

Starting Right with Breakfast Training Module

Purpose

Schools participating in the National School Breakfast Program are required to provide nutritious meals to the children they serve. The *2005 Dietary Guidelines for Americans* provides the foundation for healthful eating. Schools need assistance in improving their breakfast menus so that they meet the recommendations of the most current dietary guidelines. The training will provide school foodservice directors and managers with the information needed to make improvements to their breakfast menus and improve participation in their school breakfast program.

Learner Objectives

After completing the workshop, the learner will be able to:

- Identify the importance of breakfast in a child's diet.
- Incorporate the *2005 Dietary Guidelines for Americans* into breakfast menus.
- Understand how to improve the nutritional quality of breakfast foods offered by increasing the use of fruits, low fat dairy foods, lean meats, and whole grains.
- Plan breakfast meals to provide adequate nutrients and meet nutrient requirements (without combining breakfast and lunch nutrient analysis).
- Provide ideas for marketing and increasing participation in the School Breakfast Program.
- List alternative ways to serve breakfast and improve accessibility to students.
- Understand Provision 2 breakfast benefits and regulations.

Room Set up

Large room with 4 tables (round preferred) for participants (6 per table); two large tables in the front of room for materials and activities and to display any additional resources; and screen for projecting PowerPoint presentations, table for projector and computer.

Materials Needs:

Bolded items are supplies provided by cadre

Workshop Administrative Materials

SDE provided sign in sheets and SNA credit sign in sheets

Evaluation forms for workshop, one per participant

Certificates of Completion (SDE standard certificate, not included in this resource), one per participant

Participant materials

White Pages

Breakfast is Important Worksheet

Dietary Guidelines Worksheet

Marketing Minute Ideas Record

There's More Than One Way Resource/Worksheet

Yellow Pages

Child Nutrition Fact Sheet – School Breakfast Program

Nutrition Insights – Eating School Breakfast Greatly Improves Schoolchildren’s Diet Quality
Child Nutrition Fact Sheet – Breakfast for Learning Studies Show Fact Sheet
Champions of Breakfast questions and answers
Enhanced and Traditional Food based Menu patterns
NSMP and ANSMP nutrient standards, menu definitions and optional age chart
Reference for breakfast nutrition requirements
Nutrition Nuggets Dietary Guidelines
USDA DGA fact sheets
Fast Facts about the Energy Nutrients
Vitamin A Vitamin C Iron Fiber: Where to Find It fact sheets
Vitamins and Minerals from A to Zinc
Cafeteria Connections Serving the Dietary Guidelines with Style, Energy Balance and Pumping up Performance
Pantry Patrol
Refrigerator Rater
Superintendent Principal information
Physical Education Teachers Coaches information
Parents information
Student Information
Expanding the Reach of School Breakfast
Universal School Breakfast Programs

Table Materials

Blank table tents or sheets of paper, one per participant
Broad tip washable markers; one set per table
Table Letter Signs – A, B, C, and D (with additional copies if group will be more than 24 participants)
Pads of 3x3 inch Post it Notes for Marketing Minutes
Champions of Breakfast envelopes with answer cards inside
Dietary Guidelines Cards for Tables
OPTION: If additional Breakfast promotion resources are available, display on table for additional activity if time allows.

Facilitator Supplies

Starting Right with Breakfast PowerPoint, **computer** and LCD projector
Facilitator script/training module
Set of participant materials for reference
Large Post it Style Flip Chart Pages and Markers
Spatula, scoop or spoodle for mock microphone, optional
Small rewards for participation, with a positive breakfast connection if possible – check dollar stores or purchase breakfast bars/small cereal boxes of whole grain cereals. Number needed is

determined by group size – one per group report x 3 activities, plus additional for Inside the Box innovative ideas, if desired – materials list in administrative folder for more details.

Koosh ball or other soft item to toss around for final activity

Pre-class preparation:

Read through all **Starting Right with Breakfast** facilitator note pages and script; white page work sheets used for individual and small group sessions; and all support materials in yellow pages section of participant materials.

Place letter signs A, B, C, and D on tables for Activity 1 – use duplicates of these letters if there are more than 4 tables of 6 (add additional tables of D and B, then A and C to keep proportions balanced for groups and work topics.)

Make a large flip chart page each with Students, Teachers, Parents, Administrators, SFS Staff, School Staff, Community and Others printed in large letters on top of page – posted around the room (for marketing minutes) TIP: These flip chart pages can be re-used in future workshops if collected and stored neatly after the workshop.

Divide Champions of Breakfast answer cards into envelopes and place envelopes on tables. If more than 25 participants are expected, divide cards equally among number of tables/participants (cards can be divided up so various colors are in each envelop or kept in color groups so one category is answered by a single table, whichever the facilitator prefers)

Make a page with The Box printed in large letters on the top – for the Inside the Box marketing activity (or decorate a box for this purpose.)

Outline with time frame
20 minutes

Welcome, Housekeeping and Name Tent Activity

Each person completes individual name tent (allow no more than 5 minutes)

Each person in room introduces self and what they want to know at end of workshop (encourage each person to complete in 30 seconds or less.) Facilitator records items on flip chart paper – refer to this list through the workshop.

5 minutes

A. Importance of Breakfast

First small group activity - five minutes

20 minutes
 (5 min/group)
 5 minutes

Topics assigned – A, B, C or D by table.
Importance of Breakfast Group Share
 Each group shares; allow 5 minutes per letter
Marketing Minute – explain the activity and
 Have participants complete and post their first
 marketing minute on large post it pages.

