

HealthierUS School Challenge: Smarter Lunchrooms



**Instructor's
Manual**

HealthierUS School Challenge: Smarter Lunchrooms

Instructor's Manual

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National Food Service Management Institute
The University of Mississippi

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National Food Service Management Institute

The University of Mississippi

Building the Future Through Child Nutrition

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PURPOSE

The purpose of the National Food Service Management Institute is to improve the operation of child nutrition programs through research, education and training, and information dissemination.

MISSION

The mission of the National Food Service Management Institute is to provide information and services that promote the continuous improvement of child nutrition programs.

VISION

The vision of the National Food Service Management Institute is to be the leader in providing education, research, and resources to promote excellence in child nutrition programs.

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Lesson-at-a-Glance

Time 330 Minutes (5.5 hours)

Time	Topics	Task	Materials
Introduction			
30 minutes	<ul style="list-style-type: none"> • Ice breaker • Ground rules • Materials • Overview • Introduction • Pre-Assessment • Objectives 	<ul style="list-style-type: none"> • Facilitate class introduction, networking and general class information • Introduce lesson topic • Distribute Pre-Assessment • Review competencies, objectives, terms and definitions 	<ul style="list-style-type: none"> • Table tents • Markers • NFSMI Ground Rules Mini Posters • Pre-Assessment • HUSSC: SL Lesson Objectives • Participant's Workbook
Objective 1: Review the HUSSC: SL award and general criteria.			
20 minutes	<ul style="list-style-type: none"> • HUSSC: SL General Criteria 	<ul style="list-style-type: none"> • Review the HUSSC: SL general criteria. • Facilitate activity: HUSSC: SL Basic Award Criteria Assessment 	<ul style="list-style-type: none"> • Participant's Workbook • HealthierUS School Challenge: Smarter Lunchrooms Recognizing Excellence in Smarter Lunchrooms, Nutrition and Physical Activity
Objective 2: Calculate Average Daily Participation (ADP) and increase revenue in meal participation.			
30 minutes	<ul style="list-style-type: none"> • Breakfast Participation • Lunch Participation • Increase Meal Participation 	<ul style="list-style-type: none"> • Discuss HUSSC: SL criteria for breakfast and lunch participation • Discuss ways to calculate ADP • Facilitate activity: Calculating ADP • Facilitate activity: Ways to Increase Meal Participation 	<ul style="list-style-type: none"> • Participant's Workbook

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Time	Topics	Task	Materials
Objective 3: Identify ways CN Label products and USDA Foods contribute to meeting the meal pattern requirements.			
30 minutes	<ul style="list-style-type: none"> • Healthful, Creative Menus • Meal Pattern Requirements • CN Label • USDA Foods 	<ul style="list-style-type: none"> • Discuss characteristics of a well-planned menu • Review an overview of meal pattern requirements • Facilitate activity: Meal Pattern Requirements • Discuss the distinct identifiers of a CN Label product • Facilitate activity: Sample CN Label • Discuss USDA Foods • Show USDA Foods video 	<ul style="list-style-type: none"> • Participant's Workbook • How USDA Foods Support the National School Lunch and School Breakfast Program Meal Pattern Requirements
Objective 4: Discuss the components of a standardized recipe.			
15 minutes	<ul style="list-style-type: none"> • Standardized Recipes 	<ul style="list-style-type: none"> • Discuss the components of a standardized recipe • Facilitate activity: Standardized Recipes and Good Practices 	<ul style="list-style-type: none"> • Participant's Workbook
Objective 5: Practice identifying the number of vegetable subgroups servings using a CN Label product and a standardized recipe.			
40 minutes	<ul style="list-style-type: none"> • Menu Planning Summary 	<ul style="list-style-type: none"> • Facilitate activity: Vegetable Menu Activity 	<ul style="list-style-type: none"> • Participant's Workbook
Objective 6: Evaluate a sample production record and determine the missing elements.			
30 minutes	<ul style="list-style-type: none"> • Production Record 	<ul style="list-style-type: none"> • Discuss the purpose of a production record. • Facilitate activity: Elements of a Production Record • Facilitate activity: Lunch Production Record 	<ul style="list-style-type: none"> • Participant's Workbook

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Time	Topics	Task	Materials
Objective 7: Recall additional HUSSC: SL criteria.			
30 minutes	<ul style="list-style-type: none"> HUSSC: SL Additional Criteria 	<ul style="list-style-type: none"> Discuss the HUSSC: SL additional criteria Discuss the HUSSC: SL nutrition education criteria 	<ul style="list-style-type: none"> Participant's Workbook
Objective 8: Differentiate the HUSSC: SL criteria for Physical Education (PE) and Physical Activity (PA).			
45 minutes	<ul style="list-style-type: none"> Physical Education and Physical Activity 	<ul style="list-style-type: none"> Discuss the HUSSC: SL physical education requirement Discuss the HUSSC:SL physical activity requirement Facilitate activity: Use of Structured Physical Education and Physical Activity 	<ul style="list-style-type: none"> Participant's Workbook
Objective 9: Review the HUSSC: SL Local Wellness Policy and Other Criteria for Excellence criteria.			
30 minutes	<ul style="list-style-type: none"> Local Wellness Policy Other Criteria for Excellence 	<ul style="list-style-type: none"> Discuss the HUSSC: SL local wellness policy criteria Discuss the HUSSC: SL other criteria for excellence requirements 	<ul style="list-style-type: none"> Participant's Workbook
Objective 10: Discuss Smart Tactics for promoting a healthy, active school environment.			
30 minutes	<ul style="list-style-type: none"> Smart Tactics 	<ul style="list-style-type: none"> Discuss Smart Tactics Facilitate activity: Smart Tactics for Success Show Smarter Lunchrooms Part 1 and Part 2 videos. 	<ul style="list-style-type: none"> Smarter Lunchrooms Self-Assessment Checklist
Evaluation of Training			
30 minutes	<ul style="list-style-type: none"> Questions Feedback 	<ul style="list-style-type: none"> Answer questions Encourage participants to share learning experiences Distribute Post-Assessment and evaluations 	<ul style="list-style-type: none"> Post-Assessment Evaluations

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Preparation Checklist

Instructions: Use the checklist to prepare for the training session.

Task	Person Responsible	Completion Date	✓
<p>Reserve equipment and gather supplies as needed for use on the day of class (6 weeks prior).</p> <ul style="list-style-type: none"> • Instructor’s Manual • Roster of participants attending for instructor • Participants’ sign-in sheet • Name tags (optional) and table tents (one for each participant) • Calculator- one for each participant • Sticky notes, index cards • Ground Rules • Agenda • Pre/Post-Assessments • Participant’s Workbooks • Training Evaluations • Certificates of Completion 			
<p>List equipment and supplies needed.</p> <ul style="list-style-type: none"> • Microphone, preferably wireless • Computer to present slides • Audio system or speakers • Projector, wireless presenter device, and slide advancer • Screen • Flip chart paper (self-adhesive strips) or white board if available • Painter’s tape (do not use masking tape) • Assorted color markers (flip chart or white board) 			

Additional Handouts not included in the Participant's Workbook

List additional handouts not included in the Participant's Workbook.

- How USDA Foods Support the National School Lunch and School Breakfast Program Meal Pattern Requirements

http://www.fns.usda.gov/sites/default/files/Meal_Pattern_USDA_Foods_Chart_Sept2013.pdf

- HealthierUS School Challenge: Smarter Lunchrooms Recognizing Excellence in Smarter Lunchrooms, Nutrition and Physical Activity

http://www.fns.usda.gov/sites/default/files/cn/2014hussc_criteria.pdf

- Smarter Lunchrooms Self-Assessment Checklist

http://smarterlunchrooms.org/sites/default/files/lunchroom_self-assessmt_score_card.final_4-3-14.pdf

Instructor's note: *Download the additional handouts to review with the participants during the training.*

HealthierUS School Challenge: Smarter Lunchrooms

SHOW SLIDE: *HealthierUS School Challenge: Smarter Lunchrooms*

Introduction

Instructor's note: *Prior to beginning the session, place the class materials on the tables, post the ground rules, and create a flip chart paper labeled "Bike Rack".*

SAY:

Please complete a table name tent with your name on the front, years of experience in child nutrition or education, and the location of your dream vacation spot. You will use the table tent in the opening ice breaker activity.

DO:

Welcome participants as they enter the room. Determine the makeup of the audience by asking for a show of hands of various positions that may be represented at the training (e.g. school nutrition directors, cafeteria managers, other cafeteria staff, teachers, school nurses, community members, parents, state agency, school administrators) and adding others you wish. Confirm participants have all necessary materials for the lesson. Circulate the sign-in sheet and request each participant sign the sheet.

SHOW SLIDE: *HUSSC: SL*

SAY:

Welcome to HealthierUS School Challenge: Smarter Lunchrooms training. The HealthierUS School Challenge: Smarter Lunchrooms, or HUSSC: SL, emphasizes developing lifetime healthy habits. Exemplary school nutrition programs and healthy school environments support student health and academic achievement.

This training will show you how your food-based menus, standardized recipes, and production records can assist you in successfully meeting the meal pattern requirements and ultimately be used as a solid foundation in applying for the HealthierUS School Challenge: Smarter Lunchrooms. Participants will also gain helpful tips on calculating smart snacks, implementing Smarter Lunchroom techniques, and creating healthier school environments.

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SHOW SLIDE: *Pre-Assessment*

SAY:

We are going to start the training with a Pre-Assessment. We will take a Post-Assessment at the conclusion of the training.

DO:

Distribute the Pre-Assessment. Ask the participant to place an identifier on the top right corner of the page. State that the same identifier will be used at the conclusion of the training on the Post-Assessment. It is not necessary for participants to write their name on the Pre/Post-Assessments. Collect the assessments when the activity is completed.

SHOW SLIDE: *Training*

SAY:

Let's take a few minutes to review the competencies, objectives, and the terms and definitions for this course.

(Workbook Activity) Competencies, HUSSC: SL Objectives, and Terms and Definitions

DO:

Refer participants to the Competencies, HUSSC: SL Objectives, and Terms and Definitions located in the Participant's Workbook. Briefly ask the participants to review the information.

