

How to Start a Healthy Food Market

A teacher's guide for grades K-12



Prepared by:



Background Information on the School Market Program and The Food Trust

School Markets: A National Demonstration Program

School Markets is an innovative new project where students create, own, and operate fresh fruit and vegetable stands for fellow students, teachers, parents, and administrators in their school. The project improves children's eating habits, teaches them good nutrition, and provides hands-on learning experience in entrepreneurship. School Markets have generated outstanding results in Pennsylvania, where they have operated since 1996, dramatically increasing fresh produce consumption, improving diets, decreasing absenteeism, and engaging children in learning about healthy eating. The project addresses key problems affecting youth today, including over-consumption of junk food, under-consumption of fresh fruits and vegetables, childhood obesity and high rates of adult-onset diabetes. The time is ripe to expand School Markets as a national demonstration program, to provide nutrition education and more fresh fruits and vegetables in schools throughout the country.

The Food Trust

The mission of The Food Trust is to ensure that everyone has access to affordable, nutritious food. We work to improve people's health, and develop more sustainable communities by creating food markets, changing eating habits, enhancing regional farming, and improving government policies.

Several factors make our approach unique. First, we develop sustainable solutions to what have become pervasive problems affecting our lower-income urban and rural communities. Second, we work with the non-profit, public, and private sectors on food distribution and food production issues to empower people in lower income communities to increase their access to affordable, nutritious, fresh, and locally grown food. Third, we seek out and support emerging community leaders to create solutions that reflect the needs, aspirations, and concerns of the community and take advantage of often-untapped community assets. Our goal is to lead the effort to empower people in lower-income communities to create permanent and sustainable solutions that improve their access to food.

To find out more information visit our web site: www.TheFoodTrust.org

Index

Introduction.....4

Choosing what to sell at your market.....6

Finding a vendor.....8

Opening your school market.....10

Operations.....11

Food safety practices.....13

Promoting your business.....14

Closing your market at the end of the school year.....17

Appendix.....18

Introduction

This guide will show you how to create a school-based, small-scale food market that offers fresh and healthy foods. The market can be operated by students ages five through eighteen. Special Education students can also operate the market.

In its simplest form, the school market is a model of a “lemonade stand,” where students sell fresh food to their parents, friends, teachers, and neighbors.

This project is designed so that no matter what your knowledge or experience is; you can start your own market.

Why start a school market?

Students aren’t eating healthy. Three out of four American high school students do not eat the recommended five or more servings of fruits and vegetables each day.

Why is this important? Poor nutrition can lead to poor school performance, and is linked to long-term diseases, including diabetes. Rates of Type II diabetes among youth, formerly an adult-onset disease, have risen dramatically.

School markets offer a unique hands-on learning experience around nutrition and entrepreneurship, by increasing children’s consumption of healthy foods while developing their business skills.

Children who participate in school markets:

- Eat more fruits and vegetables
- Attend school more regularly, and
- Learn how to run a business.

At schools that operate healthy food markets, teachers appreciate the opportunity to teach math skills in the context of operating a for-profit business, and parents are overjoyed that their kids are eating healthy foods in school.

Overall goal

The overall goal of the School Market is to increase the amount of fruits, vegetables, and other healthy foods eaten by students and school staff.

Gaining support for your market

You may need help from other school staff, including administrators and food service employees. Getting them to commit their support early on will be immensely helpful in the long run. Be sure to listen to any of their concerns or requests before opening your market.

To pique the interest of the students, invite a guest speaker to visit your school. Speakers can include family members who own their own businesses, nutrition educators from a nearby clinic, or local farmers. To arrange for a farmer to come to your classroom, you can contact your state Farm Bureau and ask to speak to their community outreach person.

Start-up funds

Initially, you will need money to purchase your product and supplies. While start-up costs vary by school, many teachers find they need approximately \$500 to get started.

Schools have come up with creative ways to raise funds to start the market including:

- Finding a few generous folks who are willing to make a no-interest loan. Currently The Food Trust loans \$500 to schools at the beginning of the school year. The money is then repaid to us once their businesses earn a profit (usually by January)
- Writing a grant proposal to a local foundation or government organization.
- Having a school fundraiser
- Encouraging parents to donate materials
- Asking students, teachers, and administrators to become co-owners of the market by buying “shares” in the business. Those who contribute money are paid back with interest once the market is profitable. Students decide on the number of “authorized shares” -- the largest number of shares that the market owners can issue (for example, 500 hundred shares at \$1 each)

Assess your time

It is important to consider how much time you will be able to commit to the market. School markets can operate as often as you choose. However, most schools currently running school markets operate once a month. A typical market is open for operation for 3 or 4 hours during school hours. Depending on your availability, the market can run during the school day, after-school or at special events such as teacher-parents nights, health fairs or school performances.

