

Implementing Farm to School in Pickaway County Head Start Centers:

Creating a Curriculum Guide

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Introduction

“Believe it or not, some students have never tasted a fresh pear. In fact, they may be surprised to see that pears come in a shape different than the little white cubes like they see in their fruit cocktail” (Action for Healthy Kids, n.d.). First emerging in the 1990s, the Farm to School initiative had small, local beginnings. In Florida, a USDA consultant worked to connect minority farmers to school districts to market their crops. In California, schools were connected to local farmers’ markets to supply cafeteria salad bars with fresh, local fruits and vegetables (Benson, 2014). Schools and organizations around the nation are starting to take part in a movement called “Farm to School” (F2S). Farm to School does not look the same to each school that implements it; some prefer to choose the components of F2S that best suits their students and location. Though the movement may look different around the nation, all involved work to achieve one common goal: connecting students with the agriculture around them (South Carolina Farm to Institution, n.d.).

For this project, I have been working with my local Head Start organization in Pickaway County, Ohio to help health coordinators create a unique program for their preschool centers. In this organization, administrators are very excited to implement F2S components, yet teachers and parents are not as supportive of the initiative. Attempts were made during the 2017-2018 school year to implement F2S, however due to time constraints and a lack of a plan for all teachers and assistants to follow, efforts were unable to get off the ground. During meetings with Extension personnel, administrators felt there was a need for a plan or guide that would allow centers to try F2S activities, without taking too much of their classroom time or energy. Many guides

that were already available had great lessons for preschoolers, yet we felt we would like a more personalized local foods and school gardening component. Thus, this guide will focus more towards teachers and parents; giving them easy-to-achieve activities and assignments to do with their students. The goal of this project is to create a Farm to School program that can be implemented with ease by teachers, administrators, and parents.

Literature Review

What Is Farm to School?

While Farm to School can look different to each school/organization or location, all include at least one of the following three components: promoting local foods, growing plants in school gardens, and/or teaching nutrition education. “Farm to School enriches the connection communities have with fresh, healthy food and local food producers by changing food purchasing and education practices at schools and early care and education sites” (National Farm to School Network, n.d.). When promoting local foods, schools are supporting farmers and food vendors in their area. ‘Local’ is something each school must define themselves, as perhaps meaning food procured within a certain mile radius of their district, or just within the state. Supporting these local farms can help strengthen the local economy and the local agricultural community. By planting a school garden, district administrators are giving their students a chance to actually see where and how food is grown. School gardens can be large enough to produce food for the district, or small container gardens, meant to give the idea of planting.

Pickaway County at a Glance

Pickaway County is home to 58,086 people, with 5.4% of those individuals being under the age of 5. Of the population, 93.7% are white, and 3.9% are black or African American (United States Census Bureau, n.d.). Families who utilize Head Start services generally come from low-income households, as they are not charged tuition or fees for enrollment in Head Start preschool. Students are also provided a free breakfast or lunch (or both, if a child attends full day preschool) and a snack. In 2018, 12% of Pickaway County residents were living under the poverty line (United States Census Bureau, n.d.).

Pickaway County is also an active farming community. In 2012, there were 803 farms, encompassing 90.5% of county land. Most farms harvest crops such as grains, oilseeds, dry beans, and dry peas or livestock such as hogs and pigs (USDA National Agricultural Statistics Service, 2012). A wide variety of crops and livestock, other than those listed above, are grown in Pickaway County.

F2S in Ohio

In the United States, 42,587 schools were involved in some part of the F2S initiative during the 2013-2014 school year, which is about 42% of school districts in the U.S. Many districts who had not yet implemented a F2S policy expressed an interest in the initiative in the following years. In the districts promoting F2S, \$789 million was spent on local foods to feed the 23.6 million children engaged in F2S activities.

In Ohio, Farm to School is coordinated through efforts made by Ohio State University Extension. The Farm to School team within OSU Extension “works with schools, producers, distributors, government agencies, nonprofit organizations, and

many others around the state to increase the supply of local, fresh, nutritious foods in schools in order to develop informed decision-making among students, support local farmers, develop community ties, and reinvest in local economies” (Farm to School OSU Extension, n.d.). In the 2013-2014 school year, 27% of Ohio school districts participated in Farm to School. Of these 800 schools, 116 had a school garden and invested \$16 million in foods from local producers. Most schools purchased fruits (75% of schools surveyed) and vegetables (62%) for students to eat, while some also purchased milk (46%) and meat/poultry (11%) from local sources for their students as well. Most of these local foods were consumed by students during lunch time (85%). Of the Ohio districts who were surveyed, only 15% also initiated Farm to School activities for their preschool programs as well. Nationally, more K-5 schools are implementing Farm to School initiatives, than their preschool counterparts (The Farm to School Census, n.d.).

In 2018, the Ohio State University Extension Farm to School team hosted the 9th National Farm to Cafeteria Conference in Cincinnati, Ohio. This event brought recognition to the Farm to School initiative as 937 individuals attended from all 50 U.S. states and all U.S. territories. Attendees were given opportunities to learn more about successfully implementing F2S in their organization and tour Ohio farms and production sites that support the Farm to School initiative (Ohio State University Extension, 2018).

F2S in the United States

In other states that offer Farm to School activities to students, coordinators and F2S champions have created ‘getting started’ guides to help other organizations in their state begin programs of their own. South Carolina works to simply connect schools with

the agriculture in their area. Their guide recommends that schools and institutions support Farm to School by buying locally grown fruits and vegetables to serve and promote local foods to their students. Creating a school garden is also suggested, as well as including a nutrition education component (South Carolina Farm to Institution, n.d.).

The F2S start-up guide from Missouri Department of Health and Senior Services echoes many of the same goals and missions of South Carolina's guide. A difference in Missouri's guide for beginning Farm to Preschool sites is to use the Missouri-specific Farm to Preschool program called "Growing with MO: Harvest of the Season". This curriculum teaches children about fourteen specific fruits and vegetables that are grown in Missouri such as strawberries, green beans, apples, and sweet potatoes. Missouri provides resources and opportunities for trainings for early childhood education sites. "The goal is to educate children and the adults in their lives about the benefits of locally grown fruits and vegetables and to help them find ways to eat more of these foods" (Missouri Department of Health & Senior Services, n.d.).

The Washington State Department of Agriculture and Kent School District Nutrition Services partnership offers an in-depth step-by-step guide in creating a Farm to School program in schools. Created while implementing F2S in Kent schools between 2010-2012, this guide offers a 12-step process for starting a F2S program: 1.) Consider the big picture; 2.) Examine current operations; 3.) Learn about local products; 4.) Engage staff; 5.) Determine capacity and make a plan; 6.) Outreach to local farms; 7.) Procurement; 8.) Plan promotion and education; 9.) Train kitchen and

serving staff; 10.) Serve fresh, local, and seasonal meals; 11.) Get feedback from students; 12.) Evaluate the Farm to School program.

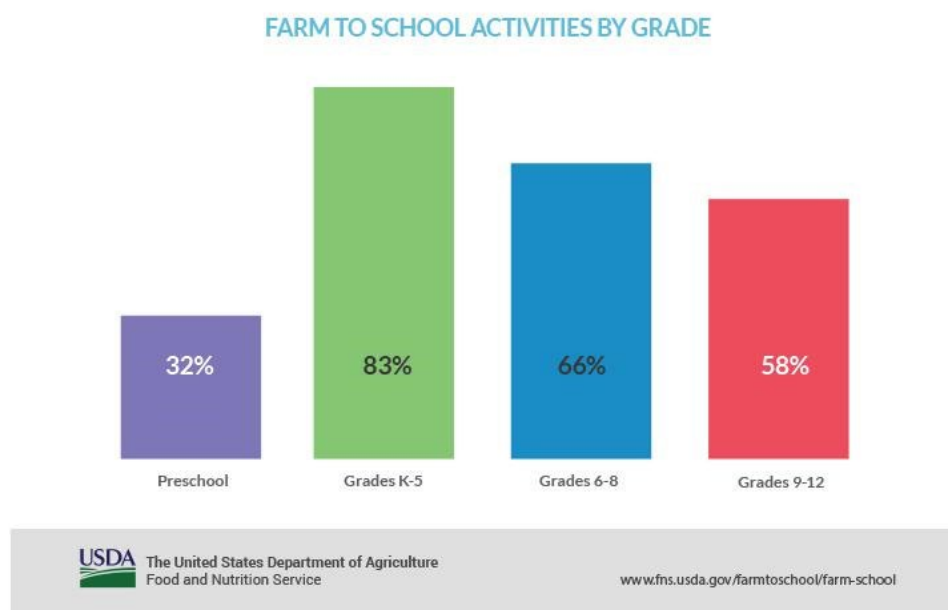
The Washington State start-up guide also provides many resources, templates, and questionnaires for other districts to use to tailor their own program to best suit their needs (Farm to School Start-Up Kit, n.d.). Overall, “when setting goals, make sure they are SMART (specific, measurable, achievable, realistic, and time-bound)” (USDA, n.d.).

Farm to School in School Districts

Instructing students in nutrition education helps them to make informed food choices outside of the cafeteria. Learning opportunities could include working in the school garden (if one is available), practicing cooking skills and safety, taking field trips to farms to learn more about the different sectors of agriculture, as well as many other experiences (National Farm to School Network, n.d.). One common activity is for students to taste-test new foods. Taste-testing can occur at any point in the school day, such as in the cafeteria, during a nutrition education lesson, or even during a science lesson. Teachers can encourage students to use their five senses when eating the new food and survey what they liked for the school food directors to potentially serve for lunch in the future. As stated in the introduction, some students may be unaware of what some foods look like in their whole form, giving teachers a chance to educate them to help make informed decisions on their food choices (Action for Healthy Kids, n.d.). When schools implement a F2S policy, “kids win, farmers win, communities win” (National Farm to School Network, n.d.).

As shown on the figure below, far more elementary and secondary Farm to School programs are being implemented than in the preschool setting. Farm to

Preschool is defined as “efforts to serve local or regionally produced foods in early childcare and education settings; provide hands-on learning activities such as gardening, farm visits, and culinary activities; and integrate food-related education into the curriculum” (USDA, 2017).



Farm to School Activities by Grade

By establishing healthy eating habits early in a child’s life, educators can increase a child’s willingness to try new foods. Many preschool sites, including Head Start centers, qualify for the Child and Adult Care Food Program (CACFP) in which serving locally produced seasonal foods is considered a best practice. The United States Department of Agriculture (USDA) encourages early childcare and education sites who are interested in beginning a F2S program to start small, such as limiting F2S activities to special events or trying one local food per month. They also encourage teachers and administrators to ask parents to be involved with this new school initiative (USDA, 2017).

Parental Involvement

Parents who are involved in their child's school can help students to achieve greater academic success, help them have a better attendance record at school, and potentially increase the social skills and behaviors of students. Parental engagement is defined by the California Project LEAN (2008), a program that works to increase healthy eating and physical activity, as "parents being involved in school activities which results in parents having an increased knowledge of what impacts students; seeing and being involved in positive school changes; feeling that their opinions and perspectives are valued; and parents becoming empowered" (pg. 6). This can be achieved through parents acting as classroom volunteers, school fundraisers, or through involvement of school parent groups.

When working to increase parental involvement to in turn increase the success of a new initiative in a school setting, it is important to assess the ways parents are currently involved, what motivates parents to be involved, opportunities for parents, as well as any barriers that may inhibit parents' support. In a survey by the California Project LEAN, parents stated that they were more likely to be involved with a school initiative if they have an incentive for their time, their input is valued by school administrators, and if the school is a welcoming environment to them. The survey also recommended that school districts work to eliminate potential barriers for greater parental involvement such as: conflicting work schedules, childcare, transportation, lack of interest, and feeling disrespected (California Project LEAN, 2008).

Extension and Farm to School

While parental involvement can be essential to the success of Farm to School, the involvement of other organizations, such as county Cooperative Extension Services, can be effective in beginning and maintain the initiative in schools. Funded by the Smith-Lever Act, Cooperative Extension Services is a “vehicle for human and community development through non-formal educational programs about subjects related to agriculture and home economics” (Benson, 2014). In some states, such as Ohio, the state Extension service is the coordinating agency between national and local Farm to School efforts. In a survey conducted by Benson in 2012, a majority (72%) of Extension professionals surveyed were currently working with or interested in working with local schools on Farm to School activities. Of that number, 39% were actively involved with Farm to School activities. When questioned about Extension involvement in preschool Farm to School programming, only 0.9% of surveyed professionals are currently supporting F2S activities to these young students. Benson projects that perhaps Extension professionals will need more professional development in Farm to School, as many were interested in the initiative, though have not yet implemented the program in their area (2014).

Research Project Plan

After reviewing the research and literature on Farm to School, many of the educational guides and curricula already established in other states seemed to be mainly tailored to the state in which it was created, such as the Missouri curriculum. Many other guides were created for elementary or secondary schools and not quite suitable for smaller organizations like Head Start. More schools and organizations are

beginning to implement F2S in their districts, or have an interest in F2S, much like the Pickaway County Head Start program. Extension Educators and staff are positioned to help with the implementation of F2S, which could benefit from the expertise of the different program areas (agriculture, family and consumer sciences, youth development) as well as the nutrition education programming from SNAP-Education or EFNEP program assistants. Using the knowledge gained from the above research, with vital input from Head Start administration, I will create a F2S curriculum guide tailored to the Head Start program in Pickaway County. The creation of this guide will draw from the findings of other states' curricula yet fit the needs of Pickaway County Head Start.

Objectives and Goals of this Project

As summarized in *The Creative Curriculum* guide, implementing F2S into a preschool setting “may feel daunting, [but] introducing these experiences into the classroom should not be an additional burden for the teachers...learning experiences can be seamlessly woven into current daily routines, learning environments, assessment practices, and family partnerships” (Etter, 2017). Every early childcare center is operated differently, and have different policies and procedures in place, making it important to create a guide that is not too burdensome and is possible for teachers to teach when F2S activities are not something that they are used to. The objectives guiding this project are:

1. To create monthly curriculum guides that contain at least two of the Farm to School components: Nutrition Education, Local Foods, and School Gardening and is aligned to the Pickaway County Head Start monthly “healthy” initiative.

2. Feasible for teachers to implement - This means that lesson materials can be obtained by teachers, are connected to a learning standard, and, if produce/food is involved, it is available locally.
3. Possible for parents to complete - This means that parent assignments are not costly or time-intensive and parents are given a way to show school administrators that the assignment was completed.

