



HELLO! MY  
NAME IS:

Yummy!

## NOVEMBER

# GIVE FOODS CATCHY NAMES

**Objectives:** Promote target foods (entrées, fruits, and vegetables) by giving them catchy, evocative, age-appropriate names. List these names first on menus and announcements. Create neat, colorful food labels and display them on the serving line near target foods.

Participants learn and apply the Smarter Lunchrooms principle Enhancing Taste Expectations. They learn what characteristics make foods sound (and therefore look and taste) appealing to different audiences. They then create attractive names for popular items from their own monthly menus, focusing on these target foods: new and healthiest entrées, fruits, and vegetables. In the Booster Shot lesson, participants create attractive food labels for target foods and place them on the service line.



## LESSON 4: Give Foods Catchy Names

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### MATERIALS

- Trainer's Script
  - WORKSHEET PACKET: *Creating Catchy Food Names* (one per three participants) (pages 95–97)
  - Pens/pencils
  - Large paper, markers
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### SAY:

We have learned to use the Smarter Lunchrooms principles Visibility, Convenience, and Suggestive Selling to encourage students to select target foods in the lunchroom.

This month, we'll add another principle to our arsenal: Enhancing Taste Expectations. Basically, this means **foods taste how we expect them to taste**. If we expect them to be delicious, we'll probably enjoy them; if we expect them to be gross, we will almost certainly dislike them. It is a real shame that children are conditioned to see healthy foods as yucky or punishment and unhealthy foods as tasty rewards. We're trying to turn that perception around.

**Name, appearance** (also called **presentation**), and **reputation** create these positive or negative expectations. Easy changes such as giving foods catchy names can dramatically change students' interest in and enjoyment of foods. This is because taste and pleasure are largely in our heads.

It works on adults, too. Here is a true story from the Cornell University Food and Brand Lab, the B.E.N. Center's parent organization:

*The Food and Brand Lab tested this theory in a restaurant. Diners were offered free wine with dinner and then given a brief survey with their bill. Those who were told their wine was from California (a state known for producing excellent wine) said they enjoyed their meals more, tipped better, and made return reservations. Those who were told their wine was from Idaho (a state known for its potatoes, not wine) said they enjoyed their meal less, tipped poorly, and did not make return reservations. Yet, they were given the same exact brand of wine (from Virginia)! Their **expectations** determined how they perceived the wine and their entire dining experience.*

Use this science to promote target foods in the lunchroom. Give special entrées, fruits, and vegetables catchy, appealing, age-appropriate names.

### DO:

- Divide participants into groups of three. Distribute a **Creating Catchy Food Names worksheet packet** and pens/pencils to each group.

LESSON 4:  
Give Foods Catchy Names  
continued



**SAY:**

Within your group, divide up the three lists on the first worksheet (*What's in a Name?*). Read the prompt question and answer the items on your list.

**DO:**

- Let participants work. (30 seconds) Circulate to assist participants as needed.

**SAY:**

Did you choose mostly left-column or right-column answers?

**DO:**

- Allow participants to respond. Answer: mostly the right side answers.

**SAY:**

That's interesting. Let's discuss the follow-up questions.

- \* Why are the right-column answers more appealing?
- \* Why is it important to remember our students' perspectives when promoting school food?

**DO:**

- Invite participants to share with the whole group. Likely answers include:
  - › The right-column choices are more descriptive, use sensory words, use appealing description, create clear imagery, invite imagination, etc.
  - › It is important to remember the target audience because the products are trying to appeal and "sell" to their opinions; their likes and dislikes might be different than those of an adult.

**SAY:**

Now, turn to the *Matching* exercise. Put yourselves in your students' shoes: grades K–5 or 6–12. (Choose the age group served by your lunchroom.)

Use the boxed words to match catchy names to each food in the set.

**DO:**

- Allow participants to work. (1 minute) If they finish early, they can try the other age set, for fun. Circulate to provide assistance as needed.
- Invite one participant per group to share and explain a few of their answers. (1 minute)



## LESSON 4: Give Foods Catchy Names continued

### **SAY:**

Now let's discuss the follow-up questions.

- \* Which names are most appealing to each age group? Why?
- \* Which names could you use in your lunchrooms?

### **DO:**

- Allow participants to share with the whole group. Likely answers include:
  - › Appealing names are descriptive and evocative. Descriptive words make you hungry: crispy, savory, warm, spicy. Evocative words make you think fondly of other positive things, which you then associate with the food: holiday, Texas, American, fiesta, Green Lantern.
  - › Optional: Write the best (most popular, positive, and well-received) answers on large paper.

### **SAY:**

For our final activity, turn to the *Creative Design* activity, choosing the age group served by your lunchroom.