Instructor's note: *The Competencies, HUSSC: SL Objectives, and Terms and Definitions are provided as a resource. Time does not permit for an extensive review of each of these.*

Competencies

Functional Area 3: Food Production and Operation Management

Essential Knowledge Statements

- Knows procedures for documenting and evaluating amounts of food planned, prepared, and served.
- Knows importance of and methods for producing cost-effective, high-quality food and beverages.
- Knows standards of food quality.
- Knows principles of developing and using standardized recipes.
- Knows food production and distribution systems that allow efficient use of product, labor, and equipment.
- Knows the importance of production scheduling for optimum holding of food items.
- Knows principles of food science and fundamentals of flavor enhancement related to quantity food production, holding, serving, and appealing food presentation.

Source: *Competencies, Knowledge, and Skills for District-Level School Nutrition Professionals in the 21st Century*

HUSSC: SL Objectives

Objective 1: Review the HUSSC: SL award and general criteria.

Objective 2: Calculate Average Daily Participation (ADP) and increase revenue in meal participation.

Objective 3: Identify ways CN Label products and USDA Foods contribute to meeting the meal pattern requirements.

Objective 4: Discuss the components of a standardized recipe.

Objective 5: Practice identifying the number of vegetable subgroups servings using a CN Label product and a standardized recipe.

Objective 6: Evaluate a sample production record and determine the missing elements.

Objective 7: Recall additional HUSSC: SL criteria.

Objective 8: Differentiate the HUSSC: SL criteria for Physical Education (PE) and Physical Activity (PA).

Objective 9: Review the HUSSC: SL Local Wellness Policy and Other Criteria for Excellence criteria.

Objective 10: Discuss smart tactics for promoting a healthy, active school environment.

Terms and Definitions

As Purchased (AP) and Edible Portion (EP)

The As Purchased (AP) weight is the amount purchased. The Edible Portion (EP) weight is the amount of product that can be consumed. The AP weight is greater than the EP weight. The EP is the quantity served.

Age/Grade Groups

Schools must plan menus using the age/grade groups K-5, 6-8, and 9-12. Age/grade groups have specific nutrient standards.

Child Nutrition (CN) Labeling Program

The U.S. Department of Agriculture (USDA), Child Nutrition (CN) Labeling Program provides food manufacturers the option to include a standardized food crediting statement on their product label. Child Nutrition Labels must be authorized by Food and Nutrition Service (FNS) prior to use, and manufacturers must have quality control procedures and inspection oversight that meet the FNS requirements. Products produced in accordance with the CN Labeling Program are generally purchased by providers for USDA meal programs. For additional information see <http://www.fns.usda.gov/cnd/cnlabeling/default.htm>.

Forecasting

Forecasting is the process of determining future needs by evaluating past performance, present conditions, and future indicators. Accurate forecasting provides critical and valuable information for procuring, preparing, and serving foods.

HealthierUS School Challenge: Smarter Lunchrooms (HUSSC: SL)

The HealthierUS School Challenge: Smarter Lunchrooms (HUSSC: SL) is a voluntary recognition award opportunity developed by the U.S. Department of Agriculture (USDA) to recognize excellence in nutrition and physical activity in schools. It is for schools that exceed all federal standards in all areas of student wellness.

Production Records

Production records identify the items and quantities for the meals produced and served. These records show how the meals offered contribute to the required food components and food quantities for each age/grade group every day.

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School Day

School day: extends from midnight to 30 minutes past the end of the official school day. Outside of the school day is the period of time after the school day (as defined above) to midnight.

School Week

School week is the period of time used to determine compliance with the meal requirements and shall be a normal school week of five consecutive days.

Standardized Recipe

A standardized recipe is a recipe that has been tried, adapted, and retried several times for use by a given school nutrition operation. The recipe has been found to produce the same results and yield each time when the exact procedures are used with the same type of equipment and the same quantity and quality of ingredients.

ASK:

Are there any questions about the terms and definitions that we will be using in the lesson?

DO:

Allow participants time to respond.

HUSSC: SL Award

Objective 1:

Review the HUSSC: SL award and general criteria.

SHOW SLIDE: *HealthierUS School Challenge: Smarter Lunchrooms*

SAY:

The HealthierUS School Challenge: Smarter Lunchrooms (HUSSC: SL) is a voluntary recognition award opportunity developed by the U.S. Department of Agriculture (USDA) to recognize excellence in smarter lunchrooms, nutrition and physical activity in schools. It is for schools that exceed all federal standards in all areas of student wellness. The Challenge criteria, like the reimbursable meal pattern requirements, reinforce the *2010 Dietary Guidelines for Americans* and updated federal child nutrition regulations outlined in the Healthy, Hunger-Free Kids Act of 2010.

The HUSSC: SL establishes basic criteria applicable for all award levels. We will participate in a more in-depth review of the specific HUSSC: SL criteria as we move through the training today.

SHOW SLIDE: *Prestige and Positive Relations*

SAY:

The number of schools that have met the HUSSC: SL criteria continues to grow. Schools of any size receiving a HUSSC: SL award will enjoy positive local, state, and national recognition and prestige. Schools that receive the HUSSC: SL award demonstrate to their community a commitment to the improvement of school health.

SHOW SLIDE: *Superior Performance Award*

SAY:

The HUSSC: SL recognizes schools for their promotion of good nutrition and physical activity. The awards consist of four levels of superior performance: Gold Award of Distinction, Gold, Silver, and Bronze.

ASK:

Has anyone received a Challenge award? How was your district recognized for its accomplishments?

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FEEDBACK:

Encourage participants to share their award winning success stories. Responses may include that the school's name was posted on the USDA HUSSC: SL website, the school received a visit from the USDA Regional office, or a press release was sent out to local media.

SHOW SLIDE: *Financial Incentives*

SAY:

Currently, these financial incentives are available to HUSSC: SL award schools:

- \$2,000 for Gold Award of Distinction;
- \$1,500 for Gold;
- \$1,000 for Silver; and,
- \$500 for Bronze.

SHOW SLIDE: *HUSSC: SL Award Monies*

SAY:

All HUSSC: SL award monies must be deposited into the nonprofit school nutrition account and used for allowable expenses under that account. The monetary incentives are available until the USDA funds are depleted. Schools also have the option to apply for a higher award level and its monetary incentive before the end of the 4-year term. To do so, the school must wait a minimum of one year at the certified award level achieved before applying for a higher level. Once an award is achieved, the school must maintain the award standards for four years. At that time they must re-certify to continue recognition.

SHOW SLIDE: *School Assessment*

SAY:

Each district determines if they want to apply for the HUSSC: SL. A district may select one school or multiple schools in the district. By conducting school assessments, you will identify sites where the HUSSC: SL criteria are currently met or exceeded – or sites where, with more involvement, the criteria can be met or exceeded.

One advantage of multiple schools applying for the HUSSC: SL award is each school applying can select the award level that will work for that school. All schools applying from one district do not need to apply for the same HUSSC: SL award level.

SHOW SLIDE: *Coordinated Effort*

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SAY:

Enhancing the school environment to promote components of a healthful lifestyle requires coordinated efforts. The involvement of school nutrition staff, educators, administrators, students, and parents make meeting the HUSSC: SL criteria easier.

Here is the HealthierUS School Challenge: Smarter Lunchrooms Recognizing Excellence in Smarter Lunchrooms, Nutrition and Physical Activity Criteria. We will refer to this handout throughout the training.

DO:

Distribute the HealthierUS School Challenge: Smarter Lunchrooms Recognizing Excellence in Smarter Lunchrooms, Nutrition and Physical Activity Criteria.

Instructor's note: *The HealthierUS School Challenge: Smarter Lunchrooms Recognizing Excellence in Smarter Lunchrooms, Nutrition and Physical Activity Criteria handout is a separate handout and is not included in the Participant's Workbook.*

SHOW SLIDE: *Documentation*

SAY:

In addition to the information provided in the HUSSC: SL application, supplemental documentation is required as part of the application process. It is important to include the correct documentation to support your menus. The documents are all part of the records you currently keep to support your reimbursement claims and as documentation for your program reviews. This information includes a copy of School Wellness Policy and supporting documentation for Smart Snacks such as Nutrition Facts Labels, recipes, and food product ingredient statements documentation.

Instructor's note: *Additional criteria and the award application can be found on the HUSSC: SL website. The HUSSC: SL website link <http://www.fns.usda.gov/hussc/healthierus-school-challenge> will appear on a slide towards the end of the presentation.*

(Workbook Activity) HUSSC: SL Basic Award Criteria Assessment

DO:

Refer the participants to the HUSSC: SL Basic Award Criteria Assessment located in the Participant's Workbook. Ask the participants to identify the basic criteria already in place in their district or at a particular school. At the end of the activity, ask participants to share how many of the basic criteria are already in place in one or more schools in their district.

HUSSC: SL Basic Award Criteria Assessment

Instructions: Each school applying for a HUSSC: SL award must meet the basic criteria. Identify the basic criteria already in place in your district.

_____ Schools must be enrolled as a Team Nutrition School. Team Nutrition is an initiative of USDA that supports child nutrition programs through technical assistance, tools, and resources that promote nutrition and healthy school environments.

_____ Applying schools must offer both the National School Lunch and School Breakfast Programs.

_____ Breakfasts and lunches must meet all aspects of a reimbursable meal and USDA nutrition standards.

_____ HUSSC: SL menus must comply with the six cent certification requirements.

_____ If a previous state agency program review identified corrective action, the school must show they are currently in compliance.

_____ Applying schools must submit the district wellness policy or their individual school wellness policy (if they have one). A school wellness policy worksheet to assess how the local school wellness policy criteria are being met is part of the HUSSC: SL application.

Note: The state agency and USDA FNS reserve the right to verify all information on the application and reject applications that are incomplete or otherwise fail to provide factual information.

Breakfast and Lunch Participation

SHOW SLIDE: *Average Daily Participation (ADP)*

SAY:

The ADP for the School Breakfast Program (SBP) and the National School Lunch Program (NSLP) is based on attendance rather than enrollment for HUSSC:SL reporting. Determining ADP in this way allows students that are absent or are not eligible to participate (e.g., part-day kindergartners) to be removed from the count.

SHOW SLIDE: *ADP*

SAY:

Breakfast and lunch participation requirements vary by award type and grade level. Average daily breakfast and lunch participation requirements are established for Silver, Gold, and Gold Award of Distinction awards. Bronze awards for breakfast and lunch do not have an Average Daily Participation (ADP) requirement. Remember, any school within a district can apply.

