

# Maintaining Student Acceptability of Lower-Sodium Meals

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**Participant's Workbook**



# **Sodium Reduction VILT Series: Maintaining Student Acceptability of Lower-Sodium Meals**

## **Participant's Workbook**

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# TABLE OF CONTENTS

9	Shaking It Up! Worksheets
23	Additional Resources
25	SMART Goals Handout
26	Action Plan





# SHAKING IT UP! WORKSHEETS

The Shaking It Up! sodium resources provide tangible, practical guidance for school nutrition professionals to implement sodium reduction best practices and strategies in their school foodservice operations. The worksheets provide a deep dive into a sodium reduction topic and related strategies, feature scenarios or school success stories to demonstrate sodium reduction best practices, and include activities to test and reinforce key concepts.

## Featured worksheets:

- Engaging Students in Menu Development

## Featured tip sheets:

- Planning, Implementing, and Assessing Taste-Test Surveys
- Developing, Implementing, and Assessing Menu Surveys
- Assembling and Managing a Student Nutrition Advisory Council



## ENGAGING STUDENTS IN MENU DEVELOPMENT

A thriving school nutrition program looks beyond the cafeteria and includes input from the entire school community. Key stakeholders in your community include school administration, teachers, staff, parents and caregivers, and students. Show your community that you value their opinion by asking for feedback and incorporating it into the menu. Students can participate in menu development and implementing healthier, lower-sodium items through various activities explored in this worksheet, including menu surveys, taste-test surveys, and joining the Student Nutrition Advisory Council (SNAC).

### MENU AND TASTE-TEST SURVEYS

Menu and taste-test surveys allow the school nutrition staff to interact with a large number of students on a regular basis.

**Menu surveys** provide an avenue for you to collect feedback and interest on current and future menu items. For example, you can use surveys to ask about specific menu items on days when your meal participation is lower. You can also use surveys to gauge the level of interest in items you are considering for the menu. Refer to ICN's [Developing, Implementing, and Assessing Menu Surveys](#) tip sheet to learn more about menu surveys.

**Taste-test surveys** enable you to test the initial acceptability of new products and recipes. For example, you might need to replace an entrée with a lower-sodium version and use a taste test survey to find out which products students find acceptable. Check out ICN's [Planning, Implementing, and Assessing Taste-Test Surveys](#) tip sheet to learn more about utilizing taste-test surveys.

### STUDENT NUTRITION ADVISORY COUNCIL

A SNAC is a group of students and other school representatives who are interested in advancing wellness in their school by engaging in the evaluation of their school meal program. Participating in a SNAC provides students a voice and a platform to engage in menu planning. Student members, along with school nutrition operators and other school representatives (teachers and staff), work together to:

- Create a student-centered, nutritious menu
- Improve student acceptability of meals
- Encourage students to make healthier choices

Refer to ICN's [Building and Managing a Student Nutrition Advisory Council \(SNAC\)](#) tip sheet for more information on how to build and manage a SNAC, along with suggested activities.

### SEEK ADMINISTRATIVE SUPPORT

Before interacting with students, always seek support and approval from your school administration.

**Meet** with your school principal or administrator to explain the importance of student participation in the school nutrition program. Pitch the benefits of school breakfast and lunch on student learning. Share information from the following resources:

- Centers for Disease Control and Prevention's [School Meals](#)
- Food Research & Action Center's [Benefits of School Breakfast](#) and [Benefits of School Lunch](#)
- United States Department of Agriculture's fact sheets on the [National School Lunch Program](#) and [School Breakfast Program](#) and information from [The School Day Just Got Healthier: School Administrators and Foodservice](#)

**Educate** your school principal or administrator on the meal pattern, dietary specifications (including sodium limits), and meal participation. Discuss the impact of healthy meals on the whole child, including physical and cognitive health and performance.

## Identifying Low-Sodium Food Products and Menu Planning Strategies to Meet Meal Pattern Requirements

**Plan to:**

- Schedule time to collect menu feedback and engage students in taste-test surveys.
- Identify teachers and staff who will coordinate with you to promote and collect feedback for the program.
- Start or continue a SNAC; educate SNAC members about their local wellness school policy and encourage participation with their local wellness committee.
- Collaborate with student groups or activities that support your nutrition program.

