



6 Principles of Behavioral Economics to Use in Smarter Lunchrooms



This guide reviews 6 principles of behavioral economics that can be used in Smarter Lunchrooms. Each principle has a description, an example from the research field, a connection to Smarter Lunchrooms Movement strategies, and Food for Thought.

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





Principle 1: Manage Portion Size

Portioning hugely influences how much we eat, regardless of official serving sizes. For example, who stops drinking at 8 ounces into a 20-ounce bottle of soda? Nobody! Similarly, we consume more chips when snacking directly out of the bag versus from a small bowl. **Keep portion sizes appropriate** by using pre-portioned snacks and smaller service items¹².

The Evidence in Action

In one study, moviegoers were given small, medium, large, or jumbo-sized containers of free popcorn and asked to return any uneaten portions after the movie. Participants ate the portion they were given, regardless of container size—they “cleaned their plates” even if they were not hungry or they disliked the popcorn. They ate what they were served... and the popcorn was two weeks old! ³

Smarter Lunchrooms Strategies

- Serve condiments and sauces in **individual packets** or with **small-size serving utensils** (a teaspoon rather than a pump canister or ladle).
- Smart salad: Lay out **small tongs** for croutons, and larger ones for greens, vegetables, and other nutrient-dense choices.
- **Offer half-sized portions** of desserts and treats.
- **Review correct portion sizes** with lunchroom service staff. If the lunchroom tacitly allows hungry kids to request larger portions, encourage extra helpings of fruits, vegetables, and other target foods.

Food for Thought

Best of all, *students will self-employ moderation* without any new “rules” or adult supervision needed! No more “ranch police” or other labor-intensive oversight needed!

¹ Wansink, B. & Cheney, M. M. (2005). Super bowls: Serving bowl size and food consumption. *Journal of the American Medical Association*, 293(14): 1727-8.

² Wansink, B., van Ittersum, K., & Painter, J. E. (2006). Ice cream illusions: Bowl size, spoon size, and serving size. *American Journal of Preventative Medicine*, 31(3): 240-3.

³ Wansink, B. & Kim, J. (2005). Bad popcorn in big buckets: Portion size can influence intake as much as taste." *Journal of Nutrition Education and Behavior*, 37(5): 242–5.



Principle 2: Increase Convenience

Convenience influences food decisions⁴. If a food is within easy reach, along a normal travel route, already prepared, or easy to hold and eat, we are far more likely to eat it rather than if we need to spend extra time or effort to obtain or eat it. **Make healthy foods more convenient** than less healthy options.

The Evidence in Action

One experiment showed that kids' perceived preference for chocolate milk over white milk was largely a matter of convenience, since lunchrooms often stock chocolate milk in larger quantities and in the front area of coolers. When test schools stocked 50% white milk and placed it in front of the chocolate milk, it prompted a 46% increase in the number of students choosing white milk instead of chocolate milk.⁵

Smarter Lunchrooms Strategies

- Offer **fruit and vegetables at least twice** in each service line, including by each point of sale⁶.
- **Pre-portion** fruits and vegetables (canned or raw) for fast, easy, clean pick-up.
- Social time is hugely important to kids! Create a **healthy convenience⁷ service station** (window, cart, etc.) with fast, healthy grab-and-go reimbursable meals including fruits, vegetables, white milk, and target entrees.
- Place white milk first at the **front** of coolers, comprising **at least 50%** of all milk stocked⁸; offer white milk at **all points of sale⁹**.
- Offer **pre-plated reimbursable meals** for quick ordering and pickup.
- Offer pre-bagged meals at **alternative food service and dining areas** (school entrances, hallways, bus, classrooms, food trucks/carts, or other approved school locales).

Food for Thought

In elementary schools, little arms have short reaches and beginning readers may have trouble reading signs! Make target foods easy to find and self-serve.

⁴ Hanks, A. S., Just, D. R., Smith, L. E., & Wansink, B. (2012). Healthy convenience: Nudging students toward healthier choices in the lunchroom. *Journal of Public Health, 34*(3): 370-6. DOI: 10.1093/pubmed/fds003.

⁵ Hanks, A. S., Just, D. R., Smith, L. E., & Wansink, B. (2012). Healthy convenience: nudging students toward healthier choices in the lunchroom. *Journal of Public Health, 34*(3): 370-6. DOI: 10.1093/pubmed/fds003.

⁶ Blanchette, L. & Brug, J. (2005). Determinants of fruit and vegetable consumption among 6-12-year-old children and effective interventions to increase consumption. *Journal of Human Nutrition and Dietetics, 18*(6): 431-43.

⁷ Bridge, E., Granquist, L., Hoffer, E., & Schwartz, A. (2010). Child obesity research project: Testing signage at two middle schools in Everett prepared for and funded by the Office of the Attorney General of Massachusetts. Northeast University, School of Public Policy and Urban Affairs; Access: Researchgate.net.

⁸ Goto, K., Waite, A., Wolff, C., Chan, K., & Giovanni, M. (2013). Do environmental interventions impact elementary school students' lunchtime milk selection? *Journal of Applied Economic Perspectives and Policy, 35*(2): 360-76.

⁹ Stroebele, N. & De Castro, J. M. (2004). Effect of ambience on food intake and food choice. *Nutrition, 20*(9): 821-36.



Principle 3: Improve Visibility

Foods that are easy to see are the first to be selected and eaten¹⁰. Make healthy foods the stars of the lunchroom: **front, center, colorful, exciting, and impossible to ignore. Place target items first** in the serving line or in the front, eye-level shelf of coolers.

The Evidence in Action

In one district, fresh fruit sales were poor. Fruit was kept in hard-to-see, dull metal chafing dishes behind nearly-opaque sneeze guards. Elementary students couldn't even see them, much less reach them. Researchers simply **moved the fruit** into a well-lit, colorful bowl or stand near the register and fruit sales rose 103%¹¹!

Smarter Lunchrooms Strategies

- Place foods, signage, and labels at **eye-level to the students**^{12,13} (Remember: younger kids are shorter!)
- Place foods in **multiple places along the line**¹⁴. Students may miss them the first time!
- **Use signage and menus**¹⁵ to highlight special items. Post the **following day's menu** to spark interest and increase participation.
- **List healthiest foods first** on menus and announcements¹⁶.
- Have fun with eye-catching detail! Use **bright colors, arrows, eye-catching fonts, and pictures**. These are especially helpful to beginning readers and English language learners.

Food for Thought

Out of sight = out of mind. Line of sight placement = gets attention.

¹⁰ Painter, J. E., Wansink, B., & Hieggelke, J. B. (2002). How visibility and convenience influence candy consumption." *Appetite*, 38(3): 237-8.

¹¹ Hanks, A. S., Just, D. R., & Wansink, B. (2013). Smarter lunchrooms can address new school lunchroom guidelines and childhood obesity. *The Journal of Pediatrics*, 162(4), 867-9. DOI: 10.1093/pubmed/fds003.

¹² Hanks, A. S., Just, D. R., Smith, L. E., & Wansink, B. (2012). Healthy convenience: Nudging students toward healthier choices in the lunchroom. *Journal of Public Health*, 34(3): 370-6. DOI: 10.1093/pubmed/fds003.

¹³ Thorndike, A. N., Sonnenberg, L., Riis, J., Barraclough, S., & Levy, D. E. (2012). A 2-Phase labeling and choice architecture intervention to improve healthy food and beverage choices." *American Journal of Public Health*: 102(3): 527-33.

¹⁴ Stroebele, N. & De Castro, J. M. (2004). Effect of ambience on food intake and food choice." *Nutrition*, 20(9): 821-36.

¹⁵ Nicklas, T. A., Johnson, C. C., Myers, L., Farris, R. P., & Cunningham, A. (1998). Outcomes of a high school program to increase fruit and vegetable consumption: Gimme 5 -- a fresh nutrition concept for students. *Journal of School Health*, 68(6): 248-53.

¹⁶ Wansink, B. & Love, K. (2014). Slim by design: Menu strategies for promoting high-margin, healthy foods. *International Journal of Hospitality Management*, 42: 137-43.



Principle 4: Enhance Taste Expectations

Food tastes as we expect it to taste¹⁷. Make healthy foods **look and sound delicious**.

The Evidence in Action

Color and contrast matter. In one study, people were served pasta with sauces that either matched or contrasted with their plate color. Diners whose sauce contrasted with plate color ate more of their portions.¹⁸ The contrasting color made the food look more appetizing, so they ate more than those served the exact same food but on same-color plates, which made for less interesting-looking meals.

Smarter Lunchrooms Strategies

- Nobody wants to eat while looking at the trash can! Ensure service and dining areas are **clean, orderly, and inviting**. Hide storage, cleaning materials, and garbage bins.
- **Restock** food trays and salad bars regularly. Trays should look fresh and bountiful.
- **Brand the lunchroom** using school colors, mascots, etc. Promote target foods with this branding.
- **Rotate and update** decorations and signage quarterly. Feature **student artwork and input**.
- **Give foods catchy names** to excite kids' imaginations and increase their interest in target items^{19 20 21 22}.
 - Big bad bean burrito, Dinosaur trees (broccoli), Power peas, etc.
 - Add **photos or graphics** when possible. Print in color.
- Add **splashes of color** to service lines using signs, trays, utensils, and linens.

Food for Thought

Stage a lunchroom like you'd stage a house for sale: clean, inviting, and easy to navigate. Don't forget walkways, behind the counter space, dining areas, entrances and exits, tray return, cleaning supply storage, and garbage/recycling/compost/lost-and-found areas. If the students can see it, it matters!

