



School Community **Food** Assessment



*A Step-by-Step Toolkit to Achieve
Consensus Among School Staff, Students and Parents
for Healthful Food & Beverages at School*

Developed by:

FAMILY**COOK** PRODUCTIONS



School Community
Food Assessment
Part One



School Community Food Assessment:
*A Step-by-Step Toolkit to Achieve
Consensus Among School Staff, Students and Parents
for Healthful Food & Beverages at School*

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Introduction

With the need for School Wellness Policies in place by school districts across the US by the 2006-07 school year, individual schools have an exciting opportunity to delve deeply into their school community on the issue of food. Principals, PTA leaders and even students can bring awareness to their peers that snacks, celebrations, fundraisers etc. are all opportunities to set examples and practice better behaviors in school when it comes to food. Such consensus building, while exciting with its potential, can also be challenging to achieve.

This toolkit attempts to address that challenge by bringing a research-based framework and process to such efforts at school-wide changes in food.

In the fall of 2005, a research study presented at the Annual Conference of the American Public Health Association, by Marsha J. Spence in Tennessee demonstrated the use of photography to document the ‘reality’ of food in schools to gain consensus for change. That study, *“Using Photovoice to Assess the School Nutrition Environment”* inspired the development of this “School Community Food Assessment” Toolkit.

Our FamilyCook Productions team understands the challenges that schools face as well as the realities of busy parents who indeed place their children’s health as a priority. For over 10 years, we have been dedicated to assisting school communities and the families they serve to improve awareness about healthful food and provide programs that empower adults and children to prepare snacks and meals using fresh ingredients. We have thus combined our knowledge and experience with lessons from the Tennessee study to develop this Toolkit to guide wholesale changes about food at school.



Acknowledgements

Thank you Marsha Spence, for your inspiration and assistance in bringing the lessons from your study to this guide. Equal thanks to Caroline Wang for encouraging and assisting in the accurate description of Photovoice technique for this assessment toolkit. Many thanks as well to the YMCA and school communities in Rochester, NY, New York City and beyond who inspire and inform our work. And thanks to colleagues at NYC Department of Education School Food, NYC Department of Health & Mental Hygiene, Baum Forum, FoodChange, Just Food, Community Food Security Coalition, Montefiore Hospital, Bronx Reach, New York Food Systems Network, and colleagues and groups in other states whose leadership has led to school food policy innovations. Thanks and appreciation to Kai Seidenberg and Marion Kalb of the Community Food Security Coalition for their review of this document and their suggestions, as well as to Dr. Caroline C. Wang encouraged this application of her innovative technique, Photovoice. Special thanks to Mercedes Sanchez, long-time member of our FamilyCook Productions team and our chief dietician, for your creativity, inspiration and indefatigable efforts to make our curricula and materials clear, simple and inviting.

Lynn Fredericks,
Summer 2006



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About This Toolkit

Dear Educator,

As you read this, state legislatures across the country continue to engage in lawmaking to support healthier school environments via new requirements for food and beverages. School Wellness Policies will also be in place in most schools at the start of the 2006-2007 school year, as mandated in the 2004 Child Nutrition Reauthorization Bill for all schools accepting federal monies for the National School Breakfast and School Lunch programs. Such policies at the district level, will likely affect those programs in your school. But you have an opportunity to both embrace these changes and go beyond them to help transform the health of your school community by challenging everyone to make better food choices.

Within your one school, you have jurisdiction over many ways in which food & beverages are consumed in your school environment:

- **Classroom celebrations**
- **PTA Events**
- **Other School Events**
- **Teacher's Lounge**
- **Classroom rewards**

This Toolkit is designed for elementary through middle school* leaders to assist you to bring your school administrators, teachers, food service staff, coaches, students and parents through a simple process designed to:

1. **identify** what needs changing;
2. **arrive at consensus** for change; and
3. **select and adopt new policies** appropriate for your school, inspired by examples of successful policies from around the US

Join your colleagues across the US and empower your school community to move forward with a healthier attitude toward and practice regarding food in the school environment – your staff, students and their families will thank you for it!

** High School Educators can adapt this process as necessary to be relevant.*



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Assessment Toolkit At A Glance

Introduction

The process outlined in this “School Community Food Assessment” Toolkit is based on research conducted in Tennessee¹, California and Massachusetts², among others. It is a simple process that utilizes photography to build consensus on the need for change in the school food environment. The use of photography in this way is known as “Photovoice.” The Photovoice technique was developed by Dr. Caroline C. Wang and Mary Ann Burris. Caroline C. Wang was most recently assistant professor of health behavior and health education at the School of Public Health, University of Michigan. She and Dr. Mary Ann Burris, created what is now known as “Photovoice³” as a way to enable women living in the remote countryside of Yunnan Province, China, to successfully influence the policies and programs that affected them.

The toolkit is designed for use in schools K-8*. It is organized into the following 5-part process:

Part 1

Communication – The first step is designed to inspire participation. It contains letters to staff, students and parents to invite their participation and inspire their leadership to create positive changes regarding food consumed in the school environment.

Part 2

Staff Leadership Team – This step establishes a primary leadership body that will guide the process. It includes the outline for a school staff leadership meeting and presentation to identify priority school food issues and select a “School Food Task Force” that will function as this

¹ Spence, Marsha MS-MPH, RD et al, “Data To Guide School Policy Development”, American Public Health Association 133rd Annual Conference, Philadelphia 2005:
http://apha.confex.com/apha/133am/techprogram/paper_116533.htm

² Friedman, Roberta R. “School Food Toolkit”, Massachusetts Public Health Assoc.
http://64.233.161.104/search?q=cache:yEETucbis5oJ:www.mphaweb.org/home_food_policy_kit.pdf+school+event+food++policies&hl=en&gl=us&ct=clnk&cd=3

³ <http://www.photovoice.com/background/index.html>

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critical leadership team. The “Task Force” will have a set timeframe to document all the places and ways that food is consumed at school as a way to frame the need for changes.

Part 3

“Photovoice” Documentation – This third step in the process is the actual use of the Photovoice technique, where the “School Food Task Force” will use photography to illustrate both how and the various types of food that are consumed at school. The photos are then categorized and shared at a 2nd staff meeting to discuss findings and develop preliminary recommendations. One or more members of the “School Food Task Force” will work with a select group of student “Food Detectives” to additionally document, via photography, the ‘reality’ of student food choices. The Food Detectives will also solicit student recommendations.

Part 4

Adopting New Policies – This step is the actual goal of the whole process – identifying priorities for change. It involves a review of some of the more innovative school food policies from around the country as both ‘food for thought’ and inspiration to set new policies in your school community. The “School Food Task Force,” “Food Detectives” and PTA will put forth final recommendations. These recommendations will be put to a school-wide vote.

Part 5

Parent Buy-In – The final stage in any process involving change revolves around buy-in. This toolkit considers parental buy-in to be a critical aspect of the process. It recommends a PTA-Sponsored Family Cooking Night at School, to provide an educational experience for parents regarding food and their children. The event is designed to motivate them to approach food in a healthier way at home and to vote and provide feedback on and suggestions for the new School Food Policies.

** High School educators can adapt as necessary to make relevant to their community.*

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Dear Staff,

As studies weigh in on the critical link between quality of child's nutrition and their behavior and academic performance, **we as leaders in our school community have an important opportunity and responsibility to help children – with the help of their parents, make good food choices.**

While district-level pressures may indeed improve the school lunch we serve and make 1% milk and fewer sugary beverages a reality, we have a long way to go to improve food and beverages for:

- **Classroom celebrations**
- **PTA Events**
- **Other School Events**
- **Teacher's Lounge**
- **Classroom rewards**

Yet we are the role models for our students, and their families.

I therefore invite your attendance at a meeting on _____ at _____ in _____. At this meeting, we will discuss a "School Community Food Assessment" tool that can assist us to empower all members of our school community to identify and agree to some simple policy changes involving food and beverages at school.