Use the following table to prepare for a meeting with the administration.

Seek Administrative Support Activity	
1. Write your "pitch." Try to capture the "who, what, where, when, why, and how" in one sentence.	<b>Pitch:</b> <i>As the food service manager at XYZ Middle School, I would like support for administering taste tests in the hallway foyer following selected 6th, 7th, and 8th grade lunch periods to find lower-sodium entrées that are acceptable to the students.</i>
2. Outline the benefits for the students and the school's nutrition program.	<b>Benefits:</b>
3. Specify the proposed activities.	<b>Proposed activities:</b>
4. Remember to: <ul style="list-style-type: none"> <li>• Listen to the administration's comments, concerns, and suggestions; demonstrate willingness to adjust your plan accordingly.</li> <li>• Ask for suggested teacher/support staff to involve.</li> <li>• Thank the administration for meeting with you. Tell them how much you appreciate their support for your school's nutrition program.</li> <li>• Promptly follow up with an email summarizing the discussion.</li> <li>• Inform administration of the activities' outcomes.</li> </ul>	

**ADDITIONAL WAYS TO ENGAGE STUDENTS IN MENU DEVELOPMENT**

- Partner with your district's culinary program.
  - Work with culinary teachers and students to create menu items or a full menu that meets the meal pattern and dietary specifications.
  - Hold a contest among students to develop recipes that can be incorporated into the school nutrition program.
  - Encourage participation in programs such as:
    - "Cooking up Change," sponsored by the [Healthy Schools Campaign](#), which "challenges high school culinary students to create healthy, delicious meals that meet the real-life requirement of the National School Lunch Program—and taste great to their classmates."
    - [ProStar®](#), sponsored by the National Restaurant Association Educational Foundation, which is a two-year, industry-backed culinary arts and restaurant management program for high school students.
- Utilize "student influencers."
  - Student influencers represent the best of your diverse student body (and regularly eat school breakfast and/or lunch) and are interested in advocating for your school nutrition program.
  - Listen to the [Culinary Institute of Child Nutrition's](#) webinar recording of [Engaging Student Influencers for Product Selection, Menu Planning, and Program Promotion](#) for ideas of how other schools utilize student influencers.

## ENGAGING STUDENTS IN MENU DEVELOPMENT SUCCESS STORY

### Julie Anderson, Family and Consumer Sciences and Health Educator

In March 2022, Wisconsin Team Nutrition hosted its 10th annual [Whipping Up Wellness, Wisconsin Student Chef Competition](#). Teams of three to five students in grades six through twelve from across Wisconsin competed to develop nutritious, student-friendly recipes featuring local foods that could easily be incorporated into their school nutrition program. In addition to several other requirements, this year's breakfast or lunch entree or side dish recipe needed to include broccoli, carrots, potatoes (all varieties except sweet), or winter squash as a main ingredient. Students were also encouraged to develop a recipe that contained less than 10% of calories from saturated fat and 480 mg of sodium per serving. Recipes were scored on creativity, recipe presentation, use of Wisconsin agricultural products, school food service reproducibility (including affordability), and level of application completion. Qualifying recipes were featured in the annual *Whipping Up Wellness Cookbook*, and one overall champion was selected. This year, 56 teams submitted recipes and 24 recipes are featured in the [Whipping Up Wellness Wisconsin Student Chef Competition 2022 Cookbook](#).

#### New Glarus School District

**Location:** New Glarus, WI

**Enrollment:** 1,000+; 1 elementary school, 1 middle school, 1 high school

**Website:** [New Glarus School District](#)

The 2022 champion, *Yummy Tummies* of New Glarus High School New Glarus School District, won with their *Creamiest Vegan Chickpea Curry* recipe, featuring local carrots as a main ingredient. Their recipe contained 7.34% of calories from saturated fat and 463 mg of sodium per serving, meeting the recommended nutritional requirements. The team, led by Julie Anderson, a Family and Consumer Sciences teacher at New Glarus High School, consisted of a freshman, sophomore, and senior foreign exchange student. Julie requires her introductory culinary students to compete in the student chef competition for their final class project. She explained, "The students are given one week (five days) to work on the project, including picking their groups, brainstorming an original recipe, developing the recipe, conducting a nutritional analysis, and putting together a grocery list."

