



SECTION 2

Teacher Training

It's never too early to start teaching children about healthy eating habits. Take a peek at this section for free tools you can use to train your educators to implement an evidence-based nutrition education and gardening curriculum.

Background

A 2016 needs assessment of 9 child care centers in two urban areas of Rhode Island showed that nutrition training for staff is typically limited to basic food safety and CACFP information, is often conducted by a program director who is not trained extensively in nutrition, and does not cover feeding practices or child development related to eating (URI SNAP-Ed Internal Reports, 2016). Reported barriers to nutrition training included limited training offerings in the state and inconvenient times and locations of available trainings. The assessment also found that although some centers reported incorporating nutrition education into their program, none of the centers were using an evidence-based nutrition education curriculum.

This component of the Team Nutrition grant sought to address these issues by providing on-site nutrition education trainings based on USDA Team Nutrition Grow It, Try It, Like It curriculum materials. Teacher trainings were delivered jointly by staff from both URI SNAP-Ed and Farm Fresh RI to child care sites that had already participated in the grant's wellness policy training series, as part of a multilevel approach to support sustainable improvements in CACFP sponsors' practices related to healthy eating, physical activity, and nutrition education.

As stated in the Grow It, Try It, Like It! curriculum, student participation in growing fruits and vegetables increases their willingness to taste them, and gives them food literacy skills early on that will help them make healthy choices later on in life and will help them incorporate fruits and vegetables into their diets. Growing food and gardening provides opportunities that align with learning standards and academic achievements in science, health, language, history, and literacy. It aids in the development of fine motor skills, a sense of self and individual responsibility, cultural awareness, and critical thinking. Gardening can be an intimidating practice, especially if teachers do not have previous experience or do not have access to a garden at their place of work. This training serves to build confidence among teachers who have no prior experience in growing food. The training shows how it easy it can be to incorporate an indoor garden into a classroom setting all year round.

Key Components of the Activity

This intervention included a one-time, two-hour training for frontline teaching staff that included an introduction to the USDA Grow It, Try It, Like It curriculum, an overview of nutrition guidelines for young children, tips for growing edible plants in the preschool environment, and discussion of best practices for encouraging children to try new, healthy foods.

Farm Fresh Rhode Island's role in the teacher training was to inform teachers about local Rhode Island agriculture and introduce the possibilities of growing food in the classroom as a powerful education tool in the development of social and emotional learning, cognitive learning, and physical health. In order to successfully introduce gardening into the classroom, it is important to know best practices for indoor gardening as well as the limitations presented by living in Rhode Island's temperate climate zone. Some Grow It, Try It, Like It! curricula examples grow best in gardens, but there are plants that can grow inside any time of the year. Similarly, seasonal fruits and vegetables are easily substituted into the curriculum to feature local foods, which would expand the children's learning. To help navigate these deviations, teachers were presented with a handout indicating which fruits and vegetables are best suited to thrive in a classroom environment, as well as other tips and tricks to ensure a successful classroom garden.



In order to put all the information presented into practice, Farm Fresh RI modeled a planting activity that is easy for teachers to replicate with students. This included creating planting pots out of newspaper, and planting a variety of seasonal produce.

Each site was presented with a box of materials to facilitate implementation of growing food using the Grow It, Try It, Like It! curriculum in the classroom. Each box included: pots, soil, seeds, popsicle sticks for indoor planting, story books about fruits, vegetables, and gardening; a vegetable brush for harvesting, a cutting board for food prep, and “I tried It” stickers to award students for trying new fruits or vegetables. The box itself could be used as a Mystery Box by the center.

How Activity Helped Accomplish Overall USDA Grant Objectives

This activity supported to two key objectives in Rhode Island’s Team Nutrition Training grant:

Objective 2

Equip early child care programs throughout Rhode Island with the tools and training needed to create and maintain an environment that promotes healthy eating practices:

The teacher trainings functioned to ensure that teachers had the skills and materials necessary to include nutrition education as part of their classrooms’ learning activities and daily routines. This in turn helped support implementation of their program’s newly created wellness policies and ensured that the program had consistent messaging regarding healthy behaviors.

Objective 3

Increase children’s acceptability of vegetables and fruits in CACFP child care centers and Family Day Care Centers:

The Grow It, Try It, Like It! teacher trainings emphasized the importance of consistently exposing young children to new and often disliked foods (vegetables) through hands-on growing activities, with the goal of creating a child care environment that promotes and celebrates vegetable and fruit consumption every day.

Implementation of the Intervention

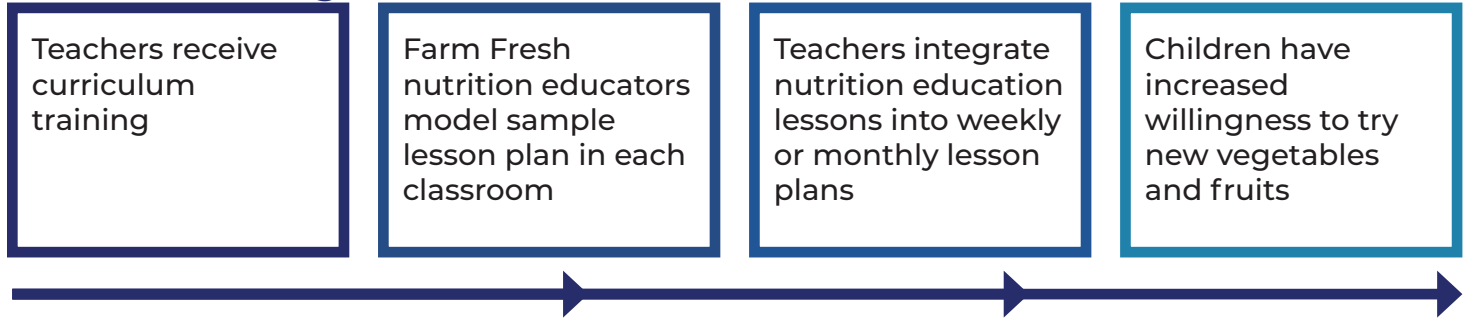
Delivering the Intervention in the Field

The intervention was delivered almost exactly as planned for the first two cohorts, which included center-based early care and education programs. One deviation occurred when centers could not allocate the required amount of time to include building planting pots from newspaper. In these cases, the centers could only allocate an hour and a half to the training, in which case, the activity was modified and plastic cups were used instead of newspaper pots.