(50 mins have elapsed)

5 minutes
 25 minutes
 5 minutes
 15 minutes

 20 minutes
 (5 min/group)
 5 minutes
 10 minutes

B. Breakfasts that Earn High Marks
 Explain Champions of Breakfast and envelopes
 Play *Champions of Breakfast*
Marketing Minute #2
Dietary Guidelines for Americans and
Breakfast Menu Activity
DGA Report out Session

Marketing Minute #3
 Break and prepare for Out of the Box Activity
 Group divides in two for break activity

(2 hrs 15 mins have elapsed)

10 minutes
 15 minutes
 20 minutes
 15 minutes

C. Marketing Breakfast to Segments of the School Market Arena
Marketing Minute Reviews/Records
Inside the Box Marketing Activity
Thinking Outside the Box Marketing Activity
Group Reports

(3 hrs 15 mins have elapsed)

15 minutes
 10 minutes
 10 minutes
 10 minutes

D. And Breakfast for All – Provision 2 Breakfast
Provision 2 Slide presentation
Review and Wrap up
Workshop Evaluation/Certificate Distribution
 Idaho Dairy Council packets

Note: Time at the end of workshop for evaluation, certification distribution and IDC packets can be shortened to 10 minutes with the other 10 minutes reallocated to other activities of training.

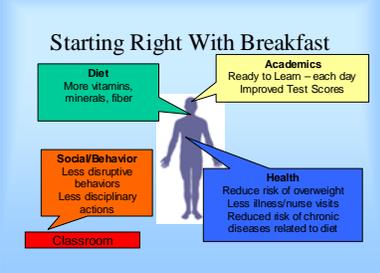
Facilitator’s Script

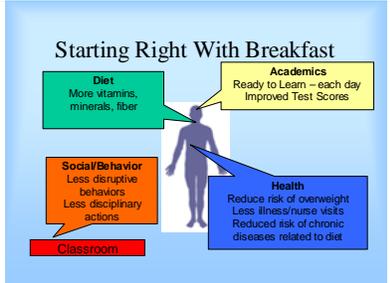
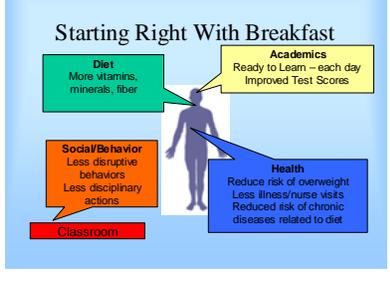
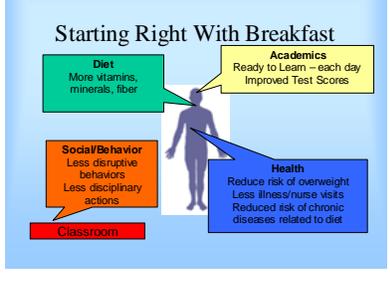
Power Point Slide	Script with Notes and Tips	Activity Notes
<p>Starting Right With Breakfast</p> <ul style="list-style-type: none"> • Welcome! Please <ul style="list-style-type: none"> – Sign in on the registration form – Sign in on the SNA credit form with your 6 digit SNA number (if you want SNA credit) – Take a packet – Find a seat at any open table 		<p>Display this slide as participants enter the room. No content accompanies this title slide.</p> <p>Arrange materials and</p>

		<p>participants at 4 different tables. For a small group of 15, if necessary, divide participants at larger table seating groups into smaller groups of 3-4 per small group so each topic area has at least 4 groups.</p>
<p>Starting Right With Breakfast</p> <ul style="list-style-type: none"> • Importance of Breakfast • Breakfasts that Earn High Marks • Marketing Breakfast to Segments in Schools • And Breakfast for All 	<p>“Welcome to Idaho SDE’s training session Starting Right with Breakfast</p> <p>Today’s workshop is designed to give you opportunities to learn new information and skills for school breakfast programs. Specifically we will:</p> <p>Identify the importance of breakfast.</p> <p>Incorporate the <i>2005 Dietary Guidelines for Americans</i> into breakfast menus that earn high marks and meet nutrient requirements with fruits, low fat dairy foods, lean meats, and whole grains.</p> <p>Share ideas for marketing and increasing participation including alternative ways to serve breakfast to improve accessibility to students.</p> <p>Finally, we will cover Provision 2 breakfast benefits and regulations.”</p> <p>NOTE: Facilitator should mention there will be a short break mid way through and cover any additional housekeeping details at this point (turn off cell phones, bathroom locations etc.)</p>	<p>During this time, click the slide advance to display each general topic in the schedule of workshop (bolded words in script).</p> <p>Also cover the location of restrooms, requests that cell phones are turned off and other housekeeping details.</p>

