



PROJECT REFRESH TOOLKIT

TEAM NUTRITION 2010



UNIVERSITY OF
MARYLAND
EXTENSION
Solutions in your community



Project ReFresh Cafeteria Toolkit

This project was funded by a 2010 Team Nutrition grant from the United States Department of Agriculture's Food and Nutrition Service and administered by the Maryland State Department of Education in partnership with University of Maryland Extension.

This toolkit was developed by Judy Dzimiera, RD, M.Ed., Stewart Eidel, MS, Brian Griffith, MEd, and Stephanie Grutzmacher, PhD.

The authors would like to acknowledge contributions by Lisa Lachenmayr and Liat Mackey; editing by Jane Kostenko, Katherine E. Speirs, Lauren Messina, Brian Schram, Jessica DiBari, and Mary Concannon; and graphic design by Annette Gross.

All portions of this toolkit may be reproduced for nonprofit, educational purposes with credit given to the source.

Bernard J. Sadusky, Ed.D.

Interim State Superintendent of Schools

James H. DeGraffenreidt, Jr.

President, Maryland State Board of Education

Martin O'Malley

Governor

Maryland State Department of Education

School and Community Nutrition Programs Branch
200 West Baltimore Street, Baltimore, Maryland 21201
410-767-0199 (telephone)
410-333-2635 (facsimile)
marylandpublicschools.org

In accordance with Federal law and U.S. Department of Agriculture (USDA) policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability. To file a complaint of discrimination, write to the USDA, Director, Office of Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410 or call toll free at (866) 632-9992 (voice). TDD users can contact USDA through local relay or the Federal Relay at (800) 877-8339 (TDD) or (866) 377-8642 (relay voice users). USDA is an equal opportunity provider and employer.

The Maryland State Department of Education does not discriminate on the basis of race, color, sex, age, national origin, religion, disability, or sexual orientation in matters affecting employment or in providing access to programs. For inquiries related to Department policy, please contact Equity Assurance and Compliance Branch, Office of the State Superintendent, Maryland State Department of Education, 200 West Baltimore Street, Baltimore, Maryland 21201-2595 or call (410) 767-0433 (voice), (410) 333-6442 (TTY/TDD).



TABLE OF CONTENTS

Introduction.....	3
Cafeteria Nudges.....	5
Nudge with Facilities and Processes	
Nudge with Food	
Nudge with People	
Nudge with Incentives	
Planning Checklist.....	11
Project Snapshot.....	13
Evaluation.....	15
Design and Instructions	
Student Survey	
Food Service Staff Survey	
Student-Staff Interactions Observation	
Cafeteria Nutrition Environment Observation	
Meal Component Production Records	
Resources.....	26
Promotion Resources	
Equipment Resources	
Food Display Resources	
References.....	29



CHILDREN AND ADULTS SHOULD
FILL HALF OF THEIR PLATES
WITH FRUITS AND VEGETABLES.



INTRODUCTION

THE PROJECT REFRESH CAFETERIA TOOLKIT IS A COLLECTION OF RESOURCES TO HELP SCHOOL FOOD SERVICE STAFF, TEACHERS, AND PARENTS SUPPORT CHILDREN'S HEALTHY EATING IN THE SCHOOL CAFETERIA.

While this toolkit was designed for implementation in elementary school cafeterias, many of the ideas work in other settings in which children make decisions about food and with children of various ages.

In order to implement the 2010 Team Nutrition Project ReFresh, each participating Local Educational Agency (LEA) formed a team that reviewed opportunities to improve the school cafeteria's nutrition environment. The team decided how to use environmental cues in the cafeteria to make changes in how children choose their foods and encourage them to make healthy choices. ReFresh teams developed and implemented a plan to enhance the following:

- structuring of choices in the cafeteria environment
- marketing of school meals to students, parents, and teachers
- promotion of healthy foods in the cafeteria
- interactions between cafeteria staff and students
- nutrition education offered in the cafeteria
- student decision-making in the cafeteria.

In addition to the changes made in the cafeteria, Project ReFresh teams integrated nutrition education into fourth and fifth grade classrooms during the 2011-2012 school year. The nutrition education curriculum, ReFresh, can be used in tandem with the Cafeteria Toolkit to enhance children's opportunities for choosing healthy habits.



ALL OF THE COLORS OF FRUITS
AND VEGGIES ARE IMPORTANT
AND GIVE PEOPLE DIFFERENT
NUTRIENTS, SO EAT A COLORFUL
VARIETY OF FRUITS AND
VEGETABLES EVERY DAY.



CAFETERIA NUDGES

What is a Nudge?

A nudge is an environmental cue or structure that influences people to behave in a certain way. Many small, undetectable nudges influence our behavior every day: some planned, like the decision to hold recess before lunch, and others seemingly random, like the order of food items on the cafeteria line. Each of these decisions about how places, programs, or policies are designed has great potential to nudge people towards healthier behaviors.

Getting children to choose healthy foods can be challenging. Food service staff can use inexpensive strategies described in this toolkit to create cafeteria environments that promote healthy foods, thereby influencing students to select healthier lunch options.

Are You a Choice Architect?