The other deviation that occurred was when the training took place with larger groups of teachers. In these cases, the activity was adapted to maximize time management and minimize waste of resources. In this modification the newspaper potting activity was replaced with a sprouting activity (also from the Grow It, Try It, Like It! Curriculum). Teachers were taught how to sprout beans in a plastic bag using only damp paper towels, a few staples, and sunlight.

In order to deliver the teacher training to the third cohort, which consisted of all Spanish-speaking providers from family child care homes, some modifications had to be made. The main adjustment was that a different nutrition education curriculum had to be selected, due to the Grow It, Try It, Like It curriculum only being available in English. URI SNAP-Ed identified an alternate, age-appropriate curriculum, Healthy Habits for Life/ Hábitos Saludables para Toda la Vida, which is available in both English and Spanish and is considered an evidence-based curriculum in the SNAP-Ed Toolkit.

Intervention Logic Model

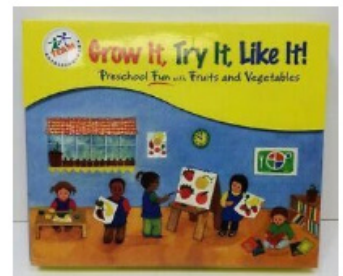


Desired Intervention Outcomes

- Teachers increase their confidence to teach nutrition lessons in their classroom
- Teachers increase their confidence to do planting activities in their classroom
- Teachers increase their confidence to introduce children to a new fruit or vegetable
- Teachers increase their confidence to talk to children about how food grows
- Teachers will report they are very likely to implement Grow It, Try It, Like It curriculum activities in their classroom

I really enjoyed the hands-on activities and group discussion!

Interested in teaching healthy habits and engaging children in growing their own food? The Grow It, Try It, Like It curriculum is a FREE resource to help you do just that!



Step 1. Order your FREE Grow It, Try It, Like It curriculum kit(s). Go to the Team Nutrition website <https://www.fns.usda.gov/tn> and click on “Order Team Nutrition materials.” For bulk orders, contact the RIDE Child Nutrition Program office.

Step 2. For training materials, go to RIDE’s website <https://www.ride.ri.gov/cnp/> and click on “USDA Team Nutrition” tile. Training materials include:

- Curriculum training facilitator’s guide
- RIELDS alignment guide
- Eat with the Seasons local produce guide
- Easy tips for growing food in classrooms
- Center for Early Learning Professionals PD approval template

Step 3. Get growing! Whether you have an outdoor garden or a sunny windowsill, you can give children the unique experience of growing edible plants. URI’s Master Gardener program provides gardening support and free seeds every January.

 GARDENING AND ENVIRONMENTAL HOTLINE	Have a question? Send an email with your questions and photos anytime, or make a seasonal visit or phone call March through October, Monday–Thursday, 9 a.m. – 2 p.m.
	Call: 401.874.4836 Email: gardener@uri.edu Address: URI Mallon Outreach Center 3 East Alumni Ave., Kingston, RI 02881 Visit: uri.edu/mastergardener

For questions about implementing the Grow It, Try It, Like It curriculum in your child care program, contact the URI SNAP-Ed Program at 1-877-FOOD-URI (1-877-366-3874) or visit <https://uri.edu/SnapEd>.



Grow It, Try It, Like It facilitator guide

Introduction:

This guide is meant to assist early care and education professionals in training preschool and Head Start teachers to use the USDA's Grow It, Try It, Like It nutrition and gardening curriculum in their classrooms. Estimated training time required is 1.5 hours.

Materials needed:

- Grow It, Try It, Like It curriculum kits* (1 per classroom)
- MyPlate Poster (included in curriculum kit)
- Handout: A Variety of Fruits & Veggies Each Day Keeps you Healthy so You Can Play!
- Grow It, Try It, Like It RIELDS alignment guide
- Grow It, Try It, Like It Curriculum Scavenger Hunt worksheet
- Grow It, Try It, Like It curriculum training slides (can be shown on Power Point or printed out)
- Post-training evaluation
- Optional: small cups or pots, potting soil, seeds, seasonality handout, and gardening tips handout for a planting activity

*To order your FREE Grow It, Try It, Like It curriculum kit, go to <https://www.fns.usda.gov/tn> and click on "Order Team Nutrition materials."

For bulk orders, contact your state CACFP office.



Session Outline:

Activity	Time	Method	Materials
Introductions/ icebreaker	5 min		
MyPlate & Nutrition Guidelines for Preschoolers	15 min	Review nutrition concepts	MyPlate poster A Variety of Fruits & Veggies handout
Get to know the curriculum	15 min	Explain the curriculum how it aligns with RIELDS	Grow It, Try It, Like It curriculum RIELDS alignment guide
Growing background & importance	20 min	Review growing activities in the curriculum and other examples of items that grow well inside	Growing handout Local food trivia & Eat with the Seasons handout Planting activity (optional)
Scavenger hunt & curriculum planning activity	15 min	Individual/small group work	Scavenger Hunt
Help vs Hinder Activity	10 min	Present phrases, allow participants to decide if each one helps or hinders	
Wrap-up/Evaluations	10min	Group discussion	Post-Evaluations

Script:

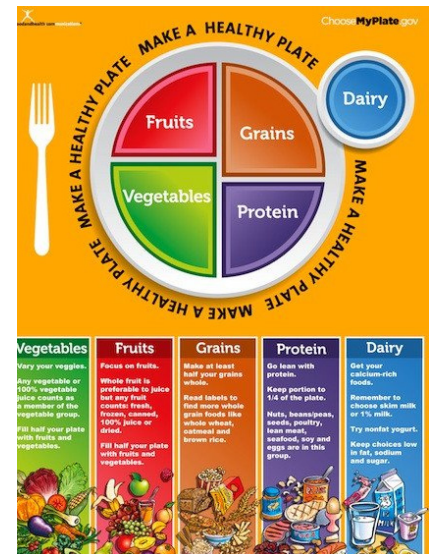
Introductions/ Ice Breaker

- Icebreaker
 - Go around and introduce yourself by telling us your name, your favorite fruit or vegetable, and if you have gardened before/feel comfortable gardening in your classrooms.
- Goals for the day:
 - We are here to help you learn more about what a preschooler's nutritional needs are and how you can help facilitate those needs through a garden-based curriculum.
 - Our goal today is to help you feel comfortable introducing fruits and vegetables to preschoolers in new, fun, and engaging ways.
 - We also understand that gardening and implementing a new curriculum can be intimidating. So, we want to show you how easy this can be and help you feel confident in teaching this curriculum in your own classrooms.



