Showcasing Best Practices in Nutrition Education

A Circle of Excellence:
Eating & Learning For Life
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## List of Abbreviations

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<td>CNP</td>
<td>Child Nutrition Programs</td>
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<td>FACS</td>
<td>Family and Consumer Sciences</td>
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<td>FCCLA</td>
<td>Family, Career and Community Leaders of America</td>
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<tr>
<td>FS</td>
<td>Food Service Staff</td>
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Eating & Learning For Life
A Circle of Excellence: Showcasing Best Practices in Nutrition Education

Funded by a 2014 USDA Team Nutrition Grant

Team Nutrition (TN) (http://www.fns.usda.gov/tn/team-nutrition) is an initiative of the USDA Food and Nutrition Service to support the Child Nutrition Programs through training and technical assistance for food service, nutrition education for children and their caregivers, and school and community support for healthy eating and physical activity.

Indiana’s 2014 Team Nutrition Training grant offered training and sub-grants to 24 middle and high schools to implement Smarter Lunchroom (http://smarterlunchrooms.org/) principles through student/staff collaboration. Schools were charged with developing partnerships between Food Service staff (FS) and Family and Consumer Sciences Teachers (FACS) in conjunction with their students. Schools selected to participate in the sub-grants were required to have a Family, Career and Community Leaders of America (FCCLA) chapter and a FACS teacher who would serve as a leader for student activities. FCCLA is a national Career and Technical Student Organization that provides personal growth, leadership development, and career preparation opportunities for students in FACS education.

While activities in Indiana’s 2014 grant involved a total of 24 schools over the course of two years, the best practices manual highlights eleven schools during the 2014-2015 school year. The schools were required to conduct Smarter Lunchroom principles using the scorecard (http://smarterlunchrooms.org/resource/lunchroom-self-assessment-score-card) to enhance the school cafeteria and encourage students to make healthier choices. Within A Circle of Excellence: Showcasing Best Practices in Nutrition Education, are a collection of stories describing promising practices through a variety of activities including recipe/menu development, enhancing school breakfast, and teaching and mentoring younger students. In some cases, students became so engaged that they expanded their activities to include a larger audience or developed additional campaigns to supplement what they had already completed. Many school projects involved FCCLA students who submitted their planned activities as part of a competition at the Indiana FCCLA State Conference. During the development of this manual, several of these students qualified to attend and compete in the National FCCLA Conference.

Accompanying each story are icons reflecting the different types of FACS classes these students were enrolled in during the grant period. While nutrition education was incorporated in all projects, some students taking Early Childhood Education classes selected activities involving children in childcare. Other students with interests in physical activity, wellness, or teaching early elementary education, chose projects accordingly.

These practices are shared with hopes that more schools will be inspired to adapt these creative projects in their own programs.
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   Office of the Assistant Secretary for Civil Rights
   1400 Independence Avenue, SW
   Washington, D.C. 20250-9410;

2. fax: (202) 690-7442; or

3. email: program.intake@usda.gov.

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**Team Nutrition Statement**

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Date of Publication: 2016
Acknowledgements

The Indiana Department of Education, Office of School and Community Nutrition, wishes to thank the schools that shared their success stories highlighting the many ways they made positive changes in their programs. They built strong teams, created visions for change, and developed model practices.

### School Name | City
--- | ---
Area 30 Career Center | Greencastle
Carmel High School | Carmel
Carroll High School | Ft. Wayne
Charlestown High School | Charlestown
East Central High School | St. Leon
Greenfield-Central High School | Greenfield
New Castle Career Center | New Castle
North High School | Evansville
Rossville Middle/High School | Rossville
Southern Wells Jr-Sr High School | Poneto
Tri-Central High School | Sharpsville

Acknowledgement and thanks to the many individuals who shared their expertise and assisted in the development and review of this document:

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**Indiana Department of Education**
**Family and Consumer Sciences, CFCS, State Program Leader:** Alyson McIntyre-Reiger

Print management solutions for the State of Indiana:

**Novitex Enterprise Solutions:** Amy Bean, Customer Service Representative

**Printed by:** Fineline Printing Group- Rich Mathiesen, Senior Account Manager

**Graphic design and layout:** Lee Harmon, The Harmon House, LLC
Area 30 Career Center  |  New Castle Career Center
Carmel High School   |  North High School
Carroll High School  |  Rossville Middle/High School
Charlestown High School |  Southern Wells Jr-Sr High School
East Central School  |  Tri-Central High School
Greenfield-Central High School
Since its founding in 2009 the Smarter Lunchrooms Movement has championed the use of evidence-based, simple low and no-cost changes to lunchrooms which can simultaneously improve participation and profits while decreasing waste. This tool can help you to evaluate your lunchroom, congratulate yourself for things you are doing well and and identify areas of opportunity for improvement.

**Instructions**

Read each of the statements below. Visualize your cafeteria, your service areas and your school building. Indicate whether the statement is true for your school by checking the box to the left. If you believe that your school does not reflect the statement 100% do not check the box on the left. After you have completed the checklist, tally all boxes with check marks and write this number in the designated area on the back of the form. This number represents your school’s baseline score. The boxes which are not checked are areas of opportunity for you to consider implementing in the future. We recommend completing this checklist annually to measure your improvements!

