

# Manual 4

# Food Service Guide

This guide outlines the multifaceted food service component of the *Eat Well & Keep Moving* program. For school principals and other nonfood service administrators, this guide provides a comprehensive overview of the food service component of *Eat Well & Keep Moving* and explains how food service integrates with other school components to promote nutrition and physical activity. For food service administrators, this guide provides the information necessary to implement and promote a cafeteria menu in line with the specific *Eat Well & Keep Moving* goals. The guide includes detailed information on menu planning, recipe modification, program recipes, promotional activities, plate waste assessment, and personnel training. This manual was originally developed through a collaboration between the Harvard School of Public Health and Baltimore Public Schools.

To find files for the writers, contributors, and acknowledgments for this manual—and all three other manuals—on this web resource, go to the Manuals folder.

## Introduction

You can use the materials on the *Eat Well & Keep Moving* Web Resource to make nutrition and physical activity a school-wide and community-wide priority. The classroom activities and physical education lessons are powerful teaching tools in their own right, but when the *Eat Well & Keep Moving* messages are expanded to the wider school community—as suggested by the Centers for Disease Control and Prevention—their effect on students becomes even greater.

## Food Services

Outside of physical education, there is no clearer tie-in to *Eat Well & Keep Moving* than school food services. Every school day, students eat at least one meal at school, and this meal provides an excellent opportunity to reinforce the messages of *Eat Well & Keep Moving*. This reinforcement can be as simple as teachers getting a cafeteria menu in advance and integrating it into their lessons or as involved as teachers working with the principal and food service manager to make permanent healthful changes to the school breakfast and lunch menus.

The *Eat Well & Keep Moving* Web Resource provides detailed information for food service managers interested in making healthful changes to their school menus, including recipes, preparation tips, promotional materials, classroom tie-ins, a staff training guide, and links to Web resources. When implemented to its fullest, the food service component works very closely with the classroom component, as explained in the promotions section in manual 2.

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The link between the classroom and the food service components of *Eat Well & Keep Moving* can be strengthened if teachers and the cafeteria manager openly discuss promoting the messages of the program. Teachers can invite the food service manager to give presentations in the classroom (such as an Eat Well card), and the cafeteria manager can provide the teachers with regular updates on scheduled lunch menus and periodically display on the serving line the various Eat Well cards complementing the lunch items served.

## Parent Involvement

Parent involvement in *Eat Well & Keep Moving* greatly bolsters the program's effectiveness. Encourage parents and family members to become involved in activities that complement the program messages the students learn in school. This reinforcement increases the probability that the dietary and lifestyle changes students make will become a regular part of family and daily life.

Teachers can volunteer some of their time to organize parent activities around *Eat Well & Keep Moving* messages, or they can locate a parent volunteer or other teacher to spearhead such activities. The Parent and Community Involvement Guide (Manual 3) details different approaches to getting parents and family members involved in *Eat Well & Keep Moving*. As with all the other components of the program, your level of involvement can be as little as or as great as you like. The separate components of *Eat Well & Keep Moving* stand alone very well but become even stronger when brought together.

When implemented to its fullest, the parent involvement component takes a unique approach: identifying community-based health organizations to offer nutrition, physical activity, and wellness programs to parents. Additional *Eat Well & Keep Moving* activities to involve parents include publishing nutrition and physical activity information in parent newsletters (see Parent Newsletters folder on this web resource); sending home fact sheets (see Fact Sheets folder on this web resource) on key nutrition and physical activity topics of the *Eat Well & Keep Moving* curriculum; and hosting program-related family activities, such as Parent Fun Nights, that allow families to see exactly what their children are learning through the *Eat Well & Keep Moving* program.

Through these *Eat Well & Keep Moving* activities, parents and guardians will hopefully become models for their children and encourage healthy eating and active lifestyles for the entire family.

## Other Web Resource Materials

In addition to food service and parent involvement materials, the web resource also includes

- nutrition, physical activity, and wellness training sessions (Training 2) for teachers that also provide a comprehensive introduction to the curriculum, as well as a shorter version of the teacher training (Training 3);
- the complete fourth- and fifth-grade classroom and physical education lessons from the *Eat Well & Keep Moving, 3<sup>rd</sup> Edition* book;
- Web sites for developing, implementing, and measuring school wellness policies and for improving the school food and physical activity environment;
- useful Web sites (located at [www.EatWellAndKeepMoving.org](http://www.EatWellAndKeepMoving.org)) for additional resources on nutrition, physical activity, and other topics related to the *Eat Well & Keep Moving* program; and
- information for school administrators interested in *Eat Well & Keep Moving*.

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## The Vision of *Eat Well & Keep Moving* in Food Services

### A Future of Healthy Choices and Positive Decision Making

The fifth-grade class stands anxiously in the cafeteria line. Students have already decided what to choose for lunch that day. Their teacher has just finished a brief discussion on primavera. Bernard first saw this word earlier in the week under the special promotions spotlight in the cafeteria. Though it followed his favorite word, *pizza*, on Tuesday he had told Tomika that *primavera* was probably something weird.

Today (Friday) their teacher, Mr. Armstrong, presented the class with information from an Eat Well card. This card vividly described the strange new word and added clarity to the menu item. Bernard no longer felt uneasy about what he saw as he rounded the corner and picked up his tray. He knew what to expect and was pleased when he saw the new entree, *pizza primavera*. Bernard noticed Tomika filling her cup with water and followed suit. Just 2 weeks earlier their class had talked about the importance of drinking water.

Schools where healthy eating and active lifestyles are practiced can provide a positive vision for their community. The *Eat Well & Keep Moving* program creates an opportunity for students to become more aware of their food choices and physical activity patterns so they can make positive lifestyle choices. Such choices are incredibly important, as numerous studies continue to report high rates of obesity and inactivity in school-aged children. Moreover, 4 of the top 10 leading causes of death in the United States—heart disease, cancer, stroke, and diabetes—are associated with poor dietary habits and sedentary lifestyles.

*Eat Well & Keep Moving* delivers unique and exciting ways to encourage healthy food and fitness behaviors for students. These behaviors can also extend into the community. The program has six main components—staff wellness, food services, classroom education, physical education, school-wide campaigns, and parent and community involvement—and meets the Centers for Disease Control and Prevention guidelines for school health programs that promote lifelong healthy eating.

This multicomponent program promotes environmental changes within schools. These changes support healthful eating and physical activity and improve the knowledge and practice of nutrition and fitness among those involved in the program. In particular, the food service component is integrated with nutrition education and other parts of the comprehensive school health program to reinforce messages on healthy eating.

The *Eat Well & Keep Moving* vision for school food services is

- to empower students to make healthy food choices;
- to encourage food service employees to make available the best possible foods; and
- to raise awareness among students, teachers, and parents about the existence of these tasty and healthy choices.

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## Moving Toward Healthy People 2020

The *Eat Well & Keep Moving* goals are consistent with multiple Healthy People 2020 objectives from the Department of Health and Human Services (DHHS) related to food and nutrient consumption in the diets of the population aged 2 years and older: [www.healthypeople.gov/2020/topics-objectives/topic/nutrition-and-weight-status/objectives](http://www.healthypeople.gov/2020/topics-objectives/topic/nutrition-and-weight-status/objectives).