MyPlate & Nutrition Guidelines for Preschoolers

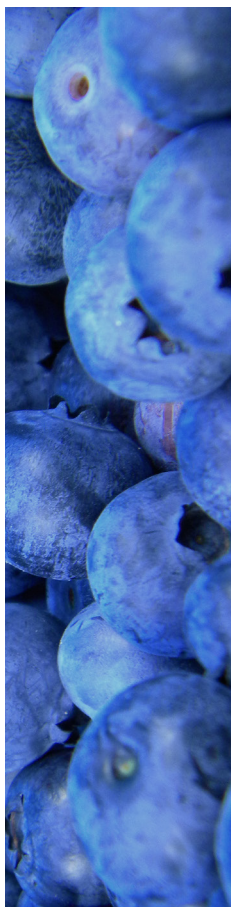
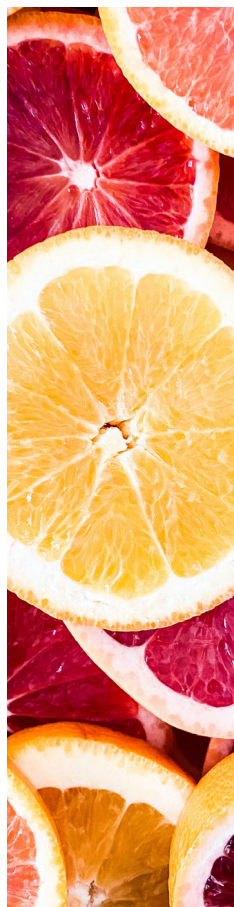
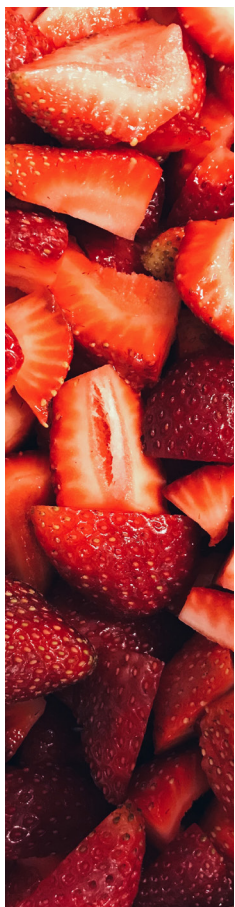
- Today we will start by going over some background information on basic nutritional needs for young children.
- Why do you think nutrition is so important for young children?
 - **Growth**- We want them to be a healthy weight, not too overweight or underweight.
 - **Development**- The brain is rapidly developing and needs lots of nutrients. Malnourished kids are at higher risk for learning disabilities and behavior problems.
 - **Lifelong eating habits**- Food preferences and habits are formed starting from birth. We need to introduce a variety of healthy foods right from the start.
- I want to read a few statistics to really put into perspective why the work you do in encouraging healthy eating habits is so important.
 - Only 29% of children consume vegetables daily.
 - French fries make up about 25% of the vegetables children eat.
 - 40% of kids' daily calories are "empty calories" or calories that have little to no nutritional value.
- So, you may be asking yourself, what should our young children be eating? How many of you are familiar with the 5 food groups?
 - Great! Who can name a food group for me? (fruits, vegetables, grains, dairy, protein)
 - **[SHOW MyPlate poster]** This figure is called MyPlate. How many of you have seen MyPlate before?
- What do you notice about the MyPlate?
 - **Colorful** – each color represents a different food group and each food group helps keep our bodies healthy in different ways.
 - **Portions** – what group is the biggest? (vegetables & grains) How much of our plate is fruits and vegetables? (half)
- Let's briefly go through each food group [point to each food group on the poster]
 - **Orange** = Grains. Grains give our bodies energy. Whole grains such as whole wheat pasta, whole wheat bread, popcorn, oatmeal, whole wheat tortillas, etc. also give our bodies fiber. Fiber helps keep us feeling full, keeps our digestive system regular, and protects our bodies from disease.
 - **Purple** = Protein. Protein helps build and maintain our muscle. Look for lean proteins such as chicken, turkey, beans, legumes, and eggs.
 - **Blue** = Dairy. Does anyone know what mineral is in dairy? Calcium! Calcium helps keep our bones and teeth healthy and strong. Consuming dairy starting at a young age and continuing to consume it as we age is a great way to build up our calcium stores and protect us from brittle bones and osteoporosis as we get older.
 - ◇ NOTE: In the CACFP meal patterns, yogurt and cheese are counted as proteins (meat/meat alternate component) while milk is its own component.
 - **Red and Green** = fruits and vegetables. We are constantly told and we find ourselves telling children to eat their fruits and vegetables. This is because we are told they are good for us and really important for our health. But, do we really understand how great they can be and everything they do for us? Let's take a closer look.



MyPlate poster

There are so many different colors when it comes to fruits and vegetables. Each color does something different for our bodies. What are some of your favorite **GREEN** fruits and vegetables? **YELLOW/ORANGE**? **RED**? **PURPLE/BLUE**? **BROWN/WHITE**? Let's look at a handout that shows us why each color is important. **[PASS OUT A Variety of Fruits & Veggies Each Day Keeps you Healthy so You Can Play! Handout and/or SHOW slide 3]**

- What do **YELLOW/ORANGE** fruits and veggies do for your body? (keep your eyes healthy, as well as your skin)
- What do **PURPLE/BLUE** fruits and veggies do for your body? (help your brain stay sharp, by helping you to learn and remember)
- What do **GREEN** fruits and veggies do for your body? (keep your digestive system healthy by helping to move food through your body)
- What do **RED** fruits and veggies do for your body? (keep your heart strong)
- What do **BROWN/WHITE** fruits and veggies do for your body? (keep your muscles strong and support a healthy immune system)
- We want to make sure we eat a variety of fruits and vegetables from all colors so that we get as many different nutrients as possible to keep our whole body healthy.
- Does anyone know the daily recommended amount of fruit for preschoolers? (2 cups) How about vegetables? (2 cups)
 - It is recommended that preschool age children eat at least 2 cups of fruits and at least 2 cups of vegetables each day. Adults should aim for at least 2 cups of fruit and at least 3 cups of vegetables every day.
- Now that we know how important fruits and vegetables are, let's dive deeper into how we can use a curriculum to encourage children to be curious and open to fruits and vegetables because we all know that is not always the easiest things to do.



