



## SCRIPTS

# Positive Communication Role Play

### SKIT 1

#### Student makes negative comment about school food.

##### VERSION 1A (POSITIVE RESPONSE)

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*2 participants*

**Server:** Hello! *<smile>* Which entrée would you like to try today?

**Student:** Nothing. This food is gross.

**Server:** I'm sorry you feel that way. We also have cold salads, sandwiches, and yogurt parfaits, which you might like better.

**Student:** Oh, well, okay, I'll get a yogurt parfait.

##### VERSION 1B (NEGATIVE RESPONSE)

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*2 participants*

**Server:** What would you like?

**Student:** Nothing. This food is gross.

**Server:** Well, it's what we have. Do you want something or not?

**Student:** Well, no! *<makes a rude face>* I'll just get some cookies and chips.

# Complete the Reimbursable Meal continued



## PART 2: Verbal Practice

Split into pairs. Take turns playing the server/cashier and the student buying the meal. For each sample tray, the person playing the server/cashier will survey the tray, decide which prompt to use, then deliver the line in a friendly, natural tone to the person playing the student.

**Props:** 6 sample trays with incomplete meals (real or photos/slides)

### Goals to focus on:

- Great customer service: eye contact, friendly tone of voice, relaxed body language, smile
- Quick, accurate understanding of the content of a qualifying reimbursable meal
- Accurate, helpful suggestion of item(s) to include in the meal, using appropriate prompts

<b>Goal</b>	<b>Sample Prompt for Lunchroom Staff</b> <i>Mix and match</i>
<ul style="list-style-type: none"> <li>› Create a reimbursable meal</li> <li>› Promote healthy sides (and/or other target items)</li> <li>› Prompt students to “fill out” an incomplete meal</li> </ul>	<p>“The [vegetable] goes well with the [entrée].”</p> <p>“Which vegetable/side would you like with that?”</p> <p>“The [fruit] is perfectly ripe.”</p> <p>“If you don’t like [first side offered], how about trying the [other side]?”</p> <p>“You can make [the entrée] a meal with some [fruit/vegetable sides].”</p> <p>“Today we’re serving [list items]. Can I get you some [target item]?”</p> <p>“I see you don’t have all of your items. Why not grab a [fruit in nearby basket]?”</p> <p>“You get 2 sides with your meal. You can still take one – go ahead and pick.”</p> <p>“Your meal’s incomplete! Don’t forget to take a [fruit/vegetable/milk].”</p> <p>“You forgot milk! It’s included with your meal. How about taking some now?”</p> <p>“It’s not too late, go back and get [missing item].”</p> <p>“You can make that a meal with [missing item(s)].”</p> <p>“If you add [missing item], you’ll have a complete meal. It would... ...actually cost less than these items separately.” ...cost the same as these items separately --- the {new item(s) would essentially be free to you.” ...only cost _____ more, and you’d get a whole meal.”</p> <p>“A complete meal offers a lot more value for your money.”</p>
<ul style="list-style-type: none"> <li>› De-escalate conflict</li> <li>› Avoid negative feelings</li> <li>› Keep line moving</li> </ul>	<p>“I’d be happily explain what makes a reimbursable meal.”</p> <p>“The USDA defines what counts as a reimbursable meal, we aren’t allowed to make that substitution [ex. soda for milk, snack for fruit].”</p> <p>“Instead of two [items], why not switch one for a [other item], mix it up? Then it’ll be included in your meal and not cost any extra.”</p> <p>“The [items] are also delicious/popular/fresh, and they are included in your meal whereas [a la carte or duplicate item] is not.”</p>



## SKIT 2

### Student does not immediately order a complete meal.

#### VERSION 2A (POSITIVE RESPONSE)

4 participants

**Server:** Hello! *<smile>* Which veggie would you like to try today? We have steamed green beans and fluffy mashed potatoes.

**Student 1:** Um, the mashed potatoes.

**Server:** Great! Which entrée would you like to go with that?

**Student 1:** Nothing, just the potatoes.

**Server:** Well, we have fresh fruit and carrot sticks down the line.

**Student 1:** *<goes to checkout>*

**Student 2:** I'll have the potatoes, too, please.

**Server:** Great! Which entrée would you like to go with that? We have a Texas Rib-B-Que sandwich or chicken patty sandwich.

