

How to Meet Professional Standards Using the Focus on Food Curriculum

January 21st, 2016



California Department of
EDUCATION



CENTER for NUTRITION in SCHOOLS
CONNECTING FOOD, HEALTH, AND LEARNING

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Webinar Outline

- * Recap of the US Department of Agriculture Professional Standards
- * How to Meet Professional Standards through *Focus on Food Curriculum*
- * Overview of the Curriculum
 - * Introduction to Facilitator Guide
 - * Lesson Structure & Example
- * Upcoming *Focus on Food* Train-the-Trainer Training Sessions



USDA Professional Standards

Meeting Professional Standards

- * Standards went into effect July 1, 2015
- * Requirements are dependent on job category
 - * **Directors** – plan, administer, implement, monitor, and evaluate all district-wide aspects of school nutrition programs
 - * **Managers** – have direct responsibility for the day-to-day operations at one or more schools
 - * **Staff** – prepare and serve meals, process transactions at POS, review the free/reduced-price applications, along with other routine work

Training Standards

- * Number of annual required training hours varies by job category
- * Must be job-specific and intended to help employees perform their duties well
 - * Opening remarks, introductions, lunch/breaks, networking, advocacy training, or motivational presentation do *NOT* count toward annual training
- * Training is measured in hours
 - * Can be counted in 15 minute increments

Minimum Training Hours

Job Category	Requirements July 1, 2015 – June 30, 2016	Requirements July 1, 2016, onward
Directors	8 hours	12 hours
Managers	6 hours	10 hours
Staff	4 hours	6 hours
Part-Time Staff (working less than 20 hours per week)	4 hours	4 hours
Mid year hires in all categories (Jan. 1, or later)	Not specified	One-half of training requirement for each job category ⁸

Training Documentation

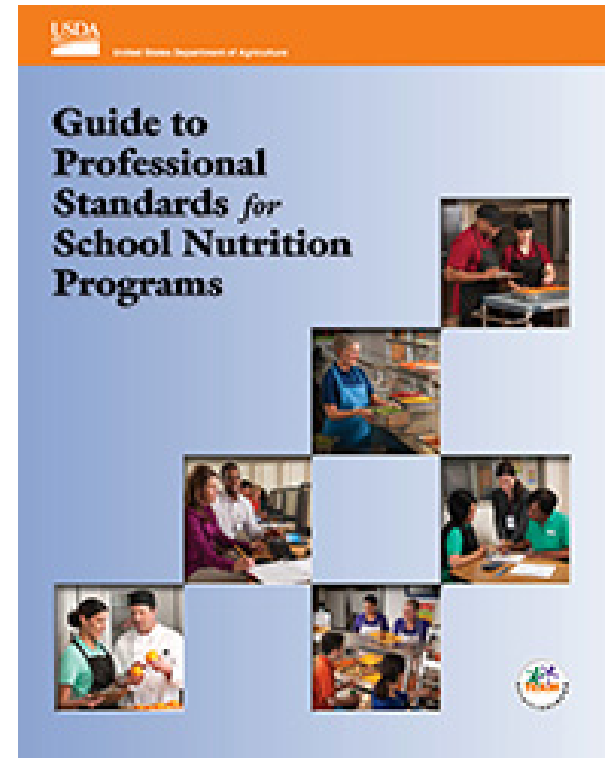
- * USDA Professional Standards Training Tracking Tool
- * Another method that includes the following:
 1. Trainee's first and last name
 2. Trainee's professional standards position
 3. Title of training
 4. Date training completed
 5. Training hours credited
 6. Key area(s) of training
 7. Key topic(s) addressed
 8. Training subjects or learning topics covered

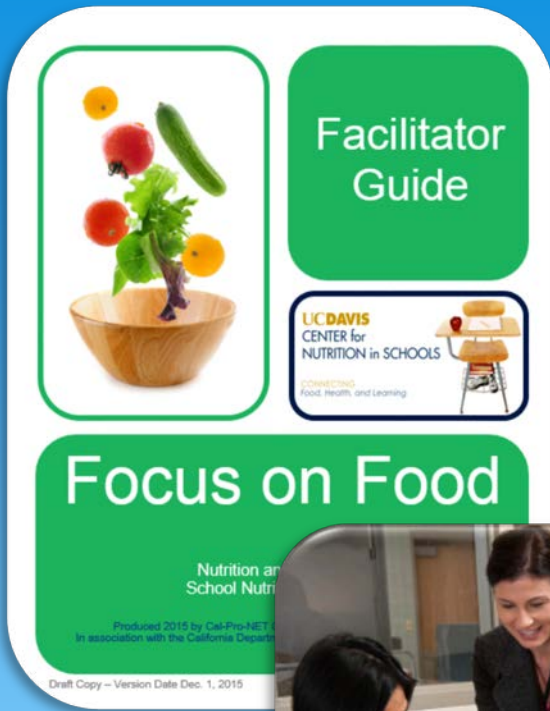
Training Topics Key Areas

- * Nutrition – 1000
- * Operations – 2000
- * Administration – 3000
- * Communications and Marketing – 4000

Resources

- * Nutrition Services Division Management Bulletin
- * Guide to Professional Standards for School Nutrition Programs
- * Mandeep Punia, Nutrition Education Consultant (NEC) phone at 916-323-6037 or by e-mail at mpunia@cde.ca.gov
- * Lisa Melhouse, NEC, by phone at 916-323-2488 or by e-mail at lmelhouse@cde.ca.gov





Using *Focus on Food* to Meet Professional Standards



Curriculum Overview

- * Intended for school nutrition program personnel, such as nutrition assistants, servers, and cooks
- * Designed to assist learners in gaining an awareness of general nutrition recommendations, while allowing them to discover connections between these recommendations and the importance of school nutrition program requirements
- * A key component of each lesson is applying the knowledge gained to the daily lives of the learner, whether at the workplace or at home.