**Important Words**

- **Service areas:** Any location where students can purchase or are provided with food
- **Dining areas:** Any location where students can consume the food purchased or provided
- **Grab and Go Meals:** Any meal with components pre-packaged together for ease and convenience – such as a brown bag lunch or “Fun Lunch” etc.
- **Designated Line:** Any foodservice line which has been specified for particular food items or concepts – such as a pizza line, deli line, salad line etc.
- **Alternative entrée options:** Any meal component which could also be considered an entrée for students - such as the salad bar, yogurt parfait, vegetarian/vegan or meatless options etc.
- **Reimbursable “Combo Meal” pairings:** Any reimbursable components available independently on your foodservice lines which you have identified as a part of a promotional complete meal – For example you decided your beef taco, seasoned beans, frozen strawberries and 1% milk are part of a promotional meal called the, “Mi Amigo Meal!” etc.
- **Non-functional lunchroom equipment:** Any items which are either broken, awaiting repair or are simply not used during meal service – such as empty or broken steam tables, coolers, registers etc.
- **Good Rapport:** Communication is completed in a friendly and polite manner
- **All Points of Sale:** Any location where a register/pin-pad is located for example: deli-line, snack window, a la carte lines, hot line, kiosks/carts etc.

**Focusing on Fruit**

- At least two types of fruit are available daily
- Sliced or cut fruit is available daily
- Fruit options are not browning, bruised or otherwise damaged
- Daily fruit options are given creative, age-appropriate names

- Fruit is available at all points of sale (deli-line, snack windows, a la carte lines etc.)
- Daily fruit options are available in at least two different locations on each service line
- At least one daily fruit option is available near all registers (If there are concerns regarding edible peel, fruit can be bagged or wrapped)
- Whole fruit options are displayed in attractive bowls or baskets (instead of chaffing/hotel pans)
- A mixed variety of whole fruits are displayed together
- Daily fruit options are easily seen by students of average height for your school
- Daily fruit options are bundled into all grab and go meals available to students
- Daily fruit options are written legibly on menu boards in all service and dining areas

**Promoting Vegetables & Salad**

- At least two types of vegetable are available daily
- Vegetables are not wilted, browning, or otherwise damaged
- At least one vegetable option is available in all foodservice areas
- Individual salads or a salad bar is available to all students
- The salad bar is highly visible and located in a high traffic area
- Self-serve salad bar utensils are at the appropriate portion size or larger for all fruits and vegetable offered
- Self-serve salad bar utensils are smaller for croutons, dressing and other non-produce items
- Daily vegetable options are available in at least two different locations on each service line
- Daily vegetable options are easily seen by students of average height for your school
- A daily vegetable option is bundled into grab and go meals available to students
- Daily vegetable options are written by pre-plating a vegetable on some of the trays

- Available vegetable options have been given creative or descriptive names
- All vegetable names are printed/written on name-cards or product IDs and displayed next to each vegetable option daily
- All vegetable names are written and legible on menu boards
- All vegetable names are included on the published monthly school lunch menu

**Moving More White Milk**

- All beverage coolers have white milk available
- White milk is placed in front of other beverages in all coolers
- White milk crates are placed so that they are the first beverage option seen in all designated milk coolers
- White milk is available at all points of sale (deli-line, snack windows, a la carte lines etc.)
- White milk represents at least 1/3 of all visible milk in the lunchroom
- White milk is easily seen by students of average height for your school
- White milk is bundled into all grab and go meals available to students as the default beverage
- White milk is promoted on menu boards legibly
- White milk is replenished so all displays appear “full” continually throughout meal service and after each lunch period

**Entrée of the Day**

- A daily entrée option has been identified to promote as a “targeted entrée” in each service area and for each designated line (deli-line, snack windows, a la carte lines etc.)
- Daily targeted entrée options are highlighted on posters or signs
- Daily targeted entrée is easily seen by students of average height for your school
- Daily targeted entrées have been provided creative or descriptive names
- All targeted entrée names are printed/written on name-cards or product IDs and displayed next to each respective entrée daily

**RESOURCE:** Smarter Lunchrooms Self-Assessment Scorecard | 5
# Student Involvement Icon Legend*

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<thead>
<tr>
<th>Involved FCCLA Students</th>
<th>Involved Culinary Students</th>
<th>Involved Early Childhood Education Students</th>
<th>Involved Preschool or Childcare Audience</th>
<th>Involved Nutrition and Wellness Students</th>
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* All schools participating in Indiana’s 2014 TN grant were required to have an FCCLA chapter to maximize prospects for student engagement. The students participating in these activities came from a variety of classroom settings. The table above reflects how the teachers and students in this grant conducted activities. However, the types of school courses available to students will be a determining factor for other schools wishing to replicate activities.
**Grow It–Taste It–Like It**  
**Hands On Learning With Fruits and Vegetables**

**ACTIVITY:**

Once Area 30 Culinary Arts (CA) students saw how low their fellow classmates' consumption of vegetables was through a survey (about MyPlate), they developed a mission to promote eating a greater variety of fruits and vegetables. The students narrowed their focus to two groups: preschool and high school.

At the high school, the CA students facilitated teaching a nutrition lesson to junior and senior students in their Health Careers class. They demonstrated how to make two kinds of smoothies (sweet potato and a kale based smoothie) and then offered samples for tasting. Afterwards, the students were surveyed (see resources for recipes and survey) about the two varieties of smoothies. For many of the students, this was the first time they experienced ingredients like kale and chia seeds, and they were eager to take these recipes home to try with their families.