Yes, you are! A choice architect is anyone who influences the context in which choices are made. In the school cafeteria, food service staff make many decisions and act in ways that influence student eating, whether they intend to or not. No cafeteria is designed neutrally. A food service director may arrange food so that the healthiest foods come first and are at eye-level, arrange food randomly, or arrange food to maximize profits. All of these designs, or choice architectures, influence students' behaviors in the lunch line.

Most children do not eat enough fruits, vegetables, whole grains, and fat-free or low-fat (1%) milk products; and eat too much solid fat, added sugars and sodium. Food environments, like the school cafeteria, play an important role in a child's eating behavior. They give cues as to what, when, and how to eat which has implications for children's own eating preferences and behaviors. Food environments can be used to encourage children to eat more healthfully.

Because of their role working with students in the cafeteria, food service staff have substantial influence over the eating behaviors of students. Cost and time constraints, children's preferences for familiar foods, and other barriers may make providing lots of healthy food options difficult. However, food service staff can use the tools and strategies in this toolkit to promote fruit, vegetable, and whole grain consumption among students and to improve the cafeteria nutrition environment. These changes can be simple, affordable, and sustainable.

For more information on the concepts of nudging and choice architecture, see Thaler & Sunstein's bestselling book about behavioral economics. Thaler, R.H., & Sunstein, C.R. (2008). *Nudge: Improving Decisions about Health, Wealth, and Happiness*. New York: Knopf.

CHOOSING NUDGES FOR THE SCHOOL CAFETERIA

You and your partners know which changes will be the most feasible in your school, given factors like available staff and equipment, costs, and layout. The following sections can help your team choose the nudges or think of new ideas that you can implement in your school.

Your team can also assess needs and opportunities for improvement in schools using the Cafeteria Nutrition **Environment Observation and the Student-Staff Interactions Observation tools** (see the EVALUATION Section).



CAFETERIA NUDGES

Implementing Nudges in the School Cafeteria



Lighting

- Use warm lighting to give the cafeteria a gourmet feel.
- Use spotlights to highlight healthy food items like fruits and vegetables.

Line layout

- *PLACE HEALTHY ITEMS AT THE BEGINNING OF THE LINE. RESEARCH SHOWS THAT FOODS APPEARING FIRST IN THE LINE ARE CHOSEN MORE OFTEN.*
- Place healthy items next to the cash register. Because of the bottleneck that often happens near the register, students have time to consider buying something extra. Place healthy extras like fruit or milk near the register. Move salad bars next to the register.
- *MAKE HEALTHY VEGETABLE AND FRUIT OFFERINGS THE "DEFAULT" SIDE DISHES AND MAKE LESS HEALTHY SIDE DISHES AVAILABLE BY REQUEST. STUDENTS WILL OFTEN TAKE THE FOODS THAT ARE AUTOMATICALLY GIVEN TO THEM AND FEW WILL REQUEST A DIFFERENT SIDE.*
- Put chocolate and strawberry milk behind the plain milk.
- Place desserts and other less healthy foods out of sight. Making these items available only by request will improve sales of healthy items in sight. Keep ice cream in freezers without glass display tops.

Displays

- Display healthy foods more prominently and at students' eye-level. Make sure the healthiest options can be easily seen and reached by students of all sizes.
- Use baskets, crates, or other attractive containers for apples, oranges, and other whole fruit. These containers give the food more appeal than stainless steel bins.
- Use brightly colored fabrics featuring healthy foods to give displays warmth.

- Create a healthy tray model. Show and tell students entering the line what the day's most healthy meal looks like.
- *DISPLAY A MENU BOARD THAT DESCRIBES WHAT FOODS, INCLUDING SIDES, ARE AVAILABLE EACH DAY. ADD STICKERS, DECALS, OR PICTURES TO THE BOARD TO FEATURE HEALTHY SELECTIONS.*

Signage

- Use colorful posters and other images promoting healthy foods in the lines and around the cafeteria.
- Highlight the nutritional quality of specific foods directly connected to the nutrition messages taught in the classroom.
- *USE TABLE TENT CARDS TO DESCRIBE FOODS, FOOD FACTS, OR OTHER INFORMATION OR MESSAGES. WRITE FOOD NAMES AND DESCRIPTIONS ON GLASS SNEEZE GUARD.*
- Paint a mural depicting healthy foods and behaviors in the cafeteria.
- Market healthy foods served in the cafeteria using appealing photographs of fruits, vegetables, and other healthy options. Recruit the services of a local photographer, art teacher, or student group to promote a specific food and its healthful characteristics.
- *PARTNER WITH THE ART DEPARTMENT TO DEVELOP A STUDENT ART ASSIGNMENT WHICH EMPHASIZES THE IMPORTANCE OF HEALTHY FOODS.*

Service methods

- Serve desserts and snacks by request only instead of displaying them on the line.
- Have a line without less healthy à la carte items.
- Package healthy items in a unique and attractive container or manner.

Environment

- Use seating in isolated areas of the café as a reward for a week's worth of healthy selections (e.g., music, noise-free, teacher tables, VIP tables, manners zone).