I look forward to sharing these ideas, getting your valuable input and creative suggestions, and beginning this process. Together we can work toward assuring that our children's generation will not slip in life expectancy due to poor food choices resulting in obesity, diabetes and other chronic diseases. We can lead our school community to a healthier future!

_____ (Insert Principal's name here)

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Dear Students,

Our school will begin steps to make changes regarding the foods and beverages consumed at school. “You are what you eat” is a reality that we will take seriously at our school. Working together with you, our students, we can support your making healthier food choices to ensure:

- you develop at a healthy weight and avoid becoming obese which can lead to serious diseases such as Type II diabetes
- your body gets the vitamins and nutrients necessary to both academic achievement and your ability to concentrate at school.

Fourth and Fifth Grade* students will be invited to write a short essay on their observations about food in school. The six students who write the highest scored essay will be invited to participate on our student “Food Detectives” panel. These students will observe and capture, via photography, food in a variety of settings at school.

We are excited to include your ideas and opinions in this process and look forward to discovering how we can make positive changes about food at school – together!

_____ (insert principal’s name here)

** Modify to include older grades for Middle Schools or schools K-8.*

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Dear Parents,

Childhood obesity is a serious threat to our children's wellbeing and future. Additionally, new studies are documenting the critical link between quality of a child's nutrition and their behavior and academic performance.

As educators and parents, we are the role models for our children. Hence we have an important responsibility to help them make good food choices.

Our school staff, students and PTA will begin a process of documenting food and beverages currently consumed at school beyond school lunch and breakfast:

- **Classroom celebrations**
- **PTA Events**
- **Other School Events**
- **Teacher's Lounge**
- **Classroom rewards**

As we begin this process, please take some time to discuss healthy food choices at home and at school. We hope that our process of discovery – which will include children in the process – will encourage changing attitudes as well as food behaviors. Attached is a helpful list of healthy snack options that you can discuss and explore at home.

As our recommendations are developed, we will invite your participation in finalizing new school food policies and practices that will support your wish for your children's maximum health and academic achievement.

We look forward to collaborating with you on this important mission!

_____ (Insert principals' name here)



HEALTHY SNACKS FOR HEALTHY FAMILIES

Dear Parents,

We hope the list below will assist you to explore healthy snack options for home and to send with your child to school! Make exploring this list an adventure that you begin with your child – practicing teamwork when attempting important changes works best!

Fresh/Homemade

Raw Veggies

(carrots, celery, cherry or grape tomatoes, broccoli, bell peppers, zucchini, green beans, mushrooms, and cucumbers, etc)

Raw Fruit

(berries, grapes, banana, sliced apples, pears, melons, pineapple, mango, kiwi, papaya, and peaches nectarines and plums)

Fruit Smoothie

(1 /2 cup milk, soy milk, plain yogurt or 100% juice, plus 1 cup fresh fruit, and 5 ice cubes – blend until smooth in blender – serves 2-4)

Air Popped Popcorn

(place 1/4 cup unpopped corn in an empty paper lunch bag, spray lightly with PAM and micro for 4-5 min.; sprinkle lightly with seasoned salt or ground spices)

Half Bagel

(low fat cream cheese & bell pepper “confetti”)

Trail Mix

(one part raisins and/or other dried fruit in small pieces to two parts dried, unsalted nuts)

Edamame

(frozen soy beans in the pod—boil for 4 minutes and sprinkle with salt – kids squeeze out the beans with their teeth)

Quick Breads/Muffins

(Homemade or from the bakery from carrots, zucchini or banana, no trans fats)

Sunflower Seeds

(in their shells, lightly salted)

Packaged

Plain Yogurt

(add berries – fresh or frozen, sweeten with honey and/or maple syrup if necessary)

Cheese & Crackers/Breadsticks

(Look for natural and whole-grain products; avoid highly processed cheeses with many additives)

Pretzels

(Look for low-sodium type – e.g. not too much salt added, so children become used to less salty food)

Rice Cakes

(Plain or add toppings like salsa, fruit and jam spread, Nutella, nut butters or even build a ‘pizza’ with tomato sauce, veggies & grated natural cheese)

Goldfish Crackers

Natural ‘Cheerios’

(The type of limited added sugars, no trans fats and possibly whole wheat)

Granola/‘Energy’ Bars

(Look for bars that have under 200 calories, all natural ingredients, no hydrogenated oils or added sugars)

Whole Wheat Pita & Hummus

(Check the label of packaged pita in the deli section for all natural ingredients)

Whole Grain Bread & Nut Butter

(In addition to peanut butter, almond and pumpkin seed butters are delicious)



Getting Started: Meeting With School Staff

Meeting Goals & Objectives

The school leaders are comprised of educators, administrators, school food service, coaches and the PTA. Hence the first step in any major policy changes are to convene your school leaders and inspire their enthusiasm for policy changes at school with regard to food.

We recommend you conduct a meeting or a couple meetings during staff development time or after school, to ensure maximum participation and non-rushed atmosphere. The following are the goals for your meeting(s) -- feel free to add additional goals specific to your school community

1. **Gain consensus** that developing policies to guide parents, students and staff in healthy eating at school (and beyond) is a priority for desired health and academic profile of the school.
2. **Introduce the technique of “Photovoice”** where food availability at school is documented via photography (with strict privacy guidelines).
3. **Identify a “School Food Task Force”** comprised of 5 school leader volunteers. (Try to make sure the group is comprised of non-teaching staff, e.g. coaches, school nurse etc.)
4. **Establish a timeline for your assessment.** (A sample timeline is provided on page 17.)
5. **Discuss a school event to launch your new policies** (Idea is to bring up the idea of an event as a goal that will be discussed and developed further in Part 4.)



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Meeting Outline & Presentation

Planning your meeting: Distribute the letter on page 10 of this Toolkit to your school staff (including custodians, coaches, school food service staff, school nurse, administration) and one or more PTA members. Write personal notes in the margin to encourage attendance by school leaders who's input and enthusiasm you particularly value and speak to them personally, one on one.

Materials & refreshments: Provide some inspiring refreshments such as non-sweetened iced tea with fresh lemon and fresh fruit; whole grain bread with nut butter or any of the items on the "Healthy Snacks For Healthy Families" on page 13. Assemble the following for your meeting: a laptop computer with Microsoft PowerPoint, connected to an LCD projector, screen, and large chart paper and markers, notepads and pens/pencils for staff.

Meeting Agenda

Introduction (10 minutes)

Chart Where You Are

Reproduce the chart the on page 15. Give everyone 5 minutes to complete. Then discuss as a group. Ask a volunteer to combine everyone's thoughts on a large chart for all to see. What seem to be the priorities? **(15 minutes)**

Why and How to Conduct a "School Community Food Assessment"

This PowerPoint Presentation is found in the Appendix. It contains all the data and specific references you need to get your school leadership team on board and includes an explanation of "Photovoice" technique. **(15 minutes)**

Identify Your "School Food Task Force"

This group should be comprised of up to 5 school leaders (not all teachers) to use digital cameras (disposable are fine) to document all the places in the school where food is found or consumed. **(10 minutes)**

Assessment Timeline

Adjust the sample timeline provided on page 16 as necessary for your school's particular needs. **(10 minutes)**



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Charting Food At Our School

Food Location	Positive Aspects	Concerns
Lunches & snacks from home		
PreK Snacks		
After School Snacks		
“Publishing Parties”		
School performances		
Staff Lounge		
PTA Meetings & Fundraisers		
School Celebrations		
Classroom Rewards		
Boosters Clubs & Sporting Events		
Other		



Assessment Timeline

Use the following sample timeline to assist your assessment process, providing framework for specific timeframe so decisions about new policies are established and buy-in is accomplished! (Modify with additional or fewer steps or adjust time frames as needed. You may choose to stretch this into a school year-long process.)