Data Collection

To collect resources and gain insight on what would work best for the Pickaway County Head Start centers, I first began searching online for F2S curricula implemented in other states. I started on the National Farm to School website and branched off from there to see what other states were doing. I also began another search on the US Department of Agriculture website to view other resources, implementation strategies, and curriculum ideas. Many I found were tailored to elementary and secondary levels of school, rather than for students in preschool. I also checked for other curricula used in the state of Ohio; again, many were intended for older students, but there were some resources for early childcare settings.

I also used information obtained from the 2018 Farm to Cafeteria Conference that was held in Cincinnati, Ohio. This conference provided an overview of F2S and what other organizations and schools were doing around the world. It also provided information on age-appropriate books about gardening and food as well as standards-based lessons that could be taught for a variety of ages.

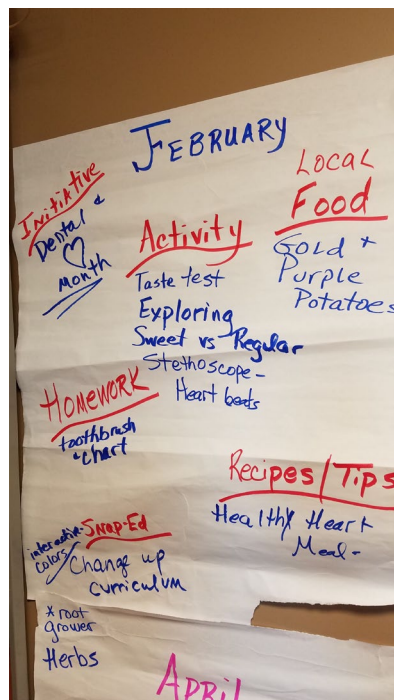
Internet searches and conferences were used to find general information about Farm to School, lesson planning ideas, and implementation strategies. In order to

determine what exactly would work for Pickaway County Head Start, I had several face-to-face meetings with the administrators, specifically the organization's health coordinators. In these in-person meetings, we discussed the goals of F2S at Head Start as well as the limitations that may be encountered. We created a rough outline of the components that should be covered each month as well as some of the initiatives they wanted to see throughout the year. This outline, initially created by the health coordinator, can be seen in the figure below.

Farm to Table Nutrition Curriculum Initiatives by Month 2019/2020

September - Rainbow	February - White
Initiative: Healthy Child/Healthy Family	Initiative: Dental Health & Movement
Activity:	Activity
SNAP Ed:	SNAP Ed <i>egg exper.</i>
Local Food: Melons, tomatos, peppers, gyz	Local Food: Cauliflower, onions, potaotes, white corn,
Homework: Nature walk and exploring of colors	Homework: Toothbrushing Chart
Recipe/Tip: Walking-physical activity & healthy recipe for melons	Recipe/Tip
October - Red	March - Green
Initiative: Apples/Farm to Table	Initiative: Growing green foods
Activity:	Activity
SNAP Ed: <i>W + Ash: 10/1 + 10/22 OC + Corrin: 10/10 + 10/24</i>	SNAP Ed
Local Food: Apples (laureville apple house)	Local Food: Avocados, broccoli, peas, zucchini, spinach, lettuce, kiwi, green pepper
Homework: Different kinds of apples what color and taste is your favorite?	Homework
Recipe/Tip: Exploring local orchards and family centered fall events	Recipe/Tip
November - Orange	April - Brown
Initiative	Initiative: Planting in Gardens
Activity	Activity
SNAP Ed <i>W + Ash: 11/6 + 11/19 OC + Corrin: 11/7 + 11/21</i>	SNAP Ed
Local Food: Pumpkin, sweet potato, carrot, bell peppers, butter nut squash	Local Food: bananas,
Homework	Homework: What kind of garden would you plant at home?
Recipe/Tip	Recipe/Tip: Tips on growing your own food/easy to grow foods
December - Purple	May - Yellow <i>yellow foods / sun (outdoor activities)</i>
Initiative	Initiative: Summer Fruits/Vegetables
Activity	Curriculum:
SNAP Ed	SNAP Ed:
Local Food: Purple Potato, purple carrot, raisins, blackberries	Local Food: cantoloupe, pears, peaches, pineapple,
Homework	Homework:
Recipe/Tip	Recipe/Tip:
January - Blue <i>celery in colored water</i>	Activity Ideas: have specialized play foods the specific colors for that month
Initiative	Wear the nutrition color of the month one day a month
Activity	focus menus and have 1 food a day that "color of the month"
SNAP Ed	choosy stickers for "I tried a bite"
Local Food: Blueberries	"Don't Yuck someone's Yum"
Homework	
Recipe/Tip	

Throughout the 2018-19 school year, teachers and administrators met together in a large group setting to discuss plans for the current and future school years. Teachers were asked to complete a “brainstorming activity” during some of these meetings by the Pickaway County Family and Consumer Sciences Extension Educator to discuss any ideas teachers had for the F2S initiative. During the brainstorming activities, teachers were presented with large presentation paper and asked to brainstorm ideas and activities for each healthy initiative/month. This input will be valuable moving forward with later months of the project (M. Treber, personal communication, November 12, 2019).



Teachers brainstorm ideas for February

Data collection for this project occurred mainly in the spring and summer of 2019, apart from the Farm to Cafeteria Conference held in April 2018. The implementation of Farm to School components in Pickaway County Head Start centers have been

occurring since the 2017-18 school year, though only nutrition education (through SNAP-Ed programming) has been consistent over the years.

All data collection for this project has been gathered through conference, email correspondences and meetings with Head Start administrators, personal communication with the OSU Family & Consumer Sciences Extension Educator, and web searches.

Curriculum Guide Rubric

In order to ensure the monthly curriculum guides are created to achieve the objectives and goals of this project, I have created the following checklist. I first want to assess the monthly overview page that will be the front page of each month. I want to ensure that I include Head Start's monthly health initiative in each curriculum. I also plan to include activities for each of the three F2S overall objectives: local foods, nutrition education, and school gardening. I will then assess the suggested classroom activities for relevancy to F2S and the Early Learning Content Standards and for accessibility for teachers. Finally, I will assess the parent assignments to ensure they meet Head Start standards and can be achieved in a low-cost manner. Each monthly curriculum guide should have all the objectives above marked completed in order to satisfy the guidelines of the project objectives.

Before submitting each guide to the Head Start Health Coordinator, I will have the OSU Extension Family & Consumer Sciences Educator, Michelle Treber, review each guide for any issues or inconsistencies. She also works closely with Head Start administrators and teachers through healthy workplace initiatives. Michelle will also use

the following checklist to ensure that objectives of the project and the requirements from Head Start are met.

Objective:	September	October	November	December
<i>Curriculum Overview:</i>				
Contains at least one monthly initiative that relates to a healthy topic				
LOCAL FOODS - Includes a seasonal local food that can be obtained in large quantities for all centers (Definition of local: is produced within the state of Ohio)				
NUTRITION EDUCATION - Outline nutrition education - SNAP-Ed agenda is attached to each monthly guide				
SCHOOL GARDEN - Each month contains information/video on how a featured food (local food served at center) grows				
<i>Suggested Classroom Activities:</i>				
Activity is connected to an Ohio Early Learning Teaching Standard - contains one lesson for each Early Learning domain				
Meets monthly initiative goal by providing at least two suggested activities related to the initiative				
Requires few materials or materials easily acquired by teachers				
Lessons can be completed within a 30-minute time frame				
<i>Parent Assignments:</i>				

Is related to monthly initiative goal				
Does not require families to make any purchases or create any financial hardships				
Contains a method for parents to show teachers/Head Start administrators that assignment has been completed				

Project Content - Curriculum Guides

Pickaway County Head Start Farm to School Activities

September

Color:	Rainbow
Initiative:	Healthy Child/Healthy Family Month
Suggested Classroom Activities:	<i>Activity #1:</i> Getting to Know You <i>Activity #2:</i> A Rainbow of Food <i>Activity #3:</i> Play Restaurant <i>Activity #4:</i> Reading about 'Rainbow Foods' <i>Activity #5:</i> Fruit and Veggie Color Pattern
SNAP-Ed:	SNAP-Ed will begin in October
Local Foods:	Melons, tomatoes, peppers (colorful in-season vegetables and fruits)
Recipe/Tip:	<ul style="list-style-type: none"> Fruit and Peanut Butter Dip – Found on www.celebrateyourplate.org https://celebrateyourplate.org/recipes/fruit-and-peanut-butter-dip Watermelon Popsicles Video – Found on www.watermelon.org https://www.youtube.com/watch?v=s1KrxQDT_w&list=PLy71USIsOszXcZFw8oyHgSbJ3CAQ-GZHO&index=10&t=0s The Watermelon Story Video (Farm to Table) – Found on www.watermelon.org https://www.youtube.com/watch?v=TaHj4Tiose4
Homework:	Take a walk outside as a family! Can you and your child find all the colors of the rainbow (red, orange, yellow, green, blue, purple) in nature? Draw a picture or write a few sentences about what your family found on your nature walk.

Classroom Activity #1

Title: Getting to Know You

Standards/Skills Met: *Domain:* Social-Emotional Development, *Strand:* Relationships, *Topic:* Interactions with Adults

Standard Statement: Engage in extended, reciprocal conversations with familiar adults

Materials Needed:

- Mealtime Conversation Starters (optional)

Outline of Activity:

1. During mealtime, ask each child a question about their lives, families, or the meal that is being eaten (use prompts if needed). Be sure to respond to the child and actively listen when they are speaking.

Resource:

Ohio Department of Education. (n.d.). Ohio's early learning & development standards: Birth to kindergarten entry. Retrieved from http://education.ohio.gov/Topics/Early-Learning/Early-Learning-Content-Standards/Birth-Through-Pre_K-Learning-and-Development-Stand

Meal Time Conversation Starters

- What foods on the table are crunchy? What foods are chewy? What foods are sweet? What foods are spicy?
- What is one of your favorite colors? Do you see anything of that color on the table?
- What kinds of foods do you like to eat best for breakfast (or lunch or dinner or snack)?
- What do you like to eat at a restaurant?
- If you could be any kind of food, what would you be? What would be fun about being that food?
- What is your favorite food?
- What is your favorite color to eat? What do you eat the most of in that color category?

Find more meal time conversation starters at:

<https://store.extension.iastate.edu/product/Mealtime-Conversation-Cards>

Source:

Iowa State University Extension and Outreach. (2018). Mealtime conversation cards. Retrieved from <https://store.extension.iastate.edu/product/Mealtime-Conversation-Cards>

TOTS

MEALTIME CONVERSATION CARDS

INSTRUCTIONS: CUT CARDS ON LINES. PUT ON TABLE IN A SMALL CUP OR BOWL. CHOOSE ONE CARD AT A TIME FOR ENJOYABLE FAMILY CONVERSATIONS.

INSTRUCCIONES: CORTE ESTAS TARJETAS SEPARÁNDOLAS DE LO LARGO DE LAS LÍNEAS PUNTEADAS. PÓNGALAS EN UNA TAZA O TAZÓN EN LA MESA. ELIJA UNA TARJETA PARA COMENZAR LAS CONVERSACIONES DE LAS COMIDAS FAMILIARES.

BUY EAT LIVE HEALTHY

<p>What kinds of foods do you like to eat best for breakfast (or lunch or dinner or when we go to a restaurant)?</p> <p>¿Qué son tus comidas favoritas para el desayuno, el almuerzo, la cena o a un restaurante?</p>	<p>If you could be any animal in the world for a day, which animal would it be? Why?</p> <p>¿Si pudieras ser cualquier animal en todo del mundo durante un día, cual animal serías? ¿Por qué?</p>
<p>What would you like to play after we are finished with this meal? Would you like to play outside or read a book?</p> <p>¿Qué te gustaría jugar cuando terminamos la comida? ¿Te gustaría jugar afuera o leer un libro?</p>	<p>What would be the best kind of party you could imagine having for your next birthday? Why?</p> <p>¿Qué es la mejor fiesta que puedes imaginar para tu próximo cumpleaños? ¿Por qué?</p>

Classroom Activity #2

Title: A Rainbow of Food

Standards/Skills Met: *Domain:* Physical Well-Being and Motor Development, *Strand:* Physical Well-Being, *Topic:* Nutrition

Standard Statement: Demonstrate basic understanding that eating a variety of foods helps the body grow and be healthy.

Materials Needed:

- Plastic food toys (of every color)
- If play food not available, use pictures of foods (of every color)
- Hula Hoops, colored tape, carpet squares, or large construction paper for kids to stand on/in

Outline of Activity:

1. Discuss with children the 'different colors we can eat'. Food comes in every color of the rainbow and it is good for our bodies to try to eat different colors.
2. Give each child a food toy or picture and have them walk to the designated area for their color (hula hoop, tape, carpet, paper).
3. Repeat activity with each child holding a new food and having them hop, skip, jog, baby step, etc. to the designated area.
4. Return together as a group and think of all the colors that were eaten that day at school.

Classroom Activity #3

Title: Play Restaurant

Standards/Skills Met: *Domain:* Approaches Toward Learning, *Strand:* Creativity,
Topic: Innovation and Invention

Standard Statement: Engage in inventive social play.

Materials Needed:

- Plastic food toys
- Plates/cups
- Old take out menus
- Other age-appropriate restaurant-related items

Outline of Activity:

1. Create a “Restaurant Center” for children to use during play time. Children can take turns ordering foods and putting food on plates.
2. Encourage children to ‘order’ a variety of different colored foods.