¹⁷ Wansink, B., Payne, C. R., & Painter, J. E. (2014). What is beautiful tastes good: Visual cues, taste, and willingness to pay. Available at SSRN: <http://ssrn.com/abstract=2473603> or DOI: 10.2139/ssrn.2473603.

¹⁸ Kahn, B. E. & Wansink, B. (2004). The influence of assortment structure on perceived variety and consumption quantities. *Journal of Consumer Research*, 30(4): 519-33.

¹⁹ Wansink, B., van Itterstrum, K., & Painter, J. E. (2005). How descriptive food names bias sensory perceptions in restaurants. *Food Quality and Preference*, 16(5): 393-400.

²⁰ Wansink, B., Painter, J. E., & van Itterstrum, K. (2001). Descriptive menu labels' effect on sales. *Cornell Hotel and Restaurant Administrative Quarterly*, 42(6): 68-72.

²¹ Wansink, B., Just, D. R., Payne, C. R., & Klinger, M. (2012). Names sustain increased vegetable intake in schools. *Preventative Medicine*, 55(4): 330-2. DOI: 10.1016/j.ypmed.2012.07.012.

²² Wansink, B., Shimizu, M., & Campes, G. (2012). What would Batman eat?: Priming children to make healthier fast food choices. *Pediatric Obesity*, 7(2): 121-3.



Principle 5: Use Suggestive Selling

Students respond positively to a smile, a cheerful greeting, and a pleasant suggestion or question. Use **signage** and **staff development** to promote healthy target foods with **positive prompts** and great **customer service**.

The Evidence in Action

People take eating cues from each other^{23 24}. They “follow the leader” and order foods or portions similar to what the person before them orders.

Smarter Lunchrooms Strategies

- Use the power of **positive role modeling**^{25 26}! Ask teaching and administrative staff members to talk up school food by leading students through the serving line, pointing out or taking healthy options, and even eating with the kids.
- Employ **peer-to-peer** marketing. Involve students in making signage, promoting foods, and modeling eating healthy school meals.
- **Train service staff to gently prompt students** to select and eat target items and balanced meals.
- **Signage works!** Add colorful healthy food window clings, stickers, and posters to encourage kids to fill their trays with diverse, nutritious foods.
- Place **pre-plated complete meals** (or photos/models) along the service line²⁷. Make it easy for kids to point to a model tray and say “I’ll take that.”

Food for Thought

If a friend offered you a food by saying, “Try this, it’s amazing!” would you take a bite? What about if they prefaced it by making an icky face and asking, “Does this taste funny to you?” A friend’s or server’s words and attitude can make all the difference in the word!

²³ DeCastro, J. M. (2000). Eating behavior: Lessons from the real world of humans. *Ingestive Behavior and Obesity*, 16: 800-13.

²⁴ Herman, C. P., Roth, D. A., & Polivy, J. (2003). Effect of the presence of others on food intake: A normative interpretation. *Psychological Bulletin*, 129(6): 873-86.

²⁵ Centers for Disease Control (2013). Make a difference at your school! *Chronic Disease*, Paper 31.

²⁶ Rhodes, J. E. (2004). The critical ingredient: Caring youth-staff relationships in after-school settings. *New Directions of Student Leadership, Special Issue: After-School Worlds: Creating a New Social Space for Development and Learning*, 101: 145-61.

²⁷ Glanz, K. & Mullis, R. (1988). Environment interventions to promote healthy eating: A review of models, programs, and evidence. *Journal of Health Education & Behavior*, 15(4): 395-415.



Principle 6: Set Smart Pricing Strategies

People like to save money, which can have both positive effects (such as sticking to a budget) and negative effects (like prompting impulse purchases because treats were on sale, or **bundled**). Use the power of **smart pricing** to give healthy foods the edge.

The Evidence in Action

Paying with a credit or debit card can lead to less healthy purchases. One study looked at grocery store purchases that were paid for with cash versus those that were paid for with credit or debit cards. People buy less healthy items when they pay with a card than when they pay in cash²⁸.

Smarter Lunchrooms Strategies

- Offer **alternative Reimbursable Meal options** made up of a la carte items.
- Involve **parents** in their children's food decisions. Allow **pre-ordering**. Send **meal report cards** home regularly so parents are aware of their children's food choices. Include low-pressure, friendly tips for encouraging children to make healthy food decisions.
- When bundling treats, **combine them with healthy foods or beverages**, such as a cookie-and-milk combo versus a three-cookies-for-a-discount combo.
- Establish a **cash-for-cookies** policy, wherein students may use credit for meals and healthy a la carte items but cash-only for treats/desserts. Students are far more inclined to charge their accounts (and parents) for treats than to hand over their own cash for those items.

Food for Thought

If one large cookie costs 50 cents but you could buy 3-for-\$1, would you do it? Is that a good deal? How about if you were asked to pay 50 extra cents to eat 300 extra empty calories? Is that a good deal? Guess what? It's the same deal!

²⁸ Thomas, M., Desai, K. K., & Seenivasan, S. (2011). How credit card payments increase unhealthy food purchases: Visceral regulation of vices. *Journal of Consumer Research*, 38(1): 126-39.



Waste Not—Youth Engagement Strategies to Reduce Plate Waste

California Department of Education

November 2017

CSNA's 65th
Annual
Conference

10.31.version



Presenters

Heather Reed, Nutrition Education Consultant,
California Department of Education



Crystal Young, Associate Governmental Program Analyst,
California Department of Education

Rosemary Carter, Program Manager,
UC CalFresh Nutrition Education Program



Session at a Glance

- ◆ Welcome —Introductions—Overview of Session
- ◆ Team Nutrition (TN) Grant and the SLM of CA
- ◆ Plate Waste Definitions and Stakeholders
- ◆ Youth Engagement Practices
- ◆ Conclusion Activity

Objectives

- ◆ Describe how the Team Nutrition Grant supported Smarter Lunchrooms Movement implementation in California
- ◆ Discuss who cares about plate waste and why it is important
- ◆ Apply youth engagement strategies to enhance Smarter Lunchrooms implementation

Team Nutrition

Smarter Lunchrooms Movement of California (TN SLM of CA)

Presented by:

Heather Reed, MA, RDN

**Nutrition Education Consultant
California Department of Education**

hreed@cde.ca.gov



Smarter Lunchrooms

A National Grassroots Movement

- ❖ **Cornell University launched Smarter Lunchrooms Movement (SLM) in 2009**
 - ❖ Based on theory of behavioral economics
- ❖ **Created Cornell Center for Behavioral Economics in Child Nutrition (BEN Center) Programs**
 - ❖ Funded by the U.S. Department of Agriculture (USDA)

Core Values of the SLM

- ◇ **Nudging Healthy Choices**
- ◇ **Keeping Variety**
- ◇ **Using Low Cost/No-Cost Solutions**
- ◇ **Focusing on the Lunchroom Environment**
- ◇ **Establishing Sustainability**





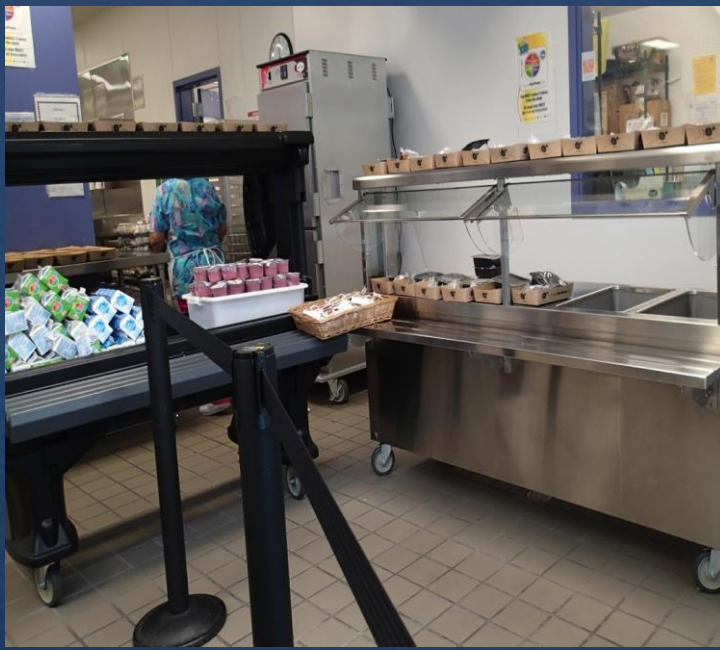
SLM of CA Collaborative

Supporting California Schools

Since 2013

Collaborative Partners





Imagine any number of school cafeterias.

Things might be efficient.

But they are not always inspirational.





Now, imagine a colorful mural greets students as they enter the cafeteria...



Clear, colorful menu boards and signage point the way to healthy meal choices.





The food is colorfully and attractively presented.

The salad bar is bountiful and the milk is cold!





