



Procedures for Training the Trainers

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

Length: 70 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. Review the directions for completing the networking activity posted on the PowerPoint (PPT) slide.</p> <p>Section 1: Training Expectations (3 minutes) (slides 3) 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>Record key points on flip chart. Review agenda, purpose and training objectives, and link back to participants' experiences. Ask if participants have any expectations for today's training that are not included in 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 DVD creates a visual experience of HOTM can be used in the classroom to connect with the cafeteria, incorporate the school garden, engage students in cooking, and involve the 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 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 style="text-align: center;">OBJECTIVES</p> <p>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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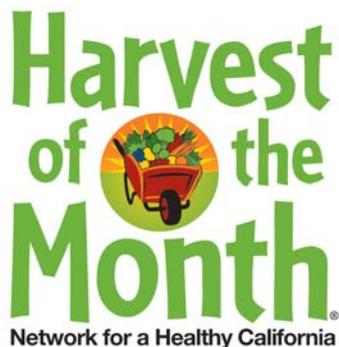
Section 3: Training Introduction (3 minutes) (slides 4-5)

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

Section 4: Taste Testing Activity (6 minutes) (slide 6)

Participants take part in a taste testing activity using the sample educator newsletter (dried fruits). The *Power Play!* Rate the Taste worksheet will also be integrated into the activity. *Power Play!* resources can easily be integrated into HOTM activities. Based on evaluation efforts and direct feedback from HOTM end-users, we found that the taste testing activity is a core component. It engages students and increases their interest in learning 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 sheet (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 makes 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.



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Section 5: Instructional Guide (8 minutes) (slides 7 - 9)

Use the following “think-pair-share” activity to introduce participants to the HOTM *How to Grow Healthy Children* instructional guide. After completing this activity, involve the groups in reviewing the core areas of HOTM.

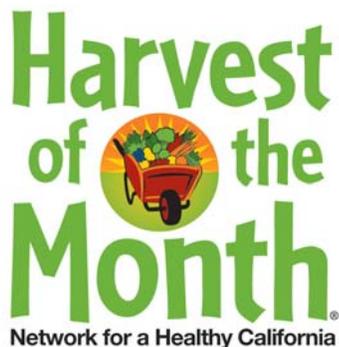
Think-pair-share activity:

- a. Divide group into pairs.
- b. Assign each pair sections of the guide to review:
 - Tool Kit Elements – pages 6-9
 - Social Ecological Model – pages 10-15
 - Getting Started – pages 16-17
 - Gaining Support – pages 18-21
 - Connecting with the Community – pages 24-25
- c. Discuss how the information contained in the assigned section would support HOTM implementation in their region.
- d. Have the group reflect on the following questions (record responses on flip chart):
 - What was the most important information in the instructional guide?
 - How will this information help you when developing implementation plans for HOTM and training others?
 - What additional information do you still need to support your implementation efforts?

The “core” areas for HOTM implementation have been identified as:

- Taste testing/cooking activities
- Parent connections
- Cafeteria connections
- School garden or community garden activities
- Integration into the California Content Standards
- Role modeling at all levels

Note that teachers and school site coordinators do not receive the 32-page instructional guide, but rather the Quick Start Guide. (Share Quick Start Guide with participants in next section.) However, point out that the instructional guide is available at www.harvestofthemonth.com and they can print out sections that they feel might be relevant to teachers or others. Some information may also be used at site trainings.



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Section 6: Quick Start Guide (10 minutes)
(no slides, just handouts of Quick Start Guide in participants' folders)
Review Quick Start Guide and the ten key steps for HOTM implementation.

Think-pair-share activity: have pairs discuss the Quick Start Guide and steps they will need to take for HOTM classroom implementation and to make connections within the community.

Section 7: Introduction of Monthly Elements (10 minutes)
(slides 10 – 13)

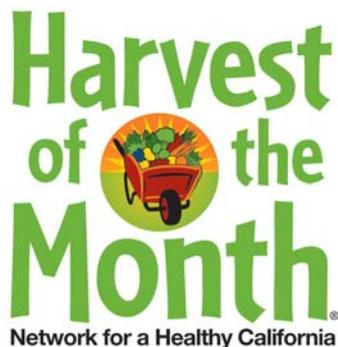
Review and describe the sample Educator Newsletter (cycle II December). Use the Educator Newsletter Training Guide to explain each section.

- 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.
- 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 group to share their results.

Position a flip chart (Diagram A) in front of the room and post signage (Diagram B) of the “Key Sections of the Educator Newsletter” around the room. Ask individual groups to share responses, and then post their responses on the appropriate flip chart.

- Flip chart 1: Diagram A – Support for the California Content Standards
- Signs: Diagram B – Signage with key sections of educator newsletter

Introduce the Links to the 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.



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Section 8: Going Beyond the Classroom (8 minutes) **(slides 14-19)**

Introduce the family newsletters, menu slicks, and posters. Review the target audience, user, language, and description of the family newsletter and menu slick (from the *How to Grow Healthy Students* instructional guide). Engage the group in an activity to reflect on how these elements could be used by schools and communities.

- 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 classroom presentations.
- c. Have each group report back on their discussion highlights.

Section 9: Additional Resources (2 minutes) **(slide 20)**

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

Section 10: Harvest of the Month Web Site (www.harvestofthemonth.com) (3 minutes) **(slides 21)**

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

Section 11: Wrap-Up (2 minutes) **(slides 22-23)**

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?