CAFETERIA NUDGES

Implementing Nudges in the School Cafeteria



NUDGE WITH FOOD

Colors, textures, and shapes

- OFFER A VARIETY OF CHOICES EACH DAY. NOT ALL STUDENTS WILL LIKE A SPECIFIC FRUIT OR VEGETABLE. INCREASING THE VARIETY OF AVAILABLE ITEMS EVERY DAY MAY INCREASE THE CHANCE THAT STUDENTS WILL SELECT A FRUIT AND VEGETABLE.
- Train staff on fruit and vegetable preparation and display. Foods that are fun, easy to eat, and look appealing are more likely to be selected. In order to retain color and flavor, do not overcook vegetables. Use herbs or garnishes to make food look appealing. Cut food into fun shapes. Display food in attractive serving containers that allow children to see the food.

Fun food facts

- Include age appropriate nutrition messages in food signage.
- Display a poster describing a food's life cycle from seed to selection.
- POST FUN FACTS ABOUT THE FRUITS, VEGETABLES, AND GRAINS SERVED.

Food specials

- OFFER SPECIAL, CUSTOM ITEMS LIKE MAKE-YOUR-OWN SUBS AND WRAPS IN A QUICK LINE.
- Offer healthy "limited availability" lunches by creating a lunch that only is available by special order.
- Offer a limited availability, "cooked from scratch" menu item that is made 100% on site by your staff.
- FEATURE LOCAL FOODS. CREATE BRAND LOYALTY FOR LOCAL FOODS.
- Offer small tastings of new foods. By offering students the chance to taste new healthy foods while they wait in line, students may choose these foods as part of their lunches.

- IDENTIFY FAVORITE FOODS OF TEACHERS OR STAFF. IF STUDENTS KNOW THEIR FAVORITE TEACHER'S FAVORITE FRUIT IS APPLES, THEY MAY BE MORE INCLINED TO SELECT IT.

Fun and descriptive names

- Create a fun theme (e.g., around the world) for menu items. Apply the theme to lunch offerings through menu item names.
- GIVE HEALTHY FOODS FUN AND DESCRIPTIVE NAMES, LIKE LEAN MEAN GREEN BEANS. RESEARCH SHOWS THAT DESCRIPTIVE NAMES INCREASE SALES AND STUDENTS PERCEIVE THE FOOD AND THE CAFETERIA MORE POSITIVELY.

(Wansink, van Ittersum, & Painter, 2005)



SEE HOW STUDENTS ENJOY...

X-RAY VISION CARROTS
 POWER PEAS
 GLOW-IN-THE-DARK GREENS
 DINOSAUR BROCCOLI TREES
 BANANA RAMAS
 TOMATO BURSTS
 GOLDEN PIRATES CORN
 APPLE CRUNCHERS
 CELERY SWORDS
 MIGHTY MELON
 JUMPING BEANS
 RAZZLE DAZZLE BERRY
 SUPER GROUPEY VEGGIES
 BANDIT BEANS
 MIXED UP FRUIT CUP
 MONSTER MASHED POTATOES
 SNOW WHITE'S APPLESAUCE





CAFETERIA NUDGES

Implementing Nudges in the School Cafeteria

3.

NUDGE WITH PEOPLE

Scripts and prompting

- *PROMPT STUDENTS TO SELECT HEALTHY OPTIONS. INSTEAD OF WAITING FOR STUDENTS TO REQUEST HEALTHY ITEMS, ASK THEM IF THEY WOULD LIKE TO HAVE THE VEGETABLE AND FRUIT SELECTIONS. VERBAL PROMPTING INCREASES THE SELECTION AND CONSUMPTION OF TARGETED FOODS SIGNIFICANTLY. (SEE HANDOUT FOR SCRIPTS TO PROMPT STUDENTS' HEALTHY FOOD SELECTION).*
- Praise students' healthy selections. When food service staff, teachers, and volunteers see students who have made healthy selections, reinforce the importance of healthy choices with praise.
- Role model healthy eating. When adults tell students how much they like fruits, vegetables, and other healthy selections, students will take notice. Adults can try to eat lunch offerings with the students or tell students how much they enjoyed the items being offered.

Service methods

- Invite visiting chefs to prepare school lunch recipes and do demonstrations during lunch.
- *INVITE A GUEST SERVER TO SERVE LUNCH IN THE CAFETERIA. HAVE STUDENTS SELECT A TEACHER OR OTHER SPECIAL GUEST TO SERVE HEALTHY LUNCH OPTIONS ONCE PER WEEK.*
- Have regular taster sessions for parents and students/pupils, and encourage young people to try a little of something new, whenever possible.

Appearances, attitudes, and attention

- Provide staff with chef uniforms. Students will perceive the food as more special and tasty.