Using *Focus on Food* to Meet Professional Standards

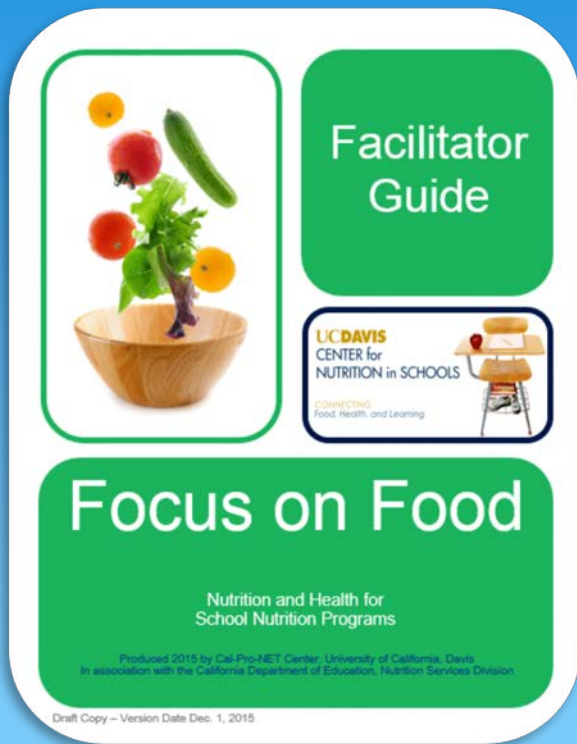
- * Eight lessons, approximately 8 hours total
- * Weekly lessons
- * Sessions of 2 to 3 lessons
- * One-day workshop
 - * Suggested modifications:
 - * Goal Setting – Ask participants to choose one goal
 - * Newsletters – Distribute weekly following workshop

Focus on Food: Providing and Crediting Training Hours

- * *Focus on Food* provides 8 hours of training
 - * Staff are required to complete 6 hours per year (beginning July 1, 2016)
- * Provide the training over two school years.
- * Apply excess hours to preceding or subsequent year
 - * Excess hours can be applied to either:
 - * Immediately previous year
 - * Immediately subsequent year

Example of Crediting

- * Sheila offers Focus on Food to staff in 2016-2017 school year
 - * Provided 8 hours of training
 - * Staff only required to complete 6 hours
- * Sheila applies 2 hours to her staff's requirements for the 2017-2018 school year



Focus on Food Curriculum Overview

Curriculum Overview

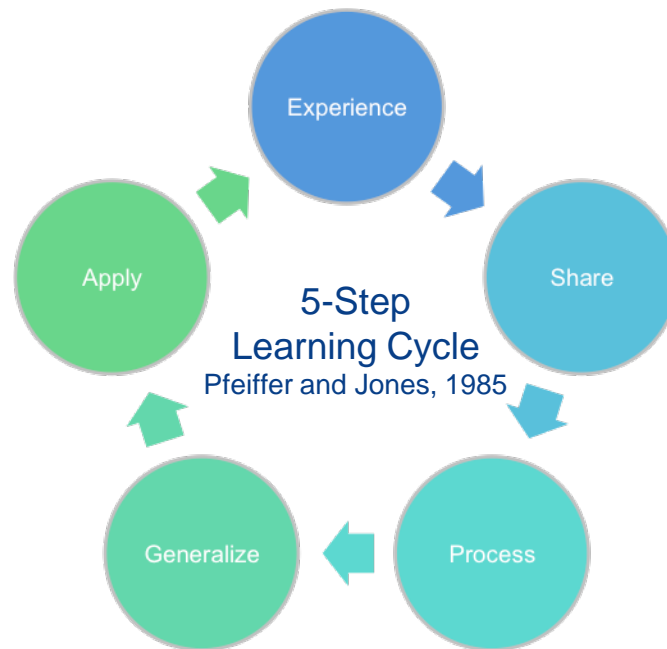
- * The curriculum contains eight lessons covering a variety of topics
 - * Nutrients and their functions in the human body; benefits of physical activity;
 - * Food recommendations based on gender, age, and level of activity;
 - * Portions, serving sizes, and the Nutrition Facts Label;
 - * Factors that influence eating behavior, and local school wellness policies.
- * The activities in each lesson were designed using learner-centered methods.

Learner-Centered Approach

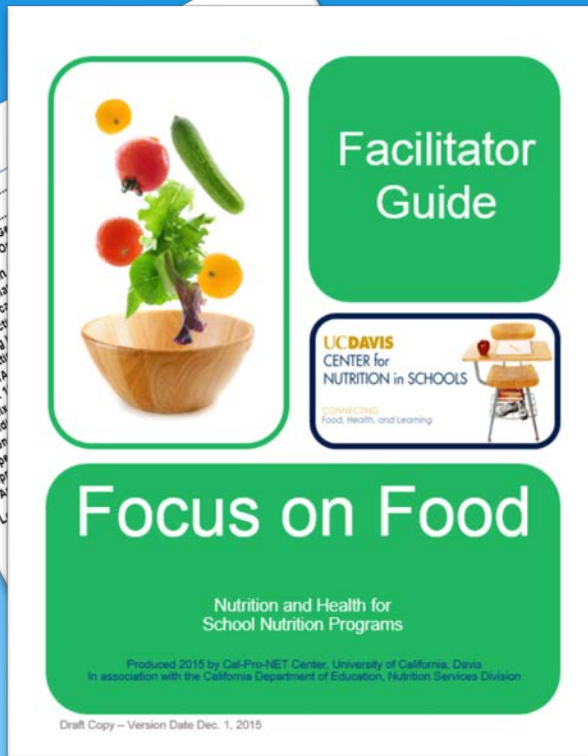
- * Teaching or training method that focuses on the learner, as opposed to the instructor
- * Experiential learning is an example of the learner-centered approach.

