



WASHINGTON  
**SMARTER**  
LUNCHROOMS  
TOOLKIT

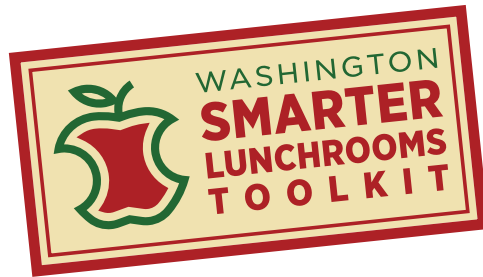
MAKING THE  
HEALTHY  
CHOICE THE  
EASY CHOICE



Food \$ense

WASHINGTON STATE UNIVERSITY  
EXTENSION

This publication was created by the Office of Superintendent of Public Instruction Child Nutrition Services as a part of a U.S. Department of Agriculture Team Nutrition Grant



This Project has been funded at least in part with Federal funds from the U.S. Department of Agriculture. The contents of this publication do not necessarily reflect the views of the U.S. Department of Agriculture, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.

Smarter Lunchrooms is a program of the Cornell Center for Behavioral Economics in Child Nutrition.

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# INTRODUCTION

## Welcome to the Smarter Lunchrooms Movement!



A Smarter Lunchroom nudges students to make healthier choices when provided with the full spectrum of choice. These “nudges” are research-based concepts identified by the Cornell BEN Center.<sup>1</sup>

With a Smarter Lunchroom, your lunchroom team can have a positive impact on your students’ eating habits. This toolkit contains materials and resources that will help make the creation of your Smarter Lunchroom more manageable. Follow the steps below to get started!



1

### TRAIN YOURSELF AND YOUR STAFF

Before you and your team dive into a Smarter Lunchrooms Design, take some time to learn more about the Smarter Lunchrooms concepts you can utilize in your lunchroom. There are a number of Smarter Lunchrooms training resources available to you in this toolkit and online, including:

- Free Materials and Resource Guide, “Learn About Smarter Lunchrooms,” page 38
- Free Materials and Resource Guide, “Staff Training,” page 40
- 5-Minute Smarter Lunchrooms Training, pages 16–19




2

### PRE-ASSESS YOUR LUNCHROOM

Begin your lunchroom pre-assessment by completing the Self-Assessment Scorecards. These scorecards outline Smarter Lunchrooms criteria and are broken down by category and difficulty level. Use your overall score as a pre-assessment measure of your lunchroom environment. Keep in mind that no one scores 100 on this assessment—this is just a tool to compare where you started to what you have accomplished by the end of the school year. Pace yourself. You don’t have to complete all of the scorecards at once. You can pick one category to focus on at a time.

If you want to take your pre-assessment a few steps further, you can also collect school meal program sales data, average daily participation rates, and plate waste data to assess your lunchroom. The following tools will help with lunchroom assessment:

- Self-Assessment Scorecards, pages 6–15
  - Free Materials and Resources Guide, “Student Involvement,” page 39
- 



3

## MAKE A PLAN

Review your scorecards to determine the areas in which you are excelling and those that need improvement. Have a discussion with your team to decide which areas you want to work on and a timeline for making changes. Focusing on 2-3 changes per semester is usually manageable. You don't have to accomplish items in all levels on each scorecard. It is best to work your way up the ladder. Focusing your attention on lower level items is a great way to start.

To help motivate your team, post your Smarter Lunchrooms goals where everyone will see them on a daily basis.

4

## GET THE SCHOOL-WIDE TEAM INVOLVED

Getting other school members involved with the school's Smarter Lunchroom can help enhance the effectiveness of your efforts. Share your Smarter Lunchrooms goals with others in your school.

- See the Free Materials and Resources Guide, "OSPI Child Nutrition Program Resources," page 40

5

## IMPLEMENT SMARTER LUNCHROOMS

Start making changes to your lunchroom environment. For the best results, make changes to the lunchroom design at the beginning of the school year or during school breaks. Don't make too many changes at once. Make a few changes at a time and allow students time to adjust before making additional changes. The following tools will help you in your creation of a Smarter Lunchroom:

- Washington-Grown Recipes, pages 20–26
- Cafeteria Promotional Materials, pages 27–37
- Free Materials and Resources Guide, pages 38–40

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## REASSESS YOUR LUNCHROOM

Assess your lunchroom after you have implemented some Smarter Lunchroom Design elements. Complete the Self-Assessment Scorecard again, along with any other pre-assessment measures you collected. Reassess your lunchroom each year to monitor your progress. Share your success with your school, parents, and community.



# SELF-ASSESSMENT SCORECARDS

## LEVEL 3: TREE TOP ACHIEVER

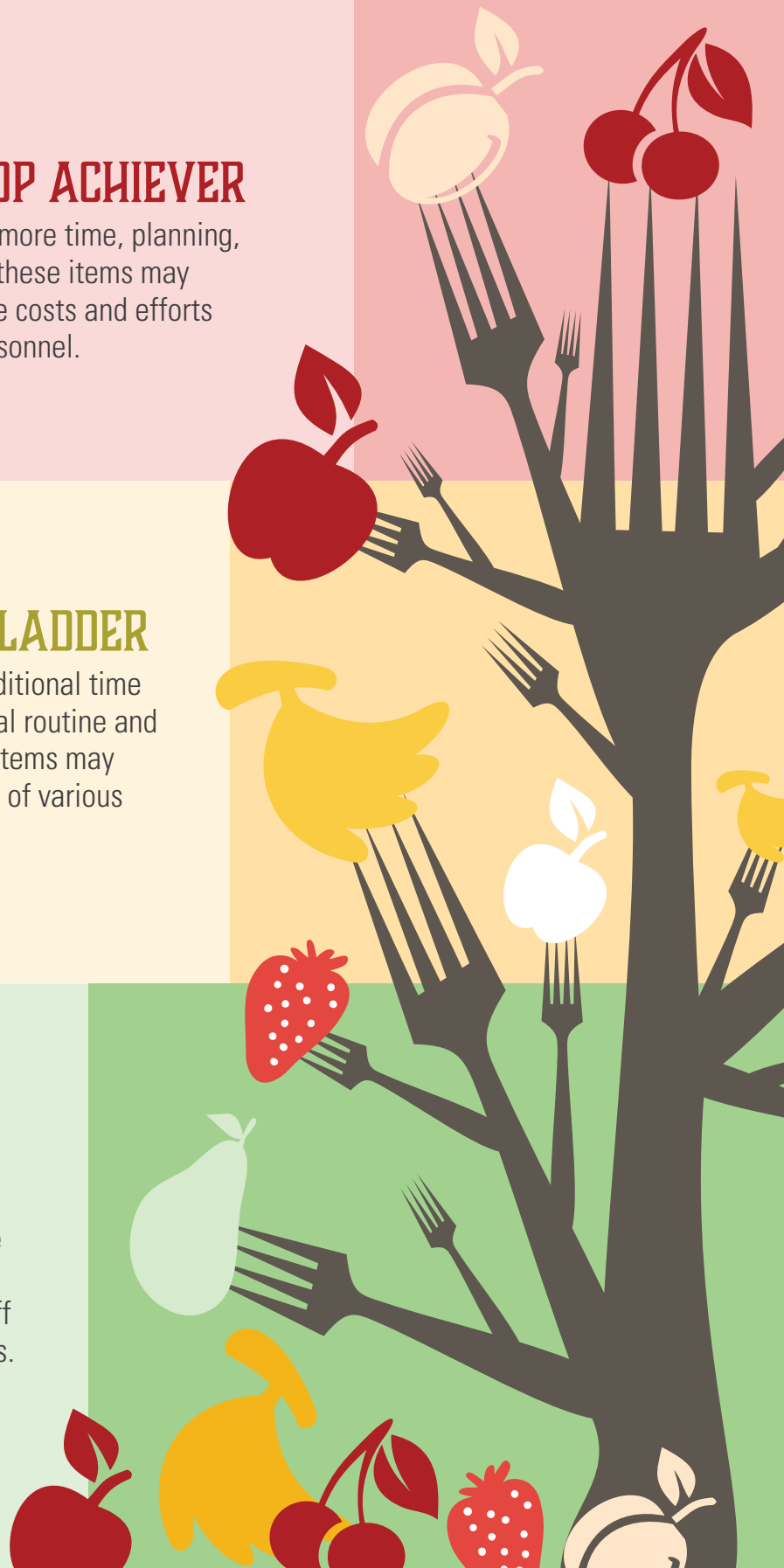
These items require a little more time, planning, and staff training. Some of these items may require minimal to moderate costs and efforts from a variety of school personnel.