## Team Nutrition in Action

Team Nutrition is an initiative of the U.S. Department of Agriculture's (USDA) Food and Nutrition Service to support the Child Nutrition Programs through training and technical assistance for food service, nutrition education for children and their caregivers, and school and community support for healthy eating and physical activity. Sharing many goals with Team Nutrition, *Eat Well & Keep Moving* is a manifestation of Team Nutrition in action. Throughout this manual, numerous references and links are made to Team Nutrition programs and materials.

## More Demand, Better Supply

Public demand, federal programs for utilizing the *Dietary Guidelines for Americans* (<http://fnic.nal.usda.gov/dietary-guidance/dietary-guidelines>), the Healthy, Hunger-Free Kids Act ([www.fns.usda.gov/school-meals/healthy-hunger-free-kids-act](http://www.fns.usda.gov/school-meals/healthy-hunger-free-kids-act)), the addition of trans fat information to the Nutrition Facts label ([www.fda.gov/Food/ucm292278.htm](http://www.fda.gov/Food/ucm292278.htm)), and the most recent ban on artificial trans fat from partially hydrogenated oils in the food supply ([www.fda.gov/ForConsumers/ConsumerUpdates/ucm372915.htm](http://www.fda.gov/ForConsumers/ConsumerUpdates/ucm372915.htm)) have led the food industry to increase its variety of healthy food choices. Local distributors, vendors, and manufacturers should be made aware of the goals for *Eat Well & Keep Moving* and that your schools plan to participate in the program.

## Food Service Component of *Eat Well & Keep Moving*

Most schools throughout the United States are in charge of providing not only a good education but also one or more daily nutritious meals for students. The food service component of *Eat Well & Keep Moving* ensures that healthy food choices are available and promoted in the school cafeteria.

Specifically, the program's nutrition goals are

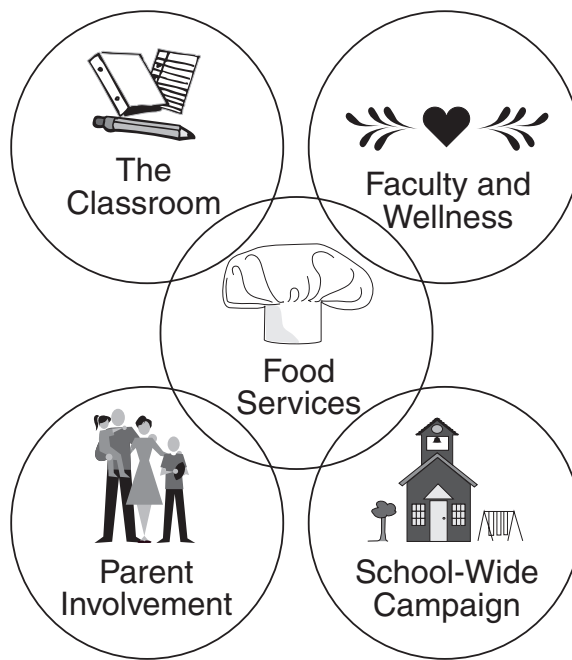
- to encourage students to drink water instead of sugary beverages;
- to increase student consumption of fruits and vegetables;
- to encourage students to choose whole grains and limit foods with added sugar;
- to encourage students to choose foods with healthy fat, limit foods high in saturated fat, and avoid foods with trans fat; and
- to encourage students to eat breakfast.

To reach these goals, *Eat Well & Keep Moving* developed a food service component complete with menu modification guidelines, preparation suggestions, healthful recipes (see Recipes folder on this web resource), personnel training protocols, and materials for promoting healthful foods to students.

The *Eat Well & Keep Moving* food service component does not exist on its own. Rather, it is an integral part of the *Eat Well & Keep Moving* school program (see figure 4.1). Food services play a critical role in educating students in *Eat Well & Keep Moving*. The food service component is

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► FIGURE 4.1 The food service component.

actively linked to most of the other components of the program—classroom education, parent involvement, school-wide promotional campaign, and staff wellness. This approach reinforces the messages of *Eat Well & Keep Moving* in numerous aspects of students’ lives and allows students to practice healthy behaviors through a variety of fun, participatory activities.

**Links to Classroom Education, Physical Education, and School-Wide Promotional Campaigns**

The cafeteria serves as a learning laboratory for the classroom. It is one place where students can practice the skills they learn from the *Eat Well & Keep Moving* classroom lessons and promotions. Toward this end, encourage the food service manager to share menu information with classroom and physical education teachers, and have teachers share their curricula with the food service manager to ensure that food services can assist the learning process. This helps teachers coordinate classroom promotions and lessons with food items from the *Eat Well & Keep Moving* menu.

**Links to Parent Involvement**

Wherever possible, *Eat Well & Keep Moving* links its messages to students’ homes. To help parents and guardians become involved in what their children eat, food services are encouraged to regularly share menu information with parents. Managers may even ask parent volunteers to speak with students about what they are eating during breakfast and lunch in the cafeteria.

**Links to Staff Wellness**

Familiarizing food service personnel with the different dimensions of wellness and empowering them to take action regarding their own health can help them become motivated and informed

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role models for students. Sessions on staff wellness (see Module 2 in the Training 1 folder on this web resource) are integrated into the food service training. A separate stress management wellness session can be found in Additional Resources.

## **Establishing *Eat Well & Keep Moving* Menus and Recipes**

*Eat Well & Keep Moving* works best when everyone within the school community works together. Students, teachers, food service staff, and parents are all invited to be involved in the program.

Whenever possible, the food service department should consider suggestions from each of these groups when modifying the cafeteria menu. To this end, the school improvement team at each school may want to form a nutrition task force that seeks input on nutrition and food service issues from all sectors of the school population. The task force should include food service staff members, administrators, nutrition teachers, nurses, students, parents, and a school committee member. Suggestions should be solicited 3 to 4 times a year due to the difficulty in getting such a diverse group together.

Different approaches will work in different schools. The key point is that it takes teachers, parents, food service staff members, and administrators working together to encourage students to make healthful food choices.

Changing a current food service system into an *Eat Well & Keep Moving* program is a developmental process. It may take time to establish recipe and menu modifications. Start with changes that are easy and quick to make. Then tackle the more involved tasks.

Team Nutrition, a school-based nutrition promotion program organized by the USDA, is a valuable resource that complements *Eat Well & Keep Moving*. Team Nutrition materials contain detailed information on recipes and training manuals to help food service staff members. You can visit the Team Nutrition Web site at [www.fns.usda.gov/tn](http://www.fns.usda.gov/tn).

As much as possible, this manual takes into account the local, state, and federal government requirements with which school food services must comply.

## **Planning an *Eat Well & Keep Moving* Menu**

To begin, use the approach outlined in the Planning Process for Establishing *Eat Well & Keep Moving* Menus. The sections that follow will guide you through this process. Initial modifications are meant to be minor and do not involve drastic changes or introduce new menu items. These modifications focus on changing the purchasing and preparation practices of your current system. For instance, a tuna sandwich on white bread may become tuna in a 100% whole-wheat pita pocket, or chocolate milk may become plain milk.

Making these initial purchasing and preparation changes introduces quick modifications to the current menu. These changes not only immediately increase the healthful choices available to students but also help you assess student acceptance of such changes before you proceed to major menu modifications.