**Best Bites**

The Food Service Director and FACS teacher learned the importance of listening to their students about what they wanted the project to look like. By involving students in the initial planning, they will be excited about the project and more apt to get involved.
The second part of their project involved collaborating with a Head Start program and Special Education Cooperative on a school garden. The garden would be located at the career center where the children attend preschool. The students were assisted by members of the local Master Gardening club who instructed them on wise planting choices, as well as soil, water and weeding tips. Together, the CA students and preschool students planted eggplant, zucchini, peppers, tomatoes, cucumbers, basil, cilantro and mint.

After working in the garden, the children were questioned about each of the items they planted. They had to answer if they had tried these items before and if they liked the taste of the produce. Many of the children said “no”. Using these same herbs and vegetables, the CA students made snacks designed to look like butterflies and caterpillars. Upon trying the snacks, the preschoolers were surprised to find they enjoyed the herb and vegetable creations.

The CA students already did some composting, but now they’ve added another composter to be housed near the new garden. This way more students have access and can witness the rewards of the rich soil returned to their garden.
### Hulk Smoothie Ratings

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What healthy food options would you like to see on the lunch menu?

Comments:

### Sunburst Smoothie Ratings

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</table>

What healthy food options would you like to see on the lunch menu?

Comments:
**HULK SMOOTHIE**

**INGREDIENTS:**
- 1/2 cup coconut milk
- 2 cups stemmed and chopped kale
- 1 1/2 cups chopped pineapple
- 1 ripe, peeled banana
- 1 peeled kiwi
- 1 tbsp. honey

**Yield:** 2 smoothies  
**Serving size:** 2 and 1/4 cups

**DIRECTIONS:**
1. Combine all ingredients in blender.  
2. Puree until all ingredients are well blended.  
3. Add water (or ice) to reach the desired consistency.

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**SUNBURST SMOOTHIE**

**INGREDIENTS:**
- 2 cups almond milk
- 2 tsp. vanilla extract
- 1/2 tsp. ground cinnamon
- 1 tbsp. honey
- 1 cup peeled, cubed and steamed sweet potato
- 1 ripe, peeled banana
- Handful of spinach
- Chia seeds, to taste
- Flax seeds, to taste
- Ice (add to reach desired consistency)

**Yield:** 2 smoothies  
**Serving size:** 2 and 1/4 cups

**DIRECTIONS:**
1. Combine all ingredients in blender.  
2. Puree until all ingredients are blended.  
3. Add more ice to reach the desired consistency.
Recipe Contest Promotes Eating Fruits and Vegetables

ACTIVITY:

The focus of Carmel High School’s partnership involved growing produce in school gardens and then incorporating the items into the school meals.

Ninety-eight garden plots are available for use by Carmel Clay School District households or community groups. With help from the district’s maintenance department, the plots were tilled and water access installed. The food service department has six plots with raised beds (built by a local Boy Scout troop), which are used frequently by elementary teachers to educate their classes about where food comes from. Crops specifically planted for use in the cafeteria included cherry tomatoes, basil, green peppers, jalapenos, spinach, and cilantro. The basil was used to make fresh pesto, which was then frozen in ice cube trays for use later in the semester.

The excitement at Carmel High began with a district wide recipe contest. The FACS students helped market and promote the event by developing a flyer that went home with every student. Fifty recipes were submitted to the contest from a variety of groups and a winner was selected from each grade level.

Best Bites

Having a school garden offers educational lessons, AND opportunities for physical activity for ALL grades!
A recipe committee was formed consisting of a school nurse, district dietitian, cafeteria manager, food service site supervisor, and the Family and Consumer Sciences Department Chair. The committee selected the winning recipes (fruit salsa served with graham crackers, chicken fajitas, meatball sub sliders, and frozen yogurt with bananas), which were prepared and served at three different schools.

Another recipe contest involved the high school Culinary Arts class. Twelve students created recipes using three different whole grain crust options, several cheeses, fresh vegetables, meat toppings, sauce, and herbs. Each student created their own recipe which included a classic cheese and pepperoni, and an herb and garlic crust with banana peppers and onions. The pizzas were baked in the high school kitchen and sampled with freshman students during the lunch hour to find their crust and topping preferences. The student surveys were evaluated and tabulated to determine the favorite menu option.

Partnerships between culinary classes and the food and nutrition department are important for students to have an impact on school lunch and to be a voice for healthy change. By developing and testing the recipes, the students helped determine the high school lunch menu for the following semester.

Carmel’s school gardens were a wonderful opportunity for children of a variety of ages to combine fun and physical activity while helping students understand how nutritious food is produced.

In the fall, they made homemade pesto from their garden herbs.
CCS School Lunch Recipe Contest

Contest Information
The Carmel Clay School Lunch Recipe Contest is an initiative to involve students and staff in creating healthy, student-approved recipes for school lunch. The contest will bring together food service staff, students, school staff, and parents to develop creative, tasty and nutritious recipes.

The contest is open to all grade levels and one winner from each category will be chosen from elementary, middle and high school levels. The recipe winners will be announced in March to celebrate National Nutrition Month and be featured as a menu item at the winner’s school.

