

GOOD MORNING!

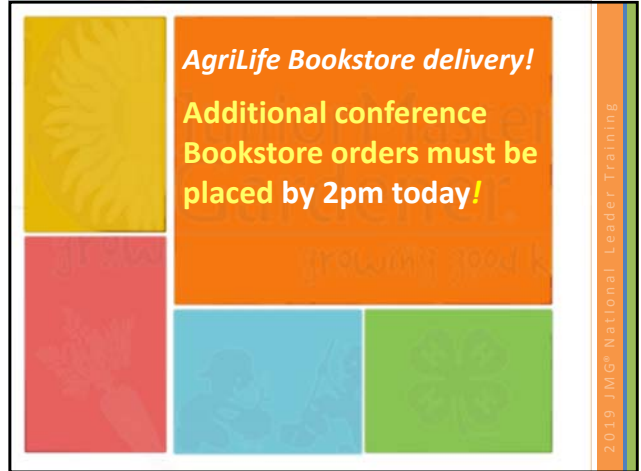
- Write your name on your paper towel.
- Fold your towel into sixteenths.
- Glue one seed in each square.



2019 JMG® National Leader Training

AgriLife Bookstore delivery!

Additional conference Bookstore orders must be placed by 2pm today!



2019 JMG® National Leader Training



2019 National JMG Leader Training

Learn, Grow, Eat & Go!




LEARN, GROW, EAT & GO!

2019 National JMG Leader Training

Overview & Research

Benefits of JMG to children?

- Increased leadership and personal responsibility
- Improved academic achievement – particularly science
- Increased parent and mentor involvement with youth in schools with JMG
- Exposure to career exploration paths
- Engagement in community service/service learning projects
- Youth certification as Junior Master Gardeners


www.jmgkids.us/research



2019 JMG® National Leader Training

Can Gardening Positively impact?

- Child Health
- Childhood Obesity Rates
- Family health
- Family mealtimes
- Reach into the home



2019 JMG® National Leader Training

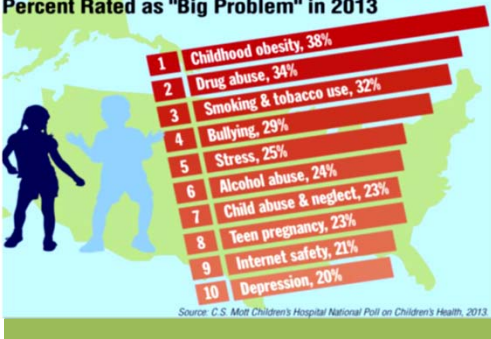
Why Health Matters

- Healthy kids are in school & in class.
- Healthy kids are ready to learn.
- Healthy teachers are at school with energy.
- Healthy administrators and staff are engaged.
- Healthy parents are at work or home –involved.
- **Healthy people have a higher quality of life.**
- **Healthy people need fewer health resources.**
- **Healthy communities are desirable places to live and work.**

2019 JMG® National Leader Training

Biggest Health Challenges

Figure 1. Top 10 U.S. Children's Health Concerns, Percent Rated as "Big Problem" in 2013



Rank	Health Concern	Percent Rated as "Big Problem"
1	Childhood obesity	38%
2	Drug abuse	34%
3	Smoking & tobacco use	32%
4	Bullying	29%
5	Stress	25%
6	Alcohol abuse	24%
7	Child abuse & neglect	23%
8	Teen pregnancy	23%
9	Internet safety	21%
10	Depression	20%

Source: C.S. Mott Children's Hospital National Poll on Children's Health, 2013

2018 National JMG® Leader Training

Relevance

- High prevalence of childhood obesity is cause for concern because it is linked to negative health consequences for children and their families.
- Vegetable exposure plus school gardening has been shown to **improve consumption** of fruits and vegetables.
- Adding more frequent and more vigorous physical activities during school has been shown to **improve student fitness** and weight.
- The greater the frequency of vegetable consumption and physical activity by parents, the **greater the consumption of these foods and exercise by their children**.
- With child obesity rates among low-income children in Texas ranging from 10% to over 20%, engaging schools and families in **prevention efforts is critical**.

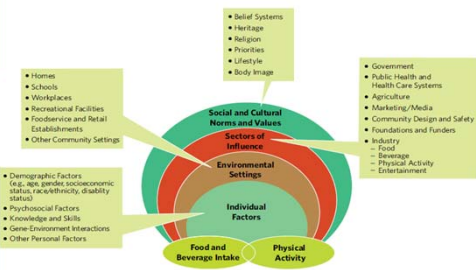
2019 JMG® National Leader Training

Research Project: Texas Grow! Eat! Go! Expansion/Implementation/Research Study Project



2019 JMG® National Leader Training

Social Ecological Model



Source: Adapted from: (1) Centers for Disease Control and Prevention, Division of Nutrition, Physical Activity, and Obesity. *State Nutrition, Physical Activity and Obesity (NPAO) Program Technical Assistance Manual*. January 2008, page 36. Accessed April 21, 2010. http://www.cdc.gov/obesity/downloads/TA_Manual_1_31_08.pdf. (2) Institute of Medicine. *Preventing Childhood Obesity: Health in the Balance*. Washington (DC): The National Academies Press; 2005, page 85. (3) Story M, Kacheling M, Robinson O'Brien R, Glanz R. Creating healthy food and eating environments: Policy and environmental approaches. *Annu Rev Public Health* 2008;29:253-272.