The next steps in establishing an *Eat Well & Keep Moving* menu involve introducing new recipes to your menu and are addressed in Developing the *Eat Well & Keep Moving* Menu.

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## Planning Process for Establishing *Eat Well & Keep Moving* Menus

The following steps will guide you through the process of changing your current menu into an *Eat Well & Keep Moving* menu. Keep in mind that this is a developmental process. Change can take place incrementally and can be as slow or as fast as your system allows.

### Step 1: Modifying the Current Menu

Evaluate your menu using the *Eat Well & Keep Moving* guidelines, and make desired modifications.

1. Use the *Eat Well & Keep Moving* Menu Modification Guidelines (table 4.1) to identify changes.
2. Make sure that your menu meets the current guidelines.
3. Use the Putting Principles Into Practice tips to plan menu changes.
4. Analyze the modified menu.
5. Implement the modified menu.

### Step 2: Developing the *Eat Well & Keep Moving* Menu\*

1. Review the Manager Identified Food Waste Checklist (Food Waste) in Additional Resources.
2. Select new menu items using the following criteria: social and cultural food acceptance, food appeal, and production values.
3. Identify student food preferences by taste testing, surveying, or monitoring plate waste.
4. Evaluate nutrient content of purchased food items or new recipes.

### Step 3: Implementing the *Eat Well & Keep Moving* Menu\*

1. Add new food items to the current menu.
2. Train the food service staff in preparing and presenting the new menu.
3. Promote the new *Eat Well & Keep Moving* menu to students.

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\*See Team Nutrition's Healthy Meals Resource System for additional recipes and training tips: <http://healthymeals.nal.usda.gov>.

## Guidelines for Modifying the Current Menu

Begin with what you have and make it better. Assess your current menu using the *Eat Well & Keep Moving* Menu Modification Guidelines (table 4.1).

Circle the answer to each question. If you circle the answer in the left-hand column, you've met your goal. If you circle the answer in the right-hand column (i.e., can be improved), you may need to modify that aspect of your menu. This will help you identify the changes you can make almost immediately to provide a healthier menu.

In addition to using the *Eat Well & Keep Moving* Menu Modification Guidelines to assess the healthfulness of your current menu, you can use nutrient analysis, Nutrition Facts labels (food labels), and vendor nutrient information sheets, as available.

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### Federal Recommendations and Eat Well & Keep Moving

The *Eat Well & Keep Moving* dietary goals are based on, and in some cases exceed, federal recommendations. Pursuant to federal regulations, the National School Lunch and School Breakfast Program must comply with the *Dietary Guidelines for Americans*. The full nutrition standards can be found here: [www.fns.usda.gov/school-meals/nutrition-standards-school-meals](http://www.fns.usda.gov/school-meals/nutrition-standards-school-meals).

► **TABLE 4.1 Menu Modification Guidelines**

Use this checklist to determine which aspects of your current menu may be improved.

Goal	Can be improved	
		<b>Use more fruits and vegetables.</b>
		<i>Fruits</i>
Yes	No	Are a variety of fruits used throughout the week?
Yes	No	Are fresh fruits cut up when appropriate?
Yes	No	Are canned fruits packed in their own (100%) juice or water?
Yes	No	Are frozen fruits free of added sugar?
Yes	No	Are dried fruits free of added sugar?
		<i>Vegetables</i>
Yes	No	Are a variety of vegetables within each required subgroup [dark green, red/orange, dry beans/peas (legumes), starchy, and other (as defined in the Dietary Guidelines for Americans)] used throughout the week?
No	Yes	Are potatoes served as the vegetable component more than two times per month?
Yes	No	Are canned vegetables “low-sodium” or “no salt added”?
Yes	No	Are frozen vegetables free of added salt or sugar?
Yes	No	Are 100% (full-strength) vegetable juices low in sodium?
		<b>Use more whole grains, and limit foods and beverages with added sugar.</b>
		<i>Whole Grains</i>
Yes	No	Are whole grains used in main dishes and side dishes instead of refined grains? (Examples of whole grains include brown rice, barley, bulgur, quinoa, steel-cut oats; Examples of refined grains include white rice, pearled barley, couscous, instant oats.)
Yes	No	Where possible, are 100% whole-wheat and whole-grain products (breads, flours, cereals, crackers, pitas, tortillas, pastas) used instead of refined grain products?
Yes	No	Are these whole-grain products free of added sugar (check the ingredients list for sucrose, honey, high fructose corn syrup, glucose, evaporated cane juice, or fruit juice concentrates, etc.)?
		<i>Other Foods and Beverages</i>
No	Yes	Are sugary drinks (soda, fruit punches, sweetened juice drinks, lemonades, and sports drinks) offered for sale during the school day anywhere on the school campus?
No	Yes	Do serving sizes of 100% fruit and vegetable juice exceed 4-ounces?
No	Yes	Is flavored, sweetened milk (including alternative milk beverages) offered for sale?
Yes	No	Are water fountains, dispensers, and hydration stations accessible and clean where meals are served and throughout the school?

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► **TABLE 4.1 Menu Modification Guidelines** (continued)

		<b>Use foods with healthy fat, limit foods high in saturated fat, and avoid foods with trans fat.</b>
Yes	No	Are healthy oils such as olive, canola, vegetable, or other trans fat-free plant oils (e.g., products that do not contain partially hydrogenated oils) used in preparing food, in salad dressings, and sauces?
No	Yes	Is butter used in preparing food?
Yes	No	Is cheese served in small amounts?
Yes	No	Are healthy proteins, such as poultry, fish, beans and peas (legumes), served more often than red meat?
Yes	No	If/when red meat is served, is it lean?
No	Yes	Are processed meats served or offered more than two times per month? (Examples of processed meats include bacon, sausage, hot dogs, bologna, salami, and other cured meats and cold cuts.)
No	Yes	Are bakery products with high amounts of saturated fat served more than once a month? (Examples include doughnuts, cakes, pies, and cookies.)
		<b>Reduce sodium.</b>
Yes	No	Are freshly prepared foods served more often than pre-prepared processed foods (chicken nuggets, pizza, etc.)?
Yes	No	Are low-sodium or no-salt-added products used?
Yes	No	Are canned and processed food labels checked for sodium content?
No	Yes	Are processed meats and cold cuts served or offered more than two times per month?
Yes	No	Are canned vegetables drained and rinsed?
Yes	No	Is added salt measured when cooking?
Yes	No	Is salt removed from recipes wherever possible?
No	Yes	Are salt shakers available at the table?

**Putting Principles Into Practice**

Once you have identified the improvements you would like to make to your current menu, use the following sections to help implement these changes. For example, if you would like to increase the amount of whole grains in your recipes, use some of the numerous preparation tips that follow to do so.

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## **Purchasing Pointers**

- ▶ Ask vendors for nutrient information.
- ▶ Specify no-salt-added or low-sodium foods.
- ▶ Specify 100% whole-wheat or whole-grain products, including pastas, breads, rolls, buns, crackers, pitas, tortillas, pizza dough, and so on.
- ▶ Specify brown rice.
- ▶ Plan meat alternatives.