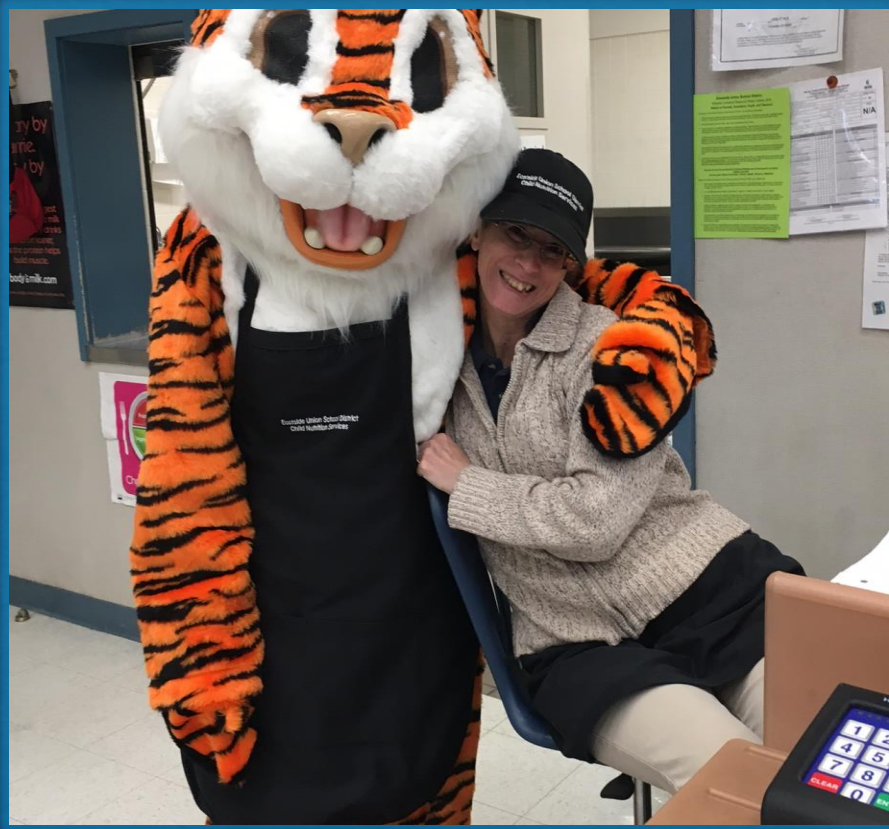
The menu is visible at several points in the line so students know what to order.



Food is easy to take.



Staff are friendly.



Kids are welcomed and excited to eat.

There might still be formica tables but the cafeteria is brightly lit and the tables are far away from the trash cans.

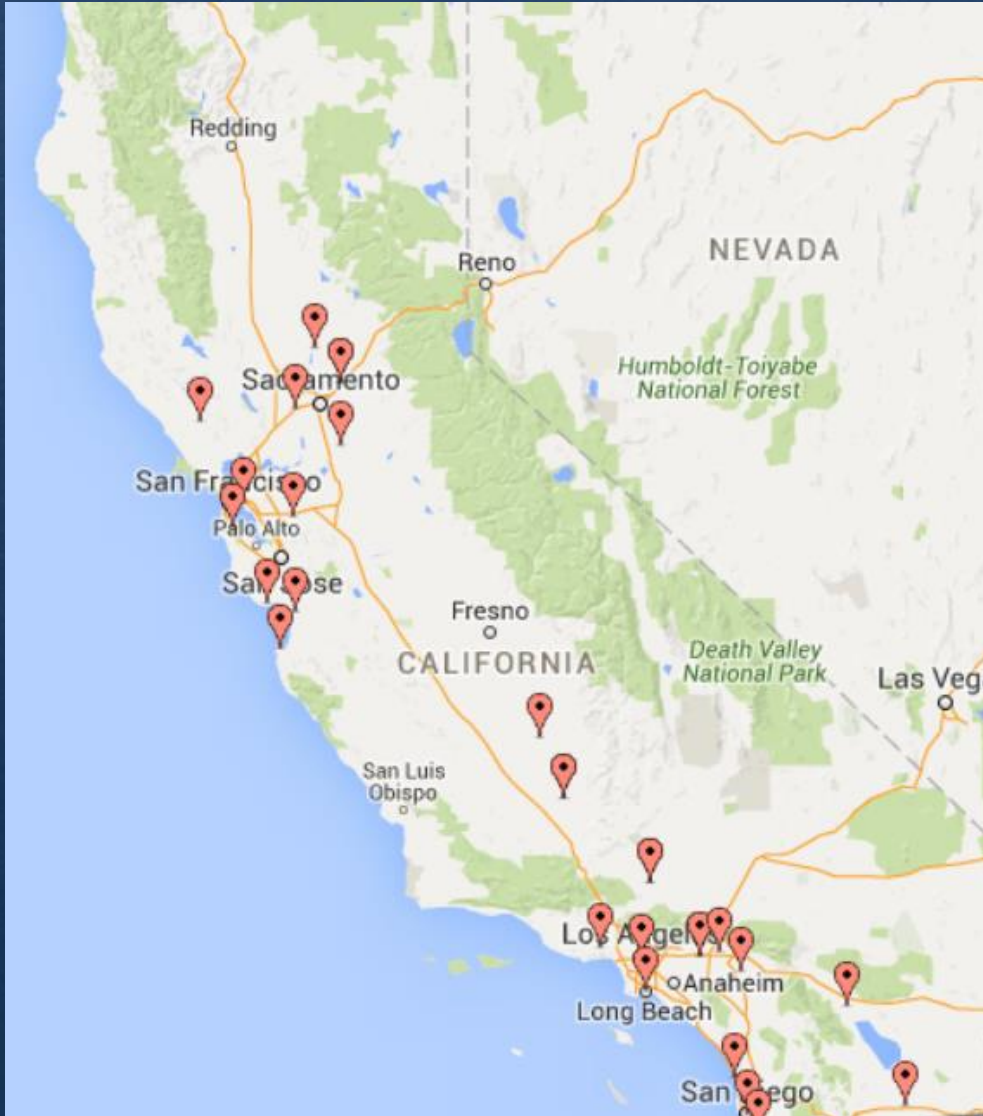




And students learn about good nutrition!



Design of Team Nutrition SLM of CA

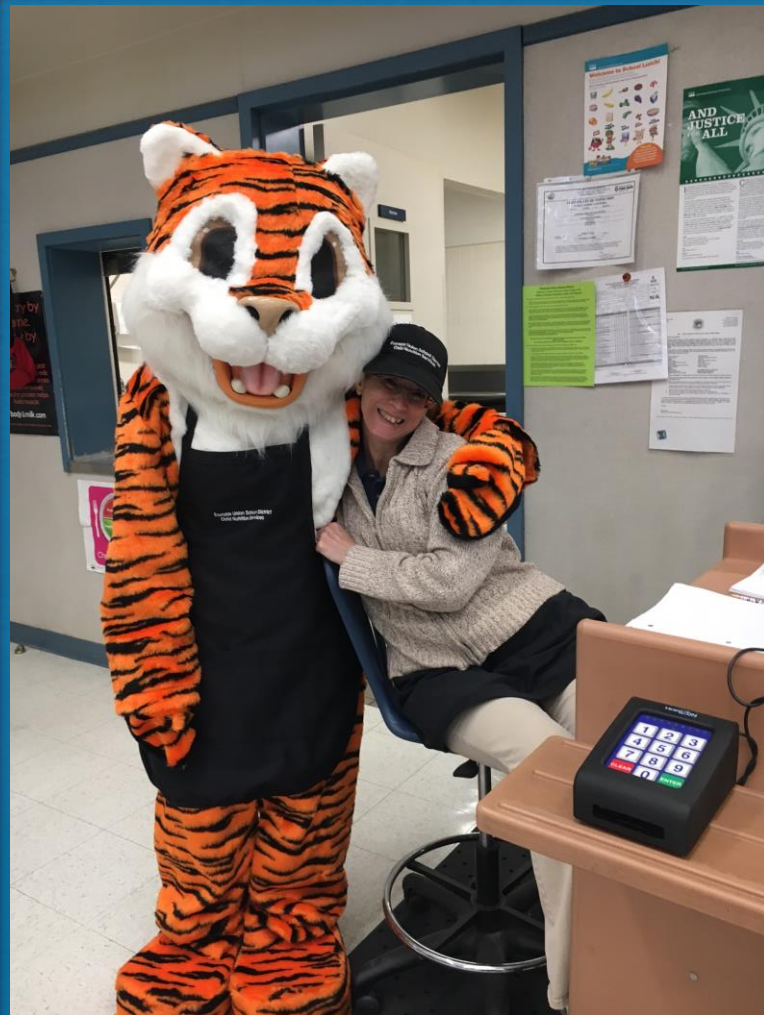


CDE awarded USDA Food and Nutrition Service grant for Fiscal Year 2015–2017

48 California Schools in 24 school districts received mini-grants

Implemented School Year 2016–17

Goal of TN SLM Of CA



**Enhance SLM Community
and Sustainability
in Cohort of Leaders**

How TN SLM of CA Schools Implemented Smarter Lunchrooms



Team Nutrition Roadmap for Schools

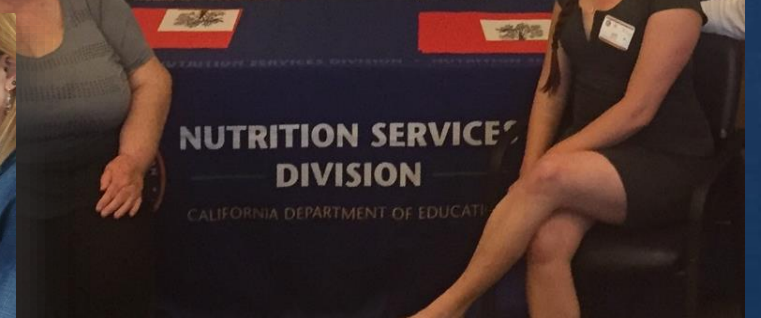
- SLM strategies
- Nutrition Education
- Cafeteria staff training



Support to Schools

- Multiple Trainings
- Technical Advising Professionals (TAPs)
- Networking
- Structured Planning

Training and Networking





TAPS Make A Difference! On-site Support & Resources



Structured Planning Guides Implementation for Schools



School Level Evaluation

◆ SLM Self-Assessment Scorecard

◆ Nutrition Education Interventions

◆ Student Selection & Consumption

❖ Plate Waste (selected schools)

❖ Food Production Records

❖ Student Surveys

Smarter Lunchrooms MOVEMENT **Smarter Lunchrooms Self-Assessment** **2014 Scorecard**
©The S.L.R. Center 2014

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 back of the form. 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 improvement!