2018 National JMG® Leader Training

Who participated in research study

- 32 Title 1 schools, 5 Texas school districts/5 Texas counties
 - Corpus Christi ISD/Nueces County
 - Dallas ISD/Dallas County
 - Huntsville ISD/Walker County
 - Klein ISD/Harris County
 - Willis ISD/Montgomery County
- 8 schools per district (3 to 5 - 3rd grade classes)
- 3rd and 4th grade students & their families
- School personnel at each school
- County extension staff and county volunteers (Master Gardeners; Master Wellness; interns)
- Largest research and evaluation study ever done on the Junior Master Gardener program



2019 JMG® National Leader Training

Methods

Methods:

- Pre-post test study with control group
- Sample:
 - 28 schools across 5 cities in Texas
 - ~ 1,600 student-parent pairs (C1 + C2 = 1326)
- Schools randomized in each school district to receive varying combination of intervention components:
 - CATCH only (control)
 - CATCH + WAT
 - CATCH + JMG
 - CATCH + WAT+ JMG
- Intervention implemented in 3rd grade classes
 - Students measured pre-post intervention in 3rd grade and at the beginning and end of 4th grade

Instrumentation:

- Student Surveys (read by research staff)
- Parent Survey
- Child BMI (height & weight)
- Teacher Surveys and interviews
- Extension Project Specialist Interviews
- Interviews with school administrative staff
- Teacher Program Activity Time Log (SNAP-Ed Match Form)

2019 JMG® National Leader Training

Behavioral Targets

Twelve Core Behaviors

Child Behaviors	Parent/Adult Behaviors	Child & Parent/Adult Interaction Behaviors
Increasing fruit and vegetable consumption (F&V)	Increasing access and availability of F&V in the home	Gardening together
Decreasing sugar sweetened beverage (SSB) consumption	Limiting availability of SSB	Preparing snacks and meals together
Increasing physical activity (PA)	Providing PA opportunities for children	Engaging in PA together
Decreasing sedentary activity	Limiting children's sedentary activity	Eating snacks and meals together

2019 JMG® National Leader Training

LGEG Evidence Based Outcomes

Significant Improvements in:

- MVPA
- Total Physical Activity
- Vegetables Consumption
- Vegetable Preferences
- Healthy Beverage Preferences
- Self-Efficacy & Knowledge
- Parent/child cooking, physical activity and gardening
- Reaches into the home to support positive family health practices

- **BMI Significantly Reduced for use of LGEG**

Preliminary Conclusion: Family-focused garden, nutrition and physical activity programs significantly improve health behaviors in children.

2019 JMG® National Leader Training

LGEG Program Evaluation after full research study

- Implement as in study – expect similar results
- First year after study – scanned pre/post test
- NOW online evaluation, almost 3x per surveys completed
- Work with schools/agents – fire wall issues at schools, use computer lab
- Other states – opportunity to utilize online evaluation

2019 JMG® National Leader Training

LGEG - Texas State Evaluation School Year 2017-2018

- 103 counties of 254 have LGEG in schools
- 16,140 surveys completed
- 87% of children 7-10 years old
- Demographics – 33.8% Hispanic, 32.6% White, 10.2% African American, 15.3% Multi-racial/other, 8.1% Native American or Alaskan Native
- Increase in vegetable preference for 11 of 12 vegetables
- 13.7 % increase in water consumption, 8% reduction in fruit juice
- Increase in physical activity
- Decrease in student's reporting no physical activity
- Increase in planting seeds/plants with family and gardening with family at home, community and school

2019 JMG® National Leader Training

LGEG - Texas State Evaluation School Year 2017-2018

- 67.9% of students reported they felt gardening had made them a better math and science student
- 69.7% of students reported program made them want to come to school
- 61.2% of students reported that they had taught someone else how to make better food choices
- 65.0% of students reported that they enjoyed gardening with their family

2019 JMG® National Leader Training

Ways to maximize positive outcomes/lessons learned

- Comparing LGEG Healthy Texas (HT) and LGEG Full State report – HT had more statistically significant increases in family engagement – especially cooking/eating with family
- Healthy Texas offers additional wellness programs – EX: Dinner Tonight, Walk Across Texas, mobile cooking school and gardening classes for parents
- Additional resources through Healthy Texas funds, SNAP – BLT funding, grants and external funds can allow counties and programs to expand and offer more recipe demonstrations, family events, and other family wellness activities

2019 JMG® National Leader Training

Agent generated resources for LGEG

- LGEG Planning/Checkoff Worksheet – see your copy
- Encourages writing down/recording when tasks are planned/done
 - Cooking demo dates
 - Garden set up/seeds
 - Selection of additional programming/dates
 - Commitment letters/teachers and principals – SNAP
 - LGEG evaluation – pre/post test dates
- Healthy Texas Schools – See sample, maybe an idea for other states to encourage climate of wellness at schools

2019 JMG® National Leader Training

Ways to maximize positive outcomes/lessons learned

- Best practices: Coalition teams – District administration, School site administration, teacher teams, children, parents, parent/community volunteers, Extension and other groups
- Best practices: Fidelity of implementation is important – implement all lessons, gardening and cooking demonstrations
- Evaluation – Do not do pre or post tests on Monday/recall questions
- Evaluation – Pre tests prior to starting, post test at the end, poor reporting can impact results

2019 JMG® National Leader Training

JuniorMaster Gardener
growing good kids



Learn, Grow, Eat & GO!

2018 National JMG Leader Training

Lessons: Weeks 1-4



2019 JMG® National Leader Training



Primary constraints & stressors of our teachers

- Time & testing
- Many others... *funding, societal/family issues, training, etc.*


2019 JMG National Leader Training

Learn!

