

High 5 Flyers Training Leader's Guide

Training Overview

This guide will help trainers prepare to conduct a two-hour training for food service staff who will be implementing the program to targeted grades.

The program includes daily activities designed to increase the appeal of fruits and vegetables to students and special activities, which directly engage students to encourage and motivate them to eat more fruits and vegetables at lunch. We encourage any school interested in offering the program to recruit a program champion who will be the key person to schedule activities and prepare materials. This could be the food service supervisor, volunteer coordinator or even an interested parent.

**The training is designed to be 2 hours long.
Topics covered in the training are:**

- Background: Why do we want children to eat more F/V?
- Program structure and components
- Hands on activities to provide an opportunity to apply some of the concepts presented
- Time for planning how the program will be implemented in your setting

Objectives

After attending the training, participants will be able to:

1. Understand challenges and importance of increasing f/v consumption.
2. Apply daily strategies to make fruits and vegetables more appealing on the lunch line.
3. Encourage children to choose and eat more f/V.
4. Conduct High 5 Flyers activities.
5. Plan to offer the High 5 Flyers program in their school.

Training Preparation

This section will help you prepare for the training and will give you ideas for presenting the High 5 Flyers program to food service staff.

Materials needed:

- Training manuals
- Agendas for attendees and trainers
- Ice breaker quiz
- Training evaluation forms
- Pens or pencils
- Name tags (optional)
- Posters and banners for planned activities (optional)
- Serving containers for hands on vegetable arranging activity
- Fresh vegetables in adequate quantities for group size
- Fresh fruit not usually served at school lunch
- 2 oz soufflé cups
- Serving trays

Before the training

- ✓ Reserve a facility large enough that participants will be able to work in small groups to do hands on activities which will include some limited food preparation.
- ✓ Order and prepare fruits and vegetables used in the training for the increase appeal and sampling activities.
- ✓ Arrange to present the power point training presentation and/or print out paper copies. To offer the power point presentation, you will need:
 - Power point projector
 - Laptop
 - High 5 Flyers training presentation CD

Note: Alternatively the training could be presented using paper copies of the presentation for each of the participants)

- ✓ Paper copies for each participant of:
 - Agenda
 - "What's on your plate?" quiz
 - Evaluation forms
 - High 5 Flyers manual

Training

1. Introduction - slides 1-8
 - a. Introduce presenters and participants
 - b. Point out housekeeping issues like available refreshments, restroom locations and a reminder to turn off cell phones.
 - c. Present the High 5 Flyers power point as follows:
2. Background and rationale - Arrange for a speaker to present the rationale. You may have a nutritionist within your community or a local health department, college or university may have speakers available.
 - a. Eating habits are formed very early in life
 - b. There is strong evidence that eating more F/V reduces the risk of cancer and other chronic diseases
 - c. Increasing rates of obesity
3. Daily Activities - slides 9-24
 - a. Increasing appeal of F/V
 - b. Offering more choice
 - c. Hands on activity: Provide participants with a variety of vegetables, selected for color and shape contrast in quantities appropriate for the group size. Ask participants to arrange the vegetables in a way that employs the color and shape contrast discussed in the presentation. Ask participants to think about how they could apply these ideas to the lunch line.
 - d. Encouraging students to take and eat more F/V at lunch.
4. Special Activities
 - a. Kick-off (slides 26 - 28) Introduce the High 5 Flyers to students
 - b. Sampling (slides 29 - 34) Offer "Nibbles" once a month - follow with item on the line the next day and periodically there after.
 - c. Hands on activity: Provide participants with fruit not usually served at school lunch in a quantity for each participant to have a bite sized sample. Also provide paper soufflé cups and trays for serving the samples. Ask one or two participants to serve their group a sample of the fruit according to sampling directions.
 - d. Challenge week (slides 35 - 38) Challenge students to eat more F/V for one week at lunch.
 - e. Finale meal (slides 39 - 40) The Go-Go Grape Meal celebrates enjoying more F/V and encourage students to keep it up over the summer.
 - f. Family connections (slides 41 - 43) Newsletter articles and letters to explain activities.

5. Planning (slides 44-47)

- a. Meet with other school staff members to create a positive school climate
- b. Plan when and how activities will occur
- c. Determine if volunteers will be needed for cafeteria activities and if so, how will they be recruited and trained?