- Greet students using their names.
- *CONSIDER CARRYING OUT A SURVEY ACROSS THE SCHOOL TO UNDERSTAND THE FOOD THEY ENJOY AND WHAT OPTIONS THEY WOULD LIKE TO SEE ON FUTURE MENUS. THE SERVICE WILL BENEFIT GREATLY BY HAVING REGULAR FEEDBACK FROM STUDENTS/PUPILS.*

Send home messages and reinforcements

- Provide letters to send home that help students tell their parents what new fruits, vegetables, and whole grains they are trying during lunch.
- *USE WEB OR CELLULAR COMMUNICATIONS TO SHARE INFORMATION ABOUT MENUS, TARGETED FOODS, AND STUDENTS' SELECTIONS WITH PARENTS.*
- Send home fruit, vegetable, and whole grain selection "report cards" detailing student lunch choices.
- *DEVELOP A HEALTHY BUDDY SYSTEM FOR STUDENTS TO CHECK IN WITH A PEER TO SHARE HEALTHY CHOICES.*

Promote nutrition throughout the school

- *INCLUDE ANNOUNCEMENTS ABOUT NUTRITION OR HEALTHY LUNCH FEATURES DURING THE MORNING ANNOUNCEMENTS. ANNOUNCEMENTS WRITTEN OR DELIVERED WITH THE HELP OF STUDENTS WILL BE ESPECIALLY WELL-LIKED. THE REFRESH CURRICULUM INCLUDES MANY ANNOUNCEMENTS TO CHOOSE FROM.*
- Play video skits created by students to promote fruit and vegetable choices in the cafeteria.
- Assemble and play a photo slideshow on the school's electronic bulletin boards of students doing healthy behaviors and featured healthy lunch choices.



CAFETERIA NUDGES

Implementing Nudges in the School Cafeteria

4. NUDGE WITH INCENTIVES

Non-monetary incentives

- *START A HEALTHY FOODS PASSPORT OR FREQUENT DINERS' PROGRAM. HAVE STUDENTS STAMP A PASSPORT WHEN THEY SELECT FRUITS, VEGETABLES, OR WHOLE GRAINS IN THEIR LUNCHESES. STUDENTS COMPLETING THE PASSPORT RECEIVE A SMALL (NON-FOOD) PRIZE.*
- Give small incentives for fruit, vegetable, and grain selection. Provide students with a sticker or other small prize for selecting these foods during lunch. Consider adding a chart to track students' choices or add a competitive element to the incentives.
- *ENCOURAGE STUDENTS TO TRY NEW FOODS. OFFER "I TRIED IT!" STICKERS TO STUDENTS WHO SELECT AND TASTE A NEW FOOD.*
- Play a "lucky tray" game in which food service staff place a sticker underneath one tray. If the student with the sticker has chosen a healthy lunch, they can receive a small prize.
- Hold a raffle. Offer a raffle entry to students for each fruit and vegetable they select. Give away a small prize that promotes healthy eating.

- *OFFER LUNCH WITH THE PRINCIPAL. USE TIME WITH THE PRINCIPAL OR OTHER STAFF AS A REWARD FOR STUDENTS MAKING HEALTHY SELECTIONS. BE SURE THE LUNCH HOST ROLE MODELS HEALTHY CHOICES, TOO!*
- Include a nutrition award at the annual school-wide awards ceremony.

Price incentives

- Raise the prices on less healthy foods.
- *LOWER THE PRICES ON HEALTHY FOODS LIKE FRESH FRUIT.*

Payment strategies

- Accept only cash for the less healthy à la carte snacks and desserts.



REMEMBER...

...nudges can be implemented anywhere in the school environment and anytime during the day. Take every opportunity to nudge. Nudge before school with cafeteria marketing material sent home with children or posted on your web site. Nudge before and during lunch with

messages enticing students to select healthy food options. Nudge throughout the day in the classroom, hallways, and cafeteria. Nudge after school with send-home items or other methods of communication to reinforce messages children learn at school.



**HELP CHILDREN REMEMBER
TO MAKE A RAINBOW ON
THEIR PLATES OF RED,
DARK GREEN, YELLOW, BLUE,
PURPLE, ORANGE, AND WHITE
FRUITS AND VEGETABLES.**



PLANNING CHECKLIST

Task

Date

- Solicit buy-in from stakeholders _____ / _____ / _____
- Identify partners and schools, build a team _____ / _____ / _____
- Identify needs and opportunities for improvement _____ / _____ / _____
- Explore implementation ideas _____ / _____ / _____
- Draft goals and activities _____ / _____ / _____
- Identify costs and budget _____ / _____ / _____
- Draft a project plan _____ / _____ / _____
- Other: _____ _____ / _____ / _____

8-15?

FRUITS AND VEGGIES HAVE SO MANY FUN TASTES, COLORS, AND TEXTURES! RESEARCH SHOWS THAT CHILDREN NEED TO BE EXPOSED TO A NEW FOOD 8-15 TIMES BEFORE TRYING AND SHOWING A PREFERENCE FOR THAT FOOD.

(Cooke, 2007; Sullivan & Birch, 1990; Wardle et al., 2003)



FRESH, FROZEN, CANNED, OR
DRIED FRUITS AND VEGGIES ARE
QUICK, DELICIOUS FOODS THAT
WILL KEEP CHILDREN HEALTHY
ALL YEAR ROUND.



PROJECT SNAPSHOT

Who will be involved in the project?

What are the main objectives?

What are the main nudges you will implement in the cafeteria?

How will other areas of the school be involved?

How will the nutrition education be conducted?

How will training be conducted with cafeteria staff?

How will training be conducted with teachers?