Resource:

Ohio Department of Education. (n.d.). Ohio’s early learning & development standards: Birth to kindergarten entry. Retrieved from http://education.ohio.gov/Topics/Early-Learning/Early-Learning-Content-Standards/Birth-Through-Pre_K-Learning-and-Development-Stand

Classroom Activity #4

Title: Reading about 'Rainbow Foods'

Standards/Skills Met: *Domain:* Language and Literacy Development, *Strand:* Reading, *Topic:* Reading Comprehension

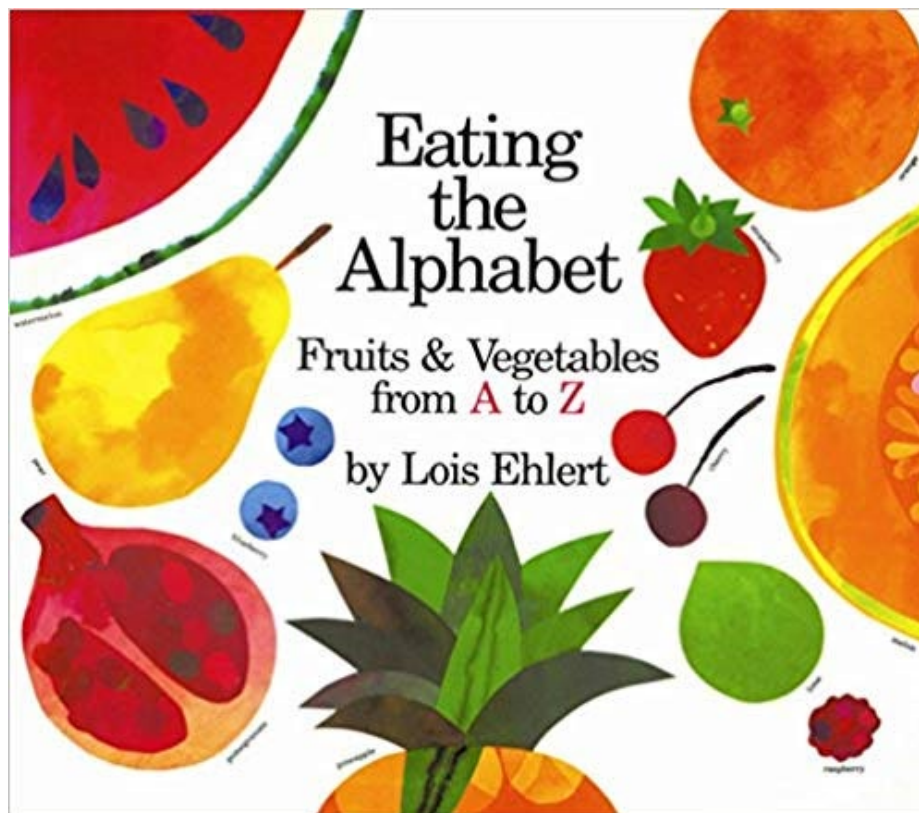
Standard Statement: With modeling and support, describe, categorize, and compare and contrast information in informational text.

Materials Needed:

- Book: *Eating the Alphabet: Fruits & Vegetables for A to Z* by Lois Ehlert
- Large Chart Paper
- Different Colored Markers

Outline of Activity:

1. Read *Eating the Alphabet* as a whole group.
2. After reading the book, make a chart of the colors of the rainbow (using different colors for students to remember easily).
3. Ask students to name fruits and vegetables they remember from the book (it may be necessary to flip through the pages again if students can't remember any) and then have them help sort the fruits and vegetables into the different colors on the chart.
4. Help students figure out which color category has the most foods, which has the least, or which color they prefer to eat the most.



Classroom Activity #5

Title: Fruit and Veggie Color Pattern

Standards/Skills Met: *Domain:* Cognition and General Knowledge (Mathematics),
Strand: Algebra, *Topic:* Patterning

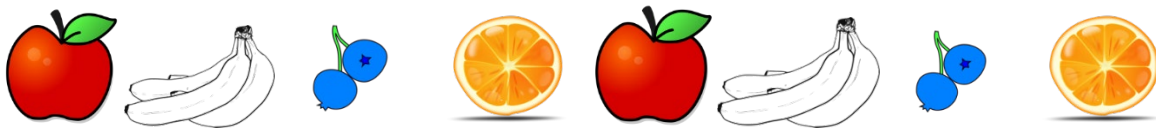
Standard Statement: Create patterns

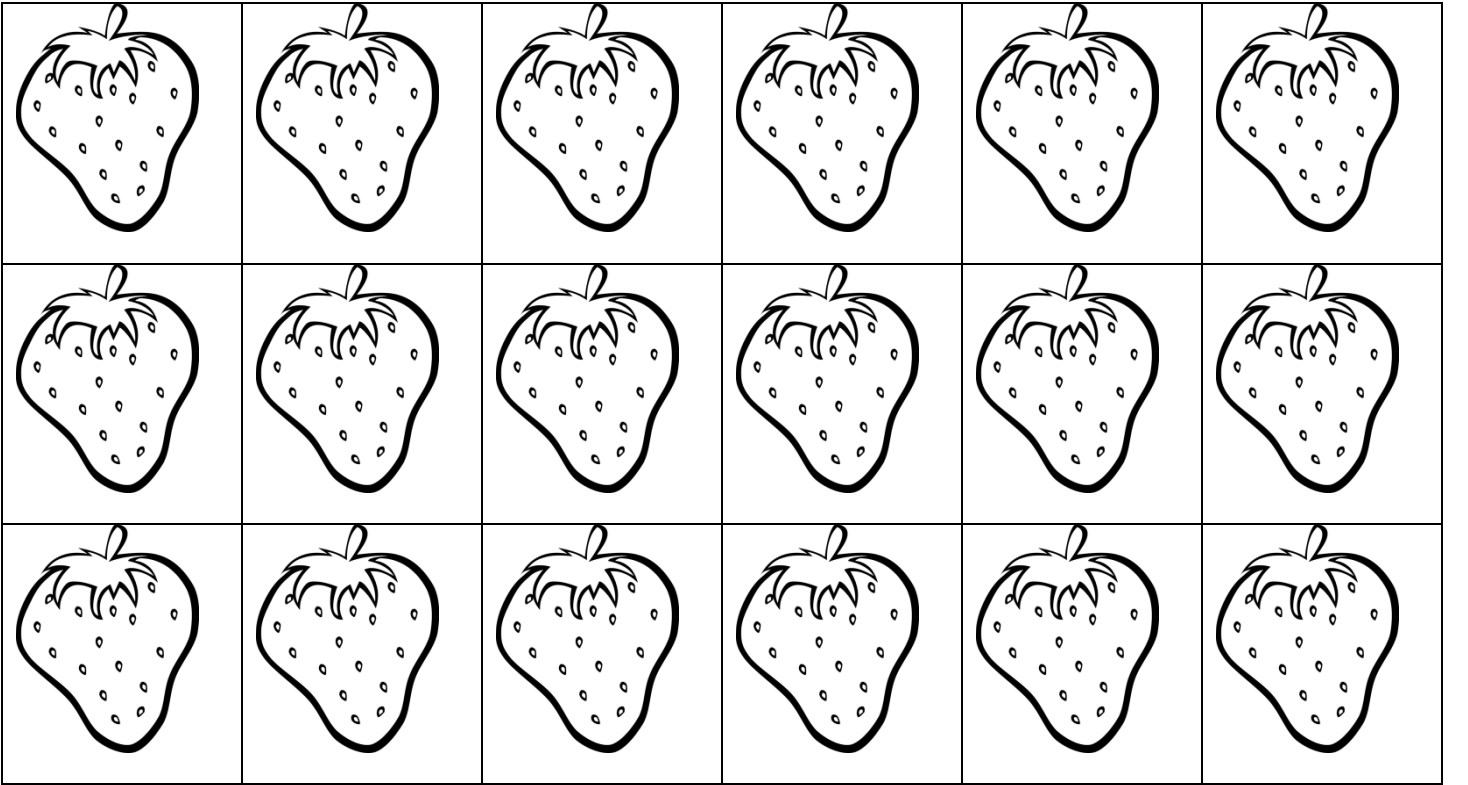
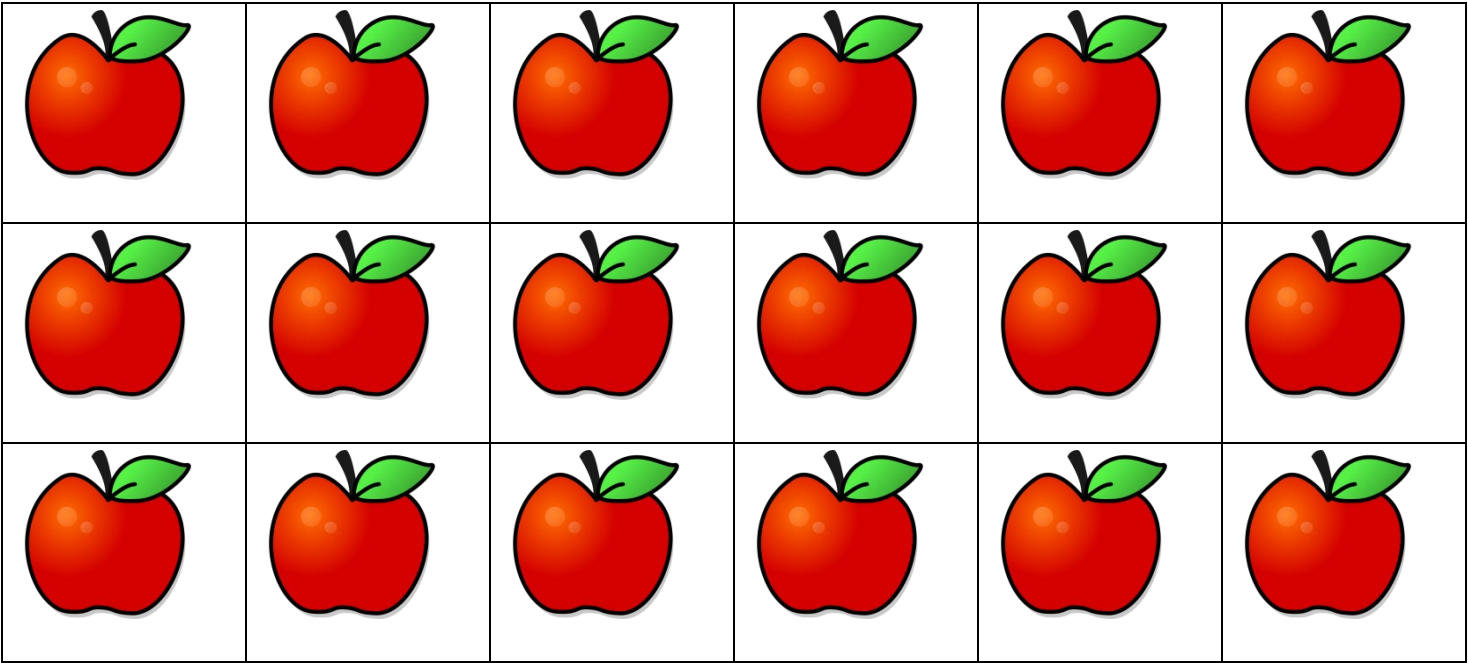
Materials Needed:

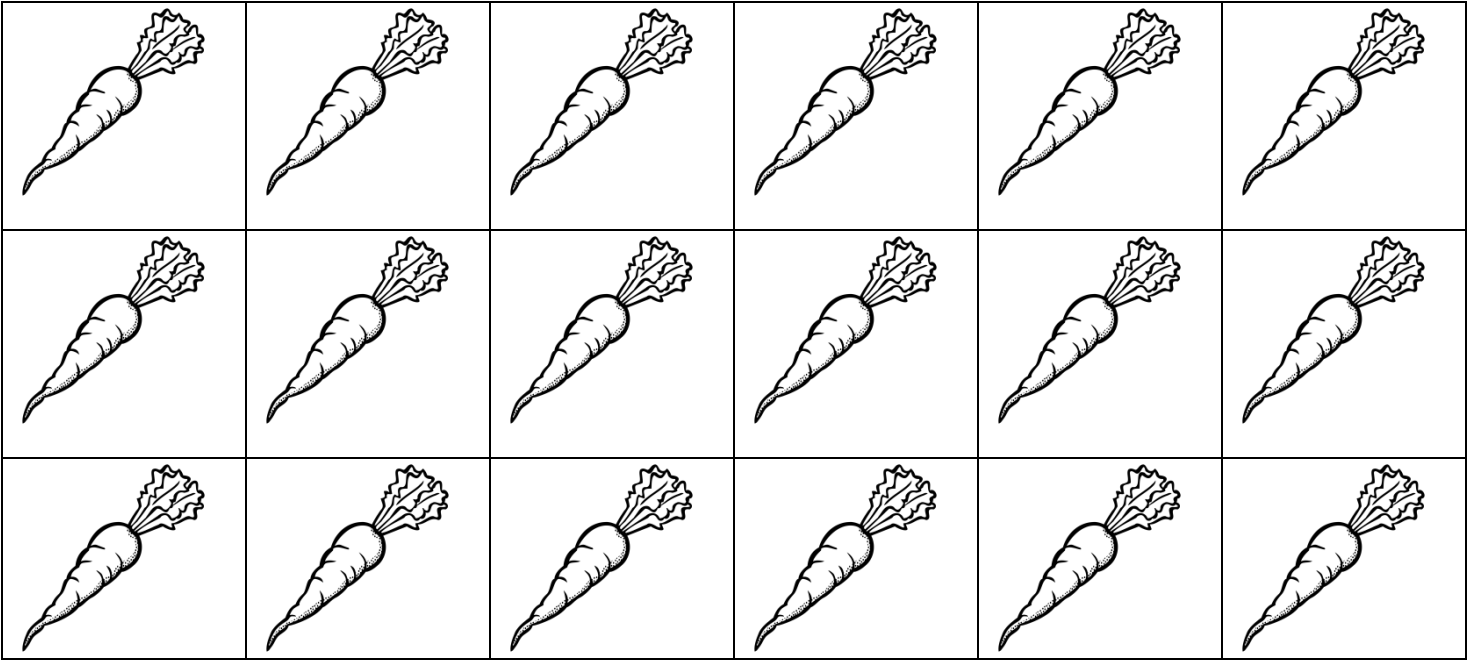
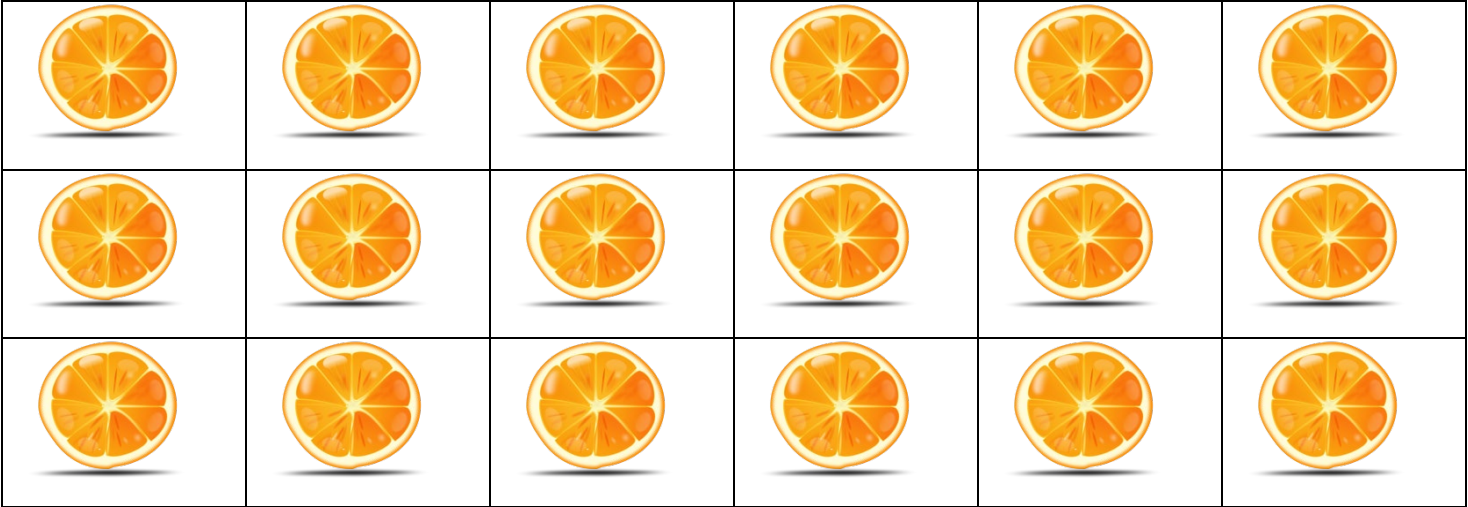
- Construction Paper
- Double-sided tape or glue
- Fruits and Veggies (document attached on next 6 pages) printed on colored paper
- Scissors (unless fruits and veggies are pre-cut by teacher)

