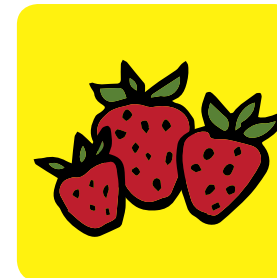


Make Fruits and Vegetables First, Fast, and Fabulous



A Lesson Plan for Engaging Students in the Smarter Lunchrooms Movement

EDUCATOR INFORMATION

Smarter Lunchrooms Background:

This lesson plan will help participants increase consumption of fruits and vegetables by making them more convenient and visually appealing using the six behavioral economics concepts from the Smarter Lunchrooms Movement.

Smarter Lunchrooms Process:

This lesson follows the 4-Step Path to Building a Smarter Lunchroom. This lesson plan should be used after Step 1 of the 4-Step Plan has been completed by one or more persons in the school where this lesson will be taught. Step 1 includes completion of the Smarter Lunchrooms Scorecard and compiling 25-30 photos of the lunchroom and service line. Using these tools to assess the cafeteria and service lines will help you identify opportunities to make fruits and vegetables more appealing and identify ideal food placement to nudge student food choice and consumption.

Please review these resources:

> [Smarter Lunchrooms Handbook](#)

> [Montana Smarter Lunchrooms Success Stories](#)

> [Montana Educational Standards](#)

LESSON TIMEFRAME:

This lesson requires 2 (50-minute) class periods to complete.

LESSON OBJECTIVES

Students will:

- Identify how the school lunchroom environment influences behavior and food-related decisions.
- Analyze the results from the Smarter Lunchrooms Scorecard and discuss ways that the school lunchroom could better market fruits and vegetables to increase student consumption.
- Develop and describe a plan for changing placement, advertisement, and display of fruits and vegetables in the lunch line.
- Discuss ways to measure the success of steps to increase the marketing and consumption of fruits and vegetables.
- Discuss ways to work cooperatively to advocate for their plan to make fruits and vegetables first, fast, and fabulous.

LESSON MATERIALS, PREPARATION, & ADDITIONAL RESOURCES

For this lesson, the following items will be needed:

- Equipment to show YouTube videos if possible (internet, screen, speakers)
- Completed Smarter Lunchrooms Scorecard displayed for students via projector and photos from the photo checklist
- A photo presentation of photo checklist results displayed through a PowerPoint
- Poster boards and markers
- Scratch paper

Helpful hints and further resources:

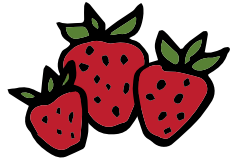
- It is ideal to have the students visit the lunchroom and/or complete part of the lesson in the lunchroom so that they can visualize the layout. If this isn't possible, it may be helpful to have the basic design of the lunchroom drawn out for students beforehand.
- Consider providing extra credit to students who eat a school meal in the lunchroom during this lesson, as it provides opportunity for hands-on observation.

> [Ideas for suggestive selling of fruits and vegetables](#)

> [How placing fruit front and center can drive sales](#)

> [Making the salad bar centrally located](#)

> [Examples of colorful posters used to promote fruit and vegetable consumption](#)



Introduction to the Smarter Lunchrooms Movement

Say: **“Today we are going to look at ways we can make small changes to encourage students to select, eat, and enjoy healthier foods in school without eliminating their choices.”**

Questions for students:

- Why do you think eating healthy foods is important?
- How do you think food choices impact our health?
- We make food choices every day. What do you think influences the food-related decisions that we make on a daily basis?
- Do you think our school environment impacts our food decisions? If so, how?
- Do you think there are ways we can improve our school lunchroom environment or the lunch line itself to encourage healthier choices?

Say: **“Today I’m going to introduce to you the Smarter Lunchrooms Movement, which is a project that works to promote healthy eating in the lunchroom, without adding cost for schools or taking away choices for students.”**

Introduce the Smarter Lunchrooms project. Consider reviewing or showing the [Smarter Lunchrooms Makeover video](#).