SHOW SLIDE: *Breakfast Participation*

SAY:

Average daily breakfast participation requirements are established for Silver, Gold, and Gold Award of Distinction awards. The ADP criteria for the different HUSSC: SL awards are:

- Elementary and Middle Schools: 20% for Silver and 35% for Gold and Gold Award of Distinction
- High Schools: 15% for Silver and 25% for Gold and Gold Award of Distinction

DO:

Ask participants to raise their hands if they can answer yes to any of the following questions.

ASK:

How many have at least one elementary school that can meet the Silver award level (20% ADP) for breakfast? At least one middle school (20% ADP)?

Does anyone have a high school that can meet the Silver award (15% ADP) for breakfast? How about a Gold or Gold Award of Distinction (25% ADP)?

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FEEDBACK:

Allow participants time to respond and then proceed to the next slide.

Instructor's note: *Breakfast ADP requirements for each award level are noted on the slide.*

SHOW SLIDE: Lunch Participation

SAY:

Average daily lunch participation requirements are established for Silver, Gold, and Gold Award of Distinction awards. The ADP criteria for the different HUSSC awards are:

- Elementary and Middle Schools: 60% for Silver and 75% for Gold and Gold Award of Distinction
- High Schools: 45% for Silver and 65% for Gold and Gold Award of Distinction

SAY:

Stand or raise your hand if you have at least one elementary school that meets the participation requirement for a Silver award (60% ADP). Remain standing or raising your hand if you have at least one middle school that meets the participation requirement for a Silver award.

Remain standing or raising your hand if you have at least one high school that meets the Silver award participation requirement (45% ADP). How about at least one high school that meets the Gold and Gold Award of Distinction requirement (65% ADP)? Remember, there is no participation requirement for a Bronze award. Apply for this level first and then progress to the higher award levels. The monetary awards are given for each award level achieved, and your district and community will appreciate your goal-oriented, progressive approach to achieving excellence.

Instructor's note: *Lunch ADP requirements for each award level are noted on the slide.*

SAY:

The HUSSC: SL award is within your reach if you are meeting any of these basic criteria now or are very close. This is exciting.

SHOW SLIDE: Calculating ADP

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Objective 2:

Calculate Average Daily Participation (ADP) and increase revenue in meal participation.

SAY:

There are three components in calculating ADP based on attendance:

- Determine the average number of reimbursable meals served per day.
- Obtain the average daily attendance number from the school.
- Calculate the average daily lunch participation rate.

(Workbook Activity) Calculating ADP Based on Attendance Activity

DO:

Refer participants to the Calculating ADP Based on Attendance Activity Worksheet in the Participant's Workbook. Review the activity instructions. Encourage participants to work as a team and take approximately 10 minutes to complete the activity. Review answers with participants, answering or clarifying questions.

Instructor's note: *Answers are underlined and in bold on the answer key. Participants will fill in all the underlined and bold answers on the worksheet.*

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Calculating ADP Based on Attendance Activity Worksheet Answer Key

Instructions: Complete the equations for calculating Average Daily Participation (ADP) based on attendance. In this activity you will:

- Determine the average number of reimbursable meals served per day.
- Obtain the average daily attendance number from the school.
- Calculate the Average Daily Participation (ADP).

Determine the average number of reimbursable meals served per day.

Complete the calculation using the following information:

- 16,000 meals served over the course of a month
- 20 days in an operating month

Meals Served	÷	Number of Days	=	Average Number of Reimbursable Meals/Per Day
<u>16,000</u> Meals Served	÷	<u>20</u> Days	=	<u>800</u> Average Meals/ Day

Obtain the Average Daily Attendance number from the school.

Complete the calculation using the following information:

- 1,400 students attending the school on average
- 200 students do not have access to the lunch programs because they are half-day kindergarten students

Student Attendance	-	Number of Students No Access to the Program	=	Student Access to the Program
<u>1,400</u> Students Attendance	-	<u>200</u> Students No Access	=	<u>1,200</u> Student Access to Program

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Calculate the Average Lunch Daily Participation (ADP).

Complete the calculation using the following information:

- 800 Average Meals/Day (Average Number of Reimbursable Meals/Per Day)
- 1,200 Average Daily Attendance Adjusted for Non-Access Students

Average Meals	÷	Student Access to the Program	×	100 Per Cent	=	ADP
<u>800</u> Average Meals	÷	<u>1200</u> Students Access	×	100%	=	<u>66.7 %</u> ADP

Note: Answers are underlined and in bold font.

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SHOW SLIDE: *Increase Meal Participation*

SAY:

Student selection and consumption of reimbursable school meals is critical to student health, to academic achievement, and to the financial stability of the school nutrition program.

ASK:

How many of you have identified goals for school meal participation by school? What do you do when a school is not meeting its goal?

FEEDBACK:

Responses may include talk to the staff, change the menu, or observe the meal service.

(Workbook Activity) Ways to Increase Meal Participation

DO:

Refer participants to the Ways to Increase Meal Participation Worksheet and the Increasing Student Meal Participation Worksheet in the Participant's Workbook. At the conclusion of the activity, encourage participants to share their responses and review the Ways to Increase Meal Participation Worksheet Sample Answer Key and Increasing Student Meal Participation Worksheet Answer Key.

SAY:

Small, sustainable increases in meal participation add revenue to the school nutrition program. Working as a team, identify strategies that could be used to reach participation goals. We will discuss your suggestions and then complete an activity that illustrates how a slight increase in participation can positively impact your program.

Ways to Increase Meal Participation Worksheet Sample Answer Key

Instructions: Take a few minutes to identify ways to increase breakfast and lunch participation. Write your responses in the space provided.

(Sample Answers)

- Determine the number of students in each meal category who are not participating – potential customers.
- Work with site school nutrition staff to identify a realistic daily increase in the number of meals served in each meal category.
- Implement an information campaign to families to clarify that approval for free meals means their student(s) can eat both breakfast and lunch.
- Share percentages of current school meal participants and potential participants with school administrators and staff using graphics (e.g. pie charts, bar graphs etc.), along with statistics on the benefits of school meal participation to health and academic achievement. Ask for their ideas on increasing participation.
- Conduct a survey of all potential customers to assess why they do not participate; analyze the data, identify participation barriers, and implement strategies to minimize or eliminate the barriers.

Increasing Student Meal Participation Worksheet Answer Key

Instructions: Review the Program Revenues chart. Note: the total meal price is only an example in this activity and may not reflect the paid meal price in your district.

Program Revenues

Meal Category	Basic Federal Reimbursement	Student Payment	Paid Meal Price Total
Paid	\$ 0.28 (2013-2014)	\$ 2.75	\$ 3.03
Reduced	\$ 2.53 (2013-2014)	\$ 0.40	\$ 2.93
Free	\$ 2.93 (2013-2014)	-0-	\$ 2.93

Instructions: Using the information from the total column on the chart, calculate the additional daily and annual (180 days) revenue that will be generated by increasing the ADP in your program.

Daily Revenue Increase

Meal Category	Basic Federal Reimbursement and Student Payment	×	Daily Meal Participation Increase	=	Daily Revenue Increase
Paid Meals	\$ 3.03	×	2 Meal Increase	=	<u>\$ 6.06</u> Daily Increase
Reduced Meals	\$ 2.93	×	3 Meal Increase	=	<u>\$8.79</u> Daily Increase
Free Meals	\$ 2.93	×	4 Meal Increase	=	<u>\$11.72</u> Daily Increase
Total			9		<u>\$26.57</u> Daily Increase

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Annual (180 Days) Revenue Increase

Meal Category	Daily Revenue Increase	×	180 Days	=	Annual Revenue Increase
Paid Meals	\$ 6.06 Daily Increase	×	180 Days	=	<u>\$1,090.80</u> Annual Increase
Reduced Meals	\$ 8.79 Daily Increase	×	180 Days	=	<u>\$1,582.20</u> Annual Increase
Free Meals	\$ 11.72 Daily Increase	×	180 Days	=	<u>\$2,109.60</u> Annual Increase
Total					<u>\$4,782.60</u> Annual Increase

Instructions: After you have completed the calculations, answer the questions at the end of this worksheet.

What is the total meal increase in daily meals participation? **9**

What is the annual total revenue increase? **\$4,782.60**

Identify ways school nutrition staff encourage students to regularly select reimbursable school meals?

(Sample Answers)

- **Prepare tasty, nutritious meals**
- **Provide friendly, helpful service every day**
- **Use clear signage to show reimbursable meal choices**
- **Present food items to encourage student selection of healthful items**

What are the benefits of promoting selection of reimbursable meals?

(Sample Answers)

- **Students consume important nutrients to support health and academic achievement**
- **Increased revenue**

Note: Answers are in bold font.

Menu Planning

SHOW SLIDE: *Healthful, Creative Menus*

SAY:

The menu is the most important factor in the success of your school nutrition program. The menu must meet all federal guidelines and be appealing to the students. The menu is instrumental in increasing your average daily participation.

ASK:

What are characteristics of a well-planned menu?

FEEDBACK:

Responses may include offering a variety of menu items, including different shapes and textures, and including an assortment of different colors.

ASK:

What are things to consider when planning menus?

FEEDBACK:

Responses may include menus comply with federal regulations, foods purchased have the Child Nutrition (CN) Label, USDA Foods are incorporated in standardized recipes, the cost of the menu items, and the inventory of the foods in storage.

SHOW SLIDE: *Meal Pattern Requirements*

SAY:

Think about your breakfast and lunch program offerings as we review the meal pattern requirements. Breakfasts and lunches must meet all aspects of a reimbursable meal and show that USDA nutrition standards are met through menu planning. Specific meal components are not the focus of the HUSSC: SL criteria and the criteria only requires that schools are in compliance with meal pattern requirements. This is great news for most schools since the majority of schools are already meeting meal pattern requirements.

(Workbook Activity) Meal Pattern Requirements

DO:

Refer participants to the National School Breakfast and Lunch Meal Pattern 2014-2015 Requirements page located in the Participant's Workbook. Review the meal pattern requirements.

SAY:

We will take this time to review the meal pattern requirements to make sure that everyone is aware of the requirements for this school year and any new updates.