Important Words
Service areas: Any location where students can purchase or are provided with food
Dining areas: Any location where students can consume the food purchased or provided
Grab and Go Meals: Any meal with components pre-packaged together for ease and convenience – such as a brown bag lunch or “Fun Lunch” etc.
Designated line: Any foodservice line which has been specified for particular food items or concepts – such as a pizza line, deli line, salad line etc.
Alternative entree options: Any meal component which could also be considered an entree for students – such as the salad bar, yogurt parfait, vegetarian/vegan or mealless options etc.
Reimbursable “Combo Meal” pairings: Any reimbursable components available independently on your foodservice lines which you have identified as a part of a promotional complete meal – For example you decided your best lunch, seasoned beans, frozen strawberries and 1/2 milk are part of a promotional meal called the “Mi Amigo Meal” etc.
Non-functional lunchroom equipment: Any items which are either broken, awaiting repair or are simply not used during meal service – such as empty or broken steam tables, coolers, registers etc.
Good Rapport: Communication is completed in a friendly and polite manner
All Points of Sale: Any location where a register /pin-pad is located for example: deli-line, snack window, a la carte line, hot line, kiosks/ carts etc.

Focusing on Fruit
 At least two types of fruit are available daily
 Sliced or cut fruit is available daily
 Fruit options are not bruising, bruised or otherwise damaged
 Daily fruit options are given creative, age-appropriate names

Promoting Vegetables & Salad
 At least two types of vegetable are available daily
 Vegetables are not wilted, browning or otherwise damaged
 At least one vegetable option is available in all foodservice areas
 Individual salads or a salad bar is available to all students
 The salad bar is highly visible and located in a high traffic area
 Self-serve salad bar utensils are at the appropriate portion size or larger for all fruits and vegetables offered
 Self-serve salad bar utensils are smaller for croutons, dressing and other non-produce items
 Daily vegetable options are available in at least two different locations on each service line
 Daily vegetable options are easily seen by students of average height for your school
 A daily vegetable option is bundled into grab and go meals available to students
 A default vegetable choice is established by pre-plateing a vegetable on some of the trays

Moving More White Milk
 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 is available at all points of sale (deli-line, snack windows, a la carte lines etc.)
 White milk represents at least 1/3 of all visible milk in the lunchroom
 White milk is easily seen by students of average height for your school
 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
 White milk is replenished so all displays appear “full” continuously throughout meal service and after each lunch period

Entree of the Day
 A daily entree option has been identified to promote as a “targeted entree” in each service area and for each designated line (deli-line, snack windows, a la carte lines etc.)
 Daily targeted entree options are highlighted on posters or signs
 Daily targeted entree is easily seen by students of average height for your school
 Daily targeted entrees have been provided creative or descriptive names
 All targeted entree names are printed /written on name-cards or product IDs, and displayed next to each respective entree daily

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
 All vegetable names are written and legible on menu boards
 All vegetable names are included on the published monthly school lunch menu

5 min estimate (add if time)

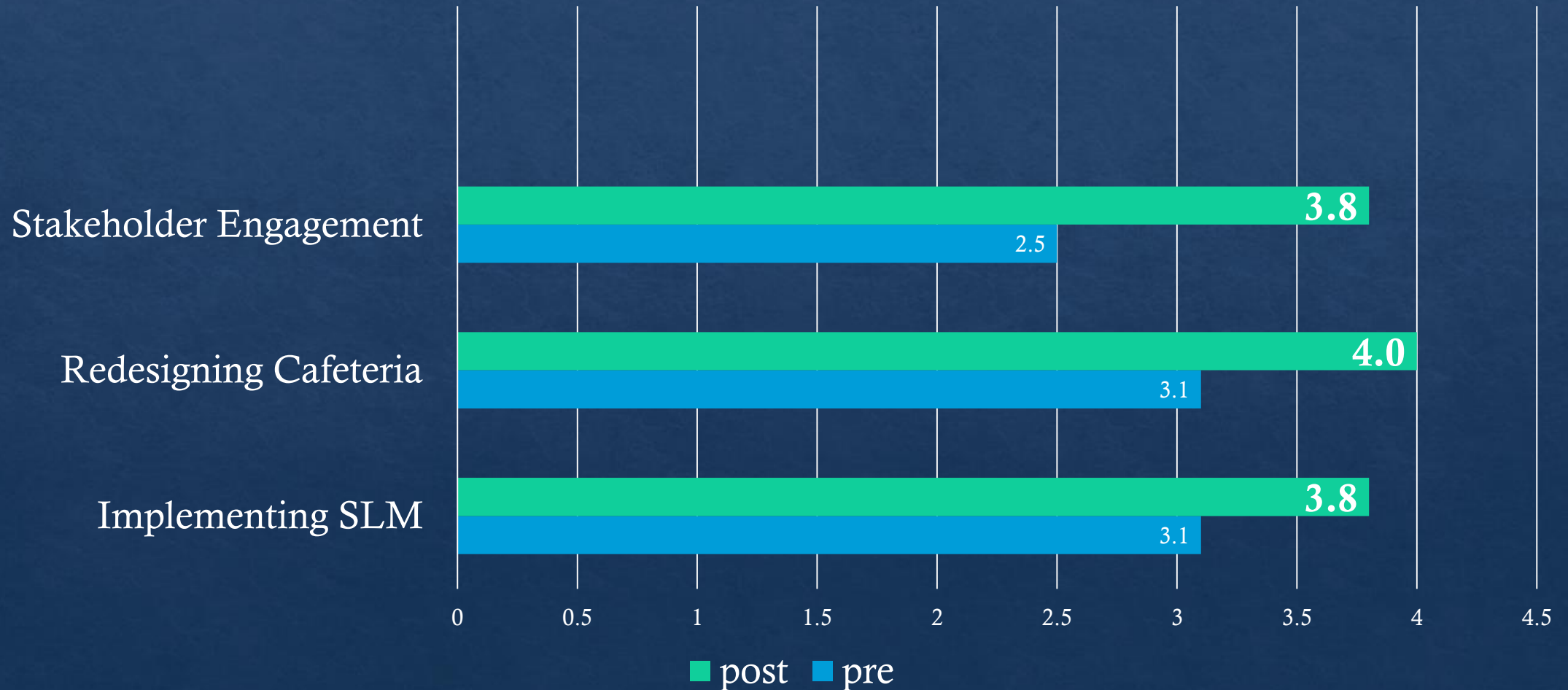


Team Nutrition Brings Results

- ❖ SLM strategies successfully used
- ❖ Staff SLM Competence increased
- ❖ Nutrition Education introduced
- ❖ Students feedback informed changes

Staff More Confident about Smarter Lunchrooms

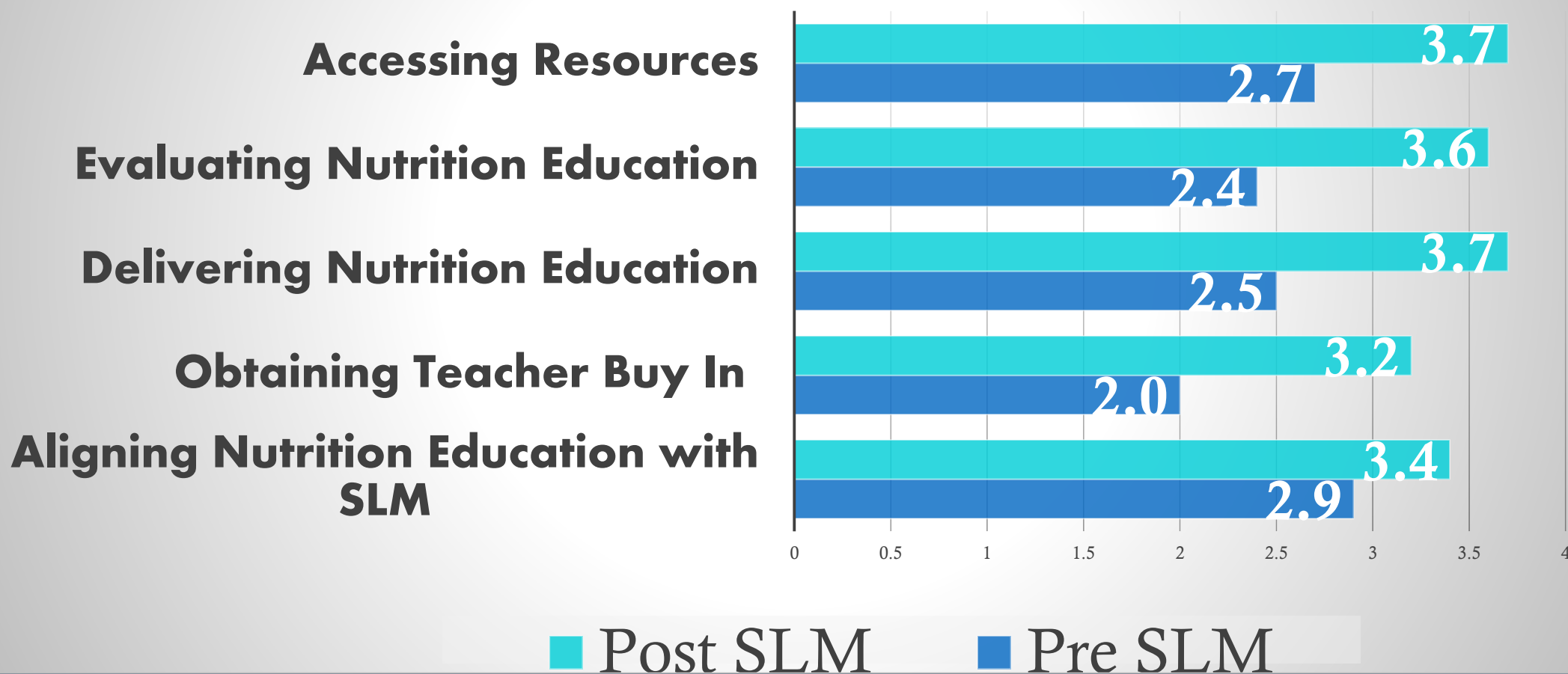
Competence of Food Service Staff in SLM
average self rating-1 lowest and 5 highest