What is Experiential Learning?

- * The process of developing understanding **directly from experience**



Focus on Food Facilitator Guide – What's Inside?



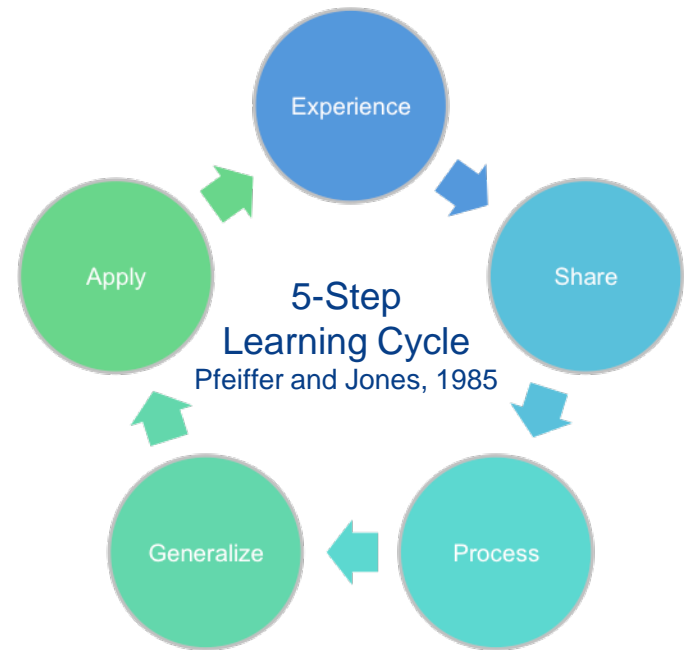
Facilitator Tips

- * Introduction to the Curriculum
- * Teaching & Learning Strategies
- * Organization of Learning Environment
- * Organization of the Curriculum



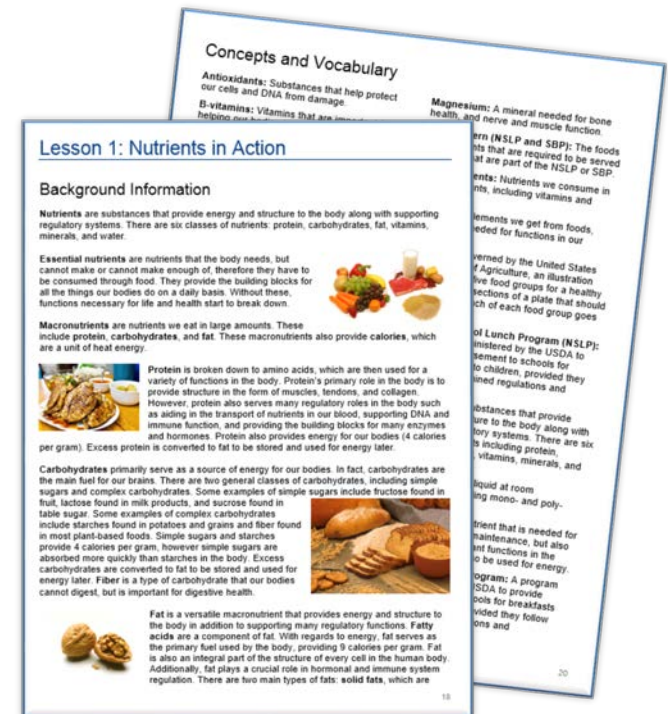
Lesson Structure

- * Background Information
- * Learning Activity
 - * Getting Ready
 - * Opening Questions/Prompts
 - * Procedure (Experiencing)
 - * Activity Wrap-up
 - * Concept & Term Discovery
- * Expanding Knowledge
- * Goal Setting
- * Newsletters



Background Information

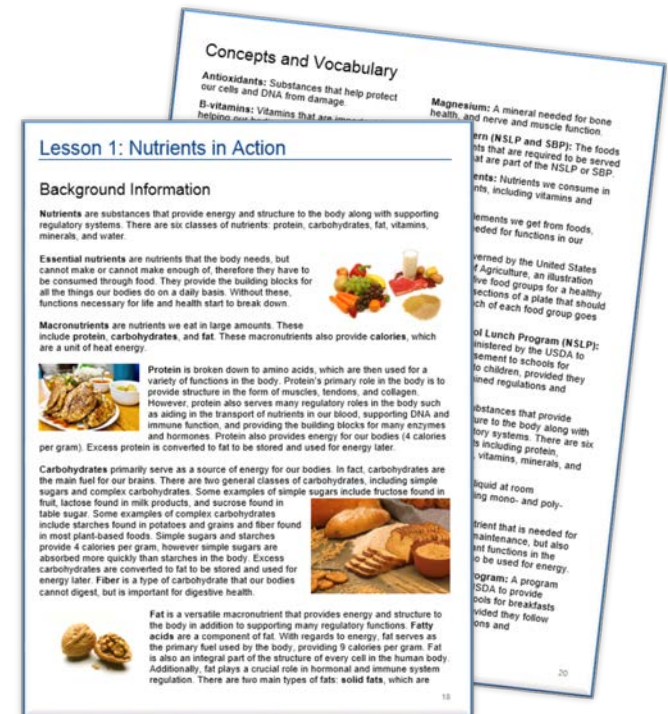
- * Provides facilitators with a brief overview of the subject matter
- * Includes concepts and vocabulary
- * Intended to support facilitators by providing factual information that may help ground and inform group discussions
- * Not meant to be shared with participants before the learning activity