Instructor's note: *Briefly review the meal pattern requirements. This activity is intended to familiarize the participants of the age/grade group meal pattern requirements and not as an extensive discussion on the requirements.*

National School Breakfast and Lunch Meal Pattern 2014-2015 Requirements

	Breakfast Meal Pattern			Lunch Meal Pattern		
	Grades K-5	Grades 6-8	Grades 9-12	Grades K-5	Grades 6-8	Grades 9-12
Meal Pattern	Amount of Food Per Week (Minimum Per Day)					
Fruits (cups)	5 (1)	5 (1)	5 (1)	2½ (½)	2½ (½)	5 (1)
Vegetables (cups)	0	0	0	3¾ (¾)	3¾ (¾)	5 (1)
Dark Green	0	0	0	½	½	½
Red/Orange	0	0	0	¾	¾	1 ¼
Beans/Peas (Legumes)	0	0	0	½	½	½
Starchy	0	0	0	½	½	½
Other	0	0	0	½	½	¾
Additional Veg to Reach Total	0	0	0	1	1	1 ½
Grains (oz eq)	Minimum 7-10 (1)	Minimum 8-10 (1)	Minimum 9-10 (1)	Minimum 8-9 (1)	Minimum 8-10 (1)	Minimum 10-12 (2)
Meats/Meat Alternates (oz eq)	0	0	0	Minimum 8-10 (1)	Minimum 9-10 (1)	Minimum 10-12 (2)
Fluid Milk (cups)	5 (1)	5 (1)	5 (1)	5 (1)	5 (1)	5 (1)
Other Specifications: Daily Amount Based on the Average for a 5-Day Week						
Min-max calories (kcal)	350-500	400-550	450-600	550-650	600-700	750-850
Saturated fat (% of total calories)	< 10	< 10	< 10	< 10	< 10	< 10
Sodium (mg)	≤ 540	≤ 600	≤ 640	≤ 1,230	≤ 1,360	≤ 1,420
<i>Trans fat</i>	Nutrition Facts Label or manufacturer specifications must indicate zero grams of <i>trans</i> fat per serving.					

Source: National Food Service Management Institute (2014). *Breakfast Meal Pattern and Lunch Meal Pattern Training Resource*. <http://nfsmi.org/ResourceOverview.aspx?ID=425>

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Objective 3:

Identify ways CN Label products and USDA Foods contribute to meeting the meal pattern requirements.

SAY:

Our focus for this next part of the training will be reviewing a CN Label, identifying ways USDA Foods contribute to the meal pattern, utilizing standardized recipes, and the importance of maintaining complete and accurate production records. After we have worked through the activities in this training, we will be ready to incorporate what we have learned or we will be able to enhance what we are already doing in our daily work.

We will start with a review of the CN Label and USDA Foods. Keep this information in mind when you are planning your menus.

SHOW SLIDE: *CN Labels*

SAY:

The USDA Child Nutrition Labeling Program provides food manufacturers the option to include a standardized food crediting statement on their product label. There is no federal requirement that forces companies to make or purchase products with a CN Label. Purchasing decisions are left at the district level and if a product with a CN Label is desired, this must be clearly stated in purchasing specifications.

A CN Label does not indicate that the CN product is healthier or more nutritious than a similar non-CN Label product. A CN Label:

- identifies the contribution of a product toward the meal pattern requirements and serves as protection from claims about a product,
- provides a warranty against audit claims if the CN Label product is used in accordance with the manufacturer's directions, and
- simplifies cost comparison of similar products.

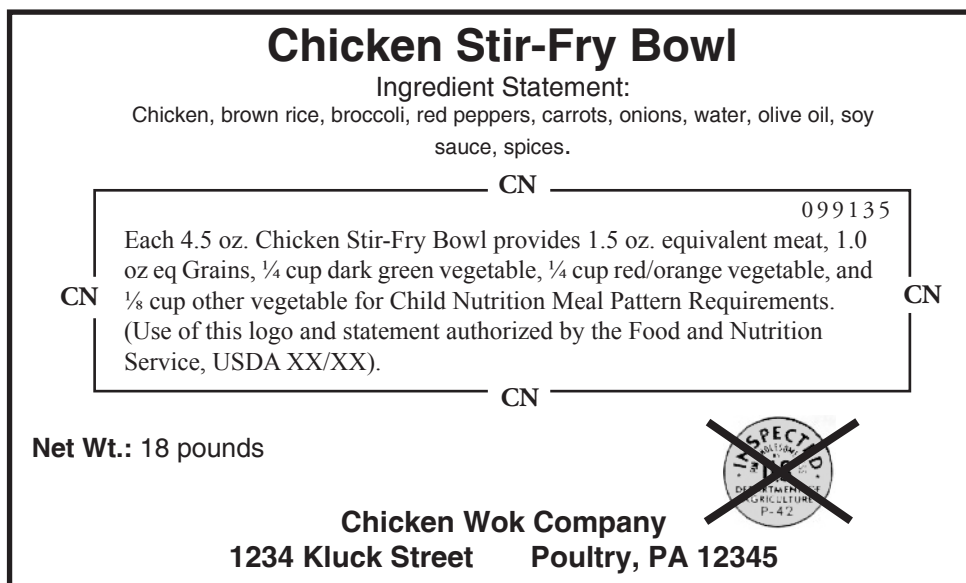
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(Workbook Activity) Sample CN Label

DO:

Review the features of the Sample CN Label located in the Participant's Workbook. Articulate how this product contributes to the meal pattern requirements. Ask participants to flag this page as it will be used later in the training.



SHOW SLIDE: *Sample CN Label*

SAY:

The CN Label product will always contain the following:

- the CN Label, which has a distinctive border,
- the meal pattern contribution statement,
- a unique 6-digit product identification number (assigned by FNS) appearing in the upper right hand corner of the CN logo,
- the USDA/FNS authorization statement,
- the month and year of final FNS approval appearing at the end of the authorization statement, and
- the remaining required label features: product name, inspection legend, ingredients, USDA statement, signature/address line, and net weight.

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SHOW SLIDE: *USDA Foods*

SAY:

In addition to the purchased foods, school nutrition programs obtain additional food through the USDA Foods Program. The USDA Foods Program may help schools stretch tight budgets and helps connect the people who grow good food with those who need it. The USDA Foods Program provides about 15 to 20% of all food served by schools.

SHOW SLIDE: *USDA Foods Video*

SAY:

Now, let's watch a video on USDA Foods. The video illustrates how USDA Foods supports the school nutrition programs and helps students.

DO:

Distribute the How USDA Foods Support the National School Lunch and School Breakfast Program Meal Pattern Requirements handout. Review the handout. Ask participants to share how they are including USDA Foods on their menus.

Instructor's note: *Show the USDA Foods video. The How USDA Foods Support the National School Lunch and School Breakfast Program Meal Pattern Requirements handout is not included in the Participant's Workbook*

SAY:

Many school districts have the ability to purchase ready-to-use end products made from USDA Foods. Ready-to-use end products allow for the use of USDA Foods in standardized recipes of many mainstay menu items. Let's review how USDA Foods support the school nutrition program.

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Standardized Recipes

Objective 4:

Discuss the components of a standardized recipe.

SHOW SLIDE: *Recipes*

SAY:

Recipes are available from a variety of sources such as USDA, *Recipes for Healthy Kids Cookbooks: Cookbook for Schools* (Team Nutrition), state agencies, and perhaps from your own school nutrition staff. It is important to test a recipe several times before introducing it as a menu item. Start by making a small quantity and testing it with the school nutrition staff. The next step is to increase the quantity to 25 servings and conduct a taste-test of the recipe with the students. Keep careful notes and adjust the recipe accordingly to ensure the final product is one your students will enjoy.

SHOW SLIDE: *Standardized Recipes*

SAY:

As a school nutrition professional, knowing, understanding, and using standardized recipes are critical to the success of your program. A recipe is not just a basic set of instructions. Standardized recipes are the basis for preparing foods of a consistent quality and quantity for any operation.

A standardized recipe is a recipe that has been tried, adapted, and retried several times for use in a given school nutrition operation. The recipe has been found to produce the same quality results and yield every time when the exact procedures are used with the same type of equipment and the same quantity and quality of ingredients.

ASK:

What are some components of a standardized recipe?

FEEDBACK:

Responses for components of a standardized recipe may include the list of ingredients, preparation instructions, and number of servings.

(Workbook Activity) Standardized Recipes and Good Practices

DO:

Refer participants to the Standardized Recipes Good Practices Chart and the White Chicken Chile Recipe located in the Participant's Workbook. Discuss the Description and Good Practices outlined on the Chart.

Refer participants to the Standardized Recipes Good Practices Chart with the White Chicken Chile recipe. Ask participants to identify the good practices noted on the recipe. Ask participants to share additional information to include on the standardized recipe. Ask participants to flag the White Chicken Chile recipe page as it will be used later in the training.

DO: (Optional)

Lead class in a 5 minute energizer. Have them stand or remain seated and lead them in a simulation of picking different types of fruit and vegetables. For example, you can reach up to pick apples, peaches, cherries, and pears. Reach side to side to pick grapes, raspberries, and blueberries. Reach low to pick tomatoes, beans, and romaine lettuce.

Standardized Recipes Good Practices Chart

Description	Good Practices
Recipe Title or the Name of the Recipe Being Prepared	<ul style="list-style-type: none"> • Include the recipe title. * • Keep recipe titles as straight-forward as possible.
Recipe Category and Meal Pattern Contribution	<ul style="list-style-type: none"> • Identify the reimbursable meal component. <ul style="list-style-type: none"> ◆ Meat/Meat Alternates ◆ Vegetable Subgroups (Dark Green) (Red/Orange) (Beans/Peas Legumes) (Starchy) (Other) ◆ Grains (Whole Grain-rich) ◆ Fruits ◆ Milk • Code recipes with a meal component requirement.
Recipe Reference Number	<ul style="list-style-type: none"> • Create a systematic approach to reference recipes. • Create reference numbers for your own standardized recipes.
Ingredients	<ul style="list-style-type: none"> • List ingredients in the order in which they are used in preparation.* • Identify type of intended form of product (e.g., carrots, fresh, peeled, chopped into ¼” thick pieces). * • Identify items requiring advanced preparation or production planning (e.g., thawing strawberries). • Schedule employee time to allow adequate preparation time of recipe.
Weight and Volume of Each Ingredient Recipe Yield	<ul style="list-style-type: none"> • List weight and volume for each ingredient in recipe.* • Weigh and measure accurately since a slight variation can alter the results of the recipe. • Use weight measurements for dry ingredients (e.g., pound-lb. and ounces-oz.). • Use volume measurements for liquid ingredients (e.g., fluid ounces, cup, or gallon). • Use volume measurement for herbs, spices, flavorings and other ingredients. • Avoid using packaging to describe the quantity of ingredient (e.g., 1 loaf). • List ingredients in the easiest quantities. • Identify ingredients in As Purchased (AP) or Edible Portion (EP).

