



GOOD MORNING!

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

2020 JMG National Leader Training



Day 2

- General Session at Hotel
- Lunch 11:15-12:00
- Buses depart to AgriLife Center beginning 12:15 (*pack lightly*)
- Innovation Session
- Garden Tour & JMG Graduation
- Fiesta Networking Dinner
- Buses return to hotel 6:45

2020 JMG National Leader Training



Learn, Grow, Eat & Go!

2020 National JMG Leader Training




Overview & Research

2020 National JMG Leader Training

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



2020 JMG National Leader Training

Can Gardening Positively impact?

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

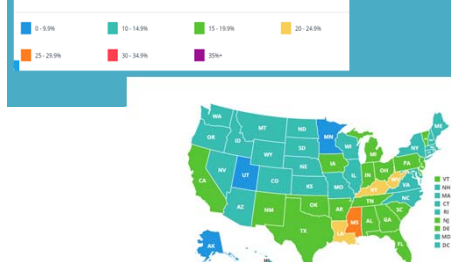


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Why Health Matters

- 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.

Obesity rates, children ages 10 to 17



- Updated 10/2019 with 2017-2018 data
- National obesity rate for 10-17 year olds 15.3%
 - Black and Hispanic youth – 22.2%, White youth 11.8%, and Asian youth – 7.3%
 - Lowest – 8.7% in Utah, and highest 25.4% in Mississippi
 - Children – 2- 4 year old- national obesity rate dropped from 15.9% to 13.9% among all racial and ethnic groups studied

Data from National Survey of Children's Health (NSCH)

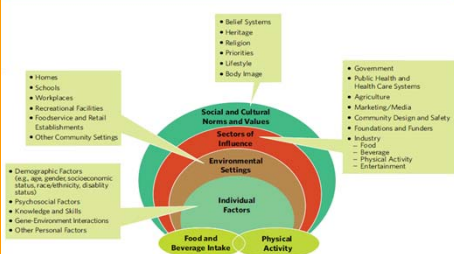
Relevance

- 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.**

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



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/PA_Manual_1_20_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, Kaphingst KM, Robinson-O'Brien K, Glanz K. Creating healthy food and eating environments: Policy and environmental approaches. *Annu Rev Public Health* 2008;29:253-272.

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



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)

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

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.

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

LGEG - Texas State Evaluation School Year 2018-2019

- 119 counties of 254 have LGEG in schools
- 15,597 surveys completed
- 82.5% of children 7-10 years old
- Demographics – 41.0% Hispanic, 34.9% White, 8.2% African American, 12.7% Multi-racial/other, 3.1% Native American or Alaskan Native
- Increase in vegetable preference for 12 of 12 vegetables
- 4.2 % increase in water consumption
- 9.5% decrease in students reporting no physical activity, 9.5% increase in hard physical activity comparing pre to post
- 6.1% decrease in screen time of 2 hours or more
- Increase pre to post for all frequencies of vegetable consumption and fewer students reporting that they did not consume vegetables

LGEG - Texas State Evaluation School Year 2018-2019

- Planted more seeds or plants at home in vegetable garden with their family
- Washed vegetables before cooking or eating them
- Picked vegetables from a garden to cook or eat with their family
- Gardened with family and others in a community or school garden

LGEG - Texas State Evaluation School Year 2018-2019

- 67.4% of students reported they felt gardening had made them a better math and science student
- 66.2% of students reported program made them want to come to school
- 55.8% of students reported that they had taught someone else how to make better food choices
- 62.3% of students reported that they enjoyed gardening with their family

Ways to maximize positive outcomes/lessons learned

- Layering of programs – Is there a difference between schools using LGEG only with others that are adding other Extension wellness activities such as Dinner Tonight, Mobile cooking schools, Growing and Nourishing Healthy Communities – Community Garden curricula, Walk Across Texas, etc.
- 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

County Extension Agent generated resources for LGEG

LGEG Planning/Checkoff Worksheet

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, layering of programs (adult and children)