Get to know the Grow It, Try It, Like It Curriculum

- Preschool children have a natural curiosity about the world around them. This curiosity can lead to an early development of food habits, attitudes, and preferences. That's why it is so important that we give them positive experiences at an early age.
- Today we are learning more about Team Nutrition's Grow It, Try It, Like It curriculum. This curriculum is filled with many activities that involve the children in a hands-on way. Helping them discover where food comes from, how it grows, looks, tastes, feels, smells, and even how it changes once prepared can:
 - Open their minds to eating familiar and new fruits and vegetables
 - Create a positive relationship with food and nutrition
 - Create healthy habits that will last them a lifetime
- **[Hand out the curriculum kits for participants to look through]**
- Throughout the kit are three main concepts:
 - Children can have fun while learning about nutrient and fiber-rich foods such as fruits and vegetables.
 - Fruits and vegetables grow from plants or trees in the ground, are harvested, and are taken from the farm/orchard to grocery stores and farmers' markets.
 - Fruits and vegetables can be prepared and eaten in many different and fun ways.
- If you open your kit, you will see that it includes 7 booklets with 6 of those featuring a fruit or vegetable with fun activities based in an imaginary garden called "Tasty Acres Farm" (show outline of tasty acres farm).
 - **Booklet 1**
 - ◇ The Booklet 1 folder has a MyPlate poster (used earlier) and 2 CDs in it. The poster is for you to hang up in your classrooms, teach the children about MyPlate and the food groups, and serves as a visual for you to keep referring to throughout the units.
 - ◇ Booklet 1 serves as an introduction to the rest of the curriculum. It will tell you how to use the curriculum as well as give you supportive resources. Those resources include a teaching guide, garden arts and crafts, paper master copies, and more. Here are some
 - ▶ Turn to page 19: The Garden Arts and Crafts help compliment the different fruit and vegetable units. These activities may feature a specific fruit or vegetable but you can branch out and be creative by substituting any fruit/vegetable in the activity. There are "Activity Connections" sprinkled throughout the rest of the 6 booklets to give suggestions on when to complete an art and craft activity.
 - ▶ Turn to page 40: The final section in this book is called Tool Shed Resources. These are materials to help enhance lessons and give you strategies to make the lessons successful.
 - Handwashing and polite tasting guidelines
 - Making a mystery box



- Ways to serve fruits and vegetables
- A list of books based on fruits and vegetables that you can read to the children
- Fruit and vegetable drawings to show the children during lessons
- Blackline masters that are used in a variety of activities
- ▶ CD #1 has videos on all 6 featured fruits and vegetables. These videos are part of an activity found in each of the booklets.
- ▶ CD #2 contains PDF versions of the curriculum, activity sheets, and more resources for nutrition education.
- **Booklets 2-7**
 - ◇ Booklets 2-7 feature a specific fruit or vegetable - crookneck squash, spinach, sweet potato, cantaloupe, peach, and strawberry. The booklets have an identical setup that includes planning charts, activities, and parent newsletters that can be sent home throughout each booklet. The activities are categorized into:
 - ▶ A: Hands-on activities to introduce the fruit or vegetable
 - ▶ B: Planting activities help children learn how the fruit or vegetable grows
 - ▶ C: Songs and stories feature singing, dancing, reading, and the educational video
 - ▶ D: Nutrition education activities include an intro to MyPlate, food groups, and a physical activity to try with the children.
 - ◇ Each activity will have a materials section, tell you what to do ahead of time, how much time is needed, give you objectives, point out an activity connection, and point out and vocabulary words or “words to grow”. There are many opportunities to include a tasting activity. The more you can have the children try the fruit or vegetable, the better. However, we know this is not always possible. You can still complete the activity without the tasting portion. There is only one activity in every book (D2) that is solely a tasting activity.
 - ◇ At the end of each booklet, will be a Growing at Home Materials section. These are the parent newsletters that can be sent home with the children to engage the families in what they are learning.
- **Grow It Try It Like It RIELDS Alignment**
 - ◇ When you use this curriculum to teach about fruits and vegetables in your classroom, you are addressing the Rhode Island Early Learning and Development Standards. Here is a document that offers suggestions for how to align each lesson to the RIELDS. [Pass out Grow It Try It Like It RIELDS alignment guide]
 - ◇ This guide is organized by component and then lists what activities fall under each component. Keep in mind that these are only suggestions, and you should always use your discretion to plan developmentally appropriate educational activities for your students.
- Okay! Now that you have a general idea of how the curriculum is laid out and how it aligns, let’s learn more about the importance of gardening as another form of nutrition education and how easy this can be in your classrooms.

Growing Background & Importance

- How many of you have gardened or grown their own food before? What is your favorite part about gardening?
- Growing food can be a very powerful educational tool with the ability to provide so many benefits, such as:
 - It creates a connection to the natural world and promoting environmental stewardship.

- It encourages active work and physical activity, unstructured and structured play and exploration.
- Growing food nurtures responsibility and creates opportunities for children to work together cooperatively.
- Garden activities and events are a great way to create meaningful family engagement
- **There is evidence that preschool-age children eat more fruits and vegetables when they have access to gardens and growing food.**
- Gardening provides so many opportunities to align with learning standards and academic achievement:
 - ◇ **PHYSICAL HEALTH:** Watering plants and planting seeds encourage gross & fine motor development
 - ◇ **SOCIAL & EMOTIONAL:** Developing sense of self by experimenting with different gardening tools and confidence to carry out garden tasks by themselves successfully
 - ◇ **SOCIAL STUDIES:** Sharing different food traditions and cultures
 - ◇ **COGNITIVE LEARNING:** Explore cause and effect relationships or understanding what resources are involved in growing food
 - ◇ **SCIENCE:** Exploring plant parts and what plants need to grow
 - ◇ **LANGUAGE DEVELOPMENT OR LITERACY:** Reading stories and learning new vocabulary words about gardens and plants and pollinators
- Some of you may be thinking, “We don’t even have a garden here” or “I don’t know anything about gardening” or “I have killed every plant I’ve ever touched” but what I want to share with you today is that planting seeds or growing food does not have to be limited to an outdoor garden space. There are so many ways to incorporate growing into your indoor curriculum. From math or science lessons to growing plants for taste tests, there are different options to suit your needs.
 - Growing food inside with children
 - ◇ Need just a few ingredients: small pots, seeds, soil & sunny windowsill
 - ◇ Some of the Grow it, Try it, Like it examples are great to grow in gardens but there are some plants that you can grow inside practically at any time of the year and you can easily substitute seasonal fruits and vegetables into the curriculum

- Local Food Trivia activity

What is the number one agricultural product in Rhode Island?