Note to trainer: Create a participatory environment by encouraging attendees to ask questions throughout the training. Include as many hands-on activities as time allows. To some extent the size of the group will affect the number that can be offered. If appropriate, allow time near the end of the training for participants to begin to lay out the schedule for the program on the planning sheets provided.

High 5 Flyers Program Training

Agenda

1. Introduction..... 5 min.
 - a. Greetings – Introduce ourselves, attendees and school
 - b. Quiz – Talk about how quiz gives us some insight into our early taste preference issues. It is normal for all of us to have some fear of new foods.
2. Overview of training..... 2 min.
 - a. What attendees can expect to learn
3. Review of study 3 min.
 - a. Controlled study
 - b. Results
4. Overview of program..... 15 min.
 - a. Menu changes
 - b. Sampling
 - c. Challenge week
 - d. Finale Meal
5. Menu Changes..... 20 min.
 - a. Additional f/v
 - b. Improving appearance of lunch line – group activity to improve appearance on line
 - c. Creating more opportunities to serve f/v
6. Sampling 20 min.
 - a. Intent
 - b. How it works - conduct sampling
7. Challenge week..... 20 min.
 - a. Intent
 - b. How it works
8. Finale..... 5 min.
 - a. Intent
 - b. How it works
9. School communications 5 min.
 - a. Communicating with staff
 - b. Communicating with parents
10. Planning 15 min.
 - a. Review planning sheets
 - b. Make an action plan



Crunch



Cool Cat



Top Banana



Blue Magoo



Green Machine



High 5 Flyers Program Training

District: _____

Date: _____

Agenda

1. Introduction
2. Overview of training
3. Review of study
4. Overview of program
 - a. Daily activities
 - b. Special activities
5. School communications
6. Planning for your school



Crunch



Cool Cat



Top Banana



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Green Machine



WHAT'S ON YOUR PLATE? (OR WHAT ISN'T?)

For each question below circle the answer that best describes what you think or do.

1. I think kiwis:
 - a) Taste good
 - b) Look hairy
 - c) Are Weird
 - d) I don't know what they are
2. The parts of broccoli that I eat are:
 - a) The whole thing
 - b) The stems
 - c) The tops
 - d) Me, eat broccoli? You've got to be KIDDING!!
3. The chances of my eating red peppers on pizza are:
 - a) One in a million
 - b) One in a hundred
 - c) One in ten
 - d) One in five
4. I have eaten apricots:
 - a) In pastry
 - b) As jam
 - c) Canned or dried
 - d) It has never occurred to me to eat apricots
5. When it comes to vegetables I think (circle any that apply):

I like them and eat them a lot
 I like them but don't eat them
 I'd like to eat more of them but I don't
 Children should eat them, but I don't have to
 They don't taste very good
 They bring up bad childhood memories
 I don't know what to do with them
 The only vegetables I like I like are French fries and ketchup

High 5 Flyers Program Training

Developed as part of:
the **5 A Day Cafeteria Power Plus Study**; a
collaboration between the Minnesota Department of Health,
Anoka-Hennepin School District
and the University of Minnesota. Funded by a grant from the
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Training Objectives

Participants will:

- Understand the challenges and importance of increasing fruit and vegetable consumption
- Apply strategies to make fruits and vegetables more appealing on the lunch line.
- Understand and implement program activities
- Begin making a plan for offering the program at your school



High 5 Program Background

- The program was developed as part of a large, randomized control study.
- The goal was to increase consumption of f/v among elementary school children through an environmental change program based in the school cafeteria.
- The program was proven effective in increasing children's consumption of f/v.



The High 5 Flyers Program

- Offered through your school's Child Nutrition Program with help from lunch monitors & parent volunteers
- **Goal: students eat 3 f/v each day at lunch**
- Program components:

Daily activities

Special activities

Family connections



Program Rationale

- Children are not eating enough fruits and vegetables.
- On average, recent data suggests that children eat only 2 ½ servings a day of the recommended 5 servings.
- Recent studies indicate that by the time children are 18 months old, the most frequently eaten vegetable is fried potatoes (a low nutrient, high calorie vegetable).