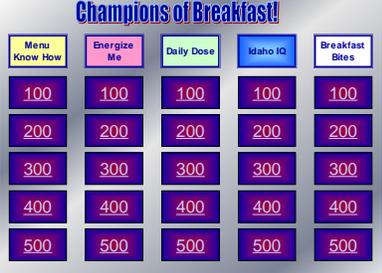
<p style="text-align: center;">Starting Right With Breakfast</p> <ul style="list-style-type: none"> • On one side of tent, in LARGE letters, PRINT your first name. • On the opposite side of the tent, write something you want to know more about or a skill or ability you want to improve during the time we are together focusing on school breakfast. <p>This side of the tent will face others - place it in front of you on the table after completing →</p>	<p>“To get us started, please find a blank name tent. You will have 30 seconds to print your name in LARGE letters on one side and write one area of information you want to know more about or a skill or ability you want to improve during the 4 hours we spend together focused on breakfast.</p> <p>I have created a sample tent for myself -</p> <p style="padding-left: 40px;">My name is(facilitator introduces self). One goal I have today is to find out ... or improve my ability to ... (insert specific item such as know what participants want to gain from workshop)</p> <p>So, I would like everyone to stand up and fill out the name tent. When you are finished, please sit down. When everyone is seated I will know everyone is done. Please do this quickly – in about 30 seconds.”</p>	<p>Explain and demonstrate the name tent activity.</p> <p>Repeat the cue, “When everyone is seated I will know you are finished with the activity” or “I see about half of the group is seated and is ready to move on” to prompt participants to stay on task, as needed.</p> <p>Allow five minutes total for this welcome, housekeeping announcements and explanation of first name tent activity.</p>
<p>Use the Shift and B key to cause the screen to be black. Use Flip Chart paper to record participants’ information and refer to it frequently during the workshop as items are covered.</p> <p>To resume Power Point, use the Shift and B key again.</p>	<p>NOTE: Once everyone has finished, comment that the workshop will cover many of the items or other comment appropriate to list.</p> <p>TIP: Ask participants be active in their learning – when a topic of interest is covered, ask questions to make sure they end the training with the information they wanted to gain.</p>	<p>When everyone is seated, have one table start the group introductions. Have each person stand and share name & item they want to know/gain. Have participants share quickly and clearly.</p> <p>Facilitator notes items on a flip chart paper, with tally marks for repeated items.</p>

<p>Starting Right With Breakfast</p> <ul style="list-style-type: none"> • On tables are items. Please wait to open until instructed. Please put back after activity is done. • In packet - white pages are the worksheets in the order of use. • The yellow pages are more info and references, in order of use. • Also useful when you return to work. 	<p>“On the tables are items we will use for the activities. Please wait to look at these until I give instructions. When we are finished, it will help me if you’ll return the items to the envelope. I will need these for future trainings.</p> <p>The packets have two sections, white pages which are the worksheets we will use in order. The yellow pages are references for today and in the future when you are back at work.”</p>	<p>Explain the set up of the activity materials on the tables and the packets organization – white pages for worksheets and yellow pages for references. Show items as you review.</p>
<p>Starting Right With Breakfast</p> <ul style="list-style-type: none"> • Why Breakfast is Important Activity • Letter on table determines table’s assignment • Look at the first white worksheet to see your table’s assignment. • As a table write down as many items as you can for your assignment – need help? Check the yellow pages! 	<p>“Our first activity focuses on the importance of breakfast. I am sure each of you can give many reasons breakfast is important. Each table has a letter sign – that letter sign is your “assigned topic”. For the next 5 minutes, your table is going to come up with as much information as you can about why breakfast is important to that topic.</p> <p>Please find the first white page worksheet – you will record your table’s answers in the letter box that corresponds to your topic.”</p> <p>“Your job is to come up with as facts as you know and can find about: A – why breakfast is important in a child’s diet, B – how eating breakfast is connected to school performance, C – how eating breakfast</p>	<p>Point to signs on tables, and pages in packets.</p> <p>Allow only 5 minutes for groups to work.</p>

	<p>affects health, and D – the benefits of eating breakfast on social interactions and behaviors in school.”</p>	
<p>Starting Right With Breakfast</p> <ul style="list-style-type: none"> • A – Breakfast and Diet • B – Breakfast and Academics • C – Breakfast and Health • D – Breakfast and Social/behaviors 	<p>NOTE: if there are more than 4 tables, more than one table will be working on the topic.</p> <p>Review topics assigned to tables: A – Breakfast and Diet B – Breakfast and Academics C – Breakfast and Health D – Breakfast and Social/Behaviors</p> <p>Ask if anyone needs the assignment clarified; clarify if needed.</p>	<p>OPTION: Suggest that the person in each group wearing the most of the corresponding color be the spokesperson</p> <p>A – Green B – Yellow C – Blue D – Red</p>
	<p>NOTE: if there is more than 4 tables, more than one table will be working on the topic. Take alternate responses from the tables working on the same topic to stay within timeline.</p>	<p>Give a 2 minute warning after 3 minutes have gone by to make sure groups are ready to share with entire group.</p>
 <p>The diagram shows a central human figure with five colored boxes connected to it by lines. The boxes are: Diet (green), Academics (yellow), Health (blue), Social/Behavior (orange), and Classroom (red). Each box contains specific details about its category.</p>	<p>“ Table A – what are some of the connections you noted between Breakfast and Diet.”</p> <p>Have group report answers.</p> <p>“Yes, studies consistently show that breakfast eaters have higher intakes of vitamins, minerals and fiber.”</p>	<p>NOTE – When the slide first appears, the color boxes will not be displayed. Each click will bring in a box. Do so after a group has reported to emphasize their points and add information.</p> <p>Click to add the green box</p> <p>Diet More vitamins, minerals, fiber</p>