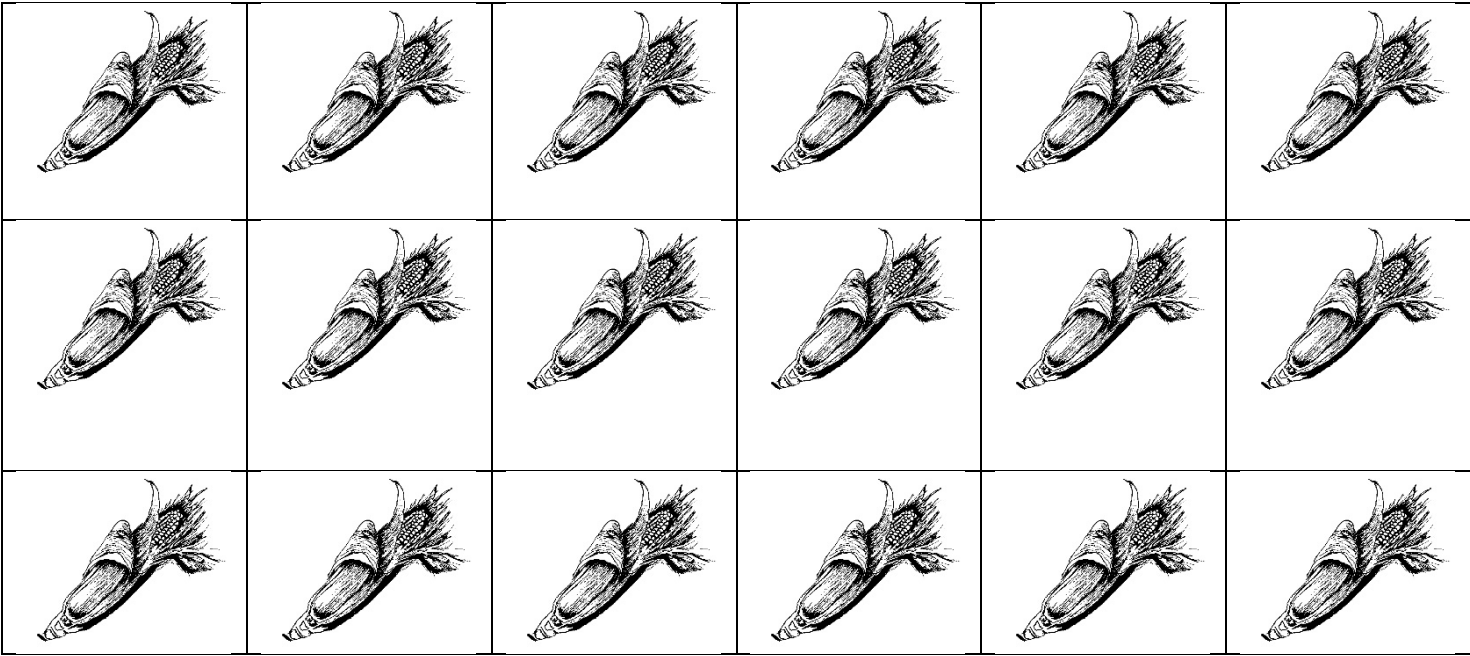
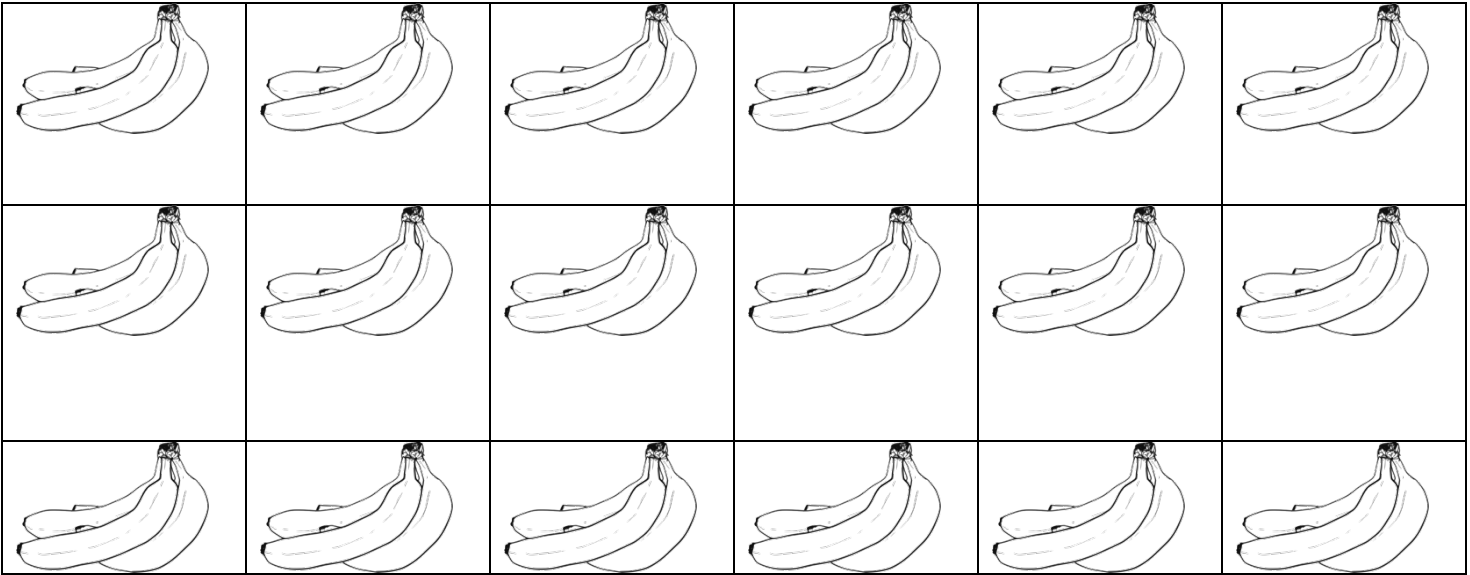
Outline of Activity:

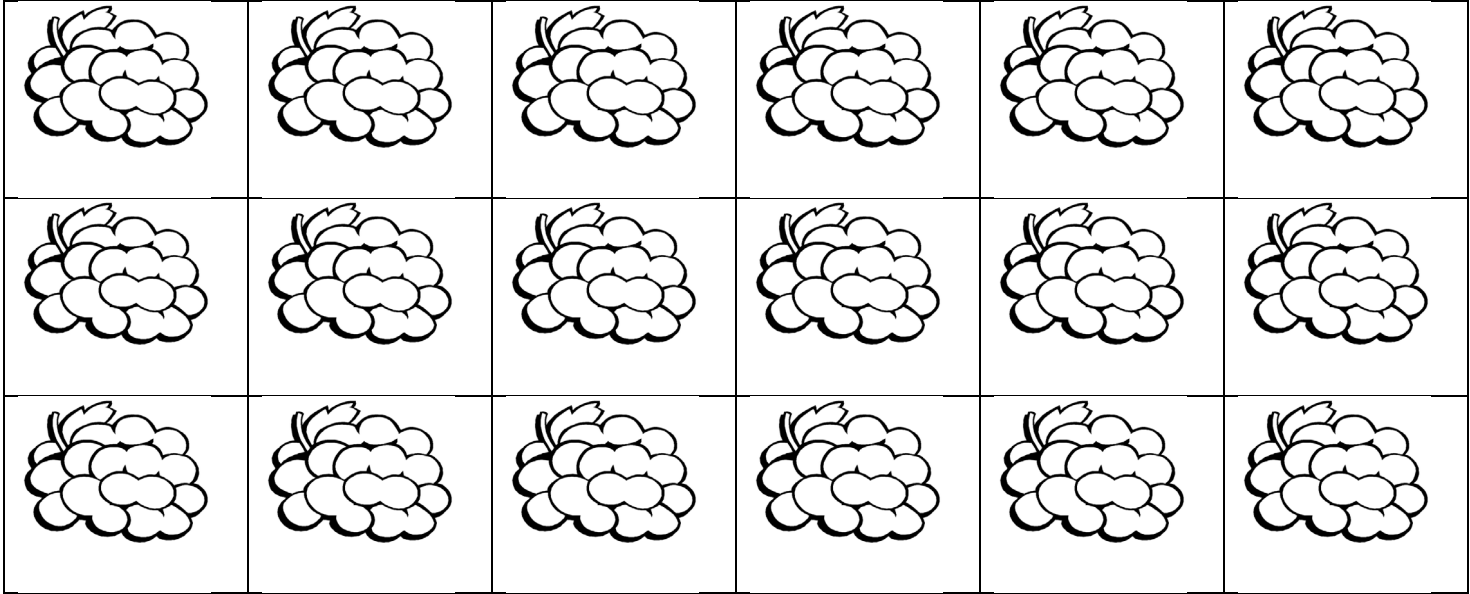
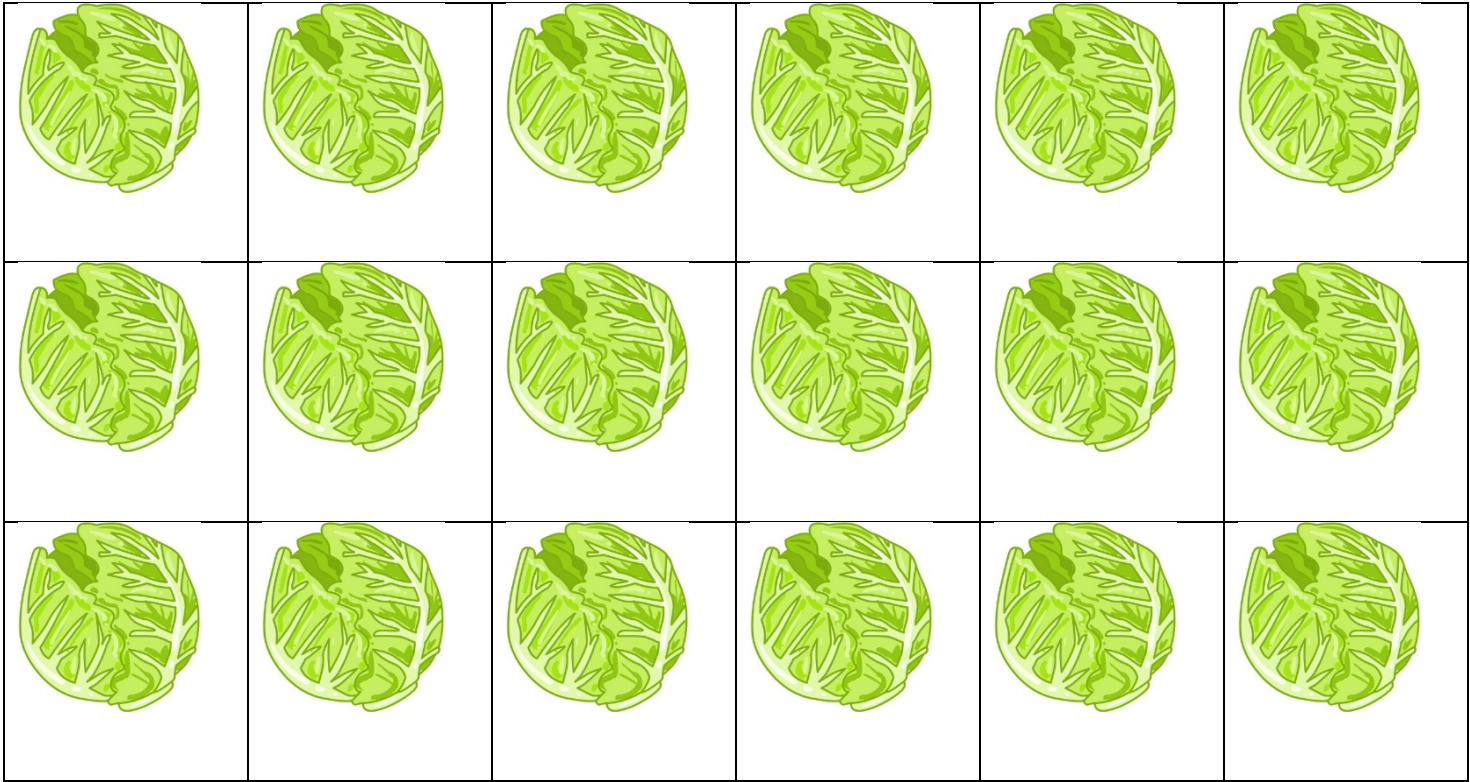
1. Before the start of the activity, cut out each of the foods (or groups of food for the students to cut out themselves).
2. In activity, have students choose a sheet of construction paper and fruits and veggies printed on colored paper (either pre-cut by teacher or with scissors to cut up themselves).
3. Encourage students to make a pattern with the colorful foods. Teachers may need to first model different patterns for students.
4. When students have made a pattern, stick pattern on construction paper using double-sided tape or glue.