PHYSICAL ACTIVITY IS AN
IMPORTANT PART OF BEING
HEALTHY, SO GIVE CHILDREN
OPPORTUNITIES TO MOVE AND
USE THEIR ENERGY EVERY DAY.



EVALUATION

Evaluating Cafeteria Changes

In order to determine how effective changes in the cafeteria are at improving students' healthy food selections, project evaluations should be conducted. Four brief data collection tools are included in the Cafeteria Toolkit: the Food Service Staff Survey, the Cafeteria Nutrition Environment Observation, the Student-Staff Interactions Observation, and the Student Preference and Consumption Survey. Additionally, production records can be used to monitor students' selections of various lunch components before, during, and after the project.

Instrument	Description	Time Required
Food Service Staff Survey	A pen and paper survey for food service staff	5-10 minutes
Cafeteria Nutrition Environment Observation	A brief observation of the cafeteria	5 minutes
Student-Staff Interactions Observation	A tool to observe a small number of student-staff interactions	20 minutes
Meal Component Production Records	Data already collected in cafeterias that can be used to determine increases or decreases in fruit and vegetable component selection	—
Student Preference and Consumption Survey	A pen and paper survey appropriate for 3rd-5th graders. Do not collect on a Monday since students may have difficulty recalling behaviors from the prior week	10-15 minutes

RESEARCH SHOWS THAT TEACHERS PLAY A ROLE IN SHAPING CHILDREN'S FOOD PREFERENCES.

(Hendy & Raudenbush, 2000).

WHEN SCHOOL STAFF ENTHUSIASTICALLY ENDORSE FRUITS AND VEGETABLES, STUDENTS MIGHT EAT MORE OF THEM.



EVALUATION

To assess school needs and opportunities for improvement during the planning phase, use the Cafeteria Nutrition Environment Observation and the Student-Staff Interactions Observation.

To assess positive outcomes of projects, project staff should collect data before any cafeteria changes are implemented or classroom-based nutrition education is conducted (a pre-test). Collecting data using the same instruments during and after the project will help you identify changes in attitudes and behaviors of food service staff and students.

For technical assistance with data collection and analysis, contact: Stephanie Grutzmacher at grutz@umd.edu.

It is recommended that staff avoid scheduling data collection during standardized testing, holidays, or other times when students' typical schedules are disrupted.

To strengthen the program evaluation, it is recommended that staff also collect data from schools that are not implementing any nutrition education or cafeteria improvements. Be sure that these control schools are similar to those implementing cafeteria changes in demographic make-up of the student population, size, etc.

Note that most Local Educational Agencies require a designee to pre-approve data collection plans before allowing anyone to collect data in schools. This is to ensure that 1) the rights of participants are protected, and 2) the procedures and tools are appropriate and minimize data collection burden on participants. If you plan to delegate data collection to staff at individual schools, it is recommended that you seek approval on their behalves and assemble data collection packets with instructions for their use.

PROJECT REFRESH
TOOLKIT
TEAM NUTRITION 2010

STUDENT SURVEY

HELLO! WE WANT TO LEARN ABOUT WHAT KIDS LIKE YOU EAT. SO, WE NEED YOU TO ANSWER A FEW QUESTIONS. THIS IS NOT A TEST. THERE ARE NO WRONG ANSWERS. JUST BE AS HONEST AS YOU CAN. WE WON'T TELL ANYONE WHAT YOU SAY.

1. How old are you?

- 8 years old 9 years old 10 years old 11 years old

2. Are you a boy or a girl?

- Boy Girl

3. Check the boxes to show all of the adults who live in your house.

- Mother Stepmother Father Stepfather Grandparents Guardian

4. Do you ever eat fruit for lunch? Check 1 box.

- Always or almost always Sometimes Never or almost never

5. Do you ever eat vegetables for lunch? Check 1 box.

- Always or almost always Sometimes Never or almost never

6. What kind of lunch did you have yesterday? Check 1 box.

- I brought a bag lunch I bought lunch in the cafeteria I did not eat lunch at school yesterday

7. Did you eat any vegetables yesterday? Check 1 box. Include cooked or raw vegetables, baked or mashed potatoes, and salads. Do NOT count French fries and potato chips.

- No, I did not eat any vegetables Yes, I ate vegetables 1 time
 Yes, I ate vegetables 2 times Yes, I ate vegetables 3 or more times

8. Did you eat any fruits yesterday? Check 1 box. Do not count fruit juice.

- No, I did not eat any fruits Yes, I ate fruits 1 time
 Yes, I ate fruits 2 times Yes, I ate fruits 3 or more times

**KEEP
GOING!
YOU ARE
DOING
GREAT!**



STUDENT SURVEY CONTINUED

9. Did you drink any 100% fruit juice yesterday? Check 1 box. Fruit juice can be orange juice, apple juice, or grape juice. Do not count fruit punch, sports drinks, Kool-Aid, or other fruit-flavored drinks.