*Practice indicates USDA requirements.

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Description	Good Practices
Recipe Yield	<ul style="list-style-type: none"> Identify the amount (weight or volume and number of servings) of product at the completion of production that is available for service.* Identify the number of servings that the recipe produces in total weight and volume.* Provide a general description (e.g., 25 servings half steam table pan cut in 5x5 portions).
Nutrients per Serving or Nutrient Analysis	<ul style="list-style-type: none"> Use approved USDA nutrient analysis software.* Check with your state agency to identify specific requirements applicable to your state.
Food Safety	<ul style="list-style-type: none"> Prepare recipe with good food safety practices. Identify specific cold and hot temperatures (e.g., cooking, holding, serving, cooling, and reheating). Identify the Food Safety Process (e.g., No Cook, Same Day, or Complex Process). Identify specific allergens in the recipes (i.e., milk, eggs, fish, crustacean shellfish, tree nuts, peanuts, wheat and soybeans)
Preparation Instructions	<ul style="list-style-type: none"> Identify the steps necessary to prepare the recipe.* List in order the steps to be followed in preparing the recipe.* Read the instructions before preparing the recipe. Check ingredients in advance. Review all preparation and cooking terms with staff to ensure they understand exactly what each means.
Temperature, Time, and Cooking Methods	<ul style="list-style-type: none"> Identify the cooking temperature, the length of time, and the method (i.e., bake, steam).* Identify the Critical Control Points (e.g., 145° F, 165° F). Calibrate cooking equipment. Identify the type of cooking equipment (e.g., convection oven, tilting skillet). Adjust for altitudes.
Serving and Portion Size	<ul style="list-style-type: none"> Review recipes for the specific contribution of each serving toward the reimbursable meals.* Identify the amount or size of an individual portion in volume and/or weight.* List the weight and volume of the serving when possible. Assess whether the serving size is appropriate for the age/grade being served.
Equipment and Suggested Tools for Serving	<ul style="list-style-type: none"> Identify the pans needed for cooking the product. (e.g., the length, width, and depth of steam table pans).

*Practice indicates USDA requirements.

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White Chicken Chile Recipe

HACCP: #2 Same Day Service

Healthier Kansas Recipe 128
Iowa Gold Star Recipe

Main Dish

Ingredients	100 Servings		Servings		Preparation Instructions
	Weight	Measure	Weight	Measure	
Onions, yellow, AP Garlic, fresh, minced Chicken, cooked, diced Great Northern Beans, canned, low sodium, undrained Water Chicken Base, low sodium White Pepper Cumin, ground	3 lb. 8 oz. 5 oz. 10 lb.	3 #10 cans plus 28 oz.			1. In a steam jacketed kettle, combine chopped onions, garlic, chicken, beans with liquid, water, chicken base, white pepper, and ground cumin. 2. Simmer for 10 minutes to blend flavors, stirring occasionally.
Green Chili Peppers, canned, diced Chicken Stock, prepared from low-sodium base	15 oz. 12 lb. 8 oz	3 Tbsp			3. Add green chili peppers. 4. Add prepared chicken stock and simmer for 10 minutes. Final product should be 4 gallons + 2 ¾ quarts. Adjust with extra chicken stock if needed. CCP: Heat to 165°F or higher for 15 seconds. 5. Pour into serving pans. Portion with 6 oz. ladle (K-8) or 8 oz. ladle (9-12). CCP: Hold for hot service at 135° F or higher.
Mozzarella Cheese, part skim, shredded	4 lb. 11 oz.				6. Top chili with ½ oz. mozzarella cheese.

Serving Size	1 Serving Provides	Yield
3/4 cup (6 oz. spoodle)	2.25 oz. equivalent M/MA and 0.25 cup vegetable, BP (legumes)	K-8: 100 servings

Nutrients		1 Serving Provides	
Calories	176	Iron	2.5 mg
Protein	23.53 gm	Calcium	190.38 mg
Carbohydrate	12.36 gm	Cholesterol	48.63 mg
Fat	4.6 gm	Sodium	590.92 mg
Saturated Fat	2.34 gm		
	% Saturated Fat		
	11.98 %		

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Objective 5:

Practice identifying the number of vegetable subgroups servings using a CN Label product and a standardized recipe.

SHOW SLIDE: *Menu Planning Summary*

SAY:

In the menu planning portion of this lesson we have reviewed the meal pattern requirements, the CN Label, USDA Foods, and standardized recipes. Now we are going to practice identifying the vegetable subgroups offered in a K-8 Sample Lunch Menu. To complete this activity you will need to refer to the Sample CN Label, the White Chicken Chile Recipe, K-8 Sample Lunch Menu and the Vegetables K-8 Menu Worksheet located in the Participant's Workbook.

(Workbook Activity) Vegetable Menu Activity

DO:

Refer participants to Sample CN Label, the White Chicken Chile Recipe, K-8 Sample Lunch Menu and the Vegetables K-8 Menu Worksheet located in the Participant's Workbook. Review the directions. At the conclusion of the activity, refer participants to the Vegetables K-8 Menu Answer Key.

Vegetable Menu Worksheet

Instructions:

- Locate the Sample CN Label, the White Chicken Chile Recipe, the K-8 Sample Lunch Menu, and the Vegetables K-8 Menu Worksheet located in your Participant's Workbook.
- Review the menu items.
- Identify the name of all the vegetables, portion sizes, and the appropriate vegetable subgroup. Record your answers on the Vegetables K-8 Menu Worksheet.
- Monday menu has been completed on the worksheet as an example.

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K-8 Sample Lunch Menu

Notes: Garden Bar & Vegetable Offerings: Leafy Greens (1 cup = ½ cup serving),
 Vegetables (½ cup unless otherwise noted), Fruits (½ cup)
 All lunches include fat-free unflavored or flavored Fluid Milk (1 cup)

Monday	Tuesday	Wednesday	Thursday	Friday
Lentils of the Southwest (2 oz eq M/MA)	Chicken Stir Fry Bowl (1.5 oz eq M/MA + 1 oz eq Grain+ 5/8 cup Vegetable)	Beef & Pinto Bean Taco Salad (Shredded Romaine/Spinach w/ 1 oz eq Beef, 1 oz eq Cheese, & ½ cup Pinto Beans (V))	White Chicken Chile (2. ¼ M/MA oz eq + ¼ cup Vegetable)	Crispy Fish Taco (1 oz eq + 1 oz eq) on WW Tortilla (1 oz eq) Cabbage ¼ cup
Carrot Coins	Roasted Corn			Sweet Potato Fries
WW Roll (2 oz eq)		Whole Grain Pita Chips (2 oz eq)	WW Roll (2 oz eq)	
Garden Bar: Romaine/Spinach, Celery, Tomatoes, Vegetarian Baked Beans	Garden Bar: Romaine, Garbanzo Beans, Baby Carrots, Cucumber	Garden Bar: Romaine, Celery, Cabbage/Carrot Slaw (¼ cup Cabbage, ½ cup Carrot), Tomato Salsa	Romaine Salad (Romaine, ¼ cup tomatoes, ¼ cup cucumbers)	Garden Bar: Romaine/Spinach, Salsa, Cucumbers, Garbanzo Beans
Peaches	Mandarin Oranges	Pineapple Tidbits	Mixed Fruit	Pears
Fresh Banana	Fresh Apples	Fresh Kiwi	Fresh Orange Smiles	Fresh Fruit Salad (Bananas, Apples, Oranges, Kiwi)

Note: Green leafy vegetables serving sizes were determined using this equivalent 1 cup = ½ cup serving. The serving size listed on the menu represents the necessary portion for a ½ cup serving.

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Vegetables K-8 Menu Worksheet Answer Key

Instructions:

- Locate in your Participant's Workbook the Sample CN Label, the White Chicken Chile Recipe, and the K-8 Sample Lunch Menu. Review the menu items.
- Identify the name of all the vegetables, portion sizes, and the appropriate vegetable subgroup. Record your answers in the appropriate vegetable subgroup column. Answers for fresh dark green leafy vegetables should be recorded in the credible serving size such as ½ cup.
- Monday menu has been completed on the worksheet as an example.

Day	Dark Green Servings	Red/Orange Servings	Legumes Servings	Starchy Servings	Other Servings
Monday	Romaine and Spinach ½ cup	Carrot Coins ½ cup Tomatoes ½ cup	Vegetarian Baked Beans ½ cup		Celery ½ cup
Tuesday	Stir Fry (CN Label) ¼ cup Dark Green Romaine ½ cup	Stir Fry (CN Label) ¼ cup Baby Carrots ½ cup	Garbanzo Beans ½ cup	Corn ½ cup	Stir Fry (CN Label) ⅛ cup Cucumber ½ cup
Wednesday	Romaine and Spinach ½ cup Romaine ½ cup	Carrot 1/8 cup Tomato Salsa ½ cup	Pinto Beans 1/8 cup		Celery ½ cup Cabbage ¼ cup
Thursday	Romaine ½ cup	Tomatoes ¼ cup	Great Northern Beans (Recipe) ¼ cup		Cucumbers ¼ cup
Friday	Romaine and Spinach ½ cup	Sweet Potato Fries ½ cup Tomato Salsa ½ cup	Garbanzo Beans ½ cup		Cabbage ¼ cup Cucumbers ½ cup
Total Servings	3 ¼ cups	3 ⅝ cups	1 ⅞ cups	½ cup	2 ⅞ cups

Note: Answers are in bold

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Production Records

Objective 6:

Evaluate a sample production record and determine the missing elements.

SHOW SLIDE: *Production Records*

SAY:

Production records identify the items and quantities for the meals produced and served, and how much of the prepared food is leftover. Schools must complete and maintain production records. These records must show how the daily meals offered contribute to the required meal components and food quantities for each age/grade group.

ASK:

What are some key elements of a production record?

DO:

Write the responses from the participants on a flip chart paper. Include any of the elements listed under feedback.

FEEDBACK:

The following elements of a production record are a USDA requirement:

- Site, date, menu type, meal service,
- menu items,
- recipes and/or products,
- age or grade for students served,
- projected number of servings,
- portion or serving sizes,
- total amount of food prepared,
- amount of food used, actual servings, and
- substitutions and leftovers.