## LEVEL 2: CLIMB THE LADDER

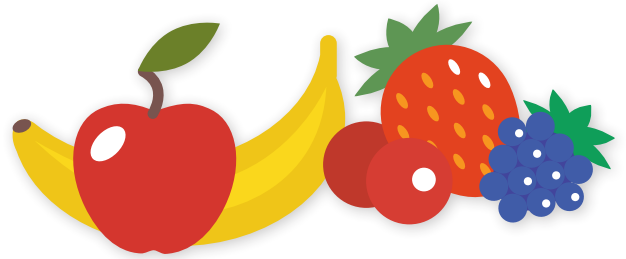
Items at this level may require additional time and planning outside of your normal routine and require minimal to no cost. These items may require the efforts and/or approval of various school personnel.

## LEVEL 1: EASY PICKING

Items at this level require little time to initiate, yet have a powerful impact. These items only take the efforts of 1-2 people and have minimal to no cost. Minimal staff training is required to maintain these items.



# SELF ASSESSMENT SCORECARD FOCUSING ON FRUIT



## Instructions

Read each of the statements below. Visualize your cafeteria, your service areas and your school building. Indicate whether the statement is true for your school by checking the box to the left. If you believe that your school does not reflect the statement 100% do not check the box on the left. After you have completed the checklist, tally all boxes with check marks and write this number in the designated area on the last page of this section. This number represents your school's baseline score. The boxes which are not checked are areas of opportunity for you to consider implementing in the future. We recommend completing this checklist annually to measure your improvements.

### LEVEL 1

- At least two types of fruit are available daily
- Fruit options are not browning, bruised or otherwise damaged
- Fruit is available at all points of sale (deli-line, snack windows, a la carte lines etc.)
- Daily fruit options are available in at least two different locations on each service line
- At least one daily fruit option is available near all registers (If there are concerns regarding edible peel, fruit can be bagged or wrapped)

### LEVEL 2

- Daily fruit options are given creative, age-appropriate names
- Whole fruit options are displayed in attractive bowls or baskets (instead of chafing/hotel pans)
- Daily fruit options are easily seen by students of average height for your school
- Sliced or cut fruit is available daily

### LEVEL 3

- Daily fruit options are bundled into all grab and go meals available to students
- Daily fruit options are written legibly on menu boards in all service and dining areas
- A mixed variety of whole fruits are displayed together

\*This Scorecard is adapted with permission from the Smarter Lunchroom Scorecard.<sup>2</sup> Smarter Lunchrooms is a program of the Cornell Center for Behavioral Economics in Child Nutrition.



## SELF ASSESSMENT SCORECARD

# PROMOTING VEGETABLES & SALAD

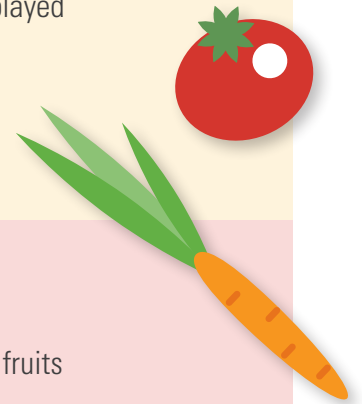


### LEVEL 1

- At least two types of vegetables are available daily
- Vegetables are not wilted, browning, or otherwise damaged
- At least one vegetables option is available in all foodservice areas

### LEVEL 2

- Daily vegetable options are available in at least two different locations on each service line
- Daily vegetable items are easily seen by students of average height for your school
- Available vegetable options have been given creative or descriptive names
- All vegetable names are printed/written on name-cards or product IDs and displayed next to each vegetable option daily
- Individual salads or a salad bar is available to all students
- The salad bar is highly visible and located in a high traffic area



### LEVEL 3

- Self-serve salad bar utensils are at the appropriate portion size or larger for all fruits and vegetable offered
- A daily vegetable option is bundled into grab and go meals available to students
- All vegetable names are written and legible on menu boards
- A default vegetable choice is established by pre-plating a vegetable on some of the trays
- All vegetable names are included on the published monthly school lunch menu
- Self-serve salad bar utensils are smaller for croutons, dressing and other non-produce items



## SELF ASSESSMENT SCORECARD

# MOVING MORE WHITE MILK



### LEVEL 1

- All beverage coolers have white milk available
- White milk is placed in front of other beverages in all coolers
- White milk crates are placed so that they are the first beverage option seen in all designated milk coolers
- White milk represents at least 1/3 of all visible milk in the lunchroom

### LEVEL 2

- White milk is available at all points of sale (deli-line, snack windows, a la carte lines, etc.)
- White milk is easily seen by students of average height for your school.
- White milk is replenished so all displays appear “full” continually throughout meal service and after each lunch period

### LEVEL 3

- White milk is bundled into all grab and go meals available to students as the default beverage
- White milk is promoted on menu boards legibly

### TIP

It is important to remember that making a few changes at a time can make creating a Smarter Lunchroom more manageable. Picking two to three checklist items to work on per semester is manageable. Start by implementing items at Level 1 and 2 and work your way up to implementing Level 3 items.

## SELF ASSESSMENT SCORECARD

# ENTRÉE OF THE DAY



### LEVEL 1

- A daily entrée option has been identified to promote as a “targeted entrée” in each service area and for each designated line (deli-line, snack windows, a la carte etc.)

### LEVEL 2

- Daily targeted entrée is easily seen by students of average height for your school
- Daily targeted entrées have been provided creative descriptive names
- All targeted entrée names are printed /written on name-cards or product IDs and displayed next to each respective entrée daily
- All target entrees are replenished so as to appear “full” throughout meal service

### LEVEL 3

- Daily targeted entrée options are highlighted on posters or signs
- All targeted entrée names are written and legible on menu boards
- All targeted entrée names are included on the published monthly school lunch menu

## SELF ASSESSMENT SCORECARD

# INCREASING SALES OF REIMBURSABLE MEALS



## LEVEL 2

- A reimbursable meal can be created in any service area available to students (salad bars, snack windows, speed lines, speed windows, dedicated service lines etc.)
- The cafeteria accepts cash as a form of payment
- Grab and go reimbursable meals are easily seen by students of average height for your school
- A reimbursable meal has been bundled into a grab and go meal available to students

## LEVEL 3

- Reimbursable “Combo Meal” pairings are available and promoted daily
- Grab and go reimbursable meals are available at a convenience line/ speed window
- The convenience line offers only reimbursable grab and go meals with low-fat non-flavored milk, fruit and/or vegetable
- The school offers universal free lunch
- A reimbursable combo meal pairing is available daily using alternative entrees (salad bar, fruit & yogurt parfait, etc.)
- Reimbursable “Combo Meal” pairings have been provided creative or descriptive age-appropriate names (i.e. The Hungry Kid Meal, The Athlete’s Meal, Bobcat Meal etc.)
- Reimbursable “Combo Meal” pairing names are written/printed on name-cards, labels, or product IDs and displayed next to each respective meal daily
- All reimbursable “Combo Meal” names are written and legible on menu boards
- All reimbursable “Combo Meal” names are included on the published monthly school lunch menu
- Reimbursable “Combo Meal” pairings are promoted on signs or posters
- The named reimbursable “Combo Meal” is promoted during the school’s morning announcements
- Students have the option to preorder their lunch in the morning or earlier

## SELF ASSESSMENT SCORECARD

# CREATING SCHOOL SYNERGIES

## SIGNAGE, PRIMING & COMMUNICATION

### LEVEL 1

- Posters displaying healthful foods are visible and readable within all service and dining areas
- Signage/posters/floor decals are available to direct students toward all service areas
- All promotional signs and posters are rotated, updated or changed at least quarterly
- A monthly menu is available and provided to all student families, teachers and administrators

### LEVEL 2

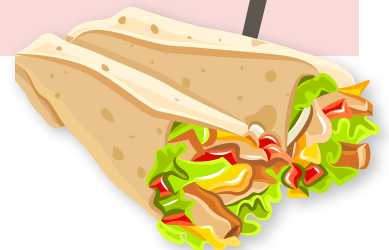
- Signs promoting the lunchroom and featured menu items are placed in other areas of the school such as the main office, library or gymnasium
- All creative and descriptive names are rotated, updated or changed at least quarterly
- A monthly menu is visible and readable within the school building
- Dining space is branded to reflect student body or school (i.e. – school lunchroom is named for school mascot or local hero/ celebrity)

### LEVEL 3

- Menu boards featuring today's meal components are visible and readable within all service and dining areas
- A weekly "Nutritional Report Card" is provided to parents detailing what their student has purchased during the previous week.
- A dedicated space/menu board is visible and readable from 5ft away within the service or dining area where students can see tomorrow's menu items.



