MAKE YOUR LUNCHROOM SMARTER!

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LEARNING OBJECTIVES

1) Understand how to implement Smarter Lunchroom strategies in the cafeteria

2) Be able to measure success of changes through plate waste data collection
Conceptual Model of Improved School Food Consumption

Availability  Accessibility  Selection  Consumption
WHAT IS SMARTER LUNCHEOMS?

Redesign your lunch room to nudge students to make healthier food choices

Based on these principles.....

- Manage Portion Sizes
- Increase Convenience
- Improve Visibility
- Enhance Taste Expectations
- Utilize Suggestive Selling
- Set Smart Pricing Strategies

Cornell Center for Behavioral Economics in Child Nutrition Programs
STRATEGIES TO CREATE A SMARTER LUNCHROOM

Since its founding in 2009 the Smarter Lunchrooms Movement has championed the use of evidence-based, simple low and no-cost changes to lunchrooms which can simultaneously improve participation and profits while decreasing waste. This tool can help you to evaluate your lunchroom, congratulate yourself for things you are doing well and identify areas of opportunity for 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 “Pun 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 entrée options: Any meal component which could also be considered an entrée for students - such as the salad bar, yogurt parfait, vegetarian/vegan or meatless options etc.
Reimbursable “Combo Meal” pairings: Any reimbursable component available independently on your foodservice lines which you have identified as a part of a promotional complete meal. For example you decided your beef taco, seasoned beans, frozen strawberries and YS 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/cards etc.

Focusing on Fruit

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

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

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
- Whole milk is available at all points of sale (deli-line, snack window, a la carte lines etc.)
- Whole 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 at the default beverage
- White milk is promoted on menu boards legibly
- White milk is replenished so all displays appear “full” continually throughout meal service and after each lunch period

Entrée 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 entrees are 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 entrée daily

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 improvements!
WHAT CAN HAPPEN WHEN YOU MAKE SMART CHANGES TO YOUR LUNCHROOM?
- Increased **efficiency** in food production
- Increased **buy-in** by staff and students
- Increased **student participation** rates
- **Healthier food choices** by students
- Increased **sales** of targeted items
- Increased **consumption of foods served**
- Decreased **plate waste**
SIMPLE STRATEGIES TO MEASURE AND REPORT SMARTER LUNCHROOM IMPACTS
Measuring Milestones in Improved Consumption
SIMPLE MEASUREMENT STRATEGIES
ACCESSIBILITY AND SELECTION

• Scorecard
• Comment box
• Production records
• Sales data
• Procurement records
• Feedback
• Participation rates
• Observation
PRE PLATE WASTE MEASURES

1. Weigh and record standard portions of each menu item of interest.

2. Weigh and record total weight of all salad bar items before and after lunch.

3. Count number of each type of milk in cooler before and after lunch.

4. Prepare buckets to collect salad bar and skim, 1%, and chocolate milk waste.

5. Create a food waste collection station where all students return their trays and make an announcement before lunch.
6. Collect each tray (aim for at least 20%)
7. Empty remaining contests of milk container into appropriate milk bucket
8. Scrape salad bar waste into salad bar bucket
9. Use quarter method to estimate waste of all other menu items
QUARTER METHOD
PLATE WASTE MEASURES

10. Determine the **amount of food that was wasted**, not the amount of food that was consumed.

11. **Write:** “0” for none wasted, “1” for ¼ wasted, “2” for ½ wasted, “3” for ¾ wasted, “4” for all wasted.

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> Write: “0” for none wasted, “1” for ¼ wasted, “2” for ½ wasted, “3” for ¾ wasted, “4” for all wasted, 5” for cannot determine

<table>
<thead>
<tr>
<th>Menu Item</th>
<th>Tray # ▶️ Serving Size ▼</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
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</thead>
<tbody>
<tr>
<td>Apple</td>
<td>1 medium</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>4</td>
<td>1</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Cheeseburger</td>
<td>4 inches</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Broccoli</td>
<td>½ cup</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>3</td>
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https://www.youtube.com/watch?v=_OZn2sXBry4&list=PLZ6pare08aVfEnjp1bDbZZemVAJqYqYxm&index=7
OUR SMARTER LUNCHROOM PROJECTS
PROCESS IN MONTANA HIGH SCHOOLS

Phase One
- Conduct pre plate waste study
- Organize Smarter Lunchrooms Team

Phase Two
- Conduct Smarter Lunchrooms Team trainings using smarterlunchrooms.org resources
- Choose lunchroom changes

Phase Three
- Conduct post plate waste study
- Meet with school to discuss successes and future changes
SERVING THE HIGH SCHOOL POPULATION

• Open campus and location
• Unappealing atmosphere
• Adjusting to the Smart Snacks rule
• Students want to leave campus to get a way
• Cell phone policies in the cafeteria
SMARTER LUNCHROOM STRATEGIES IN MONTANA HIGH SCHOOLS

Expanded fruit and vegetable menu offerings

Service line and/or salad bar redesign

Implementation of a F/V sharing basket

Enhanced marketing efforts

Student input and buy-in
ENHANCED MARKETING

I want you to eat fruit!