(Workbook Activity) Elements of a Production Record

DO:

Refer participants to the Elements of a Food Production Record Chart in the Participant's Workbook. Review the information on the Chart. Encourage participants to share any additional information they include on their production records.

SAY:

We will take a moment to review the Elements of a Food Production Record Chart. Think of the production records that are used in your facility. Please share any additional information included on your production records.

Elements of a Food Production Record Chart

The elements identified are required for each reimbursable meal. Additional information such as food safety standards may be included but are optional.	
Elements	Description
Site, date, menu type, meal service	A production record includes the site and meal date, the menu type, and the meal service such as breakfast or lunch.
Menu items	All planned items, including all choices, types of milk, desserts, and substitutions; all condiments served as part of the reimbursable meal, including gravy, butter, margarine, mayonnaise, relish, ketchup, mustard, and salad dressing.
Recipes and/or products	Specific recipes and food products; name of food and form; recipe number if USDA; if processed, brand name and code number.
Age or grade for students served	This identifies the age or grade group being served. Adjusted portion sizes for age or grade groups specified must be shown for menu item, recipes, and products.
Projected number of servings	Forecasted or predicted approximate number of servings needed for each menu item; projected number of portions and serving sizes for each menu item for à la carte sales; projected number of student servings for each menu item; projected number of total servings.
Portion or serving sizes	Portion size served must be the same as planned; if portion size is adjusted for age, a separate line should be used.
Total amount of food prepared	Total amount of food prepared (e.g., the number of servings and cans).
Amount of food used	Verifies the planned menu was actually prepared and served.
Actual servings	Actual number of reimbursable meals served (indicate this information for <u>each</u> age/grade group); actual number of non-reimbursable meals served (i.e., to adults or as à la carte sales).
Substitutions and leftovers	A record of leftovers and how the leftovers will be used; substitutions are noted.

SHOW SLIDE: *Complete, Accurate Production Records*

SAY:

Production records supply a wealth of information. The information is used for forecasting products, purchasing foods, controlling waste, and identifying popular and not so popular menu items. The production record also provides documentation that supports the integrity of your program.

(Workbook Activity) Lunch Production Record

DO:

Refer participants to Lunch Production Record. Describe the activity. Allow participants time to complete the activity and share their responses. At the conclusion of the activity, refer participants to the Lunch Production Record Answer Key located in the Participant's Workbook.

SAY:

Now that we discussed the elements of a production record, let's see how well we do evaluating the missing elements of a production record.

Instructor's note: *Answers on Lunch Production Record Answer Key are embedded in bold, italic font, and marked with an asterisk.*

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Lunch Production Record Answer Key

Instructions: Review the menu. Determine if all the elements of the production record are accurate and complete. If not, identify the missing information.

Menu: Chicken & Cheese Fajita with Roasted Peppers and Onions (1 oz eq chicken + ½ oz eq cheese ¼ cup veg), Pinto beans (¼ cup), WW Roll (1 oz eq), Chilled Pineapple (½ cup), Variety of Milk (1 cup)

School/Site Name: Eagles Nest Elementary
 Grade Group: ***Answer: Not Completed**
 Planned # Students to be served: 120
 Planned # Adults to be served: 15

Date: Monday, October 7, 20xx
 Offer vs. Serve: Yes No ***Answer: Not Completed**
 Actual # Students Served: 118
 Actual # Adults Served: ***Answer: Not Completed**

Component/Item	Recipe or Product #	Planned # Servings	Planned Portion Size	Total Planned Quantity	Actual # Servings	Actual Quantity Used	Leftovers
Milk							
1% plain		70	8 oz.	70	70	70	0
Fat-free, chocolate		65	8 oz.	65	62	62	3
Meat/Meat Alternate							
Chicken & Cheese Fajita w/ Roasted Peppers and Onions (1 oz eq chicken + ½ oz eq cheese)	E-6	135	2 oz.	270 oz.	130	130	5
<i>*Answer: Items for grain, vegetable subgroups, and fruit does not match menu.</i>							
Grain							
Whole Wheat Tortilla		135	1	135	135	130	5
Vegetable Subgroups							
Dark Green							
Spinach/Romaine	S-1	135	1 C	135 C	67.5 C	65 C	2 ½ C
Red/Orange							
Tomato Salsa	C-1	135	¼ C	33 ¾ C	130	32 ½ C	1 ¼ C
Legumes							
Black Beans	L-5	135	¼ C	33 ¾ C	130	32 ½ C	1 ¼ C
Starchy							
Other							
<i>*Answer: Missing information on peppers & onions served with fajitas.</i>							
Fruit							
Peach Cup		135	½ C	67 ½ C	135	65	2 ½ C
Diced Pears		135	½ C	67 ½ C	135	65	2 ½ C
<i>*Answer: Actual servings do not match the actual quantity used and leftovers.</i>							
Condiment/Other							
Ranch Dressing	D-1	135	1 Tbsp	135	135	135	0
<i>*Answer: No condiments noted on menu.</i>							

Answers are in bold, italic font, and marked with an asterisk.

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HUSSC: SL Additional Criteria

Objective 7:

Recall additional HUSSC: SL criteria.

SHOW SLIDE: *Additional HUSSC: SL Criteria*

SAY:

Building a healthy school environment supports academic achievement. Assessment of activities in schools helps determine if they support the goals of healthy students. For all award levels school must meet the HUSSC: SL Additional Criteria. We will review the requirements for each of the following areas:

- Nutrition Education,
- Physical Education (PE),
- Physical Activity (PA),
- Local School Wellness Policy, and
- Other Criteria for Excellence.

DO:

Refer participants to the HealthierUS School Challenge: Smarter Lunchrooms Recognizing Excellence in Smarter Lunchrooms, Nutrition and Physical Activity. Review the Physical Education Criteria with participants. Review the Nutrition Education Criteria with the participants.

SHOW SLIDE: *Nutrition Education Elementary*

SAY:

For all elementary grades award levels, nutrition education is provided to all full-day students in all grades. It is part of a structured and systematic unit of instruction, incorporates Team Nutrition curricula and materials, and utilizes multiple channels of communication, including the classroom, cafeteria, and home and parents.

SHOW SLIDE: *Nutrition Education Middle School*

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SAY:

For the Bronze and Silver awards nutrition education must be offered in at least one grade during the school year. And for the Gold and Gold Award of Distinction awards nutrition education must be offered in at least two grades.

All award levels in middle schools

- must incorporate the latest *Dietary Guidelines*, MyPlate and Team Nutrition materials; and
- utilizes multiple channels of communication, including the classroom, cafeteria, and home and parents

SHOW SLIDE: *Nutrition Education High School*

SAY:

For all high school award levels nutrition education is offered in two courses and required for graduation. Nutrition education is part of a structured and systematic unit of instruction within the two courses. Nutrition education must be consistent with the *Dietary Guidelines for Americans* and MyPlate. And like the other grade levels, the delivery of nutrition education utilizes multiple channels of communication, including the classroom, cafeteria, and home and parents.

Objective 8:

Differentiate the HUSSC: SL criteria for Physical Education (PE) and Physical Activity (PA).

SHOW SLIDE: *Physical Education*

SAY:

Healthful meals and snacks are only one component of a healthy lifestyle. Moving allows the body to balance caloric intake by burning some of those calories, a key component of weight management.

ASK:

What is the difference between physical education and physical activity?

DO:

Listen to responses and reinforce correct responses.

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FEEDBACK:

Responses may include: PE is required and is taught by a certified PE teacher over the course of the school year. Physical activity is usually chosen for enjoyment, is generally supervised, and is offered outside of a required PE class.

DO:

Refer participants to the HealthierUS School Challenge: Smarter Lunchrooms Recognizing Excellence in Smarter Lunchrooms, Nutrition and Physical Activity. Review the Physical Education Criteria with participants.

SHOW SLIDE: *Physical Education Elementary*

SAY:

An elementary school applying for a Bronze or Silver HUSSC: SL award must provide at least 45 minutes of structured PE per week throughout the school year. The number of minutes of structured PE activities increases to at least 90 minutes per week throughout the school year for a Gold award and to at least 150 minutes per week throughout the school year for the Gold Award of Distinction.

SHOW SLIDE: *Structured Physical Education Elementary*

SAY:

In some states or districts, access to certified physical education teachers on a daily basis is limited. If a certified PE teacher plans a structured physical activity, it can count toward the total number of required weekly minutes if it meets the following criteria:

- They are implemented by a classroom teacher or school administrator.
- All students must participate in school activities.
- Up to 20 minutes for Bronze/Silver and 45 minutes for Gold/Gold Award of Distinction.
- The activities must be at least moderate-intensity and in increments of at least 10 minutes.

SHOW SLIDE: *Physical Education Middle School*

SAY:

At least two middle school grades must offer structured physical education for all award levels.

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SHOW SLIDE: *Physical Education High School*

SAY:

At least two high school courses must offer structured physical education. Locate the HealthierUS School Challenge: Smarter Lunchrooms Recognizing Excellence in Smarter Lunchrooms, Nutrition and Physical Activity. Let's review.

DO:

Refer participants to the HealthierUS School Challenge: Smarter Lunchrooms Recognizing Excellence in Smarter Lunchrooms, Nutrition and Physical Activity. Review the Physical Activity Criteria with participants.

SHOW SLIDE: *Physical Activity*

SAY:

For all grades (elementary, middle, and high school) award levels, physical activity opportunities are provided each day for all full -day students (e.g., scheduled recess, bike clubs, intramural sports, a walk to school program). Such opportunities for physical activity are not the same as physical education. For all award levels, school reinforces physical activity/physical education messages by neither denying nor requiring physical activity as a means of punishment. In addition for middle and high schools the school actively promotes participation in physical activity (in and out of school) to all students throughout the school year.

ASK:

What are types of physical activities offered in elementary schools?

DO:

Listen to responses.

FEEDBACK:

Responses may include: after school basketball, walking clubs, and pulling weeds in the school garden on a routine basis.

Instructor's note: *Remind participants if the physical activity was used as "Structured Physical Activity" for counting towards the PE requirement, it cannot count towards "Physical Activity" on the HUSSC:SL application.*

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ASK:

How do you know if your school meets the criteria for nutrition education, physical education, and physical activity?

DO:

Listen to responses.

FEEDBACK:

Responses may include: involve educators in these instructional areas on the HUSSC: SL award team; talk with educators in these instructional areas and find out what they are doing.