CURRICULUM DESIGN

10 weeks,
2 lessons/week

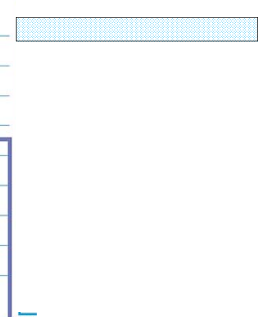
Sequence, integration,
pace & flexibility



2019 JMG National Leader Training

Learn, Grow, Eat & GO! Base Curriculum

food exposures and physical activity features

<ul style="list-style-type: none"> Week 1: 45 minutes - Know & Show Comberso, 30 minutes - 5 Senses Food, <i>Testing & Fresh carrots</i> Week 2: 30 minutes - Top & Bottom Plant Parts We Eat, 15 minutes - Walkways to Grow Week 3: 45 minutes - Don't Crowd Me, 15 minutes - Paper Towel Gardening Week 4: 30 minutes - A Place to Grow, Sweet Home, 15 minutes - Balloon Hot Potato Week 5: 30 minutes - Rules are Rules and Schedule It!, 30 minutes - MyPlate Week 6: 40 minutes - Veggie Research and Garden Graffiti, 30 minutes - GO, SLOW, WHOA Classification Week 7: 30 minutes - ID in 2 Color Box, 30 minutes - 1-Week Dinner Tracker Week 8: 40 minutes - Fruity Beauty and Blind Taste Test, 40 minutes - Ugly Vegetables: The Tasty Unknown, Paper Chain Week 9: 40 minutes - Two Old Potatoes & Me, Growing New from Old, 40 minutes - Growing Grid Estimation Week 10: 45 minutes - #Fluke Carton Quantity Conversion, 15 minutes - I will never not grow up a Tomato 	
---	---

Menu/Mind Makers

Base Curriculum 2 lessons/week

Garden start window of time

1. To earn certification, the students in your class must complete the base curriculum and participate in at least one service-learning project (beginning 7/15/19)

2019 JMG National Leader Training

Learn!

Lesson Overview



2019 JMG National Leader Training

Week 1

Plants need P.L.A.N.T.S.

a. Know & Show Sombreros 45 minutes

Objective
Analyze what plants need and how they support people and animals.

Supplies
1 unsharpened and decorated Know & Show Sombrero
Large writing surface, such as a poster, dry-erase board, or index board
1 marker
Appendix or JMG materials, such as pictures, headlines, and pipe cleaners
Two blank sheets of paper, separate sheets of newspaper, 1 set of pencils
Two sets of string, all 2 strands of 1 ball of packing tape

**Place
Light
Air
Nutrients
Thirsty
Soil**

2019 JMG® National Leader Training

Week 1

b. 5 Senses Food

Objective
Evaluate a food sample using the five senses.

Supplies
Large writing surface such as a poster, dry-erase board, or index board
Marker
For each student: 1 baby carrot; 1 Garden Journal (pages 18-21); Appendix or JMG materials; 1 pencil
1 packet of sunflower seed

TASTING 1: Carrots

You've learned that eating something is not just fasting—it's using all 5 of your senses! Today you will give a report card to a carrot. Give it a separate grade for each sense—sight, smell, feel, sound, and taste.

Sight	A	B	C	D	F
Smell	A	B	C	D	F
Feel	A	B	C	D	F
Sound	A	B	C	D	F
Taste	A	B	C	D	F

2019 JMG® National Leader Training

Week 1

Garden Journal: Week 1

Write a plant name below each letter below:

P
L
A
N
T
S

Your teacher has given you a seed, what might it grow into if you plant it and give it everything it needs? Maybe it will grow into a tree, a flower, or even something new! Write your ideas below.

- Draw a picture of what you think this seed might become one day.
- Write 2 sentences to describe what you think the plant would look like when it's grown. (Think of what's growing within these letters.)
- Write one more sentence to tell how this grown plant might be useful to you.

TASTING 1: Carrots

You've learned that eating something is not just fasting—it's using all 5 of your senses! Today you will give a report card to a carrot. Give it a separate grade for each sense—sight, smell, feel, sound, and taste.

Sight	A	B	C	D	F
Smell	A	B	C	D	F
Feel	A	B	C	D	F
Sound	A	B	C	D	F
Taste	A	B	C	D	F

Week 1

✓ Know & Show Sombrero 45 mins

✓ 5 Senses Food 30 mins

Week 1

This week's lessons
a. Know & Show Sombrero 45 minutes
b. 5 Senses Food 30 minutes

Weekly Features
Fresh Food Exposure (pages 18-21)
Garden Knowers Reader Drama (pages 18-21)
Quick Classroom Theater (page 141)

Tip of the week
The 5 Senses Food Lesson Box has the student's evolving grades correct. This is the first of what could be a weekly sampling and evaluation of a new material. See page 5 for suggestions on how to give help to prepare and provide these samples for your students.

a. Know & Show Sombrero 45 minutes

Objective
Analyze what plants need and how they support people and animals.

2019 JMG® National Leader Training

first food exposures

- one bite fresh, raw samples

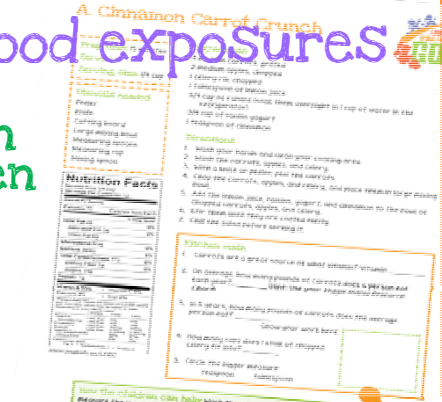


2019 JMG® National Leader Training

2nd food exposures

Garden Kitchen recipe demos

A Cinnamon Carrot Crunch

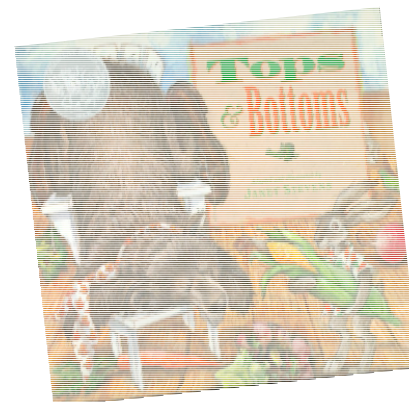


Ingredients: 2 medium carrots, grated; 2 medium apples, sliced; 1/2 cup of raisins; 1/2 cup of walnuts, coarsely chopped; 1/2 cup of brown sugar; 1/2 cup of cinnamon; 1/2 cup of flour.