Photovoice Documentation Process

1. Photography (3 weeks) – Due date: _____
2. Categorizing – (1 week) – Due date: _____
3. Sharing & Preliminary Recommendations– Due date: _____

Student “Food Detective” Process

1. Student Lottery Selection – Due date: _____
2. “Food Detectives” Intro Meeting – Due date: _____
3. “Food Detectives” Photovoice & Peer Interviews (3 weeks)
(10 Due date: _____)
4. “Food Detectives” Recommendations Meeting – Due date:

Adopting New Policies

1. Review of innovative school food policies from around the US
(11 Due date: _____)
2. Inventory of local resources – Due date: _____
3. Task Force final policy recommendations confirmed – Due date:

4. School Referendum/Vote – Due date: _____

Achieving Parental Buy-In

1. PTA meeting announcing new policies – Due date: _____
2. School wide event to launch changes – Due date: _____



Using Photovoice at Our School

The technique known as “Photovoice” was developed by Caroline C. Wang and Mary Ann Burris and described in a series of research articles, listed on their website: www.photovoice.com. The following definition and background on the concept of Photovoice is excerpted and adapted from their website with permission below:

Definition

Photovoice is a process where people can identify, represent, and positively impact their community through photography. It entrusts cameras to the hands of people to record what they see and use that information to inspire change in their own communities. By using photos and their accompanying stories, evidence is presented to empower community residents to address common issues by creating healthful new policies.

Goals

Photovoice has three main goals:

- to enable people to present evidence of their community’s strengths and concerns;
- to promote dialogue about community issues through large and small group discussions of photographs; and
- to reach decision makers with viable policy options.

Stages

The stages of photovoice include:

- identifying the project goals & objectives for using photovoice
- recruiting community members to conduct the photovoice research
- training the photovoice documentors
- taking the pictures
- facilitating group discussion, reflection & dialogue:
 1. selecting photographs for discussion
 2. sharing of reactions and storytelling
 3. identifying issues, themes, and theories
- reaching school policy makers to create change
- conducting participatory evaluation of policy and program implementation



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Ethics & Practical Guidelines

The following ethical and practical guidelines will assist your School Food Task Force to begin using Photovoice:

1. Never photograph individuals who are eating; avoid photographing persons in your photos.
2. Try to capture food in the context of its environment (e.g. fast food drink cups in the teachers' lounge or donuts at parent meeting).
3. Emphasize 'priority areas' from the chart (page 16) utilized at the meeting.
4. Download and sort your photos into the designated categories as indicated below.

Selecting & Categorizing the Photos

Photo Selection – The School Food Task Force using Photovoice should be instructed to choose those photographs that most accurately reflect the school community's concerns and assets. They select photographs they consider most significant, or simply like best, from the batch of photos they had taken. (Recommended maximum = 10-15 for each staff photographer.)

Once the photographs have been selected, they should be categorized. Then ask them to give a title/name to their categories such as:

- Healthy Events; • Unhealthy Events; • Healthy Lunches;
- Unhealthy Lunches; • Healthy Snack; • Unhealthy Snacks*

**These categories are just examples, encourage them to come up with their own based on the school's unique characteristics.*



Coming Together to View & Discuss



After the School Food Task Force has completed taking, selecting and categorizing the photos, they are ready to focus on the 'voice' part of the Photovoice concept:

1. **Contextualizing** – telling stories about what the photographs mean. This occurs in the process of group discussion when the photos are viewed in a group setting of school leaders. The process is known as **VOICE – voicing our individual and collective experience**⁴. Photographs alone, considered outside the context of their own voices and stories, would be missing the 'voice.' The concept requires people to describe the meaning of their images in small and large group discussions.
2. **Codifying** – identifying the issues, themes, or theories that emerge. The participatory approach can result in multiple meanings to singular images, which will assist in framing the conclusions⁵. Participants should attempt to identify issues, themes, and/or theories.

⁴ www.photovoice.com

⁵ Ibid.



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Issues are 'codified' when the concerns targeted for action are pragmatic, immediate, and tangible. Participants may also codify themes and patterns, or develop theories that are supported by other data the school may have collected about issues that relate to food.

- 3. Conducting the Meeting to View the Photos** – The School Food Task Force will organize a joint meeting with school staff and PTA to view and discuss the photos as described above. Arrange the photos into categories via a simple PowerPoint slide show – no text! Display them on a digital projector for all to view. The person who took the photo will narrate what they felt the photo represented – discuss and try to codify the issues, themes or theories of what you view for each photo category.

Assign one or more recorders (best to use voice recorder for backup) to compile notes on the views and conclusions shared at the meeting. Try to prioritize the views that are revealed for 'next steps' in policy-development at school. Identify a policy development team that includes staff, school food service and PTA.

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Getting Students On Board

*This assessment concept in this toolkit is **school-wide**. That means that students' voices will also weigh-in on this process. This is key to successful buy-in of the entire school community for change. When change is simply imposed, it is typically resisted. By involving students to have a voice in change, they are more likely to support and cooperate!*



This process will engage a group of students as Food Detectives to conduct a Photovoice documentation of food in their school in a similar way as the School Food Task Force. One staff member who worked on the Task Force Photovoice will be assigned to work with the student group, guiding and supervising their efforts. Below are the steps to forming a student Photovoice Food Detectives group.

Selecting Students for Food Detectives Work Group

Planning your meeting: *Distribute the letter on page 11 of this Toolkit to fourth and fifth (or fifth and six – modify if using with teens) grade students. Ask their teachers to solicit 'volunteers' to serve on the Food Detectives team. Volunteers should submit a 150-word essay that answers the questions below. The 6 best essays – 3 from each grade judged for creativity and enthusiasm, not just writing ability – will serve to select the School Food Detective team. Set a date and time (during school time) to have a brief meeting with the winning team. You will describe the project per the meeting outline below.*

150 Word Essay Questions

- What does "You are what you eat" mean to you?
- How do you think our school might support teachers and students to make better food choices?
- What skills and abilities will you bring to the Student Food Detective team?

Student Food Detective Team

Food Detectives Meeting Agenda

Food Detectives Concept Introduction

Introduce each student in the small group, and read their winning essay. Discuss how their ideas might be helpful as they begin their detective work. Explain the



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“Photovoice” technique and how the kids will conduct their research. Hand out the “Photovoice Rules and Guidelines (page 22) and discuss (20 minutes)

Discuss the Steps to Complete Photovoice Documentation

1. Assign the students randomly into two teams, by counting off ‘1’ and ‘2’.
2. Assign each team a 3 different aspects of the school environment to document through photos: 1) lunches & snacks from home; 2) teachers lounge/lunch; 3) school celebrations; 4) classroom rewards; 5) school performances; and 6) after school program snacks.
3. Hand each student two copies of a completed “Food Detective Assignment Sheet” (page 25) with assigned time for 3 Photovoice sessions. (E.g. one 30-minute timeframe once a week over three weeks. The session times should coincide with what they have been assigned to observe (e.g. lunch time if they are assigned ‘school lunch’).
4. Tell each student to give the extra copy of their assigned session to their teacher so they will be excused from class for those times.
5. Explain that you will work with them during their sessions, giving them each a camera and helping them with the Photovoice process, and monitoring that they take appropriate photos.

(10 minutes)

Assessment Timeline

Adjust the sample timeline provided on page 16 as necessary for your school’s particular needs. Discuss with students. (10 minutes)

Adjourn Meeting



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Photovoice Rules & Guidelines

1. Go to your assigned location at the assigned time. Observe food in that environment. Discuss with your team: 1) What do we see that is healthy? 2) What do we see that is not healthy? **Photograph what you see that is not healthy, each team member photographing a different aspect – no duplications please!**
2. Never photograph individuals who are eating; **avoid photographing persons in your photos.**
3. Try to capture food in the context of its environment (e.g. fast food drink cups in the teachers' lounge or donuts at parent meeting).
4. **Think before you 'shoot'** – disposable digital cameras only let you erase the last photo taken. Shoot carefully.
5. Return to camera to your supervisor and return to your class on time after the session ends.