**Student 2:** The Rib-B-Que looks okay. I'll try that. *<goes to checkout>*

**Cashier (to Student 1):** You get five items with your meal, it's not too late.

**Student 1:** I don't want to hold up the line.

**Server:** Not a problem. There's a milk cooler at this end of the line. And here's a bowl of fresh fruit. Which do you like most, apples or oranges?

**Student 1:** Oranges. *<takes an orange and milk>*

**Cashier:** Enjoy! *<rings up purchase>* Have a super day. *<turns to Student 2>* And you get two fruits or veggies, would you like an orange also?

**Student 2:** I forgot to grab fruit in the line – oh, I'll take an apple. Thanks for the reminder.

**Server:** Great. *<rings up purchase>* Have a super day.



SCRIPTS:  
Positive Communication Role Play  
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VERSION 2B (NEGATIVE RESPONSE)

4 participants

**Server:** Hi, what would you like today?

**Student 1:** Um, the Rib-B-Que sandwich, I guess.

**Server:** Do you want a side? We have beans or potatoes.

**Student 1:** Nothing, just the sandwich. *<goes to checkout>*

**Server (to Student 2):** Hi, what would you like today?

**Student 2:** I'll have the sandwich too, please.

**Server:** And which side? We have green beans and mashed potatoes.

**Student 2:** Um, not today—I'd rather have fruit.

**Cashier (to Student 1):** Is that all? *<rings up purchase>* That'll be *[a la carte price]*.

**Student 1:** But I got a meal!

**Server:** It's not a full meal unless you get at least one fruit or vegetable.

**Student 1:** Fine! *<takes 2 oranges>* I'm just going to throw them away. *<throws the 2 oranges conspicuously in the trash as exits>*

**Cashier:** You can't have two of the same side... oh, whatever. You're holding up the line. *<annoyed, cancels first purchase and rings up purchase>* Next! *<turns to Student 2>* Is that all you want?

**Student 2:** Um, well— *<looks at fruit but feels embarrassed>* I'll just have the sandwich and milk. *<pays, hurries to lunchroom to sit with friend, Student 1>*

**Server:** *<rings up purchase>* But you need a fruit or vegetable as a part of your meal! *<rolls eyes>* What's with these kids today?!



## SKIT 3

### FSD needs lunchroom to sell more target entrées.

#### VERSION 3A (POSITIVE RESPONSE)

4 participants

**Food Service Director (to Server, before lunch):** We need to sell more of the new entrées. Encourage kids to try them. They taste good; if they try them, they'll probably like them. And try to get the kids to buy the full meal; otherwise, we'll have a hard time breaking even.

**Server:** Okay, I'll do my best. <goes to serving line> Hello! <smiles at student> Would you like to try the Big Bad Bean Burrito? It's new and really tasty.

**Student 1:** I don't know... I've never had it before. I usually just get pizza or a burger.

**Server:** We're trying new recipes. Let us know what you think! Here's a comment card to give us your feedback, like at a restaurant.

**Student 1:** Oh, cool! Okay, I'll try it.

**Server:** Great! And the golden corn and spicy stewed tomatoes go really well with it. Want to try them too?

**Student 1:** Well, sure.

**Server:** Enjoy! We look forward to hearing your opinion! Turn in the card when you return your tray.

**Student 1:** <goes to checkout>

**Student 2:** I'll try it, too. I like Taco Bell. I'll let you know what I think.

**Server:** Great! Enjoy!

**FSD (to Server, after lunch):** Wow, our reimbursable meals numbers look great, and we sold out of burritos! Awesome job! <high five>



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VERSION 3B (NEGATIVE RESPONSES)

4 participants

**Food Service Director (to Server, before lunch):** We need to sell more of the new entrées. Encourage kids to try them. They are pretty good; if they try them, they'll probably like them. And try to get the kids to buy the full meal; otherwise, we'll have a hard time breaking even.

**Server:** Okay, I will. *<goes to serving line>* ...Not that it'll make a difference. *<sees student>* Hi, want a burrito?