**BIG BAD  
BEAN  
BURRITO**





## SELF ASSESSMENT SCORECARD

# CREATING SCHOOL SYNERGIES

## STUDENT INVOLVEMENT



### LEVEL 2

- Student surveys are used to inform menu development, dining space décor and promotional ideas
- Students, teachers and/or administrators announce daily meal deals or targeted items in daily announcements

### LEVEL 3

- Student groups are involved in the development of creative and descriptive names for menu items
- Student groups are involved in creation of artwork promoting menu items
- Student groups are involved in modeling healthful eating behaviors to others (i.e. mentors, high school students eating in the middle school lunchroom occasionally, etc.)

## RECOGNITION & SUPPORT OF SCHOOL FOOD

### LEVEL 3

- The school participates in other food program promotions such as: Farm to School, Chefs Move to Schools, Fuel Up to Play 60, Share our Strength, etc.)
- A local celebrity (mayor, sports hero, media personality) is invited to share lunch with students 3 to 4 times a year
- The school has applied or been selected for the HealthierUS School Challenge

## SELF ASSESSMENT SCORECARD

# CREATING SCHOOL SYNERGIES

## A LA CARTE

### LEVEL 2

- Students must ask to purchase a la carte items from staff members
- Students must use cash to purchase a la carte items which are not reimbursable

### LEVEL 3

- Half portions are available for at least two dessert options

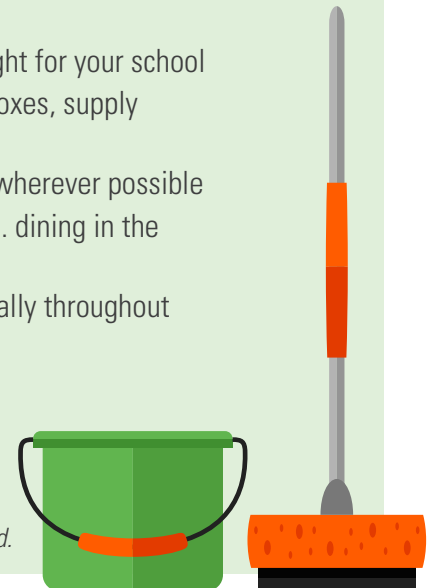


## LUNCHROOM ATMOSPHERE

### LEVEL 1

- Cleaning supplies and utensils are returned to a cleaning closet or are not visible during service and dining
- Compost/recycling/tray return and garbage cans are at least 5ft away from dining students
- Dining and service areas are clear of any non-functional equipment or tables during service
- Obstacles and barriers to enter service and dining areas have been removed (i.e. garbage cans, mop buckets, cones, lost & found, etc.)
- Trays and cutlery are within arm's reach to the students of average height for your school
- Clutter is removed from service and dining areas promptly (i.e. empty boxes, supply shipments, empty crates, pans, lost & found, etc.)
- Lunchroom equipment is decorated with decals/magnets/signage etc. wherever possible
- Staff is encouraged to model healthful eating behaviors to students (i.e. dining in the lunchroom with students, encouraging students to try new foods, etc.)
- Staff smiles and greets students upon entering the service line continually throughout meal service
- Students who do not have a full reimbursable meal are politely prompted to select and consume a fruit or vegetable option by staff
- Sneez guards in all service areas are clean

*contd.*



SELF ASSESSMENT SCORECARD

# CREATING SCHOOL SYNERGIES

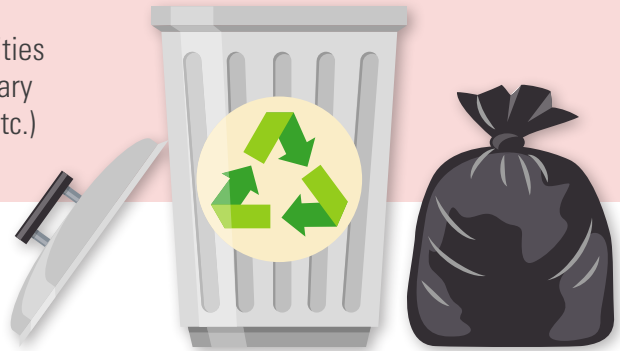
## LUNCHROOM ATMOSPHERE, CONT.

### LEVEL 2

- Trash on floors, in, or near garbage cans is removed between each lunch period
- Compost/recycling/tray return and garbage cans are tidied between lunch periods
- All lights in the dining and service areas are currently functional and on
- Students artwork is displayed in the service and/or dining areas
- Teachers and administrators dine in the lunchroom with students
- Cafeteria monitors have good rapport with students and lunchroom staff

### LEVEL 3

- The dining space is used for other learning activities beyond meal service (i.e. home economics, culinary nutrition education activities, school activities, etc.)



**TOTAL CHECKED:** \_\_\_\_\_

### Scoring Brackets

- 70-100** Smarter Lunchrooms *Gold*
- 50-70** Smarter Lunchrooms *Silver*
- 30-50** Smarter Lunchrooms *Bronze*



# 5 MINUTE SMARTER LUNCHROOMS TRAINING

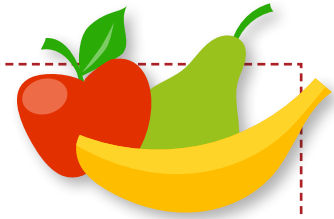
These trainings are quick and easy and will help your staff understand the basics of Smarter Lunchrooms. Getting your staff invested in your lunchroom design is crucial to your team's success with Smarter Lunchrooms. These trainings are designed to encourage staff participation in the planning process. Each training topic takes about 5 minutes, so are easy to add to your regular staff meetings.

## TIP

To get your staff even more involved in the lunchroom design, give them time to complete a section of the Self-Assessment Scorecard. Have your staff evaluate what they were unable to check-off and allow them to choose an item (or multiple items) to work on to improve the lunchroom.







## INTRO TO CHOICE ARCHITECTURE

**DIRECTIONS:** Ask your staff which menu items they think are least frequently selected or most often thrown away by students. Some of the items they might list are fruits, vegetables, milk, and the healthier entrée choices.

Explain how the way they interact with the students can both increase selection and reduce waste of various items. Ask your staff to guess which of the following statements would more likely result in a student selecting and consuming a healthy option:

AVOID SAYING		BETTER PHRASING
You have to take a fruit or a vegetable. It's required.	OR	Would you like an apple or an orange to complete your meal?
What would you like to eat?	OR	Would you like to try the bean burrito today? It's delicious!

Framing the healthy choices in a positive way and giving the students ownership of the healthy choice increases the likelihood they will select and consume the healthier items offered.

**ACTION:** Divide staff into pairs to come up with framing statements. Share ideas.

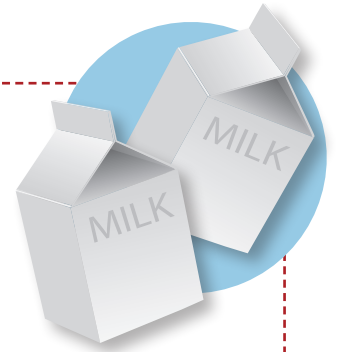
## USING APPROPRIATE SERVING UTENSILS

**DIRECTIONS:** Controlling how much students self-serve at the salad bar and condiment bar is as simple as using the appropriately sized serving utensil. Ask your staff which items they often observe students taking too much or too little of from the salad bar and condiment bar. Are students taking excessive amounts of salad dressing, but not enough vegetables? Below is a list of tips for serving various items:

Leafy Green Vegetables	Students often don't take enough leafy greens to equal a full one-cup serving. Provide larger tongs for leafy vegetables. You can even provide a sign that shows a visual of what one cup of leafy vegetables looks like.
Sliced/Cut Fruits and Vegetables	Provide a one-half cup scoop and put a sign somewhere visible on the salad bar that indicates one scoop equals one full serving.
Salad Dressing and Other Condiments	Locate the condiment bar out of the main flow of traffic through the lunch line. Provide a small (1 oz or smaller) spoon or scoop for each condiment.

**ACTION:** Review or develop a standard for utensils and scoop sizes for all items on the salad bar and condiment bar.





## MOVING THE WHITE MILK

**DIRECTIONS:** Ask your staff which of the following milk offerings they think will most likely result in better student nutrition:

- Only low-fat and skim white milk offered
- Both flavored skim milk and low-fat and skim white milk offered

Take a poll by raise of hands, then reveal the correct response (both flavored and white milk offered). Provide your staff with the following examples to help explain the reasoning for this:

- Milk is such a valuable source of nutrition for children. Less children will drink the milk if only white milk is offered.
- Some children will stop participating in the school meal program altogether due to lack of choices. Meals students bring from home tend to be less nutritionally balanced than school meals.

Some ways we can get students to choose white over flavored milk are by placing the white milk before the flavored milk in line and making the white milk easier to see and reach.