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





Primary constraints & stressors of our teachers

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

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CURRICULUM DESIGN

10 weeks,
2 lessons/week

Sequence, integration,
pace & flexibility

Base curriculum

Food exposures and physical activity features

- Week 1: 45 minutes - Snow & Citrus Smoothie, 30 minutes - 5 Senses Food, *Testing 1: Fresh samples*
- Week 2: 30 minutes - Signs & Symptoms, Plant Parts & Use, 15 minutes - Hands-on to Grow
- Week 3: 8 minutes - Short Circuit, 45 minutes - Paper Towel Gardening
- Week 4: 30 minutes - A Floor to Grow Home Sweet Home, 15 minutes - Balloon Hot Potato
- Week 5: 30 minutes - Rules are Rules and Schedule 11*, 30 minutes - HighFive
- Week 6: 40 minutes - Veggie Research and Garden Grid (H), 30 minutes - 60:60:60, 10-minute classification
- Week 7: 30 minutes - 60 in 2 Color Box, 30 minutes - I Chalk, Draw, Truckee
- Week 8: 45 minutes - Fruity Beauty and Blind Taste Test, 45 minutes - Veggie Vegetables, The Tasty Unknown, Paper Chain
- Week 9: 45 minutes - See Old Potatoes & Me, Growing New from Old, 45 minutes - Greasy Grid Endless Fun
- Week 10: 45 minutes - Kitchen Got Your Quantity Conversion, 45 minutes - I Will Grow Not Grow Eat & Taste, Menu Mind Makers

Base curriculum
2 lessons/week
To earn certification, the students in your class
must complete the base curriculum and participate
in at least one learning project (pages 174-175)

↑ Garden Start ↓
↓ 10 minutes of Time ↓

Junior Master Gardener
growing good kids

Learn! Grow! Eat! Go!

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Lessons: Weeks 1-4

Lesson Overview

Learn! Grow! Eat! Go!

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[illegible]

b. 5 Senses Food

Objective
Evaluate a food sample

Supplies
Large writing surface such as a poster, dry erase board or chalkboard
Marker
For each student: 1 baby carrot; 1 Garden Journal (printed from the Appendix or IMG website); 1 pencil
1 packet of sunflower seed


Week 1


Tasting

TASTING 1: Carrots

You learned that eating something is not just tasting—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 <td>B <td>C <td>D <td>F</td> </td></td></td>	B <td>C <td>D <td>F</td> </td></td>	C <td>D <td>F</td> </td>	D <td>F</td>	F
Feel	A <td>B <td>C <td>D <td>F</td> </td></td></td>	B <td>C <td>D <td>F</td> </td></td>	C <td>D <td>F</td> </td>	D <td>F</td>	F
Sound	A <td>B <td>C <td>D <td>F</td> </td></td></td>	B <td>C <td>D <td>F</td> </td></td>	C <td>D <td>F</td> </td>	D <td>F</td>	F
Taste	A <td>B <td>C <td>D <td>F</td> </td></td></td>	B <td>C <td>D <td>F</td> </td></td>	C <td>D <td>F</td> </td>	D <td>F</td>	F





Write a report card for each sense, give it a little more love. Some really "tasting" your flavor in the very nibbles at the top of the berry acorn!

Prompt the students to share out what makes that food so good, and have them write down the favorite conversations being, walk around listening

Week 1

Garden Journal: Week 1

Write a *plant record* about your garden.

1. Plant

2. Location

3. When planted

4. How it grows

5. When it is ready to harvest

6. How it tastes

7. How it is used

8. How it is stored

9. How it is shared

10. How it is sold

11. How it is given

12. How it is used

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210. How it is sold

211. How it is given

212. How it is used

213. How it is stored

214. How it is shared

215. How it is sold

216. How it is given

217. How it is used

2

- Week 1**
- ✓ Know & Show Sombbrero 45 mins
- ✓ 5 Senses Food 30 mins

first food exposures

- one bite fresh, raw samples

A photograph of a pile of approximately ten baby carrots, which are small, orange, and have their green tops removed. They are clustered together in the bottom right corner of the slide.

2nd food exposures

Garden Kitchen recipe demos

A. Cinnamon Carrot Crunch 45 minutes

Objectives: Students will be able to identify the parts of a carrot and explain the importance of carrots in our diet.

Materials: Carrots, Cinnamon, Sugar, Honey, Yogurt, Applesauce, and a bowl.