Choosing what to sell at your school market

Any healthy food can be sold at a school market. Remember that choosing a product that is simple to prepare and easy to eat will contribute to your success.

While some healthy foods take little preparation, others can be more time consuming, need a large work space and may need to be stored at a “food safe” temperature. For example, cold foods, such as fruit salads, need to be stored at 41 degrees Fahrenheit. In any case, you’ll need to make sure you have the time, work space (with access to running water), and necessary equipment for the students to prepare their product.

Some examples of healthy food products that kids love:

Whole fruit	Whole vegetables
Fruit salads	Vegetable salads
Fruit baskets	Sliced vegetables with dip
Fruit smoothies	Vegetable smoothies
100% fruit juice boxes	Bottled water
Low-fat granola bars	Crackers

In many cases, the same companies that supply chips and cookies to schools offer healthier options such as granola bars and crackers.

Survey your customers

An important factor in choosing your product will be to find out what students and school staff are interested in purchasing. One way to determine what your potential customers want is to have students conduct a survey. Questions in your survey can include: suggested products to choose from, different sizes of the product to choose from, suggested price ranges, hours of operation, and selling locations or delivery method. Students can survey different classrooms in groups of two, or spread out and survey students in the cafeteria during lunch periods. Tallying the results can be a great math learning exercise.

Example: Student Market Survey

1. Do you eat fruits and vegetables?

- Yes No

2. How often do you eat fruits and vegetables?

- Everyday A few times a week Once a week Not at all
 Other _____

3. Would you buy fruits and vegetables if they were sold at your school?

- Yes No Maybe

4. What would you prefer to buy?

- Whole fruits and vegetables, not cut up
 Cut up fruits and vegetables

5. Which fruit or vegetable product would you most like to buy?

- Small fruit cup Large fruit salad Garden salad with dressing
 Cut up vegetables with dip

6. How much would you be willing to pay?

- \$1.00 \$1.50 \$2.00 \$2.50

7. Where would be a good place to sell healthy snacks in school?

- Main entrance Hallway School store Deliver directly to classrooms
 Other _____

8. What hours of the day would be best for you to buy healthy snacks?

- Morning Afternoon After school Other _____

Thank you for your participation!

Price your product

To come up with a fair price for your product, refer to your survey results, and check out what other local businesses are charging for the same or similar product. Be sure the price of the product covers your costs and affords at least a small amount for profit.

One way to determine the price for your product is to find the “break-even point”. The “break-even point” refers to the amount of sales you need to cover all costs, without making a profit. After you calculate the break-even point, you and your students can calculate the selling price and quantity needed to make a certain profit. Schools currently operating school markets typically make of profit of \$500-\$1500 per year.

Finding a vendor

Once deciding on a product, it will be necessary to find a vendor to purchase the product from. It will probably take some research to find the best local suppliers for the market. Remember that the wholesale cost needs to be low enough for the students to sell the product at a price that customers will pay.

If you choose a vendor who will deliver your product to the school, be sure to specify what time you need the product delivered, the exact location where it should be delivered and who the school’s contact person will be.

Many schools ask vendors to pre-slice the fruit and vegetables. This minimizes preparation time and avoids the risk of having students cut the produce themselves.

The Food Trust currently works with a produce vendor who delivers to our schools directly. The pre-sliced fruit and vegetables are delivered in plastic tubs and are delivered early in the morning, usually around 7:30am. We fax in our produce order in advance, and we ensure that a designated contact person is at the door to greet him when he arrives. Students assist with carrying the boxes into the school.

The vendor is paid at the time of delivery. Every school has a different system for storing money earned for the market-- some keep it in a locked file cabinet, others in the principal’s office. The school’s contact person must be responsible for paying Mr. Lee and for keeping track of the profit at the close of each market.

Example: Vendor Invoice

From: John Doe's Produce

1234 Market St.

Anytown, USA

Date:

To: Your School

Telephone: 123-4567

Fax: 123-5678

Attention: Ms. Smith

Item	Cost Each	# of Items	Total
Cantaloupe	Each	Whole/ cut up	
Pineapple	Each	Whole/ cut up	
Honeydew	Each	Whole/ cut up	
Watermelon	Each	Whole/ cut up	
Mangoes	Each	Whole/ cut up	
Strawberries	Per pint	Pints	
Seedless grapes	Per lb	Lbs	
Bananas	Per lb	Lbs (pcs)	
Oranges	Each	Whole	
Kiwi	Each	Whole/ sliced	
Grand Total			

Thanks for Your Order!