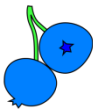
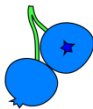
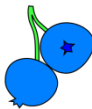
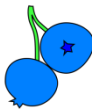
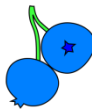
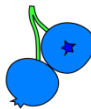
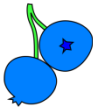
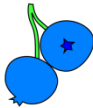
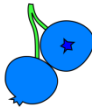
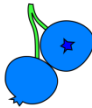
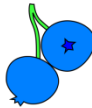
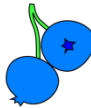
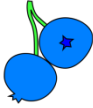
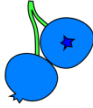
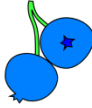
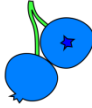




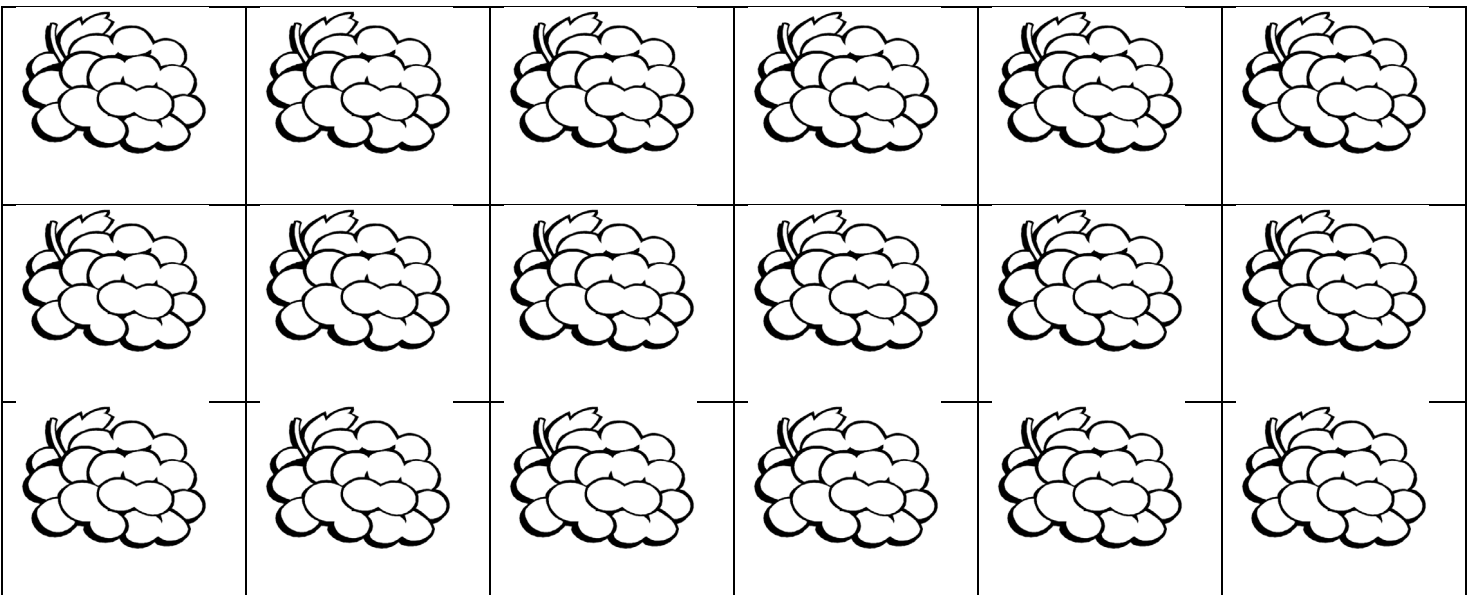
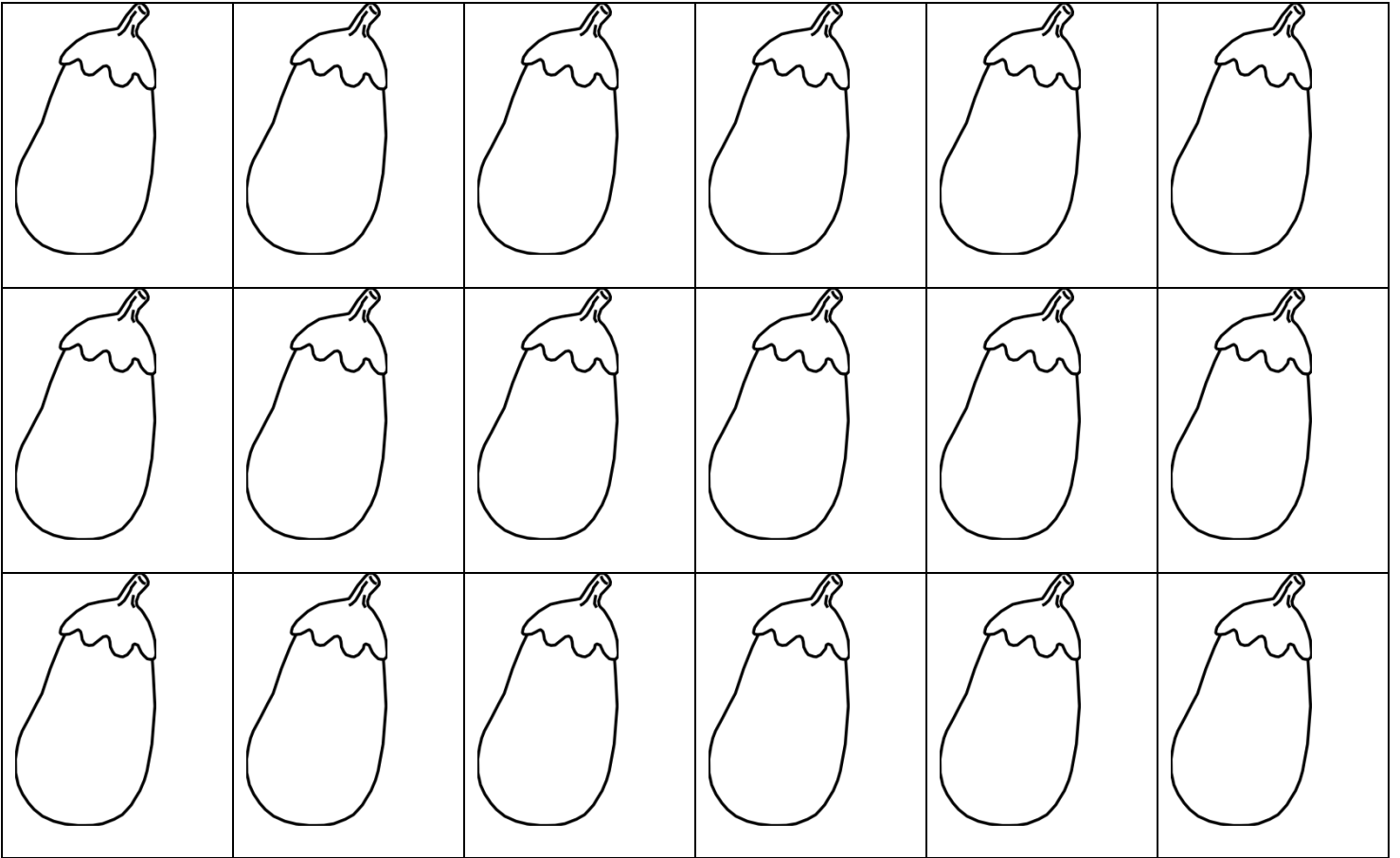










Pickaway County Head Start Farm to School Activities

October

Color:	Red
Initiative:	Great Apple Crunch (October 10)/ Local Foods
Suggested Classroom Activities:	<i>Activity #1:</i> Make a Story <i>Activity #2:</i> Fruits and Veggies are Healthy! <i>Activity #3:</i> Meal Time Routine <i>Activity #4:</i> Thank You Notes <i>Activity #5:</i> Red, Yellow, and Green – What's the Same? What's Different
SNAP-Ed:	Ashville: 10/1 & 10/22 Corwin: 10/10 & 10/31 Ohio Center: 10/10 & 10/28 Westfall: 10/1 & 10/22 SEE NEXT PAGE FOR NUTRITION TOPICS AND TASTE TESTINGS FOR SNAP-ED
Local Foods:	Apples – from Laurelville Apple House Raspberries – May be difficult to find locally
Recipe/Tip:	<ul style="list-style-type: none"> • <i>Recipe:</i> Apple Tuna Salad – Found on www.whatscooking.fns.usda.gov/https://whatscooking.fns.usda.gov/recipes/supplemental-nutrition-assistance-program-snap/tuna-apple-salad • <i>Recipe:</i> Baked Apple for One – Found on www.celebrateyourplate.org/https://celebrateyourplate.org/recipes/baked-apple-for-one • <i>Video:</i> How to Cut an Apple – Found on www.nytimes.com/Go.osu.edu/cutanapple • <i>Video:</i> Fruit Crisp – Found on www.whatscooking.fns.usda.gov/https://www.youtube.com/watch?v=vqfu6LuUPus • <i>Video:</i> How do Raspberries Grow? (Longer ~4mins) – Found on www.pbs.org/https://www.pbs.org/video/how-does-it-grow-how-does-it-grow-raspberries/
Homework:	Visit your local grocery store or farmer's market with your child - how many different types of apples can you find? With your child, count how many red varieties there are. How many green varieties? How many yellow? Draw a picture or write a few sentences about what you found at the store or market.

SNAP –Ed October ScheduleJessica Lowe, lowe.495@osu.eduCarrie Whittington-Hogue, whittington-hogue.1@osu.edu**Ashville**

Date	Location	Time	Series	Topic	Suggested Foods
10/1	Ashville AM Ashville PM	10-11 130-200	1:16	Rainbow/ 5 senses	Salsa & chips
10/22	Ashville AM Ashville PM	10-11 130-200	2:16	Red/ Go Slow Whoa	Apple crunch

Corwin

Date	Location	Time	Series	Topic	Suggested foods
10/10	Corwin AM Corwin PM	10-12 1-230	1:16 1:16	Rainbow/5 senses	Salsa/chips
10/31	Corwin AM Corwin PM	10-12 1-230	2:16	Red/go slow whoa	Apple crunch

Ohio Center

Date	Location	Time	Series	Topic	Suggested foods
10/10	Ohio Center AM	10-1030	1:16	Rainbow/5 senses	Salsa/chips
10/28	Ohio Center AM	10-1030	2:16	Red/go slow whoa	Apple crunch

Westfall

Date	Location	Time	Series	Topic	Suggested Foods
10/1	Westfall AM	1030-11	1:16	Rainbow/ 5 senses	Salsa & chips
10/22	Westfall AM	1030-11	2:16	Red/ Go Slow Whoa	Apple crunch

Classroom Activity #1

Title: Make a Story

Standards/Skills Met: *Domain:* Social-Emotional Development, *Strand:* Relationships, *Topic:* Interactions with Adults

Standard Statement: Engage in extended, reciprocal conversations with familiar adults.

Materials Needed:

- Large presentation paper
- Markers
- Paper (optional)
- Crayons/Markers/Colored Pencils (optional)

Outline of Activity:

1. In a large group or small group setting, instruct students that they will be creating a story about apples (or another fall fruit or vegetable).
2. Taking turns, have students give one sentence to further the story. The teacher will write each sentence on the presentation paper. Teachers may need to ask students clarifying questions to help students think of sentences to further the story.
3. Once the story is complete, read back to students.
4. OPTIONAL ACTIVITY – Print the story on paper and fold into booklet form. Have students illustrate their story to take home and read with parents.

Classroom Activity #2

Title: Fruits and Veggies are Healthy!

Standards/Skills Met: *Domain:* Physical Well-Being and Motor Development, *Strand:* Physical Well-Being, *Topic:* Nutrition

Standard Statement: Distinguish nutritious from non-nutritious foods.

Materials Needed:

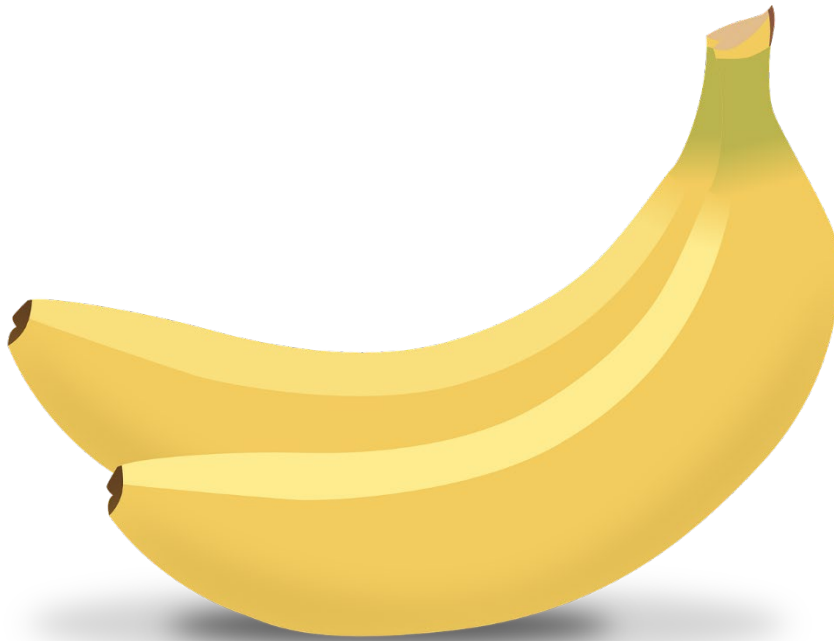
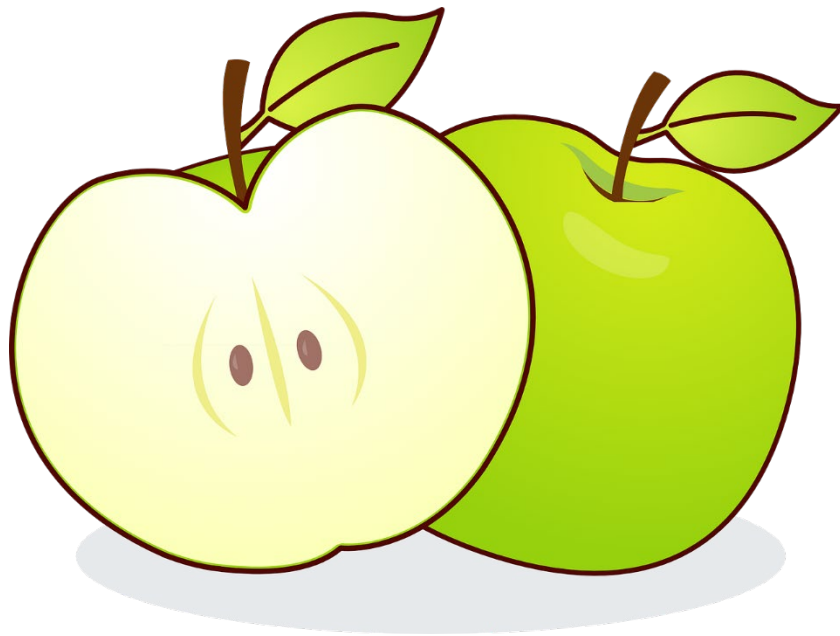
- Fruit and Veggie Picture Cards (NEXT PAGE)
- “Junk Food” Picture Cards (NEXT PAGE)
- Basket/Bowl/Box (to put cards in)
- Healthy Foods/Junk Foods Labels