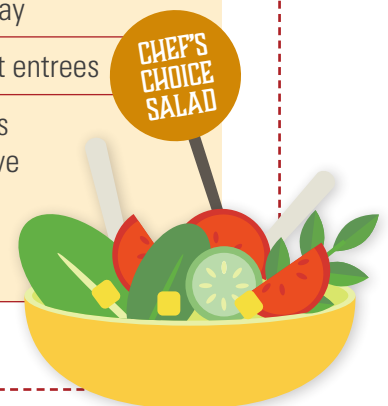
**ACTION:** Visit the milk coolers with your staff. Discuss milk placement and develop a standard.

## PROMOTING THE TARGET ENTRÉE

**DIRECTIONS:** Ask your staff to list entrée items on the menu that don't appear to sell as well as others. Do your staff notice any trends in the types of items that don't sell well? Are the entrées listed typically the healthier choices offered, such as cold sandwiches, salads, and scratch-made items?

Explain to your staff that selling the healthier items can be as simple as proper placement and proper marketing of these items. Give your staff the following options as ways they can increase sales of the healthier entrée offered:

Identify Target Entrée	Identify a "target entrée", or a healthier option, each day
Fun Names	Come up with fun, age-appropriate names for all target entrees
Placement	Always place the target entrée first in line, and the less nutritious items at the end of the line. You can also have a speed line for just the target entrée, so that students don't have to wait in the normal lunch line to get that item.



**ACTION:** Have staff brainstorm names for target entrées.



## ALTERNATIVE REIMBURSABLE MEALS

**DIRECTIONS:** Ask your staff if they can list what a reimbursable breakfast and lunch must contain.

OFFER VERSUS SERVE	SERVE ONLY
Breakfast: 3 items	Breakfast: 4 items
Lunch: 3 components	Lunch: 5 components

There are multiple ways students can create a reimbursable meal. The more ways you market and offer reimbursable meals, the more possible reimbursable meals you will serve and sell. Make sure your staff understand what items and serving sizes meet component requirements for reimbursable meals.

**ACTION:** Brainstorm some ways a student can create a reimbursable meal. Ideas your staff may not have considered:

- Selecting all components/items from the salad bar
- Selecting all components/items from the a la carte

## CREATING A POSITIVE LUNCHROOM ENVIRONMENT

**DIRECTIONS:** Ask your staff to think of their favorite restaurant. What does it look like in the dining area? What is appealing about the food offered? How do the staff interact with the customers? Allow a few people to share their thoughts.

Achieving the same pleasant atmosphere in the lunchroom that students would experience at their favorite restaurant increases student satisfaction and participation. Here are some ways to improve the lunchroom atmosphere:

- Removing cleaning supplies and nonfunctioning equipment from the dining area
- Having more positive interactions with students and lunchroom monitors
- Adding more visual appeal to the lunchroom with colorful signage, murals, student artwork, etc.

**ACTION:** Ask your staff to brainstorm a list of 2-3 things they can do to change the lunchroom environment.



# WASHINGTON-GROWN RECIPES

Washington State is bountiful in agriculture, with a vast variety of crops that thrive in the diverse climates of each region. Teaching students about locally grown foods and serving local foods on school menus feeds students' brains and bodies. This section features recipes tested and approved by students around the state.

- 🍏 Look for the red apples which signify Washington grown or produced items. Talk to local farmers to learn about what's available in your region.

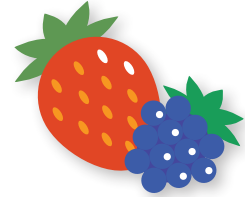






# FUN-DAY SUNDAE

PORTION SIZE : 1 PARFAIT CUP



INGREDIENTS	25 SERVINGS		50 SERVINGS		100 SERVINGS	
	Measure	Weight	Measure	Weight	Measure	Weight
Vanilla non-fat yogurt	3 qt ½ cup		6 qt 1 cup		12 qt 2 cup	
Granola	6 ¼ cup	1 lb 9 oz	12 ½ cup	3 lb 2 oz	25 cup	6 lb 4 oz
🍷 Blueberries, frozen (thawed)	6 ⅓ cup	2 lb 2 oz	12 ⅓ cup	4 lb 4 oz	25 cup	8 lb 7 oz
🍷 Strawberries, sliced, frozen (thawed)	6 ⅓ cup	3 lb 8 oz	12 ⅓ cup	6 lb 15 oz	25 cup	13 lb 12 oz

## PREPARATION

### DIRECTIONS / HACCP:

1. Layer parfait ingredients in each clear disposable 12oz cup in the following order: ¼ cup (2 oz) yogurt, ¼ cup blueberries, ¼ cup (2 oz) yogurt, ¼ cup strawberries.
2. Top each parfait with ¼ cup of granola.
3. Cover and seal each parfait cup with a lid.

CCP: Hold at 40° F or lower for cold service.

TIP

Serve this item for breakfast or lunch as part of a grab-and-go reimbursable meal option. Substitute different types of fruit into this recipe based on what is in season and what you have on hand (consult your Food Buying Guide for appropriate portions of substituted fruit to meet meal pattern requirements).

MEAL PATTERN CONTRIBUTION			
Meat/Meat Alternate	Breads/Grains	Vegetable/Sub Group	Fruits
1 oz eq.	1 oz eq.		½ cup

Adapted from WSU Extension Food Sense recipe<sup>3</sup>



# ZESTY BLACK BEAN AND CORN SALSA

PORTION SIZE : ½ CUP

INGREDIENTS	25 SERVINGS		50 SERVINGS		100 SERVINGS	
	Measure	Weight	Measure	Weight	Measure	Weight
black beans, dry, canned, rinsed	3 ¼ cup		6 ½ cups		13 cups	
corn, frozen (thawed)	1 ½ cup	8 oz	2 ¾ cup	1 lb	5 ½ cup	2 lb
tomatoes, fresh, diced	4 ½ cup	2 lb 7 oz	9 cup	4 lb 12 oz	18 cup	9 lb 7 oz
white onion, diced	2 ⅓ cup	1 lb	4 ⅔ cup	2 lb	9 ⅓ cup	4 lb
red bell pepper, diced	1 ½ cup	8 oz	2 ½ cup	1 lb	5 cup	2 lb
Garlic powder	½ tsp		1 tsp		2 tsp	
cilantro, chopped	½ bunch		1 bunch		2 bunches	
lime juice	8 fl oz		16 fl oz		32 fl oz	
salt	2 tsp		4 tsp		8 tsp	
pepper, black	¼ tsp		½ tsp		1 tsp	

## PREPARATION

### DIRECTIONS / HACCP:

1. Gently fold all ingredients together in a large bowl.
2. Refrigerate at 40° F or lower for at least 1 hour prior to serving.

CCP: Hold at 40° F or lower for cold service.


MEAL PATTERN CONTRIBUTION			
Meat/Meat Alternate	Breads/Grains	Vegetable/Sub Group	Fruits
		Bean and Peas: ⅓ cup Red/Orange: ¼ cup Other: ⅓ cup Total: ½ cup	

Adapted from WSU Extension Food Sense recipe<sup>3</sup>



# BUTTER-NUTTY BITES

PORTION SIZE : ½ CUP

INGREDIENTS	25 SERVINGS		50 SERVINGS		100 SERVINGS	
	Measure	Weight	Measure	Weight	Measure	Weight
 butternut squash, fresh, peeled, 1-inch diced	19 cup	5 lb 14 oz	38 cup	11 lb 12 oz	76 cup	23 lb 7 oz
canola oil	1 cup		2 cup		4 cup	
maple syrup	½ cup		1 cup		2 cup	
onion powder	3 tsp		6 tsp		12 tsp	
salt	1 tsp		2 tsp		4 tsp	
pepper, black	1 tsp		2 tsp		4 tsp	

## PREPARATION

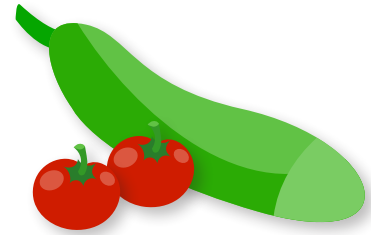
### DIRECTIONS / HACCP:

1. Preheat oven: Convection oven to 375° F. Conventional oven to 400° F.
2. Spray two full-sized steam table pans with oil. Place 2.5 pounds of cut vegetables on each pan.
3. Equally divide the oil and syrup among the pans, and mix to thoroughly coat the vegetables.
4. Sprinkle the onion powder, salt, and pepper equally among the pans, then mix again to evenly distribute.
5. Cover the tops of the pans with wax paper (to steam), and then cover the pans tops of the pans with foil.
6. Place the pans in the preheated oven. Cook until the vegetables are soft but not mushy. Convection oven: 25-35 minutes. Conventional oven 30-40 minutes.
7. Uncover the pans and continue baking until the vegetables start to brown: about 20 minutes.