**Purchasing Procedures: Prepared Food** When it comes to prepared foods, the nutrient content of a product can vary tremendously from one producer to another. Common products like spaghetti sauce can be made by different manufacturers with a variety of different recipes. Read the food labels and ingredient lists and be sure to make the nutrient content a major part of the criteria for selecting a prepared food.

Let vendors and sales representatives know that you are planning an *Eat Well & Keep Moving* menu. Share the goals and guidelines of the program with them. You may use the Sample Letter to Vendors and Sales Representatives (Vendor Letter) in Additional Resources to inform them about the program. They are frequently willing to let you know of ways they can help.

**Purchasing Procedures: USDA Commodities** The USDA commodity foods play an integral role in balancing nutrition and budgets for school nutrition administrators. The nutrient contents of commodity foods can be found in Commodity Food Fact Sheets for Schools and Institutions (available at [www.fns.usda.gov/fdd/nsfp-usda-foods-fact-sheets](http://www.fns.usda.gov/fdd/nsfp-usda-foods-fact-sheets)). Use the *Eat Well & Keep Moving* program guidelines in selecting commodities.

**Preparation Practice** Changing certain preparation and serving practices can help bring current menus in line with *Eat Well & Keep Moving* food service goals. The following methods describe some ways to

- use more fruits and vegetables;
- use more whole grains and limit foods and beverages with added sugar;
- use foods with healthy fat, limit foods high in saturated fat, and avoid foods with trans fat; and
- reduce sodium.

### ***To use more fruits and vegetables, do the following:\****

\*Adapted from Team Nutrition, USDA, 2012. [www.fns.usda.gov/tn/factsheets-healthier-school-meals](http://www.fns.usda.gov/tn/factsheets-healthier-school-meals).

1. Offer a variety of fresh fruits and vegetables every day. Serve fruits as a dessert.
2. Serve whole fruits and veggies raw with the peel for extra fiber. Cut them into easy-to-eat sizes. Limit fruit juice (if offered, serve 100% fruit juice in small, 4 oz, or 125 ml, portions)
3. Add raw red cabbage and spinach to green salads; offer tomatoes and lettuce with sandwiches; put bell peppers and other veggies on pizza; and add carrots to coleslaw.
4. Include cooked dry beans or peas in mixed dishes, add them to soups, offer them at the salad bar, or make dips like hummus to pair with raw veggies.

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5. Use other vegetables in place of white potatoes in common dishes (e.g., try mashed cauliflower instead of mashed potatoes).
6. Add broccoli and other dark green vegetables (bok choy, romaine lettuce, collards, kale, spinach), orange vegetables (carrots, sweet potatoes, winter squash, pumpkin), turnips, cabbage, or cauliflower to salad bars, soups, or main dishes.
7. Whenever fresh vegetables are not available or in season, use frozen. If using canned vegetables, look for low-sodium or “no-salt-added.” When fresh fruits are not in season, use frozen or canned fruits packed in 100% juice or water with no sugar added.

**To use more whole grains, and limit foods and beverages with added sugar, do the following:\***

\*Adapted from Team Nutrition, USDA, 2012. [www.fns.usda.gov/tn/factsheets-healthier-school-meals](http://www.fns.usda.gov/tn/factsheets-healthier-school-meals)

1. Use 100% whole-wheat and whole-grain products (breads, cereals, crackers, pitas, tortillas, pastas) and a variety of whole grains (barley, brown rice, buckwheat, bulgur, quinoa, steel-cut oats). Use taste tests and promotions to increase student interest in whole-grain foods.
2. Use 100% whole-wheat or whole-grain flour in baked goods (muffins, rolls, breads, pancakes, pizza crusts) instead of refined, white flour.
3. Compare Nutrition Facts labels and the ingredient lists for similar whole-grain foods. Choose the food with whole grains listed as the first ingredient. Check the Nutrition Facts label for the lowest amount of saturated fat, sugar, and sodium. Check the ingredients list for any added sugars (sucrose, honey, high fructose corn syrup, glucose, evaporated cane juice, or fruit juice concentrates).
4. Compare Nutrition Facts labels and the ingredient lists for other similarly prepared foods (dressings, sauces, stocks, etc.). Check the ingredients list for any added sugars (sucrose, honey, high fructose corn syrup, glucose, evaporated cane juice, or fruit juice concentrates).
5. Serve unflavored milk, plain yogurt, and other unsweetened dairy (or non-dairy alternative) foods.

**To use foods with healthy fat, limit foods high in saturated fat, and avoid foods with trans fat, do the following:\***

\*Adapted from Team Nutrition, USDA, 2012. [www.fns.usda.gov/tn/factsheets-healthier-school-meals](http://www.fns.usda.gov/tn/factsheets-healthier-school-meals)

1. Replace butter with olive, canola, vegetable, or other healthy plant oils in cooking and in sauces or dressings.
2. Use fish, poultry, beans, nuts, and other foods with healthy fat; offer cheese in small amounts; limit red meat.
3. Provide nuts and seeds at the salad bar for a crunchy topping.
4. Avoid processed foods, especially meats including sausage, bacon, hotdogs, bologna, and salami, and other cold cuts—even those with “reduced fat” labels.
5. Limit bakery products like doughnuts, pies, cakes, cookies, and crackers, which may contain high amounts of saturated fat and even trans fat.
6. Check Nutrition Facts labels and ingredient lists on similar foods. Choose the food with zero trans fat. Review nutrition labels frequently, as products change regularly. Foods that

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list “partially hydrogenated vegetable oil” as an ingredient do contain trans fat. (Note that at the time of publication, the FDA banned the use of partially hydrogenated oils in food products, giving manufacturers three years to comply with the decision. This messaging on avoiding trans fat from partially hydrogenated oils remains important guidance during the transitional period.)

**To reduce sodium, do the following:\***

\*Adapted from Team Nutrition, USDA, 2014. [www.fns.usda.gov/tn/factsheets-healthier-school-meals](http://www.fns.usda.gov/tn/factsheets-healthier-school-meals)

1. Use fresh or dried herbs and spices (black pepper, basil, curry, ginger, rosemary, etc.), citrus zest, vinegar, and garlic to enhance flavors in foods without adding sodium. Low-sodium seasoning blends/salt substitutes or flavorful veggies are ways to liven up your recipe without adding excess salt. Check the ingredient statement and request any additional documentation from the manufacturer to ensure that the product meets “low-sodium” or “no-salt-added” criteria.
2. Drain and rinse canned, precooked beans and vegetables to remove even more sodium.
3. Modify recipes that use high-sodium ingredients such as canned soups, tomato sauce or paste, spaghetti sauce, canned vegetables, chips, and taco shells. Use lower sodium or no-salt-added versions or use less. Remove salt from recipes whenever possible.
4. Measure salt added when cooking.

**Modifying and Standardizing Recipes\*\*** Any recipe can be modified to reflect new tastes or changing needs. As you modify your existing recipes to bring them in line with the *Eat Well & Keep Moving* food service goals, use these guidelines for developing a consistent, standardized recipe that your students will be able to enjoy repeatedly. As you make changes, modify first and then standardize.

\*\*Adapted from *A Tool Kit for Healthy School Meals*, Team Nutrition, 1995.

Team Nutrition’s Healthy Meals Resource System for Child Nutrition Professionals Web site includes a food service education and training materials database as well as food safety resources. For more information, visit <http://healthymeals.nal.usda.gov>.