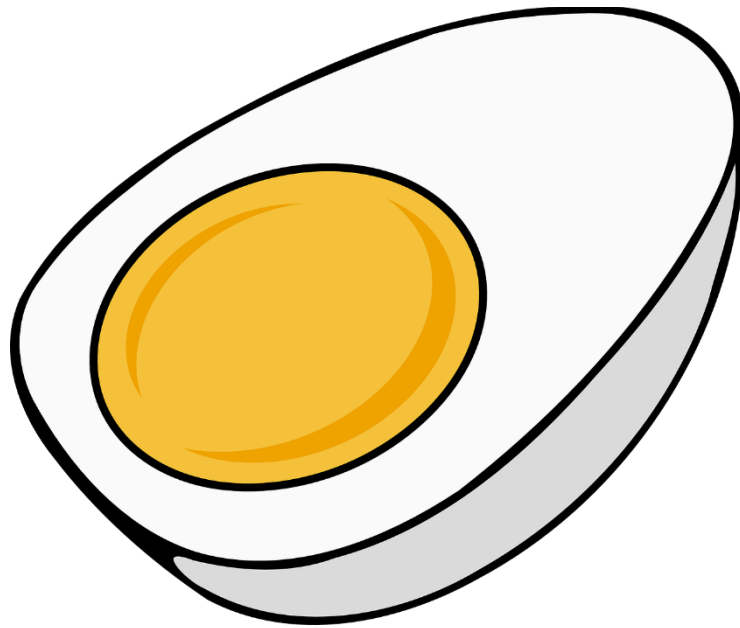
Outline of Activity:

1. In small groups, explain to students that some foods are good for our bodies and help us grow, and other foods are not as good for our bodies and shouldn't be eaten every day (only on occasion or for dessert). Have students name some foods they think are nutritious and foods they think are non-nutritious.
2. Set up two baskets/bowls/boxes on the table – one to put nutritious foods in and one to put non-nutritious foods in. Baskets can be labeled to help with clarity. As a group, have students decide where they think each food should be sorted.
3. OPTIONAL – To include more physical activity for students, have students stand when they are presented with a nutritious food or sit if they are presented with a non-nutritious food.

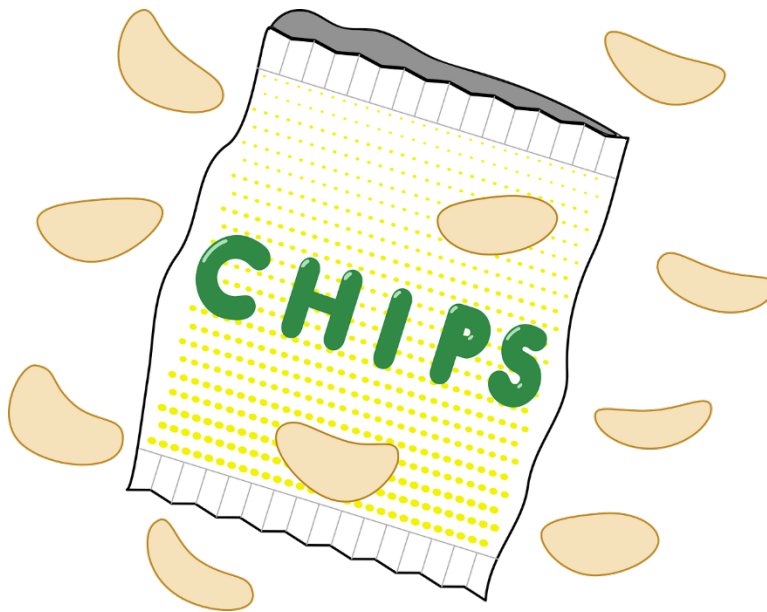
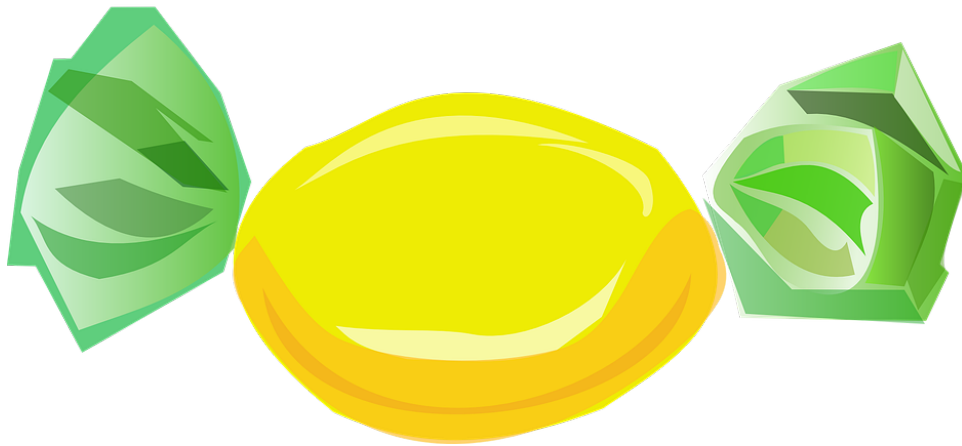
Resource:

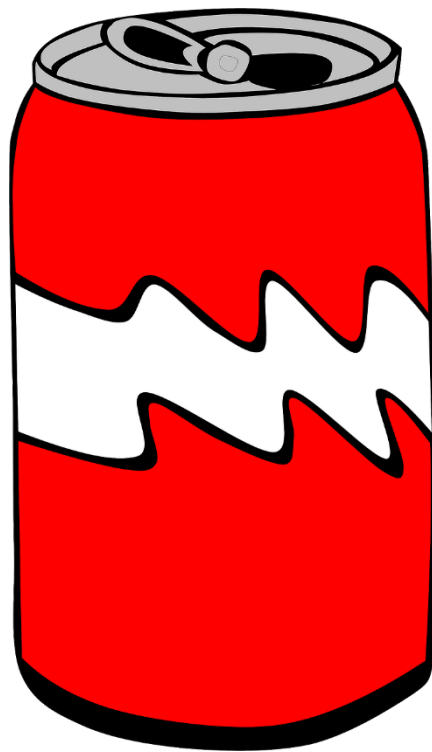
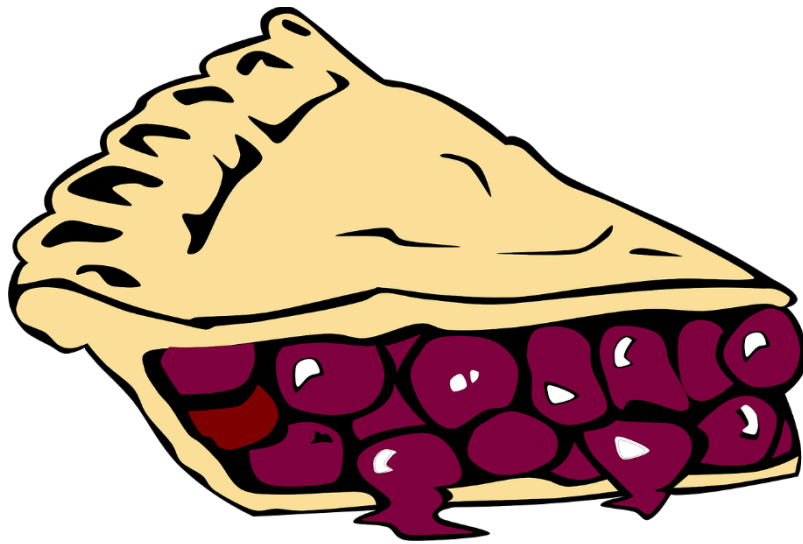
Ohio Department of Education. (n.d.). Ohio's early learning & development standards: Birth to kindergarten entry. Retrieved from http://education.ohio.gov/Topics/Early-Learning/Early-Learning-Content-Standards/Birth-Through-Pre_K-Learning-and-Development-Stand











Classroom Activity #3

Title: Meal Time Routine

Standards/Skills Met: *Domain:* Approaches Toward Learning, *Strand:* Initiative, *Topic:* Initiative and Curiosity

Standard Statement: Demonstrate self-direction while participating in a range of activities and routines.

Materials Needed:

- Meal time supplies and food
- Routine pictures (optional)

Outline of Activity:

1. Create a “routine chart” for students – List steps students need to take during meal time. Each routine chart may look different in each classroom. One example may include:
 - a. Put away toys
 - b. Wash hands with soap and water
 - c. Dry hands using 2 paper towels
 - d. Take a plate and napkin and put at your seat
 - e. Try a “polite bite” of each food offered.
2. Teachers should also participate in the classroom meal time routines. This will give students a visual on what to do and the correct way to do it.
3. Complete the routine for each meal time at school. Students may need more direction at the beginning of a new routine, but, over time, should be given opportunities to try to follow the meal time routine on their own, without verbal prompts from the teacher.

Resource:

Make Mealtimes in Child Care Pleasant, Easy and Appealing. (2019, August 15). Retrieved from <https://childcare.extension.org/2019/08/make-mealtimes-in-child-care-pleasant-easy-and-appealing/>

Classroom Activity #4

Title: Thank You Notes

Standards/Skills Met: *Domain:* Language and Literacy Development, *Strand:* Writing, *Topic:* Writing Application and Composition

Standard Statement: With modeling and support, use a combination of drawing, dictating, and emergent writing for a variety of purposes (e.g., letters, greeting cards, menus, lists, books).

Materials Needed:

- Thank you cards, or construction paper folded into cards
- Crayons, markers, pencils, other writing utensils
- Decorative materials (optional)

Outline of Activity:

1. Instruct students that they will be making Thank You cards for local foods producers that have provided produce in the classroom (example: Laurelville Apple House for providing apples for Great Apple Crunch day).
2. Write “Thank You” or other phrases in a location all students can see and copy for their own cards, if they are able.
3. With support, allow students to create a thank you using words and pictures based on their learning level.
4. Send cards to local food producer.

Resource:

Ohio Department of Education. (n.d.). Ohio’s early learning & development standards: Birth to kindergarten entry. Retrieved from http://education.ohio.gov/Topics/Early-Learning/Early-Learning-Content-Standards/Birth-Through-Pre_K-Learning-and-Development-Stand

Classroom Activity #5

Title: Red, Yellow, and Green – What's the Same? What's Different

Standards/Skills Met: *Domain:* Cognition and General Knowledge (Science), *Strand:* Science Inquiry and Application, *Topic:* Inquiry

Standard Statement: Describe, compare, sort, classify, and order.

Materials Needed:

- Variety of Apples – Red, green, and yellow apples (*sliced before the activity*)
- Plates/napkins
- Large presentation paper
- Markers
- Colored dot stickers (red, yellow, green)

Outline of Activity:

1. Before the lesson, cut the apples into slices or chunks for students to try. Lemon juice works well to keep apples from browning.
2. On large presentation paper, pose questions for students to answer. Some examples include:
 - a. Which color was your favorite?
 - b. Which color tasted the sweetest?
 - c. Which color tasted the sourest?
 - d. Which color was the crunchiest?
3. As a group, have student taste each color of apple. Facilitate discussion by asking questions as they complete the taste-testing.
4. Once students have finished tasting each kind of apple, ask students the questions presented on the presentation paper. Students can put color coordinating stickers on the paper for their answers (example: If a student says red apples were their favorite, they would put a red color dot sticker on that presentation paper.).

Resource:

Apple Tasting – Preschool. (n.d.). Retrieved from <https://growing-minds.org/lesson-plans/apple-tasting-preschool/>

Pickaway County Head Start Farm to School Activities

November

Color:	Orange
Initiative:	Fall Harvest
Suggested Classroom Activities:	<i>Activity #1:</i> Fall Fun <i>Activity #2:</i> "Sweet Potato Says" <i>Activity #3:</i> Grow It! Memory Game <i>Activity #4:</i> How Many Seed in a Pumpkin <i>Activity #5:</i> Sink or Float?
SNAP-Ed:	Ashville: 11/5 & 11/19 Corwin: 11/7 & 11/21 Ohio Center: 11/7 & 11/21 Westfall: 11/5 & 11/19 SEE NEXT PAGE FOR NUTRITION TOPICS AND TASTE TESTINGS FOR SNAP-ED
Local Foods:	Roasted Pumpkins Seeds Baked Sweet Potatoes (or mashed sweet potatoes)
Recipe/Tip:	<ul style="list-style-type: none"> • Potato Skins with Buffalo Chicken – Found on www.celebrateyourplate.org https://celebrateyourplate.org/recipes/potato-skins-with-buffalo-chicken • Pumpkin Pudding – Found on www.foodhero.org Video - https://www.youtube.com/watch?v=Vug2WgFrrGo Recipe - https://www.foodhero.org/recipe/export/recipeprint/1138 • Storing Thanksgiving Leftovers – Ohio State University Extension https://www.youtube.com/watch?v=NII9idEW29I • Growing Sweet Potatoes – REAP Food Group https://www.youtube.com/watch?v=kuvclGO_ta8 • Tractor harvesting Sweet Potatoes – Wake County, NC Schools https://www.youtube.com/watch?v=UDo6bfG24eg
Homework:	Eat dinner together as a family and learn something new about one another! Ask your child questions about their day, friends, interests, or dreams. Some questions you could ask are: <ul style="list-style-type: none"> • What was your favorite part about today? • Who did you play with today? What did you do? • What did you have for lunch/snack? • What is your favorite thing to do outside? • What do you want to be when you grow up?

