



## CAFETERIA

Created by

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## FOCUS AREA

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Determine an Objective  
Select Changes  
Create Action Plan  
Develop Timeline



## IMPLEMENTATION

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# THE GOALS

## 01 FOCUS ON FRUIT

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- ☐ At least two kinds of fruit are offered.
- ☐ Sliced or cut fruit is offered.
- ☐ A variety of mixed whole fruits are displayed in attractive bowls or baskets (instead of stainless steel pans).
- ☐ Fruit is offered in at least two locations on all service lines, one of which is right before each point of sale.
- ☐ At least one fruit is identified as the featured fruit-of-the-day and is labeled with a creative, descriptive name at the point of selection.
- ☐ A fruit taste test is offered at least once a year.\*

**Focus on Fruit Subtotal** \_\_\_\_\_ **of 6**

## 02 VARY THE VEGETABLES

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- ☐ At least two kinds of vegetables are offered.
- ☐ Vegetables are offered on all service lines.
- ☐ Both hot and cold vegetables are offered.
- ☐ When cut, raw vegetables are offered, they are paired with a low-fat dip such as ranch, hummus, or salsa.\*
- ☐ A serving of vegetables is incorporated into an entrée item at least once a month (e.g., beef and broccoli bowl, spaghetti, black bean burrito).\*
- ☐ Self-serve spices and seasonings are available for students to add flavor to vegetables.
- ☐ At least one vegetable is identified as the featured vegetable-of-the-day and is labeled with a creative, descriptive name at the point of selection.
- ☐ A vegetable taste test is offered at least once a year.\*

**Vary the Vegetables Subtotal** \_\_\_\_\_ **of 8**



# THE GOALS

## 03 HIGHLIGHT THE SALAD

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- ☐ Pre-Packaged salads or a salad bar is available to all students.
- ☐ Pre-Packaged salads or a salad bar is in a high traffic area.
- ☐ Self-serve salad bar tongs, scoops, and containers are larger for vegetables and smaller for croutons, dressing, and other non-produce items.
- ☐ Pre-Packaged salads or a salad bar choices are labeled with creative, descriptive names and displayed next to each choice.
- ☐ **Highlight the Salad** \_\_\_\_\_ of 6

## 04 MOVE MORE WHITE MILK

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- ☐ Milk cases/coolers are kept full throughout meal service.
- ☐ White milk is offered in all beverage coolers.
- ☐ White milk is organized and represents at least 1/3 of all milk in each designated milk cooler.
- ☐ White milk is displayed in front of other beverages in all coolers.
- ☐ 1% or non-fat white milk is identified as the featured milk and is labeled with a creative, descriptive name.

**Move More White Milk Subtotal** \_\_\_\_\_ of 8



# THE GOALS

## 05 BOOST REIMBURSABLE MEALS

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- ☐ Cafeteria staff politely prompt students who do not have a full reimbursable meal to select a fruit or vegetable.
- ☐ One entree is identified as the featured entrée-of-the-day, is labeled with a creative name next to the point of selection, and is the first entree offered.
- ☐ Creative, descriptive names are used for featured items on the monthly menu.
- ☐ One reimbursable meal is identified as the featured combo meal and is labeled with a creative name.
- ☐ The combo meal of the day or featured entrée-of-the-day is displayed on a sample tray or photograph.
- ☐ A (reimbursable) combo meal is offered as a grab-and-go meal.
- ☐ Signs show students how to make a reimbursable meal on any serve line (e.g., a sign that says "Add a milk, fruit and carrots to your pizza for the Power Pizza Meal Deal!")
- ☐ Students can pre-order lunch in the morning or day before.\*
- ☐ Students must use cash to purchase à la carte snack items if available.
- ☐ Students have to ask a food service worker to select à la carte snack items if available.\*
- ☐ Students are offered a taste test of a new entrée at least one a year.\*

