

Smarter Lunchrooms- Part 2

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It's Not Nutrition...
Until It's Eaten!





6 Basic Principles to Consider

The following principles are based on research concerning various environmental cues that influence eating behavior.

They are true in school lunchrooms as well as in restaurants, food courts, and even in your home kitchen!

Manage
Portion
Sizes

Increase
Convenience

Improve
Visibility

Enhance
Taste
Expectations

Utilize
Suggestive
Selling

Set Smart
Pricing
Strategies

Let's look at each principle separately...

Smarter Lunchroom Best Practice Evaluation & Implementation Guide

	<u>Objective A</u> Increasing the number of Students that select Fruit	<u>Objective B</u> Increasing the number of Students that select Vegetables	<u>Objective C</u> Increasing the number of Students that select White Milk	<u>Objective D</u> Increasing the number of Students that select Targeted Entrée	<u>Objective E</u> Increasing the number of Students that select Reimbursable Meals
A	Display Fruit on all lunch lines in 2 locations. 1 location should be near the register ¹ .	Give Vegetables creative/descriptive names and display names next to or with Vegetables on the line	Place White Milk first in the lunchroom coolers, in front of sugar added beverages.	Make the Entrée with the greatest nutrient density the first or most prominent in the lunch line.	Place components of RM at snack window ³ Add an RM “grab and go” ⁴ bag to the window.
<u>Action Items</u> B	Display whole Fruit in a bowl or basket instead of a stainless steel bin or tray.	Display the age targeted creative/descriptive names on posters or menu boards outside the cafeteria.	Place White Milk in every cooler in the lunchroom	Give the Entrée an age targeted creative/descriptive name and display it with the Targeted Entrée .	Move all “competitive snack foods” (chips, cookies, etc) behind the serving counter in the regular lunch line so they are available by request only.
C	Employ signs and verbal prompts to draw attention to and encourage kids to buy Fruit .	Create a student SNAC ² committee of responsible for the naming of and signage for Vegetables .	Make sure White Milk accounts for at least 1/3 of all the Milk displayed in lunchroom coolers.	Display the new and creative/descriptive name on a placard or menu board outside the cafeteria. (SNAC Committee)	Create a “healthy items” ⁵ only convenience line ⁶ stocked with all types of milk, fruits, veggies grab & go sandwiches & the lowest fat/lowest sodium Entrée items.



Diagnose, Prescribe, Implement & Evaluate

The Application of Smarter Lunchrooms





Now that I know the theory and science behind the Smarter Lunchrooms Movement, how do I go about enacting a Makeover in my school or district?



Whether you are a Foodservice Director (FSD), Dietitian, Teacher, Administrator, Student, or Concerned Parent, there are 4 steps to bringing Smarter Lunchrooms to your school:

- **Diagnose** – determine what is already working and what is not
- **Prescribe** – recommend up to 5 customized changes
- **Implement** – make the 3 easiest changes which complement the cafeteria and with which school leaders agree
- **Evaluate** – measure and analyze how the changes influence sales of foods before and after implementation





1. Diagnose

- Take detailed (20-25) photos of all parts of the lunch line and cafeteria
- Observe 3-4 different lunch periods (look for traffic flows and what children do)
- Identify 5 low cost / no cost changes you think would be most effective (choosing from among the ones you just learned about or what makes good sense to you)
- Analyze sales data of different foods, looking for red flags
- Meet with small groups of students to ask what they believe could be done to help kids make healthier choices. Do the same with staff.
- Identify the different barriers or problems that prevent kids from making healthy choices.





1. Diagnose

• 2. Prescribe

- Use the Smarter Lunchrooms Principles you have learned or adapt some of your own
- Pick the 5 changes you think would be the easiest and most effective
- Propose these to the school leaders (ex. Foodservice Director/Manager, Superintendent, Principal, etc.)

• *Tips:*

- Meet with school leaders when they have plenty of time (e.g. after lunch)
- Begin by telling them what they do exceptionally well, compared to others, and then explain what the goal of these changes is
- For each recommendation, provide evidence of how it has worked in other schools
- Ask for their thoughts: how easy it would be to implement the changes, questions, concerns, etc.