Which of the following can grow in Rhode Island?

- a. Corn
- b. Peaches
- c. Watermelon
- d. Okra
- e. Tomatoes
- f. Only corn & tomatoes
- g. All of the above

Example of Slides

- Take home messages
 - Growing does not have to be scary!
 - Growing does not have to be limited to traditional outdoor garden space
 - So many opportunities to connect growing to learning standards & academic achievement
 - Growing can be done inside year round

Scavenger Hunt Questions

- [Pass out **Grow It, Try It, Like It Curriculum Scavenger Hunt worksheet**]
- Using this worksheet, work in small groups to get to know the curriculum in more detail. Look through the different booklets to find the answers and think about how you might integrate some of the curriculum activities into your classroom activities and routines.

Phrases that Help, Phrases that Hinder Activity

- Many children learn their healthy eating habits at a very young age. As a child care provider, this puts you in a unique position when it comes to influencing a preschooler. You are with them for a majority of their day, you feed them multiple meals/snacks, and the children most likely look up to you as a role model. Therefore, how you introduce and encourage fruits and vegetables can help or hinder their willingness to eat these foods.
- Some of the phrases we use can help a child develop healthier eating patterns. Other phrases can hinder a child's relationship with food. Let's look at this concept a little closer, because what we say about food/eating and how we say it can really impact children's eating habits.
- Let's take a look at some examples of phrases we may hear or say at meal or snack times. You will see the phrases one at a time. Talk with those sitting next to you to decide if it **HELPS** or **HINDERS**.
- Help or Hinder answers:
 - SLIDE 13: You didn't eat enough of your lunch.
 - ◇ **HINDER** - Kids need to decide how hungry they are, and when they are full. Forcing kids to eat beyond when they're full can teach them to overeat.
 - SLIDE 14: Do you want to try a little bit? If you don't like it, you don't have to finish it.
 - ◇ **HELP** - This phrase removes the pressure kids sometimes feel in trying something new, knowing that they don't necessarily have to eat it all if they don't like it.
 - SLIDE 15: Jenny, look at your friend. She ate all of her squash.
 - ◇ **HINDER** - Avoid comparing one child's eating with another child's. Even children of the same age and size can have very different appetites.
 - SLIDE 16: We can try these peppers again another day. Next time do you want to try them raw?
 - ◇ **HELP** -Even if a child rejects a food, continue to offer it. You can also try offering them in different ways- roasted, sautéed, or raw, for example. Sometimes it's the texture of the food that kids have a hard time with, not the taste.
 - SLIDE 17: That's great you are trying a new food today! Let me know how you like it.
 - ◇ **HELP** - Recognize when students go out of their comfort zone and try a new food. Ask for feedback on the food. It's okay if they don't like it every time, and they'll feel good that you care about their opinion.
 - SLIDE 18: I won't give you any carrots because I know you don't like them.
 - ◇ **HINDER** - Everyone, kids included, can learn to like new foods. Continue offering an item, even if the child has refused it before. Tell them that their taste buds change as they grow!

Maybe you'll decide to try the spinach next time.



Example of Slide



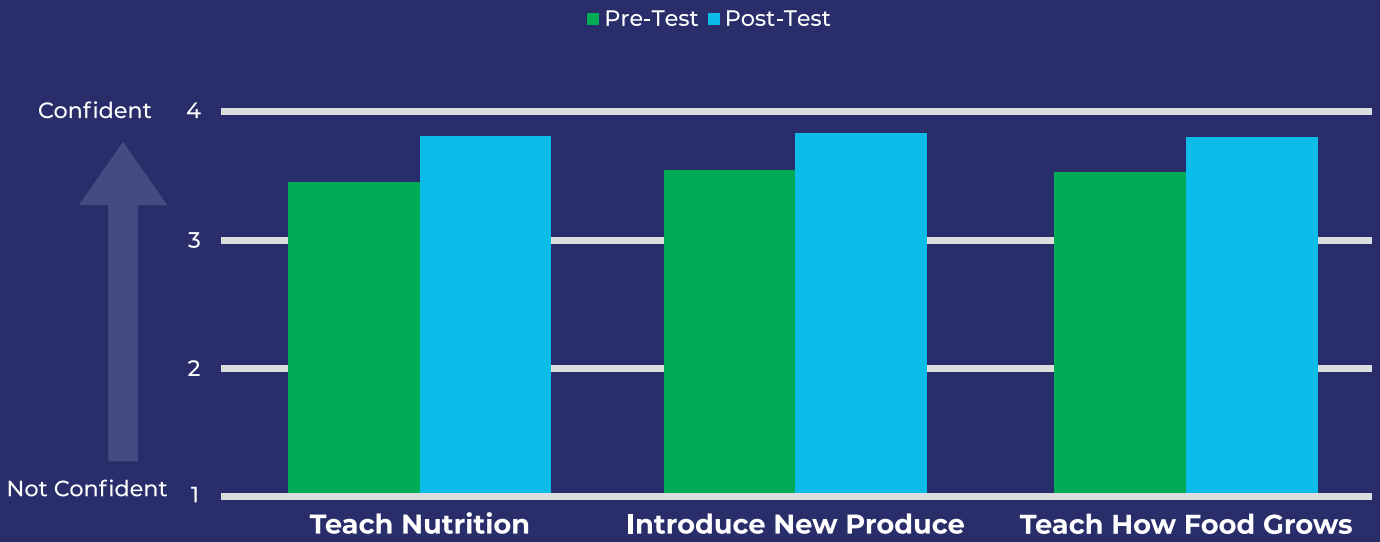
- SLIDE 19: These strawberries are so juicy!
 - ◇ **HELP** - Talking about the color, texture, or smell of a food can get kids interested enough to taste them.
- SLIDE 20: I don't like cantaloupe either but you should eat it because it's good for you.
 - ◇ **HINDER** - Stay positive about the foods served, and keep negative comments to yourself.
- SLIDE 21: Maybe you'll decide to try the spinach next time.
 - ◇ **HELP** - Kids can be afraid to try new foods but recognizing this and not forcing the child makes for a pleasant experience. Planting the seed in their mind that they can try it next time just might encourage them enough to try it.
- **IN CONCLUSION...** trying new fruits and vegetables can be scary for children. When we use phrases that **help**, we are easing that fear and assisting kids in making healthier choices and developing healthy eating habits. Phrases that **hinder** can turn trying new foods into a negative experience. Kids don't eat well when they're under pressure, forced or bribed.