GRAB ONE AND DONE

YOU CAN'T BE THIS
IF YOU DON'T EAT THIS

Veggie Buddy
And
Fruit Friends
Cups
50¢
MONTANA SMARTER LUNCHROOM STRATEGIES
OUTCOMES IN MONTANA HIGH SCHOOLS

- Enhanced communication levels between staff, students, teachers, and administrators

  Student engagement

- Expanded menu offerings of fruits and vegetables

  Smoothies, Soup, and Salad Bar items
## Outcomes in Montana High Schools

Preliminary Descriptive Statistics for Pre to Post Changes* in Salad Bar Waste, Milk Waste, and Meal Participation Rates Among Five Montana High School Participating in a Smarter Lunchrooms

<table>
<thead>
<tr>
<th>High School</th>
<th>Salad Bar Waste (average ounces per customer)</th>
<th>Milk Waste (average ounces per customer)</th>
<th>Meal Participation Rates (% of total students eligible)</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Pre</td>
<td>Post</td>
<td>Pre</td>
</tr>
<tr>
<td>High School 1</td>
<td>1.48</td>
<td>1.24</td>
<td>0.78</td>
</tr>
<tr>
<td>High School 2</td>
<td>1.38</td>
<td>0.82</td>
<td>2.03</td>
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<tr>
<td>High School 3</td>
<td>3.50</td>
<td>2.20</td>
<td>1.40</td>
</tr>
<tr>
<td>High School 4</td>
<td>0.95</td>
<td>1.50</td>
<td>0.83</td>
</tr>
<tr>
<td>High School 5</td>
<td>0.35</td>
<td>0.73</td>
<td>0.87</td>
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<tr>
<td>Average</td>
<td>1.53</td>
<td>1.30</td>
<td>1.18</td>
</tr>
</tbody>
</table>

*Data collected over 3 days at pre and 3 days at post
OUTCOMES IN MONTANA HIGH SCHOOLS

• 33% increase in Scorecard total scores
• Increased student selection at the salad bar
• Decreased waste of fruits/vegetables and milk
• Increased participation levels
PROCESS IN OHIO SCHOOLS

2013-2014
• 51 schools (17 districts)
• 6 university-public health-extension partners
• Dissemination AND evaluation

2014-2015
• Wrap-up schools from cohort 1
• Sharing successes from phase 1
• Vegetable-topping project-3 intermediate schools

2015-2016
• 90 Schools with scorecards and training
• 40 Schools with 20 university-public health partners
POPULAR STRATEGIES IN
OHIO ELEMENTARY SCHOOLS

Renaming vegetables

Fruit in multiple locations

Signage
SCHOOL-LEVEL OUTCOMES

• Renaming broccoli with kid-friendly names:
  • Selection increased from 19% to 26% and waste decreased by 13%.
  • Selection stayed the same; waste decreased by 14%.
  • Selection increased from 26% to 32% and waste increased by 13%.

• Renaming beans to Super Beans:
  • Selection stayed the same; waste decreased by 20%.
• Five schools non-matched pre to post waste data.

• Whole fruit selection increased by 21% when placed in wire baskets in prime locations (middle school).
VEGETABLE-BASED TOPPINGS IN OHIO INTERMEDIATE SCHOOLS

Pairings
Pizzazz Your Pizza
Ballpark Franks
Funky Chicken

Signage
Placement

Outcomes
There are many ways to implement strategies – find what appeals to your students!
SERVING THE INTERMEDIATE & MIDDLE SCHOOL POPULATION

• Expanded choices
• Transitional time to high school
• Time period of lunch
LESSONS LEARNED

• Involve students
• TEAM approach
• One approach at a time
• Treat students as customers
• Measure impact
• Be flexible
• Plan plenty of time for each stage

• Communicate every step of the way
• Celebrate success
• ...
WHAT DO YOU THINK?

BRAINSTORMING AND DISCUSSION OPPORTUNITIES AND CHALLENGES FOR SMARTER LUNCHROOMS AND PLATE WASTE COLLECTION IN YOUR LUNCHROOM
THE MILLION DOLLAR QUESTIONS

HOW CAN WE ENCOURAGE CHILDREN TO EAT WELL AND WASTE LESS?

• Food preferences
• Length of time to eat
• Scheduling of recess
• Timing of meal
• Cafeteria size
• Attitude
• Knowledge
• Food quality
• Noise levels
• Types of foods
• Amount served
• ?
ACKNOWLEDGEMENTS AND THANK YOU!

http://smarterlunchrooms.org
EMAIL US ANYTIME!

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