Recipe Guidelines
- Recipes can have a maximum of 8 ingredients (excluding spices).
- Recipes must be replicable in a school kitchen using commercial equipment.
- Recipes must include standard measurements, complete list of ingredients, equipment needed, cooking times, temperatures, and servings.
- The recipe must be cost effective for school lunch.
- Fresh, whole ingredients are encouraged.
- Each student may only submit one recipe for each category.
- Recipes may be slightly modified by the CCS Food Service Department to meet USDA standards for protein, grain, fruit, and vegetable.

Recipe Categories

**Entrée**
- Must contain at least 2 oz. of protein (meat or vegetarian, e.g. chicken, beef, pork, cheese, beans)
- Must include a whole grain (e.g. brown rice) or be served with a whole grain bread item (e.g. whole grain breadstick)

**Side Dish**
- Must contain a ½ cup serving of fruit or vegetable as the main ingredient

Recipe Evaluations
Recipes will be evaluated on the following criteria:
- Incorporation of healthy, nutritious ingredients
- Recipe presentation and student appeal
- Ease of preparation for school kitchen
- Cost of preparation

Recipes will be evaluated by the Food Service Director, Cafeteria Managers, and school staff

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- Cost of preparation

Recipes will be evaluated by the Food Service Director, Cafeteria Managers, and school staff

And the Winner is...
The winning recipes will be featured at the student’s school on the regular school lunch menu in April. The winning students will also be able to choose from a list of prizes and receive a week of free school lunch!
Pizza Tasting Student Survey

Did you taste the Smartmouth pizza that was tested last week?__________________________________
Did you like or dislike it?______________________________________________________________
Which pizza crust are you tasting today,  A, B, or rectangle?___________________________________
Do you prefer this pizza over the current pizza we offer?____________________________________
Based on taste of crust, sauce, cheese and overall appeal, do you prefer this pizza over the Smartmouth, and why?__________________________________________________________

Do you prefer a personal size pizza, or a slice?______________________________________________
Students Teaching Students Produces Healthy Eaters

**ACTIVITY:**

The Food Service/FACS partnership focused on peer-led nutrition education as a way to engage students in developing healthy eating habits. With guidance from the partnership, the FCCLA students made teaching nutrition to every second grader in the school district their goal. To do this, they focused on three key points: the importance of eating right; being fit; and making healthy choices. A period of ninety minutes in the gym was set aside (according to the individual school’s schedule) for students to participate in a “round robin” of activities with themes at ten different stations. Students loved the stations! It allowed them to learn a variety of information in a fun and interactive way.

**Best Bites**

Students loved the stations! It allowed them to learn a variety of information in a fun and interactive way.
stations. This format allowed teachers to walk from station to station and check on student progress. Teachers were able to answer questions and provide additional guidance. The stations were as follows:

**Station 1- Hershey Activity**
Each student was given one Hershey Kiss. In order to burn off the calories in the chocolate, they had to walk for six minutes. Students were taught the concept of calories in and calories out with the take away message that calorie rich foods (with little nutrition) can be eaten but the body needs balance.

**Station 2- Nutrition Writing Activity**
Each student was given a worksheet, a food item to study, and snack ideas. While learning nutrition facts, students could practice writing skills. A “switcheroo” writing activity allowed students to learn how to make healthy snack choices when presented with less healthy ones.

**Station 3- Jump Rope**
Students jumped rope, listened to music, and talked about the benefits of aerobic exercise. Students learned about the importance of activity and raising one’s heart rate.

**Station 4- Food Safety/Hand Washing**
Students were taught the importance of hand-washing as well as safety and sanitation at home in the kitchen. After coating their hands with GloGerm, students were instructed to carefully wash their hands. After the hand-washing, students placed their hands under a black light which revealed areas where hands were still dirty.

**Station 5- Managing Stress**
Teachers discussed with students how to manage their stress and what to do when they feel overwhelmed. They provided paper and crayons and encouraged students to express anger or frustration on the paper with scribbling, stomping, and jumping. Then, they ripped up the paper and threw it in the trashcan.

**Station 6- MyPlate Activity**
Students learned the importance of eating healthy, how to use MyPlate, and the benefits of being fit. Using food manipulatives, students built a healthy plate and learned how to identify proper portion sizes.

**Station 7- Dairy**
Students were provided samples of Go-Gurt or string cheese. While they were eating, they were taught the importance of dairy in the diet. The students were taught to relate the food and the “3-Every-Day” plan based on the National Dairy Council’s recommendations.

**Station 8- Vegetables**
Students were served ants on a log for a snack. Using MyPlate and other resources, students learned how to get all the vegetables they need daily.

**Station 9- Fruits**
Similar to Station 8, students learned about fruit and were given fruit samples for a treat.

**Station 10- Recap**
After rotating through all the stations, students could ask questions and discuss what they learned.
Students Battle Cafeteria in Iron Chef Competition

**ACTIVITY:**

In addition to increasing the number of students eating daily in the cafeteria, Charlestown High School’s food service department wanted to help students recognize that healthy food can also taste delicious. By collaborating with the FACS teacher and her students, these goals were achieved. The teacher and her students began by working in the cafeteria with the food service staff. Students helped prepare food for the lunch service and were charged with designing a display plate. Students were surveyed about new food options on the cafeteria line and that feedback was used to make menu planning changes. The students also helped promote menu changes by creating a video featuring newly available food options.