Lesson 1: Nutrients in Action

Background Information

- * Provides facilitators with an overview of:
 - * Macronutrients
 - * Protein
 - * Carbohydrates
 - * Fat
 - * Micronutrients
 - * Vitamins
 - * Minerals



Getting Ready



Time Required: 55 minutes
(Including Expanding Knowledge
and Goal Setting: 90 minutes)



Materials Needed:

- * Flip chart paper, markers, pens
- * Adhesive mailing labels
- * Lesson handouts



Preparation:

- * Prepare handouts
- * Prepare *Nutrient Labels*
- * Prepare lesson flip chart paper



Opening Questions/Prompts

- * Draw the participants into the topic being addressed in the activity.
- * The responses will provide facilitators with an understanding of what the participants already know about the topic.
- * Limited time should be dedicated to this section as it is not the time for discovery.



Opening Questions/Prompts

* Lesson 1

- * Explain what you know about nutrients
- * Explain what you know about how different nutrients benefit your body
- * Explain what you know about NSLP and SBP meal patterns



Procedure (Experiencing)

- * This is the part of the curriculum where the participants experience and complete the activity itself
- * Important for participants to record their observations, ideas, and other thoughts during the procedure on the flip chart paper
- * Facilitator prompts are in a “**say**” and “**do**” format
- * Optional PowerPoint slides have been prepared for major steps in each activity



Procedure (Experiencing): Lesson 1

- * Define *Nutrients*
- * Assign nutrients to groups by handing out prepared *Nutrient Labels*
- * Groups will complete *Student Lunch Choices*
- * *Nutrients in Action* and *Las Llamas Middle School Menu* handouts will be used as reference



Procedure (Experiencing) continued

Appendix 1A – Nutrients in Action

<p>Thiamin</p> <p><i>What does it do?</i></p> <p>Thiamin (also called vitamin B1) is important in helping our bodies turn food into energy.</p> <p><i>Where can I find it?</i></p> <p>Whole grains and fortified grains Beans and Peas Nuts and seeds Pork</p>	<p>Riboflavin</p> <p><i>What does it do?</i></p> <p>Riboflavin (also called vitamin B2) is important in helping our bodies turn food into energy.</p> <p><i>Where can I find it?</i></p> <p>Green leafy vegetables (Romaine lettuce, spinach, broccoli, kale, etc.) Fortified grains, Dairy Meat and poultry</p>	<p>Vitamin B6</p> <p><i>What does it do?</i></p> <p>Vitamin B6 (also called pyridoxine) is important in helping our bodies turn food into energy.</p> <p><i>Where can I find it?</i></p> <p>Meat and poultry Whole grains Vegetables Nuts and seeds</p>
<p>Folate</p> <p><i>What does it do?</i></p> <p>Folate (also called vitamin B9) helps the body form red blood cells and is needed for growth and repair. It is also important in pregnancy to help prevent birth defects.</p> <p><i>Where can I find it?</i></p> <p>Dark green leafy vegetables (Romaine lettuce, spinach, broccoli, kale, etc.) Fortified and enriched grains Beans and Peas</p>	<p>Vitamin B12</p> <p><i>What does it do?</i></p> <p>Vitamin B12 (also called cobalamine) helps the body form red blood cells and is important in helping our bodies turn food into energy. It is also needed for growth and repair.</p> <p><i>Where can I find it?</i></p> <p>Meat, poultry, and seafood, eggs Dairy Fermented foods like Kimchi</p>	<p>Vitamin C</p> <p><i>What does it do?</i></p> <p>Vitamin C is needed for growth and repair and a healthy immune system. It's also important because it helps our bodies absorb iron.</p> <p><i>Where can I find it?</i></p> <p>Citrus fruits Peppers Berries Green leafy vegetables (Romaine lettuce, spinach, broccoli, kale, etc.) Potatoes Tomatoes</p>

Appendix 1C – Student Lunch Choices

Leticia

Monday

Leticia chose the *corn and cheese enchilada*, with *black beans*, *orange slices*, and *chocolate milk*.

Did Leticia choose foods with your assigned nutrients on Monday? If yes, which nutrients?

Tuesday

On Tuesday, Leticia selected the *Caesar veggie wrap*, *baked sweet potato fries*, *orange slices*, and *chocolate milk*.

Did Leticia choose foods with your assigned nutrients on Tuesday? If yes, which nutrients?

Wednesday

On Wednesday, Leticia selected the *chicken teriyaki stir fry*, a *banana*, and *plain low-fat milk*.

Did Leticia choose foods with your assigned nutrients on Wednesday? If yes, which nutrients?

Thursday

On Thursday, Leticia selected the *southwest salad*, *orange slices*, and *chocolate milk*.

Did Leticia choose foods with your assigned nutrients on Thursday? If yes, which nutrients?

Friday

On Friday, Leticia selected the *strawberry spinach salad*, *red bell pepper strips with hummus*, a *banana*, and *chocolate milk*.

Did Leticia choose foods with your assigned nutrients on Friday? If yes, which nutrients?

Weekly

Over the entire week, did Leticia choose foods with your assigned nutrients at least once? If not, what nutrients was she missing?

Procedure (Experiencing) continued

Lesson 1

- * Participants use *Nutrient Labels* to complete the flip chart papers for each of the students
- * If the student consumed a nutrient, participants place a label on that student's flip chart paper on the day consumed

Leticia

monday

tuesday

wednesday

thursday

friday

At the end of the week,
what nutrients are missing?