1. Diagnose

2. Prescribe

3. **Implement**

- Collect sales data and purchase records for at least a month before implementing any changes
- Meet with lunch staff and explain the changes that will be made, giving them the opportunity to ask questions and offer suggestions
- Implement the changes
 - Easy changes can be made overnight or over the weekend
 - Larger changes can be made over a break





1. Diagnose

- 2. Prescribe

- 3. Implement

- 4. **Evaluate**

- Collect production records, sales and participation data for at least 2 months during the implementation of the changes
- Compare production records, sales and participation data pre-change vs. post-change
- Evaluate the effectiveness of the implemented changes
- Tweak the changes (if necessary)
- Share your successes, plan more interventions
- ***Share the credit!***



Op-Chart

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Lunch Line Redesign

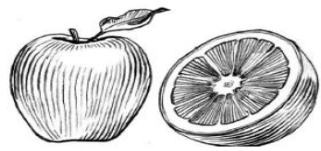
School cafeterias are much criticized for offering the kind of snack foods and desserts that contribute to childhood obesity. But banning junk food from cafeterias, as some schools have tried, or serving only escarole or tofu, can backfire. Students then skip lunch, bring in their own snacks or head out for fast food. We've even seen some pizzas delivered to a side door.

Children and teenagers resist heavy-handed nutritional policies — and the food that is associated with the heavy hand. No food is nutritious, after all, until it is actually eaten.

A smarter lunchroom wouldn't be draconian. Rather, it would nudge students

the salad bar away from the wall and placing it in front of the cash registers. Experiments that we and other researchers have done in cafeterias at high schools, middle schools and summer camp programs, as well as in laboratories, have revealed many ways to use behavioral psychology to coax children to eat better. Here are a dozen such strategies that work without requiring drastic or expensive changes in school menus.

Putting apples and oranges in a fruit bowl, rather than a stainless steel pan, more than doubled fruit sales.



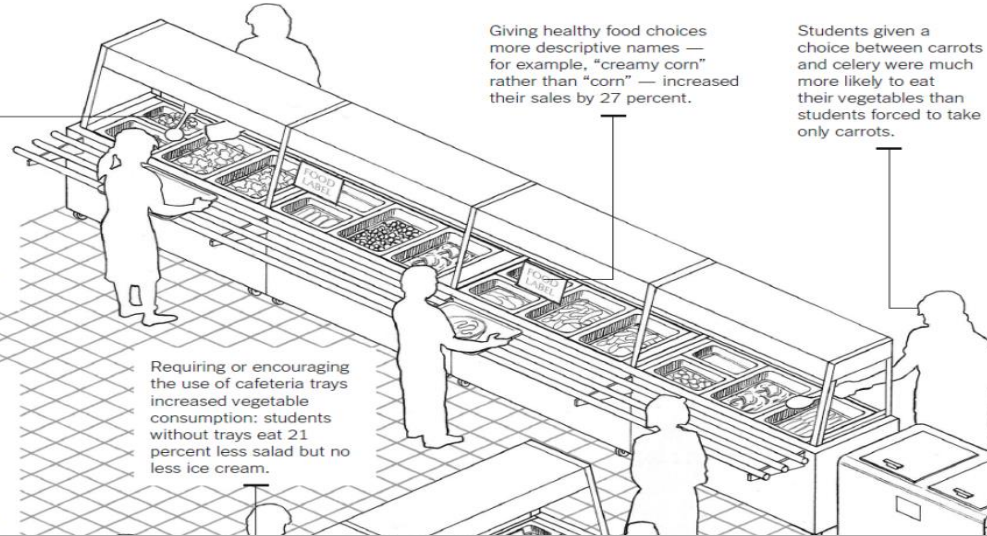
Putting apples and oranges in a fruit bowl, rather than a stainless steel pan, more than doubled fruit sales.



Placing nutritious foods like broccoli at the beginning of the lunch line, rather than in the middle, increased the amount students purchased by 10 percent to 15 percent.



Decreasing the size of bowls from 18 ounces to 14 ounces reduced the



Giving healthy food choices more descriptive names — for example, “creamy corn” rather than “corn” — increased their sales by 27 percent.

Students given a choice between carrots and celery were much more likely to eat their vegetables than students forced to take only carrots.