Procedure:

1. Wash the carrots and peel them.
2. Grate the carrots into small pieces.
3. Mix the cinnamon, sugar, and honey in a bowl.
4. Toss the grated carrots with the mixture.
5. Let the carrots sit for 10 minutes.
6. Add the applesauce and mix well.
7. Serve the carrots with the applesauce.

Nutrition Facts:

Amount Per Serving	
Calories	100
Total Carbohydrate	20g
Total Fat	5g
Protein	2g

Plant Parts: Carrot is a root vegetable. The part we eat is the root.

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2nd food exposures

Garden Kitchen recipe demos

B. Cinnamon Carrot Crunch 45 minutes

Objectives: Students will be able to identify the parts of a carrot and explain the importance of carrots in our diet.

Materials: Carrots, Cinnamon, Sugar, Honey, Yogurt, Applesauce, and a bowl.

Procedure:

1. Wash the carrots and peel them.
2. Grate the carrots into small pieces.
3. Mix the cinnamon, sugar, and honey in a bowl.
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Total Fat	5g
Protein	2g

Plant Parts: Carrot is a root vegetable. The part we eat is the root.

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2nd food exposures

Garden Kitchen recipe demos

C. Cinnamon Carrot Crunch 45 minutes

Objectives: Students will be able to identify the parts of a carrot and explain the importance of carrots in our diet.

Materials: Carrots, Cinnamon, Sugar, Honey, Yogurt, Applesauce, and a bowl.

Procedure:

1. Wash the carrots and peel them.
2. Grate the carrots into small pieces.
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Nutrition Facts:

Amount Per Serving	
Calories	100
Total Carbohydrate	20g
Total Fat	5g
Protein	2g

Plant Parts: Carrot is a root vegetable. The part we eat is the root.

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2nd food exposures

Garden Kitchen recipe demos

D. Cinnamon Carrot Crunch 45 minutes

Objectives: Students will be able to identify the parts of a carrot and explain the importance of carrots in our diet.

Materials: Carrots, Cinnamon, Sugar, Honey, Yogurt, Applesauce, and a bowl.

Procedure:

1. Wash the carrots and peel them.
2. Grate the carrots into small pieces.
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Nutrition Facts:

Amount Per Serving	
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Total Carbohydrate	20g
Total Fat	5g
Protein	2g

Plant Parts: Carrot is a root vegetable. The part we eat is the root.

2020 JMG National Leader Training

2nd food exposures

Garden Kitchen recipe demos

E. Cinnamon Carrot Crunch 45 minutes

Objectives: Students will be able to identify the parts of a carrot and explain the importance of carrots in our diet.

Materials: Carrots, Cinnamon, Sugar, Honey, Yogurt, Applesauce, and a bowl.

Procedure:

1. Wash the carrots and peel them.
2. Grate the carrots into small pieces.
3. Mix the cinnamon, sugar, and honey in a bowl.
4. Toss the grated carrots with the mixture.
5. Let the carrots sit for 10 minutes.
6. Add the applesauce and mix well.
7. Serve the carrots with the applesauce.

Nutrition Facts:

Amount Per Serving	
Calories	100
Total Carbohydrate	20g
Total Fat	5g
Protein	2g

Plant Parts: Carrot is a root vegetable. The part we eat is the root.

2020 JMG National Leader Training

2nd food exposures

Garden Kitchen recipe demos

F. Cinnamon Carrot Crunch 45 minutes

Objectives: Students will be able to identify the parts of a carrot and explain the importance of carrots in our diet.

Materials: Carrots, Cinnamon, Sugar, Honey, Yogurt, Applesauce, and a bowl.

Procedure:

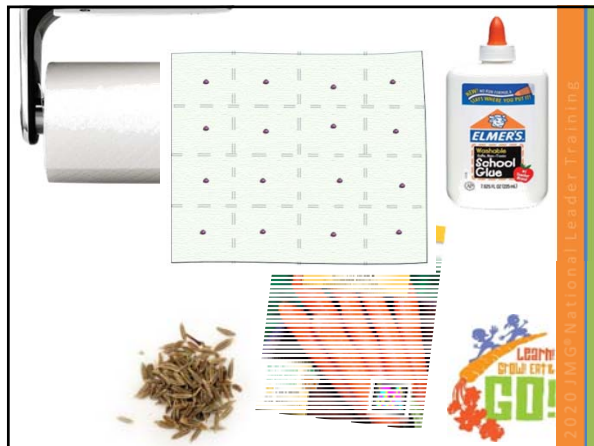
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Nutrition Facts:

Amount Per Serving	
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Plant Parts: Carrot is a root vegetable. The part we eat is the root.