A standardized recipe is one that has been tried, adapted, and retried several times for use by a given food service operation. It produces the same good results 95% of the time when the exact procedures are used with the same type of equipment and the same quantity and quality of ingredients.

Using a standardized recipe ensures that

- the same amount of product is produced each time, and
- the same portion size is provided each time.

Menu planning can be more consistent because

- there is a predictable yield,
- costs are easier to control, and
- inventory is easier to control.

From L.W.Y. Cheung, H. Dart, S. Kalin, B. Otis, and S.L. Gortmaker, 2016, *Eat Well & Keep Moving*, 3rd ed. (Champaign, IL: Human Kinetics).

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In addition, when the same good results can be produced time after time,

- food service workers have more confidence in what they are doing and need less supervision, and
- managers can be sure the nutrient analysis of a recipe is accurate as long as ingredients and preparation methods remain the same.

When you decide to modify a recipe, start by making 25 portions. In addition, do the following:

- Change only one ingredient at a time. Keep other ingredients the same as in the original recipe.
- Record clear descriptions of foods substituted in exact amounts.
- When increasing or decreasing an ingredient, do so in increments of 1/4 to 1/2 of the amount called for in the original recipe.
- Follow preparation instructions closely and record any changes you make.
- Do not make further changes or a larger batch until the first modifications have produced a high-quality product.

Once you have successfully prepared 25 portions of a recipe you are modifying, do the following:

- Set up taste panels to evaluate the product for appearance, consistency, texture, flavor, and overall acceptability.
- Reproduce 50 and 100 servings before increasing the recipe to the number needed for your meal service.
- Instruct food service personnel about how and why recipes have been modified.

Also, you should

- weigh the total volume of recipes at 50 and 100 servings and record the weight, and
- weigh each serving and record the weight.

The weight of the total recipe and the weight of each serving are important for nutrient analysis.

**Recipe Standardization\*** After you have altered a recipe to your satisfaction, you need to standardize it. To adjust the yield of a USDA standardized recipe, use the following method.

\*Adapted from *A Tool Kit for Healthy School Meals*, Team Nutrition, 1995.

### Adjusting Recipe Yields

**Step 1.** Determine the total yield of the original recipe. To do this, multiply the original number of portions by the original portion size.

$$\frac{\text{_____}}{\text{(original number of portions)}} \times \frac{\text{_____}}{\text{(original portion size)}} = \frac{\text{_____}}{\text{(original yield)}}$$

**Step 2.** Determine the total new yield. Multiply the total number of portions you want by the desired portion size.

$$\frac{\text{_____}}{\text{(desired number of portions)}} \times \frac{\text{_____}}{\text{(desired portion size)}} = \frac{\text{_____}}{\text{(total new yield)}}$$

From L.W.Y. Cheung, H. Dart, S. Kalin, B. Otis, and S.L. Gortmaker, 2016, *Eat Well & Keep Moving*, 3rd ed. (Champaign, IL: Human Kinetics).

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**Step 3.** Determine the multiplying factor. Divide the total new yield by the original total yield.

$$\frac{\text{_____}}{\text{(new yield)}} \div \frac{\text{_____}}{\text{(original yield)}} = \frac{\text{_____}}{\text{(multiplying factor)}}$$

**Step 4.** Determine the new quantity of each ingredient. Multiply each ingredient by the multiplying factor.

$$\frac{\text{_____}}{\text{(multiplying factor)}} \times \frac{\text{_____}}{\text{(original quantity of each ingredient)}} = \frac{\text{_____}}{\text{(new quantity)}}$$

Use the new quantity for each ingredient when making the recipe with the new yield. The For \_\_\_\_ servings column in each *Eat Well & Keep Moving* recipe provides blank spaces for adjusting ingredient quantities when you change the yield of a recipe (see following examples).

**Two Examples**

**Example 1: Reducing a Standardized Recipe**

Using the recipe for chicken stir-fry with vegetables on brown rice (see Recipes folder on this web resource), reduce the yield from 50 to 40 servings. The individual portion size will remain 1 cup. The following calculation uses chicken breasts as a sample ingredient. The original recipe calls for 9 pounds (4.5 kilograms) of chicken for 50 servings.

1. What is the total yield of the original recipe?

$$\frac{50}{\text{(original number of portions)}} \times \frac{1 \text{ cup}}{\text{(original portion size)}} = \frac{50 \text{ cups}}{\text{(original yield)}}$$

2. What is the total new yield?

$$\frac{40}{\text{(desired number of portions)}} \times \frac{1 \text{ cup}}{\text{(desired portion size)}} = \frac{40 \text{ cups}}{\text{(total new yield)}}$$

3. What is the multiplying factor?

$$\frac{40}{\text{(new yield)}} \div \frac{50}{\text{(original yield)}} = \frac{0.80}{\text{(multiplying factor)}}$$

4. What is the quantity needed for 40 servings?

$$\frac{0.80}{\text{(multiplying factor)}} \times \frac{9 \text{ pounds chicken}}{\text{(original quantity of each ingredient)}} = \frac{7.2 \text{ pounds chicken}}{\text{(new quantity)}}$$

Use 7.2 pounds (3.6 kilograms) of chicken breast when making the recipe for 40 servings. Place this quantity in the For \_\_\_\_ servings column on the recipe (see example recipe in table 4.2). Adjust the other ingredients in the same way.

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 Certain foods will shrink or expand in weight during the cooking process. Beef shrinks 30% after cooking. Dry pasta doubles and sometimes triples in weight after cooking. Dry rice yields 2.45 times the amount used. Frozen vegetables shrink due to water loss.

From L.W.Y. Cheung, H. Dart, S. Kalin, B. Otis, and S.L. Gortmaker, 2016, *Eat Well & Keep Moving*, 3rd ed. (Champaign, IL: Human Kinetics).

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► **TABLE 4.2 Chicken Stir-Fry Recipe Adjustment**

