signs identifying the “Key Sections of the Educator Newsletter” around the room. Ask individual groups to share responses and then post responses on the appropriate flip chart.

- Flip chart 1: Diagram A – Support for the California Content Standards
- Signs: Diagram B – Key Sections of Educator Newsletter

Introduce the Links to California Content Standards grids. These are available on the HOTM Web site (in the Educators’ Corner) and hard copies are included in the training packets.

Section 6: Going Beyond the Classroom (8 minutes) **(slides 12 - 17)**

Introduce the family newsletters, menu slicks, and posters.

- a. Divide group into four (4) groups.
- b. Each group will be assigned one of the following topics:
 - What are some strategies/activities to expose families to HOTM and begin exploring changes they can make to their eating and physical activity habits?
 - How can the school food service staff be involved with HOTM in the cafeteria and in the classroom? What other activities could the school food service staff support for implementation efforts?
 - Consider local food retailers, farmers’ markets, and restaurants, and how you can engage them in HOTM. What are some specific things you might try to engage these organizations? What sections of the educator newsletter might be helpful?
 - Local farmers and members of the agricultural community are a natural tie to HOTM, how can you reach out to them for support? Items to consider: produce donations, field trips, involvement with school gardens, or presentations to classes.
- c. Have each group report back on their discussion highlights.



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Section 7: Additional Resources (2 minutes) (slide 18)

Share how the resources (on this slide) integrate well with HOTM. Remind them to utilize resources from the California Healthy Kids Resource Center.

Section 8: Harvest of the Month Web Site www.harvestofthemonth.com (3 minutes) (slide 19)

Explore www.harvestofthemonth.com. Encourage participants to frequent the site for updates, supplemental materials, and best practices.

Section 9: Wrap-Up (2 minutes) (slides 20 - 21)

Have participants reflect on the following questions and record answers on flip chart.

1. What excites you most about HOTM?
2. What obstacles do you foresee for implementation?
3. How can HOTM support you in your education efforts from year to year?
4. What additional information/support do you need for implementation?