	<p>“ Table B – what are some of the connections you noted between Breakfast and Academics.”</p> <p>Have group report answers.</p> <p>“Yes, studies consistently show that breakfast eaters are ready to learn, in school more often and have improved test scores.”</p>	<p>Click to add the yellow box</p> <p>Academics Ready to Learn – each day Improved Test Scores</p>
	<p>“ Table C – what are some of the connections you noted between Breakfast and Health.”</p> <p>Have group report answers.</p> <p>“Yes, studies now show that breakfast eaters are at less risk of being overweight. There are less visits to nurses. They also have improved intakes of nutrients related to reduced risk of chronic diseases.”</p>	<p>Click to add the blue box</p> <p>Health Reduce risk of overweight Less illness/nurse visits Reduced risk of chronic diseases related to diet</p>
	<p>“ Table D – what are some of the connections you noted between Breakfast and Diet.”</p> <p>Have group report answers.</p> <p>“Studies of school breakfast programs show improvements in social interactions and classroom behaviors – another plus for the school environment</p> <p>Breakfast contributes to a</p>	<p>Click to add the red box</p> <p>Social/Behavior Less disruptive behaviors Less disciplinary actions</p> <p>OPTION: Provide a small incentive to group</p>

	<p>student’s health and academic success in many ways.”</p>	<p>reporters after all four areas are covered.</p>		
<p style="text-align: center;">Marketing Minute</p> <ul style="list-style-type: none"> • Find a 3 x 3 inch Post it note pad • Think about information just covered and identify <ul style="list-style-type: none"> – Target audience – Piece of information – Way to connect 	<p>“Throughout this workshop, we will be creating an idea bank for marketing ideas. Here’s what you do: Think about the information just covered. Think about a target audience, a piece of information and a way to connect with that target audience.”</p>			
<p style="text-align: center;">Marketing Minute</p> <table border="0" style="width: 100%;"> <tr> <td style="background-color: yellow; width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • Target: • Piece of Information: • Ways to connect: </td> <td style="background-color: pink; width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • Administrator • Better school attendance with NSBP • Discuss with administrators ADA benefits of school breakfast. </td> </tr> </table>	<ul style="list-style-type: none"> • Target: • Piece of Information: • Ways to connect: 	<ul style="list-style-type: none"> • Administrator • Better school attendance with NSBP • Discuss with administrators ADA benefits of school breakfast. 	<p>“The ‘yellow post it’ lists the categories of information. The ‘pink post it’ is one example of how to use the information just covered with a target audience.</p> <p>Administrators are a target group. Students who eat school breakfast have positive attendance records. ADA is average daily attendance – the funding formula for schools. One way to connect with administrators is to schedule time to talk about how school breakfast can help increase ADA numbers.</p> <p>Do this activity quickly – take just a minute or two. Then, get up and put your marketing minute idea on the Target Audience flip chart page. If there is not a page for your target audience, let me know and I will add one.</p> <p>If nothing comes to mind right now, no worries. When it does, write it down on a</p>	<p>Encourage participants to complete the information quickly – allow no more than 5 minutes total time from explanation to completion.</p>
<ul style="list-style-type: none"> • Target: • Piece of Information: • Ways to connect: 	<ul style="list-style-type: none"> • Administrator • Better school attendance with NSBP • Discuss with administrators ADA benefits of school breakfast. 			

	<p>post it note. You will have other chances to add marketing minutes.</p> <p>This is your chance to stand up and stretch your legs – again, do this quickly we will be moving on in just a few minutes.”</p>	<p>Give entire group a 1-minute warning to be back in their seats for the next activity.</p> <p>OPTION: Review the list of items people wanted to learn and check off ones covered in the last activity.</p>																														
 <p>Champions of Breakfast!</p> <table border="1"> <thead> <tr> <th>Menu Know How</th> <th>Energize Me</th> <th>Daily Dose</th> <th>Idaho IQ</th> <th>Breakfast Sites</th> </tr> </thead> <tbody> <tr><td>100</td><td>100</td><td>100</td><td>100</td><td>100</td></tr> <tr><td>200</td><td>200</td><td>200</td><td>200</td><td>200</td></tr> <tr><td>300</td><td>300</td><td>300</td><td>300</td><td>300</td></tr> <tr><td>400</td><td>400</td><td>400</td><td>400</td><td>400</td></tr> <tr><td>500</td><td>500</td><td>500</td><td>500</td><td>500</td></tr> </tbody> </table>	Menu Know How	Energize Me	Daily Dose	Idaho IQ	Breakfast Sites	100	100	100	100	100	200	200	200	200	200	300	300	300	300	300	400	400	400	400	400	500	500	500	500	500	<p>“Our next activity is Champions of Breakfast. On the tables are envelopes with note cards inside. Please pass the cards out so that everyone has a card (Note: modify this comment if there are more than 26 participants as there are only 26 cards)</p> <p>When you hear the question – really a statement – that matches your answer – which is written in the form of a question – Stand up and in a loud, clear voice, read your ‘answer’ so that everyone in the room can hear you. Through this game we will review nutrition and menu guidelines for breakfast.</p> <p>Can I clarify the game for anyone? (Answer participants’ questions).</p> <p>Please put your card back into the table envelop after you have read the answer; I will be using these at other</p>	<p>OPTION: Use your best “game show host” voice to introduce the game, how it is played, the categories and other information. If desired, use a spatula, scoop or other tool for a microphone. Or if desired, use game show host voice at the beginning of the game (“OK, Let’s Play... part of script.)</p> <p>OPTION: Reserve the first answer card and give to a specific participant to model the process.</p>
Menu Know How	Energize Me	Daily Dose	Idaho IQ	Breakfast Sites																												
100	100	100	100	100																												
200	200	200	200	200																												
300	300	300	300	300																												
400	400	400	400	400																												
500	500	500	500	500																												