Nutrition Education Confidence Increases Too

Competence of Food Service Staff in Nutrition Education Average Self-rating

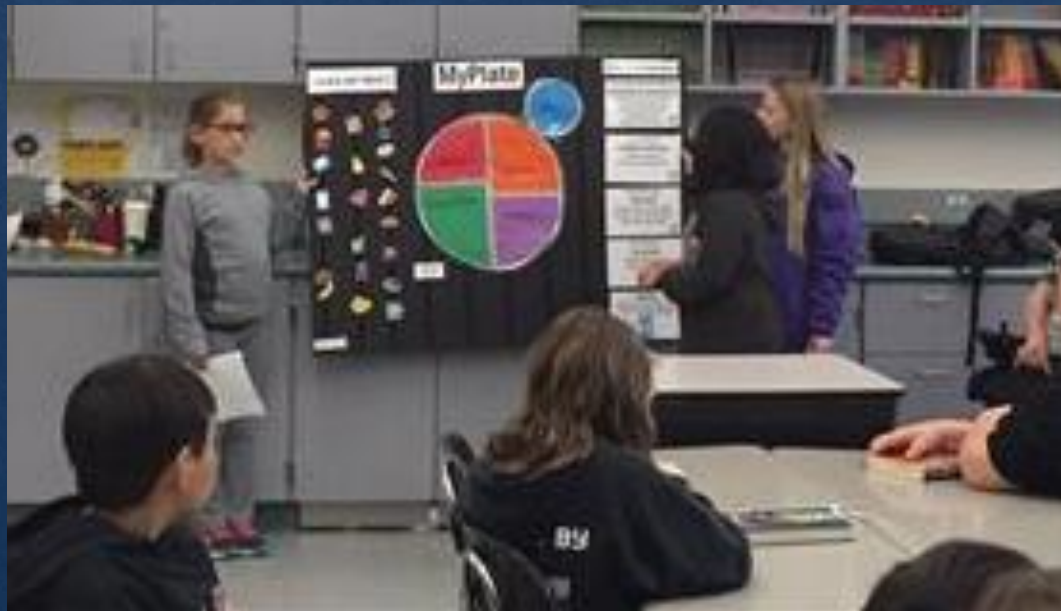
1 the lowest and 5 the highest rating



Students Are Reached Through Nutrition Education

7.5 Nutrition Education Interventions per school

19,360 students reached



SLM

- Increased selection of healthy choices

**Nutrition
Ed**

- Increased consumption of selected foods

“There is a big gap between selection and consumption. Without nutrition education, the good intention of the school nutrition program gets lost.”

Long Beach USD



**Thank You!
Questions?**

Heather M. Reed, RDN, MA
California Department of Education
hreed@cde.ca.gov

“The USDA is an equal opportunity provider.

The Story Behind Plate Waste



Crystal Young, MA

Associate Governmental Program Analyst

California Department of Education

cyoung@cde.ca.gov

Evaluating SLM Implementation with Plate Waste



Smarter Lunchrooms Strategies

Plate Waste Evaluation

Why Plate Waste?

US Department of Agriculture



31% of the overall food supply goes uneaten

<https://www.usda.gov/oce/foodwaste/faqs.htm>

US Environmental Protection Agency



In 2011, food was 21.4% or 77,000 pounds of Municipal Solid Waste

How Can You Measure Plate Waste?

Quarter Waste Method

- ◆ Each food item is visually measured by $\frac{1}{4}$ parts wasted



Cornell BEN Center

Weighing Method

- ◆ Each food item is sorted and weighed in ounces or pounds wasted



USDA

How Do You Define Plate Waste?

Waste definition for schools = 75% or more of the food item is thrown away

UC San Diego School of Medicine Center
for Community Health

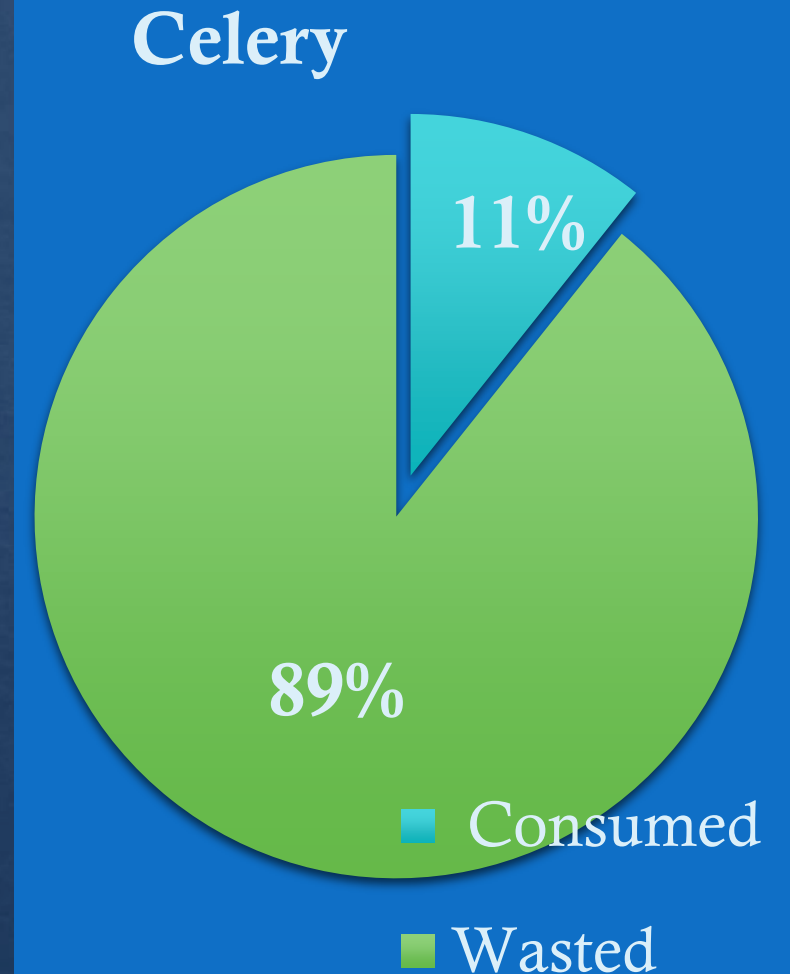
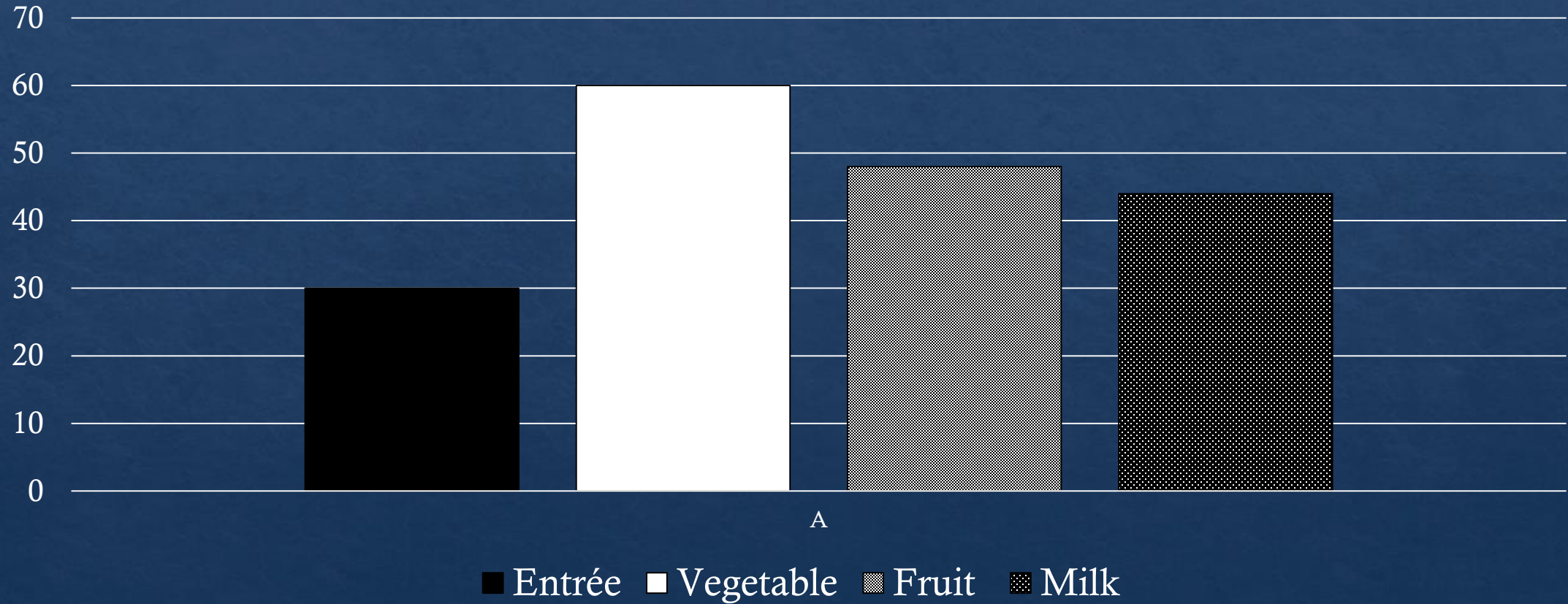


Plate Waste Pre-Implementation



Who Cares About Your Plate Waste Results?