Resources for Digital Photography

It's likely that there will be sufficient digital cameras within the school community for use by the staff team. If not, we recommend using disposable digital cameras, which are available for under \$15 at drugstores. Below is website that describes how they work:

<http://www.disposabledigitalcameras.org/>



Food Detectives Assignments

Food Location	Detective Team #1	Detective Team #2
Lunches & snacks from home	Date: Time: Location:	
PreK Snacks		Date: Time: Location:
After School Snacks	Date: Time: Location:	
“Publishing Parties”		Date: Time: Location
Staff Lounge		Date: Time: Location
Classroom Rewards	Date: Time: Location:	
Other/Sporting Events		



Selecting & Categorizing the Photos

Photo Selection – The Student Food Detective Team using Photovoice should be instructed to:

1. spread out their photos on a table
2. select the photographs they feel show examples of poor food choices or offerings at school
3. then select the photographs they consider most significant, or simply like best. (Recommended maximum = 10 for each student photographer.)

Once the photographs have been selected, ask students to sort and categorize them. Then ask them to give titles/names to their categories. Once they have categories, ask them to title/name these categories. Here are some possible category tiles – however it is important to ask them to come up with their own categories based on your unique school:

- Healthy Events; • Unhealthy Events; • Healthy Lunches;
- Unhealthy Lunches; • Healthy Snack; • Unhealthy Snacks
- Miscellaneous*

**These categories are merely examples; students should be encouraged to come up with their own.*

View & Discuss

After the School Food Detectives have completed taking, selecting and categorizing the photos, they are ready to focus on the ‘voice’ part of the Photovoice concept:

Contextualizing & Codifying Exercise ⁶–

- Voice or video record the Food Detectives describing and telling stories about each photo they selected.
- Encourage the other students to comment and ask questions.
- After all the photos/stories in each category have been viewed ask the students:

⁶ www.photovoice.com



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1. What did we learn from these photos?
 2. What would we like to see different or changed?
 3. How might this change occur?
- (Note: In some cases the lessons learned could be about positive practices that need to be shared, they are likely to find good things and bad things about food at school!)
- Record the students' suggestions.

Conducting the Student Meeting to View & Discuss Photos

1. The School Food Task Force will select one grade (4th or 5th) to view and discuss the photos. The Food Detectives should arrange their categorized photos into a simple PowerPoint slide show – no text!
2. Display the photos on a digital projector for all to view. The person who took the photo will narrate what they felt the photo represented – (just as they did in the small group).
3. After each category of photos has been presented, an assigned student will describe the recommendations suggested by their small group.
4. Take a poll (raising of hands) of students about each recommendation (e.g. for or against). Tally and record. [Allowing some time for discussion about photos and recommendations first might build interest and buy-in]
5. Compile notes on the views and conclusions shared at the meeting. Plan a meeting with the School Food Task Force discuss and develop policy recommendations.



Adopting New Policies

Once the two Photovoice projects are completed, the School Food Task Force should meet, discuss results and develop preliminary school food policy recommendations. Some inspiration might come from the section below. Keep in mind the following:

- *The degree that the policy recommendations are ambitious and how many areas you tackle should really be up to your Task Force.*
- *The Task Force should review local resources to make new, proposed policies feasible within the school community – e.g. where can affordable items for fundraisers or celebrations be obtained by the school or parents to support new policies? Have the Task Force review the example of New York City resources in the APPENDIX, so they know what to look for re local resources beyond New York City.*
- *There is one more constituency to gain ‘buy-in’ from: parents! It’s a good idea, then, to have the PTA representative on your Task Force take the preliminary school food policy recommendations and bring them before the PTA Board for feedback before bringing the policy ideas to a vote with parents and staff.*



Inspiring Policies From Maine To Washington State

Arizona

Several Schools completed the School Health Index (Assessment tool available from the CDC: <http://apps.nccd.cdc.gov/shi/default.aspx>) and implemented policy changes such as:

- Prohibited unhealthy snacks/candy as rewards or incentives
- Student Councils have stopped selling unhealthy snacks after school
- Bake sales offer nutritious food options (e.g. fruit salad rather than cookies)

<http://swcchp.publichealth.arizona.edu/projects.htm>

Maine

The State developed a School Wellness Policy Template recommending, at the individual school level:

- Healthy school celebrations where notices are sent to parents reminding them to send healthful treats for birthdays and rewards/celebrations.
- Healthy fundraisers where alternatives to junk foods and foods of minimal nutritional value are sold. Especially recommended are non-food items sold in their place

<http://www.maine-nutrition.org/StateLocal/stateLocal.htm>

Massachusetts

Cohasset and the Silver Lake Regional School District -- have put together comprehensive packages that ban junk food from the classroom, whether for celebrations or use by teachers as rewards. The comprehensive ban extends to the cafeteria, school stores, concession stands, and fund-raising drives.

http://www.boston.com/news/local/articles/2006/07/16/in_schools_its_in_to_keep_junk_food_out/



School Community Food Assessment Part Four



Montana

In Whitefish, Montana, over three years at the Central Middle School:

- The PTA purchased a \$4,000 vending machine and stocked it with milk, yogurt, pudding, string cheese, beef jerky, baked chips, and fruit.
- The school removed all soft drinks from vending machines and replaced them with bottled water and 100% juices.
- Removed candy for sale in vending machines and no candy is for sale in school during school hours.

Contact: Kim Anderson, Principal, Central Middle School, andersonk@wfps.k12.mt.us; Phone: 406-862-8650

New Hampshire

The Hampton School District developed a School Wellness policy in December 2005 that included the following:

- Food and beverages will not be used as rewards for academic performance or good behavior
- Nutrition education will be part of an integrated curriculum in pre K through eighth grade

http://64.233.161.104/search?q=cache:V642C_ggDp0J:www.sau21.k12.nh.us/ha/Wellness.pdf+individual+school+healthy+food+policies&hl=en&gl=us&ct=clnk&cd=18

New York

In New York City, PS 28 in the South Bronx, have been working with Montefiore School Based Health Clinics to improve school food policies and nutrition educations (as well as fitness). The following programs are currently underway:

- Healthy Snack Policy where parents are given a list of ‘permitted’ snacks to send with their child. If child breaks the policy they are warned and note goes home to parents. On 3rd infraction, the inappropriate snack/candy is confiscated.
- After School Cooking – the school’s TASC after school program conducts FamilyCook Productions’ “Look Who’s Cooking” nutrition and culinary education program for students (k-5) and their parents. (www.FamilyCookProductions.com)
- In School Cooking – the school participates in “Cook Shop” program for 1st and 2nd graders (www.foodchange.org)

School Community Food Assessment Part Four



- Healthy PTA Meeting policy – where PTA meetings have eliminated most unhealthful foods
- School Garden – funding was received and classroom project begun in '06 with full garden planned for '07.

Contact Megan Charlop of Montefiore, mcharlop@montefiore.org, 718-696-4053

North Carolina

In this state, three state agencies--the North Carolina Division of Public Health, the North Carolina Department of Public Instruction and the North Carolina Cooperative Extension Service—collaborated to create policy templates to be adapted by local schools. The policies cover:

- Concessions
- Fundraising
- Rewards and Incentives
- School Celebrations
- School Stores
- Vending

<http://www.eatsmartmovemorenc.com/resources/indiv/schoolfoodsstand.htm>

Washington

At Washington Middle School in Olympia, a new vending machine in partnership with New Hampshire-based Stonyfield Farms (provided free for a year) will vend healthy snacks for students: baked organic potato chips, organic yogurt, and 100% fruit and vegetable juices.

Contact Vanessa Ruddy at vanessaruddy27@hotmail.com, Olympia School District's Child Nutrition Advisory Board

Wisconsin

Snacks: In Milwaukee, Congress South Elementary School developed a Healthy Snack Bag Program. The school packed healthy snack bags and sent them home with information to encourage parents to send healthy snacks and foods with children to school

Celebrations: The Dodge Land School District has a birthday policy where students can eat their birthday lunch with the principal.