	Have a conversation with your child by asking questions about what they tell you or by giving your own answers to the questions asked. Draw a picture or write a few sentences about what you've learned about your child.
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SNAP-Ed November ScheduleJessica Lowe, lowe.495@osu.eduCarrie Whittington-Hogue, whittington-hogue.1@osu.edu**Ashville**

Date	Location	Time	Series	Topic	Suggested Foods
11/5	Ashville AM Ashville PM	10-11 130-200	3:16	Orange/ Eat diff fruits	Oranges & peppers Pretzel kabobs
11/19	Ashville AM Ashville PM	10-11 130-200	4:16	Orange/ Move to beat	Carrots & Hummus dip

Corwin

Date	Location	Time	Series	Topic	Suggested foods
11/7	Corwin AM Corwin PM	10-12 1-230	3:16	Orange/fruits	Orange/peppers Pretzel kabobs
11/21	Corwin AM Corwin PM	10-12 1-230	4:16	Orange/move to the beat	Carrots/hummus dips

Ohio Center

Date	Location	Time	Series	Topic	Suggested foods
11/7	Ohio Center AM	10-1030	3:16	Orange/fruits	Orange/peppers Pretzel kabobs
11/21	Ohio Center AM	10-1030	4:16	Orange/move to the beat	Carrots/hummus dips

Westfall

Date	Location	Time	Series	Topic	Suggested Foods
11/5	Westfall AM	1030-11	3:16	Orange/ Eat diff fruits	Oranges/peppers Pretzel kabobs
11/19	Westfall AM	1030-11	4:16	Orange/ Move to beat	Carrots & Hummus dip

Classroom Activity #1

Title: Fall Fun

Standards/Skills Met: *Domain:* Social-Emotional Development, *Strand:* Relationships, *Topic:* Interactions with Adults

Standard Statement: Engage in extended, reciprocal conversations with familiar adults.

Materials Needed:

- No materials needed

Outline of Activity:

1. Facilitate conversation with students about fall activities they have done, will do, or want to do, such as:
 - a. Visits to the Pumpkin Patch
 - b. Halloween
 - c. Thanksgiving
 - d. Fall festivals they went to
 - e. Raking leaves in the yard
2. Ask questions about the student's experience and share appropriate experiences with the student.
3. Prompt students with conversation ideas if they are having trouble remembering what they have done, will do, or want to do.

Classroom Activity #2

Title: “Sweet Potato Says”

Standards/Skills Met: *Domain:* Physical Well-Being and Motor Development, *Strand:* Physical Well-being, *Topic:* Physical Activity

Standard Statement: Demonstrate basic understanding that physical activity helps the body grow and be healthy.

Materials Needed:

- Shirt/badge/Accessory for leader to let people know they are the farmer (OPTIONAL)

Outline of Activity:

1. Have the children sit in a circle or stand in a group.
2. Choose one person to be the Farmer (leader) - The teacher should be the Farmer until students understand the game.
3. The Farmer tells the other children to do all sorts of different and fun things, the funnier the better.
4. The Farmer’s orders are only to be followed when they start with “Sweet Potato says.”
5. After a few orders, let another student become the Farmer.

Resource:

United States Department of Agriculture. (2018). *Grow it, try it, like it.*

Classroom Activity #3

Title: Grow it! Memory Game

Standards/Skills Met: *Domain:* Approaches Toward Learning, *Strand:* Engagement and Persistence, *Topic:* Persistence

Standard Statement: Focus on the task at hand even when frustrated or challenged.

Materials Needed:

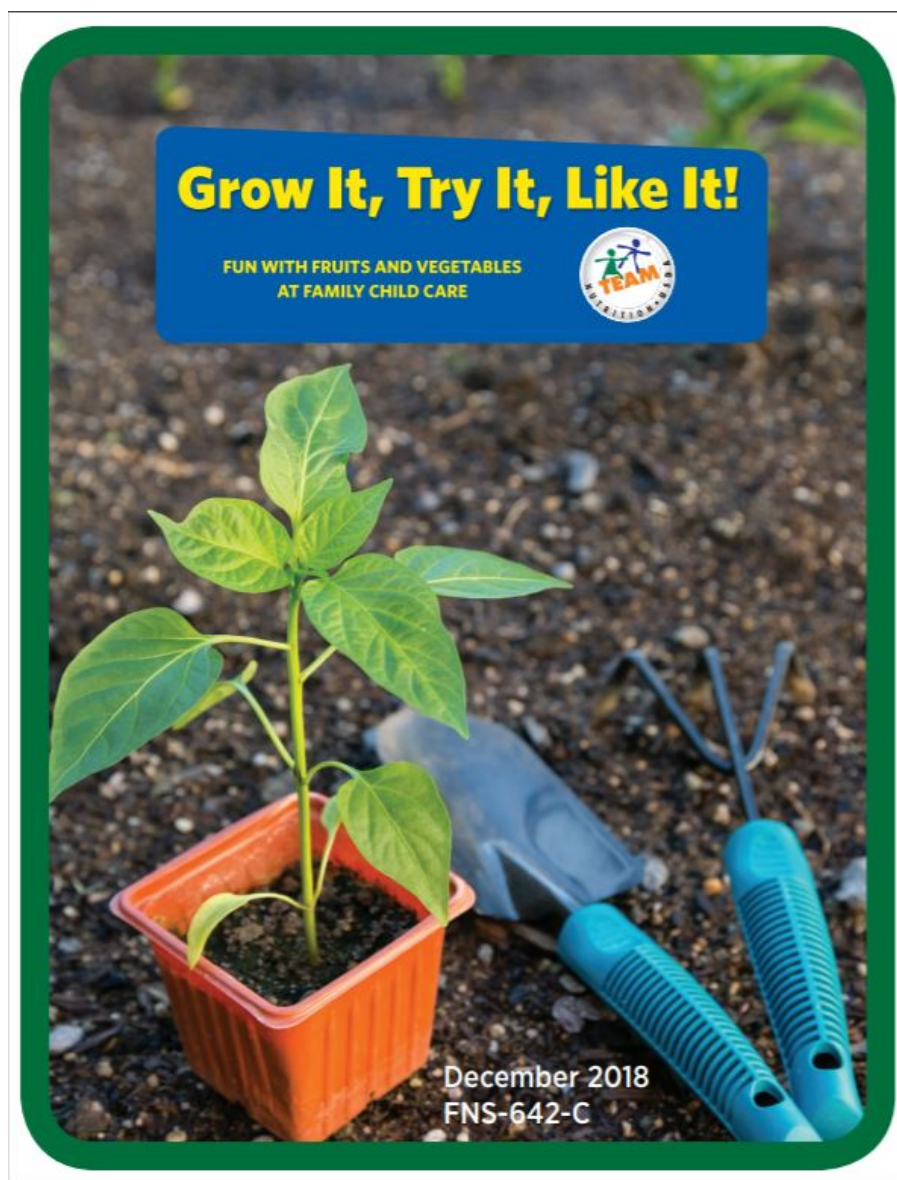
- Grow it! Card Deck (find here: <https://fns-prod.azureedge.net/sites/default/files/tn/GITILlcard.pdf>)

Outline of Activity:

1. Follow instructions included with the Grow it! Card Deck.
2. Help students with matches and encourage them to keep looking if they make several wrong attempts.

Resource:

United States Department of Agriculture. (2018). *Grow it, try it, like it*.



Classroom Activity #4

Title: How Many Seeds in a Pumpkin?

Standards/Skills Met: *Domain:* Language and Literacy Development, *Strand:* Listening and Speaking, *Topic:* Expressive Language

Standard Statement: Describe familiar people, places, things and experiences

Materials Needed:

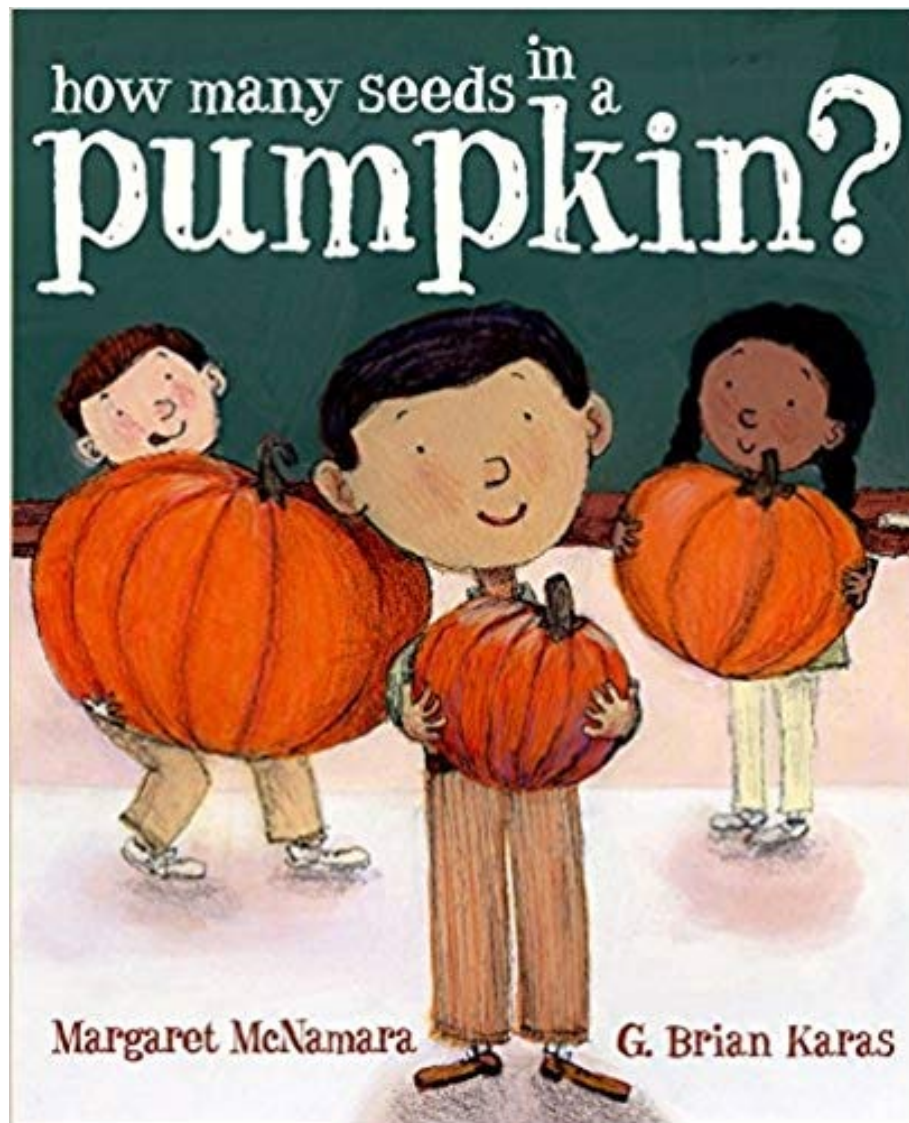
- Book: *How Many Seeds in a Pumpkin?* By Margaret McNamara
- Pumpkin
- Knife (or tool to cut open pumpkin)
- Newspaper
- Bowls/containers for pumpkin pulp and seeds

Outline of Activity:

1. As a whole group, read book to class. Ask students questions about the book after read to gauge comprehension.
2. Tell students that they, like Mr. Tiffin's class, will cut open a pumpkin to see what's inside.
3. Lay newspaper over table to help with clean up. Cut open pumpkin and allow students to look inside – have them make predictions on how many seeds and if they think they have a small, medium, or large pumpkin, like the children in the book.
4. Scoop out the insides of the pumpkin and place in bowls/containers in front of students. Allow students to pick out the seeds from pulp and place in separate bowl/container.
5. Once the inside of the pumpkin is clean, count seeds (depending on students' age, counting can occur with students like in the book, or teacher can count and talk about results with students later).
6. Have students recall seed counts from the book – how does their count compare?

Resource:

Stephens, L., & Turner, T. (2017). Growing head start success with farm to early care and education. Retrieved from <http://www.farmtoschool.org/Resources/Growing%20Head%20Start%20Success.pdf>



Classroom Activity #5

Title: Sink or Float?

Standards/Skills Met: *Domain:* Cognition and General Knowledge (Science), *Strand:* Science Inquiry and Application, *Topic:* Inquiry

Standard Statement: Make predictions

Materials Needed:

- Pumpkin, sweet potato, and other seasonal fruits or veggies (apples, squash, oranges, etc.)
- Large container of water (large enough to fit the produce in)
- Large presentation paper (optional – use if displaying results)
- Markers (optional – use if displaying results)

Outline of Activity:

1. Before lesson, fill a large container $\frac{1}{2}$ to $\frac{3}{4}$ full of water.
2. Show students all the fruits and veggies they will be experimenting with – to see if they will sink or float when placed in water.
3. Have students hold/feel each fruit/vegetable before testing in water. Facilitate discussion on what they think makes something float or sink and what predictions they have.
4. If displaying students' predictions, ask each student individually what they think will happen. Record predictions on large presentation paper.
5. Test each fruit and vegetable, one at a time. Once all produce has been tested in the water, review with students if their predictions were true or not.