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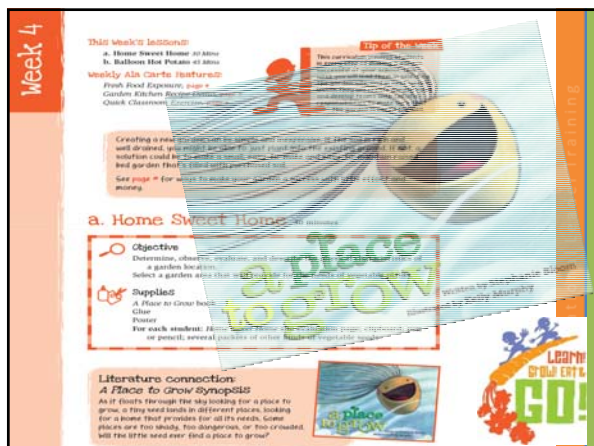
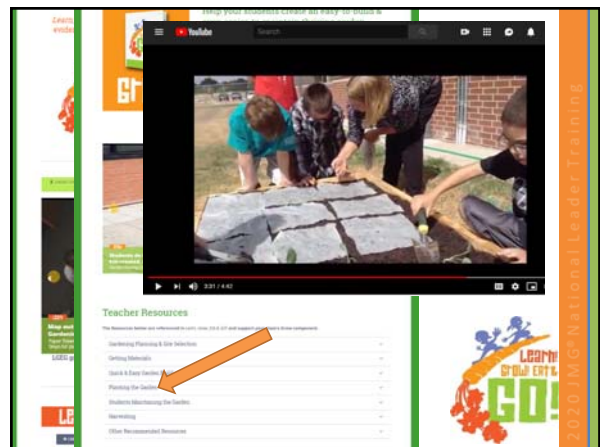


Garden Planting Chart

Crop	Recommended planting date	Number of days until emerging	Number of seeds or plants per paper towel	Planting depth	Number of days to harvest
Brown beans	5-10	5-10	1	1 inch	45-60
Brown beans	5-10	5-10	8	1 inch	50-70
Beans	7-10	5	1	1 inch	55-70
Black pepper	5-10	5	1	1 inch	80-100
Black pepper	5-10	5	4	1 inch	45-50
Broccoli	5-10	5	1	1 inch	40-60
Broccoli sprouts	5-10	5	1	1 inch	100-150
Cabbage	5-10	5	1	1 inch	60-100
Carrots	12-18	16	1	1 inch	70-80
Cauliflower	5-10	5	1	1 inch	40-60
Celery	5-10	5	1	1 inch	45-60
Cucumbers	5-10	5	2	1 inch	50-70
Corn	5-10	5	16	1 inch	100-120
Kale	5-10	5	1	1 inch	50-70
Leafy greens	5-10	5	1	1 inch	45-60
Lettuces	5-10	5	1	1 inch	45-60
Mustard greens	5-10	5	1	1 inch	50-70
Onions	5-10	5	1	1 inch	40-60
Peas	14-18	14	1	1 inch	70-80
Peppers	5-10	5	1	1 inch	70-80
Spinach	7-12	7	1	1 inch	40-60
Squash	5-10	5	1	1 inch	45-60
Sweet peas	10-12	10	1	1 inch	40-60
Tomatoes	7-10	7	1	1 inch	45-60
Turnips	5-10	5	1	1 inch	40-60

See page 4 for details of when to plant recommended planting date information for your area.

Local Extension support provide info on your local planting dates





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 3 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

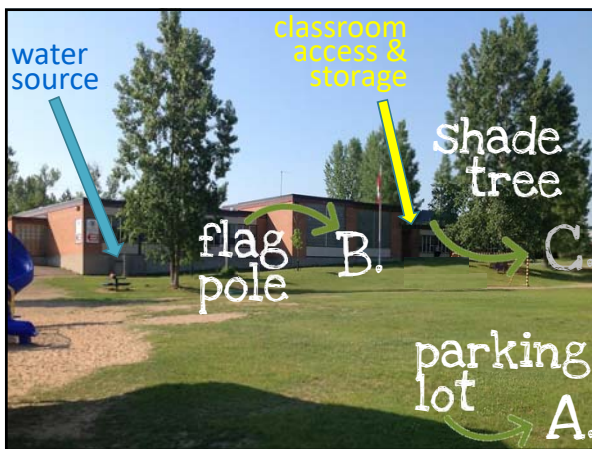
Add up all of the numbers in the box above and write it in the star.