Instructions: 1. Wash your hands and wash your cutting area. 2. Wash the carrots, apples, and walnuts. 3. Slice a half of carrot into thin slices. 4. Slice the carrots, apples, and walnuts. 5. Add the raisins, juice, cinnamon, sugar, and walnuts to the bowl of a food processor. 6. Pulse the mixture until it is a coarse meal. 7. Add the flour and pulse until it is a fine meal.

Nutrition Facts: 1 serving (1/2 cup) 100g
Calories 100
Total Fat 10g
Total Carbohydrate 20g
Protein 2g


How the children will help with the process, from the carrots, measure the ingredients, and stir the mix.



2019 JMG® National Leader Training

Week 2

Plant Parts



Plant Part	Function
Stem	Supports the plant and transports water and nutrients.
Leaves	Perform photosynthesis to produce food for the plant.
Flowers	Produce seeds for reproduction.
Fruit	Protect and nourish the seeds.

How the children will help with the process, from the carrots, measure the ingredients, and stir the mix.



Garden Planting Chart

Crop	Recommended planting date	Number of days until emerging	Number of seeds or plants per paper towel	Planting depth	Number of days to harvest
Broom (bush)		5-10	8	1 inch	45-60
Broom (tree)		5-10	8	2 inches	50-70
Beets		7-10	8	1 inch	50-70
Bell peppers		8-14	1	5 inch	80-120
Bok choy		5-10	4	5 inch	45-50
Broccoli		Transplant	1	Transplant	60-80
Brussels sprouts		5-10	1	5 inch	120-150
Cabbage		5-10	1	5 inch	140-180
Carrots		10-18	16	1 inch	70-90
Cauliflower		Transplant	1	Transplant	60-90
Collard greens		5-10	1	1 inch	45-60
Cucumbers		6-10	2	1 inch	50-70
Corn		5-10	16 cloves	1 inch	80-100
Kidney beans		6-9	1	1 inch	50-75
Leafy greens		5-8	4	1 inch	45-70
Lettuces (head)		6-8	4	1 inch	45-60
Mustard greens		5-8	4	1 inch	50-60
Onions		10-14	16	1 inch	80-120
Potatoes		14-28	1 seed potato piece	4 inches	70-90
Rutabagas		5-6	16	1 inch	25-40
Squash		7-12	1	1 inch	40-60
Sprouts		4-6	1 seed per 4 squares	1 inch	45-60
Sugar snap peas		10-12	8	1 inch	60-80
Swiss chard		7-10	4	1 inch	45-60
Tomatoes		Transplant	1	Transplant	60-80
Turnip greens		4-8	4	1 inch	50-60
Turnips		4-8	8	1 inch	50-60

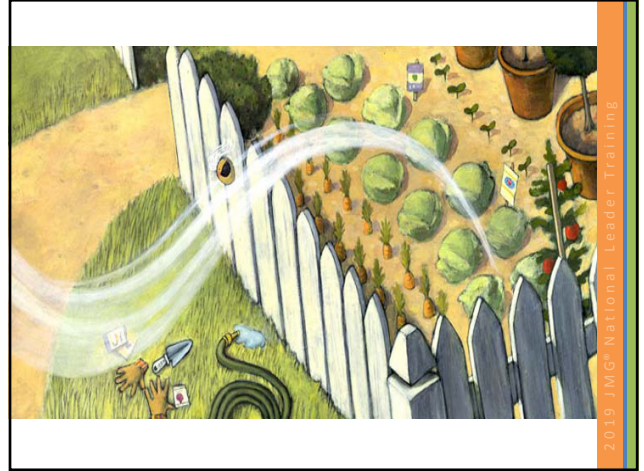
See page for details or search for local recommended planting date information for your area.

Local Extension support provide info on your local planting dates

Teacher Resources

- Guiding Planning & Use Activities
- Guiding Materials
- Check & Assess Checklist
- Planting the Garden**
- Students Observing the Results
- Reporting
- Other Recommended Resources





Home Sweet Home

Name _____ Date _____

You are trying to choose the best place for your group's garden. At each site, circle one number for each line. A rating of 1 means that the site does not provide that need very well, and 5 is the best.

A. Site location

Area has sunlight.	1	2	3	4	5
Area is near a water source.	1	2	3	4	5
Area has good, well-drained soil.	1	2	3	4	5
Area is near where tools are stored.	1	2	3	4	5
Area is close by and easy to get to.	1	2	3	4	5

Add up all of the numbers in the box above and write it in the star.

B. Site location

Area has sunlight.	1	2	3	4	5
Area is near a water source.	1	2	3	4	5
Area has good, well-drained soil.	1	2	3	4	5
Area is near where tools are stored.	1	2	3	4	5
Area is close by and easy to get to.	1	2	3	4	5

Add up all of the numbers in the box above and write it in the star.

C. Site location

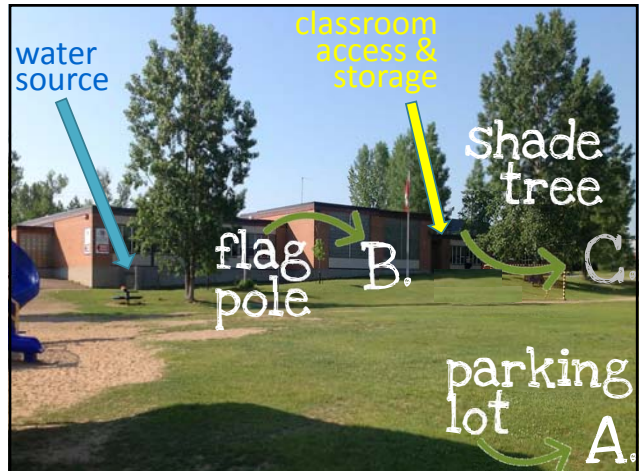
Area has sunlight.	1	2	3	4	5
Area is near a water source.	1	2	3	4	5
Area has good, well-drained soil.	1	2	3	4	5
Area is near where tools are stored.	1	2	3	4	5
Area is close by and easy to get to.	1	2	3	4	5

Add up all of the numbers in the box above and write it in the star.