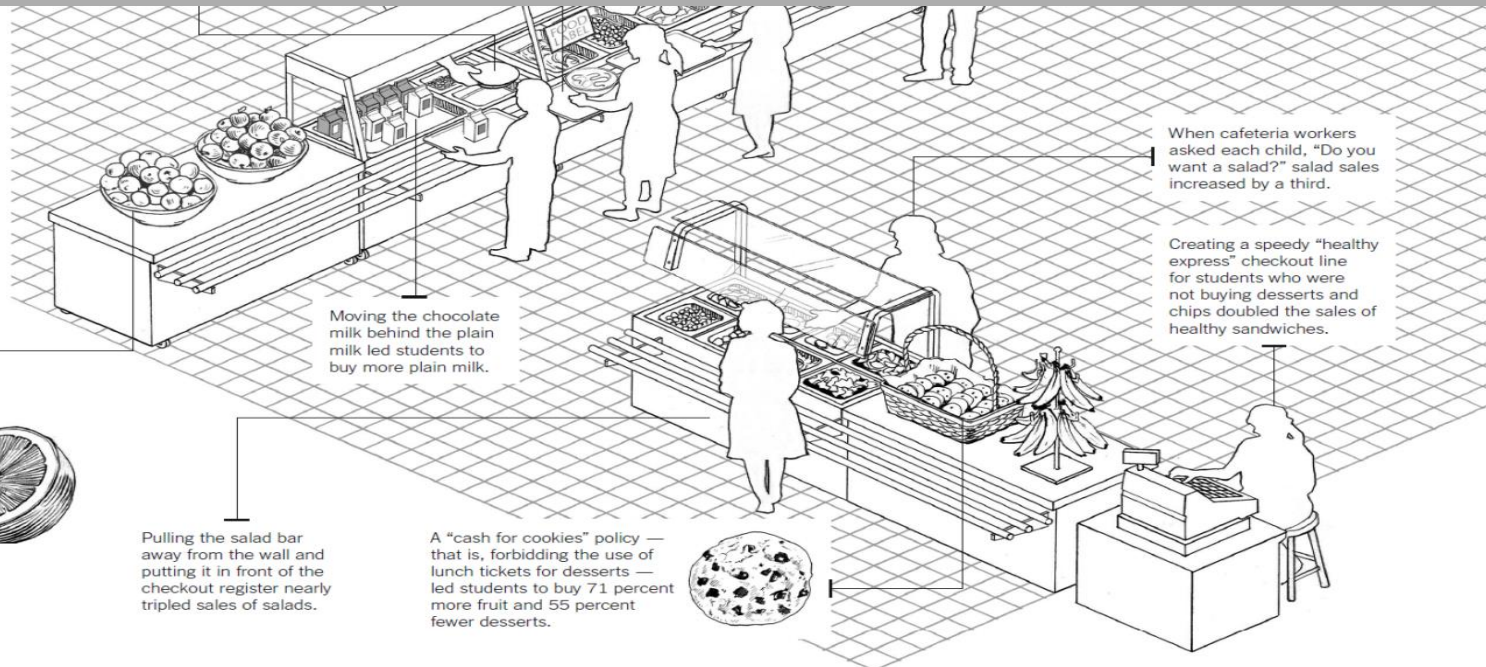


Keeping ice cream in a freezer with a closed opaque top significantly reduced ice cream sales.

Requiring or encouraging the use of cafeteria trays increased vegetable consumption: students without trays eat 21 percent less salad but no less ice cream.

Click to interact with this model:

http://www.nytimes.com/interactive/2010/10/21/opinion/20101021_Oplunch.html



When cafeteria workers asked each child, “Do you want a salad?” salad sales increased by a third.

Creating a speedy “healthy express” checkout line for students who were not buying desserts and chips doubled the sales of healthy sandwiches.

Moving the chocolate milk behind the plain milk led students to buy more plain milk.

Pulling the salad bar away from the wall and putting it in front of the checkout register nearly tripled sales of salads.

A “cash for cookies” policy — that is, forbidding the use of lunch tickets for desserts — led students to buy 71 percent more fruit and 55 percent fewer desserts.



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www.SmarterLunchrooms.org



Cornell Center
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Lunch Line Redesign Troubleshooting Case Studies: Hurdles and Solutions





Getting Started

- Form groups of 3-6
- Distribute stakeholder role cards
- Review role characteristics



Possible Hurdles

- Distribute topics
- List interventions relating to topic
- Brainstorm possible hurdles
 - Stay in character
 - Mistrust from stakeholder groups
 - misinformation, loyalty to former ways
 - Logistical challenges
 - space, equipment, traffic flow, food availability
 - Personnel challenges
 - staffing, time constraints, manpower needs, training
 - Relevant policies and regulations
 - food safety, fire safety, communication



Finding Solutions

- Try to answer each challenge with a solution
 - You do not have to stay in character
 - Respect all stakeholder groups' concerns
- Consider all available resources:
 - Human resources
 - paid and unpaid, in and out of school
 - Modes of communication, media outlets
 - Possible funding and material support
 - SmarterLunchrooms.org and other organizations
 - Creative ways to make changes while in compliance
- *Hint: Take a team approach with stakeholders.*



Share Ideas

- Choose one spokesperson per group
- Share ideas with whole group
 - Topic
 - Possible challenges/hurdles
 - Solutions
- *Take-away discussion:*
 - *What is your role as project manager of a Smarter Lunchrooms Makeover?*
 - *How will you act proactively to minimize challenges?*
 - *How will you troubleshoot challenges which arise?*