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

Activity Session

Home Sweet Home (pg.28)

growing good kids



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 3 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

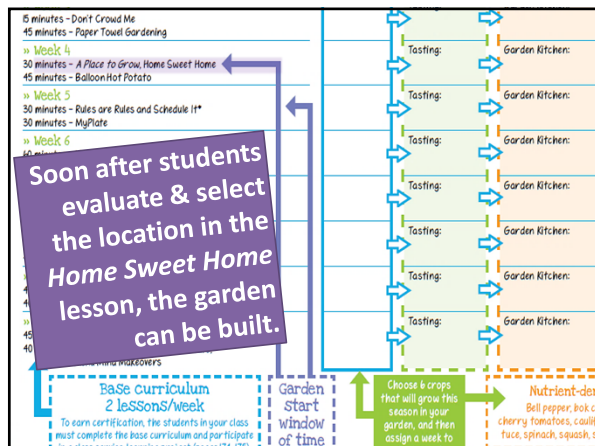
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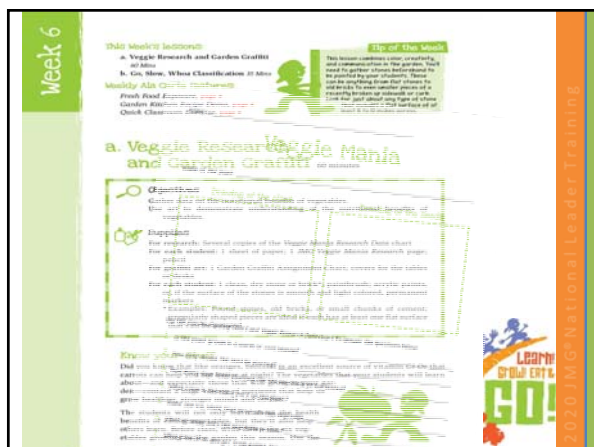
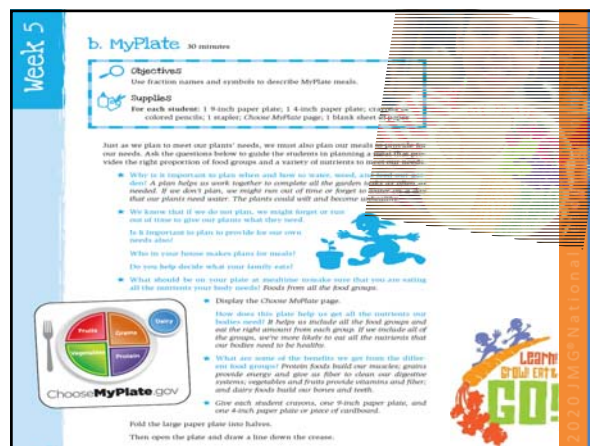
C. Site location

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?





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 Grains: 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.

Week 6

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

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

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!

U R What U Eat

Food requires the nutrients 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 (less often)... they are higher in fat, added sugar, and/or calories.
 • **Whoa Foods:** Eat once in a while. Least often... they are very high in fat and/or added sugar, and are much higher in calories.

Food Groups	GO	SLOW	WHOA
Fruits Fruits are healthy and contain many vitamins. They are a good source of fiber and are low in fat and calories.			
Vegetables Vegetables are healthy and contain many vitamins. They are a good source of fiber and are low in fat and calories.			
Grains Grains are healthy and contain many vitamins. They are a good source of fiber and are low in fat and calories.			
Milk Milk is healthy and contains many vitamins. It is a good source of calcium and is low in fat and calories.			
Meats & Beans Meats and beans are healthy and contain many vitamins. They are a good source of protein and are low in fat and calories.			

Classification charts included to illustrate how foods are classified

Junior Master Gardener
 growing good kids.