	<p>trainings. Thanks!</p> <p>OK, Let’s play Champions of Breakfast. Today’s categories are Menu Know How – how the two menu planning systems are used with school breakfast; Energize Me – information about the energy nutrients in school breakfast; Daily Dose – a closer look at the vitamins and minerals; Idaho IQ – details on the Idaho specific nutrient guidelines; and Breakfast Bites – other fascinating factoids about breakfast.”</p>	
<p>Refer to Question and Answer Master sheets – individual slides are not reproduced here to save space in facilitator’s guide (saves 50 images!)</p>	<p>NOTE: For each topic, read the statement(s) under the point value and wait for the person in the group to stand up and read the answer (asked as a question).</p> <p>TIP: If necessary, help the group figure out that the answers are color coded on the note cards.</p> <p>NOTE: Once the game is complete, review an answers for more detail and be sure to cover the SMI information for combining breakfast and lunch in NSMP – basically breakfast needs to meet breakfast guidelines prior to combined analysis.</p> <p>“The questions and answers</p>	<p>TIP: Practice using the game board a couple times as sometimes it will go from question to question rather than return to the game board – not sure why, just be prepared. When finished click Back to Presentation button.</p> <p>Start with the topic at the left – Menu Know How. Begin with the 100-level question and work down through the category levels before going to the next topic.</p> <p>Try to move through the game as quickly as possible, the estimated time is 1 minute per</p>

	<p>for the game are in the yellow pages. Look for the two page master sheet for the game. You could play this with staff without the Power Point, just make a poster size game board.”</p> <p>TIP: Collect the envelopes with cards to use at future trainings.</p>	<p>question and answer – 25 minutes total. Decide before starting the game if you will address questions after the end of the game or during the game.</p> <p>TIP: Have participants hand you the answer card for any topics you will discuss further at the end of the game rather than put back into the table envelop.</p>
<p style="text-align: center;">Marketing Minute</p> <ul style="list-style-type: none"> • Find a 3 x 3 inch Post it note pad • Think about information just covered and identify <ul style="list-style-type: none"> – Target audience (different one) – Piece of information – Way to connect (new way) 	<p>“We will repeat the marketing minute activity. Please try to think of different target audiences and ways to connect from your first idea. We have covered new information – 25 ideas from which to choose!</p> <p>Again, if nothing comes to mind right now, you can add one later. Please take this chance to stretch your legs before our next activity.”</p>	<p>Allow no more than 5 minutes for participants to complete this activity. Let participants know they can add something later if they think of an idea.</p> <p>TIP: Give a 1- minute warning to post ideas and return to seats.</p>
<p style="text-align: center;">Breakfasts That Earn High Marks</p> <ul style="list-style-type: none"> • Check the yellow page resources • Components for Food-based menu plans • Age and grade groups for each menu planning system • Reference for nutrition requirements 	<p>“In the yellow pages are reference pages for the menu planning methods, nutrient needs, and other guidelines.</p> <p>It is important to note the goals are the same for each method and age group, but the specifics very slightly.”</p>	<p>Point out yellow page resource section.</p> <p>Distribute flip chart pages and markers to each group</p>
<p style="text-align: center;">Breakfasts That Earn High Marks</p> <ul style="list-style-type: none"> • Find the Dietary Guidelines Card • Create a list of strategies, menu ideas, foods to include which <ul style="list-style-type: none"> – Meet the nutrition requirements of breakfast – Incorporate the Dietary Guideline – Work quickly – 10 minutes for activity • Be ready to share with larger group 	<p>“Now we will put the information reviewed together with the Dietary Guidelines for Americans.</p> <p>On each table is a Dietary Guidelines Card – please find it. It gives the topic</p>	

	<p>assignments for each table. Also, locate the white page worksheet. Finally, notice the resources listed on the worksheet that are located in the yellow pages.</p> <p>On the white page worksheet are the directions for this activity. Your table will work together and create a flip chart page of information to share with the group. You'll be working quickly – the team has 10 minutes to complete the activity and be ready to report.</p> <p>The worksheet shows an example. The NSBP provides component patterns for school breakfast and calorie level standards. The dietary guidelines state get nutrients within calorie needs. School breakfast menus are frequently low in calories, yet traditional breakfast foods may be at odds with other dietary guidelines. One solution is to offer low fat protein choices (yogurt, lean meats, whole grains) to balance nutrition. Considerations include the cost of lower fat products.”</p>	
<p>Breakfasts That Earn High Marks</p> <ul style="list-style-type: none"> • Dietary Guidelines – Total Fat 30% and Saturated Fat 10% of total calories; limit cholesterol 	<p>“Table D will be working on Dietary guidelines for total fat, saturated fat and cholesterol.”</p>	<p>If more than one table D, split topic into two sub topics fat and saturated fat cholesterol</p>