Leticia

monday

Folate Fats and Oils
Vitamin D Protein Calcium Zinc Potassium Vitamin E
Vitamin C Vitamin A Iron Vitamin B12 Carbohydrates

tuesday

Fats and Oils Protein Folate Calcium Zinc Potassium Vitamin C
Carbohydrates Iron Vitamin A Vitamin B12 Vitamin D Vitamin E

wednesday

Protein Calcium Zinc Potassium Vitamin E
Folate Vitamin B12 Vitamin A Iron Vitamin C Vitamin D Carbohydrates Fats and Oils

thursday

Folate Protein Calcium Zinc Potassium Vitamin E

Procedure (Experiencing) continued

Lesson 1

- * Participants discuss the following within their groups:
 - * Explain the differences and similarities between the food sources of different nutrients
 - * Explain how the student choices impacted their nutrient intakes
 - * What might this mean for their growth and health?

Activity Wrap-Up (Sharing, Processing, and Generalizing)

- * Participants come back together as one group and share their observations with each other
- * Provides participants an opportunity to communicate their findings, listen to what others discovered, consider the various thought processes, and learn from each other
- * Contains prompts that allow the participants to engage in thinking about how they went about solving a problem



Activity Wrap-Up (Sharing, Processing, and Generalizing)

- * Participants come back together to discuss:
 - * Observations about student choices
 - * Impact of choices on nutrient intake
 - * Connections between NSLP and SBP components and different nutrients



Concept & Term Discovery

- * At this point of the activity, most of the concepts will have most likely already been discovered by the participants
- * Some concepts may have been missed or poorly understood and need to be clarified



Concept & Term Discovery: Lesson 1

- * At this point of the activity, the concepts that should be discovered are:
 - * Different foods provide different nutrients
 - * Importance of variety
 - * Different nutrients perform different functions
 - * Different components in the NSLP and SBP provide students with a variety of nutrients.



Expanding Knowledge

- * Consists of 5 to 15 minutes of lecture
- * Reinforces the concepts that have been learned in the activity
- * Expands on these concepts with more detail and information.
- * Lesson 1
 - * Types of nutrients
 - * Functions of different nutrients
 - * Food sources of nutrients



Goal Setting Activity

- * Key part of the learning cycle
- * Allows participants to reflect on what they learned, and how it can be applied in their own lives



Goal Setting Activity: Lesson 1

- * What is one nutrient you would like to consume more of?
- * What are some foods you could consume to get more of this nutrient?
- * Make a plan for how and when you will incorporate these foods into your week.



Newsletters

- * Optional resource available for all eight lessons
- * Take-home material to help reinforce lesson concepts





Overview of Lessons 2-8

Lesson 2: How Does Your Food Measure Up?

Main Concepts

- * A portion is a subjective amount of food that someone chooses, while a serving size is a standardized amount of food listed on the Nutrition Facts Label
- * Serving sizes may be used as a reference when determining the amount of calories and nutrients consumed, or to compare and contrast similar food products when making purchasing decisions
- * The serving size listed on the Nutrition Facts Label is not the recommended amount to eat

Lesson 2: How Does Your Food Measure Up? Summary of Learning Activities

- * Participants are given a variety of food items and are asked to serve themselves a portion of that food
- * Using Nutrition Facts Labels, they then compare that amount with serving size for that food
- * Determine whether they served themselves more or less compared to serving size



Lesson 3: Get Your Move On

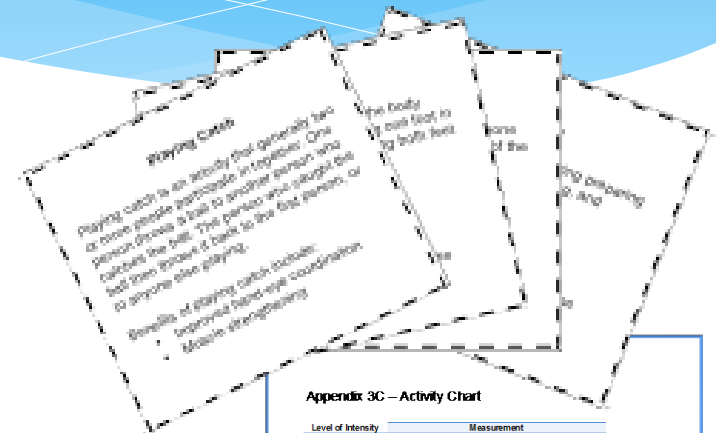
Main Concepts

- * Physical activity has many benefits, including heart health, bone strength, sleep and mood improvement, reduced risk of chronic disease, muscle strength, and flexibility
- * Any type and length of time being physically active is better than none, and they can exercise any time that works for them
- * Breathing rate and heart rate will differ depending upon the level of intensity of the activity they are doing

Lesson 3: Get Your Move On

Summary of Learning Activities

- * Participants are given a set of activity cards and are asked to organize them based on different criteria
- * Participants then engage in light, moderate, and vigorous activity, calculating heart rate and breathing rate for each level of activity



Appendix 3C – Activity Chart

Level of Intensity	Measurement	
	Heart Rate	Breathing Rate
Resting		
Moderate		
Vigorous		

Describe how you feel while resting:

Describe how you feel while doing moderate physical activity:

Describe how you feel while doing vigorous physical activity:

Lesson 4: MyPlate – Foods for Life

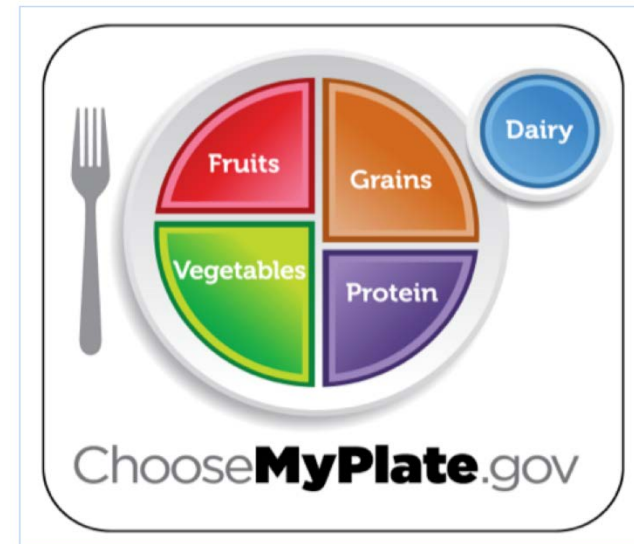
Main Concepts

- * There are different caloric, food group, and nutrient needs depending on gender, age, and activity level of individuals. (This concept is reinforced in Lesson 5.)
- * Key messages of MyPlate:
 - * Make half your plate fruits and vegetables
 - * Make half your grains whole
 - * Go lean with protein
 - * Switch to fat-free or low-fat milk

Lesson 4: MyPlate – Foods for Life

Summary of Learning Activities

- * Participants given character cards that describe hobbies, activity level, and age for their character
- * Using a MyPlate Recommendations handout, participants identify the recommendations for their character
- * They are then given a set of food cards to use to design a day's meals and snacks for their character



Lesson 5: Nutrients of Concern

Main Concepts

- * Several nutrients are identified as nutrients of concern: calcium, vitamin D, fiber, and potassium; iron and folate for certain age groups
- * Nutrient recommendations are different for males versus females and change as children grow.
- * Some foods are nutrient-dense, while others are not
- * School lunch personnel play a role in helping children reach their nutrient needs

Lesson 5: Nutrients of Concern

Summary of Learning Activities

- * Participants solve a nutrient mystery by identifying the nutrients described by different clues
- * They then identify the age and gender of a character and recommend changes to the character's diets to help them meet his or her nutrient needs

Appendix 5A – Nutrient Mystery

Group 1

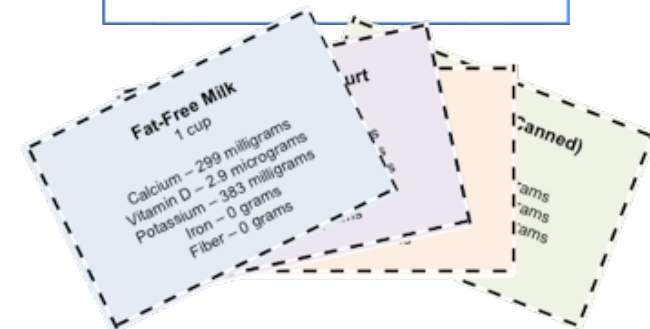
Part I. Use the clues to figure out the nutrients. Your choices are: Iron, Calcium, Potassium, Vitamin D, and Dietary Fiber.

	Medical	Amount Recommended
Clue 1 I help our bodies absorb and use calcium. You need me for strong bones and a healthy immune system. You can find me in fortified dairy products and certain kinds of fatty fish. The sun helps you make me in your skin.		15 micrograms
Clue 2 I am important for bone health and muscle function. You can find me in dairy foods, dark green leafy vegetables, and fish with bones (salmon, canned sardines).		1200 milligrams
Clue 3 I am important in red blood cells to move oxygen around in the blood. You can find me in meat, poultry and seafood, beans and peas (except green peas), spinach and broccoli, baked potatoes with skin, whole grains, fortified grain products, and dried fruit.		11 milligrams
Clue 4 I am important for muscle and nerve function. Eating a diet rich in me is also helpful in preventing high blood pressure. You can find me in fruits and vegetables (especially bananas, oranges, avocados, potatoes, tomatoes, spinach, sweet potatoes, mushrooms, winter squash, and dried fruit).		4700 milligrams
Clue 5 I am a type of carbohydrate that can't be digested, but I am important for digestive health. You can find me in whole grains, fruits, vegetables, legumes, nuts, and seeds.		31 grams

Part II. The nutrient recommendations listed above are for a mystery character. Using the Medical Recommendations Handbook, what do you think is the age, gender, and daily calorie needs of your mystery character?

Age: _____ Gender: _____ Daily Calories: _____

150



Lesson 6: Understanding the Influences of Food Choices (Main Concepts)

- * A variety of factors influence an individual's food choices.
- * Some influences might affect just one person, or may impact many.
- * There are differences and similarities between what motivates children versus adults to make certain food choices.
- * Environmental factors may influence choices.
- * Changing the environment is a strategy to encourage healthier choices.

Lesson 6: Understanding the Influences of Food Choices (Summary of Learning Concepts)

- * Participants review a variety of scenario cards of people making food choices under a variety of circumstances
- * Participants identify environmental and individual factors that might have had an influence on the person's food choice

5. Food Choice Scenario – Daniel

Daniel is a 42-year-old father of four children under ten who makes a modest salary for a living. It is his night to take care of the children, including selecting what restaurant they will eat at for dinner. The family dinner choices include a taco special that includes two tacos and a free quesadilla with the purchase of a large drink at a fast food restaurant (\$5), an all-you-can-eat sushi buffet meal at a sit-down restaurant (\$20), or a complete fresh fish meal including the catch of the day, jasmine brown rice with herbs, grilled local vegetables, and bottomless strawberry infused water (\$25). Daniel chooses the taco place for his family.