Which environment provides the best support for a vegetable garden? How does it do this?

Learn! Grow Eat & GO!

2019 JMG® National Leader Training





GROW!

The LGEG school garden project specifically designed to be:

- Simple
- Easy
- Quick
- Inexpensive

2019 JMG® National Leader Training

GROW! Quick & Easy Garden Kit

Provides teachers with steps on:

- Getting Materials
- Building the Garden
- Planting It

with the help of one volunteer with a drill!

2019 JMG® National Leader Training

Quick & Easy Garden Kit

- Getting Materials: What are we growing?
 - growing 6 seasonal crops
 - 3 square ft. plantings of each
 - extra space for kids to choice plantings
 - simplicity of steps/supplies

Sample cool season 3x7 raised bed:

carrots	leaf lettuce	baby spinach	cauliflower	broccoli	swiss chard	kids' choice
carrots	leaf lettuce	baby spinach	cauliflower	broccoli	swiss chard	kids' choice
carrots	leaf lettuce	baby spinach	cauliflower	broccoli	swiss chard	kids' choice

2019 JMG® National Leader Training

Quick & Easy Garden Kit

How to get materials to school?

- can be loaded for you at building store
- whole garden fits in back of van or small truck
(borrowed vehicle, potential volunteer task?)

2019 JMG National Leader Training

www.JMGkids.us/LGEG

Garden Kit Materials

↳ by 7-foot Garden Kit (1/2 Square foot)

This garden kit contains all the items you need for implementing the *Learn, Grow, Eat & Go!* 5-step garden plan. It fits in a 7-foot van or small truck.

Materials:

- 12 bags of garden soil (20 cubic foot bags for a total of 240 cubic feet of soil)
- 1 wooden board (2x4 inches long)
- 1 bag of garden soil (20 cubic foot bags for a total of 240 cubic feet of soil)

Did You Know? Good garden soil is essential for growing healthy plants. The soil in the kit is specially selected for you. It's the best soil you can get for your garden.

Other basic materials that you'll likely need for the kit to care for the garden include:

- Watering can
- Hand trowel
- Shovel
- Water
- Hand trowel
- Shovel
- Water

Quick and Easy Garden Build

A 5-step guide to creating your garden project

Although the items are included, the garden should be built and planted soon after Step 4. This will allow your class to complete the lessons on how to select a garden site to provide for their plant needs.

The garden kit can be assembled in less than an hour with the help of even just one volunteer working alongside your class with a power drill. To help make the garden build much easier, more successful, and a more meaningful learning experience for your class, consider sending a parent letter to which we attach (page 14).

Use the following steps to involve your students as much as possible in building the garden:

- Step 1: Unloading**
If it is possible, have the students help to unbox the kit and carry the items to the garden site.
- Step 2: Tending**
Position the board on their sides to form the garden perimeter. Have students hold the boards in place until the next step is completed.
- Step 3: Conclude**
One corner at a time, have the volunteer drill pilot holes and pour a inch of soil into each hole. Ask the students to help with the soil. It's a great idea to have all the middle kids help at each corner. Then the volunteer can come back around to each corner to fill in soil to the top and bottom of each corner hole.

2019 JMG National Leader Training

Learn, Grow, Eat & GO!

Lessons: Weeks 5-6

2018 National JMG Leader Training

Week 5

This week's lessons:
a. Rules are Rules and Schedule It 30 minutes

Objectives
 Recognize and solve problems by planning and assigning responsibilities.
 Establish routines and rules for outdoor safety.

Supplies
 2 poster boards
 2 markers
 1 large calendar
 For each team of 2 students: 1 sheet of paper, 1 pen or pencil

Ruling the garden
 Before the garden is developed, ask the students to create rules that can help make it a safer place for plants and people. Brainstorm the rules with the students.
 Then team up the students in groups of two.
 Introduce the following situations to guide them in developing rules for their garden. Each team will create a rule to respond to the need of the situation. One teammate will write down the rule; the other will state how it would be helpful. They will switch roles after each scenario. After a few minutes, ask a few students to share their rule ideas.

- Someone is dashing through the garden and accidentally runs over and crushes a plant.
- A student is playing with a shovel by spinning it in the air and hits another student.

2019 JMG National Leader Training

Week 5

b. MyPlate 30 minutes

Objectives
 Use fraction names and symbols to describe MyPlate meals.

Supplies
 For each student: 1 9-inch paper plate, 1 4-inch paper plate, crayons or colored pencils, 1 marker, Choose MyPlate page, 1 blank sheet of paper

Food Guide

MyPyramid

Choose MyPlate.gov

2019 JMG National Leader Training

Week 5

b. MyPlate 30 minutes

Objectives
 Use fraction names and symbols to describe MyPlate meals.

Supplies
 For each student: 1 9-inch paper plate, 1 4-inch paper plate, crayons or colored pencils, 1 marker, Choose MyPlate page, 1 blank sheet of paper

Just as we plan to meet our plants' needs, we must also plan our meals to meet our needs. Ask the questions below to guide the students in planning a meal that gives the right proportions of food groups and a variety of nutrients to meet our needs.

- Who is it important to plan when and how to water, weed, and thin? A plan helps us work together to complete all the garden tasks when we need. If we don't plan, we might run out of time or forget to do something that our plants need water. The plants could wilt and become susceptible to disease.
- We know that if we don't plan, we might forget or run out of time to water our plants when they need.
- It is important to plan to provide for our own needs, too!
- Who in your house makes plans for meals? Do you help decide what your family eats?
- What should be on your plate at mealtime to make sure that you are eating all the nutrients your body needs? Foods from all the food groups.

Display the Choose MyPlate page.

