

# HealthierUS School Challenge: Smarter Lunchrooms

Participant's  
Workbook





# HealthierUS School Challenge: Smarter Lunchrooms

## Participant's Workbook

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**National Food Service Management Institute  
The University of Mississippi**

2015

# National Food Service Management Institute

## The University of Mississippi

### Building the Future Through Child Nutrition

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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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## 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 21<sup>st</sup> Century*

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## **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.

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### 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 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.

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## Calculating ADP Based on Attendance Activity Worksheet

**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
_____	÷	_____	=	_____
Meals Served	÷	Days	=	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
_____	-	_____	=	_____
Students Attendance	-	Students No Access	=	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
_____	÷	_____	×	100%	=	_____
Average Meals	÷	Students Access	×	100%	=	ADP



## **Ways to Increase Meal Participation Worksheet**

**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.

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## Increasing Student Meal Participation Worksheet

**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
<b>Paid Meals</b>	\$ 3.03	×	2 Meal Increase	=	\$ _____ Daily Increase
<b>Reduced Meals</b>	\$ 2.93	×	3 Meal Increase	=	\$ _____ Daily Increase
<b>Free Meals</b>	\$ 2.93	×	4 Meal Increase	=	\$ _____ Daily Increase
<b>Total</b>			_____ Meal Increase		\$ _____ Daily Increase

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### Annual (180 Days) Revenue Increase

Meal Category	Daily Revenue Increase	×	180 Days	=	Annual Revenue Increase
<b>Paid Meals</b>	\$ 6.06 Daily Increase	×	180 Days	=	\$ _____ Annual Increase
<b>Reduced Meals</b>	\$ 8.79 Daily Increase	×	180 Days	=	\$ _____ Annual Increase
<b>Free Meals</b>	\$ 11.72 Daily Increase	×	180 Days	=	\$ _____ Annual Increase
<b>Total</b>					\$ _____ 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?

What is the annual total revenue increase?

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

**(Sample Answers)**

- **Prepare tasty, nutritious meals**

What are the benefits of promoting selection of reimbursable meals?

**(Sample Answers)**

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

## 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
<b>Meal Pattern</b>	<b>Amount of Food Per Week (Minimum Per Day)</b>					
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)
<b>Other Specifications: Daily Amount Based on the Average for a 5-Day Week</b>						
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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## Sample CN Label

<b>Chicken Stir-Fry Bowl</b>	
Ingredient Statement: Chicken, brown rice, broccoli, red peppers, carrots, onions, water, olive oil, soy sauce, spices.	
CN	099135
CN	CN
Each 4.5 oz. Chicken Stir-Fry Bowl provides 1.5 oz. equivalent meat, 1.0 oz eq Grains, ¼ cup dark green vegetable, ¼ cup red/orange vegetable, and ⅛ cup other vegetable for Child Nutrition Meal Pattern Requirements. (Use of this logo and statement authorized by the Food and Nutrition Service, USDA XX/XX).	
CN	
Net Wt.: 18 pounds	
<b>Chicken Wok Company</b> 1234 Kluck Street Poultry, PA 12345	
	

The CN labeled 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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## Standardized Recipes Good Practices Chart

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

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

\*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. <b>CCP: Heat to 165°F or higher for 15 seconds.</b> 5. Pour into serving pans. Portion with 6 oz. ladle (K-8) or 8 oz. ladle (9-12). <b>CCP: Hold for hot service at 135° F or higher.</b>
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

Calories	176	Vitamin A	8.09 IU	Iron	2.5 mg
Protein	23.53 gm	Vitamin C	3.2 mg	Calcium	190.38 mg
Carbohydrate	12.36 gm	Fiber	3.19 gm	Cholesterol	48.63 mg
Fat	4.6 gm	% Fat	23.53 %	Sodium	590.92 mg
Saturated Fat	2.34 gm	% Saturated Fat	11.98 %		

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## **Vegetable Menu Worksheet**

**Instructions:**

- Locate in your Participant's Workbook the Sample CN Label, the White Chicken Chile Recipe, the K-8 Sample Lunch Menu, and the Vegetables K-8 Menu Worksheet.
- 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, & 1/8 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, 1/8 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

**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					
Wednesday					
Thursday					
Friday					
Total Servings					

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## 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.