School Community Food Assessment Part Four



Vermont

In 2004, The Burlington Food Council conducted a School Community Food Assessment. Recommendations included:

1. Create more opportunities for children to work or experience work a community or youth garden or local farm.
2. Enhance nutrition, food and health education for children and families in a variety of venues: school, out of school time, childcare programs, and adult learning programs.
3. Expand availability of more nutritious after school snacks

<http://www.cedo.ci.burlington.vt.us/legacy/foodcouncil.html>



ACHIEVING BUY-IN FROM PARENTS

Absolutely no new policies related to something as basic as food in the context of celebrations and snacks that involve parents at school, will move forward without parent support. Parents are the gatekeepers and primary role models for food, eating habits and preferences for their children. In order for your new school food policies to take hold, parents must identify with and support them. They must also champion them at home with their children.

*The very best way to make that happen, is to **offer them an experience that will demonstrate to them that children can and will eat food that is healthful and not loaded with sugar, salt or artificial ingredients, coloring etc.** that has come to be identified in our culture as ‘kid food.’ Unless they experience their children as willing participants in healthful food choices and enjoyment, they may not be willing to purchase healthy snacks to send to school or buy healthy food for fundraisers, celebrations and events at school. They don’t want to waste their money and, since food is the embodiment of the nurturing role of the family, they don’t want to disappoint their children in their fundamental role as nurturer.*

For these reasons, we recommend a family cooking experience in school along the lines of the scenario below. Such an experience demonstrates to parents that kids will eat healthful food they take pride in preparing

FAMILY COOKING NIGHT AT SCHOOL

Since 1994, we at FamilyCook Productions have been exploring how collaborating as a family in planning, shopping for, preparing and enjoying meals can enhance family bonds and improve their nutrition. We have developed various curricula that involve families cooking together – at school or in community centers. With over 12 years field-testing across the country in all socio-economic strata, our techniques prompt positive responses in parents and their children. Parents who thought that putting broccoli in the macaroni and cheese was exotic suddenly feel confident to make stir fry, or risotto, or a delicious vegetable soup the whole family will enjoy. Parents who feared it was dangerous to have kids in the kitchen transcend these fears and welcome their participation and help.

While we recognize that getting families to cook together may sound mighty challenging, there are a number of ways this can be approached as described



School Community **Food** Assessment Part Five



below. In the Appendix, we support you with field-tested recipes & resources to support these different strategies.

Family Night Sharing of Photovoice Assessment Project

We recommend you bring parents to school for a special night to:

- 1. talk about the Photovoice project (show a few photos);*
- 2. present the student and school task force recommendations, and*
- 3. ask for their participation, suggestions and input.*
- 4. acknowledge that change requires educational support. Review the Appendix for potential educational programs that your school might wish to make available to students and parents.*

Before the event, the School Food Task Force should prioritize your agenda and establish a goal to get a majority vote on the policy changes you will actually put into practice.

Advance Preparation with PTA

*Ask your PTA for suggestions on ways to get ‘behind-the-scenes’ feedback from parents **informally before the actual meeting/event** where they will bring proposed policies to a vote. It is their job to know how best to influence and gain buy-in from the parent body. Use the PTA as partner in collaboration with you to form a team committed to feasible change. You want a win-win situation. **Make adjustments to the new policy priority list, timeframes or scope based on the PTA feedback and suggestions.** Ask for parent volunteers to help enforce and find resources to uphold the new policies.*

Family Night Event Options

*In addition to sharing your school’s Photovoice assessment results and presenting the policy recommendations, **the idea behind Family Night is to create an experience around food for families that will help them gain confidence that the proposed changes will work with their kids and their families.***

Here are some suggestions on how you might want to approach Family Night:

- If you have a large school community, conduct one family night per grade over the period of several weeks*
- Ask the ‘class parents’ to meet informally with the School Food Task Force to help plan the experience, and to provide feedback on the Photovoice assessment findings.*
- Consider offering a community partner such as a grocer, restaurant or other food service or purveyor in the community to partner with you; in this way they can offer one or more of the following: food donations, coupons for food discounts to families; healthy food samples; chefs to attend your*



School Community **Food** Assessment Part Five



Family Nights to help families learn about knife skills, teach them meal preparation short cuts, etc.

Field-Tested Family Cooking Scenario for Family Night

Note: the following scenario requires significant advance planning and volunteers – don't hesitate to invite chef(s) in the community to ensure an organized experience or contact us at FamilyCook Productions to ask about our training in family cooking and after school collaborative cooking/nutrition curricula.

After the policy discussion but before voting, invite families to make a simple 'no cook' recipe together as follows

- 1. Explain that research has shown that families who involve children in helping plan, prepare and sit down to healthful meals result in children who are more willing to eat healthy ingredients, especially vegetables:*
- 2. Chef or other school leader who is comfortable cooking and with public speaking demonstrates the selected recipe, calling on child volunteers from the audience to help.*
- 3. Let families (with kids assisting as described in #2 above) see how kids safely assist with the recipe from start to finish; this helps parents understand the recipe PLUS how to do the various steps with children helping in a safe and organized fashion.*
- 4. After the demonstration, in pre-set groups of 8 (adults and kids), invite families to prepare the recipe together, (all utensils and ingredients pre-set on trays so volunteers can bring to the family tables when it's time for families to prepare the recipes).*
- 5. After their recipe is prepared, instruct them to clear and clean their tables, and reset them to enjoy the food they prepared as a family.*
- 6. Ask for comments on their experience.*
- 7. Offer the policy recommendations and put them to a vote.*
- 8. Ask parents to practice new food choices at home that mirror the changes they have voted on to begin at school.*

Note: A way to insure more student and parent buy-in would be to set up after school or in-school-time cooking/nutrition classes with a parent component. Such classes help families explore new recipes and meal strategies using fresh, healthful ingredients. FamilyCook Productions has such curricula and we train teachers to safely and effectively teach cooking in schools just like yours – no fancy kitchen necessary. Our curricula have been implemented by thousands of families in schools and community organizations across New York State and beyond. For information about our trainings and curricula, please contact us at 212/867-3929 or programs@FamilyCookProductions.com.



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School Wellness Resources

While these resources tend to focus at the School District Level, there are lessons to be learned in these tools and guide for creative policies and on consensus building. In addition to the resources here, check your state's resources online as well as your state extension service.

<http://www.schoolwellnesspolicies.org/WellnessResources.html>

http://www.ecoliteracy.org/programs/wellness_policy.html

http://www.actionforhealthykids.org/resources_wp.php

Change Through Empowerment: Local Resources to Support Policy Changes Involving Food

Example: New York City

Healthful Food Sources For School Events

While the resources and companies below are specific to New York City, similar resources are categorically available in other communities. **Remember, your school community represents considerable economic demand for a small community business**, be it a deli, grocer, bodega or restaurant. Don't hesitate to articulate your healthful food needs; you will be surprised how businesses which want to retain – or gain, your business will be willing to accommodate your requests. And if several schools in a district get together and make healthful food service request, that combined buying power makes you a formidable client whose requests will be respected and responded to.

[Since there is so much info here that is specific to NYC, I 'd suggest moving this back to an appendix or making it a separate document, or creating NYC and outside NYC versions of this toolkit.]



BRONX

Grocers

Modern Food 718-933-4660: *Delivery of fresh produce, and other healthful (nothing too exotic) grocery items. Call a couple days in advance; no deli service. Best for use as supplier of healthful ingredients from which school community can prepare healthful treats for school events such as the air popped corn (recipe on snack list on page 12, veggie trays and dips, etc.*

Pathmark: *There are at least 3 Pathmarks in the South Bronx with deli departments that can make fruit, cheese and vegetables crudité platters with advance notice. They can also prepare healthful wrap sandwiches. No delivery.*

Note: There is a movement within the South Bronx for a Food Co-op, along the lines of the one in Brooklyn's Park Slope. School communities interested in joining the dialogue for this possibility should be in touch with Zena Nelson: z3na@verizon.net.