CCP: Hold hot for service at 135°F or above.

MEAL PATTERN CONTRIBUTION			
Meat/Meat Alternate	Breads/Grains	Vegetable/Sub Group	Fruits
		Red Orange: ½ cup	

Adapted from Indiana Department of Education Office of School and Community Nutrition recipe<sup>4</sup>



# WASHINGTON-GROWN SALAD

PORTION SIZE : ½ CUP

INGREDIENTS	25 SERVINGS		50 SERVINGS		100 SERVINGS	
	Measure	Weight	Measure	Weight	Measure	Weight
🍅 Corn, kernels, frozen, thawed	5 ¼ cup	1 lb 14 oz	10 ⅔ cup	3 lb 13 oz	21 ¼ cup	7 lb 10 oz
🍅 Asparagus, fresh, trimmed, blanched, 1-inch pieces	1 ¼ cup	1 lb 1 oz	2 ½ cup	2 lb 2 oz	5 cup	3 lb 4 oz
🍅 Zucchini, diced	3 ½ cup	1 lb 1 oz	7 cup	2 lb 2 oz	13 ¾ cup	4 lb 3 oz
🍅 Cherry tomatoes, stemmed, fresh	2 ½ cup	13 oz	5 cup	1 lb 11	10 cup	3 lb 5 oz
Italian salad dressing, low-fat	2 ¼ cup		1 quart ½ cup		2 quart ¾ cup	

## PREPARATION

### DIRECTIONS / HACCP:

1. Fold together all ingredients in a large bowl.
2. Cover and refrigerate at least 1 hour and up to overnight

CCP: Hold at 40° F or lower for cold service.

MEAL PATTERN CONTRIBUTION			
Meat/Meat Alternate	Breads/Grains	Vegetable/Sub Group	Fruits
		Other: ½ cup	



# CREAMY HUMMUS COMBO

**PORTION SIZE :** ¼ CUP HUMMUS, ¼ CUP BROCCOLI, ½ CUP CARROTS

INGREDIENTS	25 SERVINGS		50 SERVINGS		100 SERVINGS	
	Measure	Weight	Measure	Weight	Measure	Weight
Garbanzo beans, canned, drained, rinsed	6 ¾ cups		1 No. 10 can plus 3 ½ cups		2 No. 10 can plus 5 cups	
Garlic powder	1 tsp		2 tsp		4 tsp	
Lemon juice	4 fl oz		8 fl oz		16 fl oz	
Vegetable oil	⅓ cup		⅔ cup		1 ⅓ cup	
Water	6 fl. oz		12 fl. oz		24 fl. oz	
Cumin	1 Tbsp 1 tsp		2 Tbsp 2 tsp		¼ cup 1 Tbsp	
Black pepper	½ tsp		1 tsp		2 tsp	
Nut or seed butter (peanut, Tahini, or Sunflower seed)	⅔ cups		1 ¼ cups		2 ½ cups	
Broccoli, small pieces	6 ¼ cup	14 oz	12 ½ cup	1 lb 12 oz	25 cup	3 lb 8 oz
Carrots, baby	12 ½ cup	3 lb 15 oz	25 cup	7 lb 13 oz	50 cup	15 lb 9 oz

## PREPARATION

### DIRECTIONS / HACCP:

1. Combine the following amounts of ingredients in a 72 oz blender at a time: 3 ½ cups can garbanzo beans, ½ tsp garlic powder, 2 fl oz lemon juice, ¼ cup 1 Tbsp 1 tsp vegetable oil, 2 tsp cumin, ¼ tsp black pepper, ⅓ cup nut or seed butter.
2. Blend until smooth.
3. Repeat step 1-2 until all ingredients have been blended into hummus.
4. Scoop ¼ cup hummus per serving into 3 oz cups with lids.
5. Pack each hummus cup in a small clear clamshell container with ¼ cup broccoli and ½ cup carrots.

CCP: Hold at 40° F or lower for cold service.

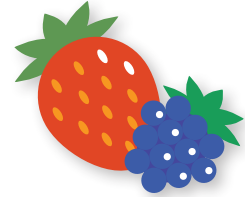
MEAL PATTERN CONTRIBUTION			
Meat/Meat Alternate	Breads/Grains	Vegetable/Sub Group	Fruits
1 oz eq.		Dark Green: ¼ cup Red/Orange: ½ cup	

Adapted from USDA Recipes for Schools "Hummus" recipe<sup>5</sup>



# BERRY SUNSHINE SMOOTHIE

PORTION SIZE : 8 FL OZ



INGREDIENTS	25 SERVINGS		50 SERVINGS		100 SERVINGS	
	Measure	Weight	Measure	Weight	Measure	Weight
Blueberries, frozen, thawed	6 cup	2 lb	12 cup	4 lb	24 cup	8 lb
Strawberries, frozen, thawed	5 ¾ cup	3 lb 3 oz	11 ½ cup	6 lb 6 oz	23 cup	12 lb 12 oz
Orange juice	1 qt 1 cup		2 qt 2 cup		5 qt	
Bananas, fresh, peeled	4 cup	2 lb 4 oz	8 cup	4 lb 8 oz	16 cup	9 lb
Vanilla yogurt, low-fat	1 qt 2 ¼ cup		3 qt ½ cup		6 qt 1 cup	

## PREPARATION

### DIRECTIONS / HACCP:

1. Combine the following amounts of ingredients in a 72 oz blender at a time: ½ lb blueberries, 13 oz strawberries, 1 ¼ cup orange juice, 9 oz banana, 1 ½ cup plus 1 TBsp yogurt.
2. Blend all ingredients until smooth (30-45 seconds).
3. Pour each serving into an 9 oz plastic cup with a lid. Serve with a straw.
4. Repeat steps 1-3 until all ingredients are blended into smoothies.

CCP: Hold at 40° F or lower for cold service.



MEAL PATTERN CONTRIBUTION			
Meat/Meat Alternate	Breads/Grains	Vegetable/Sub Group	Fruits
0.5 oz eq.			¾ cup



# CAFETERIA PROMOTIONAL MATERIALS

The resources in this section will help your lunchroom team promote school meals to students and encourage healthier choices in the lunchroom. All of the following resources are available for open use in both PDF and editable (some resources) form on the OSPI Child Nutrition Services website: <http://www.k12.wa.us/ChildNutrition/Programs/NSLBP/SmarterLunchrooms.aspx>


1

## REIMBURSABLE MEAL MENU POSTER


This poster will help you promote your daily menu to students, while also encouraging the sale of reimbursable meals. Laminate this poster so that you can reuse it daily. Write in what you are offering each day with dry-erase markers under the appropriate food component. You can even revise the editable version available online so you can post “Tomorrow’s Menu” or even the whole week’s menu. Post your Menu Poster in a high traffic area, such as the entrance to the cafeteria or by the main office.

For a meal, choose 3–5 colors including at least ½ Cup of ● Fruits or ● Vegetables and at least 2 other food groups ● ● ●

### TODAY'S MENU



GRAINS	PROTEIN	MILK
FRUITS	VEGETABLES	





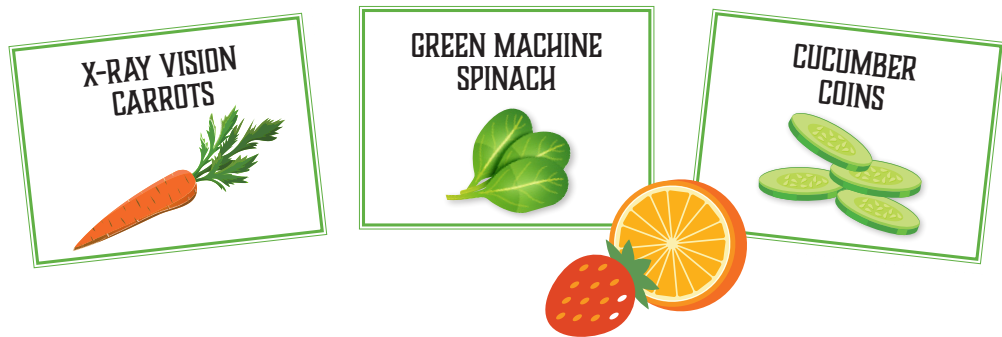


## CAFETERIA PROMOTIONAL MATERIALS

2

### FUN FRUIT AND VEGETABLE NAME CARDS

Providing menu items with fun, age-appropriate names has been shown to increase selection of those items.<sup>7</sup> Print out these cards and laminate them for durable fruit and vegetable labels. You can write in fun names found on the OSPI Child Nutrition Services website (see link provided on previous page) or write in your own fun name ideas. Playful names, such as “x-ray vision carrots” and “superhero spinach,” are appropriate for elementary school kids, while descriptive names, such as “homemade baked apples” and “crisp celery” are appropriate for older students.