Chicken stir-fry with vegetables on brown rice						
VEGETABLES, MEAT				MAIN DISHES		
Ingredients	50 servings		100 servings		For 40 servings	Directions
	Weight	Measure	Weight	Measure		
Low-sodium soy sauce	4 oz. (120g)	1 cup	8 oz. (240g)	2 cup		<ol style="list-style-type: none"> <li>Dissolve cornstarch in soy sauce. Add spices.</li> <li>Heat chicken stock to a boil and slowly stir in cornstarch mixture.</li> <li>Cook for 3 to 5 min., until thickened. Remove from heat. Prepare no more than 50 portions per batch.</li> <li>Sauté sliced carrots in oil for 4 min. Add onions; cook for 1 more min. Add broccoli, and cook for 2 more min. Remove to steam table pan. Keep warm.</li> <li>Sauté chicken in oil for 3 to 5 min. until no sign of pink remains. Add chicken to vegetables in steam table pan. Add sauce and mix to coat chicken and vegetables. Heat to serving temperature.</li> <li>Serve with 1/2 cup brown rice.</li> </ol>
Cornstarch		3/4 cup, 2 tbsp.		1 3/4 cup		
Ground ginger		1/2 tsp.		1 tsp.		
Granulated garlic		3 tbsp.		6 tbsp.		
White pepper		2 tsp.		1 tbsp., 1 tsp.		
Low-sodium chicken stock, non-MSG		2 qt. (2 L)		1 gal. (8 L)		
Fresh mixed vegetables: broccoli, chopped	5 lb., 10 oz. (2.8 kg)	2 gal. (8 L)	11 lb., 4 oz. (5.6 kg)	4 gal. (16 L)		
Carrots, peeled and sliced (1/4" slices)	5 lb., 10 oz. (2.8 kg)	1 gal., 2 cups (8.5 L)	11 lb., 4 oz. (5.6 kg)	2 gal., 1 qt. (9 L)		
Onions, diced	1 lb., 4 oz. (620g)	1 qt. (1 L)	2 lb., 8 oz. (1.2 kg)	2 qt. (2 L)		
OR frozen mixed oriental vegetables	12 lb., 8 oz. (6.2 kg)	3 gal., 2 qt. (14 L)	25 lb. (12.5 kg)			
Vegetable oil		1/2 cup		1 cup		
Skinless, boneless chicken breasts (cut 2" × 2")	9 lb. (4.5 kg)		18 lb. (9 kg)		7.2 lb. (3.6 kg)	
Vegetable oil		1 cup		2 cup		
Serving: 1 cup Provides 2 oz. (60g) of meat and 5/8 cup of vegetables			Yield: 50 servings: about 23 lb. (12 kg) 100 servings: about 46 lb. (23 kg)			

**Example 2: Increasing a Standardized Recipe**

Now, increase the recipe yield from 50 to 75 servings. The portion size remains 1 cup. Once again, use the chicken as a sample ingredient.

1. What is the total yield of the original recipe?

$$\frac{50}{\text{(original number of portions)}} \times \frac{1 \text{ cup}}{\text{(original portion size)}} = \frac{50 \text{ cups}}{\text{(original yield)}}$$

2. What is the total new yield?

$$\frac{75}{\text{(desired number of portions)}} \times \frac{1 \text{ cup}}{\text{(desired portion size)}} = \frac{75 \text{ cups}}{\text{(total new yield)}}$$

From L.W.Y. Cheung, H. Dart, S. Kalin, B. Otis, and S.L. Gortmaker, 2016, *Eat Well & Keep Moving*, 3rd ed. (Champaign, IL: Human Kinetics).

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3. What is the multiplying factor?

$$\frac{75}{\text{(new yield)}} \div \frac{50}{\text{(original yield)}} = \frac{1.5}{\text{(multiplying factor)}}$$

4. What is the quantity needed for 75 servings?

$$\frac{1.5}{\text{(multiplying factor)}} \times \frac{9 \text{ pounds chicken}}{\text{(original quantity of each ingredient)}} = \frac{13.5 \text{ pounds chicken}}{\text{(new quantity)}}$$

Use 13.5 pounds (6.8 kilograms) of chicken breast when making the recipe for 75 servings. Place this quantity in the For \_\_\_ servings column on the recipe. Adjust the other ingredients in the same way.

**Working With Nonstandardized Recipes** The total yield of each of the recipes in this packet has already been calculated and is indicated on the recipe. However, there may be times when you want to adjust the yield of recipes that are not standardized. In these instances, you may need to do some extra calculations. For example, in working with nonstandardized recipes, it's a good idea to confirm the total yield by adding the quantities of all the ingredients used. In addition, you may need to convert all of the quantities to ounces before you can calculate the total yield. For your convenience, please see the information in Additional Resources on the different kinds of basic cuts (Basic Cuts) and on the basic units of weights and measures (Weights and Measures) and their equivalents.

### **Developing an Eat Well & Keep Moving Menu**

Now that you have modified your current menu and recipes, your final step in creating an *Eat Well & Keep Moving* menu is to add new food items or recipes. The Recipes folder of this web resource contains several recipes that have been tested with students and food service managers in the pilot schools in Baltimore as well as new school food service recipes from the USDA. You may want to adopt the recipes exactly as they are, or you may want to modify them to better fit the tastes of your student population.

In deciding which items on the current menu you want to replace with new recipes, you should identify the food waste and preference patterns of the population you serve. You should also consider the production requirements, equipment, staffing, and costs of the food service department to ensure that new recipes can be feasibly prepared with available resources.

**Food Waste Observations** When students accept a food choice, their action indicates that the food is being consumed and that it is preferred to other items being served at that time. Nonetheless, determining if it was actually eaten usually requires looking at the food that remains on the plate. The foods most often wasted in the cafeteria predict those foods that need a recipe or menu item modification or replacement.

The Manager Identified Food Waste Checklist (see Food Waste) in Additional Resources is a starting point for planning a menu with preferred food. This checklist provides a quick estimate of which items students like and dislike. To corroborate the checklist findings, an actual plate waste study might be completed randomly at some point in the year.

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**Food Acceptance** Within a region, state, city, or district in the United States, there are various reasons to explain the types of food accepted by people. While humans require similar nutrients, the foods they select to provide these nutrients are often quite different.\*

\*Sanjur, D. (1982) *Social and cultural perspectives in nutrition*. Englewood Cliffs, NJ: Prentice Hall.

### **Factors Influencing What We Eat**

**Social and cultural:** The effect of living together in communities and sharing ideas and methods related to food.

**Economic:** The money required to obtain food.

**Political:** The laws that govern the food.

Social, cultural, political, and economic factors largely influence what we eat. A knowledge of the foods generally eaten in the area you serve is invaluable in menu planning. Consider the following:

1. Note the foods that restaurants and fast-food chains serve.
2. Identify foods served in your region that may not be available in other areas. Are these foods well accepted or are they just tradition?
3. Talk with the kitchen managers and cooks to find out what types of foods they prepare for their families. In many cases the school staff is composed of parents, grandparents, and relatives of the students in your region.
4. Talk to students, and conduct surveys.

**Production Values** Your food preparation techniques must yield a product that has appeal. Food, especially unfamiliar items, must have a good appearance, smell, and taste. People, especially kids, eat with their eyes.

**Eat Well & Keep Moving Menu Recipe Package** The recipes on this web resource can be prepared exactly as they are, or you may want to modify them to better fit the preferences of your customers (students, school staff, and parents).

Team Nutrition's Healthy Meals Resource System for Child Nutrition Professionals Web site also provides links to well-tested, healthful recipes for school food services: <http://healthymeals.nal.usda.gov/recipes>.

Your final *Eat Well & Keep Moving* menu and recipe package may look very different from what's included in this manual. Your menu will reflect the likes of your students and their cultural and environmental influences. The important point is that your school population is offered a healthful menu that meets the *Dietary Guidelines for Americans* and fulfills state, local, and federal food service requirements.

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## Implementing *Eat Well & Keep Moving* Menus

Now that you have planned a new *Eat Well & Keep Moving* menu, your next step is to implement your changes. Successful implementation involves a mix of training personnel and promoting healthy choices to students.

### **Training 1: Nutrition Education and Wellness Training**

Back-to-school training is required for most school systems. There are state, local, and federal rules, regulations, and requirements that need to be followed. The food service training included with the *Eat Well & Keep Moving* Web Resource comprises six modules that can be taught over several days or completed in a seminar format with the participants attending all the sessions in 1 day.