Farmers' Markets in the Bronx

Market	Address	In Operation
Bissel Gardens Farmers Market	Baychester Ave. & E. 241st St	July – October: Sat 9 – 1 Wednesday 10- 6
Borough Hall/Joyce Kilmer Park Greenmarket	W side of Grand Concourse @ 158 th Street	July – October Tuesday 8-6
Harvest Home Sunday Farmers Market	W side of Grand Concourse @ 158 th Street	July – October Sunday 8-4
Harvest Home Alexander Ave. Farmers Market	Alexander Ave. bet. 142nd & 143rd Sts	July – October Thursday 8-4
Harvest Home Forest Ave. Farmers Market	Forest Ave. bet. Westchester Ave. & 156th	July – October Wednesday 8-4
Harvest Home Morris Park Market	1734 Williamsbridge Rd, off Morris Park Avenue	July – October Saturday 8-4
Harvest Home Mt. Eden Farmers Market	Claremont Park, Mt. Eden & Morris Avenues	July – October r Thursday 8-4
Hunts Point Farmers Market	Southern & Bruckner Blvds & East 163 rd Street	July – October Wednesday & Saturday, 8:30 - 5
La Familia Verde Farmers Market	E. Tremont & LaFontaine Aves., in Tremont Park	July – October Tuesday 8-2
Lincoln Hospital Greenmarket	Morris Ave. & 148th St., next to Hospital	July – October r Tuesday/Friday 8-3



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MBD Community Park Farmers Market	1700 Boston Rd. near 174th St., at MBD Community Park	Mid June – October Friday 8 - 4
New York Botanical Garden Farmers Market	Mosholu Parkway & Kazimiroff Blvd.	Mid June – October Wednesday 10 - 3
Poe Park Greenmarket	192nd St., E of Grand Concourse, Bronx	Mid June – October Tuesday 8 - 2
Taqwa Community Farmers Market	962 Ogden Ave. at 164th St., (in garden), Highbridge, Bronx	Mid June – Mid Nov. Saturday 8-- 6
West Farmer's Market	Boston Road & E. Tremont Ave in Drew Gardens	July - October Wednesday 10 - 3
S. Bronx CSA Farmers' Market	494 East 141 st Street bet. Brook & Willis Aves.	July - October Wednesday 12 - 7

Caterers

None specifically offering healthful menu located.

Restaurants

The following Restaurants participate in the Bronx Healthy Hearts campaign and serve healthful menu items. Also families in your community may be aware of restaurants serving healthful fare that you can approach to prepare food for your events.

Restaurant	Address	Phone
Gus	53 East 167th Street Bronx, NY 10452	718-293-3153
La Junquera Bakery	20 W. Burnside Ave. (Davidson Ave.), Bronx, NY 10453	718-583-1867
Ocoa Restaurant	23 East Tremont Ave. (Walton Ave.), Bronx, NY 10453	718-716-7303
Estrella Bella	2051 Webster Ave. (180 St.) Bronx, NY 10457	718-329-0166

Manhattan

Grocers

Fresh Direct – www.freshdirect.com Fresh Direct, in addition to an excellent selection of fresh produce (including organic) and other healthful items, offers healthy platters and sandwich items ideal of school events for purchase over their website. No phone orders. Delivery is also web-based and restricted to



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particular zip codes. Quality is very high, produce prices reasonable and there is even a section called “Local” so you can attempt to purchase from local growers, as is feasible.

Fairway (Harlem) 2328 12th Avenue, New York City (212) 234-3883

This store offers huge array of well-priced produce and other healthful food items, including organics. This location does not offer catering, so party platters of fruit, cheese, veggies and dip etc. are NOT available. You must shop at the store, no phone orders. Delivery is available from 9AM to 8PM.

Fairway (Upper West Side) 2127 Broadway, New York City (212) 595-1888

This store is smaller than its Harlem location, but offers a similar range of well-priced produce and other healthful food items, including organics. Catering of party platters of fruit, cheese, veggies and dip etc. are available for delivery between 9AM and 9PM. Like the Harlem store, you must shop at the store for groceries to have them delivered, no phone orders on groceries.

Farmers’ Markets in the Bronx

There are over 30 Farmers Markets in Manhattan. Rather than list them here, go to the State Department of Agriculture & Markets website, scroll to “New York County (Manhattan):

<http://www.agmkt.state.ny.us/AP/CommunityFarmersMarkets.asp>

Caterers

**Every Day Gourmet (Harlem) 212/410-4112 or email:
schools@everydaygourmet.com**

This caterer has a special, well-priced program for healthy school events. The menu ranges from flavored air-popped popcorn, wholegrain muffins, lean wraps and pin wheels, fruit kebabs and platters, and veggie platters. Delivery to Manhattan and Queens. (See brochure PDF in Appendix)

Restaurants

There are thousands of restaurants in Manhattan; many smaller and ethnic types have very healthful menu selections for take out.



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An excellent way to find something near your school for take out or delivery: <http://www.menupages.com/>

BROOKLYN

Grocers

Fresh Direct – www.freshdirect.com *Fresh Direct, in addition to an excellent selection of fresh produce (including organic) and other healthful items, offers healthy platters and sandwich items ideal of school events for purchase over their website. No phone orders. Delivery is also web-based and restricted to particular zip codes. Fresh Direct has limited delivery service in Brooklyn; schools not serviced by delivery may pick up at their Queens location however. Quality is very high, produce prices reasonable and there is even a section called “Local” so you can attempt to purchase from local growers, as is feasible.*

Fairway (Red Hook) 480-500 Van Brunt Street Red Hook Brooklyn (718) 694-6868

Similarly to its Harlem location, the new Brooklyn Fairway offers extensive array of well-priced produce and other healthful food items, including organics, but no catering services. You must shop at the store to use the delivery service (10 AM to 7PM). Best for use as supplier of healthful ingredients from which school community can prepare healthful treats for school events such as the air popped corn (recipe on snack list on page 12, crudite trays and dips, etc.

Stop and Shop (Sheep’s Head Bay) 1710 Avenue Y (718) 648-0202 & (Flatbush) 1009 Flatbush Ave (718) 469-1300

This chain offers high quality produce and healthful items. They have a full deli catering department for call-in orders. Delivery is between 10 AM – 7PM. Groceries must be purchased in the store in order for them to be delivered. Delivery range information is available from the store; typically it is only a couple mile radius of the store.

Park Slope Food Co-Op. 782 Union Street, Brooklyn, New York 11215 (718) 622-0560

*Your school, the PTA or a parents would have to become a member, but according to its website, “The Park Slope Food Coop, founded 1973, is the largest wholly member-owned and operated food coop in the country. In exchange for 2 3/4 hours of work every four weeks you can **save up to 20% - 40% off your grocery bill.**” Very high quality and organic food is available at the co-op. No delivery.*



East New York Food Co-Op Opens Fall '06, call Salima Jones-Daley, Local Development Corporation of E. New York, 718-385-6700 X20
Modeled after the Park Slope Food Co-Op, the new one in East New York will offer a spectacular range of healthful foods that are not generally available in the community. Again, membership will be required. Cooking classes will also be offered; no delivery planned initially.

Farmers' Markets in the Brooklyn

There are numerous farmers' markets operating in Brooklyn, including new ones in areas under-served by conventional supermarkets. Rather than list them here, go to the State Department of Agriculture & Markets website, scroll to "New York County (Manhattan):

<http://www.agmkt.state.ny.us/AP/CommunityFarmersMarkets.asp>

Caterers

None specifically offering healthful menu located.

Restaurants

There has been a renaissance of restaurants in Brooklyn over the last 5-10 years; many smaller and ethnic types have very healthful menu selections for take out. An excellent way to find something near your school for take out or delivery:

<http://www.menupages.com/>. This service is not as comprehensive in Brooklyn as it is in Manhattan, but it it's a start. Also families in your community may be aware of restaurants serving healthful fare that you can approach to prepare food for your events.

Queens

Grocers

Fresh Direct – www.freshdirect.com *Fresh Direct, in addition to an excellent selection of fresh produce (including organic) and other healthful items, offers healthy platters and sandwich items ideal of school events for purchase*



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over their website. No phone orders. Delivery is also web-based and restricted to particular zip codes. Fresh Direct has limited delivery service in Queens; schools not serviced by delivery may pick up at their Queens location however. Quality is very high, produce prices reasonable and there is even a section called “Local” so you can attempt to purchase from local growers, as is feasible.