- ◆ Who do you think cares about plate waste in your cafeteria? Why?
- ◆ Share your reflection with a partner and see if you can identify 1–2 items that feel most powerful/important between the two of you.

Who Cares About Your Plate Waste Results?

Who Cares About Your Plate Waste Results?

- ◆ USDA and Environmental Protection Agency
- ◆ Local waste management agencies
- ◆ District Leadership
- ◆ Accounting
- ◆ Cafeteria and Janitorial Staff
- ◆ Parents
- ◆ Students



It is All About The Students



Evaluating SLM Implementation with Plate Waste



Smarter Lunchrooms Strategies

Plate Waste Evaluation

Using Youth Engagement to Inform SLM Implementation



Plate Waste
Evaluation

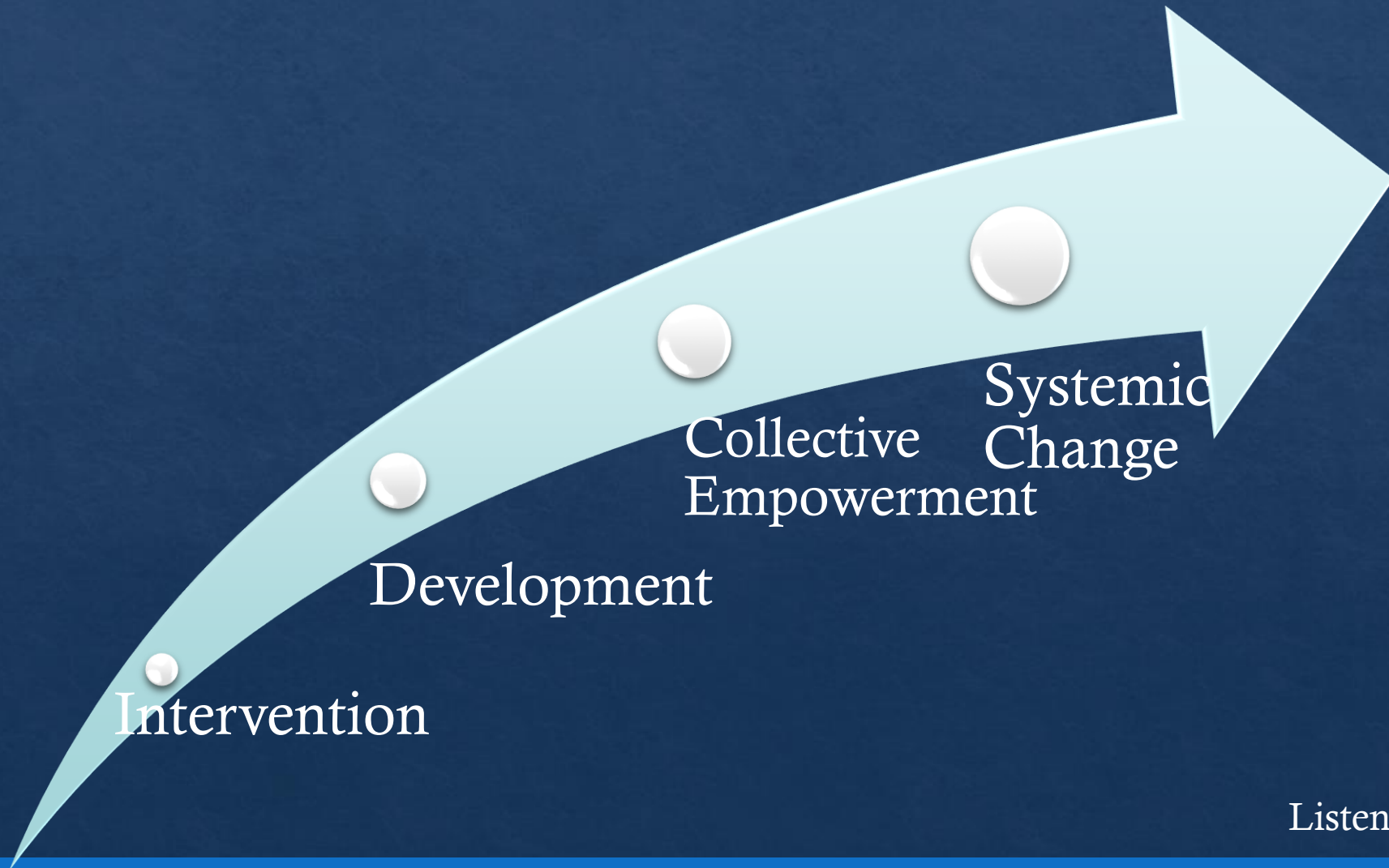


Youth Engagement
Nutrition Education



Smarter
Lunchrooms
Strategies

Youth Engagement Continuum



Ask for Feedback



Ask for Feedback

“The student pre-test was probably one of the more enlightening activities and it really helped me learn how the students felt about the cafeteria, food offerings and nutrition knowledge.”

Pam Rapp, Grant Coordinator,
Roseville City Unified School District

Show That You Care

- ◆ Taste Testing
- ◆ Slicing fruit
- ◆ Improving packaging
- ◆ Rotating salad bar themes
- ◆ Dressing up the cafeteria



Show That You Care

“We placed fruits in multiple areas of the service line, and we implemented a fresh fruit cutting station for students. Waste from apples decreased from 52 pounds to 13 pounds and waste from oranges from 22 pounds to 5 pounds.”

LAUSD



Average Plate Waste
Reduction in Fruit
-26%

Help Them Understand Why



Promote Nutrition Messages



Support Nutrition Education

Nutrition Promotion and Education Activities

- ❖ Team Nutrition
- ❖ Harvest of the Month
- ❖ UC Cal Fresh
- ❖ Dairy Council



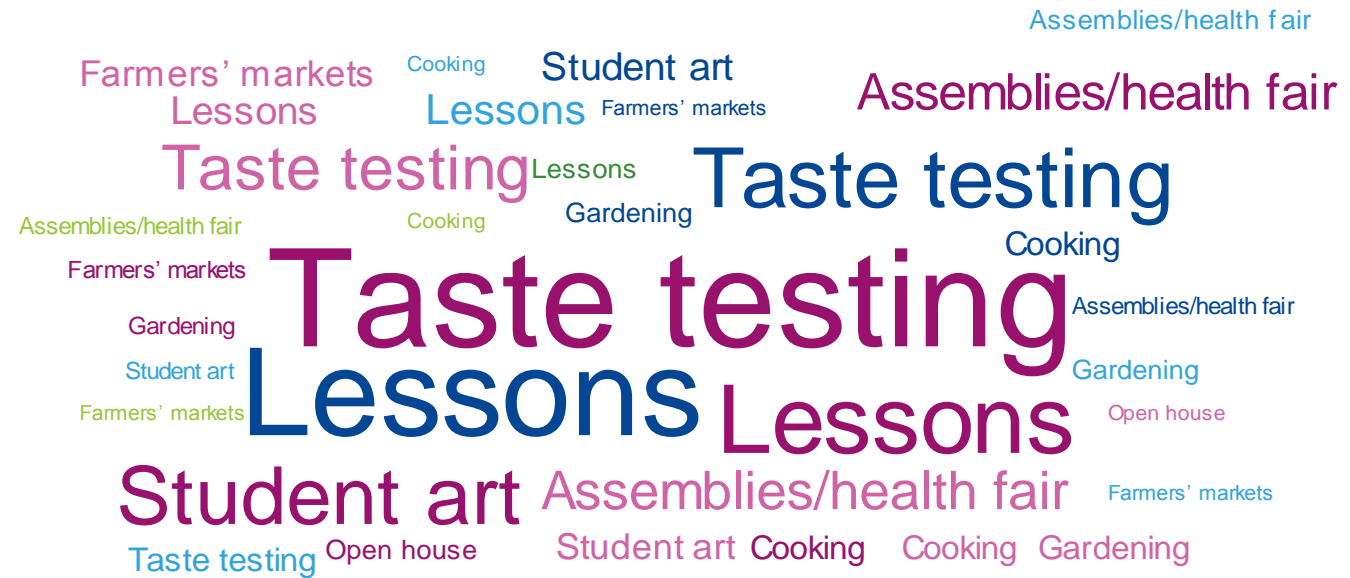
Nutrition Promotion and Education Activities