The Registered Dietitian for Greater Clark County Schools shared her knowledge in order to help students understand the importance of complying with Federal Guidelines. They analyzed various foods for nutrient content to ensure the recipes met the guidelines, and then they practiced preparing these Best Bites

Check out the video promoting this fun and successful event which was streamed live on Charlestown High School's website!

https://www.youtube.com/watch?v=lYlx6uzRG68&feature=youtube

Click here for a clip highlighting contest activities

https://youtube/lYlx6uzRG68
menu items for the Charlestown High School Iron Chef Competition. When asked to comment on this new endeavor, the dietitian said, “By letting students participate in the menu planning process, they will have a better understanding of nutritional needs and how to make the foods they love meet the guidelines and taste amazing.”

The inaugural Iron Chef Competition involved students (enrolled in Nutrition & Wellness) competing against the school district chef and his food service team. After dividing into four teams, the students competed for the chance to have their recipes featured on the cafeteria menu. The competitors faced off in a culinary battle before a panel of judges (including the Superintendent) who sampled each teams’ prepared entrée, fruit and vegetable dishes. Judging criteria included taste, plating, and creativity. The Iron Chef Competition was a success and now the students are willing and excited to try the healthy options featured in the cafeteria.

To find out the winner, check out Best Bites!
Students’ Burrito Boosts Breakfast Sales

ACTIVITY:

Family and Consumer Sciences students taking a Nutrition and Wellness course developed a nutrition education campaign for their school district with strategies targeted to specific age groups. Recognizing the need to expose young children to healthy nutrition messaging, the high school students made visits to kindergarten classes to stress the importance of eating fruits and vegetables. They created a matching fruit and veggie card game, conducted lessons on container gardening, and had them sign a pledge to eat fruits and vegetables regularly.

The high school students also wanted to educate their peers about the importance of eating a healthy breakfast and engaging in regular exercise. With guidance from the Food Service Director, students worked together to create a healthy breakfast menu item that would be offered in their high school cafeteria. Students learned about the USDA mandates for preparing and serving food in the cafeteria.

Best Bites

Engaging students in the menu development process was fun! The high schools students had great ideas and lots of enthusiasm. By adding this student-driven item to the menu, the school increased the number of students eating breakfast.
The Wake and Bake Burrito was the winning recipe out of ten recipes that were tested before they began featuring it on the school’s breakfast menu. The judges who determined which recipe would be served in the cafeteria were classmates, the Food Service Director and the Family and Consumer Sciences teachers. Food service staff advertised the new addition to the breakfast menu and announced when they would be showcasing the students' product. Not only did they offer the burritos as one of the line items in the cafeteria, but they also handed out a student-generated survey to everyone who purchased a burrito that day. The survey included questions about the taste, flavor, texture, temperature, food quality, and presentation on a scale from excellent to terrible. Ninety percent of the participants said they would purchase the Wake and Bake Burrito again!
Breakfast Recipe Contest
Advanced Nutrition and Wellness

<table>
<thead>
<tr>
<th>Kitchen/Recipe</th>
<th>Comments</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Chocolate-Chip Muffins</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Quesadilla Corn Huevos</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Wake &amp; Bake Burrito</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Fantastic French Toast</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Sure to Please Baked Egg &amp; Cheese</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Eggs in a Nest</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Wake and Bake Burrito Satisfaction Survey

<table>
<thead>
<tr>
<th>CHARACTERISTICS</th>
<th>Excellent</th>
<th>Good</th>
<th>Average</th>
<th>Poor</th>
<th>Terrible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taste/Flavor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Texture</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Temperature</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food Quality</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation of Food</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Would you purchase this burrito as a school breakfast in the future?

YES  NO
Turkey Breakfast Burrito with Salsa

Makes: 50 Servings

<table>
<thead>
<tr>
<th>Ingredients</th>
<th>Weight</th>
<th>Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eggs, large</td>
<td>50 each</td>
<td></td>
</tr>
<tr>
<td>Frozen corn</td>
<td>10 oz</td>
<td>2 cups</td>
</tr>
<tr>
<td>Lowfat milk</td>
<td></td>
<td>3/4 cup</td>
</tr>
<tr>
<td>Turkey ham, diced into 1/2-inch pieces</td>
<td>3 lb 2 oz</td>
<td></td>
</tr>
<tr>
<td>Fresh green peppers, diced</td>
<td>12 oz</td>
<td></td>
</tr>
<tr>
<td>Onions, diced</td>
<td>14 oz</td>
<td></td>
</tr>
<tr>
<td>Fresh tomatoes, diced</td>
<td>2 oz</td>
<td></td>
</tr>
<tr>
<td>Prepared mustard</td>
<td>1/4 cup</td>
<td></td>
</tr>
<tr>
<td>Granulated garlic</td>
<td>2 tsp</td>
<td></td>
</tr>
<tr>
<td>Hot pepper sauce</td>
<td>1 Tbsp</td>
<td></td>
</tr>
<tr>
<td>Salt</td>
<td>2 tsp</td>
<td></td>
</tr>
<tr>
<td>Flour tortillas</td>
<td>50 each</td>
<td>(at least 1.1 oz)</td>
</tr>
<tr>
<td>Mild salsa</td>
<td>3 lbs 2 oz</td>
<td></td>
</tr>
</tbody>
</table>

Nutrition Information

<table>
<thead>
<tr>
<th>Key Nutrients</th>
<th>Amount</th>
<th>% Daily Value*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Calories</td>
<td>185</td>
<td></td>
</tr>
<tr>
<td>Total Fat</td>
<td>8 g</td>
<td></td>
</tr>
<tr>
<td>Protein</td>
<td>10 g</td>
<td></td>
</tr>
<tr>
<td>Carbohydrates</td>
<td>19 g</td>
<td></td>
</tr>
<tr>
<td>Dietary Fiber</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Saturated Fat</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Sodium</td>
<td>378 mg</td>
<td></td>
</tr>
</tbody>
</table>