Wrap-up/Evaluations

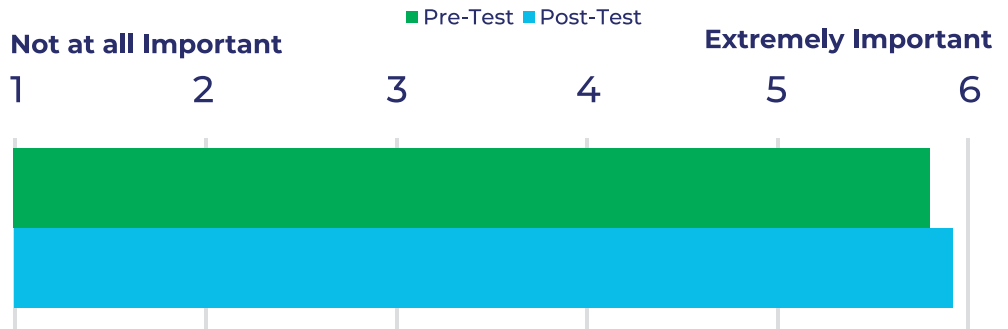
- Turn to the person next to you and tell them one new or interesting thing you learned during the training today. Would anyone like to share with the group?
- Thank you for your time. Please complete the post-training evaluation. **[Pass out training evaluation]**

2020 Teacher Training Analysis

How confident are teachers before and after **Teacher Trainings**?

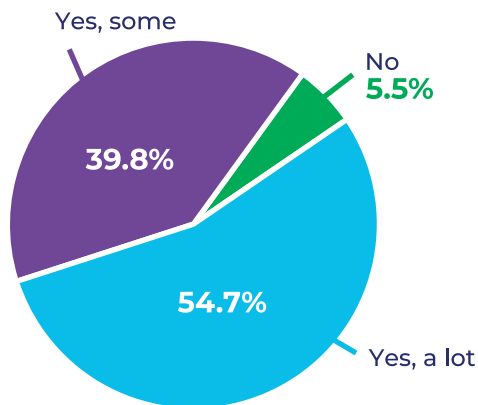


How important do teachers think eating more fruits and vegetables for preschool aged children and their families from before and after **Teacher Trainings**?

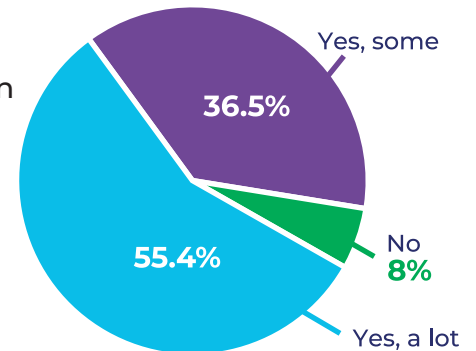


Cohorts 1-3

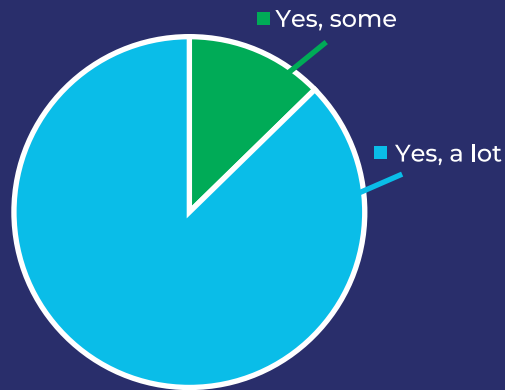
Did the cohorts learn anything new about growing fruits and vegetables?



Did the cohorts learn anything new about MyPlate guidelines for young children?

