

JUNE

REFLECTION AND MISSION STATEMENT

Objective: Reflect upon Smarter Lunchrooms experiences from throughout the year. Create a collaborative mission statement and individual goals to guide the next year's Smarter Lunchrooms interventions.

Participants reflect upon their experiences in the lunchroom this year, including the training, interventions, and results. They collaboratively compose a mission statement for the following year's Smarter Lunchrooms interventions. During the Booster Shot, each participant creates individual goals supporting the group mission statement.



LESSON 11: Reflection and Mission Statement

MATERIALS

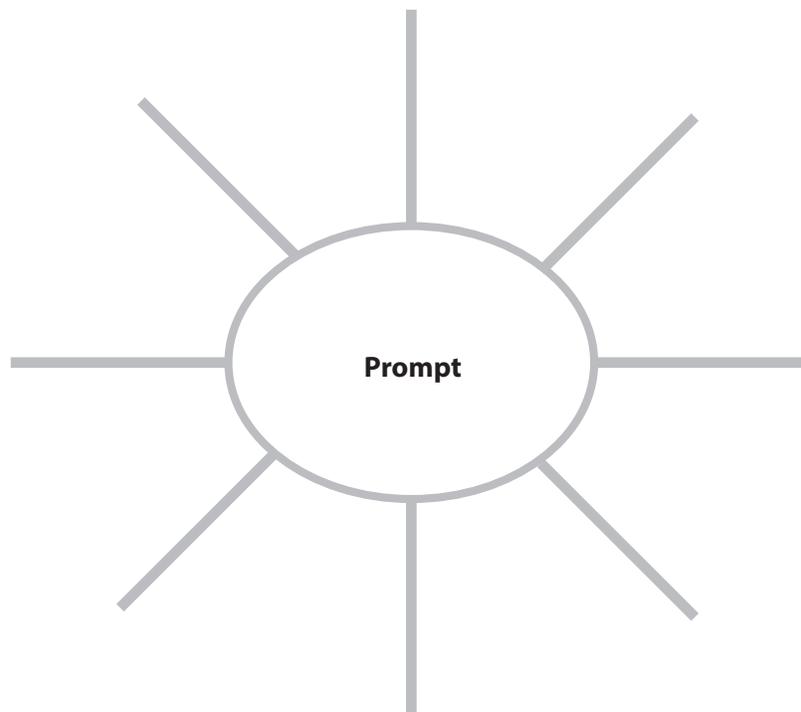
- Trainer's Script
- WORKSHEET: *Collaborative Mission Statement* (page 116)
- Pencils/Pens
- Large paper, markers, tape **or** blackboard, chalk **or** whiteboard, markers

➔ DO:

- Assemble the workshop materials. On two pieces of large paper*, make "spider diagrams" with a key word in the middle and 6–10 spokes radiating from the center. The two prompts (one per page) are:
 - › Reflection
 - › Our Favorite Eating Places
- Hang the **Reflection** diagram first.

**If you use a blackboard or whiteboard instead of large paper, divide your board into two sections so that both diagrams can be seen at once.*

SAMPLE DIAGRAM



LESSON 11: Reflection and Mission Statement continued



SAY:

What an exciting year this has been! We have learned and applied behavioral economics techniques to help nudge our students to select, eat, and enjoy the healthy foods we offer in the lunchroom. Today, we'll reflect on this journey and plan for the future.

Let's start by reviewing the past year. Think back to before we began the trainings and changes. What is different now? What highlights from this year stand out in your memory?

DO:

- Encourage each participant to offer at least one response. Write key words on the spokes of the **Reflection** diagram, largely and legibly, adding spokes as needed. Focus on the positive comments. (1-2 minutes) Potential answers include:

Friendly atmosphere

Positive relationships with students, parents, and/or school staff

Students try new foods

Students eat healthy foods/fruits/vegetables/milk, etc.

Food looks/tastes better

Students know the menu

Students like us/the food/coming to lunch

Staff likes coming to work

Service line moves smoothly

Pretty lunchroom

Pride in lunchroom's appearance

Interesting changes

Current, new, fresh feel

Education/training

Feel empowered

Feel proud

Feel like an important part of the school

Feel like we make a positive difference

Feel appreciated

SAY:

Those are great answers. I'm glad this year was such a success.

Now, let's think abstractly for a minute. Imagine your very favorite place to eat a meal. It could be a restaurant, an open space like a park, or even your own kitchen. Choose any setting. Call out your answer.

DO:

- Hang the **Our Favorite Eating Places** diagram.
- Encourage participants to offer at least one answer each. Write their answers **in the middle circle** around the words "Our Favorite Eating Places." (1 minute)



LESSON 11:

Reflection and Mission Statement continued

 **SAY:**

Now, close your eyes and picture your place. How does it look, smell, and sound? How do people act there? How do you feel there? What is the food like? Why do you like it there? Call out your answers.

 **DO:**

- Invite participants to respond, 1–3 answers each. Write answers on the spokes, adding spokes if needed. (1–2 minutes) Reinforce answers related to ambiance (feel, smell, appearance, comfort, etc.), customer service/rapport, food quality, and personal satisfaction.

 **SAY:**

Thank you for sharing. All of these answers make us want to relax and enjoy a delicious meal. How many of these words would you like your students to relate to your lunchroom? (Pause for a show of hands)

Our Smarter Lunchrooms journey doesn't end now—we will climb even higher next year, building on this year's lessons and successes. Our plan begins with writing a **mission statement** together, and we'll use these goal words to help us. ***Our mission is to make our lunchroom a favorite place for our students to eat and for us to work.***

 **DO:**

- Distribute the **Collaborative Mission Statement worksheet** and pens/pencils.
- Lead participants in completing the worksheet as a group (3 minutes):
 - › Review the descriptive words associated with ideal eating spaces. Choose the 4–5 most important terms and circle them.
 - › As a group, verbally reorganize the selected ideas into one cohesive **mission statement**. Use a sentence template or design your own.
 - › Write the final product on the worksheets and the large paper/board.
- In the remaining time, lead participants in completing the **follow-up statements** as a group. Write the final product on the worksheets and the large paper/board.
 - › *To reach these goals, we will...*
 - › *We will support each other in pursuing these goals by...*
 - › *We will know we are successful when...*
 - › *We will celebrate our achievements by...*
- Thank all participants.

LESSON 11: Reflection and Mission Statement continued



FOLLOW-UP

Create a neat, colorful poster-sized version of the team's mission statement and support statements. Decorate with school spirit or food images, if desired. Invite the participants to sign it. Laminate if possible, for durability. Hang it in a prominent staff area.





BOOSTER SHOT 11: Individual Goal Statements

Participants personalize the group mission and write individual goals. This motivates each individual to commit to and support the future Smarter Lunchrooms initiatives.

MATERIALS

- Trainer's Script
- WORKSHEET: *Individual Goals* (page 117)
- Pens/pencils
- Collaborative mission statement poster from part 1

➔ DO:

- Display and review the group mission poster from part 1 of this workshop.

💬 SAY:

Thank you for working together to create this great mission statement for our team next year. Today, you will write personal goals that support the mission and clarify your role in the group's efforts.

➔ DO:

- Distribute the **Individual Goals activity** and pens/pencils.
- Lead participants in completing the worksheets as individuals. Circulate and provide prompting, examples, and other support, as needed.
- In the last 1–2 minutes of the workshop, invite participants to share their answers with the group.

FOLLOW-UP

Post the individuals' goals around the team poster. Monitor progress toward goals and celebrate successes!