<p>Breakfasts That Earn High Marks</p> <ul style="list-style-type: none"> • Dietary Guideline - Limit sodium and increase potassium-rich foods 	<p>“Table C will be working on Dietary Guidelines to limit sodium and increase potassium-rich foods.”</p>	<p>If more than one table C, split topic into two sub topics Limit Sodium in freshly prepared foods Limit Sodium in pre-prepared items</p>
<p>Breakfasts That Earn High Marks</p> <ul style="list-style-type: none"> • Dietary Guideline - Food groups to encourage <ul style="list-style-type: none"> – Whole grains – Vegetables (vary colors) 	<p>“Table B will be working on Dietary Guidelines to encourage whole grains and colorful vegetables.”</p>	<p>If more than one table B, split topic into two sub topics Whole grains Colorful vegetables</p>
<p>Breakfasts That Earn High Marks</p> <ul style="list-style-type: none"> • Dietary Guideline - Food groups to encourage <ul style="list-style-type: none"> – Fruits (emphasis on whole fruit, less juice) – Milk/calcium-rich foods 	<p>“Table A will be working on Dietary Guidelines to encourage whole fruit (less juice) and milk/calcium-rich foods.</p> <p>Does anyone need clarification on the task?</p> <p>OK – work quickly and be ready with your flip chart and spokesperson in 10 minutes.”</p>	<p>OPTION: Suggest another fun way to choose a spokesperson – such as the person who ate breakfast the earliest that day.</p> <p>If more than one table A, split topic into two sub topics Whole Fruit Milk/calcium-rich foods</p>
<p>Breakfasts That Earn High Marks</p> <ul style="list-style-type: none"> • Group Reports <ul style="list-style-type: none"> – Fat, Saturated Fats and Cholesterol – Sodium and Potassium-rich foods – Food groups to encourage <ul style="list-style-type: none"> • Whole Grains • Vegetables • Fruits • Milk/Calcium-rich 	<p>“As each group reports their ideas, write the information in the blanks on your worksheet.”</p> <p>NOTE: provide reinforcement and support as needed.</p>	<p>Have each group post the flip chart page and report.</p> <p>OPTION: Reward the group spokesperson with a small incentive after the all groups have presented.</p>
<p>Marketing Minute</p> <ul style="list-style-type: none"> • Find a 3 x 3 inch Post it note pad • Think about information just covered and identify <ul style="list-style-type: none"> – Target audience – Piece of information – Way to connect 	<p>“We will repeat the marketing minute activity again. Please try to think of different target audiences and ways to connect from your other ideas.”</p>	

<p style="text-align: center;">Break</p> <ul style="list-style-type: none"> • Tables A and B – please post your marketing minute item and place your current breakfast marketing item inside the ‘box’ on the table before using bathroom • Tables C and D – please use the bathrooms quickly, then post your items and add to the box • BE BACK in 10 minutes 	<p>“This time we will also be taking our 10 minute break - would tables A and B please post the marketing minute and also place any marketing materials you currently use in ‘the box’ on the table and then use the restrooms.</p> <p>Use the post it notes on the table to write a brief description of a current marketing tool that has occurred to you since we started – if you don’t have a copy with you to share. Also if you have great recipes or menu items, include those ideas.</p> <p>If tables C and D will first use the rest rooms, then post the marketing minutes and marketing materials in ‘the box’ that will help us stay on time.</p> <p>Please take this chance to stretch your legs and be back in 10 minutes. When you return, please look at the screen for directions on what to do next – Marketing Minute Records.”</p>	<p>NOTE: Use the time for the break and recording of marketing minutes to accommodate all activities from posting marketing minutes, break and recording marketing minute information. If necessary adjust timelines or directions.</p>
<p style="text-align: center;">Marketing Minute Records</p> <ul style="list-style-type: none"> • Find the Marketing Minute Ideas record in the white pages. • Record the ideas from the posters on your form. • Work quickly – be done in less than 10 minutes. 		<p>When participants have returned, refer them to the instructions on the slide.</p> <p>Allow no more than 10 minutes for this activity</p> <p>OPTION if people finish quickly: Review the list of items people wanted to</p>

		learn and check off ones covered in the last activity.
<p style="text-align: center;">Inside the Box Marketing</p> <ul style="list-style-type: none"> • Menus • Web pages • Announcements • Brochures • Other items 	<p>“Marketing is an important part of our current breakfast programs. Let’s review the resources the group has brought to share.”</p> <p>NOTE: Bring the items from inside ‘the box’ forward and do a quick review of items. Ask the contributing participant to give additional information about the item or idea. Use the points on the slide to cover the items in the box or have the group find a marketing minute idea that will fit that category. This part of the training is dependent on the materials participants bring to the training. Facilitate discussion among participants to cover current marketing efforts.</p>	<p>Allow about 15 minutes for this activity.</p> <p>OPTION: Provide incentives for individuals who shared innovative tips, ideas, recipes, etc.</p> <p>OPTION: If time is short, cut this activity to less than 5 minutes and highlight the really innovative items or ideas. If most items are traditional marketing, newsletters, and other items, make a positive comment on the work the group is doing and encourage participants to look at the items after the workshop is over.</p>
<p style="text-align: center;">Outside the Box Marketing</p> <ul style="list-style-type: none"> • What else can be done? • How else can we increase participation or serve students better? 	<p>“The question we need to ask ourselves is what else can be done?”</p> <p>How else can we increase participation or serve students better?</p> <p>The answer may be found outside the box – thinking of doing things in new, untraditional ways.”</p>	