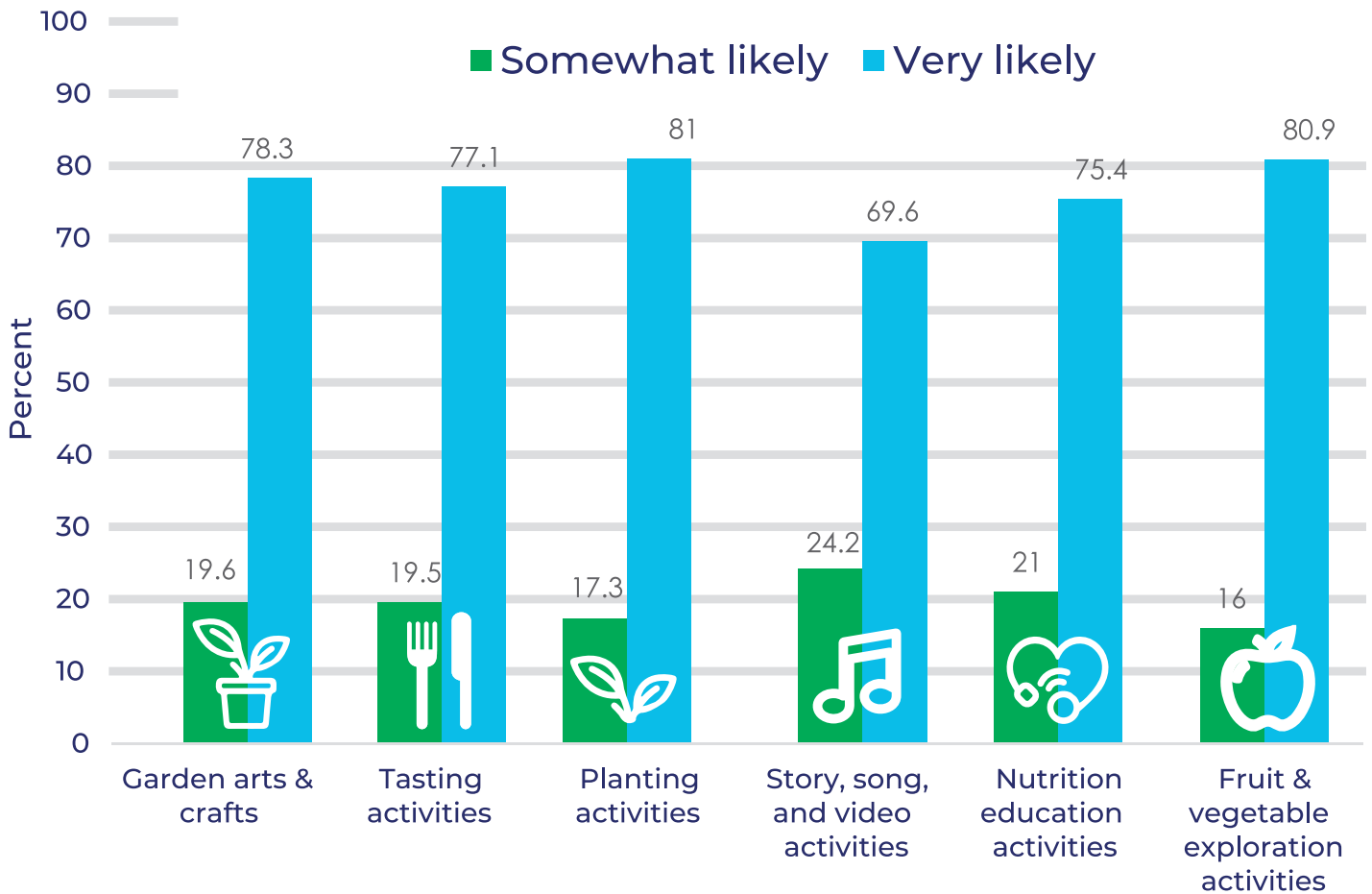


Did **Cohort 3** learn anything new about physical activity guidelines for young children?



Cohorts 1-2

How likely are you to implement the following components of the **Grow it, Try it, Like It** curriculum in your classroom?



Cohort 3

How likely are you to implement the following components of **Healthy Habits for Life curriculum** in your classroom?

88%

Get Moving!
activities

88%

Healthy eating
activities

84%

Family
newsletters

78%

Sesame Street
video
segments

83%

"I Tried It"
stickers

80%

Fruit and
Veggie Taster
Club chart



Cohorts 1-3

Teacher Training Satisfaction and Feedback

98% Training met
my expectations

99% Quality of instruction
was good

98% I will be able to apply
what I learned

99% Trainer was
knowledgeable

98% Class participation/
interaction encouraged

98% Enough time
for questions/discussion

99% Content was organized/
easy to follow

99% Materials distributed
were relevant/useful

*Total % sum of Agree and Strongly Agree



Center for Early Learning Professionals PD Approval Template

<p>1) Title of Professional Development 'Grow It, Try It, Like It' Curriculum Training</p>
<p>2) Indicate whether this is a single session or multi-session series <input checked="" type="checkbox"/> Single session <input type="checkbox"/> Multi-session</p>
<p>3) Venue <input checked="" type="checkbox"/> In-house training conducted by a staff member <input type="checkbox"/> Training for a single organization conducted by a consultant <input type="checkbox"/> Open to the early learning community <input type="checkbox"/> Conference session.</p>
<p>4) Name of Professional Development Provider(s) <<fill in trainer name and affiliation and attach current resume>></p>
<p>5) Affiliation of PD Provider <<select affiliation from drop-down menu in online application>></p>
<p>6) Phone number <<fill in trainer phone number>></p>
<p>7) Email address <<fill in trainer email address>></p>
<p>8) First time applicants must attach a current resume. <<attach resume in online application>></p>
<p>9) Is more than one provider delivering this professional development? <input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>10) Total length of session(s) <<Fill in the length of your training session. Suggested length 1-2 hours>></p>
<p>11) Specify the number of hours awarded for attending the session(s). <<Fill in >></p>
<p>12) Specify the number of hours awarded for completing assignments. <<Fill in. Enter '0' if no hours are awarded for assignments. >></p>
<p>13) Are there required prerequisites? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
<p>14) Presentation format Indicate which format will be used for this professional development: <input checked="" type="checkbox"/> Face-to-face session <input type="checkbox"/> Online/distance learning <input type="checkbox"/> Blended format (combination of face-to-face and online - hybrid) <input type="checkbox"/> Conference</p>
<p>15) Presentation language Please specify which language will be used to conduct the professional development. Check all that apply: <input checked="" type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Other (please specify) _____</p>
<p>16) Target participants</p>

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Identify the participants who will benefit from the professional development. Check all that apply:

- Early Childhood Teachers & Teacher Assistants
- Family care educators
- Early Interventionists and Home Visitors
- Early Childhood Special Educators
- Directors, Education Coordinators and Supervisors
- Other (please specify) _____

17) Professional development description

Learn how to implement the USDA Team Nutrition curriculum 'Grow It, Try It, Like It' in your preschool or Head Start classroom. With this garden-based curriculum, young children are introduced to fruits and vegetables through learning opportunities that contribute to each child's individual growth and development as outlined by the RIELDS.

18) Workforce Knowledge and Competencies

Select the WKC domain(s) that best fit the professional development. Check all that apply.

WKC's for Teachers, Early Intervention/Early Childhood Special Educators, Teacher Assistants and Family Child Care Educators

- Domain 1: Physical and Mental Health, Safety, and Wellness
- Domain 2: Family Engagement
- Domain 3: Development and Learning
- Domain 4: Curriculum
- Domain 5: Child Assessment
- Domain 6: Professionalism

WKC's for Administrators and Education Coordinators

- N/A

Please elaborate on alignment to Workforce Knowledge and Competencies: This training includes background information on nutritional and physical activity needs of preschoolers, and tips for introducing new foods to children in developmentally appropriate ways. Participants will practice using the provided curriculum and accompanying materials to teach healthy habits and engage students in trying new healthy foods and fun physical activities.

19) Level of Competency Development (WKC Framework)

- Level 1: Knowledge building
- Level 2 and 3: Application and analysis
- Level 4: Reflection/Problem solving/Advocacy

Please elaborate on level of WKC competency development:

Participants will learn background information essential for implementing the 'Grow It, Try It, Like It' curriculum, and will be prepared to utilize the curriculum materials in their classroom.

20) Please elaborate on alignment to Comprehensive Early Childhood Education Program Standards.

N/A. This session is not for administrators.

21) Learning Objectives

Participants will be able to:

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1. State why garden-based nutrition education programs are an important component of early childhood programs.
2. Understand how the 'Grow It, Try It, Like It' curriculum aligns with RIELDS.
3. Utilize the 'Grow It, Try It, Like It' curriculum to introduce fruits and vegetables through positive and engaging garden-based activities.