Buying supplies

Before you open your market you will need supplies along with storage space and preparation space. No matter what your product, you will need a secure cash box or register, cleaning supplies, hairnets and plastic gloves, aprons, garbage bags and table space. Kitchen supply stores will offer everything you need, and may be able to deliver the items to your school. Many of these items can also be found at the grocery store.

Example: School Supply List

Aprons (cloth or plastic)	Cash box/ register
Hairnets	Register paper/ notebook to record sales
Plastic gloves	Folding table
Storage containers	Prep tablecloth
Garbage bags	Selling tablecloth
Napkins	Dishwashing detergent
Paper towels	Scale
Thermometer	Sponges
Plastic forks	Dishrags
Plastic spoons	Cleaner
Plastic containers	Colanders
Bowls	Cutting board

Opening your school market

School markets, ideally, are student-run businesses. However, depending on the age group or abilities, they will require more supervision from an adult. For any age group, assisting students to create a step-by-step plan will contribute to their success. This will include naming and finding a location for their market, along with general operations.

Naming your market

A good name gives a business a great competitive edge. Most business names are carefully thought out and take into consideration such things as the product being sold, the customer base, and the business location. Your business name can describe the business's concept or represent its market place. An effective name is often catchy, using alliteration or rhyming to better stick in the minds of customers.

Lesson: Naming Your School Market

1. Begin with a brief introduction regarding the importance of a business name, highlighting the thought process that goes into creating an effective business name.
2. Divide the class into groups of four or five. Provide the name of an existing business for the group to analyze.
3. Each group is to work together in analyzing why that business name is effective.
4. Once all groups are finished, a spokesperson from each group will report their group's findings.
5. Students should remain in their small groups and now brainstorm names for their own business. Each group will come up with one name and complete a worksheet analyzing it.
6. The spokesperson from each group will tell the class their choice and why they feel it was an effective business name.
7. Bring the class together and vote on a final business name.

Finding a market location

Choosing the location of the market often takes flexible and creative thinking. Some schools have opted for a “delivery service” approach when finding a location proves challenging. Students take pre-orders from classmates, teachers and administrators, and then hand-deliver the product to their customers. Money is collected ahead of time as the orders are recorded.

If you do choose to place the market in a set location, there are three important questions that should be answered when considering a business location:

- 1) Are there enough customers passing the location?
- 2) Is the location appealing to customers?
- 3) Is the location convenient?

Operations

Operating the market can be done in a variety of ways. Most schools currently have between thirty and fifty students operating their markets. However, not every student works at the market every time. When working with a large group of students, ten kids may operate the market on a given day.

Students may have to miss class time to set up, operate, and/or clean up after the market. It is up to their teacher(s) to decide if they can leave class to participate. Some teachers count the time at the market as service learning hours, have students work through lunch, or use the market as a reward.

Staffing the market

Teams are an integral part of running the market. Some schools currently running school markets have “prep” teams and selling teams. Generally, the prep team consists of six students and the selling team consists of two or three students, rotating through roles within the team. Teams should include alternates in case someone is absent.

With adult support, students can participate in deciding how purchasing and production will take place, and who is responsible. This includes deciding who will accept and keep track of money coming in. Students can also assist in creating forms to document the opening and closing inventory, how much product was sold, cost of goods sold, and profits gained (see Appendix for an example of an inventory form).

Having team meetings and staff meetings will give everyone the opportunity to be heard. Direct participation will keep students motivated and involved. Making a profit is exciting, but it is important to encourage students to remember the ultimate goal of the market is to improve the health of their fellow students and teachers.

Some ideas for school market teams:

Peer education team: Educating students about nutrition is a key job at the market. This team is responsible for researching, developing, and creating nutrition education brochures, handouts, and displays to be passed out at the market. They are also responsible for delivering these materials to the selling team.

Prep team: The prep team is responsible for receiving the delivery of the product, assembly of the product, quality control, and any clean up after assembly is completed. They are also responsible for storage of the product before the market opens and during market hours (product may need to be arranged on trays of ice while the market is open). The prep team will take inventory of the product before the market opens.