What factors could have influenced Daniel's choices for his family dinner?

.....

3. Food Choice Scenario – Conner

Conner is a 19-year-old Jewish college student living in New York. His alarm clock goes off at 7am. After hitting the snooze button three times, he rolls out of bed and gets ready for his morning class at the university. Bundled up in his warmest winter coat, Conner decides to stop by the local convenience store to pick up something to eat on his way to class. His breakfast choices include a ham and cheese breakfast sandwich (\$3), an egg and pancake platter (\$5), a fruit and yogurt parfait (\$3), or a donut (\$1). His beverage selections include chocolate milk (\$1), water (\$1), and coffee (\$1). Conner purchases the coffee and a donut and rushes to class.

What factors could have influenced Conner's choices for breakfast?

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Lesson 7: How Smart is Your Lunchroom

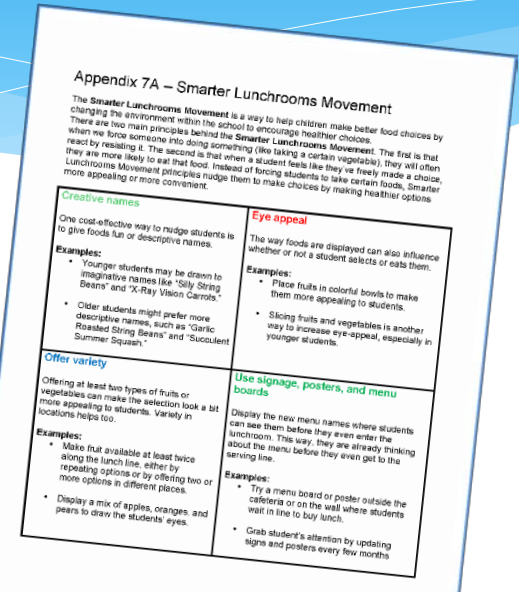
Main Concepts

- * The Smarter Lunchrooms Movement suggests key principles for positively affecting student food choices
- * School nutrition staff can use Smarter Lunchrooms Movement principles to encourage healthy behaviors
- * Their lunchrooms may already be using some of these principles

Lesson 7: How Smart is Your Lunchroom

Summary of Learning Concepts

- * Participants create a plan using Smarter Lunchrooms Movement techniques to increase sales of a menu item in a school
- * As part of the plan, they create a poster to promote the menu item using art supplies



Lesson 8: Working Toward Wellness

Main Concepts

- * A Local School Wellness Policy (“wellness policy”) is a written document that guides a school district’s efforts to establish a school environment that promotes students’ health, well-being, and ability to learn
- * A wellness policy should include specific goals for nutrition promotion; nutrition education; physical activity; and other school-based activities that promote student wellness

Lesson 8: Working Toward Wellness

Main Concepts

- * Participants brainstorm ideas that could help contribute to a healthy school environment
- * Given a list of wellness policy requirements, they design their “ideal wellness policy” by building on the ideas they brainstormed

Appendix 8A – District Wellness Policy Requirements

The Local Wellness Policy federal mandate requires that, at minimum, a Local School Wellness Policy should have the following areas of emphasis:

- 1. Nutrition Promotion:** Goals to promote nutrition on the school campus.
- 2. Nutrition Education:** Goals for teaching nutrition in the classroom, coordinating with the school nutrition program.
- 3. Physical Activity:** Goals for student's physical activity.
- 4. Other Areas of Student Wellness:** Goals to support other areas of student wellness.
- 5. Nutrition Guidelines:** Nutrition guidelines for all foods available on the school campus, with the goal of promoting student health.
- 6. Community Participation:** Involvement of the school community in designing and carrying out the policy, including parents, students, teachers, school health and nutrition professionals, the school board, school administrators, and the general public.
- 7. Checking That It's Working:** The district checks that schools are following the wellness policy. This is a chance to find out if the district is making progress in reaching nutrition and health goals. The results are made available to the public.
- 8. Sharing With The Public:** The district lets the public know about what is in the local wellness policy and what actions are taking place as a result of the policy.



Curriculum Tips & Techniques

Be Prepared!

- * Plan ahead to organize each lesson's materials ahead of time
 - * Lesson kits, plastic baggies, or file folders
 - * Pre-count copies needed per person & group
 - * Color-coding handouts & materials is highly recommended
 - * Work as a team!
- * If time permits, it is helpful to do a dry-run through before show time
- * Familiarize yourself with lesson concepts by reading the background information

Set the Tone!

- * Small groups of 2-4 provide for optimal learning
- * Promote sharing and discussion by establishing a welcoming environment
- * Encourage group work: Including reading aloud; getting up and moving around; use of flip chart paper
- * Make sure to address misconceptions at the end of each lesson

Keep it Learner-Centered

- * It is important to engage in discussion with all groups during the activity phase of the lesson
- * Remember to use your open-ended question skills during participant engagement
- * If groups complete a task more quickly than others, challenge them to delve a little deeper
- * Be sure to save time for the activity wrap-up where sharing, processing, and generalizing occurs
- * If you don't know the answer to a question – that's OK!



Focus on Food – School Nutrition Experiences

Sacramento City Unified Schools Pilots Focus on Food

This course is a refreshing and welcomed detour from the regulation-focused trainings we've all endured --as well as perfectly relevant. Because it connects the purpose of the new USDA meal regulations to menu changes staff now appreciate why we made all these changes. It's not enough to just say, "kids need more veggie subgroups". This course helps nutrition staff better understand the science and wellness behind the "Why". I really see staff taking to heart to ensure the menu requirements are available everyday -- not just because they are required -- because they have learned it is healthier for our kids"!