The six training modules provide a comprehensive overview of the latest topics in nutrition education as well as a detailed introduction to the *Eat Well & Keep Moving* program.

Module 1 provides an overview of the *Eat Well & Keep Moving* program. Module 2 introduces wellness and the concept of overall health and teaches staff members that personal wellness is important to promoting student wellness. Module 3 and module 4 focus on nutrition education, covering topics such as the *Dietary Guidelines for Americans*, the *Eat Well & Keep Moving* Principles of Healthy Living, and the Nutrition Facts food label. Module 5 and module 6 focus on the role of food services in *Eat Well & Keep Moving*, linking to the classroom lessons and school-wide promotional campaigns. Finally, there is a Lunch Break (Training 1) highlighting a number of *Eat Well & Keep Moving* food dishes.

### **Promoting *Eat Well & Keep Moving* Menu Items: Linking the Cafeteria and the Classroom**

Once the new menus are being used and *Eat Well & Keep Moving* lessons are being taught in the classroom, the two efforts can be linked to maximize the students' awareness of food and nutrition. In the cafeteria the students have an opportunity to utilize the information learned in the classroom. This is an exciting and unique aspect of *Eat Well & Keep Moving* because it reinforces nutrition lessons, provides information about the actual foods in the cafeteria, and gets students involved in learning about and trying healthy foods.

Promotions come in many forms: contests, bulletin boards, posters, announcements, and songs, to name a few. *Eat Well & Keep Moving* provides several promotional activities that not only advertise the new menu but also highlight nutrition messages for students, staff, and parents. The key to the success of these promotions is marketing. Try to identify someone on the staff who has strong marketing skills to take on the task of promotions marketing.

**Eat Well & Keep Moving Promotional Days** During the *Eat Well & Keep Moving* Promotional Days the entire school participates in *Eat Well & Keep Moving* activities. The focus of a given day is to promote a specific menu or food item as a healthy choice.

The Baltimore system chose each Friday to highlight the *Eat Well & Keep Moving* menu items. These *Eat Well & Keep Moving* days helped focus the promotional efforts of both the cafeteria and the classroom. For example, the cafeteria served an *Eat Well & Keep Moving* menu item, and the related *Eat Well* card was used in both the classroom and the cafeteria. When classroom activities and cafeteria promotions work together, students receive positive reinforcement in multiple areas

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to try the healthful food items offered on the school’s menu. For your Promotional Days, pick the day of the week that works best for your system or school.

The following components make up the *Eat Well & Keep Moving* Promotional Day activities. While each is an effective promotional tool on its own, the components achieve the greatest effect when used in concert.

**Eat Well Cards** Eat Well cards serve as important links between the classroom and food services. Each card contains a mix of text and graphics that teachers can review with students in as little as 3 minutes. Although brief, Eat Well cards effectively reinforce the nutrition messages of the classroom lessons and excite students about healthful choices on the cafeteria lunch menus.

The cards present intriguing information that piques the interest of students. Students learn, for example, that the average American eats about 4.5 pounds (2 kilograms) of broccoli each year and that the peach is a symbol of life and renewal. You can also put this information on the menus.

With their direct relationship to the cafeteria, Eat Well cards play an integral part in both the *Eat Well & Keep Moving* Promotional Days and the Get 3 At School and 5+ A Day activity (described later).

For the *Eat Well & Keep Moving* Fridays in Baltimore, a healthful food dish was highlighted each week in both the cafeteria and the classroom. The dish was promoted to students in the cafeteria through table tents and posters in the early part of the week; on the Friday when it was prepared, teachers presented the appropriate Eat Well card (see figure 4.2) just before the students went to lunch. This two-way promotion motivated students to try the healthful Friday dish.



## Stir-Fry With Healthy Oils!

*Stir-fry* means to cook over high heat while briskly stirring the ingredients so that they cook evenly. Because the vegetables are cut into small pieces, they cook quickly, stay crisp and delicious, and retain most of their nutrients and fresh flavor.

Unlike foods fried in butter, which is high in saturated (unhealthy) fat, stir-fry dishes often have healthy fat, because they are often cooked in healthy oils like vegetable oil.



From L.W.Y. Cheung, H. Dart, S. Kalin, B. Otis, and S.L. Gortmaker, 2016, *Eat Well & Keep Moving*, 3rd ed. (Champaign, IL: Human Kinetics).

► FIGURE 4.2 Example Eat Well card—Stir-Fry With Healthy Oils!

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Eat Well cards can be used in a variety of ways in the cafeteria. Try them as table tents, posters on the serving line, or even place mats.

There are several different Eat Well cards for certain menu items and food items (see table 4.3). Multiple cards are provided so that the same item may be promoted again during another rotation of the menu cycle.

**Cafeteria Menu Board** In Baltimore, the *Eat Well & Keep Moving* menu board was posted on the cafeteria line and helped promote the upcoming Friday special menu item to students. The board depicted two spotlights that focused on a featured item. To achieve the greatest effect, post the featured item approximately 5 days before the scheduled promotional day. This allows students to read the information and anticipate what will happen on the day of the promotion.

► **TABLE 4.3 Eat Well Cards**

Topic and/or *recipe	Title
Water	Cool Water
Healthy oils, *chicken stir-fry and vegetables on brown rice	Stir Fry With Healthy Oils!
*Chunky vegetable stew	What's the New Food? It's Chunky Vegetable Stew
Fruits and vegetables	To Nourish Your Body as Well as Your Soul . . . Eating Fruits and Vegetables Should Be Your Goal
Calcium, dairy, dark leafy greens	Calcium Is Right for Pearly Whites!
Oranges	Oranges for Each Day's Journey
Fruits and vegetables	Punch Out Fruit Punch—Pick Whole Fruit
Oranges and other citrus fruits	Have You Ever Heard of Pineapple Oranges?
*Pizza primavera	Have a Little Slice of Spring
Peaches, *peach salsa	What a Treat to Eat a Sweet Peach!
Peppers	Pick Peppers
Broccoli, *herbed broccoli and cauliflower polonaise	A Message From Bobby Broccoli
Avocados, foods with healthy fat	Awesome Avocados!
Sweet potatoes, *chunky vegetable stew	That's One Sweet Potato!
*Vegetable chili, *marinated black bean salad, *hummus, *Spanish chickpea stew, *Lentils of the Southwest, *purple power bean wrap	Cool Beans Great Ways to Eat Beans
Bulgur, *tabouleh	Bulgur Facts What's the New Food? Tabouleh
*Brown rice pilaf, *Aztec grain salad, *Mediterranean quinoa salad	The Power of Whole Grains
Whole grain and 100% whole-wheat bread, tortillas, pitas, pasta	Amber Waves of Grain Whole Wheat vs. White Bread

\*These recipes are included in the Recipes folder of the web resource.

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Letter-size originals of the Menu Board (one for each weekday) and food items (Food Ovals) appear in the Menu Board folder. In the Baltimore pilot schools, the cafeterias hung laminated poster-size (approximately 3' × 4') enlargements of this board and used Velcro to hang the menu items. This made the board reusable. Whether a school system uses the enlarged version or the letter-size version depends on manager preference and resource availability. There is a small cost involved in creating the menu boards.