Selling team: The selling team records the amount of money available in the register/ cash box before the market opens, puts up any displays, decorates the table or cart, greets customers, hands out nutrition education materials, rings up sales, hands out any needed utensils and napkins and thanks all customers who come to the market.

Example: Prep Team Instructions

Steps for the prep work:

1. Fruit is delivered
2. Everyone puts on **aprons, gloves, hair coverings**
3. Sanitize all spaces and utensils
4. Put plastic drop cloths on tables
5. Arrange fruit, by price (cheapest first), in plastic buckets
6. One person sets out the containers and cups at the beginning of the assembly line
7. At end of assembly line, close and wipe off any “sticky” containers or cups
8. Fruit salads and cups should be placed in container filled with ice
9. Fruit salads and cups are delivered to classrooms or stored in refrigerator
10. Students who are not delivering begin clean up
 - a. Wash and dry all supplies and utensils
 - b. All supplies packed back in boxes and bins and packed neatly at the steps
11. Put together supplies for delivery
 - a. Nutrition education flyers, recipe cards, or other materials you will need
 - b. Plastic bags, forks, napkins
 - c. Aprons
 - d. Order sheets for pre-orders
12. After the market closes, market reconciliation is completed; money receipts are then taken to the contact person

Food safety practices

Fruits and vegetables can be a cause of food-borne illness. All persons preparing and marketing fresh produce should use strict personal hygiene habits. Display areas should be clean. If students are cutting produce, the cutting surface and utensils need to be sanitized, and students must be wearing **hairnets, gloves and aprons**.

Example: Food Safety Top Five List

1. Wash fresh fruits and vegetables well

Fresh fruits and vegetables are grown outside; they may come in contact with a wide range of bacteria. Most of these bacteria are harmless. It is good to wash them well under running water before you eat them.

2. When in doubt, throw it out

Never taste a food that you may think is spoiled. Don't eat any food that doesn't look, or smell "right".

3. Don't double C – Cross Contaminate

Keep everything that touches food clean. This means dishes, countertops, utensils, cutting boards, and dishcloths. Wash with warm, soapy water.

1. Always wash your hands well with soap and warm water, both before and after handling food.

Wash hands often, for at least 20 seconds with warm, soapy water before handling food and always after using the bathroom.

5. Keep cold foods cold

Cold fruit or vegetable salads and other foods that require refrigeration should be kept below 40 degrees Fahrenheit. If they are allowed to warm up the bacteria starts to grow.

Promoting Your Business

Promotion of the market can include advertising, giveaways, displays, and doing school presentations. One way students can advertise the market is to create and post flyers throughout the school. Flyers should be simple, easy to read, big enough to see, and colorful. If your school has many students who speak English as a second language, you can also include some flyers in another language.

Brainstorm with your students different ways you can promote your market. Keep in mind: Whom are you selling to? What would they be attracted to? What have other businesses or school clubs done that has been successful?

Offering free giveaways with a nutrition education message on them can also attract customers to your market. You can find sources of free or low cost food and nutrition materials through the United States Department of Agriculture website <http://www.nal.usda.gov/fnic/pubs/bibs/gen/freelow.html>

Nutrition education and promotion

An important part of your market will be to promote the nutritional benefits of the products you are selling. Students can utilize nutrition and health as marketing tools and learn how to change their own diets, creating long-term improvements in their health.

Consuming fruits and vegetables has been positively linked to decreasing the risk of chronic diseases such as cancer, heart disease, and obesity. Fruits and vegetables are packed with vitamins, minerals, fiber, and water. However, most American children get far less than the recommended amount. Your market will help students in your school consume more fruits and vegetables.

Before the market opens students can research and create nutritional fact cards, brochures, and healthy recipe cards to give to customers. There are many examples of brochures and free recipe cards available online. One resource is the National Heart, Blood and Lung Institute website <http://hin.nhlbi.nih.gov/cholmonth/Recipes.htm> (see Appendix for more resources).

Program evaluations conducted by The Food Trust have shown that by operating a healthy market in your school, you can increase students' fruit and vegetable intake, knowledge of dietary guidelines, and interest in learning about nutritious food and health.

Example: School Market Promotional Handout

Facts on 5

PSSSSST! Want to be in on some hot news?? The word is that there are lots of reasons to eat more fruits and vegetables. You may already know that fruits and vegetables:

- Are low in calories and fat
- Are high in vitamins, minerals, and fiber
- Taste great

And, did you know that:

- Fruits and vegetables are the original fast and easy food?