Learn, GO!
 GROW, EAT &

Overview: EAT Section

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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)

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EAT!

- Exposure to new foods:**
 - evaluation of raw, 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



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Week 1

Garden Journal: Week 1

first food exposures

raw sample during Journal time

Week 1: Carrots

1. Carrots are a great source of what vitamin? Vitamin A

2. On average, how many pounds of carrots does a person eat each year? (Hint: Use your Veggie Mania Research Chart)

3. In 5 years, how many pounds of carrots does the average person eat? Show your work here

4. How many cups does 1 stalk of chopped celery fit into?

5. Circle the bigger measure: teaspoon tablespoon

6. Chopped carrots, apples, and...

7. Stir them until they are coated evenly.

8. Chill the salad before serving it.

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EAT!

Garden Kitchen recipe demos

A. Cinnamon Carrot Crunch

Ingredients: 1 cup raisins, 1/2 cup brown sugar, 1/2 cup cinnamon, 1/2 cup butter, 1/2 cup flour, 1/2 cup oats, 1/2 cup carrots, 1/2 cup apples, 1/2 cup nuts.

Directions: 1. Preheat oven to 350°F. 2. In a large bowl, combine raisins, brown sugar, cinnamon, and butter. 3. Add flour, oats, and carrots. 4. Mix well. 5. Add apples and nuts. 6. Bake for 30 minutes.

Nutrition Facts: 1 cup = 150 calories, 10g fat, 20g carbs, 5g protein.

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EAT!

Kitchen math

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EAT!

Fresh sample prep & Garden Kitchen Recipe Demos have been led by many different partners including:

- Cafeteria staff
- Room moms
- PTO Parent Committee
- Volunteer organizations (like Junior League, Lions Club)

Coaching by local Extension agents/volunteers.

Under supervision of certified food handler.



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EAT!

Raw, fresh veggie information

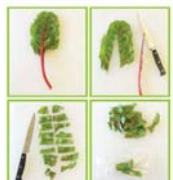
Swiss chard: Serving size: 1 cup. Raw nutrient amounts: Vitamin A: 45% DV, Vitamin C: 20% DV, Vitamin E: 34% DV.

Edible colors: Green, orange, red, white, yellow.

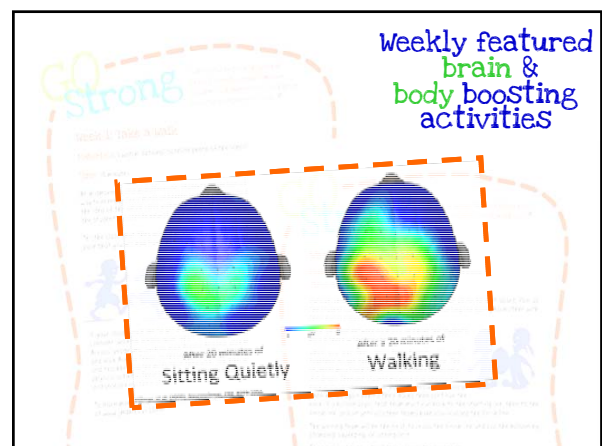
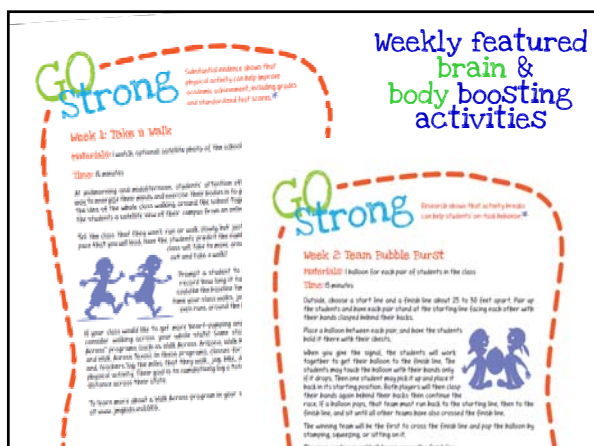
Amount needed to provide 1 bite-size sample each for 20 students: 3 medium-size leaves.


Preparation tips: 1. Cut away the base stems. 2. Wash the leaves carefully under cold water. 3. Slice the leaves into thin, 1/4-inch-long strips, and give each student 1 or 2 strips.