SAY:

It is really important to include several different individuals and disciplines on the school team and/or include them in conversations about Physical Education (PE) and Physical Activity (PA).

(Workbook Activity) Use of Structured Physical Education and Physical Activity

DO:

Refer participants to Use of Structured Physical Education and Physical Activity Worksheet located in the Participant's Workbook.

SAY:

We are going to do an exercise to determine if the scenario on the worksheet meets the award requirements for physical education or physical activity.

Instructor's note: *You may want to assign all the scenarios to individual tables and ask each table to report on one or more of the scenarios.*

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Use of Structured Physical Education and Physical Activity Answer Key

Instructions: Review the school scenarios to determine if they meet award requirements for physical education (PE) and physical activity (PA). If an award requirement is not met, determine modifications to meet the requirements. Remember, just meeting the number of required award level minutes does not ensure meeting the PE/PA requirements.

1. Bowtie Elementary School provides physical education classes three times a week for 10 minutes. They also provide a mid-day break every day in which students are led in moderate intensity exercises for 10 minutes.

Can Bowtie Elementary School qualify for any award level (based on this information alone)?

Maybe; (Bronze/Silver)

- Offers 30 minutes of PE each week, 10 minutes x 3 days = 30 minutes
- Offers 10 minutes moderate intensity exercise daily, 10 minutes x 5 days = 50 minutes
- Total 80 minutes per week

What additional information is needed (if any) to assure a Bronze/Silver award?

- Who conducts the mid-day exercise break?
- Are mid-day breaks planned by a PE teacher?
- Need examples of how PE messages are reinforced.

What changes can be made to assist them in qualifying for a higher award level?

- For Gold award, increase PE class to 15 minutes: 15 minutes x 3 days = 45 minutes.
- Continue 10 minute moderate intensity breaks every day, 10 minutes x 5 days = 50 minutes. Total 95 minutes per week.

2. Sweet Onion Elementary School provides physical education classes two times a week for 40 minutes each class. They also provide a morning “fun jog” for all students every day around their indoor track for 15 minutes. Teachers and school administrators lead and participate with students.

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Based on this information, can Sweet Onion Elementary School qualify for a Gold award level?

No. They qualify for a Bronze/Silver award

- PE 40 minutes x 2 days = 80 minutes

Is additional information needed?

Yes, Additional information needed:

- Is the morning fun jog open to all and publicized to everyone?
- Is the fun jog planned by a PE teacher?
- Need examples of how PE messages are reinforced.

What changes can be made to assist them in qualifying for a higher award level?

- For a Gold award document that the fun jog is planned by a PE teacher 15 minutes x 5 days = 75 minutes.

3. Pickles Elementary School provides physical education classes two times a week for 10 minutes each class. They also provide in-class physical activity breaks involving various activities, such as “Exercise Brain Game and Muscle Moves” for 5 minutes every day. Teachers lead the activities.

Based on the information provided, can Pickles Elementary School qualify for an award? If so, which award level?

No Award based on the information provided

- PE 10 minutes x 2 days = 20 minutes per week.
- Daily PA breaks (Exercise Brain Game and Muscle Moves) 5 minutes x 5 days = 25 minutes

Is additional information needed?

Yes, more information needed:

- Who plans physical activity activities? Is it a PE teacher?
- Structured activity must be at least moderate-intensity and in increments of at least 10 minutes.

What changes can be made to assist them in qualifying for a higher level award?

- Increase PE classes to 4 days per week 10 minutes x 4 days = 40 minutes (for Gold must have 45 min. per week PE and 45 min. additional structured PA)
- More clear and detailed description of the components of the Exercise Brain Game
- If not included, add movement in Exercise Brain Game (5 minutes) and add additional time to Muscle Moves (5 minutes). 10 minutes x 5 days = 50 minutes

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4. Mister Middle School provides physical education classes to 7th graders two times a week for 60 minutes each class for half the year. They also provide a morning jump rope or basketball activity every other day throughout the school year where students participate in one activity or the other for at least 20 minutes.

Can Mister Middle School qualify for the Silver award level?

No. Mister Middle School does not qualify for a Silver Award.

What additional information is needed (if any)?

- PE must be offered in at least 2 grades in Middle School.
- Need to document ways PE and PA messages are promoted.

What changes can be made to assist them in qualifying for a higher award level?

- Offer PE to another grade level.

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Objective 9:

Review the HUSSC: SL Local Wellness Policy and Other Criteria for Excellence criteria.

SHOW SLIDE: *Local Wellness Policy*

SAY:

The federal requirement that each school food authority (SFA) develop a local wellness policy was strengthened in the Healthy, Hunger Free Kids Act of 2010. The expanded scope of the local school wellness policy is reflected in the HUSSC: SL criteria.

A well written wellness policy outlines broad wellness goals for schools within a school district. The policy goals are supported by a procedures document that identifies specific actions the district and its schools will take to achieve the policy goals.

Locate the HealthierUS School Challenge: Smarter Lunchrooms Recognizing Excellence in Smarter Lunchrooms, Nutrition and Physical Activity. Let's review.

DO:

Refer participants to the HealthierUS School Challenge: Smarter Lunchrooms Recognizing Excellence in Smarter Lunchrooms, Nutrition and Physical Activity. Review the Local Wellness Policy Criteria with participants.

SHOW SLIDE: *Local Wellness Policy All Awards*

SAY:

For all award levels, school demonstrates a commitment to prohibit the use of food as a reward. For example, food is not used to reward students for good behavior or for the completion of an assignment. Each HUSSC: SL application must include a copy of the school's local wellness policy and provide documentation for the following for the local school wellness policy criteria:

- A list of three ways your school is working to meet local wellness policy goals (e.g., including local wellness policy goals in your school improvement plan, completing and reporting the results of the School Health Index self-assessment process, meetings of school wellness committee every other month).
- Describe how parents, students, school administration and staff, and the community are involved in the implementation of the local wellness policy at your school.

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SHOW SLIDE: *Other Criteria for Excellence*

SAY:

Other Criteria for Excellence is an opportunity for schools to showcase their efforts to promote healthful meals and a healthy school environment.

There are several options to choose from within these categories. The number you select is based on the award level. You may choose options from any of the categories. To meet the HUSSC: SL award:

- Bronze: Must select at least two of the 14 options.
- Silver: Must select at least four of the 14 options.
- Gold: Must select at least six of the 14 options.
- Gold Award of Distinction: Must select at least eight of the 14 options (in more than one excellence area).

Locate the HealthierUS School Challenge: Smarter Lunchrooms Recognizing Excellence in Smarter Lunchrooms, Nutrition and Physical Activity. Let's review the different options under the Other Criteria for Excellence.

DO:

Refer participants to the HealthierUS School Challenge: Smarter Lunchrooms Recognizing Excellence in Smarter Lunchrooms, Nutrition and Physical Activity. Review the Local Other Criteria for Excellence with participants.

Smart Tactics for Success

Objective 10:

Discuss smart tactics for promoting a healthy, active school environment.

SHOW SLIDE: *Smart Tactics for Success*

SAY:

Smart tactics are ways to promote healthy habits, include Smart Snacks, and practice Smarter Lunchroom techniques. We will discuss tools for calculating Smart Snacks and ways to incorporate Smarter Lunchroom techniques into your school environment.

SHOW SLIDE: *Smart Snacks HUSSC: SL*

SAY:

Smart Snacks in School carefully balances science-based nutrition guidelines with practical and flexible solutions to promote healthier eating on campus, drawing on recommendations from the Institute of Medicine and existing voluntary standards already implemented by thousands of schools around the country, as well as healthy food and beverage offerings already available in the marketplace. The Smart Snacks HUSSC:SL criteria must meet or exceed the USDA's school nutrition standards for school meals, à la carte, vending, school stores, snack food carts, food-based fundraising. We will discuss tools to calculate Smart Snacks later in the training.

SHOW SLIDE: *Nutrition Facts Panel*

SAY:

An important point is that the nutrition facts panel contains all the information needed to evaluate compliance of competitive food and beverage items in schools with the Smart Snacks standards. However, it is important to remember that these values are identified as packaged and served, so if there are 2 servings in the container, that information must be taken into consideration when evaluating a product for Smart Snacks compliance.

SHOW SLIDE: *HUSSC: SL Smart Snacks Bronze and Silver*

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SAY:

The HUSSC: SL Smart Snacks for the Bronze and Silver award:

- Meets Smart Snacks criteria (as defined in 7 CFR Parts 210 and 220).
- The school offers training on Smart Snacks criteria annually to all individuals who are involved in the sale of foods to students on the school campus during the school day.
- The school does not advertise or market foods and beverages that do not meet Smart Snacks criteria to students (e.g., signs and marketing materials promoting these foods are not visible to students on the school campus during the school day).
- Documentation of meeting these criteria includes evidence of a written policy and/or written communication/training for school staff and parent organizations.

SHOW SLIDE: *HUSSC: SL Smart Snacks Gold*

SAY:

The HUSSC: SL Smart Snacks criteria for the Gold award:

- Meets criteria for Bronze and Silver.
- The school only permits food-related fundraisers that meet USDA's Smart Snacks standards, even if the State allows exemptions.
- If foods and beverages are sold to students on the school campus at events outside of the school day (e.g. sporting events, after-school activities, awards ceremonies), then water, fruits, and/or vegetables are also offered and promoted as options.
- Documentation of meeting these criteria includes a written school policy and/or instructions for those that sell foods to students on the school campus.

SHOW SLIDE: *HUSSC: SL Smart Snacks Gold Award of Distinction*

SAY:

The HUSSC: SL Smart Snacks criteria for the Gold Award of Distinction:

- Meets Gold Criteria.
- The majority (greater than 50%) of school-sponsored fundraising events conducted outside of the school day includes only non-food items or only foods and beverages that meet or exceed the USDA's Smart Snacks in School nutrition standards.
- Documentation includes written policy or guidance and a list of school-sponsored fundraisers during the past year

SHOW SLIDE: *Smart Snacks Tools*

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SAY:

Take the guesswork out of the nutrition standards with the Alliance Smart Snacks Product Calculator! This tool allows you to look at the nutrition facts panel, answer a few questions, and determine whether your beverage, snack, side or entrée item meets the federal standards. USDA has determined that results from this calculator are accurate in assessing product compliance with the federal requirements. The calculator is also available on the USDA Smart Snacks website.