Program Rationale

- Eating fruits and vegetables is essential for good health
- Eating f/v is associated with:
 - Healthy body weight
 - Reduced risk of some types of cancer, heart disease, stroke and diabetes



Foodservice Staff Take the Lead



High 5 Training Materials

- Training Manual
- Program Timeline
- Planning Worksheet and Calendar



Daily Activities

- Offer a wide **variety** of f/v at lunch
- Make the f/v look **appealing**
- **Encourage** students to take the f/v
- Increase other **opportunities** to eat f/v



#1

Offer a Variety of F/V at Lunch

- Serve fresh fruits and vegetables when they're in season
- Offer an additional fruit or vegetable when feasible
- Offer choice within choice



Serve Seasonal F & V



Offer Choice Within Choice





Fresh Grapes and Canned Pineapple



#2

Make Fruits & Veggies Appealing!

- Color and shape contrast
- Vary the texture, type and preparation
- Serving containers
- Offer dip



Contrast: Color and Shape



Type, Texture and Presentation



Seasonal



Attractive Serving Containers



#3

Encourage Students to Choose

- Place fruits and vegetables first on the line
- Make eye contact and smile
- Verbally encourage students to choose
- Use banners and posters



Connect with Students



Banner Reminds Students to Eat Fruits and Vegetables



#4

Increase Other Opportunities

- Look for other opportunities to offer F & V
- Include fruits and veggies at parties & events
- Serve fruit, veggies & juice ala carte



Snack cart including f/v



Planning Daily Activities



Special Activities

- Kick-Off
- Sampling
- Challenge Week
- Finale Meal



Kick Off

- Introduces High 5 Flyers characters
- Creates excitement about fruits and vegetables!



Kick-off: Introducing The High 5 Flyers



Kick-off: Have Fun



Sampling

- Exposes students to a variety of new fruits and vegetables
- Provides support for trying new fruits and vegetables
- Allows children to see their peers tasting new f/v (peer modeling)
- Creates curiosity about fruits and vegetables



Sampling: featuring pineapple



Sampling: featuring pineapple



Sampling: selecting helpers



Sampling: students serve others



Students like trying new f/v!



Challenge Week

- Motivates students to eat 3 F & V daily
- Held for 4 days, with 5th day to celebrate
 - All F & V served in cups that week
 - Helpers collect and count each classroom's cups
 - Record scores on carrot scoreboards
 - Reward classes that reach their goal
- Lunch monitors and volunteers provide support



Challenge week

Students collect and count cups



Challenge week

Volunteer/Students Tally Cups



Scoreboards help students track classroom progress



“Go-Go Grape” Finale Meal

- Concludes High 5 Flyers program in the late spring
- Recognizes students' accomplishments
- Includes grapes in several forms
- Offers Dole Kid's Cookbook to students
- Thanks teachers and others for support