To help bridge the *Whipping Up Wellness* competition to the school nutrition program, Julie shared the winning recipe with the New Glarus School District Food Service Director, Rebecca Derke. Rebecca will work with her food service team to scale and cycle it into the menu for next school year. Julie has also attempted to engage her culinary students in the school nutrition program by encouraging their participation in the high school *Student Food Committee*. The committee, which was started by Rebecca pre-pandemic (but paused during the pandemic), consists of food service team members, Julie, and any students that want to join. The committee meets in the kitchen after school once a month to sample dishes and provide feedback. Rebecca also asks the students what foods they want to see more and less of as they attempt to incorporate more foods made from scratch into their menu.

Julie's relationship with the school food service team and her students participating in the *Whipping Up Wellness* competition and *School Food Committee* are just a few examples of how the school community can participate in menu development that focuses on incorporating healthier, lower-sodium items.

***Engaging students in menu and taste-test surveys and Student Nutrition Advisory Councils will help you grow your school nutrition community and program!***

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# Planning, Implementing, and Assessing Taste-Test Surveys

Numerous tools help to determine students' meal preferences—taste-test surveys are one option. Student taste-test surveys provide menu planners and production staff feedback on menu item popularity. This information can also be shared with brokers, manufacturers, and distributors. Taste-test surveys are used to convey student preferences for the items sampled. Menu planners can decide whether to add these items to the menu based on the results and student feedback. Here are some considerations while planning, implementing, and assessing taste-test surveys.

## Planning

- Determine the purpose of the taste-test:
  - ▶ Is it to sample a potential new menu item?
  - ▶ Is it to gather student feedback on three to four versions of one menu item for bid purposes?
- Ensure the potential menu items you want to sample are appropriate for your program.
- Plan to test no more than three or four items with any one group of students to avoid overwhelming them.
- Decide:
  - ▶ Who will participate in the testing – specific grades, meal periods, student groups, etc.?
  - ▶ When and where will you hold the testing – during a meal period in the cafeteria, in a classroom, etc.?
  - ▶ Who is going to set up and facilitate the testing?
  - ▶ How much time is available for the taste-test?
  - ▶ How will you gather your survey results – paper surveys, QR codes, etc.?
- Develop a summary sheet to record the survey results.

### Menu Item Considerations

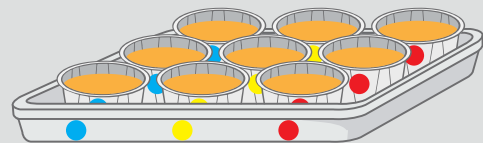
- Does it meet the nutrition standards?
- Does it meet the budget or desirable price point?
- Is it available for delivery?
- Do you have the equipment to properly prepare the product?
- Does your staff have the time and skill to prepare it properly?
- Do you have adequate storage for the item?
- Is it appetizing (appearance & plate coverage)?
- Will it hold well on the serving line?



- Before assessing the taste-test results, decide on an “acceptability” rate to help you determine whether or not to modify or menu the item.
  - ▶ For example, Wisconsin Team Nutrition used an 85% acceptability rating when conducting student taste tests of recipes featuring local agricultural products. Recipes that did not meet the 85% acceptability rating were modified based on constructive student feedback obtained from the [Wisconsin Team Nutrition Taste Test Ballot](#).

## Implementing

- Use disposable soufflé cups or boats for the samples. Students may pick up the samples from the serving line, or cafeteria staff may take them into the dining room, a classroom, or another designated area.
- Use color-coded dots or numbers to prevent biased answers instead of labeling the samples with their description ("current," "new," "low sodium").
- Provide a taste-test ballot for each item sampled.
- Display a sample plate of the complete serving for reference, ideally with other meal components, so students can see what the served meal will look like.
- Follow food safety and sanitation standards. Keep hot samples hot and cold samples cold and cover as needed.
- Explain to the students that you value their opinion and want their feedback to encourage them to participate and share their ideas.
- Provide sample items in a manner that promotes customer acceptability. For example, if testing a sauce, accompany it with an appropriate “food partner.”
- Note verbal comments made during the taste test that may also be helpful in menu development.



