



MAY

## SEE WITH FRESH EYES (DIAGNOSE THE LUNCHROOM)

**Objective:** Use Smarter Lunchrooms tools to diagnose lunchroom spaces and prescribe Smarter Lunchrooms interventions.

Participants use Smarter Lunchroom tools to diagnose lunchroom spaces (the first step of the D.P.I.E.\* process) and suggest possible intervention strategies. In the first workshop, they diagnose sample lunchrooms; in the Booster Shot, they examine and reflect upon their own lunchroom.

*\*Diagnose, Prescribe, Implement, Evaluate*



## LESSON 10: See with Fresh Eyes (Diagnose the Lunchroom)

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### MATERIALS

- Trainer’s Script
  - SLIDE PRESENTATION: *No Time to Train: May (Diagnose Your Lunchroom)*
    - Projection capability, screen
  - WORKSHEET: *Smarter Lunchrooms Case Studies* (pages 114–115)
  - Pencils/Pens
  - Large paper, markers, tape
  - TESTIMONIAL: *Serving Up Health and Happiness/ Sheila’s Secrets* (pages 101–103)
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#### ➔ DO:

- Cue the **No Time to Train: May (Diagnose Your Lunchroom) slide presentation**. Distribute the **Smarter Lunchrooms Case Studies worksheet** and pens/pencils.

#### ■ SHOW SLIDE: **May (Diagnose Your Lunchroom), slide 1: title page**

#### 🗨️ SAY:

This year, we’ve studied and practiced ways to use the Smarter Lunchrooms principles Visibility, Convenience, and Suggestive Selling to nudge our students to take, eat, and enjoy healthy food options in the lunchroom.

Now let’s practice using these interventions in real lunchrooms. The following slides show areas of real lunchrooms. Study each collection of photographs and determine 2–3 ways in which the lunchrooms could be improved to nudge students to *select, eat, and enjoy more fruits, vegetables, white milk, healthier entrées, and reimbursable meals*. List your suggestions on the **Smarter Lunchrooms Case Studies worksheet**. Then write one or more intervention strategies to address each area. We will discuss the answers as a group.

#### ■ SHOW SLIDE: **Diagnose Your Lunchroom, slides 2–3: Example 1**

#### 🗨️ SAY:

Study these serving areas for fruit, snacks, and milk. What are some areas for improvement? Which intervention strategies do you recommend?

#### ➔ DO:

- Allow participants to study the slides and jot down answers. Then let participants share answers with the group. (2–3 minutes total) Possible answers include:
  - › Fruit is at the end of the serving line, messy/unattractive/empty serving container
    - Place fruit in multiple convenient and prominent locations along the serving line, use attractive and neat containers and signage

## See with Fresh Eyes (Diagnose the Lunchroom) continued



- › Trays in the cooler look empty, hard to reach/inconvenient
  - Stock ample supply of target foods, make foods visible by tilting trays or using signage, direct traffic flow to go by the cooler
- › Flavored milks and snacks are right by the point of sale
  - Place fruits/vegetables and white milk by the point of sale
- › Milk coolers overwhelmingly feature chocolate milk, look messy
  - Stock 50% white milk, place white milk in front, keep coolers neat and easy to reach into, use outer surfaces for signage

### ■ **SHOW SLIDE: Diagnose Your Lunchroom, slides 4–5: Example 2**

#### 🗨️ **SAY:**

Study these serving lines. What are some areas for improvement? Which intervention strategies do you recommend?

#### ➡️ **DO:**

- Allow participants to study the slides and jot down answers. Then, let participants share answers with the group. (2-3 minutes total) Possible answers include:
  - › Lots of empty space in serving areas and counters
    - Add signage promoting target items
  - › Fruit may be hard to reach under sneeze guard
    - Offer tongs under the guard or wrapped fruit outside the guard
  - › Snacks are right by the point of sale
    - Place fruits/vegetables and white milk by the point of sale
  - › Milk coolers look empty and messy
    - Stock 50% white milk, place white milk in front, keep coolers neat and full

### ■ **SHOW SLIDE: Diagnose Your Lunchroom, slides 6–7: Example 3**

#### 🗨️ **SAY:**

Study these entrances and dining spaces. What are some areas for improvement? Which intervention strategies do you recommend?

#### ➡️ **DO:**

- Allow participants to study the slides and jot down answers. Then, let participants share answers with the group. (2–3 minutes total) Possible answers include:



## LESSON 10:

# See with Fresh Eyes (Diagnose the Lunchroom) continued

- › Bare, sterile, unwelcoming entrances; no hint of what foods are available
  - Use wall and CCTV spaces to promote target items: menu, posters/signage, “today’s specials,” “tomorrow’s specials,” etc.
- › Lots of empty, unutilized wall space
  - Use the space! (as above)
- › Garbage very prominent and in the way
  - Move these items or direct traffic flow away from unsightly or strong-smelling areas such as garbage, dishwashing, lost and found, etc.

### ■ **SHOW SLIDE: Diagnose Your Lunchroom, slide 8: YOUR Lunchroom**

#### 🗣️ **SAY:**

Now consider *our own* lunchroom(s). What are some areas for improvement?

Which changes could we implement to improve our own spaces?

#### ➡️ **DO:**

- Lead group discussion until time has elapsed. Copy the above questions on large paper, leaving room for answers. Post in a prominent place in the staff area, with markers. Encourage each staff member to write at least two responses on the large paper.
- Collect the Smarter Lunchrooms Case Studies worksheets for use during the Booster Shot.

### ■ **SHOW SLIDE: Diagnose Your Lunchroom, slide 9: online resources**

For more information on the D.P.I.E. process, visit [SmarterLunchrooms.org](https://SmarterLunchrooms.org).