Directions

1. In a mixer, using a paddle attachment, blend eggs, corn, milk, turkey ham, green peppers, onions, tomatoes, prepared mustard, granulated garlic, hot pepper sauce, and salt.
2. Pour egg mixture into an oiled 12x20x2-inch steamtable pan. Cover tightly with foil or metal lid. Bake in convention oven at 350°F for 60 minutes, convection oven at 325°F for 50 minutes, or compartment steamer for 30 minutes.
3. Shingle 25 tortillas in a 12"x20"x2" steamtable pan. Heat in compartment steamer for 2-3 min covered with plastic wrap, or cover with clean damp cloth and heat in conventional oven at 300°F for 3 min or convection oven at 300°F for 3 min.
4. Fill each tortilla with No. 10 scoop of cooked egg mixture. Roll tortilla.
5. Serve each burrito with 2 Tbsp (1 oz) of salsa.
6. Portion: 1 burrito contains 3 oz (#10 scoop) which provides 2 oz meat, 1/4 cup of vegetables, and 1 serving grains/bread.
Join us for Breakfast!

Wednesday, May 27th @ HS Café!

Featuring the Wake & Bake Burrito
Eating & Learning For Life

Food Service + FACS + FCCLA+
Teaching Size-Wise:
From Cafeteria to Fat Vest

**ACTIVITY:**

The development of this partnership began with a mutual understanding (by the FACS Teacher and Food Service Manager) that students lack sound nutrition knowledge. They wanted to incentivize students by engaging them in the learning process while reinforcing positive messages. The first step was to have the students assess their current lunchroom for healthy eating options by completing a Smarter Lunchroom Scorecard (see resources) in the classroom. When Michelle and Laura reviewed the results of the scorecards, they noticed one area of particular interest which focused on using student input in developing and implementing signage. As a result, there is now signage displayed identifying the menu options for the day and how they fit into MyPlate. Students received a whole new perspective on proper

**Best Bites**

A Registered Dietitian (RD) was hired to speak to the Family and Consumer Sciences students about developing menus based on federal guidelines. They discussed daily school meal requirements, MyPlate, and how the dietary guidelines are developed. Invitations were extended to the food service department and school administration so they could share in the discussion.
meal planning and now realize “there are many guidelines that go into the school lunch program.”

Students also gained a new perspective about obesity by wearing a fat vest. This exercise reinforced how being overweight can limit normal daily activities. The fat vest allowed students to understand and experience the impact of an additional 20 lbs. of body fat. They attempted regular daily activities to better understand some of the physical changes that occur with weight gain, such as stress and strain on the back and knees. This helped students understand and empathize with the issues of obesity and the importance of eating a healthy diet and exercising. The FACS Teacher and Food Service Manager plan to continue the education component of the fat vest through demonstrations at community events at the school in order to reach even more people.
There’s Power in Partnerships: How We Created Shining Stars

**ACTIVITY:**

With guidance from Dee and Leesa, high school students taking Early Childhood Education (ECE) partnered with several other groups of students to develop the “Shining Stars Preschool Program”. This team reached out to students who worked in the career center’s Early Education Center (a child care program) as well as students in a Graphic Design class. The ECE students decided to focus on the children attending the Early Education Center (EEC) and introduced them to a wider variety of fruits and vegetables.

The students began by working with the FSD by reviewing guidelines for USDA’s Child and Adult Care Food Program (CACFP). After discussing produce options, as well as ways to implement “Smarter Lunchroom” principles, they changed many of the snack offerings. Over the next three months, preschoolers were given different fruits and vegetables to sample. The ECE students also created a picture assessment used to help the preschoolers identify and rate (like or dislike) the snacks they were offered. This assessment was repeated several weeks later to see if the preschoolers could name the foods they'd tried. After all preschoolers had identified a particular “favorite” fruit or vegetable, posters were created (assisted by students in Graphic Design) with preschoolers and preschool workers (collectively, the “Nutrition Stars”) holding their favorite fruit or vegetable.

**Best Bites**

Students who participated in the Shining Star Program became advocates of fruits and vegetables; asking their parents to purchase them for home.
Parents of the preschoolers were surveyed about the snack changes and nutrition programming. The feedback was wonderful! Parents reported their children were eating better at home and were asking for healthier foods.

The ECE students also benefited from this experience by entering (as a competitive event) Nutrition Stars at the 2015 FCCLA State Leadership Conference. Their project involved a promotional campaign that included distributing the “Nutrition Stars” posters, organizing a display case, and creating a bulletin board. Through these efforts, the ECE students hoped to inspire children to make healthier food choices.

The partnership between the ECE students and the FSD was such a success, that for the remainder of the year, the students will help plan and deliver the preschooler’s snacks each week. Their goal for next year is to add an exercise component to the nutrition program. Additionally, they plan to continue efforts with the food service team to make changes to the school lunch menu.
#TryItTuesday Campaign Captures Students’ Attention

**ACTIVITY:**

North High School wanted to increase students’ awareness of nutrition and physical activity. The students determined that building onto their existing program titled “Try It Tuesday” was a good beginning. Sponsored by the food service department, this program gives students the opportunity to try a new food item during their lunch period the third Tuesday of the month. The partnership between FACS and food service agreed to support the students in updating and expanding the program in order to increase visibility within the school.