### Taste-Test Resources

- Check out USDA Team Nutrition's [Taste-Testing Event Resources](#) page for posters, stickers, and social media graphics that can be downloaded, printed, and ordered by schools that participate in the USDA Child Nutrition Programs.
- Wisconsin Team Nutrition provides a [sample taste-test ballot](#) for middle and high school students on ICN's [Child Nutrition Sharing Site](#).

## Assessing

- When assessing a recipe, refer to the product evaluation phase—formal evaluation procedures outlined in the [USDA Recipe Standardization Guide for School Nutrition Programs](#).
  - ▶ Generally, if the product or recipe is found acceptable ...
    - Menu and assess student satisfaction of the item three times on the serving line before incorporating it into a cycle menu.
    - You may need to modify how often the item is offered within a cycle menu; students can even become tired of the most popular items.
    - Continue to monitor your production records and plate waste for the item; adjust your menu accordingly.
  - ▶ If the product or recipe is not found acceptable ...
    - You will likely need to reject the product (do not purchase it).
    - You might be able to revise the recipe based on constructive student feedback if descriptors regarding taste, texture, etc. were included in the taste-test survey. Refer to the [Wisconsin Team Nutrition Taste Test Ballot](#) for ideas. Upon revision, the recipe would need to be retested.
    - You should verify that the recipe was prepared correctly to ensure the steps were followed. For example, if they were tasting a chicken product plain, and the feedback was that there was not enough breading, they could try preparing it in a sauce and re-testing.

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# Developing, Implementing, and Assessing Menu Surveys

## Developing and Implementing Menu Surveys




Menu surveys allow you to collect feedback from students on current and future menu items. Students can be surveyed in various locations, including the cafeteria, classrooms, after-school programs, etc. Design the survey questions so that the responses can guide action afterwards. When planning the survey, identify the students' grade level and select age appropriate questions and methods for distributing and collecting surveys.

### EARLY ELEMENTARY STUDENTS (PRE K–3RD GRADE)

Implementation Ideas	
Survey Type	Description
Paper-and-Pencil	Words: YES (I like it!) / NOT SURE / NO (I do not like it.) <b>or</b> Graphics: "Thumbs Up / Thumbs Down" or Emojis: "Smiley Face / Neutral Face / Sad Face". For example- At a table, provide the survey questions and allow students time to answer. Use simple answers such as YES/NOT SURE/ NO or utilize graphics (thumbs up/thumbs down) or emojis (smiley face/sad face).
Technology	Ask students to complete the survey via a computer or tablet. This can be done in coordination with a classroom teacher or a technology/librarian/media teacher.
Tokens	At a table, provide the survey question, tokens, and two or three collection boxes. The question should be displayed in large, easy-to-read font. Each collection box should be marked with a response (words or graphics). Ask students to drop a token into the collection box that represents their response.
Words/Graphics	At a table, provide the survey question, printed out words/graphics to represent possible responses, and a collection box. The question should be in easy-to-read, large font. Ask students to select the graphic representing their response and drop it into the collection box.

#### Paper-and-pencil survey example:

Today we served a new menu item, chili-mac. Did you like the chili-mac?

 <b>I liked it!</b>	 <b>I did not like it.</b>	 <b>Not sure.</b>	<b>I did not try it.</b>
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## OLDER ELEMENTARY (4TH AND 5TH GRADE) AND MIDDLE SCHOOL STUDENTS

For older elementary and middle school students, read the implementation ideas below.

Implementation Ideas	
Survey Type	Description
Paper-and-Pencil	Use "Yes/No" questions with one to two open-ended questions about your current menu options and menu items you are considering adding to the menu.
Technology	Ask students to complete the survey via a computer or tablet. This can be done in coordination with a classroom teacher or a technology/librarian/media teacher.
<p>For both the paper-and-pencil and technology surveys, consider these open-ended questions:</p> <ul style="list-style-type: none"> <li>• What do you like most about [menu item]?</li> <li>• What do you NOT like about [menu item]?</li> <li>• What would you change about [menu item] to improve it?</li> <li>• Why would you like to see this [menu item] on the menu?</li> <li>• What food or beverage would you like to see added to the menu?</li> </ul>	

## HIGH SCHOOL STUDENTS

Adapt the implementation ideas listed for middle school students. Generally, you can ask more questions and ask for more details!