Go-Go Grape Menu

Usual entrée

Usual vegetable

Waldorf Salad

Fresh Red Grapes

Grape juice

Oatmeal Raisin Cookie

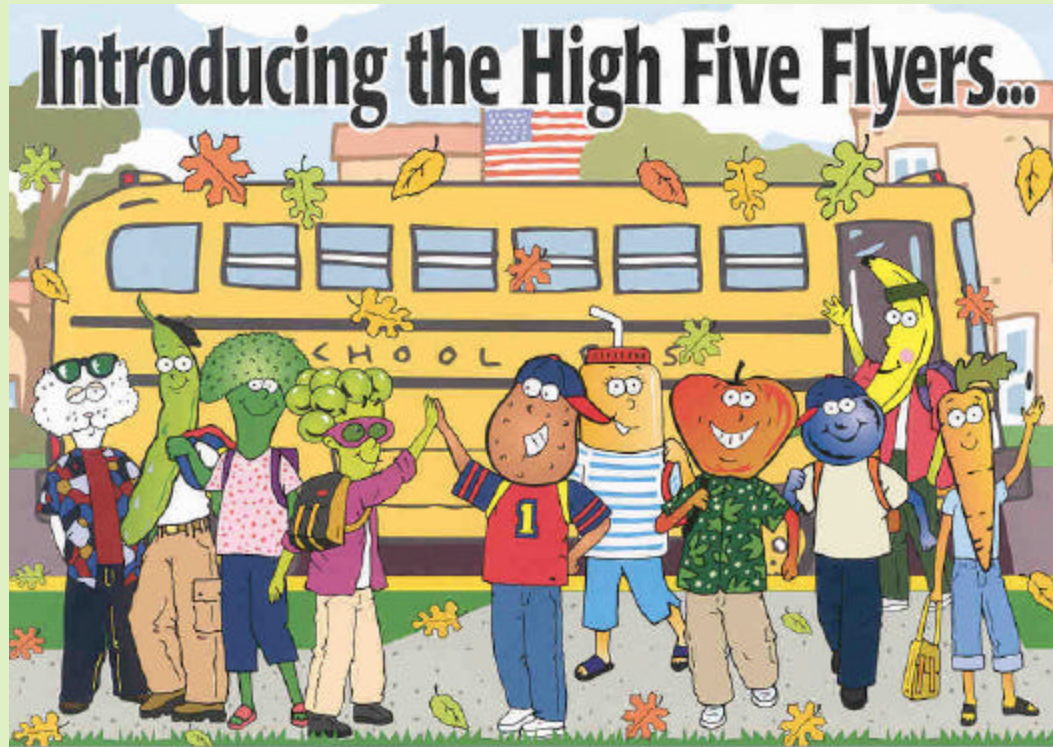


Family connections

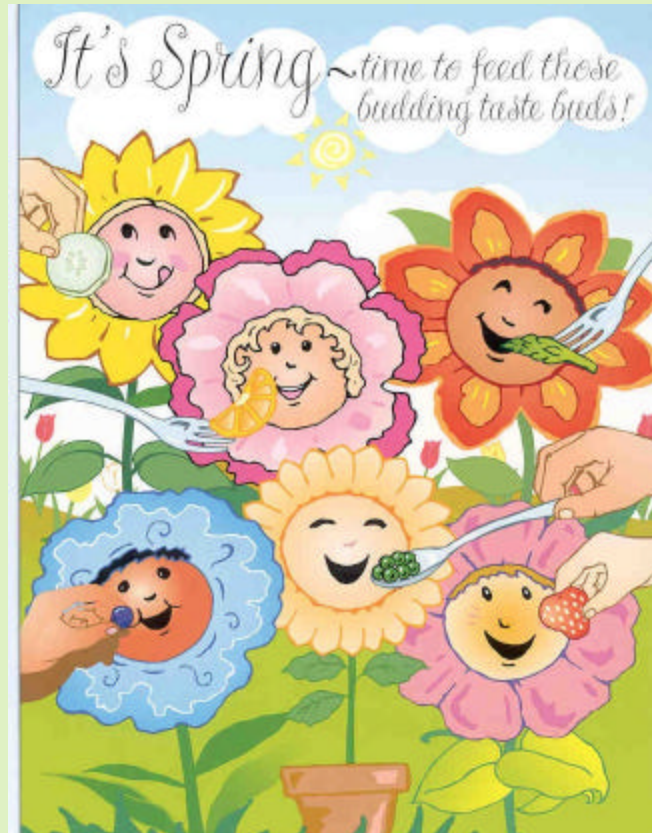
- Newsletter articles – photocopy ready for school newsletter
- Letters to families about special program activities



Newsletter Artwork



Newsletter Artwork



Program Planning

- Decide which grade(s) to target
- Decide activities to offer this year
- Schedule activities on calendar



Communicate About High 5

- Schedule meeting with principal
- Prepare for meeting with principal
- Communicate with others
Volunteer coordinator, LM, teachers



What you can do:

- Promote fruit and vegetable consumption in your cafeteria
- Start with daily activities and then add special activities
- Consider strategies to increase vegetable intakes of children
- Encourage multi-component approaches that include nutrition education.



Have Fun!



**For more information
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High 5 Flyers Program Training

School District: _____

Date: _____

Your School: _____

1. How **important** do you feel it is to promote eating fruits and vegetables to the children you work with?

Not at all	Somewhat important	Extremely important
1	2 3	4 5

2. How well **prepared** do you feel you are to implement the High 5 Flyers Program in your school?

Not at all	Somewhat prepared	Extremely prepared
1	2 3	4 5

3. How **motivated** do you feel to implement the High 5 Flyers Program at your school?

Not at all	Somewhat motivated	Extremely motivated
1	2 3	4 5

4. In general, how **useful** was each of these parts of today's training in preparing you to implement the High 5 Flyers Program?

	Not at all		Somewhat		Extremely
a. Overview of program	1	2	3	4	5
b. Description of menu changes	1	2	3	4	5
c. F/V presentation activity	1	2	3	4	5
d. Description of sampling activities	1	2	3	4	5
e. Sampling of F/V	1	2	3	4	5
f. Description of Challenge Week and Finale	1	2	3	4	5
g. Program planning activity	1	2	3	4	5

5. What did you like most about today's training?

6. What did you like least about the training?

7. Additional comments:



Y 3 U 9