❖ Team Nutrition

❖ Harvest of the Month

❖ UC Cal Fresh

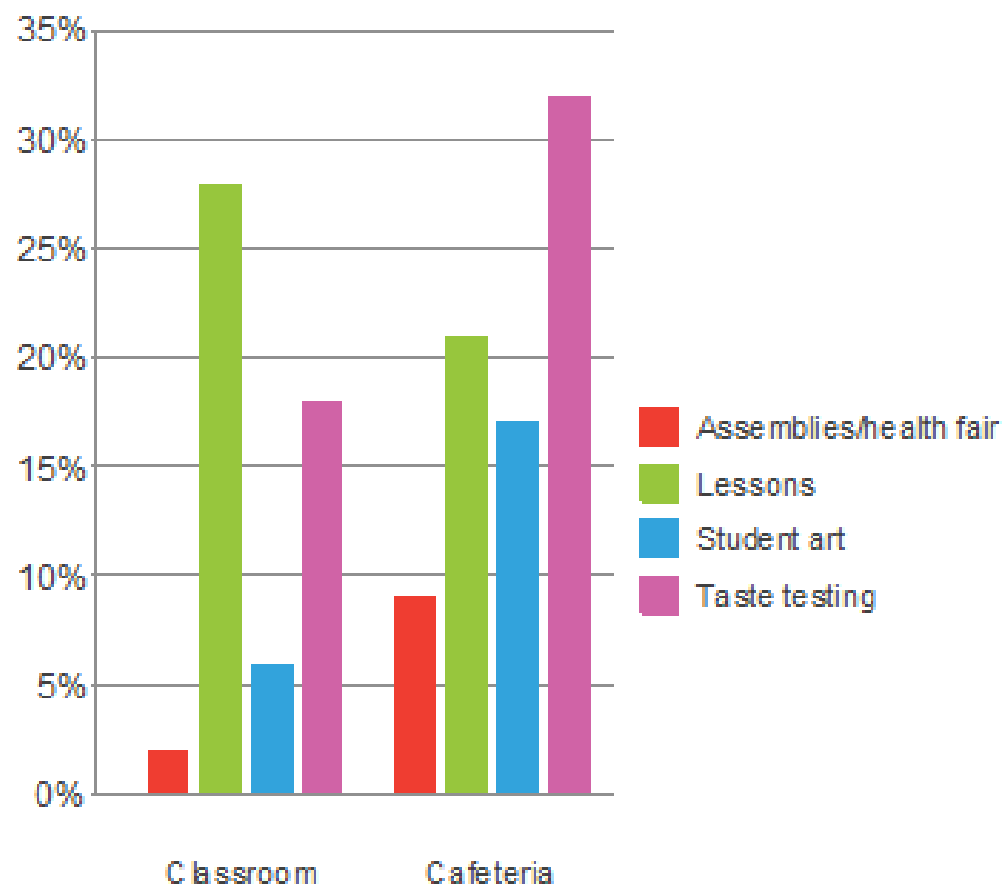
❖ Dairy Council



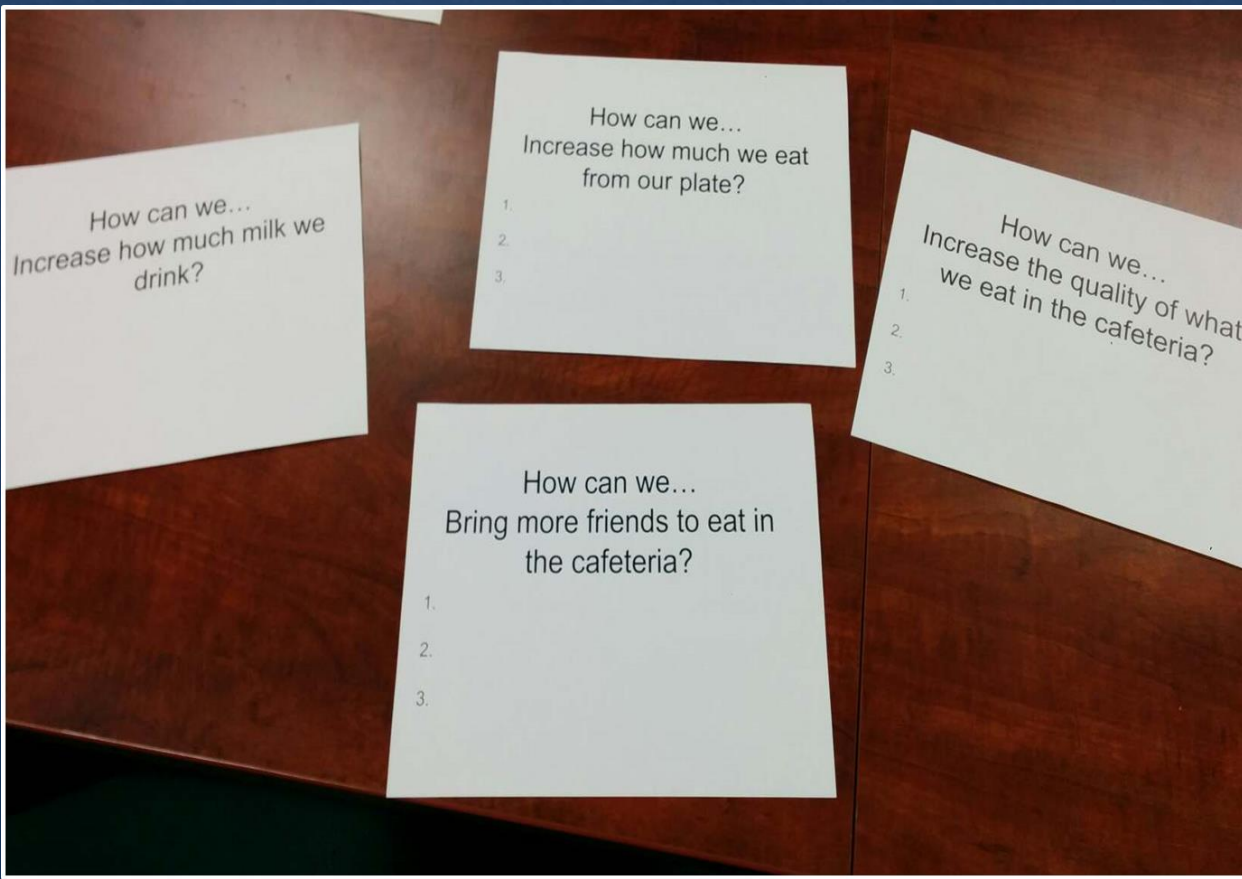
Nutrition Promotion and Education Activities



Nutrition Promotion and Education Activities



Problem Solve Together



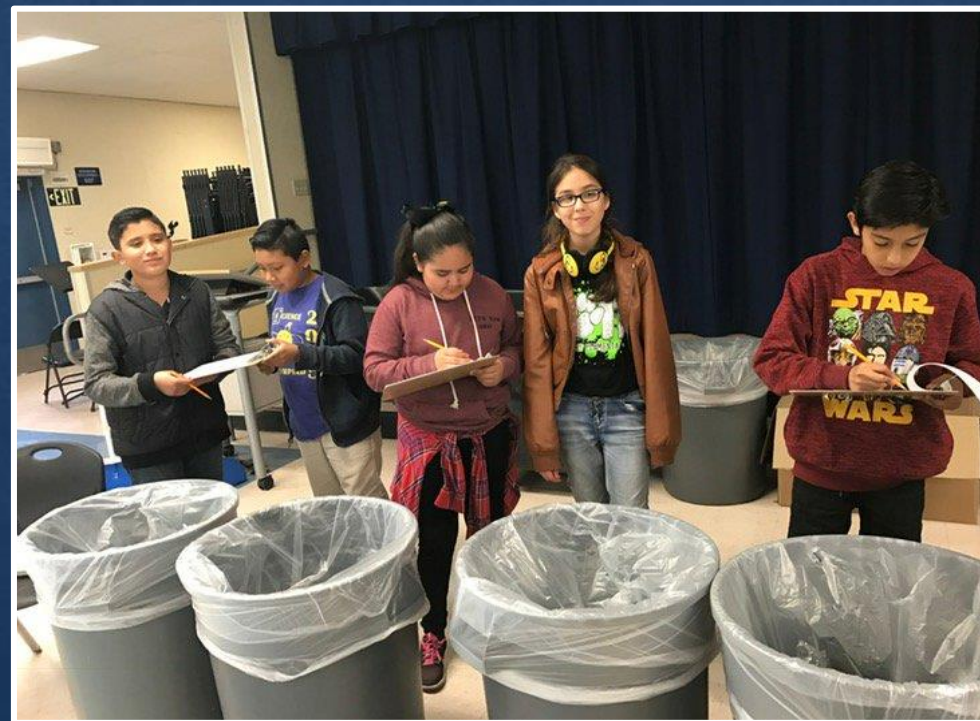
Problem Solve Together

“Student involvement is key to promoting your nutrition program. When students are involved in growing the food, creating marketing materials and promoting the program, you are far more likely to get them eating in your lunch lines!”

-Lea Bonelli, Director of Child Nutrition
Encinitas



Let Them Lead



Let Them Lead

“A youth engagement team made up of teen parents have earned their food handlers certification and began to assist with the new salad bar for school credit, giving them an opportunity to take their experiences out into the new world.”