- No, I did not drink any fruit juice Yes, I drank fruit juice 1 time
 Yes, I drank fruit juice 2 times Yes, I drank fruit juice 3 or more times

10. How many days did you eat vegetables last week? Check 1 box. Do not count French fries and potato chips.

- I did not eat vegetables any day last week I ate vegetables 1-3 days last week
 I ate vegetables 4-6 days last week I ate vegetables every day last week

11. How many days did you eat fruit last week? Check 1 box. Do not count fruit juice.

- I did not eat fruit any day last week I ate fruit 1-3 days last week
 I ate fruit 4-6 days last week I ate fruit every day last week

12. I can choose to eat fruits and vegetables in the school cafeteria if I want.

- Yes, I can Maybe I can No, I can't

13. I can prepare my favorite fruits and vegetables at home, if I want.

- Yes, I can Maybe I can No, I can't

14. How many students in your grade eat vegetables every day? Check 1 box. Do not count French fries and potato chips.

- None of them Some of them About half of them Most of them All of them

15. How many students in your grade eat fruit every day? Check 1 box. Do not count fruit juice.

- None of them Some of them About half of them Most of them All of them

STUDENT SURVEY CONTINUED

16. Tell us how you feel about the foods below. Circle 1 face for each food.

😊 means, "I like this food a lot" ☹️ means, "I don't like this food"

😐 means, "I like this food a little" ? means, "I don't know if I like this food"

FOOD	Like a lot	Like a little	Don't like	Not sure
Oatmeal and granola	😊	😐	☹️	?
Whole grain cereal (Flakes, O's, Mini Wheats)	😊	😐	☹️	?
Whole grain noodles	😊	😐	☹️	?
Vegetables	😊	😐	☹️	?
Fruit	😊	😐	☹️	?
Apples	😊	😐	☹️	?
Bananas	😊	😐	☹️	?
Berries and cherries	😊	😐	☹️	?
Broccoli and cauliflower	😊	😐	☹️	?
Carrots	😊	😐	☹️	?
Corn	😊	😐	☹️	?
Cucumbers	😊	😐	☹️	?
Grapes	😊	😐	☹️	?
Lettuce	😊	😐	☹️	?
Oranges and clementines	😊	😐	☹️	?
Peas, green beans, and lima beans	😊	😐	☹️	?
Peaches and nectarines	😊	😐	☹️	?
Pears	😊	😐	☹️	?
Pineapple	😊	😐	☹️	?
Spinach	😊	😐	☹️	?
Squash, zucchini, and pumpkin	😊	😐	☹️	?
Tomatoes, salsa, and tomato sauce	😊	😐	☹️	?
Watermelon and cantaloupe	😊	😐	☹️	?
Yams and sweet potatoes	😊	😐	☹️	?

YOU DID IT! THANK YOU FOR YOUR HELP!

PROJECT REFRESH
TOOLKIT FOOD SERVICE STAFF SURVEY
 TEAM NUTRITION 2010

As a food service staff member, you play a key role in the care of the children at this school. We need your thoughts about what children are currently eating and how you feel about serving fruits and vegetables in the school cafeteria. If you choose to volunteer, please complete this survey to tell us about your opinions and experiences. *THANKS!*

1. It is important to encourage students to eat plenty of fruits and vegetables each day. Check 1 box.

- Disagree Not sure Agree

2. It is my responsibility to encourage students to choose fruits and vegetables at lunch. Check 1 box.

- Disagree Not sure Agree

3. Children who eat fruits and vegetables at school are healthier than children who do not eat fruits and vegetables at school. Check 1 box.

- Disagree Not sure Agree

4. What children eat at home is more important than what they eat at school. Check 1 box.

- Disagree Not sure Agree

5. Are you able to encourage students to choose fruits and vegetables in the cafeteria line? Check 1 box.

- Yes, I am Maybe I am No, I am not I don't work on the cafeteria line serving food

6. Think about the barriers that might make it hard to serve fruits and vegetables at your school. Please circle whether you agree or disagree with the following reasons which may make it difficult to serve fruits and vegetables at your school.

a. I don't have enough time	Disagree	Not sure	Agree
b. Not enough fruits and vegetables to serve	Disagree	Not sure	Agree
c. Fruits and vegetables are too expensive	Disagree	Not sure	Agree
d. Foods with fruits and vegetables are harder to prepare	Disagree	Not sure	Agree
e. Children don't like fruits and vegetables as much as other foods	Disagree	Not sure	Agree
f. Not enough parent support	Disagree	Not sure	Agree
g. Not enough classroom teacher support	Disagree	Not sure	Agree
h. Not enough Principal/Administrative support	Disagree	Not sure	Agree
i. Not enough support at the district level	Disagree	Not sure	Agree
j. I'm not trained to serve fruits and vegetables	Disagree	Not sure	Agree

Thank you for your help!
This survey helps us learn important information about your experiences!

Observe a selection of students going through the cafeteria line. Please use one sheet per student observed.

1. Did the student interact with a FOOD SERVICE WORKER? Yes No

a. If YES, please describe the interaction with the food service worker:

b. If YES, did this interaction influence fruit or vegetable selection by student?

- Yes, the interaction caused the student to select a fruit or vegetable.
- Yes, the interaction caused the student to NOT select a fruit or vegetable.
- No, the interaction did not influence the student's fruit or vegetable selection.