Say: **Let’s look at how Behavioral Economics influence behavior and choice in the cafeteria.**

Summary of the Smarter Lunchrooms Movement: <https://www.smarterlunchrooms.org/sites/default/files/documents/SLM-Flyer-Inkjet.pdf>

Step 1: Spot

Say: **“Today we are going to talk about using Smarter Lunchrooms to nudge students into eating more fruits and vegetables. The goal of this lesson is to learn how we can make fruits and vegetables First, Fast, and Fabulous in the cafeteria.”**

Questions for students:

- Why do you think that a school would want to make fruits and vegetables easily accessible in areas of the cafeteria and at eye level?
- Would students notice a colorful or large display throughout the lunch line?
- Which principles of behavioral economics are being used through these actions/strategies?

- Are you more likely to go out of your way to grab a fruit or vegetable if it is not easy to reach or see?
- Would you rather grab produce from a colorful and appealing display or a dull, unappealing one?
- Do you think convenience and visual appeal influence your decisions in the cafeteria?
- When picturing your favorite restaurant, are there any cues or displays that convince you to purchase and consume a specific food?

Say: **“Making fruits and vegetables First, Fast, and Fabulous can be a very effective way to increase consumption of produce in the cafeteria.”**

Introduce the idea of First, Fast, and Fabulous fruits and vegetables by reviewing or showing the following short (1-3 minutes each) video(s):

- [Suggestive Selling](#)
- [Centrally Located Salad Bar](#)
- [Placing Fruit Front and Center](#)

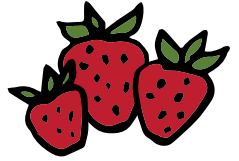
By placing fruits and vegetables FIRST in the service line or ensuring the salad bar is front and center; making them convenient and FAST for students to select, and eye appealing (FABULOUS), students won’t be able to resist selecting them.

Say: **“The Smarter Lunchrooms project consists of completing four simple steps. These steps are Spot, Plan, Do, and Prove. Let’s start with the ‘Spot’ step to evaluate how our lunchroom promotes fruits and vegetables.”**

Review ‘Spot’ Findings - the [Smarter Lunchrooms Scorecard](#) and the [photo checklist](#).

The Scorecard and photos may have already been completed by a school food service staff member, or a parent or community member. If not, a teacher and several students should complete this task together, asking the Food Service Director for information as needed. Then, using the completed Scorecard and photos, identify the unchecked areas of the Scorecard to better market fruits and vegetables. The goal is to increase the visual appeal and convenience of fruits and vegetables to nudge students to choose and eat more fruits and vegetables.

- Have students assess the first three sections of the scorecard that evaluate fruit, vegetable, and salad bar options.
- Have students individually list examples of what is being done well, how it is being done well, and areas for improvement.



Step 2: Plan

Say: **“Now that we have reviewed how our lunchroom did on Step 1, ‘Spot,’ let’s start the 2nd step – ‘Plan.’”**

Information for educator:

Making fruits and vegetables First, Fast, and Fabulous can include any of the following changes to increase selection and consumption of healthy food. Many of these strategies fall under multiple categories on the scorecard.

- Changing the placement of items on the lunch line
- Preparing foods in different ways
- Rearranging or changing the way items are displayed or presented
- Offering items multiple times
- Use a large, colorful bowl to display fruits or vegetables
- Adding signage to draw attention to the item(s)
- Giving healthy items fun, descriptive names
- Coupling, bundling, or prepackaging items
- Using a share basket to place whole, uneaten fresh fruits and vegetables after mealtime for others to take instead of throwing away

Class discussion: Hold a class discussion to prompt planning for marketing changes using the questions below. Refer to the Scorecard for ideas under each category.