Option: Give each student a few drops of low-fat ranch, vinaigrette, or other salad dressing for dipping the veggie sample.





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b. 1-Week Dinner Tracker 30 minutes

 **Objective:**
Investigate and compare foods to plan healthy meals.

 **Supplies:**

Week 7


GO = O

This week's Menu

- Monday-Burger Bar
Fries, soda, burger.
- Tuesday-Chicken and rice
- Wednesday-Chicken, 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.

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

★ If I eat a hamburger, rice, and a soft drink from a fast food restaurant on Tuesday, which MyPlate food groups will I be eating most? *Protein in the meat patty, Grains in the bun, and Vegetables in the fries.*



1-week Dinner Tracker

Monday **Tuesday** **Wednesday** **Thursday** **Friday** **Saturday** **Sunday**

White bun, beef patty, fries

GO **GO** **GO** **GO**

This Week's Menu

Monday - Burger, Fries, Apple, Mango

Tuesday - Chicken, Pasta and Rice

Wednesday - Taco Hot

Thursday - Spinach quesadilla, Bacon, wheat tortilla, hot sauce, jalapeno, olive, onion, apple, nut

Friday - Pizza, Peanut

Saturday - Beef patty, fries

Sunday - White bun, beef patty, fries

[illegible][illegible]

Week 6 Week 7 Week 8 Week 9



Objectives
Collaboratively develop instructions for planting, tending, and harvesting potatoes.
Track the migration of a single crop across cultures and geography.

Supplies
1 copy of *Two Old Potatoes and Me* by John Coy
1 worksheet
8 sticky notes labeled 1-8
1 sheet of poster board
1 white potato
1 old white potato with eyes
1 large writing surface, such as a poster board, dry-erase board, or smart board
Markers
1 sheet of poster board
For each student: 1 sheet of paper; 3 pencils; crayons

Literature connection
Two Old Potatoes and Me synopsis
Have you ever found potatoes that have been in your pantry a bit too long? What's a kid to do with a couple of old potatoes?
This is a story of a young girl who comes across two old, sprouted potatoes in the cupboard at her dad's house. The potatoes are saved from the trash, and Dad and Daughter (with help from Grandpa) work to plant and care for the growing potato plants. With their efforts to water, weed, and pick off potato beetles lead to a successful harvest!



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Week 6 Week 7 Week 8 Week 9


b. Greasy Grid Evaluation 40 minutes

Essential objectives
Analyze, observe, collect, and compare data to explain the positive and negative effects of food choices.

Supplies
Large writing surface, such as a poster board, dry-erase board, or smart board
2 copies of Potato Nutrition Labels
For each group of 3 students: 1 snack-size bag of fried potato chips; 1 snack-size bag of baked potato chips; 2 1-gallon resealable plastic bags; 2 copies of the *Greasy Grid Evaluation* page; 1 pair of scissors; crayons


Ask the class to guess the correct answer to some potato trivia: *What item introduced French fries to the United States?*
Answer: Thomas Jefferson
a) Ronald McDonald
b) Thomas Jefferson
c) Samuel Spud

Explain that potatoes are the most commonly eaten vegetable in the United States today. However, it was not until President Thomas Jefferson served them at a White House dinner in 1790 that they started becoming really popular. President Jefferson described them as "potatoes served in the French manner," meaning that they were cut into small pieces and fried in oil.



Today, the average American eats 130 pounds of potatoes each year. The students may be surprised to learn that potatoes are actually very nutritious, even though many Americans consider them to be unhealthy.

Use the following questions to guide a discussion:
★ A medium-sized baked potato is a good source of fiber and an excellent source of vitamin C. It contains more fat. Who do you think people consider potatoes a "junk food"? Why could there be fat, add fat or salt, and add other foods to them that contain lots of fat and salt?



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Learn, GO! JuniorMaster Gardener growing good kids.

Activity Session
Greasy Grid (pg.84)

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Week 6 Week 7 Week 8 Week 9

b. Greasy Grid Evaluation 40 minutes




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Week 6 Week 7 Week 8 Week 9 Week 10

b. Menu Mind Makeover

Objectives
Collaboratively develop instructions for planting, tending, and harvesting potatoes.
Track the migration of a single crop across cultures and geography.