**Student 1:** I don't know... I've never had it before. I usually just get pizza or a burger.

**Server:** It's healthy and you fill out a survey.

**Student 1:** I hate healthy food, yuck. Nope, pizza for me.

**Server:** How about corn and tomatoes?

**Student 1:** With pizza? They don't go together. *<goes to checkout>*

**Student 2:** I was thinking of trying it but I don't want to look dumb in front of my friends... I'll take the pizza, too. No sides, thank you. Sorry. Good luck with your survey. *<looks guilty but goes to cashier anyway>*

**FSD (to Server, after lunch):** Our numbers don't look good, for meals or burrito sales. I'd really like to offer these new recipes, but we just end up wasting them... *<looks sad and worried>* I don't know how we're going to stay in business.



## SKIT 4

### Teaching staff member influences students' choices and comfort level.

VERSION 4A (POSITIVE RESPONSE)

5 participants

**Food Service Director (to Teaching Staff at a staff meeting):** The lunchroom offers many healthy, tasty meals. Some students are intimidated by new things, though, so we need help to break the ice and invite the kids try new foods. You make a huge difference in how the kids view our food, so we are asking you to please walk through the serving line (even if you don't buy anything) and make one positive comment. You might say, "Oh, I love sweet potatoes!" or "Today's turkey sandwich looks great!" or "Hello [server's name], what's today special?" Be creative and help our kids see that the people they look up to like school lunch.

Also, if you have a student who needs extra attention—for example, special assistance or a special diet—please let us know so we can help them discretely. Thank you! We look forward to working together to serve our kids.

**Teaching Staff Member (to FSD, discretely after the meeting):** Just a heads-up, two of my students might need help. Thanks for thinking ahead. Serena is really shy and needs help with reading the menu, and Joey's parents are vegetarian and insist he doesn't eat meat. Oh, and I'll be happy to go through the line and say something nice in front of the kids.

**FSD:** Thank you for letting me know. I'll tell the servers about helping Serena and reserving a veggie entrée for Joey. Bring them through first in the line at lunch.

*<later, at lunch: Teaching Staff Member leads students Serena and Joey to the Server>*

**Teacher:** Wow, I love butternut squash! The roasted squash looks great.

**Server:** Thanks, they are today's special. We also have a black bean burrito, a chicken sandwich, and Hawaiian pizza—that means ham and pineapple. For veggies, we have roasted butternut squash, golden corn, and green peas. Serena, which sounds best to you?

**Serena (student):** Oh, they sound good. Hawaiian pizza please. And corn and squash.

**Server:** And Joey, I held a bean burrito for you. Which veggies would you like with that?

**Joey (Student):** Corn and squash, please. Thanks so much!



SCRIPTS:  
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continued

VERSION 4B (NEGATIVE RESPONSE)

5 participants

**Food Services Director (to teaching staff at a staff meeting):** The lunchroom offers many healthy, tasty meals. Some students are intimidated by new things, though, so we need help to break the ice and invite kids to try new foods. You make a huge difference in how the kids view our food, so we are asking you to please walk through the serving line (even if you don't buy anything) and make one positive comment. You might say, "Oh, I love sweet potatoes!" or "Today's turkey sandwich looks great!" or "Hello [server's name], what's today special?" Be creative and help our kids see that the people they look up to like school lunch.

Also, if you have a student who needs extra attention—for example, special assistance or a special diet—please let us know so we can help them discretely. Thank you! We look forward to working together to serve our kids.

**<outside lunchroom: Teaching Staff Member leads students to the lunchroom door>**

**Teacher:** Okay, it's time for my break. Have a nice lunch, kids!

**<Teacher leaves. Students (Serena and Joey) go to the server.>**

**Server:** Hello, welcome to the lunchroom. What can I get for you today?

**Serena (student):** Um... I guess... a hamburger?

**Server:** We don't have burgers today. The menu is posted right there. **<points to the wall>**

**Serena (student):** **<embarrassed>** Oh, sorry. I guess I'll just have... milk. Never mind.

**Joey (student):** I'd like a bean burrito, please.

**Server:** We ran out of that last lunch period, sorry. How about a chicken sandwich or Hawaiian pizza?

**Joey (student):** **<disappointed>** No, I don't eat meat...

**Server:** Well, that's all we have left. What's wrong with eating meat?

**Joey (student):** **<sigh>**... Nothing for me, thanks.

**<Students exit. FSD sees their empty trays and goes to Server.>**

**FSD:** What happened with those kids? They need to eat lunch and we need to sell more lunches. How did we just lose two sales?

**Server:** **<shrugs>** I guess they just don't like our food.