Implementation Ideas	
Survey Type	Description
Paper-and-Pencil	Use student council members (or other student leaders) to interview students and record comments on a survey tool. Ask teachers to recommend student leaders that may be interested in leading or participating in this activity.
Technology	<p>In the cafeteria, post a QR code linked to a short survey that students can complete using their smartphones.</p> <p>If school policy allows, ask students to answer questions and post suggestions on social media.</p>
<p>Provide older students with more detailed evaluation tools that include ratings and a broader range of questions about:</p> <ul style="list-style-type: none"> <li>• The portion size, flavor, appearance, and texture of menu items</li> <li>• Products to accompany menu items, such as sauces, dips, or toppings</li> <li>• Preferred fruit and vegetable sides for specific entrées</li> <li>• Favorite menu items from restaurants they would like to see on the school menu</li> </ul>	

**Rating survey example:**

USDA Team Nutrition has an example of a [rating survey](#).

*What do you think of the portion size of the [menu item]?*

1	2	3	4	5
Too small		Just right		Too big

*How does the food look on your tray?*

1	2	3	4	5
Not appetizing		Appetizing		Very appetizing

*How does the [menu item] taste?*

1	2	3	4	5
Too bland		Just right		Too much flavor

**ALL AGE/GRADE GROUPS****Provide Non-food Incentives**

Provide non-food prizes and awards or hold a prize drawing for those who complete and return surveys. Individual prizes might include water bottles, Frisbees™, balls, jump ropes, movie passes, or donated local vendor incentives that promote active, healthy lifestyles. Please note that survey incentives are not an allowable cost to the non-profit school food service account. Consider reaching out to your Parent Teacher Association or local businesses to donate items.

If your school has a Student Nutrition Advisory Council (SNAC) or similar organization, this would be a great activity for group members!

Check out ICN's [Assembling and Managing a Student Nutrition Advisory Council](#) tip sheet to get started!

**Assessing Menu Survey Feedback**

Once surveys are collected from students, it's time to analyze the feedback to see if changes need to be made to the menu.

- To validate the survey results, talk to a few students who provided feedback to gather more information and insight. Teachers can help make sure younger students' genuine opinions are reflected appropriately.
- Listen to your customers and look for themes in their responses. For example, have numerous students mentioned a menu item was too bland or too spicy? Don't be discouraged by unfavorable feedback. All feedback is valuable when assessing ways to make the menu the best it can be.
- Menu preferences and likes/dislikes can vary, so menu changes should require a number of responses.
- Survey responses may include ideas that could improve several menus—such as offering a variety of fresh toppings for burgers, chicken patties, and sandwiches.
- If an entrée isn't well-liked, consider what it is paired with. Would it be more acceptable with different side items? Could it be enhanced with a low sodium sauce?

## Incorporating Menu Survey Feedback

When you decide to incorporate your students' feedback and update your menu, keep the following information in mind:

- Appeal to their senses when making menu modifications – it has to **look** good, **smell** good, AND **taste** good to be a popular menu choice and gain student acceptance.
- Share student survey responses with the entire operations team. The team can help generate ideas to improve menu items. This builds buy-in from the staff and encourages everyone to work towards the common goal of improving the menu for the students.
- Make sure the menu item presentation is attractive. Plate it appropriately (right side up, proper spacing, and separated if necessary). Check out USDA's [School Meals Trays, Many Ways](#) for presentation ideas.
- Consider advertising nutrition information. A number of menu planning and nutrient analysis software programs allow you to post the nutrition information of your online menus. Only [USDA-approved nutrient analysis software](#) is considered an allowable cost to the non-profit school food service account.
- Consider providing nutrition education about the foods on your menu through fact sheets, posters, and learning activities.
- For an unpopular entrée or side:
  - ▶ Made from a recipe, consider modifying it or trying a new recipe. Be sure to taste test (with your students) and standardize new recipes before putting them in your menu rotation. Refer to the [USDA Recipe Standardization Guide for School Nutrition Programs](#) for a tutorial of the recipe standardization process.
  - ▶ That is a heat-and-serve product, consider procuring a different variety or brand. Ask your distributor for samples to hold a taste-test with students. This will help confirm acceptability before it is added to the menu.
- Continue to evaluate your menu items' success by monitoring participation trends and production records.