- How does this plate help us get all the nutrients our bodies need? It helps us include all the food groups and eat the right amount from each group. If we include all of the groups, we're more likely to eat all the nutrients that our bodies need to be healthy.
- What are some of the benefits we get from the different food groups? Protein foods build our muscles, grains provide energy and give us fiber to clean our digestive systems, vegetables and fruits provide vitamins and fiber, and dairy foods build our bones and teeth.
- Give each student crayons, one 9-inch paper plate, and one 4-inch paper plate or piece of cardboard.

Fold the large paper plate into halves.
 Then open the plate and draw a line down the center.

2019 JMG National Leader Training

Week 6

This week's lessons:
a. Veggie Research and Garden Crafts 30 minutes

Objectives
 Use fraction names and symbols to describe MyPlate meals.

Supplies
 For each student: 1 9-inch paper plate, 1 4-inch paper plate, crayons or colored pencils, 1 marker, Choose MyPlate page, 1 blank sheet of paper

Veggie Mania

2019 JMG National Leader Training

Class makes 3 different stones for each crop growing:

nutrient stone: 

label stone: 

benefit stone: 

LEARN! STAY! EAT! GO!

Class makes 3 different stones for each crop growing:

nutrient stone: 

label stone: 

benefit stone: 

LEARN! STAY! EAT! GO!

a Quick & Easy option to stones/paint:

Use stir sticks and permanent markers

nutrient stone: 

label stone: 

benefit stone: 

LEARN! STAY! EAT! GO!

Week 6

b. GO. SLOW. WHOA Classification 30 minutes

Teaching students to be critical of advertisements

Evaluate foods and classify based on amounts of: unhealthy fats, added sugars, and salt

Whoa foods – contain the most

Go foods – contain the least

ChooseMyPlate.gov

Protein: Wiener **Grain:** Bun **Vegetable:** Fries

Dairy: Nacho cheese **Fruit:** Apple Juice

Ask:

- True or false? All of the food groups are represented in this meal.
- True or false? This meal is very good for you.

The students may already understand that French fries are in the vegetable group and that nacho cheese could be a dairy.

2019 JMG® National Leader Training

Week 6

Be critical of advertising: Are all 5 food groups really represented?

Protein – hot dog wiener
Grains - bun
Vegetable – fries
Dairy – nacho cheese
Fruit – apple juice

A delicious and complete meal that includes ALL 5 FOOD GROUPS: Dairy, Fruit, Grains, Protein, and Vegetables!

Satisfy your **BIG** hunger with the **Biggie, Cheesy Kids Meal** that is really good for you and your wallet!

Students come to consensus To classify each food as Go Slow or Whoa

U R What U Eat

Each requires the amounts needed to fuel your body so you can perform your best. Go, Slow, Whoa is a simple way to recognize foods that are the smartest choices.

Go Foods: Eat almost anytime. Most often — they are lowest in fat, added sugar, and calories.

Slow Foods: Eat sometimes (save often) — they are higher in fat, added sugar, and/or calories.

Whoa Foods: Eat once in a while (save often) — they are very high in fat and/or added sugar, and are much higher in calories.

Food Groups	GO	SLOW	WHOA
Fruits Whole fruits (fresh, frozen, canned, and/or sweetened). You need a cup of fruit a day. 1 cup is about the size of a baseball.			
Vegetables White (broccoli, cauliflower, and/or green beans), dark (spinach, kale, and/or Swiss chard), and/or other (carrots, tomatoes, and/or sweet potatoes). You need 2 cups of vegetables a day.			
Grains Try to make up half of your morning meal with grains and fiber. An ounce of a grain product is 1/2 cup of cereal, 1 slice of bread, or 1/2 cup of cooked rice or pasta. You need about 3 ounces a day.			
Milk Milk products are high in calcium and protein. Fat free and low fat milk, and milk products are smart choices. About 3 cups are needed each day. 1 cup of milk is 1/2 cup of yogurt or 1/2 cup of cottage cheese.			
Meats & Beans Getting 56 grams of protein a day is a goal. Protein is essential for growth and repair. Protein sources include beans, fish, eggs, chicken, and turkey. You need about 3 ounces a day.			

Classification charts included to illustrate how foods are classified

Junior Master Gardener
growing good kids

Learn, Grow, Eat & GO!

2018 National JMG Leader Training


Overview: EAT Section

EAT! Food Exposure


nutrient-dense planting list

carrots Cauliflower
 leaf lettuce spinach
 broccoli bok choy
 potatoes cherry tomatoes
 swiss chard sugar snap peas
 bell pepper squash

(choose 6 to plant in your school garden)

- **Exposure to new foods:**
 - evaluation of ray, fresh samples
 - Garden Kitchen recipe demos
 - engage kids & encourage willingness to include new foods.
- **Research shows children share those food experiences at home.**
- **Classroom & kid-friendly recipes**
 - Limited set-up space, cooking equipment, and time
 - Cooking skills
 - Model healthful food choices & safe kitchen practices




Week 1 Garden Journal: Week 1

first food exposures


- raw sample during Journal time

WITH A GOOD BACKGROUND KNOWLEDGE

1. Do
 2. Write 2 sentences
 (check if they're interesting words to track in the future)

Day 1: Carrots

1	2	3	4	5	6	7	8	9	10
1	2	3	4	5	6	7	8	9	10
1	2	3	4	5	6	7	8	9	10



Garden Kitchen recipe demos

A Cinnamon Carrot Crunch

Ingredients:

- 1 cup raisins
- 1/2 cup walnuts, crushed
- 1/2 cup almonds, crushed
- 1/2 cup pecans, crushed
- 1/2 cup cashews, crushed
- 1/2 cup pistachios, crushed
- 1/2 cup hazelnuts, crushed
- 1/2 cup almonds, crushed
- 1/2 cup walnuts, crushed
- 1/2 cup pecans, crushed
- 1/2 cup cashews, crushed
- 1/2 cup pistachios, crushed
- 1/2 cup hazelnuts, crushed

Instructions:

1. Preheat oven to 350°F.
2. In a large bowl, combine all ingredients.
3. Mix well.
4. Spread mixture on a parchment-lined baking sheet.
5. Bake for 15-20 minutes.
6. Let cool.