SHOW SLIDE: *Examples*

SAY:

Navigate to the Alliance for a Healthier Generation's product calculator. Click on the Launch the Product Calculator button

SHOW SLIDE: *Product Information*

SAY:

Select if your product is a snack, side dish, an entrée item or a beverage. We will do an example of a side dish. Select Side Dish and click next step.

SHOW SLIDE: *Baked French Fries Example*

SAY:

Let's use oven baked french fries as an example. This example is with USDA Foods frozen french fries. Remember, when looking at the first ingredient, if water is listed first, look at the second ingredient.

SHOW SLIDE: *First Ingredient*

SAY:

Select vegetable and click next step.

SHOW SLIDE: *Type of Product*

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SAY:

With french fries, you can select either option e) Potato is the first ingredient or option f) the vegetable subgroup Other category. Potato is the first ingredient or potatoes could fall under the Other vegetable subgroup category since french fries with added ingredients do not have an exemption. Potatoes are specifically called out at this step because many people were unsure if potato counted as a vegetable. It does. We will choose option e) Potato is the first ingredient for this example.

SHOW SLIDE: *USDA Foods Fact Sheet*

SAY:

After selecting the ingredient, use the information on the nutrition facts panel to enter the fields. The information we are using today is from the USDA Foods website.

SHOW SLIDE: *United States Department of Agriculture*

SAY:

The nutrition facts information is found on the USDA Foods Fact sheet. For commercial products, use the Nutrition Fact Panel on the packaging.

SHOW SLIDE: *Enter All Information*

SAY:

Click on “next step” after you enter all your information, including the serving size, gram weight, and the key nutrients.

SHOW SLIDE: *Results*

SAY:

Once you hit next step you will get the results of your product. This lets you know that your product is compliant. This page is here to help you keep track of the foods you have entered, and check back to see the results. Here is where you can enter the brand name and product name, the serving size is carried over from the nutrition facts panel, and you can enter the first ingredient to show compliance with the general standard. Click “next step” to have all your information in one place.

SHOW SLIDE: *Smart Snack Summary*

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SAY:

This last page summarizes all the steps we just took. It includes the first ingredient and notes that we selected vegetable as the first ingredient. Also, the nutrition facts are listed, you can refer back to them at a later date, if needed. At this point you can print this report for your record, or save it as a PDF file.

SHOW SLIDE: *Product Navigator*

SAY:

In addition to the calculator, the Alliance Product Navigator is a database of products that features snack, side, entrée and beverage products that meet the USDA Smart Snacks in School nutrition standards from leading manufacturers. Schools can browse by food manufacturer or by category – such as chips, pretzels, juice, low calorie beverages – and see examples of products that meet the standards. USDA also provides a downloadable list (in Excel® format) so schools can share with their vendors or others within the school district.

SHOW SLIDE: *Step-by-Step Guide*

SAY:

The Alliance for a Healthier Generation and the School Nutrition Association worked together to launch a series of tools to make Smart Snacks a success in schools. This online resource contains:

- A step-by-step guide to get started.
- Turnkey presentations to educate different audiences about Smart Snacks.
- Taste testing tools to engage students.
- Sample newsletters to spread the word with parents and community members.
- Fundraising ideas.
- Sample letters to vendors letting them know about the new standards. Walk through the steps and download what you need.

SHOW SLIDE: *Smarter Lunchrooms*

SAY:

A smarter lunchroom promotes healthy habits and strategically places healthier choices in the minds of children. Visualize your cafeteria, your service areas, and your school building. Think about the activities that the school nutrition staff, teachers, and administrators do on a regular basis to promote healthy habits. It might be offering breakfast in the classroom, conducting nutrition education, or assisting with a student event. The possibilities are endless.

(Workbook Activity) Smart Tactics for Success

DO:

Refer participants to the Smart Tactics for Success Worksheet. Divide the participants into small groups. Assign one or more focus areas to each group.

At the conclusion of the activity, refer participants to the Smarter Lunchrooms Self-Assessment Checklist. Review some of the recommendations on the Checklist.

Instructor's note: *At the conclusion of the activity, encourage participants to share their responses and review the Smart Tactics for Success Worksheet Answer Key and Smarter Lunchrooms Self-Assessment Checklist for recommendations. The Smarter Lunchrooms Self-Assessment Checklist is a separate handout and is not included in the Participant's Workbook.*

SAY:

As a group, identify the tactics your school is doing to promote a healthy, active school environment. After you have had a few minutes to complete the activity, each group will share their successful tactics.

Smart Tactics for Success Worksheet

Sample Answer Key

Instructions: Visualize your cafeteria, your service areas, and your school building. Identify the tactics your school is doing to promote a healthy, active school environment. List the tactics under the appropriate focus area.

Promoting Fruits, Vegetables, and Salads

Example: Display a bowl of fresh fruits by the cashier's station.

Promoting School Meals

Example: Announce the breakfast and lunch meal over the school's sound system.

Promoting Local Products

Example: Participate in the Farm to School program.

Increasing Sales of Reimbursable Meals

Example: Offer a variety of menu items.

Including Student, Parent, and Teacher Involvement

Example: Ask students to create posters of reimbursable meals and ask teachers to display the posters in the classroom.

Creating a Lunchroom Atmosphere

Example: Remove clutter from service and dining area.

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SAY:

Look at all the Smart Tactics we have generated with this activity. It is quite impressive.

SHOW SLIDE: *HUSSC Smarter Lunchrooms*

SAY:

To meet the HUSSC: SL criteria, a school is implementing Smarter Lunchroom techniques in six areas (Fruits, Vegetables, Entrées, Milk, Sales of Reimbursable Meals, and School Synergies) as defined on the Smarter Lunchrooms Self-Assessment Scorecard. The number of techniques from the scorecard that the school must implement is dependent upon the award level.

Documentation that the school is meeting this criteria shall include a copy of the completed score card and a brief summary with 2-3 photos describing the school's overall Smarter Lunchroom effort. For the following levels:

- Bronze applicants must select at least 30 action items.
- Silver/Gold applicants must select 50 action items.
- Gold Award of Distinction applicants must select 70 action items.

SHOW SLIDE: *Two Awards – Less Paperwork*

SAY:

When it comes to celebrating the great work being done in your school, paperwork should not get in the way! That's why the USDA's HealthierUS School Challenge: Smarter Lunchrooms (HUSSC: SL) and the Alliance's Healthy Schools Program (HSP) are working together to help you earn two awards with a streamlined approach.

The Alliance and USDA both have similar goals when it comes to school wellness: more fruits and vegetables, more whole grains, healthier snacks, more nutrition education, and increased physical activity throughout the day. Make sure your school gets the recognition you deserve by receiving national recognition from both HUSSC: SL and HSP!

The Alliance and USDA recently announced a more streamlined approach to achieving national recognition through the HSP and HUSSC: SL in effect for the 2014-15 school year. The streamlined approach is a quick way to skip the hassle of paperwork. To learn more about how these two awards work together see below to start earning your stars today!

DO:

Refer participant's to the HealthierUS School Challenge: Smarter Lunchrooms (HUSSC: SL) and Healthy School Program (HSP) handout in the Participant's Workbook.

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SAY:

Take a few minutes to look at the handout. After glancing at the information many of you will see you are well on your way to meeting the 2014 criteria for the HealthierUS School Challenge: Smarter Lunchrooms and the Healthy School Program.

HealthierUS School Challenge: Smarter Lunchrooms (HUSSC: SL) and Healthy School Program (HSP)

When it comes to celebrating the great work being done in your school, paperwork should not get in the way! That's why the USDA's HealthierUS School Challenge: Smarter Lunchrooms (HUSSC: SL) and the Alliance's Healthy Schools Program (HSP) are working together to help you earn two awards with a streamlined approach. For the following HUSSC award levels, no additional paperwork is required during the application process.

HSP Bronze schools automatically qualify for HUSSC: SL Bronze certification.

HUSSC: SL certified schools automatically qualify for HSP Bronze in the following categories:

- School Nutrition Services
- Smart Snacks in School
- Health/Nutrition Education

Let's Move! Active Schools automatically qualify for HUSSC: SL Bronze in the following categories:

- Physical Education
- Physical Activity

For existing schools already recognized by HSP or certified by HUSSC (before 2014-15), HUSSC certified schools automatically meet HSP in:

- School Nutrition Services (bronze only)
- Health Education (bronze only)

HSP recognized schools automatically meet HUSSC in:

- School Meals (bronze only)
- Physical Education (any level)
- Physical Activity (any level)
- Nutrition Education (any level)

Let's Move! Active Schools recognized schools automatically meet HUSSC in:

- Physical Education (any level)
- Physical Activity (any level)

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ASK:

What are some topics we covered in today's training?

FEEDBACK:

Responses may include:

- We started the training with a brief review of the meal pattern requirements and basic criteria for the HUSSC: SL award.
- We discussed the characteristics and considerations of menu planning.
- We reviewed the CN Label and USDA Foods and illustrated how these products can contribute to menu planning.
- We identified good practices for standardized recipes.
- We practiced reviewing a production record for accuracy and completeness.
- We learned from the group some smart tactics for promoting a healthy, active school environment.

DO:

Write the three phrases (I learned, I was surprised, I understand) on a flip chart or white board (if available).

SHOW SLIDE: *Three Phrases*

SAY:

Let's take a moment to reflect on the training today. Here are three phrases: I learned... I was surprised.... I understand. Think about the training. Did you learn something new today, did information surprise you, or was something clarified for you by the training? Please choose one of the phrases and write down your responses.

DO:

Have participants share their completed sentences. Reinforce the positives of this review.

Instructor's note: *Write the three phrases on a flip chart paper. At the conclusion of the activity, proceed with asking participants if there are any questions and answer.*

SHOW SLIDE: *Web Links*

SAY:

If you would like additional information on the HUSSC: SL here are some helpful web links. We'll wrap up the training today by completing a Post-Assessment activity and the training evaluation. Please put the unique identifier you used on the Pre-Assessment in the upper right hand corner. Once the assessment is completed, please raise your hand so it can be collected.

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DO:

Distribute the Post-Assessment. Allow participants time to complete the activity.

SAY:

When you have completed the Post-Assessment be sure your identifier is in the upper right hand corner.

DO:

Once all Assessments have been completed distribute the training evaluation. Collect the Assessments and training evaluations.

Instructor's note: *Thank the participants for attending the training. Distribute the course certificates.*

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