- USDA's [Team Nutrition Resources for Schools](#) offers nutrition education for children and families, among other resources.
- Check out Iowa's Team Nutrition [Nutrition Education Tools](#) used to educate students about local Iowa foods.

- Use USDA Team Nutrition's [Taste-Testing Event Resources](#), including posters, stickers, and social media graphics that can be downloaded, printed, and ordered by schools that participate in the USDA Child Nutrition Programs to plan and host a successful taste-testing event.
- Check out ICN's [Planning, Implementing, and Assessing Taste-Test Surveys](#) tip sheet to learn more about utilizing taste-test surveys.

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# Assembling and Managing a Student Nutrition Advisory Council

A Student Nutrition Advisory Council (SNAC) is a group of students and other school representatives (teachers and staff) who are interested in advancing wellness in their school by engaging in the evaluation of their school meal program. School nutrition operators and other school representatives provide support, guidance, and act as a liaison to the school. Participating in a SNAC provides students a voice and a platform to engage in menu planning for their school. Student members work to:

- Create a student-centered, nutritious menu
- Improve student acceptability of meals
- Encourage students to make healthy choices



## Assembling a Council

When assembling your council each school year, consider these questions to identify potential members:

- Who can support and guide the group in addition to school nutrition operators?
  - ▶ Ask the school administration for suggestions on teachers and staff who could support and guide the SNAC. Also, consider specialty teachers, counselors, afterschool program staff, coaches, and parents.
- When identifying potential student members:
  - ▶ Ask teachers and staff for student recommendations.
  - ▶ Ask your fellow nutrition operators for recruitment suggestions! Are there particular students that regularly participate and positively engage with school nutrition staff?
  - ▶ Strive for representation of the entire student body.
  - ▶ For older students, consider initially targeting those enrolled in health, family and consumer sciences, biological sciences, pre-nursing, and culinary arts classes.



## Managing a Council

Once you have identified your council members, schedule the first meeting to set goals and

organizational structure. Explain to the students the importance of their participation and how they will influence menu items and nutrition activities. Consider presenting information on the meal pattern and dietary specifications. USDA's [How School Lunch is Made and How You Can Help](#) is an excellent resource to share with middle and high school students. Ask them what their interests and goals are for the school nutrition program. Share your program goals as part of the goal setting process:

- Are you trying to increase participation?
- Are you testing new menu items and recipes?
- Do you want to develop a new menu, service line, or style of service?
- Do you want to promote good nutrition?



The group should also establish how they will be organized:

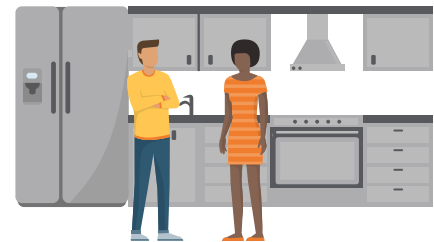
- Who is the leader?
- Who will take notes?
- How frequently will the group meet and for how long? Meeting frequency and duration depends on the grade group and tasks they are interested in completing. Meetings do not need to be long, but they should be meaningful—be sure to have an agenda. Meeting times and locations will vary depending on your unique school environment and the activities the council would like to pursue.
- How will activities and follow-up items be communicated to the group?

## Suggested Council Activities

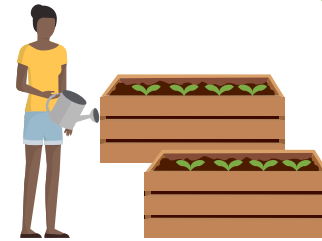
Once the goal is set, then plan the activities. For example, if the group decides that the goal is to increase participation, then promoting National School Lunch Week would be a great activity.

Suggested activities include:

- Discuss menu options and student preferences.
- Brainstorm creative names for menu items.
- Provide a “behind-the-scenes” kitchen tour.
- Ask students to participate in taste testing new products and recipes. Check out USDA's [Taste-Testing Event Resources](#) page for posters and stickers, social media shareable graphics, ballots, and event ideas and tips.