*Recommendation: Divide the questions among the participants/groups so they can each complete some of the top and bottom portions during the remaining time.*

### **DO:**

- Allow groups to work, stopping 1–2 minutes before the end of the workshop to allow time to share answers. Remind participants to move on to the bottom *Application* section before time runs out. Circulate to provide support.
- In the last 1–2 minutes, invite groups to share answers. Record their suggestions on large paper.

### **SAY:**

Thank you for contributing these great ideas. The imaginative, exciting, and tasty-sounding new names will increase the students' interest and confidence in the foods we serve, which will encourage them to select, eat, and enjoy these healthy foods.

## FOLLOW-UP

Display the large paper or groups' worksheets in a prominent place where they will prompt conversation, such as the walls or table of the staff area.

Use the follow-up questions as mealtime discussion prompts.



**Very effective training technique:**  
Use participants' answers (at least one per group) in your menu. Showing participants you value their ideas will give them increased confidence in themselves and interest in the workshop series.

# BOOSTER SHOT 4: Creative Food Name Labels



*This easy, fast decorating project will earn big dividends in the lunchroom! Students, especially developing readers, will feel more comfortable trying new and target foods.*

## MATERIALS

- Trainer's Script
- Daily lunch menu
- Scissors
- Adhesive Velcro connectors, adhesive magnets, drop-in name card holders, and/or tape
- Large envelope
- Computer-generated catchy food labels (your staff's ideas from Lesson 4 and those from **SmarterLunchrooms.org**)
  - printed in color or created by hand
  - laminated for durability

## ADVANCE PREPARATION

Choose where to display the labels: find clean, well-lit areas near the foods in the serving line, clearly visible by all students. Choose the magnet version of this project if you plan to stick the labels to metal surfaces, such as on the frame of the service line, appliances, or under the line counter/rail (for K–5). Choose the Velcro version to adhere food labels to glass and wood surfaces. Choose drop-in card holders if you will display names above the service counter.

Before the lesson, create catchy food labels, computer-generated if possible. Use clear, eye-catching fonts (at least size 36 font) and pictures or clip art. Use at least some of the names created by participants in the first part of this lesson. You can also download free examples from **SmarterLunchrooms.org**. Print the labels in color.

*Secondary option:* Create labels by hand using index cards, colored markers, and image cutouts.

Laminate the labels for durability.

### ➔ DO:

- Assemble the labels and the magnets, Velcro pieces, or drop-in label holders.
- Confirm you have access to the service line.

### 💬 SAY:

Welcome to the Booster Shot lesson! Earlier this month, you promoted target foods by giving them creative names. We can add further pizzazz by creating colorful, neat labels featuring the new names. Today we will make and place these labels. This will be another colorful, useful addition to our lunchroom décor.

Let's begin.



## BOOSTER SHOT 4: Creative Food Name Labels continued

### ➔ DO:

- Distribute the laminated sheets of labels to participants.

### 🗨️ SAY:

Here are our new labels, many featuring the catchy names you invented at the last workshop. Let's talk about them for a minutes.

- \* What aspects of the labels will appeal to the students?
- \* How will adding these labels help us in the lunchroom?

### ➔ DO:

- Allow participants to share answers. (1–2 minutes) Possible answers include:
  - › Appeal: colorful, clear message; catchy art and names; something to look at while waiting in line
  - › Benefits for the lunchroom:
    - Increase students' interest and familiarity with the food, so participation will rise (less intimidated by not knowing what something is and being afraid to ask)
    - Educate them as to what is available, so they will move more quickly through the serving line

### 🗨️ SAY:

Now we'll create and hang the labels.

### ➔ DO:

- Distribute scissors and fasteners (adhesive magnets, adhesive Velcro pieces, or drop-in card holders). Direct participants to cut out each label carefully. Then, if you are using adhesive magnets or Velcro, direct them to place 1–3 fasteners on each label. Demonstrate. *(If using Velcro, make sure to use one texture for the labels; save the other texture for the service line surface.)*
- When the labels are ready, move as a group to the service line. Using the daily menu as a guide, choose the target food labels relevant to the next meal service. Place the labels in easily visible locations near the foods. *(If using Velcro, adhere the appropriate texture piece to the glass/wood surface, then attach the labels.)*
- Store unused labels in an envelope in a safe, convenient spot.

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## FOLLOW-UP

Designate a lunchroom staff member or other person (student, teacher, parent volunteer, etc.) to update the labels daily by selecting the appropriate choices from the labels envelope and placing them in the appropriate spots/holders. Encourage students to include these target foods in their reimbursable meals. Instruct servers and cashiers to refer to the labels to accustom students to looking for them each day.