3

### FRUIT AND VEGETABLE NAMING CONTEST

Use this form to gather student ideas for fun names of fruits and vegetables served in the lunchroom. Hand these forms out in the lunchroom, the classroom, or in the front office to students. Promote the contest on the morning announcements to generate student excitement (see page 29). Use the editable version of the form to change the fruits and vegetables to items you want students to name.

**FRUIT AND VEGETABLE NAMING CONTEST** 

Name: \_\_\_\_\_

What grade are you in? \_\_\_\_\_

*Write your creative name ideas next to each fruit and vegetable listed below. The most creative names will be featured on the school menu and in the lunchroom.*

Carrots \_\_\_\_\_

Celery \_\_\_\_\_

Broccoli \_\_\_\_\_

Apple Slices \_\_\_\_\_

Orange Slices \_\_\_\_\_

Spinach \_\_\_\_\_

Cauliflower \_\_\_\_\_

---

**FRUIT AND VEGETABLE NAMING CONTEST** 

Name: \_\_\_\_\_

What grade are you in? \_\_\_\_\_

*Write your creative name ideas next to each fruit and vegetable listed below. The most creative names will be featured on the school menu and in the lunchroom.*

Carrots \_\_\_\_\_

Celery \_\_\_\_\_

Broccoli \_\_\_\_\_

Apple Slices \_\_\_\_\_

Orange Slices \_\_\_\_\_

Spinach \_\_\_\_\_

Cauliflower \_\_\_\_\_



### 4

## MORNING ANNOUNCEMENT MENU PROMOTIONS

Morning announcements are a great stage for promoting school meals. Creating morning announcements takes minimal time and can have a significant impact on the student awareness of menu offerings. If students know what is on the menu, they are more likely to choose school lunch over lunch from home. Here are some fun ideas for morning announcements that will get students excited about the menu.

### TARGET MENU ITEMS

Announce the daily menu offerings and highlight the target menu option. Use the target menu items' creative names in the announcement. Provide fun facts about the target item or any of the fruit and vegetable offerings.

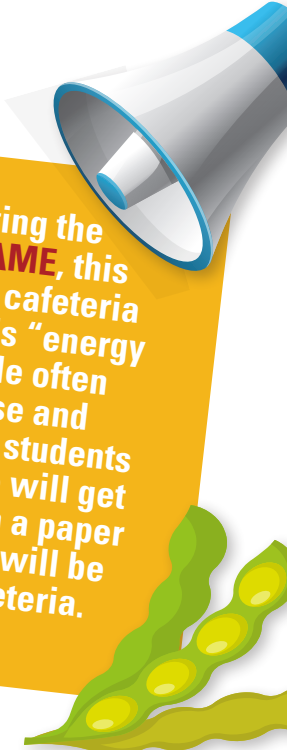
### PROMOTE EVENTS AND CONTESTS

Are you holding a taste-test at lunch that you want students to get excited about? Are you planning to hold a fruit and vegetable naming contest? The morning announcements are a great way to get students interested in lunchroom events and contests ahead of time, helping increase participation in these opportunities.

### SHOW AND TELL

If you have video broadcast morning announcements, this poses a great opportunity to visually intrigue students with the menu offerings. Get high school photography students to take creative pictures of target menu offerings and display them on the morning announcements.

For morning announcement examples go to <http://www.k12.wa.us/ChildNutrition/Programs/NSLBP/SmarterLunchrooms.aspx>



We are celebrating the vegetable, **EDAMAME**, this month. Today in the cafeteria you will get to try this "energy boosting" vegetable often served in Japanese and Chinese cuisine. Any students who try the edamame will get to write their name on a paper "edamame pod" that will be displayed in the cafeteria.



## CAFETERIA PROMOTIONAL MATERIALS

5

### SMARTER LUNCHROOMS BROCHURE

Use this brochure to share information with school staff and parents about the benefits of school meals and your Smarter Lunchroom.



6

### MEET THE LUNCHROOM STAFF POSTER

Use the editable version of this poster to feature the lunchroom staff at your school. This will help improve the likeability of your staff which will foster the development of positive relationships between staff and students.



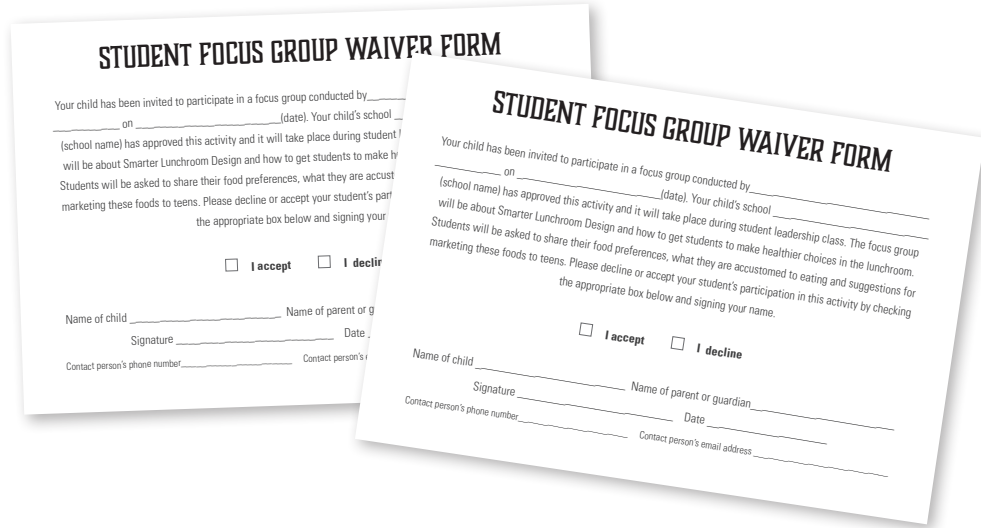


## CAFETERIA PROMOTIONAL MATERIALS

7

### STUDENT FOCUS GROUP WAIVER FORM

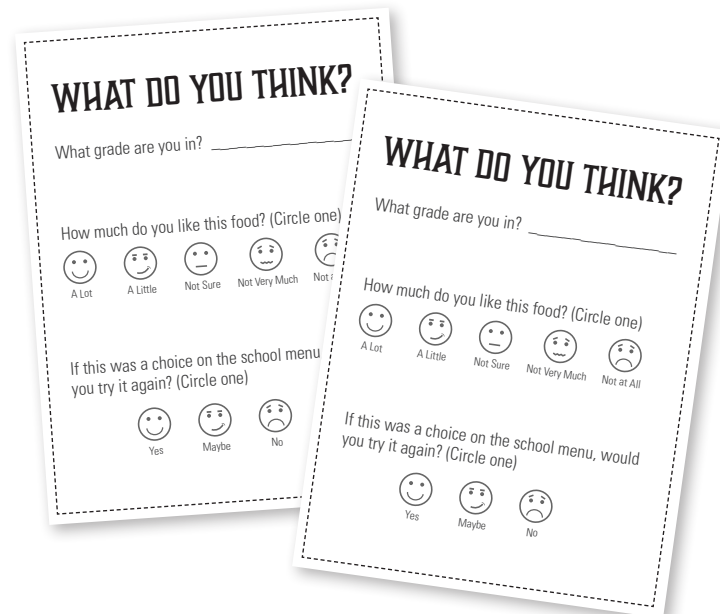
Holding student focus groups allows you to gather important feedback from students about the lunchrooms and school meals. You can connect with existing student leadership groups or student volunteers to participate in focus groups. Use this tool to get parent permission for student involvement in focus groups.



8

### TASTE TEST FEEDBACK FORMS

Get feedback from students about a new item you want to test to decide if it is a good fit for your students. This survey is quick for students to complete and easy for you to analyze. Set up a free-sample station with a small space for completing the surveys. You could even hand out the samples and surveys in the lunch line and place a return box for surveys near the lunchroom exit.





## CAFETERIA PROMOTIONAL MATERIALS

9

### SMARTER LUNCHROOMS POSTER

Post this in a location your staff will see it on a daily basis. This poster will help keep your staff engaged in Smarter Lunchrooms and remind them that their efforts make a difference in students' lives.