Questions for students

(examples found under each topic on Scorecard):

- In what ways could we prepare or display fruits differently so that they are more visually appealing or convenient?
- In what ways could we prepare or display vegetables differently so that they are more visually appealing or convenient?
- How can we bring more attention to the salad bar?
- How could preparation techniques influence student selection? Example: Slicing apples in order to make them convenient and easier to consume while also reducing waste.
- How can we make the cafeteria more welcoming and lead people towards selecting fruits and vegetables?
- Where should we place fruits and vegetables to get more students to see and select them?
- Let’s look at some of the Scorecard strategies that are NOT checked. These are opportunities to nudge choice. Which of these strategies could we use to make fruits and vegetables First, Fast, and Fabulous?

Step 3: Do

Say: **“Now let’s move towards the 3rd step in the Smarter Lunchrooms Path – which is to ‘Do’ the work necessary to increase fruit and vegetable convenience and appeal on the service line.”**

If possible, have students walk through the cafeteria beforehand to get a visual picture of how fruits and vegetables are displayed. If not, have a student sketch out the cafeteria set up on the whiteboard for the class to reference.

Say: **“First we are going to make a list as a class of how we can make fruits and vegetables First, Fast, and Fabulous based on our Plan step. What ideas do you have?”**

Have a student record the brainstormed list on the whiteboard (examples follow). Link these ideas back to specific Scorecard strategies:

- Displaying colorful signs
- Using larger signs
- Labeling with fun names
- Serving sliced fruits or vegetables instead of whole
- Using appealing bins or baskets
- Placing fruits or vegetables towards the front of the lunch line and right next to the cash register at eye level
- Pairing fruit and vegetables with a “combo” “grab and go” meal
- Offering “grab and go” fruit and vegetable items

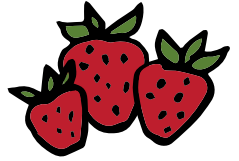
After brainstorming, show students [examples of posters](#).

Say: **“Now that we have an idea of what we would like to do, let’s plan how to make some changes happen.”**

Divide students into groups of three and pass out a poster along with markers and scratch paper to each group. Have the groups work on the two assignments below:

- Create a sign or poster that highlights a fruit or vegetable.
- Brainstorm five ways to prepare or display fruits and vegetables - focusing on placement (FIRST), convenience (FAST), and eye-appeal qualities or tastiness (FABULOUS).

Have each group present their posters and ideas to the class.



☆ Step 4: Prove

Say: “Great job coming up with ideas for making fruits and vegetables First, Fast, and Fabulous! The 4th and final step of the 4-Step Smarter Lunchrooms Path is ‘Prove.’ To wrap up our lesson, we will talk about how we might do that, and what our final steps would be if we actually want to start to create changes in our lunchroom (if applicable).”

Information for educator:

The success of a fruit and vegetable marketing intervention can be measured in several ways:

- Record the number of students that are selecting a specific fruit or vegetable before and after improving marketing, preparation, and display techniques.
- Plate waste for a specific fruit or vegetable can be recorded before and after the intervention to see what is being consumed.
- Sales or production data can be analyzed before and after making changes to determine if sales for specific fruits or vegetables have increased after the intervention.
- Students can experiment with different sizes, shapes, colors, drawings, labels, etc. for signage used on produce items and compare them within the cafeteria to see which techniques and placements work best.
- When whole and sliced fruit are offered to students in the lunchroom, count the number of whole fruit vs. sliced fruit servings selected by students and make comparisons to determine which one was more popular with students.

Say: “Once we make a change, it is important to find out if it is actually increasing the number of students making healthy choices, so we will now “Prove” that the change worked.” Review with the students that to prove something, information or data must be collected before and after the change(s).

Questions for students (as a class or in small groups):

- Specifically pertaining to the idea of making fruits and vegetables First, Fast, and Fabulous, how can our proposed changes be tracked?
- Is there a way to measure if students are consuming more fruits and vegetables?
- (If applicable) Now that we have come up with some new ways to promote fruit and vegetable consumption in your cafeteria, how might we advocate for some of these changes, or be involved in making our ideas happen in lunchroom?
- Who can assist us in making more posters and signs or adding new displays and preparation techniques to the cafeteria?
 - Example: Working with the school art teacher or an art class to design and create murals or paintings for the cafeteria that promote fruits and vegetables to students.

[> Assessment Tools](#)