Kern County (Blanton)

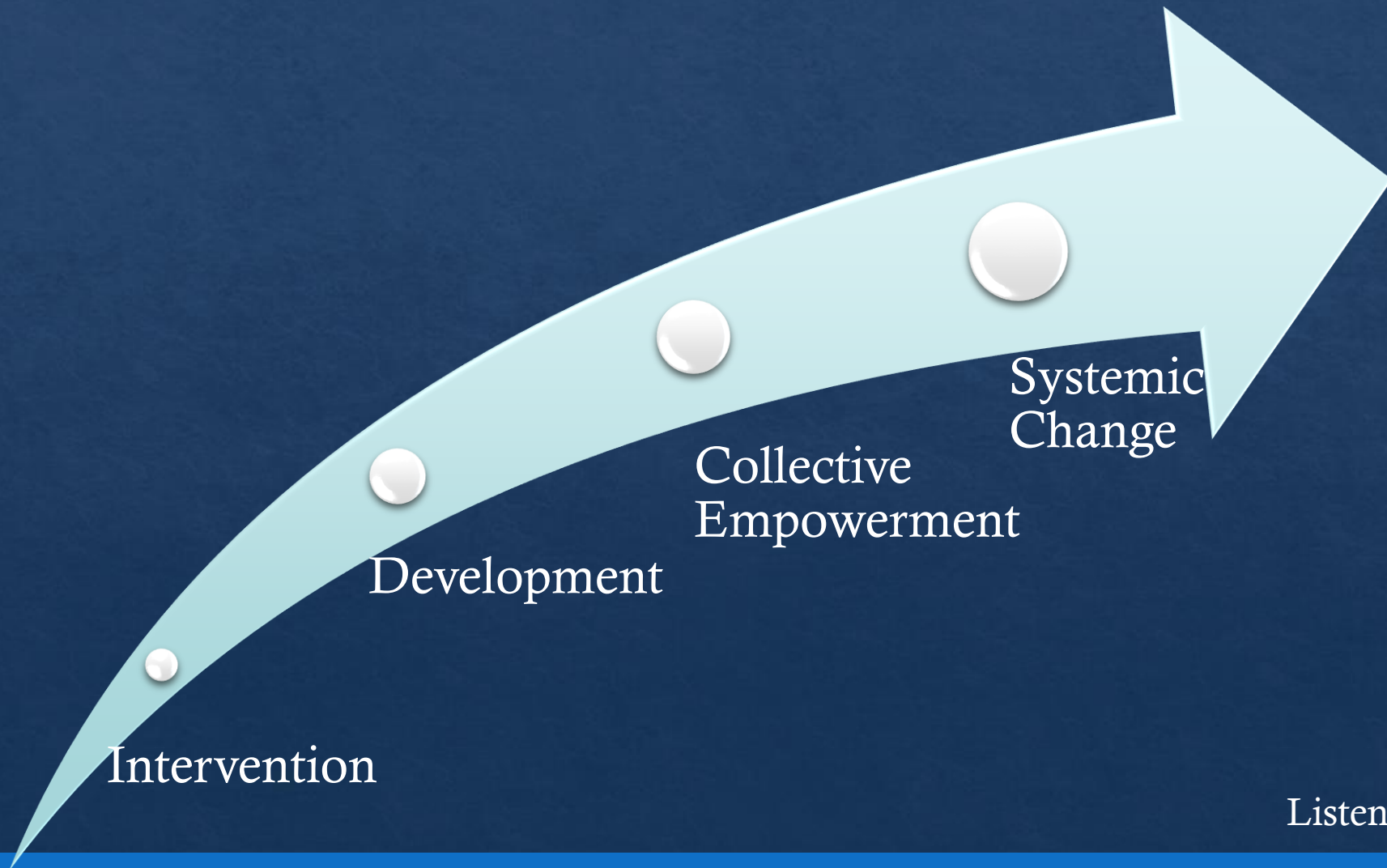
Average Plate Waste Reduction

Fruit -40%

Milk -11%

Vegetable -37%

Youth Engagement Continuum



Make It Their Own

Youth Engagement for the UC CalFresh Nutrition Education Program

Rosemary Carter

Program Manager, UC CalFresh
Nutrition Education Program
carter@ucanr.edu

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Student Nutrition Action Council (SNAC)

- ◆ Increase youth voice and choice
- ◆ Explore meaningful roles for young people
- ◆ Build in peer leadership and mentorship



Getting Started

- ◆ Principal support
- ◆ Contact teachers
- ◆ Posters to promote SNAC meeting
- ◆ Afterschool meeting

Become a part of SNAC (Student Nutrition Action Council)

Are you interested in...?



- ★ Spreading healthy messages to the student body
- ★ Helping conduct surveys
- ★ Assisting with tastings during lunch
- ★ Improving the lunchrooms

First Meeting

When: Thurs., November 3rd
Time: 12:30pm
Where: Cafeteria

This council is sponsored by
UC CalFresh Nutrition Education Program for Placer and Nevada Counties.

Facilitated by Mrs. Barnes, 2nd Grade teacher
and Mrs. Carter, the Nutrition Lady.



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UC CalFresh Nutrition Education Program
Placer and Nevada Counties
Website: <http://ucanr.edu/sites/letsseathealthy/>
(530) 889-7350

This material was produced by the University of California CalFresh Nutrition Education Program with funding from USDA SNAP, known in California as CalFresh (formerly food stamps). These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious foods for better health. For CalFresh information, call 1-877-947-3065.

Working Together



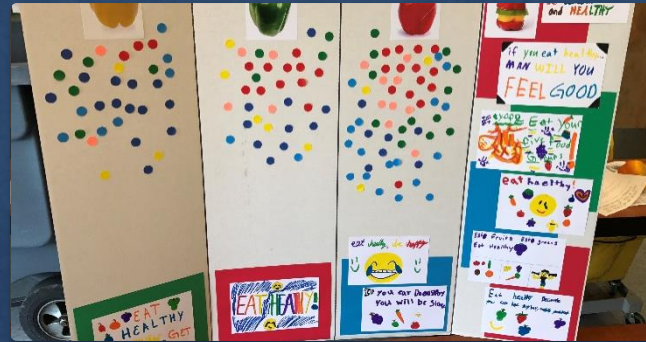
- ◆ Lunchtime meeting in cafeteria
- ◆ What is SNAC?
- ◆ What do you want to do?

SNAC Projects



Art Work

Create posters for the cafeteria encouraging students to eat healthy



Food Tastings

Help conduct opal apple and bell pepper tastings



Nutrition Day

Delivered short nutrition lessons on how to read the Nutrition Facts Label

“ I get to influence people to eat better and help make them FIT!

handing out food and being a part of projects

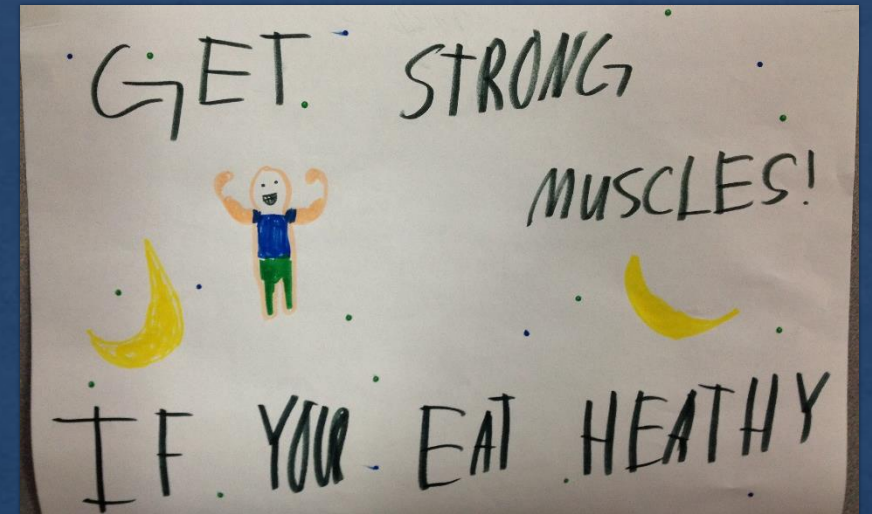
that we get to get more involved with my school

Helping out Mrs. Carter and making others smile ”

After participating in SNAC... My favorite thing

Positive Changes

- ◆ Relationship with principal and school staff
- ◆ Relationship with Food Service
- ◆ Reinforcing nutrition lessons in the classroom
- ◆ Empowered SNAC students



Let Us Get Started on Youth Engagement

- ◆ Who will you collaborate with?
- ◆ What is your goal for the year?
- ◆ What can the SNAC accomplish together?



Resources



- ◆ SLM National Office <http://www.smarterlunchrooms.org/>
- ◆ SLM of CA Collaborative
<http://www.healthyeating.org/Schools/School-Foodservice/Smarter-Lunchrooms-Movement-of-California.aspx>
- ◆ California Department of Education
<http://www.cde.ca.gov/ls/nu/he/smarterlunchrooms.asp>



Resources



- ◆ USDA U.S. Food Waste Challenge Frequently Asked Questions <https://www.usda.gov/oce/foodwaste/faqs.htm>
- ◆ USDA Guide to Conducting Student Food Waste Audits <https://www.usda.gov/oce/foodwaste/>

Learn More About SLM at CSNA

- ◆ SLM Best Practices Session on 11/10 at 9:15 AM
- ◆ The Price is Right for SLM on 11/11 at 2:45 PM
- ◆ Follow us on Twitter [@CDENutrition](https://twitter.com/CDENutrition) #SLMofCA

School Nutrition Programs

Professional Standards Crediting Information

- ◇ Communications and Marketing (4000)
 - ❖ Communications and Marketing (4100)
 - Create an environment that engages students to select and consume healthy foods with minimum waste, including Smarter Lunchroom techniques. (4160)

Total Instructional Hours: 1

Question and Answers





This institution is an equal opportunity provider.

Youth Engagement Project

Let's Get Started

Youth Engagement is the result when young people are involved in responsible, challenging actions.

The goal of Youth Engagement for the UC CalFresh Education Program is to build upon the program to:

- Increase youth voice and choice
- Explore meaningful roles for young people
- Build in peer leadership and mentorship

Who will you collaborate with?	
TAPS	<input type="checkbox"/>
Teacher	<input type="checkbox"/>
Student Council Facilitator	<input type="checkbox"/>
UC CalFresh Nutrition Educators	<input type="checkbox"/>

Answer the following questions:

- What is your goal? What do you hope to accomplish in the coming school year?

- What grade level/levels will you be working with? _____
- When will you meet? Before/after school? During lunch? _____
- Where will you meet? Classroom? Cafeteria? Outside? _____

Project - *Pick something you can accomplish; start small*

- Food naming for salad bar
- Posters to decorate the cafeteria
- Conduct tasting
- Conduct survey

Meet with the Principal

- Present your plan
- Be flexible

Create Your Support Team

- Principal
- School Secretaries
- Teachers
- Custodian