2. Did the student interact with the CASHIER? Yes No

a. If YES, please describe the interaction with the cashier:

b. If YES, did this interaction influence fruit or vegetable selection by the student?

- Yes, the interaction caused the student to select a fruit or vegetable.
- Yes, the interaction caused the student to NOT select a fruit or vegetable.
- No, the interaction did not influence the student's fruit or vegetable selection.

3. Did the student interact with OTHER ADULTS IN THE CAFETERIA? Yes No

a. If YES, please describe the interaction with other adults in the cafeteria:

b. If YES, did this interaction influence fruit or vegetable selection by student?

- Yes, the interaction caused the student to select a fruit or vegetable.
- Yes, the interaction caused the student to NOT select a fruit or vegetable.
- No, the interaction did not influence the student's fruit or vegetable selection.

1. How full is the cafeteria seating during the lunch period? Check 1 box.

- Less than 50% full 50-75% full 76-100% full Over capacity

2. Is the noise level controlled by an adult? Check 1 box.

- Yes No

3. When are adults interacting with students in the cafeteria? Check all that apply.

- Before the line In the line At the register Other (Specify): _____

4. Where is the menu posted/shared? Check all that apply.

- Cafeteria Principal's office Sent home
 Hallway Announcements Other (Specify): _____
 Online Classroom Other (Specify): _____

5. Are there any nutrition messages or nutrition content included with the menu?

- Yes No

6. Who supervises children during lunch? Check all that apply.

- Classroom teachers Room parents/parent volunteers Administrators
 Food service staff Other (Specify): _____ Other (Specify): _____

7. Is there an à la carte menu in the cafeteria?

- Yes No

**IF YES, which of the following foods are offered on the à la carte menu in the cafeteria?
Check all that apply.**

- Fruits Whole grains Water Vegetables Milk
 Other: _____ Other: _____ Other: _____

8. Are there any nutrition or health messages displayed in the cafeteria?

- Yes No

[Survey continued on back](#)



PROJECT REFRESH
TOOLKIT
 TEAM NUTRITION 2010

PRODUCTION RECORDS

Please provide production record data for each lunch for a week prior to implementing any changes in the cafeteria. Use this form for production record data during and at the end of the school year as well to track changes in students' fruit and vegetable selection.

Week of:					
	Monday	Tuesday	Wednesday	Thursday	Friday
Total number of FRUIT JUICE ITEMS served					
Fruit 1:					
Fruit 2:					
Fruit 3:					
Total number of FRUIT (NON-JUICE) ITEMS served					
Vegetable 1:					
Vegetable 2:					
Vegetable 3:					
Total number of VEGETABLE ITEMS served					
Total number of MEALS served					



**FRUITS AND VEGGIES ARE
FUN TO EAT- SOME CRUNCH,
SOME SQUIRT, SOME PEEL,
AND SOME GROW IN YOUR
SCHOOL OR HOME GARDEN.**



RESOURCES

PROMOTION RESOURCES			
	Description	Price	Link
Fruit and Veggie Challenge	The Fruit & Vegetable Challenge is a classroom activity that encourages students to try healthy fruits and vegetables. Students identify various fruits and vegetables served in the cafeteria, count and record the numbers of fruits and vegetables they eat each day, total the number the class consumes, and compare their personal progress with that of their class. The kit includes instructions for the Challenge and a classroom wall poster to chart results.	Available to schools and school districts, upon request from Team Nutrition	http://teamnutrition.usda.gov/Resources/fvchallengepacket.html
Vegetable Count	Photographs of over 45 different veggies help this easy-to-read picture book double as both a counting book and a nutrition lesson as it explores numbers, patterns, measures, and the concept of serving size.	\$6.99	www.neatsolutions.com/ProductsBooks/VegetablesCOUNT.html
BCM Healthy Food Posters	Healthy eating posters for school cafeterias. These informational posters use child friendly activities and icons to promote nutritional behaviors and eating patterns.	Free to download via website	www.bcm.edu/cnrc/index.cfm?pmid=9869
PBH Healthy Food Posters	Healthy eating posters for school cafeterias.	\$4.50-9.25	www.pbhcatalog.com/acatalog/Posters.html
Learning Zone Xpress Posters	Healthy eating posters for school cafeterias.	\$9.95-14.95	www.learningzoneexpress.com/c-184-posters.aspx
Team Nutrition Posters	Healthy eating posters for school cafeterias.	Free to download via website	http://teamnutrition.usda.gov/library.html
MSDE Produce Posters	Produce Poster to promote fruits and vegetables.	Free to download via website	www.marylandpublicschools.org/MSDE/programs/schoolnutrition/docs/produce_posters
Healthy Eating Banners	Banners that can be displayed above cafeteria entrances as a reminder to eat healthy during lunch.	\$74.95-149.95	www.learningzoneexpress.com/s-20-banners.aspx