**School Newsletter Articles** Menu items can be promoted to parents and guardians through features in school newsletters, Web sites, and e-mails. In Baltimore, parent newsletter articles (see Parent Newsletter in Parent Newsletters folder on this web resource) were written that discussed a specific menu item and provided a meal-size recipe of the dish. The articles gave parents a flavor of what their students were learning and eating in school, making important links among the cafeteria, the classroom, and the home.

### **Other Classroom Activities Linking to the Cafeteria**

In addition to the *Eat Well & Keep Moving* Promotional Day activities, there are four classroom promotions that are an integral part of the *Eat Well & Keep Moving* program. These promotions build on the classroom lessons and provide students with the opportunity to put their nutrition and physical activity knowledge into practice.

**Freeze My TV** During the Freeze My TV week the students keep track of and try to limit their television and other screen time. The Freeze My TV activity ties directly to classroom lessons 10 (fourth grade) and 23 (fifth grade). In addition to keeping track of their screen time pursuits (e.g., watching TV, playing video games, spending time online for fun), students also create graphs, answer questions based on their graphs, and write entries each day in the Freeze My TV Journal (see lesson 29).

Recreational screen time is one of the main contributors to a sedentary lifestyle. Getting students to limit the amount of television they watch frees up more of their time for being physically active (such as riding their bikes or dancing) or working on more worthwhile projects (such as drawing or reading).

The cafeteria manager can have the food service staff members go through their own Freeze My TV promotion. This will help the staff members understand what students are working on in class and will give them a chance to assess their own viewing practices.

**Get 3 At School and 5+ A Day** The Get 3 At School and 5+ A Day activity, found in lesson 30, has students put their knowledge of healthful eating into practice by having them try to consume at least 3 servings of fruits and vegetables while at school. This activity, which runs for a week at a time, has students track on a large class graph their at-school fruit and vegetable consumption. In addition to encouraging students to eat 3 servings of fruits and vegetables while at school, the promotion encourages students to eat 5 or more servings for the entire day, choosing fruits and vegetables instead of junk food. To help reach this goal, students take home materials that reinforce this message, such as tasty recipes for fruits and vegetables and the Go for 5+ Tracking Chart.

Food service staff members can also participate in Get 3 At School and 5+ A Day by tracking their fruit and vegetable consumption along with students and teachers.

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Eat Well cards (discussed in table 4.3 in this manual) also motivate students to eat their fruits and vegetables during Get 3 At School and 5+ A Day. During the week of the Get 3 At School and 5+ A Day promotion, teachers are encouraged to review with students the Eat Well cards that address fruits and vegetables and the importance of eating 5 or more servings each day.

Cafeteria employees must know when their schools are running the Get 3 At School and 5+ A Day activity. This will help them plan promotions and menus for that week.

Schools may want to run the Get 3 At School and 5+ A Day activity 2 or 3 times each year.

**Class Walking Clubs** The class walking clubs run throughout the school year and arise directly from the classroom lessons on fitness walking. Classes are encouraged to chart walking routes around their school and to go on weekly (or more frequent) walks with their teacher (see lesson 31). To add interest to the club, classes are encouraged to pretend to walk across a part of the world. Each time they walk they can accrue a certain number of miles (for example, 100 miles, or 161 kilometers, for every 5 minutes walked or for every 500 steps on a pedometer) and mark their progress on a map. Classes can walk around the world, walk across America, walk across Africa, or even “walk” the circulatory system of the body.

As part of staff wellness, invite the food service staff members to form their own walking club or to participate in the class walking clubs (with the teacher’s permission).

**Tour de Health** Tour de Health turns the *Eat Well & Keep Moving* Principles of Healthy Living (Additional Resources) into a fun and edifying game. Played in groups or as an entire class, the Tour de Health can serve as a daily review for the classroom and physical education lessons as well as an occasional refresher of the *Eat Well & Keep Moving* messages. The game consists of game cards that ask questions related to the six healthy living messages covered throughout the *Eat Well & Keep Moving* lessons; students also get a Tour de Health scorecard (which emphasizes the healthy living messages) and an Answer Cube (see lesson 32). When students answer the nutrition and physical activity questions correctly, they receive points. The first student or group to reach 20 points (or the student or group with the highest point total) wins the game.

### Staff Synergy

The links between the food service and the classroom components of *Eat Well & Keep Moving* are strengthened when the teachers and cafeteria employees work together to assure that all parts of the promotion are in place.

Refer to the sample Menu Confirmation Card (Menu Card) in Additional Resources to facilitate communication between teachers and cafeteria managers. This card was used in the Baltimore pilot schools to ensure that the *Eat Well & Keep Moving* menu items would be available in the cafeteria on the day of a food promotion. It is helpful if cafeteria managers provide classroom teachers with copies of the menu each month. Some teachers may want to discuss the nutrient information for the menu with their class.

Other ideas to link food services to nutrition education include the following:

**Tour the kitchen.** Invite students to see your kitchen in action from the loading dock to refrigeration. Show them the equipment and food.

**Develop a menu.** Have students develop a menu following the governmental guidelines and money and nutrition constraints. Food services will offer the menu in the cafeteria.

**Make a pizza.** Have students follow the federal guidelines and make a pizza they can eat; have them use 100% whole-wheat pizza dough or make the pizza on top of whole-grain pitas.

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## **Monitoring and Reevaluation**

There are several ways to determine whether students are accepting cafeteria meals.

### **Participation Records**

The best way to find out whether students are accepting the cafeteria meals is to monitor the garbage cans and to compile surveys of food waste (students can take food but do not always eat it). While there are many reasons why participation in the lunch or breakfast programs may fluctuate, it is important for food services to collect this information. Over time, it may be possible to draw conclusions about the food from these data. A charting process makes an interesting project that can be placed in the cafeteria and maintained by student helpers.

### **Student Lunch Surveys**

The student lunch survey, found in Additional Resources (Student Survey), is a quick and easy tool to help determine food acceptance and consumption. This survey is administered in the classroom immediately after students return from lunch.

### **Other Monitoring and Reevaluation Methods**

Here are additional ways to monitor the students' acceptance of the meals:

- Go to student council meetings.

- Survey the whole school (ask 10 questions such as "What are your three favorite meals?" and "What are your three least favorite?").

- Form an advisory committee.

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## Putting It All Together

See table 4.4 for a summary of food service menu planning.

► **TABLE 4.4 Putting It All Together**

Menu planning	What needs to happen	When to begin
School nutrition task force	Set up meeting to organize it; set up subsequent meetings	September; meets 4 times a year
Menu goals	Review and modify	Spring or summer
New menu items	Update and modify	Ongoing process
Training	Hold workshop and meetings	Late summer; continued monthly
Staff wellness and nutrition education	Conduct back-to-school training	August
Updates	Monitor reports and nutrition education	Quarterly
Promotion	Make use of promotion materials	Weekly
Monitoring	Review implementation and make changes	After each new change in the menu
Reevaluation	Implement	Month following each marking period

For a list of Web sites with school food service information and recipes, visit [www.EatWellAndKeepMoving.org](http://www.EatWellAndKeepMoving.org).

From L.W.Y. Cheung, H. Dart, S. Kalin, B. Otis, and S.L. Gortmaker, 2016, *Eat Well & Keep Moving*, 3rd ed. (Champaign, IL: Human Kinetics).