Brenda Padilla, Director, Nutrition Services

Sacramento City Unified Schools Pilots Focus on Food

This course enriches staff understanding on the basics of nutrition by providing key nutrition take-aways that can easily be applied to their front-line job, as well as to their own health and wellness.

Kelsey Nederveld, Nutrition Specialist, SCUSD

Sacramento City Unified Schools Pilots Focus on Food

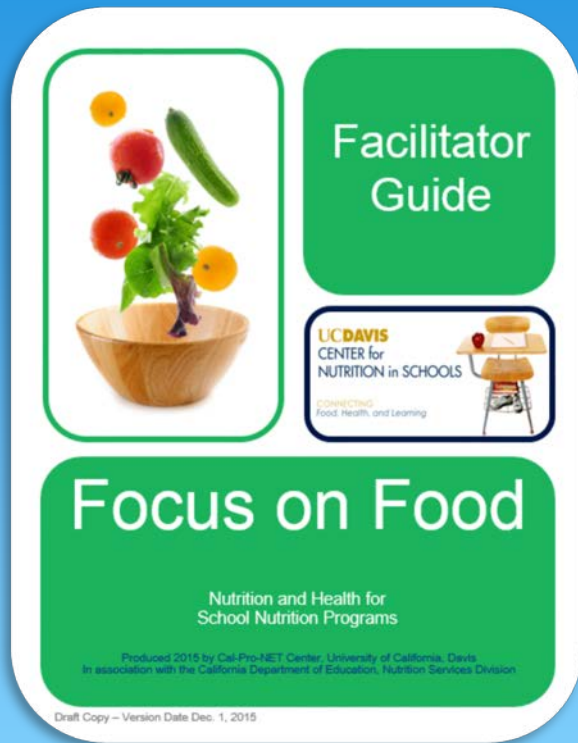
The course format was great at addressing the styles best suited for adult learners with hands-on activities, group discoveries and presentations that empower staff to realize their power -- with little effort -- in influencing positive eating habits in young students.

Brenda Padilla, Director, Nutrition Services

Sacramento City Unified Schools Pilots Focus on Food

The course is also a perfect segue to raising staff awareness of the new USDA Professional Standards and elevating their sense of proficiency and knowledge of career opportunities.

Kelsey Nederveld, Nutrition Specialist, SCUSD



Train-the-Trainer Training Session Opportunities

Train-the-Trainer Training Session Goals

- * Assist you with the development of knowledge and expertise in order to successfully implement the *Focus on Food* curriculum
 - * Establish familiarity with and excitement for the learner-centered teaching approach
 - * Experience facilitating several lessons from the curriculum
 - * Establish a community of practice

Train-the-Trainer Training Sessions

- * Dates and Locations
 - * Ontario: February 3, 2016
 - * San Diego: February 17, 2016
 - * Concord: March 16, 2016
 - * Fresno: March 23, 2016
 - * Ventura: May 11, 2016
- * Registration is still open at Ventura location
- * To register for this class, please visit:
<http://conferences.ucdavis.edu/nutrition>

Resources



Cal-Pro-NET



The California Professional Nutrition Education and Training (Cal-Pro-NET) Program is a collaborative effort between UCD and the California Department of Education to serve as a statewide resource for school nutrition professionals.

Training opportunities are offered with the goal of improving the nutrition health outcomes of children.

- Training Curriculum
- Webinars
- USDA Professional Standards



Children are proud to create their own healthy after-school snacks.



UC Davis established the Center for Nutrition in Schools (CNS) in response to the needs of teachers and administrators for nutrition education resources and

Shaping Healthy Choices Program

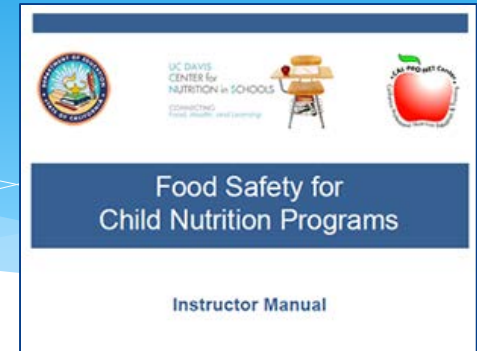


The Shaping Healthy Choices Program (SHCP) is a multi-component, school-based intervention, which is showing promising results.

- Classroom Curriculum
 - Cooking Up Healthy Choices
 - Discovering Healthy Choices
 - Nutrition to Grow On
 - Nutrition Education Resource Guide
 - Connecting the Dots...
 - Nutrition Education Competencies
- Family Newsletters

Resources

- * Training Curriculum
 - * Successful Menu Planning
 - * Food Safety for Child Nutrition Programs
- * Archived Webinars
 - * How to Start a School Salad Bar
 - * Offer versus Serve: Breakfast
 - * Offer versus Serve: Lunch
 - * Verifying Product Formulation Statements for Purchased Food Items



Other Resources

- * Classroom Curricula
- * Garden-Based Learning Resources
- * Nutrition Info Sheets
- * Wellness Policy Information
- * Links to External Resources



Thank you!
Any questions?
calpronet@ucdavis.edu

Instructional Minutes: 60

Suggested Key Area: 1000 Nutrition

Key Topic: 1200 Nutrition Education

Learning Topic: 1210 Nutrition

Activities

This institution is an equal opportunity provider.



California Department of
EDUCATION



CENTER for NUTRITION in SCHOOLS
CONNECTING FOOD, HEALTH, AND LEARNING