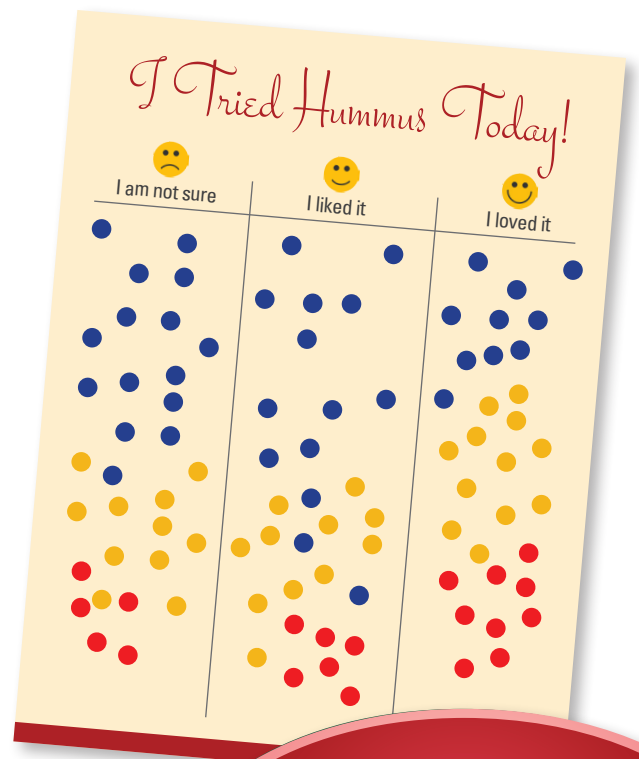
# STUDENT INVOLVEMENT GUIDE

Getting students involved with the design of the school lunchroom not only gets the students invested in the school lunch program, but can also help save you time on projects related to the creation of your Smarter Lunchroom. Below are some great ideas other schools have used to get students involved.

## TASTE-TESTING

One of the best ways to promote a new item on the school lunch or breakfast menu is to provide samples to students. Gathering feedback from students who try a new item will help you decide if the menu item should be implemented or not. Offering new menu items for students to try does not have to be costly.

**Kent School District** received a donation of hummus from a manufacturer and was able to provide samples to students at lunchtime. Each student that tried the hummus received a sticker that they could place on the feedback poster to indicate if they “liked it”, “loved it”, or if they were “not sure yet”.





### FRUIT AND VEGETABLE NAMING

Hold a fruit and vegetable naming contest to generate fun names for the fruits and vegetables on your menu. Set out copies of the “Fruit and Vegetable Naming Contest” handouts, writing utensils, and a submission box at a table during the lunch period. Ask the meal service team to promote the contest to students as they go through the line. You could also recruit classroom teachers or the P.E. Teacher to help promote the contest in their classroom. Promote the winning names and the students who came up with them on the new name cards for fruit and vegetable items. You can hold these contests seasonally or annually to continue to engage students over time.

### PLATE WASTE

Collecting plate waste data can be a great measure of change over time as you implement Smarter Lunchrooms. Unfortunately, plate waste analysis can be very time-consuming. If you are interested in measuring the plate waste in your lunchroom, but don’t have the time, contact a statistics teacher at the local high school to discuss the possibility of recruiting students for a plate waste project. You could even inquire about the teacher’s interest in incorporating a plate waste activity in their curriculum in the future (see the “Free Materials and Resources Guide” section for information about the “Smarter Lunchrooms Plate Waste Lesson Plan”). You can also recruit high school students to complete a plate waste analysis of the lunchroom as a part of a science fair project.







## STUDENT INVOLVEMENT GUIDE

### STUDENT ARTWORK

Ask the school principal and teachers if student artwork can be posted in the lunchroom. Students complete a variety of artwork throughout the school year, so using student artwork as decoration ensures that the décor will be updated on a regular basis. In **Ferndale School District**, classrooms did a nutrition-focused art activity where students created their own Myplate. The student's creations were posted on the wall by the lunchroom.

Student artwork doesn't just have to be decorative—it can be functional as well. Recruit high school photography students to take artistic photos of your target menu items.

### LUNCHROOM MASCOT

**Central Valley School District** came up with a unique way to make their elementary school lunchrooms more fun and inviting, while also getting the students involved. They decided to create a lunchroom mascot in the form of a superhero dog. A contest was held to name the mascot to get students involved with the process. Not only is the mascot a fun and decorative element to the lunchroom, but he is also used to promote healthy choices to students. A cardboard cut-out of the mascot is placed in various locations in the lunchroom and his talking bubbles tell students about the healthy choices available each day.

### STUDENT NUTRITION ACTION COMMITTEE & FOCUS GROUPS

Create a Student Nutrition Action Committee to gather ideas and feedback from students. A SNAC can be formed as a part of a leadership program at the middle or high school levels, an after school program, and can even be incorporated into classroom activities (see the "SNAC in the Classroom" lesson plan). Contact the principal and classroom teachers at your school to talk about the possibility of creating a SNAC in your school. You can also select students to participate in focus groups periodically to gather input from students (see the "Student Focus Group Waiver Form" on page 31).





# GETTING RECOGNIZED

## SAMPLE MEDIA RELEASE

Share your Smarter Lunchrooms efforts with your local community. Getting recognized can be as simple as sending out a media release to your local newspaper. For guidelines on creating a media release, see the Free Materials and Resources Guide under the “School Recognition” section for the PDF link.

## HEALTHIERUS SCHOOL CHALLENGE: SMARTER LUNCHROOMS

Do you want your school to get nationally recognized for your efforts in the areas of nutrition and physical activity? If you apply for the HealthierUS School Challenge: Smarter Lunchrooms (HUSCC: SL), not only could your school receive an award, but your school’s nutrition program could also earn financial incentives (see the award levels below). Plus, your school would get bragging rights in the district for all your hard work!

### What are the Requirements for Becoming a HealthierUS School?

- Register as a Team Nutrition School Online
- Meet School Meals Programs Standards
- Meet Average Daily Meal Participation Requirements
- Meet School Wellness Policy Standards
- Meet Nutrition Education Standards
- Meet Physical Education Standards
- Meet Smart Snacks Criteria
- School Maintains Award Eligibility at Least 4 Years Following Receipt of Award

To learn more, visit the HUSCC: SL website at:  
<http://www.fns.usda.gov/huscc/healthierus-school-challenge-smarter-lunchrooms>

If you have any questions or need technical assistance completing an application, visit the OSPI Child Nutrition Services HUSCC: SL website:  
<http://www.k12.wa.us/ChildNutrition/HealthierSchool/default.aspx>



**\$2,000**  
Gold Award  
of Distinction



**\$1,500**  
Gold Award



**\$1,000**  
Silver Award



**\$500**  
Bronze Award



# Smarter Lunchrooms Success

## WITH **KAREN BROWN**

FOOD SERVICE DIRECTOR OF SUMNER SCHOOL DISTRICT



**Q: How many years have you been working in school nutrition?**

**A:** 23 years

**Q: What is your favorite part of your job?**

**A:** Feeding kids is my favorite part. I like to offer our kids types of foods that they aren't used to eating at home, such as kiwi, yellow watermelon and meatloaf.

**Q: What are you most proud of about your school district's foodservice program?**

**A:** I am proud of my staff and the work that they do every day for the kids in our district. They work hard to prepare meals and salad bars that look as good as they taste. Additionally, we are always looking for ways to support our students, whether it's breakfast in the classroom or our Supper Club. My staff plays a huge roll in the success of all of our programs.

**Q: Has Smarter Lunchrooms made a noticeable difference in students' food choices in your schools?**

**A:** Our kids have always been pretty good fruit and vegetable eaters, but they got even more excited about them when their pictures were put on our "Look Who Got Caught Eating..." posters.

**Q: Overall, was it difficult to create Smarter Lunchrooms in your schools?**

**A:** It wasn't difficult at all because there are so many relatively simple Smarter Lunchrooms interventions that can be done. The momentum really picked up once the kids got involved.

**Q: What aspect of Smarter Lunchrooms do you think has had the biggest impact on the choices kids make in your lunchrooms?**

**A:** I think the kids really liked the fun names on the

menus. They got to be involved in naming the food, which made them even more excited about lunch.

**Q: What was your foodservice team's biggest challenge with implementing Smarter Lunchrooms in schools?**

**A:** The biggest challenge was [knowing] where to start.

**Q: How did you and your team overcome this challenge?**

**A:** We chose to pilot the program in three elementary schools, rather than rolling it out to all eight. I chose the three schools based on the creativity and enthusiasm of the managers. In the beginning, it's important to pick people who will be excited about it and who will help make it a success.

**Q: If you could share one piece of advice with another school district about implementing Smarter Lunchrooms, what would it be?**

**A:** Start small. Pick a few items that are easy, such as putting white milk first in the cooler and making up fun food names on the menu, and go from there. It can be overwhelming when you first look at the [Smarter Lunchrooms] scorecards, but once you start reading them you realize you are already doing so many of those things.