The students added a “be physical” component, incorporated social media in promoting the program, and branded it #TryItTuesday. Food service staff sported student designed #TryItTuesday T-shirts on event days and during giveaways while promoting Smarter Lunchroom Principles. Giveaways were offered during the lunch period and included water bottles with the school logo and #TryItTuesday. Students created posters to advertise and promote the program throughout the building. Each month they offered a different food item and workout class either before or after school. Based on availability and student response, the cafeteria plans to incorporate the food items in the regular lunch menu rotation. Food items and workout classes included:

<table>
<thead>
<tr>
<th>Month</th>
<th>Food Item</th>
<th>Workout</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>Marinated Squash Salad</td>
<td>Crossfit</td>
</tr>
<tr>
<td>February</td>
<td>Kiwi</td>
<td>PiYo</td>
</tr>
<tr>
<td>March</td>
<td>Spinach Dip</td>
<td>Boxing</td>
</tr>
<tr>
<td>April</td>
<td>Honey Dew Melon</td>
<td>Zumba</td>
</tr>
</tbody>
</table>

**Best Bites**

Over 350 students tried a new food item and 13 students tried a new workout!
Eating & Learning For Life

Food Service + FACS + FCCLA
**Food Tasting Boosts Student Consumption**

**ACTIVITY:**

The FACS and FCCLA students wanted to positively impact students' food perceptions by holding tasting events and educating students on food choices. First, the eighth grade students were given a form with descriptions of sample menu items. They were to use creative descriptions to enhance the menu items and make them sound more appealing.

The students worked with the food service department to develop a new menu in the cafeteria utilizing student input. This gave students a voice and empowered them to be part of the decision making process. They created an evaluation tool, divided trial items into categories and then used the following multi-step approach:

1) Grouped together the proposed healthier dish tastings: Black Bean Quesadillas, Chicken Stir-fry, Carrot-Zinger Oatmeal Muffins, and Paleo Spaghetti (spaghetti squash).

2) Assembled the "vendor entrée tastings" provided by a Gordon Food Service representative: Teriyaki Chicken, Lasagna Rolls Ups, Nut Free Peanut Butter (WOW butter), Sweet and Sour Chicken, plus a few others.

**Best Bites**

Solicit a volunteer or hire a photographer to take pictures of staff and student leaders featured in their favorite sport attire eating their favorite healthy snack.
3) Rated items using their newly developed “Cafeteria Vendor Tasting Form”. The form criteria included color, flavor, texture and whether or not the item should be added to the cafeteria menu.

The students also created “Try it Tuesday”, which allowed students to try new fruits or vegetables each Tuesday. The first “Try it Tuesday” featured sugar snap peas. The food service department plans to evaluate data gathered from tasting days to see what healthy changes can be made to the cafeteria’s menu while also appealing to students’ tastes.

By introducing ethnic foods that may not have enough appeal to sell regularly, offering previews of potential menu changes, and presenting students with opportunities to taste items on the school lunch menu, the food service department can effectively introduce prospective menu options prior to putting them on the menu.
Menu Renaming Form

Use your knowledge of descriptive words to rename some common meals we have at lunch. You should use your imagination and include 1 protein, 2 vegetables, 2 fruits and 1 whole grain in each meal. Type your ideas first, then underline your descriptors.

<table>
<thead>
<tr>
<th></th>
<th>Original Menu</th>
<th>Your Ideas</th>
</tr>
</thead>
</table>
| Example | Chicken Fajita  
Corn  
Cucumbers/Tomatoes  
Applesauce Cup  
Fresh Fruit Variety | Grilled chicken fajita with *spring mix* lettuce,  
fresh *corn* salsa, *cheddar* cheese and sour  
cream on a *flour* tortilla.  
Served with fresh tomatoes & cucumbers,  
and *mixed* berries. |
| 1 | Tenderloin  
Mashed Potatoes  
Cucumbers/Tomatoes  
Pears  
Crackers  
Fresh Fruit Variety | |
| 2 | Chicken and Noodles  
Mashed Potatoes  
Broccoli w/dip  
Peaches  
Fresh Fruit Variety  
Roll | |
| 3 | Shrimp and Mac and  
Cheese  
Peas and Carrots  
Veggie Sticks w/dip  
Applesauce Cup  
Fresh Fruit Variety | |
| 4 | Your choice- Make a bad menu. | Your choice- Now make a great menu! |
# Cafeteria Vendor Tasting

Please use a 0-5 rating scale for each food item.

<table>
<thead>
<tr>
<th>Item</th>
<th>Color</th>
<th>Flavor</th>
<th>Texture</th>
<th>Add to Cafeteria (Y/N)</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>3</td>
<td></td>
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<td>4</td>
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<tr>
<td>5</td>
<td></td>
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</tr>
</tbody>
</table>
Hot Breakfast Increases Student Consumption

**ACTIVITY:**

Because the number of students eating breakfast at school was low, the FSD and FACS teacher decided to focus on strategies for increasing participation. They planned monthly taste tests for different hot breakfast items during the lunch period. This allowed the FACS students along with their teachers, and the FSD to evaluate what items were most popular with the students. A separate time was set aside presenting specific breakfast items that were available from existing vendors. The FCCLA students sampled these products and made final recommendations for items to be sampled by a greater population of students. Once again, during lunch, students had the opportunity to taste new breakfast items and were given evaluation forms to complete. Items with the highest scores were then added to the regular breakfast menu.