Pickaway County Head Start Farm to School Activities

December

Color:	Purple
Initiative:	Giving & Sharing
Suggested Classroom Activities:	<i>Activity #1:</i> Play Kitchen <i>Activity #2:</i> Rhyming Words & Tongue Twisters <i>Activity #3:</i> Farmer Visitor <i>Activity #4:</i> Picture Recipe <i>Activity #5:</i> Sharing at Meal Time
SNAP-Ed:	Ashville: 12/5 & 12/10 (or 12/19) Corwin: 12/7 & 12/21 Ohio Center: 12/7 & 12/21 Westfall: 12/5 & 12/19 SEE NEXT PAGE FOR NUTRITION TOPICS AND TASTE TESTINGS FOR SNAP-ED
Local Foods:	May be difficult to find local purple foods in December! :) Red Leaf Lettuce (served in a salad) Red Cabbage (served in salad or on a taco with protein) Raisins
Recipe/Tip:	<ul style="list-style-type: none"> • <i>RECIPE</i> - BBQ Chicken Salad (Can add red cabbage or onion for purple!): https://celebrateyourplate.org/recipes/bbq-chicken-salad • <i>RECIPE</i> - Ambrosia: https://whatscooking.fns.usda.gov/recipes/supplemental-nutrition-assistance-program-snap/ambrosia • <i>VIDEO</i> - Cooking with Kids: https://www.youtube.com/watch?v=peouk-jAMsk • <i>VIDEO</i> - How raisins are made: https://www.youtube.com/watch?v=RNO-VmllnEM
Homework:	Browse recipes on the USDA What's Cooking Website and/or the Celebrate Your Plate website: <ul style="list-style-type: none"> • USDA What's Cooking: https://whatscooking.fns.usda.gov/ • Celebrate Your Plate: https://celebrateyourplate.org/recipes <p>Find a recipe that you think your family would enjoy eating. Is this a recipe you think you would cook in the future? Is this a recipe that your child(ren) could help make?</p> <p>Please write the name of the recipe you selected with your answers to the questions!</p>

SNAP-Ed December ScheduleJessica Lowe, lowe.495@osu.eduCarrie Whittington-Hogue, whittington-hogue.1@osu.edu**Ashville**

Date	Location	Time	Series	Topic	Suggested Foods
12/3	Ashville AM Ashville PM	10-11 130-200	5:16	Purple/ Energy balance	Cabbage Exp (OSU bring)/raisins to eat
12/10	Ashville AM	10-11	6:16	Purple/ Eat diff veggies	Eggplant to look at/purple carrots to eat
12/17	Ashville PM	130-200	6:16	Purple/ Eat diff veggies	Eggplant to look at/purple carrots to eat

Corwin

Date	Location	Time	Series	Topic	Suggested foods
12/5	Corwin AM Corwin PM	10-12 1-230	5:16	Purple/energy balance	Cabbage exp/raisins to eat
12/12	Corwin AM Corwin PM	10-12 1-230	6:16	Purples/veggie s	Eggplant to look at/purple carrots to eat

Ohio Center

Date	Location	Time	Series	Topic	Suggested foods
12/5	Ohio Center AM	10-1030	5:16	Purple/energy balance	Cabbage exp/raisins to eat
12/12	Ohio Center AM	10-1030	6:16	Purples/veggie s	Eggplant to look at/purple carrots to eat

Westfall

Date	Location	Time	Series	Topic	Suggested Foods
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12/3	Westfall AM	1030-11	5:16	Purple/ Energy balance	Cabbage Exp (OSU bring)/raisins to eat
12/17	Westfall AM	1030-11	6:16	Purple/ Eat diff veggies	Eggplant to look at/purple carrots to eat

Classroom Activity #1

Title: Play Kitchen

Standards/Skills Met: *Domain:* Social-Emotional Development, *Strand:* Relationships, *Topic:* Peer Interactions and Relationships

Standard Statement: Interact with peers in more complex pretend play including planning, coordination of roles and cooperation.

Materials Needed:

- Play food
- Kitchen equipment (spatulas, wooden spoon, pots, pans, etc.)
- Plates, bowls, cups
- Other toys that could be used in a kitchen

Outline of Activity:

1. Set up a play kitchen for students to use during play time using the materials listed above.
2. Encourage students to take on different roles in the kitchen, or use various tools.

Resource:

Etter, K. (2017). A guide to using the creative curriculum for preschool to support farm-to-ECE models. Retrieved from www.farmtoschool.org/Resources/FarmtoECE_CreativeCurriculumGuide.pdf

Classroom Activity #2

Title: Rhyming Words & Tongue Twisters

Standards/Skills Met: *Domain:* Physical Well-Being and Motor Development, *Strand:* Motor Development, *Topic:* Oral-Motor

Standard Statement: Demonstrate increasingly complex oral-motor skills such as drinking through a straw, blowing bubbles or repeating a tongue-twister.

Materials Needed:

- Common rhyming words on index cards (optional)

Outline of Activity:

1. As a large group, introduce rhyming words with students, for example:
 - a. Tomato/potato
 - b. Seed/weed
 - c. Bee/tree
2. At meal time or in a small group setting, create small tongue twisters using rhyming words from before. For example:
 - a. “See the bee in the tree”
3. Encourage students to say the tongue twisters out loud (correcting pronunciation, if needed) and increasing speed if the students are able.

Resource:

Etter, K. (2017). A guide to using the creative curriculum for preschool to support farm-to-ECE models. Retrieved from www.farmtoschool.org/Resources/FarmtoECE_CreativeCurriculumGuide.pdf

Classroom Activity #3

Title: Farmer Visitor

Standards/Skills Met: *Domain:* Approaches Toward Learning, *Strand:* Initiative, *Topic:* Initiative and Curiosity

Standard Statement: Ask questions to seek explanations about phenomena of interest.

Materials Needed:

- No materials needed

Outline of Activity:

1. Invite a local farmer to the classroom to speak with the students
2. After farmer describes their job to the students and what they farm, allow students to ask the farmer questions about his/her work.
3. If students are not asking questions, teachers can ask questions that may spark the interest of the students.

Resource:

Etter, K. (2017). A guide to using the creative curriculum for preschool to support farm-to-ECE models. Retrieved from www.farmtoschool.org/Resources/FarmtoECE_CreativeCurriculumGuide.pdf

Classroom Activity #4

Title: Picture Recipe

Standards/Skills Met: *Domain:* Language and Literacy Development, *Strand:* Listening and Speaking, *Topic:* Expressive Language

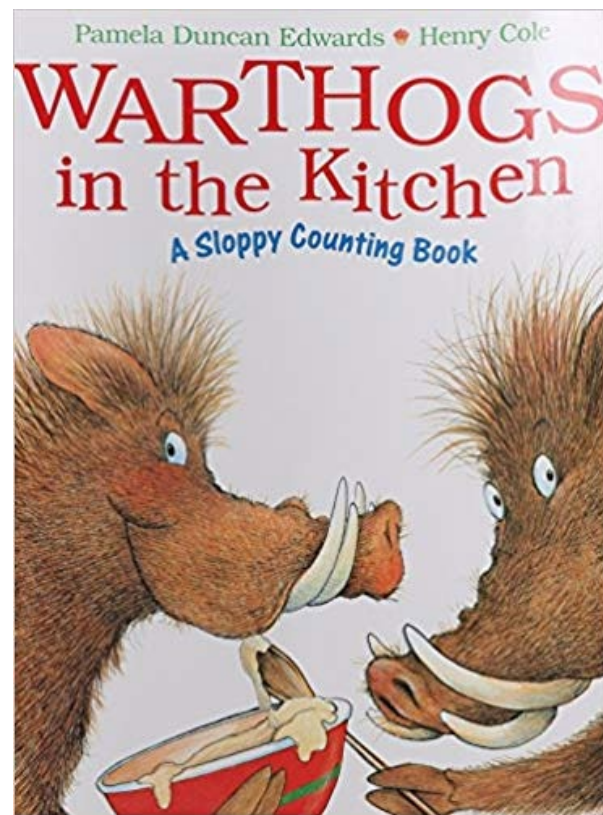
Standard Statement: Use drawings or other visuals to add details to verbal descriptions.

Materials Needed:

- Book: *Warthogs in the Kitchen* by Pamela Duncan Edwards
- Paper
- Pencils, crayons, markers, or other writing utensils

Outline of Activity:

1. As a group, read the book, *Warthogs in the Kitchen* to the students.
2. After reading the story, review the steps the warthogs took to make their cupcakes. Look through the book again if necessary.
3. Review how students would make cupcakes at home (refer to the book if necessary) as the teacher draws simple illustrations of each step to help student visualize the recipe.
4. In small groups, have students think of a food/meal that they like to eat at home. Have students create their own 'visual recipe' of their food/meal by illustrating the steps it takes to make the food/meal.
5. Support students in creating their visual recipe by talking them through the steps or helping them think of what to draw.



Classroom Activity #5

Title: Sharing at Meal Time

Standards/Skills Met: *Domain:* Cognition and General Knowledge, *Strand:* Cognitive Skills, *Topic:* Reasoning and Problem-Solving

Standard Statement: Solve problems by planning and carrying out a sequence of actions.

Materials Needed:

- Food (if completing activity during meal time)
- Play food or food pictures (if completing at a time other than meal time)
- Plates, bowls, or baskets

Outline of Activity:

1. With a small group of students, present a basket/bowl of food that must be equally divided between all of the students in the group.
2. Place plate or bowl in front of each student for their food.
3. Guide students in thinking of a way to evenly distributing the food (example: each gets one, then each gets two, then each gets three, etc.).
4. Allow students to be creative in how they divide the food.

Resource:

Mobley, J. S. (2018, April 25-27). *Standards-based lessons for the school garden* [Conference session]. National Farm to Cafeteria Conference, Cincinnati, OH, United States.

Discussion and Implication

The curriculum guide outline above is meant for an early childcare/preschool setting, where Farm to School is not fully in place. The guides are intended to be easy for teachers to implement; meaning they are not costly or time intensive. After reviewing the completed guides, I have compared all four months to the checklist and, in my opinion, all appear to have met the goals listed. I have also asked Michelle Treber, OSU Extension Family & Consumer Science Educator, to review the guides and evaluate using the evaluation checklist and the following are her observations (M. Treber, personal communication, November 21, 2019):

Objective:	September	October	November	December	Comment
<i>Curriculum Overview:</i>					
Contains at least one monthly initiative that relates to a healthy topic	x	x	x	x	Suggestion: put page numbers on the initiative & then reference it in the document. This would be helpful for teachers to locate additional information.
LOCAL FOODS - Includes a seasonal local food that can be obtained in large quantities for all centers (Definition of local: is produced within the state of Ohio)	x	x	x	x	Local orchard donated apples for the Apple Crunch. Great local partnership. Some teachers were skeptical but found that it

					was a successful activity/project.
NUTRITION EDUCATION - Outline nutrition education - SNAP-Ed agenda is attached to each monthly guide	x	x	x	x	SNAP-Ed begins in Oct. but other Nutr. Ed. is listed for Sept. Other months include SNAP-Ed lessons.
SCHOOL GARDEN - Each month contains information/video on how a featured food (local food served at center) grows	x	x	x	x	Videos are helpful and creative ways to share how foods are made – such as raisins (December).
<i>Suggested Classroom Activities:</i>					
Activity is connected to an Ohio Early Learning Teaching Standard - contains one lesson for each Early Learning domain	x	x	x	x	Helpful to have the picture of the books and activities ready to print – in color and easy to utilize. Ready to go.
Meets monthly initiative goal by providing at least two suggested activities related to the initiative	x	x	x	x	Great variety of activities included for the teacher to select.
Requires few materials or materials easily acquired by teachers	x	x	x	x	Easily available materials & many ideas are included in the curriculum ideas.

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Lessons can be completed within a 30 minute time frame	x	x	x	x	Nice variety of classroom lessons so that the teachers have the freedom to pick the ones that fit with their classroom goals.
<i>Parent Assignments:</i>					
Is related to monthly initiative goal	x	x	x	x	Love the simplicity of encouraging a family mealtime and conversations.
Does not require families to make any purchases or create any financial hardships	x	x	x	x	Dec. encourages the family to browse recipes on USDA What's Cooking website. Great way to help them connect with a credible source.
Contains a method for parents to show teachers/Head Start administrators that assignment has been completed					Dec. homework has three steps to complete. Select a recipe from USDA website. Do you think you will cook this recipe? And Is this something your child(ren) could help make?

					Simple and easy to report back to Head Start.
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Many of the components of the guide are specific to the Head Start centers in Pickaway County. At one of the larger centers, the kitchen staff only have access to an oven, which limits the ways local foods could be prepared, thus also what foods could be chosen. Other sites do have a fully equipped kitchen, however the Food Services Manager as well as the Health Coordinators decided that they would prefer to keep all sites on the same meal plan to help with food purchasing and ordering.

During meetings with Head Start administrators, we were unsure how to proceed with the school gardening component of F2S. A school garden has been attempted in the past – three sites (Ashville, Ohio Center, and Corwin) have outside garden boxes and the Corwin center has an indoor terrarium for classroom use. Because administrators wished to keep F2S the same at all centers, we decided to wait until the spring to do any planting or school garden lessons. To ensure that component was met in my guides, I included short videos in the parent assignments that demonstrate how certain foods were grown and harvested in the guides. This will give students some familiarity with planting when spring arrives.

Because these guides are currently in use, there is no data yet on how they were used and which group, teachers or parents, used the most resources from the guides. In the future, I plan to meet with Head Start administrators to assess the usefulness of the curriculum guides and any changes that may need to be made to ensure they are

more successful. I will have administrators evaluate the curriculum guides, as well as teachers, to assess usefulness and any changes or improvements that could be made.

The guides will be deemed successful depending on several different factors. First is if they are found useful to classroom teachers, meaning that the activities are used or spur teachers to create their own F2S-related activities. This information will be gathered informally through periodic meetings with the classroom teachers or through conversations with the health coordinators after the initial pilot of the curriculum guides. Any necessary changes, as deemed by the Head Start teachers and administrators, will be made before the beginning of the next school year. Getting teachers to be familiar and comfortable with F2S activities will aid in the continuation of the initiative.

Second, this project will be successful if parents are able to complete the homework assignments with their children. Health coordinators will collect this data as they will be collecting parent responses each month to the homework prompts. Informing and including parents in the F2S initiative within Head Start will allow them to learn more about local foods and the agriculture in the area as well as connect with their children on what's happening in school. This will be assessed by the Health Coordinator, who will review the quantitative data on how many parents completed the assignments.

Third, this project will be deemed successful if local foods can be procured and served at each of the Head Start centers. By planning foods that can be served at all centers and are available in the area, this will set cafeteria and food service employees up for success and allow the students to try new foods grown nearby. After this pilot year, the Food Services Manager, along with Head Start administrators and OSU

Extension, will evaluate what local foods worked best by assessing the ease with which food was procured. This will be evaluated through informal interviews.

Conclusion

Farm to School most certainly does not look the same in the different schools that implement it and, though the movement may look different around the nation, all involved work to achieve one common goal: connecting students with the agriculture around them (South Carolina Farm to Institution, n.d.). Pickaway County is home to acres of farmland and those who work in the industry. By implementing a Farm to School curriculum, which sometimes requires small steps at first, Pickaway County Head Start students will be able to learn more about the community around them, as well as experience what agriculture and local foods are all about.

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