# FREE MATERIALS AND RESOURCES GUIDE

## LEARN ABOUT SMARTER LUNCHROOMS

### **Smarter Lunchrooms 2-hour Training**

Learn about the underlying science of Smarter Lunchrooms—why it works and simple ways you can begin building a Smarter Lunchroom. This is a great way to get started with creating your Smarter Lunchroom.

<http://smarterlunchrooms.org/training>

### **Smarter Lunchrooms Best Practices**

This is a guide complete with the Smarter Lunchrooms best practices and tips for implementation.

<http://smarterlunchrooms.org/ideas>

### **Smarter Lunchrooms Scorecard App Webinar**

This is a recorded webinar about the Smarter Lunchrooms Scorecard App.

<http://articles.extension.org/pages/72565/the-smarter-lunchrooms-scorecard-app-lunchscore#.VeTEQ3nbJMt>

### **Smarter Lunchrooms Scorecard Webinar**

This is a recorded webinar providing training on how to use the Smarter Lunchrooms Self-Assessment Scorecard.

<http://articles.extension.org/pages/72242/introducing-the-new-smarter-lunchrooms-scorecard-for-assessing-lunchroom-successes#.VeTE2HnbJMts>

### **No Time to Train**

This manual includes eleven short Smarter Lunchrooms training activities designed for school lunchroom staff.

<http://smarterlunchrooms.org/resource/no-time-train-trainers-script>

### **Smarter Lunchrooms Movement Videos**

These videos provide tips about implementing Smarter Lunchrooms concepts and how to evaluate the effectiveness of your Smarter Lunchrooms Design.

<http://smarterlunchrooms.org/more-videos>

### **Smarter Lunchrooms Moves Videos**

These videos, created by Michigan Team Nutrition, show Smarter Lunchrooms concepts in action.

[https://www.youtube.com/playlist?list=PLaqD6X6pQgmKGbGknhuaKn\\_L\\_e3dbWhn4](https://www.youtube.com/playlist?list=PLaqD6X6pQgmKGbGknhuaKn_L_e3dbWhn4)

## FREE PROMOTIONAL MATERIALS

### **Team Nutrition Resource Library**

These posters, stickers, and other promotional materials are available to order and print for free.

<http://www.fns.usda.gov/tn/resource-library>

### **Team Nutrition Best Practices Sharing Center**

These are free materials created by child nutrition professionals nation-wide.

<https://healthymeals.nal.usda.gov/best-practices>

### **WA Dairy Council Materials**

Anyone providing nutrition education is eligible to order up to \$25 worth of free materials.

<http://nutrition.eatsmart.org/pages/allotment>

## STUDENT INVOLVEMENT

### **AP Statistics Plate Waste Lesson Plan**

This lesson helps students apply statistics calculations to plate waste analysis in the school lunchroom.

[http://smarterlunchrooms.org/sites/default/files/tray\\_waste\\_lesson\\_plan\\_ap\\_stats.pdf](http://smarterlunchrooms.org/sites/default/files/tray_waste_lesson_plan_ap_stats.pdf)

### **Involving Middle School Students in Smarter Lunchroom Design Webinar**

Learn about how you can get middle school students involved and engaged in your school's Smarter Lunchroom

[https://learn.extension.org/events/1402#.VeTHoXn\\_bJM](https://learn.extension.org/events/1402#.VeTHoXn_bJM)

## NUTRITION EDUCATION

### **Discover MyPlate: Nutrition Education for Kindergarten**

This is an inquiry-based nutrition education curriculum that fosters the development of healthy food choices and physically active lifestyles.

<http://www.fns.usda.gov/tn/discover-myplate-nutrition-education-kindergarten>

### **Serving Up MyPlate: A Yummy Curriculum**

This is a collection of nutrition curricula and classroom materials that help elementary school teachers integrate nutrition education into Math, Science, English Language Arts, and Health.

<http://www.fns.usda.gov/tn/serving-myplate-yummy-curriculum>

### **Dig In!**

This is a standards-based gardening curriculum for 5th and 6th grade.

<http://www.fns.usda.gov/tn/dig-standards-based-nutrition-education-ground>

## OSPI CHILD NUTRITION PROGRAM RESOURCES

### Washington Smarter Lunchrooms

Download the Washington Smarter Lunchrooms Toolkit and the Smarter Schools Edition of the toolkit. Editable versions are available for select resources.

<http://www.k12.wa.us/ChildNutrition/Programs/NSLBP/SmarterLunchrooms.aspx>

## SCHOOL RECOGNITION

### HealthierUS School Challenge: Smarter Lunchrooms Website

Learn about this certification which is awarded to schools for outstanding nutrition and physical activity promotion.

<http://www.fns.usda.gov/hussc/healthierus-school-challenge-smarter-lunchrooms>

### Sample Press Release

This resource helps you prepare a statement about your Smarter Lunchrooms Makeover to send to media outlets and spread the word of your successes.

[http://smarterlunchrooms.org/sites/default/files/sample\\_press\\_release.pdf](http://smarterlunchrooms.org/sites/default/files/sample_press_release.pdf)

## STAFF TRAINING

### *No Time to Train* Trainer's Script and Materials.

These are quick Smarter Lunchroom trainings for lunchroom staff.

<http://smarterlunchrooms.org/training-materials>

### Professional Standards: How Smarter Lunchrooms Can Help Webinar

Learn how Smarter Lunchrooms resources, tools, and curriculum can help you and your foodservice staff meet the new professional standards regulations.

<http://articles.extension.org/pages/73078/professional-standards-in-school-foodservice-how-smarter-lunchrooms-can-help#.VeTGPHnbJMs>

## PARENT INVOLVEMENT

### Parent Involvement in Smarter Lunchrooms

Here you will find some helpful ideas to get parents involved with Smarter Lunchrooms in schools.

<http://articles.extension.org/pages/68803/seek-parental-involvement-in-smarter-lunchrooms-movement-initiatives#.VeTIP3nbJMs>

## NEED TECHNICAL ASSISTANCE?

### OSPI Child Nutrition Services

Contact our office to learn more about Smarter Lunchrooms from an expert Phone: 360-725-6200

### Mealtalk

Join this forum to ask questions and share ideas related to child nutrition programs with other professionals.

<http://healthymeals.nal.usda.gov/get-connected/mealtalk>



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## Acknowledgements

Washington Team Nutrition would like to thank all of the school staff and Washington State University (WSU) Extension Food Sense staff that participated in the planning, implementation, assessment, and final development of the materials provided in this toolkit. This toolkit could not have been developed without your dedication and support.

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### SMARTER LUNCHROOM TEAM SCHOOLS:

**Sumner School District**

Maple Lawn Elementary School  
Victor Falls Elementary School  
Emerald Hills Elementary School

**Montesano School District**

Simpson Elementary School  
Oakville School District  
Oakville Elementary School

**Central Valley School District**

University Elementary School  
Summit Elementary School  
Progress Elementary School

**Pioneer School District**

Pioneer Intermediate School

**Newport School District**

Stratton Elementary

**Mount Vernon School District**

Jefferson Elementary School Little  
Mountain Elementary School

**Sedro Woolley School District**

Samish Elementary School

**Shelton School District**

Oakland Bay Junior High

**Bethel School District**

Fredrickson Elementary School  
Pioneer Valley Elementary School  
North Star Elementary School  
Nelson Elementary School

**Kent School District**

Horizon Elementary School  
Neely-Obrien Elementary School  
Daniel Elementary School

**Mary M. Knight School District**

Mary M. Knight Elementary School

**Ferndale School District**

Custer Elementary School Cascadia  
Elementary School  
Skyline Elementary School

**Aberdeen School District**

AJ West Elementary  
Robert Gray Elementary School

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### SMARTER LUNCHROOMS TOOLKIT PILOT SCHOOL DISTRICTS:

Warden School District  
Highline School District

Royal School District  
Freeman School District

Federal Way School District  
East Valley School District No. 90





The Smarter Lunchrooms Movement helps schools nudge children to make healthier choices in the lunchroom. With support from Team Nutrition Grants, the Office of Superintendent of Public Instruction (OSPI) has been creating Smarter Lunchrooms and Smarter “Mealtimes” in Washington schools and child care programs.

The Smarter Lunchrooms Toolkit was created as a part of a U.S. Department of Agriculture Team Nutrition Grant. A pilot toolkit was tested by select schools in Washington State, and feedback from that pilot informed the creation of this version of the toolkit. The Smarter Lunchrooms Toolkit contains materials and resources that will help make the creation of your Smarter Lunchroom more manageable.

Learn more at

[tinyurl.com/SmarterLunchrooms](http://tinyurl.com/SmarterLunchrooms)



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