- Distribute and collect menu surveys.
- Review menus from previous years to see if there are items that could be brought back or modified.
- Help plan promotions for National School Lunch Week and National School Breakfast Week.
- Promote school meals and healthy food choices—develop artwork, posters, and bulletin boards; write morning announcements/videos; create social media posts; etc.
- Take an active role in growing a school garden and harvesting the crops. The [Team Nutrition Garden Resources](#) page provides resources for educators, posters, and activities for elementary school children.
- Start a compost program.
- Brainstorm plate-waste reduction ideas. USDA's [What You Can Do To Help Prevent Wasted Food](#) booklet outlines tips to help school staff, parents, and students reduce the amount of food wasted at schools.
- Perform community service projects centered on healthy meals and healthy eating, such as helping maintain community garden spaces, hosting a healthful food drive, and sharing a meal with a senior citizen.
- Help facilitate a nutrition-based school assembly or fair. Consider including a cooking demo that highlights a variety of entrées offered by your program. Review USDA's [School Lunch Resources](#) for age/grade-appropriate information that can be shared with your audience.



## Celebrate and Share Accomplishments

Throughout the school year, be sure to internally review, evaluate, and celebrate the accomplishments of the group. In addition to utilizing social media, share the group's activities with the school community in a designated school space, such as a bulletin board or display case. Also, consider writing an end-of-year report outlining the group's activities and accomplishments with the school administration and local wellness committee.



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10/04/2024

# ADDITIONAL RESOURCES

RESOURCE TITLE	LINK
Assembling and Managing a Student Nutrition Advisory Council	<a href="https://theicn.org/resources/2339/worksheets/125390/assembling-and-managing-a-student-nutrition-advisory-council.pdf">https://theicn.org/resources/2339/worksheets/125390/assembling-and-managing-a-student-nutrition-advisory-council.pdf</a>
Developing, Implementing, And Assessing Menu Surveys	<a href="https://theicn.org/resources/2339/worksheets/126040/developing-implementing-and-assessing-menu-surveys.pdf">https://theicn.org/resources/2339/worksheets/126040/developing-implementing-and-assessing-menu-surveys.pdf</a>
Engaging Students in Menu Development	<a href="https://theicn.org/resources/2339/worksheets/125386/engaging-students-in-menu-development-2.pdf">https://theicn.org/resources/2339/worksheets/125386/engaging-students-in-menu-development-2.pdf</a>
How School Lunch is Made and How You Can Help	<a href="https://fns-prod.azureedge.us/sites/default/files/resource-files/How_School_Lunch_Is_Made.pdf">https://fns-prod.azureedge.us/sites/default/files/resource-files/How_School_Lunch_Is_Made.pdf</a>
ICN's Ground Rules for Training	<a href="https://theicn.org/icn-resources-a-z/ground-rules-for-training-mini-posters/">https://theicn.org/icn-resources-a-z/ground-rules-for-training-mini-posters/</a>
Nutrition Standards in the National School Lunch and School Breakfast Programs (77 FR 4088)	<a href="https://www.federalregister.gov/documents/2012/01/26/2012-1010/nutrition-standards-in-the-national-school-lunch-and-school-breakfast-programs">https://www.federalregister.gov/documents/2012/01/26/2012-1010/nutrition-standards-in-the-national-school-lunch-and-school-breakfast-programs</a>
Planning, Implementing, and Assessing Taste-Test Surveys	<a href="https://theicn.org/resources/2339/worksheets/125391/planning-implementing-and-assessing-taste-test-surveys.pdf">https://theicn.org/resources/2339/worksheets/125391/planning-implementing-and-assessing-taste-test-surveys.pdf</a>
School Lunch Resources	<a href="https://www.fns.usda.gov/tn/school-lunch-resources">https://www.fns.usda.gov/tn/school-lunch-resources</a>
School Meals Trays, Many Ways	<a href="https://www.fns.usda.gov/tn/school-meals-trays-many-ways">https://www.fns.usda.gov/tn/school-meals-trays-many-ways</a>
Shaking It Up: Small Changes Lead to Big Flavors	<a href="https://theicn.org/shaking-it-up/">https://theicn.org/shaking-it-up/</a>
Successful Approaches to Reduce Sodium in School Meals	<a href="https://www.fns.usda.gov/nsfp/successful-approaches-reduce-sodium-school-meals-study">https://www.fns.usda.gov/nsfp/successful-approaches-reduce-sodium-school-meals-study</a>
Team Nutrition Garden Resources	<a href="https://www.fns.usda.gov/tn/team-nutrition-garden-resources">https://www.fns.usda.gov/tn/team-nutrition-garden-resources</a>
Transitional Standards for Milk, Whole Grains, and Sodium (87 FR 6984)	<a href="https://www.federalregister.gov/documents/2022/02/07/2022-02327/child-nutrition-programs-transitional-standards-for-milk-whole-grains-and-sodium">https://www.federalregister.gov/documents/2022/02/07/2022-02327/child-nutrition-programs-transitional-standards-for-milk-whole-grains-and-sodium</a>
Child Nutrition Programs: Meal Patterns Consistent With the 2020-2025 Dietary Guidelines for Americans, 7 C.F.R § 210, 215, 220, 225, 226 (2024)	<a href="https://www.federalregister.gov/documents/2024/04/25/2024-08098/child-nutrition-programs-meal-patterns-consistent-with-the-2020-2025-dietary-guidelines-for">https://www.federalregister.gov/documents/2024/04/25/2024-08098/child-nutrition-programs-meal-patterns-consistent-with-the-2020-2025-dietary-guidelines-for</a>
USDA Recipe Standardization Guide for School Nutrition Programs	<a href="https://theicn.org/cicn/usda-recipe-standardization-guide-for-school-nutrition-programs/">https://theicn.org/cicn/usda-recipe-standardization-guide-for-school-nutrition-programs/</a>
USDA-approved nutrient analysis software	<a href="https://www.fns.usda.gov/tn/usda-approved-nutrient-analysis-software">https://www.fns.usda.gov/tn/usda-approved-nutrient-analysis-software</a>