Getting 5 or more servings of fruits and vegetables a day is important to help you maintain your health. It's as simple as counting to five.

Source: National Cancer Institute. *Time to Take 5! Eat 5 Fruits and Vegetables a Day.*
<http://www.5aday.gov>

Table or food cart set-up

Having a clean and attractive table or food cart to sell your fresh food products will help attract customers to your market and increase sales. Students should pay careful attention to how they display their product, to ensure it looks attractive, clean, and colorful.

Some suggestions for setting up your table or stand include:

- Use bright colors. For example, use a brightly colored tablecloth, or create colorful signs or banners that can be placed at or near your table or stand.
- Clearly label and price your product.
- Keep it neat and clean. Customers feel strongly about cleanliness when buying any food product.
- “Build up” your display. This can easily be done with a covered cardboard box on the top of a table. Showcase particular foods or items there that you would like to bring attention to. Having things at different heights looks good and is an easy way to use empty space on your table or stand.

While the market is in operation, students should keep an eye on the display. Instruct them to walk around the table and view the product as the customer does. They can then restock or rotate product as needed, and remove damaged products promptly.

Customer service

You can explain to your students what they probably already know-- studies have shown that customer satisfaction is highly effective for word-of-mouth promotion. This is why great customer service is so crucial for attracting customers and the profitability of your school market.

Students can role-play in the classroom to practice different scenarios with customers. They can also discuss positive and negative customer experiences they have had while shopping with their families and offer suggestions on how to make their market a place that is welcoming and fun.

Example: Top Ten Customer Service Rules

1. Appear friendly - even if you are having a bad day.
2. Go the extra mile – ask if they would like a bag, utensils, or napkins with the purchase.
3. Give the customer your full attention. Do not talk to a coworker while you are waiting on someone.
4. Make eye contact. Look your customer in the eye and be sincere.
5. Always be polite, even if the customer is not polite to you.
6. Be fair and competitive in your prices.
7. Provide quality products.
8. Be honest and know your product well.
9. Thank the customer for the purchase.
10. Remember: The customer is always right!

Closing the market at the end of the school year

At the end of the school year or whenever you decide to close your market, evaluate the success of the school market with all participating students. How much product was sold? The knowledge that hundreds of pounds of fresh fruits and vegetables were consumed by fellow students and school staff is something to be proud of—especially if your fresh and healthy product would not be available otherwise.

Students may decide to publicize the success of their market to the rest of the school, along with a final nutrition education message. Students can publicize the impact of their market at school assemblies, on flyers, in the school newspaper, and at parent events.

If any profit was made, let the students decide how they would like to spend the money. Students can decide to go on a field trip, host a party or health fair for the school, buy fruit salads or other healthy snacks for the rest of the school, or donate the money to charity.

Appendix

Lesson: Market Reconciliation & Establishing Unit Price

Key Concepts and Terms

Product
Beginning Inventory
Waste
Ending Inventory
Unit Price
Disbursements
Profit
Bank
Total Bills and Coins
Daily Receipts
Cost per Unit

Goals

The goals of this lesson are to introduce and familiarize the students with the process of keeping their business's financial records and have the students go through the necessary steps to determine a profitable unit price for their products.

Objectives

The students will:

1. Be able to complete a market reconciliation form.
2. Be able to determine a profitable unit price for their products.

Materials Needed

Key terms definition sheet
Blank Market Reconciliation Forms (two for each student)
Master Market Reconciliation Form (for teacher)
Overheads of Market Reconciliation Form

Lesson Outline

Activity #1

Materials needed:

Key terms definition sheet

Blank Market Reconciliation Forms (for students)

Master Market Reconciliation Form (for teacher)

What to do:

1. Review background information with students.
2. Hand out a blank market reconciliation form to each student and copy of the key terms definition sheet. Have students locate the various key terms on the market reconciliation forms and then read the definitions aloud.
3. Using your master market reconciliation form, enter in numerical values for Beginning Inventory, Units Sold, Waste, Unit price, Disbursements, Total Bills and Coins, and Bank on the blank overhead market reconciliation form. Have the students follow along with their own copy, writing in these numbers. With this information, the students will be able to determine Ending Inventory, Expected Daily Cash, Profit, and Cost per Unit.