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### Lunch Production Record

**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:  
 Planned # Students to be served: 120  
 Planned # Adults to be served: 15

Date: Monday, October 7, 20xx  
 Offer vs. Serve: Yes No  
 Actual # Students Served: 118  
 Actual # Adults Served:

Component/Item	Recipe or Product #	Planned # Servings	Planned Portion Size	Total Planned Quantity	Actual # Servings	Actual Quantity Used	Leftovers
<b>Milk</b>							
1% plain		70	8 oz.	70	70	70	0
Fat-free, chocolate		65	8 oz.	65	62	62	3
<b>Meat/Meat Alternate</b>							
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:</i>							
<b>Grain</b>							
Whole Wheat Tortilla		135	1	135	135	130	5
<b>Vegetable Subgroups</b>							
<b>Dark Green</b>							
Spinach/Romaine	S-1	135	1 C	135 C	67.5 C	65 C	2 ½ C
<b>Red/Orange</b>							
Tomato Salsa	C-1	135	¼ C	33 ¾ C	130	32 ½ C	1 ¼ C
<b>Legumes</b>							
Black Beans	L-5	135	¼ C	33 ¾ C	130	32 ½ C	1 ¼ C
<b>Starchy</b>							
<b>Other</b>							
<i>Answer:</i>							
<b>Fruit</b>							
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:</i>							
<b>Condiment/Other</b>							
Ranch Dressing	D-1	135	1 Tbsp	135	135	135	0
<i>Answer:</i>							

**HealthierUS School Challenge: Smarter Lunchrooms**  
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## **Use of Structured Physical Education and Physical Activity**

**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)?**

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

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

## HealthierUS School Challenge: Smarter Lunchrooms Participant's Workbook

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.

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

**Is additional information needed?**

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

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?**



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**Is additional information needed?**

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

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?**

**What additional information is needed (if any)?**

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

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## **Smart Tactics for Success Worksheet**

**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**

### **Promoting School Meals**

### **Promoting Local Products**

### **Increasing Sales of Reimbursable Meals**

### **Including Student, Parent, and Teacher Involvement**

### **Creating a Lunchroom Atmosphere**

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## **HealthierUS School Challenge: Smarter Lunchrooms (HUSCC: 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 (HUSCC: 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 HUSCC award levels, no additional paperwork is required during the application process.

**HSP Bronze schools automatically qualify for HUSCC: SL Bronze certification. HUSCC: 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 HUSCC: SL Bronze in the following categories:**

- Physical Education
- Physical Activity

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

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

**HSP recognized schools automatically meet HUSCC 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 HUSCC in:**

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

**HealthierUS School Challenge: Smarter Lunchrooms**  
Participant's Workbook

## HealthierUS School Challenge: Smarter Lunchrooms Participant's Workbook

### Answer Keys

- Calculating ADP Based on Attendance Activity Worksheet Answer Key
- Ways to Increase Meal Participation Worksheet Sample Answer Key
- Increasing Student Meal Participation Worksheet Answer Key
- K-8 Sample Lunch Menu
- Vegetables K-8 Menu Worksheet Answer Key
- Lunch Production Record Answer Key
- Use of Structured Physical Education and Physical Activity Answer Key
- Smart Tactics for Success Worksheet Sample Answer Key

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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

## HealthierUS School Challenge: Smarter Lunchrooms Participant's Workbook

### 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><b>800</b></u> Average Meals	÷	<u><b>1200</b></u> Students Access	×	100%	=	<u><b>66.7 %</b></u> ADP

Note: Answers are underlined and in bold font.