**Reimbursable Meals Subtotal \_\_\_\_ of 11**



# THE GOALS

## 06 LUNCHROOM ATMOSPHERE

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- ☐ Cafeteria staff smile and greet students upon entering the service line and throughout meal service.
- ☐ Attractive helpful food posters are displayed in dining and service areas.
- ☐ A menu board with today's featured meal options with creative names is readable from 5 feet away when approaching the service area.
- ☐ The lunchroom is branded and decorated in a way that reflects the student body.
- ☐ Cleaning supplies or broken/unused equipment are not visible during meal service.
- ☐ All lights in the dining and meal service areas work and are turned on.
- ☐ Compost/recycling and trash cans are at least 5 feet away from dining students.
- ☐ There is a clear traffic pattern. Signs, floor decals, or rope lines are used when appropriate.
- ☐ Trash cans are emptied when full.
- ☐ A menu board with tomorrow's featured meal with creative names is readable from 5 feet away in the service or dining area.

**Lunchroom Atmosphere Subtotal** \_\_\_\_\_ **of 10**



# THE GOALS



## 07 STUDENT INVOLVEMENT

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- ☐ Student artwork is displayed in the service area or dining space.
- ☐ Students, teachers, or administrators announce today's menu in daily announcements.\*
- ☐ Students are involved in the development of creative and descriptive names for menu items.\*
- ☐ Students have the opportunity to volunteer in the lunchroom.
- ☐ Students are involved in the creative of artwork or marketing materials to promote menu items.\*
- ☐ Students provide feedback (informal - "raise your hand if you like..." or formal - focus groups, surveys) to inform menu development.\*

**Student Involvement Subtotal** \_\_\_\_\_ **of 6**



# THE GOALS

## 08 SCHOOL COMMUNITY INVOLVEMENT

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- ☐ A monthly menu is posted in the main office.
- ☐ A menu board with creative, descriptive names for today's featured meal options is located in the main office.
- ☐ A monthly menu is provided to students, families, teachers, and administrators.\*
  - Information about the benefits of school meals is provided to teachers and
  - ☐ administration at least annually.\*
- ☐ Nutrition education is incorporated into the school day.\*
  - Students are engaged in growing foods (for example, gardening, seed planting,
  - ☐ farm tours, etc.).\*
- Elementary schools provide recess before lunch.\*
- The school participates in one or more food promotion programs such as Chefs Move to Schools, Fuel Up to Play 60, Share Our Strength, etc.\*
- The school has a partnership with Farm to School, local business(es), or a farmer's market.\*
- Smarter Lunchrooms strategies are included in the Local School Wellness Policy.\*

**School Involvement Subtotal** \_\_\_\_\_ **of 10**



# SCORING

## AWARD LEVEL

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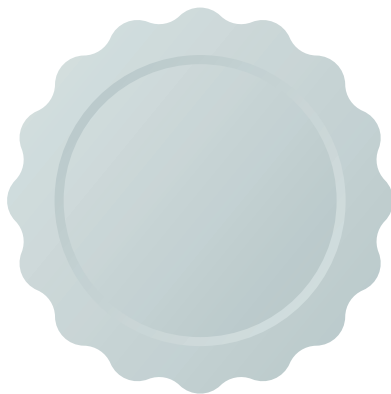
Each school's lunchroom is scored out of 60 and is ranked appropriately.

**There is always room for improvement.**



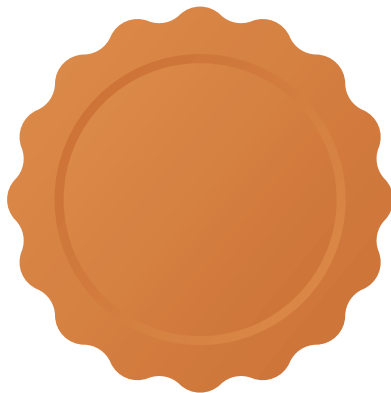
### **GOLD 46 - 60**

This lunchroom is making the most of the Smarter Lunchroom Movement. Keep reaching for the top!



### **SILVER 26 - 45**

Excellent. Think of all the kids that are inspired to eat healthier.



### **BRONZE 15 - 25**

Great Job! This lunchroom is off to a strong start.