Supplies
1 copy of *Two Old Potatoes and Me* by John Coy
1 worksheet
8 sticky notes labeled 1-8
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Online Curriculum/Training Courses

Advantages of Online JMG- Teacher Trainings:

- » Less Extension time, resource
- » Greater reach, greater flexibility
- » More accessible
 - delivery/multimedia/comprehensive

modules:

Importance /Uses of Plants Plant Parts Plant Growth Propagation
Plant Classification Plant Needs Plant Processes

each module contains

- A. Sharpening science 2-3:00
(animation/overview to substantiate science background)
- B. Classroom lesson & teacher tip 7-10:00
(visual teaching resource for classroom use)
- C. Bonus learning experience 3-5:00
(classroom lesson video clips of classroom in action)
- D. Resources
(links to resources: pdf printable, recommended resources at other sites, etc.)

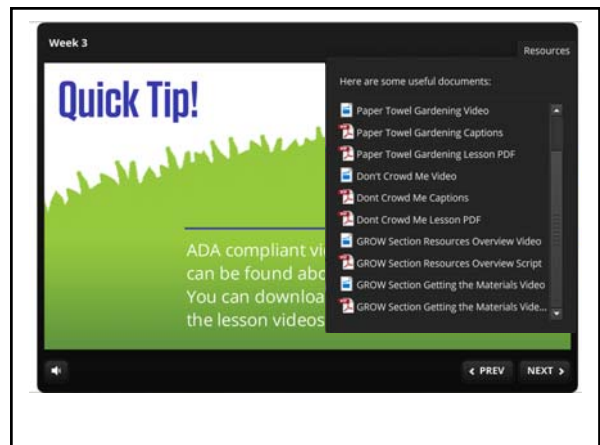
JMG Moodle Course 2 Purposes

As a teacher training course:

Teacher CEUs per module
Continually accessible

As multimedia/web-based curriculum:

Multimedia/multifaceted
Includes printables from hard copy
Allows for certifications
Updateable



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??



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

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!

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.

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

Identify Community/agency partners

Table sharing: 3 minutes!

Who could be some potential community and agency partners?

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



Donors like Collaborators

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

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!*

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

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!



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!



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**

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! Involve your donors in your programs



Other funding opportunities

- Find out who might be willing to support your project and their funding cycle/previous funding
- Individuals, Organizations, Local businesses
- 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.

Other funding opportunities

- Internal Extension funds: SNAP funds, local Master Gardener or 4-H funds
- If you have one, use your state 4-H Foundation to identify donor prospects
- School education foundations
- Garden clubs or other community organizations

An Example: SNAP Funding - Texas



- 119 counties – 2019
- 15,597 surveys completed
- Statewide impact report used to share program impact for agency and decision makers
- Benefit – consistent implementation, consistent results



Commitments

- Principal/school commitment letter
- Teacher Match Form

Funding

- County Better Living for Texans funds
- Supplemental LGEF funds
County Supplemental LGEF Funds Request Form
- Community donations

Note: LGEF funds dependent on Health and Human Services funding

Survey -

Pre and Post Evaluation



Implementing the program...


Purchasing Supplies

- Curriculum and materials
- LGEF Supplies List
- Supplies – appropriate for purpose and of reasonable cost (if inappropriate – may be asked to return item or pay with other funds)
- Teaching gardens

Teacher Involvement

- Teacher led activities
- Minimum of 40 hours per school/site
- Record match time

Surveys



**BETTER LIVING
FOR TEXANS**
TEXAS A&M AGRI-LIFE EXTENSION

After the program...

- Surveys**
 - For Texas – we use online Qualtrics evaluation – pre/post
 - Use of BLT funds dependent on completed and submitted surveys (pre and post)
- Reporting**
 - Teacher Match Logs
 - TexasData – Extension reporting
 - BLT County Program Tracking Form

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#2020JMGNLT



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growing good kidsSM

2020 National JMG Leader Training

Texas A&M University, Feb. 24-Feb. 26, 2020

Remainder of the day:

- Lunch 11:15-12:00
- Buses depart to AgriLife Center beginning 12:15 (*pack lightly*)
- Innovation Session & Garden Tour
- JMG Graduation
- Fiesta Networking Dinner
- Buses return to hotel 6:45

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