22) RI Early Learning and Development Standards (RIELDS)

Participants will receive a guide that recommends how to align each lesson and activity of the 'Grow It, Try It, Like It' curriculum with the RIELDS. Each activity in the curriculum aims to contribute to the learning and development of every preschool-aged child. The following RIELDS components are covered in this curriculum:

- Physical Health and Motor Development
- Social and Emotional Development
- Language Development
- Literacy
- Cognitive Development
- Mathematics
- Science
- Social Studies
- Creative Arts

23) Assessment of Learning Outcomes

Group discussion opportunities and interactive activities are interspersed throughout the session to give trainers a sense of how well participants have understood and processed the material. A post-workshop evaluation will further assess shifts in knowledge and attitudes, as well as intended use of curriculum materials.

24) Reference List

Kristen L. Davis and Lynn S. Brann. (2017). "Examining the Benefits and Barriers of Instructional Gardening Programs to Increase Fruit and Vegetable Intake among Preschool-Age Children," *Journal of Environmental and Public Health*, vol. 2017. <https://doi.org/10.1155/2017/2506864>.

Lisson, S., Goodell, L.S., Dev, D., Wilkerson, K., Hegde, A.V., & Stage, V.C. (2016). Nutrition education resources in North Carolina-based Head Start preschool programs: Administrator and teacher perceptions of availability and use. *Journal of Nutrition Education and Behavior*, 48 (9), 655-663.

Sharma, S. V., Hedberg, A. M., Skala, K. A., Chuang, R.-J., & Lewis, T. (2015). Feasibility and acceptability of a gardening-based nutrition education program in preschoolers from low-income, minority populations. *Journal of Early Childhood Research*, 13(1), 93-110.
doi:10.1177/1476718X14538598.

Ogata, B.N. & Hayes, D. (2014). Position of the Academy of Nutrition and Dietetics: Nutrition Guidance for Healthy Children Ages 2 to 11 Years. *Journal of the Academy of Nutrition and Dietetics*, 114, 1257-1276.

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Grow It, Try It, Like It curriculum (2013). Retrieved from <https://www.fns.usda.gov/tn/grow-it>

Sharma, S., Dortch, K.S., Byrd-Williams, C., Truxillio, J.B., Rahman, G.A., Bonsu, P., & Hoelscher, D. (2013). Nutrition-related knowledge, attitudes, and dietary behaviors among Head Start teachers in Texas: a cross-sectional study. *Journal of the Academy of Nutrition and Dietetics*, 113 (4), 558-562.

25) Presentation methods and activities

The content will be delivered through a face-to-face session using lecture, small group and full group discussion, hands-on skill-building activities, and role playing.

26) Adult Learning Modalities

Identify the types of activities being used during the professional development. Check all that apply.

- Mini-lecture
- Modeling
- Video analysis
- Facilitated group discussion
- Scenario/case study/vignette
- Role play/simulation
- Other: _____

27) Materials/handouts

List all materials to be used.

- Grow It, Try It, Like It curriculum kit [USDA 2014]
- RIELDS Alignment Guide for the Grow It, Try It, Like It curriculum [URI SNAP-Ed 2018]

28) Support for implementation

Indicate the implementation support that will follow the professional development. Check all that apply. <<check off the type of support you intend to provide after the training>>

- Corresponding session for supervisor(s)
- Materials and/or information sent to supervisor(s)
- Follow-up participants support/assistance
- No implementation support will be provided
- Other: _____

29) Participant Evaluation

<<attach training evaluation>>

Grow It, Try It, Like It! Scavenger Hunt

Using the Grow It, Try It, Like It Curriculum and the RIELDS Alignment Guide, complete the scavenger hunt activity below.

1. Using the RIELDS alignment guide, identify an activity that meets the science domain.
Activity: _____.
2. Locate the Garden Arts and Crafts in book #1. What Garden Art and Craft could you do with the children to complement your science domain activity from question #1? _____
_____.
3. Using the RIELDS alignment guide, identify a crookneck squash activity that meets a mathematics component. Activity: _____. What materials will you need for this activity? _____.
4. Some activities involve the children drawing the fruits and vegetables. The curriculum includes blackline master outlines of the fruits and vegetables. Where do you find the outlines? _____.
5. Identify a tasting activity that would work in your classroom. If this isn't possible, identify one recipe or snack idea that you could request to be served at a meal or snack.
_____.
6. Using your center's planning chart (or the one on the back of this paper), plan out one activity from each RIELDS component that would be possible to implement in your classroom.
7. What activity category (A, B, C, or D) is focused on teaching MyPlate and is found in every book?
_____. Is there anything different about this activity from book to book? If so, what? _____.
8. Become familiar with how one of the featured fruits or vegetables grow (HINT: the planting activities or B activities will help explain the growing process). What activity did you use to familiarize yourself:
_____. Once you become familiar with how your chosen fruit or vegetable grows, find another group that chose a different fruit or vegetable and take turns explaining to each other how they grow.

SNAP-Ed: Grow It, Try It, Like It curriculum training- Evaluation form

Staff use only

Program:

Date:

	Not at all confident	A little bit confident	Somewhat confident	Very confident
As a result of this workshop, how confident are you that you can teach nutrition lessons in your classroom?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
⇒ Think back, before this workshop. How confident were you that you could teach nutrition lessons in your classroom <u>before</u> this workshop?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As a result of this workshop, how confident are you that you can successfully introduce children to a new fruit or vegetable?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
⇒ Think back, before this workshop. How confident were you that you could successfully introduce children to a new fruit or vegetable <u>before</u> this workshop?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As a result of this workshop, how confident are you that you can talk to children about how food grows?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
⇒ Think back, before this workshop. How confident were you that you could talk to children about how food grows <u>before</u> this workshop?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Did you learn anything new in this workshop about...	No, I already knew this information	Yes, I learned some new information	Yes, I learned a lot
Growing fruits and vegetables?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MyPlate guidelines for young children?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How likely are you to implement the following components of the <i>Grow It, Try It, Like It</i> curriculum in your classroom?	Not at all likely	A little bit likely	Somewhat likely	Very likely
Garden arts and crafts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tasting activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Planting activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Story, song, and video activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nutrition education activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fruit and vegetable exploration activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The training met my expectations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will be able to apply what I learned.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Class participation and interaction were encouraged.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The content was organized and easy to follow.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The materials distributed were relevant and useful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The trainer was knowledgeable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The quality of instruction was good.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enough time was provided for questions and discussion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What aspects of the training could be improved? _____

What other nutrition-related topics and teaching tools are you interested in? _____