<p style="text-align: center;">Thinking Outside the Box</p> <ul style="list-style-type: none"> • In your white sheets is a resource, There's More than One Way to Serve Breakfast. • The information presents "outside the cafeteria" ways to serve breakfast. • The last pages of the resource have spaces to write a plan. 	<p>“In your white sheets is a resource, There’s More than One Way to Serve Breakfast. The information presents “outside the cafeteria” ways to serve breakfast. The last page of the resource have spaces to write a plan.</p>	
<p style="text-align: center;">Thinking Outside the Box</p> <ul style="list-style-type: none"> • Work as a team to develop a plan • Choose a new way of serving breakfast or a new target audience • Work through plan details 	<p>“ Your table is assignment is to work as a team to develop a plan.</p> <p>Choose a new way of serving breakfast or a new target audience. The resources has detailed information on the various ways to serve breakfast. Or you can pick an idea that was generated here today.</p> <p>Work through the plan details to give as complete a plan as possible in the time we have for this activity.</p>	<p>NOTE: The resource pages do not include lines for all the items a group might discuss. If a group asks, or you wish to make a general announcement, have participants group items under existing categories (implementation, financial, people) or write additional categories on the back of the page in a similar format.</p>
<p style="text-align: center;">Thinking Outside the Box</p> <ul style="list-style-type: none"> • Example • High school athletes practice before school • Work with coaches to have grab and go breakfast ready after practice • Market idea to other zero hour groups • Menu items, food safety, POS needs • SFS, Admin., target groups need to support 	<p>“Here’s an example of an outside the box way to increase participation.</p> <p>You notice that the sports teams in your school often practice before school.</p> <p>You could work with the coaches to have a grab and go breakfast ready for student athletes after practice.</p> <p>You can market this idea to other zero hour groups, such as marching band or clubs.</p>	

	<p>Your plan will need to include menu items, how you will address food safety, point of sale needs, and other meal considerations.</p> <p>You also need to plan to gain support of various groups in the school system from administrators to your own school food service employees.</p> <p>Does anyone need clarification on the activity?</p> <p>Your table will need to have a reporter and you will have a flip chart to write your plan. If you need more than one sheet of paper, let me know.</p> <p>Use any information from the workshop and your marketing minute idea records to help get your plan on paper.</p> <p>You'll have 15 minutes to work on this activity. You can decide the initial approach as a team and then divide into sub teams to work on the details, or work together quickly to cover as many parts as possible.</p> <p>Try to come up with as much information as you can – when we share out, everyone will have ideas to take home.”</p>	<p>NOTE: To help people move quickly announce 15 minutes and allow up to 20 minutes to finish. Timeline allows 20 minutes for activity; if short on time, reduce to 15.</p> <p>OPTION: Suggest a way to select the reporter, such as person who drove the fewest miles to the training.</p> <p>Give the groups a 3-minute warning to be ready to report.</p>
--	---	--

<p>Thinking Outside the Box</p> <ul style="list-style-type: none"> • Group Reports 	<p>“Do we have a table that would like to report out first? Each table will have about 3 minutes to describe the plan created.”</p> <p>Have each group report out their plan, facilitate discussion and reinforce plans. Encourage participants to write down details as other groups report plans.</p>	<p>Have the tables post their flip chart where it can be seen easily by the group.</p> <p>Allow about 3 minutes per table to report.</p> <p>OPTION: Review the list of items people wanted to learn and check off ones covered in the last activity.</p>
<p>And Breakfast for All</p> <ul style="list-style-type: none"> • Provision 2 Free Breakfast Program is an option available to school districts. • All students who participate receive breakfast meal at no charge – without regard to each student’s meal status (free, reduced-price or paid) 	<p>“Provision 2 Free Breakfast Program is an option available to school districts.</p> <p>All students who participate receive breakfast meal at no charge – without regard to each student’s meal status (free, reduced-price or paid.)”</p>	<p>NOTE: If workshop is short on time, go through this information quickly.</p>
<p>And Breakfast for All</p> <ul style="list-style-type: none"> • Why would a district want to offer Provision 2? <ul style="list-style-type: none"> – Meet needs of students – Use fund balance to help students – Change perception of breakfast (Only ‘poor’ students eat school breakfast) 	<p>“Why would a district want to offer Provision 2?</p> <p>It is one way to meet needs of students.</p> <p>It is a way to use a positive fund balance to help students.</p> <p>Provision 2 can change the perception of school breakfast since everyone eats it dispels the ‘Only <i>poor</i> students eat school breakfast’ mindset.”</p>	

<p style="text-align: center;">And Breakfast for All</p> <ul style="list-style-type: none"> • What steps need to be followed? • Contact the SDE staff • Establish a baseline year <ul style="list-style-type: none"> – Need to start by cut off date – The first day after the first complete month (for most school calendars this is October 1) – Make a public notice of program – one time 	<p>“What steps need to be followed?”</p> <p>Contact the SDE staff, they will help you get the information filled out.</p> <p>Next a school needs to establish a baseline year data.</p> <p>Provision 2 programs need to start by the first day after the first complete month (for most school calendars this is October 1). Since this training is after October 1, the information is presented for consideration for next school year to start establishing a baseline.</p> <p>Schools need to make a public notice of program – one time is all that is required – keep a copy for your records.”</p>	<p>NOTE: A month with ten school days is considered a full month of school. Schools that have 10 school days in August will count August as a complete month, so Provision 2 would need to start September 1. Most schools have less than 10 school days in August, so usually October 1 is the first day after the first full month of school.</p> <p>Reinforce that the information is presented for consideration for future years – it is not an option to start establishing a baseline for Provision 2 after October 1 for most schools.</p>
<p style="text-align: center;">And Breakfast for All</p> <ul style="list-style-type: none"> • Year 1 - Baseline <ul style="list-style-type: none"> – One public notice about the program – All students eat at no cost – Track meals by student status – Submit data to SDE – Data from this year determines reimbursement rates for next 3 years. 	<p>“Here’s how year 1 works – establishing baseline data.</p> <p>The school makes one public notice about the program – you do not want to generate publicity during the baseline year.</p> <p>Then, all students eat at no cost no matter what each student’s status for meals may be.</p> <p>Breakfast meals are tracked by student and status (free, reduced-priced or paid). This data is submitted to the SDE.</p>	