## **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.

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## 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
<b>Paid Meals</b>	\$ 3.03	×	2 Meal Increase	=	<b><u>\$ 6.06</u></b> Daily Increase
<b>Reduced Meals</b>	\$ 2.93	×	3 Meal Increase	=	<b><u>\$8.79</u></b> Daily Increase
<b>Free Meals</b>	\$ 2.93	×	4 Meal Increase	=	<b><u>\$11.72</u></b> Daily Increase
<b>Total</b>			<b>9</b>		<b><u>\$26.57</u></b> Daily Increase

## HealthierUS School Challenge: Smarter Lunchrooms

### Participant's Workbook

### Annual (180 Days) Revenue Increase

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

**HealthierUS School Challenge: Smarter Lunchrooms**  
Participant's Workbook

## 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, & 1/8 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, 1/8 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.

**HealthierUS School Challenge: Smarter Lunchrooms**  
Participant's Workbook



## 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	<b>Stir Fry (CN Label)</b> ¼ cup <b>Dark Green Romaine</b> ½ cup	<b>Stir Fry (CN Label)</b> ¼ cup <b>Baby Carrots</b> ½ cup	<b>Garbanzo Beans</b> ½ cup	<b>Corn</b> ½ cup	<b>Stir Fry (CN Label)</b> ⅛ cup <b>Cucumber</b> ½ cup
Wednesday	<b>Romaine and Spinach</b> ½ cup <b>Romaine</b> ½ cup	<b>Carrot</b> 1/8 cup <b>Tomato Salsa</b> ½ cup	<b>Pinto Beans</b> 1/8 cup		<b>Celery</b> ½ cup <b>Cabbage</b> ¼ cup
Thursday	<b>Romaine</b> ½ cup	<b>Tomatoes</b> ¼ cup	<b>Great Northern Beans (Recipe)</b> ¼ cup		<b>Cucumbers</b> ¼ cup
Friday	<b>Romaine and Spinach</b> ½ cup	<b>Sweet Potato Fries</b> ½ cup <b>Tomato Salsa</b> ½ cup	<b>Garbanzo Beans</b> ½ cup		<b>Cabbage</b> ¼ cup <b>Cucumbers</b> ½ cup
Total Servings	<b>3 ¼ cups</b>	<b>3 ⅝ cups</b>	<b>1 ⅞ cups</b>	<b>½ cup</b>	<b>2 ⅞ cups</b>

Note: Answers are in bold

# HealthierUS School Challenge: Smarter Lunchrooms

## Participant's Workbook

# HealthierUS School Challenge: Smarter Lunchrooms

## Participant's Workbook

### 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
<b>Milk</b>							
1% plain		70	8 oz.	70	70	70	0
Fat-free, chocolate		65	8 oz.	65	62	62	3
<b>Meat/Meat Alternate</b>							
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><b>*Answer: Items for grain, vegetable subgroups, and fruit does not match menu.</b></i>							
<b>Grain</b>							
Whole Wheat Tortilla		135	1	135	135	130	5
<b>Vegetable Subgroups</b>							
<b>Dark Green</b>							
Spinach/Romaine	S-1	135	1 C	135 C	67.5 C	65 C	2 ½ C
<b>Red/Orange</b>							
Tomato Salsa	C-1	135	¼ C	33 ¾ C	130	32 ½ C	1 ¼ C
<b>Legumes</b>							
Black Beans	L-5	135	¼ C	33 ¾ C	130	32 ½ C	1 ¼ C
<b>Starchy</b>							
<b>Other</b>							
<i><b>*Answer: Missing information on peppers &amp; onions served with fajitas.</b></i>							
<b>Fruit</b>							
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><b>*Answer: Actual servings do not match the actual quantity used and leftovers.</b></i>							
<b>Condiment/Other</b>							
Ranch Dressing	D-1	135	1 Tbsp	135	135	135	0
<i><b>*Answer: No condiments noted on menu.</b></i>							

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

# HealthierUS School Challenge: Smarter Lunchrooms

## Participant's Workbook

## **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 minutes 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.

## HealthierUS School Challenge: Smarter Lunchrooms Participant's Workbook

**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

## HealthierUS School Challenge: Smarter Lunchrooms

### Participant's Workbook

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.

# HealthierUS School Challenge: Smarter Lunchrooms

## Participant's Workbook



## **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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**HealthierUS School Challenge: Smarter Lunchrooms**  
Participant's Workbook

# HealthierUS School Challenge: Smarter Lunchrooms

## Participant's Workbook

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