Stop and Shop – 5 Queens locations. To find the one nearest your school, got the website and use the “Store Locator”:

<http://www.stopandshop.com/locator.htm>

This chain offers high quality produce and healthful items. They have a full deli catering department for call-in orders. Delivery is between 10 AM – 7PM. Groceries must be purchased in the store in order for them to be delivered. Delivery range information is available from the store; typically it is only a couple mile radius of the store.

Farmers’ Markets in the Queens

Market	Address	In Operation
Astoria Greenmarket	Dept. of Health Bldg., 1126 31st Ave. (at 14th St.)	July – October: Wednesday 8 - 5
Flushing Mall Farmers Market	133-30 39th Avenue, Mall entrance bet. Prince St. & College Point Ave.	July – October Friday 8:30 - 4
Glendale-Atlas Park Greenmarket	Atlas Park Shopping Complex, Cooper Ave. @ 80th St., inside park	July – October Saturday 8-3
Hamer-Campos Farmers Market	P.S. 42 schoolyard, 430 Beach 66th St., Far Rockaway	July – October Saturday 8-3
Jackson Heights Greenmarket	Travers Park, 34th Ave. bet. 77th & 78th Sts.	June – November Sunday 8-3
Jamaica Farmers Market	160 th off Jamaica Avenue	June – November Friday & Saturday 8:30 - 4
Hunters Point-Long Island City Greenmarket	48th Ave. bet. Vernon Blvd. & Fifth St.	July – November Saturday 8-4

Caterers

None specifically offering healthful menu located.



Restaurants

There are a plethora of Ethnic restaurants in Queens. Southeast Asian cultures – Thai, Vietnamese etc, offer very healthful fare. Also families in your community may be aware of restaurants serving healthful fare that you can approach to prepare food for your events.

Staten Island

Grocers

Mignosi - 1490 Clove Road 718-816-4666

In addition to groceries, this store has a full deli catering department for call-in orders and delivery. Groceries must be purchased in the store; unfortunately only catering is delivered. Delivery range information is available from the store; typically it is only a few mile radius of the store.

Walbaums - 778 Manor Road 718-494-1757 or 718-477-7662

This Long Island chain has full line of groceries and deli-catering services. Groceries may be called or faxed in and delivered or purchased in the store and delivered. Delivery service is available on Mondays, Tuesdays, Thursdays and Friday.

Key Food - 450 Forest Ave 718-720-3208

Groceries and limited deli/take-out service. Best to shop in the store and visit the deli department with your special request to see if they will accommodate. No delivery.

Met Food - 1177 Hylan Blvd, 718) 720-5800

In addition to groceries, this store also has a full deli catering department for call-in orders and delivery. Groceries may be called or faxed in and delivered for \$5 charge or purchased in the store and delivered for \$1 charge. Delivery range information is available from the store and the service is available Monday to Friday.



Farmers' Markets in the Queens

Market	Address	In Operation
St. George Greenmarket	Borough Hall, St. Mark's & Hyatt Sts.,	June – November: Saturday 8 - 2
Historic Richmond Town Greenmarket	441 Clark Ave. off Arthur Kill Rd.	July – November Saturday 8 - 3

Caterers

None specifically offering healthful menu located.

Restaurants

There are a plethora of Ethic and very homey-type restaurants in Staten Island. Because most people have cars, transportation to get to venues selling healthful food is less of an issue than in other boroughs. And similarly to other boroughs, families in your community may be aware of restaurants serving healthful fare that you can approach to prepare food for your events.



Educational Resources to Support Change

Garden-to-Table Education Resources

www.ecoliteracy.org

www.edibleschoolyard.org

www.greentables.org

www.kidsgardening.org

<http://assoc.garden.org/ag/asg/>

Farm-to-School Resources

<http://www.farmtoschool.org/about.htm>

http://riley.nal.usda.gov/nal_display/index.php?info_center=14&tax_level=3&tax_subject=265&topic_id=1373&level3_id=5175

<http://www.foodroutes.org/farmtoschool.jsp>

http://www.newfarm.org/depts/talking_shop/1203/farm-to-school.shtml

In-School-Time Nutrition Resources

In addition to the resources here, check your state's resources online and your state extension service.

<http://www.nal.usda.gov/fnic/pubs/bibs/edu/preschool.html>

<http://www.dole5aday.com/>

<http://www.schoolnutrition.org/Index.aspx?id=1077>

<http://www.thefoodtrust.org/php/programs/comp.school.nutrition.php>

For pre-school through high school nutrition education through cooking with fresh ingredients, FamilyCook Productions has programs supported by field-tested and



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research-based curricula that can be adapted to in-school time. We also offer critical training support for our programs and curricula.

Example:

Did I Eat All My Colors Today? Preschool Obesity Prevention

Children learn: 1) Fruits & Vegetables come in 5 color categories; 2) healthy ingredients are in each category and I should try to eat all my 'colors' every day; 3) fresh food tastes good! Parents support at home what kids learn.

Contact us at programs@familycookproductions.com . (See brochure PDF in Appendix)

www.FamilyCookProductions.com

Out of School Time Nutrition Resources

FamilyCook Productions specializes in after school programs supported by field-tested and research-based curricula that can be adapted to in-school time. We also offer critical training support for our programs and curricula.

Here is a summary of our After School offerings:

Look Who's Cooking K-8 After School Obesity Prevention

Children learn: 1) Basic nutrition & healthy meal strategies; 2) Basic cooking skills & meals! Parents are encouraged to let kids help cook healthy meals w/fresh ingredients @ home.

Teen Iron Chef Nutrition Education

1) Empower students w/ basic knife & culinary skills to cook with fresh ingredients; 2) Experience teamwork & that cooking with friends can be fun; 3) Experience & recognize fresh, healthy ingredients.

Contact us at programs@familycookproductions.com

www.FamilyCookProductions.com (See brochure PDF in Appendix)

Family-Focused Nutrition Resources

http://www.nutrition.gov/index.php?mode=audience2&audience=Teachers&audsubject=ng_assistance

FamilyCook Productions also has family cooking curricula for parents and kids to experience together on weekends or evenings.



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Cooking Time Is Family Time Family Obesity Prevention

Families gain skills to ascribe to 4 program messages: 1) Eat homemade meals; 2) Cook with Fresh Ingredients; 3) Let everyone help; 4) Enjoy meals together as a family

For more information contact us at programs@familycookproductions.com
www.FamilyCookProductions.com . (See brochure PDF in Appendix)

“Simple Secrets of Family Cooking”

This kit has interactive tools and information to help involve children to plan healthful meals with their parents as a family. Having worked with thousands of families across the country, real families helped shape this new healthy meal planning kit. Simple Secrets of Family Cooking offers colorful, tear-off sheets that organize menu planning and shopping by food group -- and recipes! Discounts available for bulk purchase by schools, PTAs, Junior League. Call 212/867-3929.