RESOURCES

PROMOTION RESOURCES continued

	Description	Price	Link
Nutrition Coloring Sheets	Coloring and activity sheets for children promote fruits and vegetables.	Free to download via website	www.freshforkids.com.au/activities/activities.html
Eat Smart. Play Hard.™ Activity Sheets	These activity sheets provide a variety of nutrition-focused games and puzzles.	Free to download via website	http://teamnutrition.usda.gov/Resources/eatsmartactivitysheets.html
Fruit & Veggie Fun Facts	Thirty-one colorful pages describing nutrition and fun facts about a variety of fruits and vegetables.	Free to download via website	http://lancaster.unl.edu/nep/fruvegc.pdf
Foodscapes Prizes	Magnets, stickers, bookmarks, temporary tattoos, etc.	\$5.00-49.95	www.learningzonexpress.com/c-120-prizes.aspx
MyPyramid Materials	Games, posters, worksheets, and other materials.	Free to download via website	www.mypyramid.gov/kids/index.html

EQUIPMENT RESOURCES

	Description	Price	Link
Aluminum Apple Divider	In addition to selling apples, cafeterias could provide a station that gives children the opportunity to slice their own apples in a safe and fun way.	\$30.65	www.foodservice-direct.com/index.cfm/S/243/CLID/540/N/127580/Apple-Dividers.htm
Mandolin	Allows for an array of slices to display foods ranging from fruits and vegetables. Used by food service staff, the mandolin could be incorporated into a fun and engaging activity or special.	\$100	http://www.basequipment.com/Safe-Hands-Mandolin-Set-p/502421.htm
VeggieChop Vegetable Chopper	This hand-powered cooks' tool evenly and efficiently chops fruits, vegetables, herbs, nuts and meats without a cutting board. A few pulls creates a coarse chop; the more you pull, the finer the texture becomes. Can be used by students under appropriate supervision.	\$29.95	www.williams-sonoma.com/products/veggie-chop-vegetable-chopper/



RESOURCES

FOOD DISPLAY RESOURCES			
	Description	Price	Link
Promolux Light Bulbs	Companies like Whole Foods use promolux bulbs that enhance color and spotlight foods that are healthy. Balanced spectrum lamps provide natural lighting in the supermarket environment while reducing energy costs. The full, natural range of a product's color is highlighted without any artificial distortions or enhancements, prompting impulse shopping and increased purchasing based on the eye appeal of merchandise.	~\$43.50 per bulb	www.supermarketlamps.com/
Cereal Dispensers	In using cereal dispensers, schools can offer healthy options such as granola, assorted nuts and healthy cereals in a fun and interactive manner. By taking away the labels and names of products, children are given the opportunity to try new, healthy foods.	~\$100 (Triple Dispenser Unit)	www.webstaurantstore.com/zevro-pro-300-indispensable-professional-dispenser-dry-food-dispenser-triple-canister/993PROZ3.html
Markerboard	A markerboard can be used in the cafeteria to advertise a nutritious daily special.	\$84.99	www.schooloutfitters.com/catalog/product_info/pfam_id/pfam5666/products_id/PRO16006
To-Go Bags	To-Go bags can be used for students that are in a rush and do not have time to make a healthy breakfast, lunch, or snack. These to-go meals will provide them with the opportunity to save time and eat healthy at the same time.	\$0.12-0.27/bag	http://www.mrtakeoutbags.com/store/biodegradable-wave-style-carryout-bags.html
Salad Bar	The Salad Bar can be used to encourage students to eat a variety of vegetables and fruits.	\$3200-4400 (Not allowable in TN Grants)	http://www.hubert.com/Food-Beverage-Serving-0306/Food-Salad-Bars-03060442.html
Table Tents	In placing table tents on cafeteria tables, students are given a constant reminder to eat healthy. Also, by placing these tents in one of the most social environments for a school age child, it creates the opportunity for children to engage healthy eating into their topic of conversation.	\$17.95	www.learningzonexpress.com/p-1092-whole-grain-table-tents.aspx



RESOURCES

FOOD DISPLAY RESOURCES continued			
	Description	Price	Link
Hot Food Table	This hot food table should be used to display healthy foods rather than things such as French fries and other fried foods. By combining this hot food table with the promolux lights, one could greatly enhance the appeal of any food.	\$882-997	http://www.hubert.com/pres59169/Vollrath-Servewell-Hot-Food-Table.html
Pastry Display Case	Use this display case for to enhance the appeal of healthy snacks or fruits.	\$146.75	www.restaurant-equipment.net/new/cat/Tabletop-and-Dining-Room-Countertop-Display-Trays~tab-12-0.html



REFERENCES

Cooke, L. (2007). The importance of exposure for healthy eating in childhood: A review. *Journal of Human Nutrition and Dietetics*, 20, 294-301.

Hendy, H. M., & Raudenbush, B. (2000). Effectiveness of teacher modeling to encourage food acceptance in preschool children. *Appetite*, 34(1), 61-76.

Sullivan, S. A., & Birch, L. L. (1990). Pass the sugar, pass the salt; experience dictates preference. *Developmental Psychology*, 26(4), 546-551

Wardle, J., Cooke, L.J., Gibson, E.L., Sapochnik, M., Sheiham, A., & Lawson, M. (2003). Increasing children's acceptance of vegetables: a randomised trial of parent-led exposure. *Appetite*, 40, 155-162.

PROJECT REFRESH
TOOLKIT

TEAM NUTRITION 2010

Copyright 2011