# CHOOSE A FOCUS AREA

Step 1

## DETERMINE AN OBJECTIVE

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**Determine an objective for the school's ProudMe Cafeteria.**

1. Increasing the number of students that select fruit.
2. Increasing the number of students that select vegetables.
3. Increasing the number of students that select white milk.
4. Increasing the number of students that select targeted entrée.
5. Increasing the number of students that select reimbursable meals.
6. Increasing all items (1-5) through school synergies and communication.



## Step 2 **SELECT CHANGES**

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Based on the objective you have chosen for a focus area, select changes you plan to make in the lunchroom. For each objective, **choose 1-3 changes to make**. Here are suggested changes related to objectives 1 and 2:

### **Increasing the number of students that select fruit**

- Display fruit on all lunch lines in two locations. One location should be near the register.
- Display whole fruit in a bowl or basket instead of a stainless steel bin or tray.
- Employ signs and verbal prompts to draw attention to and encourage kids to buy fruit.
- Post menus that draw attention to and encourage kids to select fruit.
- Inform students how many fruits/vegetables come with their meal.
- Spotlight fruits with small lamps or accent lighting.

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### **Increasing the number of students that select vegetables**

- Give vegetables creative/descriptive names and display names next to or with vegetables on the line.
- Display the age targeted creative/descriptive names on posters or menu boards outside the cafeteria.
- Create a Student Nutrition Action Committee (SNAC) responsible for the naming of and signage for vegetables.
- Post menus that draw attention to and encourage kids to select vegetables.
- Inform students how many fruits/vegetables come with their meal.
- Place salads and subs on eye-level in the cooler and easy to access.
- Place veggie packs in an attractive easy to reach bowl near the cashier.
- Spotlight vegetables with small lamps or accent lighting.

**Once you have selected changes, add this to your Action Plan.**

*For more detailed information, see the Smarter Lunchroom Best Practice Evaluation & Implementation Guide, and Quick and Inexpensive Lunchroom Makeover Ideas.*



### Step 3 **CREATE ACTION PLAN**

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#### **Intervention #1**

- Objective:

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- Changes:

1. 

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2. 

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3. 

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#### **Intervention #2**

- Objective:

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- Changes:

1. 

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2. 

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3. 

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## Step 4 **DEVELOP TIMELINE**

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The ProudMe Project runs for 12 weeks. We recommend that you have two 6-week interventions.

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### **Each 6-week intervention includes:**

- One objective
  - One to three changes
- 

You can have the same objective for both interventions, and choose different changes to make for each intervention. You could also choose different objectives for each intervention.

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## SCHEDULE

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WEEK	INTERVENTIONS
1	Assessment
2	First Intervention
3	First Intervention
4	First Intervention
5	First Intervention
6	First Intervention
7	First Intervention
8	Second Intervention
9	Second Intervention
10	Second Intervention
11	Second Intervention
12	Second Intervention
13	Second Intervention
14	Assessment



# HOW CAN WE EFFECTIVELY IMPLEMENT THIS?

**STUDENT PARTICIPATION IS KEY!**

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NAMING ENTREES  
CREATIVELY TO  
ENTICE STUDENTS

ALLOWING FOR  
STUDENT FEEDBACK  
ON MEALS

ALLOWING  
STUDENTS TO  
DRAW PICTURES OF  
ENTREES OF THE DAY

CREATING A POSITIVE  
LUNCHROOM  
ENVIRONMENT WITH  
STUDENT ARTWORK



# NOT SURE WHERE TO START?

## START SMALL

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This scorecard was created to help students and staff have a more positive experience with food in the classroom. If you are stuck on how to get started, look at small corrections first.



OFFERING  
TWO TYPES  
OF FRUIT/  
VEGGIE



OFFERING  
SELF SERVE  
SPICES



POSTING  
MONTHLY  
MENUS



STUDENTS ARE  
PROMPTED TO  
GRAB MORE  
ITEMS FOR A  
FULL MEAL



YOU CAN  
BE THE  
SOLUTION  
FOR THE  
NEXT  
GENERATION!