	<p>Data from this year determines reimbursement rates for next 3 years. The rate is a percentage of the students' statuses (free, reduced-priced or paid).</p> <p>For example, if 100 students ate breakfast and 70% qualified for free meal, 20% qualified for reduced price meals, and 10% paid full price, the following year the school will use the 70% free, 20% reduced-price and 10% paid data to submit reimbursement claims.”</p>	
<p style="text-align: center;">And Breakfast for All</p> <ul style="list-style-type: none"> • Years 2, 3 and 4 <ul style="list-style-type: none"> - Serve breakfast at no cost - No need to track by student status - Track reimbursable meals - Request reimbursement by baseline year percentages - Consider serving methods that maximize student meals 	<p>“During years 2, 3 and 4 the school will serve breakfast at no cost to all participating students – publicize the program in these years.</p> <p>There is no need to track by student status. SFS will track reimbursable meals similar to how summer meals are tracked.</p> <p>Reimbursement is based on the percentages established in the baseline year. During years 2, 3, and 4 it is a good idea to consider serving methods that maximize student meals.”</p>	

<p style="text-align: center;">And Breakfast for All</p> <ul style="list-style-type: none"> • At the end of year 4 <ul style="list-style-type: none"> – Reapply – Based on eligibility report filed in March – Stable economics – approved for 4 more years – Better economics – need to redo baseline – Worse economics – approved, but redoing baseline may be helpful 	<p>“At the end of year 4, a school will reapply. This is based on the eligibility report filed in March.</p> <p>If economics are stable in the area, the school will be approved for 4 more years</p> <p>If economics are better, the school will need to redo baseline to get new percentages.</p> <p>If economics have gotten worse, the program will be approved, but redoing the baseline may be helpful for getting an accurate claim.”</p>	
<p style="text-align: center;">And Breakfast for All</p> <ul style="list-style-type: none"> • Advantages <ul style="list-style-type: none"> – After baseline year, do not need to have POS by name (breakfast) – Able to discontinue the program at anytime during baseline year or years 2-4 – Can be offered in a single school, some schools or district wide. Most districts target areas of greatest need, usually Title 1 school areas. 	<p>“Provision 2 advantages are After baseline year, schools do not need to have POS by name (breakfast) Schools are able to discontinue the program at anytime during baseline year or years 2-4 It can be offered in a single school, some schools or district wide. Most districts target areas of greatest need, usually Title 1 school areas.”</p>	
<p style="text-align: center;">And Breakfast for All</p> <ul style="list-style-type: none"> • Limitations <ul style="list-style-type: none"> – Financial – the program may not be financially feasible for all schools or districts. – Philosophies – the program needs support of administrators, school boards, parents. Local viewpoints may vary. 	<p>“Provision 2 limitations are Financial – the program may not be financially feasible for all schools or districts, and Philosophies – the program needs support of administrators, school boards, parents. Local viewpoints may vary.”</p>	

<p>And Breakfast for All</p> <ul style="list-style-type: none"> Experiences with Provision 2 Breakfast 		<p>NOTE: Ask participants with experience offering Provision 2 breakfast to talk about their experiences.</p>	<p>Allow about 5 minutes for this discussion.</p> <p>If the workshop is short on time, limit the discussion.</p>
<p>And Breakfast for All</p> <ul style="list-style-type: none"> Want more help? Any district interested can request Technical Assistance from the SDE staff 		<p>“Want more help?</p> <p>Any district interested can request Technical Assistance from the SDE staff.”</p> <p>“The last page in the yellow pages has information about universal breakfast, another name for Provision 2.”</p>	<p>Point out the information in the packet.</p>
<p>Starting Right With Breakfast</p> <ul style="list-style-type: none"> Final Large Group Review Activity 		<p>“Our final activity will require that you think about the information and skills learned today as well as pay attention! Everyone needs to think of something they will do when they get back to their district or a piece of new information learned today.</p> <p>We will toss this item (koosh ball) round the circle – when it comes to you, share your thought. We want to keep the ball moving quickly. If someone says your idea, you can share another or let us know it has already been mentioned.</p>	<p>Have everyone join a large circle. Toss a koosh ball or other soft object randomly among the group and have each person quickly give one idea they will try, or a new piece of information they learned at the training.</p> <p>As items are mention, cross off remaining areas of the list generated at the beginning of the workshop.</p>
<p>Starting Right With Breakfast</p> <ul style="list-style-type: none"> Complete Course Evaluation Trade for Certificate of Completion Closing Comments 		<p>“Please complete the training evaluation form. We will exchange forms for certificates.”</p> <p>NOTE: give specifics, if you will hand out by name, or</p>	

	<p>place on a table.</p> <p>NOTE: Add any closing comments you wish before ending the training with distribution and review of Idaho Dairy Council packets.</p>	
<p>Starting Right With Breakfast</p> <ul style="list-style-type: none"> • Resource packets provided by Idaho Dairy Council 	<p>The Idaho Dairy Council has provided these resource packets for you.</p>	<p>Distribute packets provided by Idaho Dairy Council.</p>
<p>Show pdfs from NSBW 09 folder.</p>	<p>OPTIONAL content: “You can access National School Breakfast Week 2009 materials on the School Nutrition Association Web page.”</p>	<p>OPTION if time allows: Show the information on NSBW 2009 in the materials provided as pdfs only, no printed copies in notebooks. Bring up pdf files on screen if desired to show samples of materials.</p>