Activity #2

Materials needed:

Blank Market Reconciliation Forms

What to do:

1. Break the students into groups. Hand out one packet of market reconciliation forms to each group. Explain to the class that this exercise is intended to help the business determine a price for their products.
2. Begin by having the students suggest prices for their product. Write these prices on the chalkboard. Assign each group one of these prices to use in completing their market reconciliation form. Each group will have the same information (example: same beginning inventory, disbursements, etc.) except for their unit price.
3. Once the groups are finished, have them report to the rest of the class their findings. Which groups have the most profitable unit price? What price is most realistic for their clientele?

Key Terms

Product - The items (often called "units") that you are selling.

Beginning Inventory - The amount of product that you begin the day with.

Waste - Product that is in the beginning inventory but cannot be sold because it is in some way damaged.

Ending Inventory - The amount of product you have remaining at the end of the selling day.

Unit Price - The amount of money you charge for your product.

Bank - Is the money that is in your register at the beginning of the day, before you start selling. This money is used as change for the customers and does not reflect money you earned from selling product.

Total Bills and Coins - Refers to the total amount of money that is in the cash register at the end of the day.

Daily Receipts - Is the total amount of money that came from product sales at the end of the day.

Disbursements - Costs for the various things you need in order to make/sell your product (food, containers, cups, napkins, forks, gloves, hairnets, etc.).

Profit - Money earned after disbursements.

Cost per Unit - What it costs to make one unit of your product.

Date _____

Stand Manager _____

Inventory and Cash Reconciliation

PRODUCT	A1 BEGINNING INVENTORY	A2 UNITS SOLD (-)	A3 WASTE (-)	A4 ACTUAL ENDING INVENTORY	A5 UNIT PRIC E	A6 EXPECTED DAILY CASH (A2 X A5)	A7 ACTUAL DAILY CASH

Disbursements

Items: _____ \$ Amount _____

_____ \$ Amount _____

_____ \$ Amount _____

_____ \$ Amount _____

Total Costs: _____ \$ Amount _____

Total Disbursements: _____ \$ Amount _____

Market Reconciliation Continued
Date_____

Cash Reconciliation

Bills:

\$20	# of \$20_____	Total \$ Amount_____
\$10	# of \$10_____	Total \$ Amount_____
\$5	# of \$5_____	Total \$ Amount_____
\$1	# of \$1_____	Total \$ Amount_____

Coins:

Quarters	# of .25_____	Total Amount_____
Dimes	# of .10_____	Total Amount_____
Nickels	# of .05_____	Total Amount_____
Cents	# of .01_____	Total Amount_____

CHECKS # _____ Total Amount_____

Total Bills and Coins: _____

Minus Bank: _____

Daily Receipts: _____

Profit/ Loss Statement

Daily Receipts	_____
Minus Disbursements	_____
Profit/Loss	_____

Market Reconciliation Continued
Date _____

Cost of Sales Analysis

\$ Cost of Sale

Total Food Costs _____

Divided by Beginning Inventory _____

Equals \$ Cost Per Unit _____

% Cost of Sale

\$ Cost per Unit _____

Divided by Unit Price _____

Equals % Cost of Sale _____

Online Resources

1. National Cancer Institute

The national 5 A Day for Better Health Program gives Americans a simple, positive message—eat 5 or more servings of fruits and vegetables every day for better health. The program is jointly sponsored by the National Cancer Institute (NCI) and the Produce for Better Health Foundation (PBH), a nonprofit consumer education foundation representing the fruit and vegetable industry. The National Cancer Institute funds behavior change and communications research to determine strategies that are effective to increase fruit and vegetable consumption

www.5aday.gov

2. United States Department of Agriculture Food and Nutrition Service

"The Power of Choice" is a Leader's Guide for after-school activities designed to guide young adolescents toward a healthier lifestyle. Using an approach that encourages fun, preteens get involved in activities that let them explore the common link among healthy eating, food safety, and fitness. In all, the Leader's Guide has 10 interactive, sequenced sessions and four posters (an educational Nutrition Facts label, a version of the Food Guide Pyramid, Fight Bac, and a Move-It Pyramid). It also contains easy snack recipes, a recipe booklet, a parent letter, and 170 Nutrition Facts cards.

http://www.fns.usda.gov/tn/Resources/power_of_choice.html

3. Promoting Healthy Activities Together (P.H.A.T.)

Using a community-based approach, the P.H.A.T. campaign embraces music, dance, emceeing, and other elements of hip-hop culture (in community centers, schools, after school programs and other organized settings) to deliver important messages about healthy eating and physical activity. CANFit provides nutrition and physical activity training and resources for youth service providers and has developed ethnic specific campaigns.

<http://www.canfit.org/phat/>