RESOURCE TITLE	LINK
What You Can Do To Help Prevent Wasted Food	<a href="https://fns-prod.azureedge.us/sites/default/files/resource-files/PreventFoodWaste20.pdf">https://fns-prod.azureedge.us/sites/default/files/resource-files/PreventFoodWaste20.pdf</a>
Montana Team Nutrition's Test Schools K12 Taste Test Survey Results	<a href="https://theicn.org/cnss/view/approved-public-resources/entry/2745/">https://theicn.org/cnss/view/approved-public-resources/entry/2745/</a>
Wisconsin Team Nutrition Taste Test Ballot	<a href="https://theicn.org/cnss/view/approved-public-resources/entry/2669/">https://theicn.org/cnss/view/approved-public-resources/entry/2669/</a>
USDA's Team Nutrition Resources for Schools	<a href="https://www.fns.usda.gov/tn/school">https://www.fns.usda.gov/tn/school</a>
Iowa Team Nutrition's Nutrition Education Tools	<a href="https://educateiowa.gov/pk-12/nutrition-programs/team-nutrition">https://educateiowa.gov/pk-12/nutrition-programs/team-nutrition</a>



# SMART Goals Handout

A SMART goal is specific, measurable, achievable, relevant, and time-bound.

**“S” stands for specific.** State exactly what you want to accomplish. Ask yourself these questions:

- What do I want to accomplish?
- When will this happen?
- Where will this happen?
- Why am I setting this goal?

**“M” stands for measurable.** How will you evaluate whether or not you have met your goal? Ask yourself these questions:

- How much?
- How many?
- How will I know it's accomplished?
- What is the goal line?

**“A” stands for achievable.** Is your goal something you can accomplish? Ask yourself these questions:

- Am I prepared to make the commitment necessary to reach my target?
- Am I willing to make major changes in my routine and work environment?
- Do I need approval before major changes can be made?
- Is there a more achievable goal that I would be willing to work toward?

**“R” stands for relevant.** How does this goal align with your job responsibilities? Think about these questions:

- Do I have the resources I need?
- Does it make sense for my program?
- Does it align with my job responsibilities and staff needs?

**“T” stands for time-bound.** What timeframe would create a sense of urgency? Ask yourself:

- What can I do today to reach my goal?
- What can I do a week from now?
- What can I do a month from now?

To learn more about effective goal setting, visit <https://theicn.docebosaas.com> to enroll in our Effective Goals Setting Using SMART Goals iLearn course.



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# Action Plan

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**Instructions:** Using the knowledge and skills you learned, complete the following application action plan.

List the most useful knowledge and/or skills you gained during this training.

What are some steps you can take to apply what you have learned?

What barriers do you think you might face at your job when trying to apply what you have learned from this training?





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