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Simple Secrets of
Family Cooking
Healthy Solutions for All Ages from
FamilyCook Productions



Researchers agree that obesity and chronic disease prevention must address the numerous barriers families face to eat healthier:

- Lack of cooking skills
- Perception kids won't eat vegetables
- Relentless advertising to kids of unhealthy food

Education that combines culinary skills-building using fresh ingredients is effective & consistent with research on what the brain needs to make learning stick:

- An activity involving all the senses to experience how change feels
- Skillsbuilding -- confronted with a challenge
- A group dynamic that supports and reinforces

FamilyCook Productions provides large-scale community trainings to **empower your staff to teach these effective, skill-building techniques** to the families you serve by:

- Creating positive references cooking together is fun!
- Teaching basic knife and cooking skills -- chopping vegetables is longer intimidating
- Multi-cultural approach yields 'an open mind and an open mouth'
- Peer learning creates 'buy-in'

Our message is simple & appealing:

1. **Eat** homemade meals
2. **Cook** with fresh ingredients
3. **Let** everyone help
4. **Enjoy** meals together as a family

FamilyCookProductions.com

Training Communities in Family-Wide Solutions to Our Nation's Health Challenge

Contact: 212/867-3939 - info@FamilyCookProductions.com



School Community Food Assessment APPENDIX



FamilyCook Productions' Programs & Training Offerings

Program	Goals	Program Length	Class Size
Farm Fresh to Table Ready Farmers' Market or CSA Nutrition Education	1) Recognize nutritional value of fresh produce; 2) Learn strategies to cook with variety of seasonal ingredients; 3) Prepare recipes as a family or with friends	Cycle of 6 sessions; 12 recipes	N/A (walk up demo @ farmers' market or CSA site)
Teen Iron Chef Nutrition Education	1) Empower students w/ basic knife & culinary skills to cook with fresh ingredients; 2) Experience teamwork & that cooking with friends can be fun; 3) Experience & recognize fresh, healthy ingredients	Cycle of 4 sessions; 8 recipes	2 teams of 5 kids teens cooking; plus audience
Cooking Time Is Family Time Family Obesity Prevention	Families gain skills to ascribe to 4 program messages: 1) Eat homemade meals; 2) Cook with Fresh Ingredients; 3) Let everyone help; 4) Enjoy meals together as a family	Cycle of 6 sessions; 6 recipes	24 parents and kids aged 4-14 years
Cooking Time is Family Time (Family Diabetes Management)	Same as above plus: 5) Managing mom/dad's diabetes does not have to make meals bad for the whole family, we can enjoy delicious meals together	Cycle of 6 sessions; 6 recipes	24 parents & kids 4-14 years
Look Who's Cooking K-8 After School Obesity Prevention	Children learn: 1) Basic nutrition & healthy meal strategies; 2) Basic cooking skills & meals! Parents are encouraged to let kids help cook healthy meals w/fresh ingredients @ home.	12 or 15 weeks; 10-14 recipes	30 kids (4-14 years) working 10 per group
Did I Eat All My Colors Today? Preschool Obesity Prevention	Children learn: 1) Fruits & Vegetables come in 5 color categories; 2) healthy ingredients are in each category and I should try to eat all my 'colors' every day; 3) fresh food tastes good! Parents support at home what kids learn		

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Recipes for Family Night

Note: Prepare this salsa recipe without the fish and serve with baked tortilla chips. Send the recipe home to parents to make with fish for a healthful meal.

CARIBBEAN SALSA AND STEAMED SNAPPER

Prep Time: 40 minutes Cook Time: 5-10 minutes (for the fish) Makes 6 servings

*Recipe from Cooking Time Is Family Time by Lynn Fredericks

See Master Shopping List for guidance on multiplying recipes to serve desired number of guests.

This dish is a hit with kids because there is so much to chop—they love chopping—and it is so colorful and festive. The beans provide protein and iron, while the mango and vegetables impart plenty of fiber and an array of vitamins. It is an excellent accompaniment to fish or tortilla chips!

Equipment:



Can Opener	Paper Towels
Colanders	2 or 3 Citrus Juicers (optional)
2 or 3 Mixing Bowls	Measuring Spoons & Cups
Vegetable Peelers	Wooden Spoon
Chef's Knife	Bamboo or Metal Steamer
Cutting Boards	Wok or Pot with Lid (for metal steamer)
10 Plastic Knives (reusable)	Spatula
10 Plastic Plates (reusable)	Oven Mitts & Tongs

Ingredients for Caribbean Salsa:

1 14-ounce can	Black Beans
1 14-ounce can	Corn
1 medium	Red Onion
2	Plum Tomatoes
1	Red Bell Pepper
1	Mango, ripe
1 bunch	Cilantro, fresh
4	Limes
6 Tablespoons	Pineapple juice, or to taste
	Kosher salt, to taste



Ingredients for Snapper:

3	Snapper fillets, 8 ounces each
1 Tablespoon	Vegetable Oil
	salt & pepper, to taste

Directions for Caribbean Salsa:

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1. **(Adults)** OPEN the cans of beans and corn. Lift out and DISCARD the lids as they are very sharp. Strain the beans and corn in a colander and rinse well. Then place them in a large mixing bowl.
2. **(Child)** Help PEEL the mango.
3. **(Adults)** SLICE the onion, tomatoes, red pepper, and mango.
4. **(Child)** DICE the onion, tomatoes, red pepper, and mango using plastic knives.
5. **(Adults)** It is important to SUPERVISE the children, making sure they keep their fingertips curled under and away from the knife blade. TRANSFER diced ingredients to the mixing bowl.
6. **(Child)** WASH and pat the herbs dry, then pluck off the cilantro leaves from their stems and add to the mixing bowl.
7. **(Child)** SQUEEZE the limes with a juicer into a measuring cup or by hand right into the bowl. Make sure you get every bit of juice squeezed out—or use more limes to yield about 1/3 cup.
8. **(Child)** After the diced ingredients have been added along with the lime juice and cilantro, ADD the pineapple juice to taste, MIXING WELL with a wooden spoon. Add salt to taste, SEASONING with more salt and drops of pineapple juice as necessary. (Optional) Serve as a dip with tortilla chips.

Directions for Steamed Snapper:

1. **(Child)** Prepare the bamboo steamer and OIL each chamber's bottom surface so the fish will not stick. If using a metal steamer, oil it as well on the side where you will lay down the fish.
2. **(Adult)** HEAT about an inch of water in a pot large enough to fit the bamboo or metal steamer with your fillets inside. The water must be simmering before you add the fish.
3. **(Adult)** SEASON the fillets and TRANSFER them, skin side down, with a long-handled spatula, into the bamboo steamer chambers or metal steamer.
4. **(Child)** COVER the steamer and COOK approximately 6 minutes, or until fish is cooked through, opaque and flaky.
5. **(Adult)** OPEN the steamer with an oven mitt and tongs.
6. **(Adult)** SERVE immediately with Caribbean salsa. Some children will not want the salsa on the fish; it can be served on top or on the side.

Serving Supplies:

2-quart aluminum disposable pans (1 pan @ table); Large plastic spoons (2 @ pan)



GUACAMOLE

Prep Time: 30 minutes

makes: 10 servings as a side dish

See Master Shopping List for guidance on multiplying recipes to serve desired number of guests.

This is a delicious snack to have around to nibble on when you need a high-energy producing snack. A little goes a long way, but this recipe's use of lots of tangy lime keeps the avocados from turning brown, so it tastes and looks great for a couple days if kept in a sealed container. Avocados are loaded with vitamins, including vitamin E. It also has plenty of natural oils, so don't eat too much at any one sitting! Serve with baked tortilla chips or quesadillas.

Equipment:



Chef's Knife
 Cutting Boards
 Plastic or Table Knives
 Wooden Spoon
 Plastic Tasting Spoons (reusable)
 Plastic Plates (reusable)
 Large Mixing Bowl
 Garlic Press
 Citrus Juicer

Ingredients:

3	Avocados, soft, very ripe (but not mushy)
4 cloves	Garlic (to taste)
1	Red Onion
2	Plum Tomatoes
1/3 cup	Cilantro Leaves, fresh
3-5	Lemons and Limes
	Salt and Ground Cumin to taste



Directions:

1. **(Adult)** CUT the avocados in half, PEEL them, and REMOVE the pits.
2. **(Child)** SLICE the avocados into thin strips and place in a mixing bowl.
3. **(Adult)** Take each clove of garlic and SMASH with the flat side of a chef's knife to loosen the skin.
4. **(Child)** REMOVE skin and pass through garlic PRESS into the mixing bowl.
5. **(Child)** Now CHOP the onion finely and add.
6. **(Child)** SLICE tomatoes and then DICE and add to the bowl.
7. **(Child)** Remove the cilantro leaves from stems, CHOP fine, and add to the bowl.
8. **(Child)** SEASON with lemon and lime juice, MASHING everything together with a fork.
9. **(Child)** ADD salt and cumin to taste. SERVE with tortilla chips or quesadillas.