Nutrition Facts:

Amount Per Serving

Calories 100

Total Fat 10g

Total Carbohydrate 10g

Protein 2g

Sodium 100mg

Dietary Fiber 5g

Sugars 5g

Cholesterol 5mg

Total Phosphorus 100mg

Total Potassium 100mg

Total Calcium 100mg

Total Magnesium 100mg

Total Iron 100mg

Total Zinc 100mg

Total Selenium 100mcg

Total Copper 100mcg

Total Manganese 100mcg

Total Nickel 100mcg

Total Boron 100mcg

Total Vanadium 100mcg

Total Chromium 100mcg

Total Molybdenum 100mcg

Total Fluoride 100mcg

Total Iodine 100mcg

Total Chlorine 100mcg

Total Sulfur 100mcg

Total Phosphorus 100mcg

Total Potassium 100mcg

Total Calcium 100mcg

Total Magnesium 100mcg

Total Iron 100mcg

Total Zinc 100mcg

Total Selenium 100mcg

Total Copper 100mcg

Total Manganese 100mcg

Total Nickel 100mcg

Total Boron 100mcg

Total Vanadium 100mcg

Total Chromium 100mcg

Total Molybdenum 100mcg

Total Fluoride 100mcg

Total Iodine 100mcg

Total Chlorine 100mcg

Total Sulfur 100mcg


<http://imgkids.us/garden-kitchen-recipe-demos/>




2018 National JMG Leader Training

LGEG: GO Overview

Research shows physical activity breaks can improve academic performance.



GO!



WALK ACROSS TEXAS!

GO Strong *Scientific evidence shows that physical activity can help improve academic achievement including reading and student test scores.*

Weekly featured brain & body boosting activities

Week 1: Take a WALK
Research shows that walking breaks can help improve academic achievement including reading and student test scores.
Materials: hula hoop, optional, activity sticks of the same color
Time: 15 minutes
 An understanding and understanding students' attention to help to energize their minds and improve their ability to focus on the task at hand. The students will walk around the classroom in a circle and the students will take turns to walk around the classroom. Tell the class that they won't eye or walk around the room. Tell the class that you will have the students walk in a circle and take a walk.
Process: a student to record how long it could be the hula hoop the same color sticks, to walk from around the hula hoop.
 If your class would like to get more ideas for walking activities, visit our website at www.jmgtx.org.
 To learn more about a Walk Across program in your area, visit www.jmgtx.org.

GO Strong *Scientific evidence shows that walking breaks can help students do their best.*

Week 2: Team Bubble Burst
Materials: 1 balloon for each pair of students in the class
Time: 15 minutes
 Outside, choose a start line and a finish line about 25 to 50 feet apart. Pair up the students and have each pair stand of the starting line facing each other with their hands clasped behind their backs.
 Place a balloon between each pair and have the students hold it there with their backs.
 When you give the signal, the students will work together to get their balloon to the finish line. The students may touch the balloon with their hands only if it drops. Then one student may pick it up and place it back in its starting position. Each player will then place their hands again behind their backs. Then continue the race. If a balloon pops, that team must run back to the starting line, then to the finish line, and so on until all other teams have also crossed the finish line. The winning team will be the first to cross the finish line and pop the balloon by stomping, stepping, or sitting on it.
 The race continues until all teams cross the finish line.

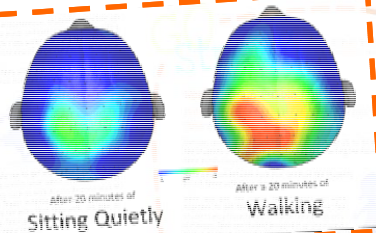
GO Strong *Scientific evidence shows that walking breaks can help improve academic achievement including reading and student test scores.*

Weekly featured brain & body boosting activities

Week 1: Take a WALK
Materials: hula hoop, optional, sticks of the same color
Time: 15 minutes
 An understanding and understanding students' attention to help to energize their minds and improve their ability to focus on the task at hand. The students will walk around the classroom in a circle and the students will take turns to walk around the classroom. Tell the class that they won't eye or walk around the room. Tell the class that you will have the students walk in a circle and take a walk.
Process: a student to record how long it could be the hula hoop the same color sticks, to walk from around the hula hoop.
 If your class would like to get more ideas for walking activities, visit our website at www.jmgtx.org.
 To learn more about a Walk Across program in your area, visit www.jmgtx.org.

GO Strong *Scientific evidence shows that walking breaks can help students do their best.*

Week 2: Team Bubble Burst
Materials: 1 balloon for each pair of students in the class
Time: 15 minutes
 Outside, choose a start line and a finish line about 25 to 50 feet apart. Pair up the students and have each pair stand of the starting line facing each other with their hands clasped behind their backs.
 Place a balloon between each pair and have the students hold it there with their backs.
 When you give the signal, the students will work together to get their balloon to the finish line. The students may touch the balloon with their hands only if it drops. Then one student may pick it up and place it back in its starting position. Each player will then place their hands again behind their backs. Then continue the race. If a balloon pops, that team must run back to the starting line, then to the finish line, and so on until all other teams have also crossed the finish line. The winning team will be the first to cross the finish line and pop the balloon by stomping, stepping, or sitting on it.
 The race continues until all teams cross the finish line.



Junior Master Gardener
growing good kids

LEARN, GROW, EAT & GO!

2019 National JMG Leader Training

A few more... Weeks 7-10

b. 1-Week Dinner Tracker 30 minutes

Objective
Investigate and compare foods to plan healthy meals.