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#### **FOLLOW-UP:**

Check regularly to see if participants are adding new ideas to the wall activity. Praise and thank those who post ideas. Leave extra copies of the Case Studies worksheet for inspiration.

Save the wall brainstorming for use during the Booster Shot.

Distribute copies of **Serving Up Health and Happiness**, for inspiration. (This testimonial, featured in the January Booster Shot, bears repeating, especially in light of the May and June topics.)

## BOOSTER SHOT 10: Case Your Space



*Participants use their Smarter Lunchrooms diagnostic and problem-solving skills to identify areas of opportunity in their own lunchroom. It is the first step to involving them in planning the next Smarter Lunchrooms Makeover, as opposed to just implementing and maintaining one.*

### MATERIALS

- Trainer's Script
- Prepared photos or slides featuring your lunchroom spaces, grouped
  - Projection capability, screen (if needed)
- WORKSHEET: *Smarter Lunchrooms Case Studies* (pages 114–115, or re-use forms from Part 1)
- Large paper featuring discussion questions from part 1 of this workshop, tape
- Pens/Pencils

### ADVANCE PREPARATION

Take multiple photographs of the lunchroom during setup, service, and cleanup. Take images of the space (walls, surfaces, glass, displays, floor, tables, garbage/recycling/lost and found area, etc.) and food items—no people. If people do enter the frame, crop or cover them afterward.

Select 5–10 images from each of these four categories:

- Food service area and utensils
- Dining areas, walkways, and social areas
- Entrances and exits
- Garbage and recycling

Place each grouping in an envelope (photo prints) or on slides in a slide presentation (in the style of part 1 of this workshop).

### ➔ DO:

- Bring the prepared images, the **Smarter Lunchrooms Case Studies worksheets** from part 1 of the workshop, and the large brainstorming activity from the part 1 follow-up recommendations. Hang the large paper in a prominent area.



## BOOSTER SHOT 10: Case Your Space continued

### **SAY:**

You all did a great job analyzing real-life lunchrooms in part 1 of this month's workshop. You found areas of opportunity and suggested easy, inexpensive, yet effective interventions for improving the spaces. Remember:

- \* Every space can be improved. It's not an insult to add interest and focus by making changes. Even very disordered spaces and very beautiful spaces can be improved or given a fresh look.
- \* Little changes can make a big difference in terms of getting and focusing students' attention. The mere act of making a change is often a good way to create renewed interest and positive buzz.

## CHOOSE ONE OPTION

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### (OPTION 1: USING PHOTO PRINTS)

#### **DO:**

- Divide participants into four groups. Return their worksheets from part 1. Distribute pens/pencils.

#### **SAY:**

Each group will receive an envelope containing photos of our lunchroom, taken during a typical service period. Study the photos. As a group, try to identify 3-5 areas for improvement and list them on the last chart on the worksheet. Then suggest 1-2 possible changes we could implement to improve each of those areas. Be objective and positive—we are all on the same team and working towards a common goal. Your brainstorming paper is available for reference.

#### **DO:**

- Distribute photo envelopes. Allow groups to work together. (2-3 minutes) Circulate to provide assistance, focus, and mediation as needed. Encourage each participant to make at least one observation and at least one suggestion for improvement.
- Then, refocus the group for presentations. Direct each group to share their ideas: areas for improvement (with photos as needed) and suggestions. (1-2 minutes each) As each group presents, the others may take notes. If time remains, open the floor for final ideas, comments, and suggestions.

#### **SAY:**

Thank you all for your attention to detail, cooperation, and positive responses and suggestions. It takes courage and insight to objectively view and critique one's own space, and you showed that today. I'm impressed by your leadership. These ideas will help frame future positive changes in the lunchroom.



**(OPTION 2: USING A SLIDE PRESENTATION)**

➔ **DO:**

- Divide participants into four groups. Return their worksheets from part 1. Distribute pens/pencils.
- Cue up your self-generated slide presentation featuring grouped photos of the four areas of your lunchroom.

💬 **SAY:**

I will show you some photos of our lunchroom, taken during a typical service period. They will be displayed in four categories: food service spaces, dining and traffic areas, entrances and exits, and garbage and recycling. Study the photos. With your group, identify 1–2 areas for improvement for each category of images and list them on the final chart on your worksheet. Then suggest 1–2 possible changes we could implement to improve on those areas. Remember to be objective and positive—we are all on the same team and working towards a common goal. Your brainstorming paper is available for reference.

➔ **DO:**

- Show each category of images for up to 1 minute, during which time each participant group will study the photos, list areas for improvement, and write suggestions for interventions to address each concern. Circulate to provide assistance, focus, and mediation as needed. Encourage each participant to make at least one observation and at least one suggestion for improvement.
- After all four categories have been viewed, refocus the group for presentations. Direct each partnership to share 2–3 observations and suggestions. As each group presents, the others may take notes. If time remains afterward, open the floor for final ideas, comments, and suggestions from the groups.

💬 **SAY:**

Thank you all for your attention to detail, cooperation, and positive responses and suggestions. It takes courage and insight to objectively view and critique one's own space, and you showed that today. I'm impressed by your leadership. These ideas will help frame future positive changes in the lunchroom.



BOOSTER SHOT 10:  
**Case Your Space**  
continued

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**FOLLOW-UP (ALL)**

Collect the worksheets and other materials. Create a master list of the participants' observations and suggestions. Incorporate these in future lunchroom makeovers/changes.

If desired, write this master list on large paper and display it in the staff area. Refer to it when planning future Smarter Lunchrooms Makeovers and interventions.

**Trainer's Materials: Checklists and Forms**

*Photo Checklist*

**Lunchroom Self-Assessment Scorecard**