Supplies

Week 7

This week's Menu

Monday-Burger Barn
Fries, soda, burger

Tuesday-Chicken and rice
Baked chicken, rice, milk

Wednesday-Taco Hut
Crunchy tacos with meat, beans, and water

Thursday-Spinach quesadilla
Whole-wheat tortilla, low-fat cheese, spinach, black beans, apple, milk

Friday-Pizza Planet
Deep-dish pizza with extra cheese, soda

GO = 0

provide for our bodies in a variety of ways. Sketch an outline of an empty MyPlate on the board.

• If you order a hamburger, fries, and a soft drink from a fast-food restaurant on Monday, which MyPlate food groups will you miss? Print in the meat patty, fries in the bun, and Vegetables on the fries.

1-Week Dinner Tracker

Monday **Tuesday** **Wednesday** **Thursday** **Friday**

White bun, beef patty, fries **GO = 0**

Week 7

This week's Menu

Monday-Burger Barn
Fries, soda, burger

Tuesday-Chicken and rice
Baked chicken, rice, milk

Wednesday-Taco Hut
Crunchy tacos with meat, beans, and water

Thursday-Spinach quesadilla
Whole-wheat tortilla, low-fat cheese, spinach, black beans, apple, milk

Friday-Pizza Planet
Deep-dish pizza with extra cheese, soda

Week 6 **Week 7** **Week 8**

a. Fr

1 **2** **3**

A **B** **C**

of the Week
Each week, you will have a special book to read. All books are from the Junior Master Gardener library. For more information, go to JMG.org.

Large writing surface such as a poster board, dry-erase board, or smart board.

The Ugly Vegetables

2019 JMG National Leader Training

example:

Scenario: I would like to implement the LGEG curricula in 4 elementary schools in my county. *I know that I will need funding* for staff to support the program, volunteer/teacher training, curriculum materials, travel and supplies.

HOW do I start??



2019 JMG® National Leader Training

FUNDING: Steps for Success!

- **Background on specific program or project**
- Identify potential community/agency partners
- Draft your proposal or idea paper – be specific
- Identify potential funding sources

2019 JMG® National Leader Training

Background of specific program/project

- Be specific – people don't give you money just for grins!
- What program are you wanting to fund?
- Find out background on this program and any current or relevant research.
- How will this program benefit my county/clientele?
- How could I show a donor that this program meets a need and their funding dollars will make a positive impact!

2019 JMG® National Leader Training

Use the background to BUILD your story!



Buzz words:

What is important in the news today???

...nutrition, environment, farm to fork, local foods, academic achievement in schools, youth obesity, youth "at risk", special populations, etc.

2019 JMG® National Leader Training

FUNDING: Steps for Success!

- Background on specific program or project
- **Identify potential community/agency partners**
- Draft your proposal or idea paper – be specific
- Identify potential funding sources

2019 JMG® National Leader Training

Identify Community/agency partners

Gather 2-3 friends and jot down some notes!

These will vary based on your location, but share ideas!



2019 JMG® National Leader Training

Donors like Collaborators

- Donor might not fund a small project in PODUNK, TX; but, would consider a multi county program that has greater regional impact.
- Meet with collaborators early!
- Letters of support for County Offices
- Letters of support for collaborators/partners
EX: school districts, libraries, human services, regional health organizations, or whomever.

2019 JMG® National Leader Training

Donors like Collaborators

- Call or meet with collaborators to determine interest
- Ask for letter of support for the project

If revenue will be split have them be a part of developing the proposal.

If they are simply stating their interest and support ***draft the letter for them!***

2019 JMG® National Leader Training

FUNDING: Steps for Success!

- Background on specific program or project
- Identify potential community/agency partners
- **Draft your proposal or idea paper – be specific**
- Identify potential funding sources

2019 JMG® National Leader Training

Build a Draft proposal

Format may vary by donor, but develop a basic draft that can be modified and customized for different donors.



2019 JMG® National Leader Training

Build a Draft proposal

Could vary but donor, but most include:

- Needs Statement
- How your “program” addresses need – Research
- How has your county office risen to meet similar needs in the past
- Specific request – Measurable goals!



2019 JMG® National Leader Training

Identify Community/agency partners

Gather 2-3 friends and jot down some notes!

These will vary based on your location, but share ideas!



2019 JMG® National Leader Training

Budget Section



Things to include:

- Money requested and date needed
- Proposed budget – either by goal or by category
- Make sure numbers are realistic
- Tables make budget items easy to read
- Include benefits if required
- Include overhead for management of funds
- Budget narrative – include support after grant!

2019 JMG® National Leader Training

FUNDING: Steps for Success!

- Background on specific program or project
- Identify potential community/agency partners
- Draft your proposal or idea paper – be specific
- **Identify potential funding sources**

2019 JMG® National Leader Training

Identify potential donors or funds

Gather 2-3 friends and jot down some notes!

Share any success that you might have had with previous donors.



2019 JMG® National Leader Training

Identify potential donors or funds

- Find out who might be willing to support your project and their funding cycle/previous funding
- Internal: BLT – SNAP funds, local MG or 4-H funds
- Individuals, Organizations, Local businesses
- Utilize 4-H Foundation to identify donor prospects
- Learn about regional foundations in your area
- Websites like www.foundations.org
- Large corporations in your area often have a foundation:
IE: Coca Cola, Home Depot, etc.

2019 JMG® National Leader Training

FUNDING: Steps for Success!

- Write a GREAT cover letter that summarizes need and proposal
- Finalize Proposal for donor – make it professional and POP
- Ask others to review your proposal – Is it clear? Is it realistic in terms of time and money needed?
- Do you have collaborators?
- Always best if you can get a face to face meeting!
- Happy donors usually give again!



2019 JMG® National Leader Training

Tomorrow:

- Starts at 8:00
- Early Childhood and JMG Level 2
- Resources, Sustainability & Training Workshops
- Developing Your Implementation Plans

2019 JMG® National Leader Training