To promote the new menu items, FCCLA students created a handout about the importance of breakfast and flyers highlighting the revised hot breakfast menu for the first two weeks. Copies of the handouts were hung in the junior/senior high hallways and were sent home with each elementary student. Additional marketing included developing a display showcase near the FACS department with facts on breakfast and its impact on academic performance.

**Best Bites**

Hot breakfast became the new standard at Southern Wells. Within the first week, student participation in the hot breakfast doubled.
By the end of the first week of implementing the new breakfast options, high school breakfast participation more than doubled, and the number of elementary students participating in the hot breakfast almost doubled. Participation at these rates continued to hold steady later in the year. The school has also posted a monthly breakfast calendar that students follow with different options listed each day. The administration at Southern Wells Community Schools has been very supportive of the FS and FACS initiatives, and there are plans to begin implementing product sampling at the elementary school.
Shine Bright With Breakfast
Join FCCLA in the fight for breakfast!

Many people start the school day hungry. Don’t be silly like them, eat breakfast! Regular breakfast eaters shine in their:

- Academic performance
- Health
- Behavior
- Standardized test scores
- Concentration
- Alertness
- Comprehension
- Memory
- Learning
- Attendance
- Punctuality

Did you know only half of the low-income students who are eligible for a reduced-price ($0.30) breakfast through the federal School Breakfast Program are eating it? You could be eligible for this opportunity.
ACTIVITY:

Tri-Central’s partnership involved having high school students learn how to make healthy eating and physical activity choices and then teach these concepts to younger students. These goals fit within one of the FCCLA National Programs in Action STAR Events. The high school students (leaders) wanted to specifically focus on younger students, so they chose third grade. They coordinated with three third grade teachers to plan interactive cooking lessons and fitness demonstrations. The leaders premade pizzas using a plain pizza crust layered with cream cheese (mixed with ranch packet base) and topped with assorted fresh vegetables.

Following the demonstration, students could sample the pizza, and then leaders assisted them in creating their own pizzas. While they were tasting and helping, the students were asked questions about exercise habits, food choices, and the different vegetables that topped their pizza (tomatoes, green peppers, red peppers, yellow peppers, orange peppers, broccoli, and shredded carrots). In one class, the leaders also demonstrated how to make a fruit and yogurt cup. This item was very popular and many students asked for seconds. Bananas, green grapes, strawberries, blueberries, and raspberries were combined with fresh orange juice and topped with plain yogurt sweetened with honey and vanilla extract. To get the students excited about fitness, the leaders demonstrated stretching, playing freeze dance, and other fun activities.

Best Bites

MyPlate shows the food groups as well as the proper portions of a meal. This activity allows students to think about what goes on their plates.
While all the classes were attentive and responsive during the cooking and fitness demonstrations, the leaders wanted the students to remember what they learned long after the demonstrations occurred. They created a cookbook called “Healthy Snacks: NO Baking Needed”. The completed book consisted of over ten recipes, tips for healthy eating, and sample exercise routines. A copy of the book was printed for each student in the third grade and sent home.

The FCCLA students had the exciting opportunity to enter Nutrition Stars at the FCCLA State Leadership Conference which involved competing against their peers. The project received high scores, qualifying them to present (in Washington, D.C.) at the National FCCLA Conference. Motivated by their new role as an Indiana national qualifier, the student leaders expanded their activities to reach out to fourth grade students. Additionally, they met with the school food service staff to explore using recipes from the “Healthy Snacks: NO Baking Needed” cookbook in the school cafeterias. Students also offered marketing tips such as using the cafeteria's large whiteboard to promote daily menu options and show how these fit within the MyPlate guidelines.

Given the strong student interest in promoting healthy eating, the cafeteria purchased two MyPlate kits. The high school students will use these materials to conduct nutrition lessons for other members of the student body. Additional plans include giving MyPlate plates to each grade in the elementary school to supplement nutrition education in the classroom. Teachers will designate two students (one boy & one girl) to take the MyPlate plate with them to the cafeteria where food service staff will show them how portions of their meal fit within MyPlate. What a fun way to reinforce nutrition messages!
Smarter Lunchrooms Self-Assessment  

**Instructions**  
Read each of the statements below. Visualize your cafeteria, your service areas and your school building. Indicate whether the statement is true for your school by checking the box to the left. If you believe that your school does not reflect the statement 100% do not check the box on the left. After you have completed the checklist, tally all boxes with check marks and write this number in the designated area on the back of the form. This number represents your school's baseline score. The boxes which are not checked are areas of opportunity for you to consider implementing in the future. We recommend completing this checklist annually to measure your improvements!

### Important Words

| **Service areas:** | Any location where students can consume the food purchased or provided |
| **Dining areas:** | Any location where students can consume the food purchased or provided |
| **Grab and Go Meals:** | Any meal with components pre-packaged together for ease and convenience – such as a brown bag lunch or “Fun Lunch” etc. |
| **Designated Line:** | Any foodservice line which has been specified for particular food items or concepts – such as a pizza line, deli line, salad line etc. |
| **Alternative entrée options:** | Any meal component which could also be considered an entrée for students - such as the salad bar, yogurt parfait, vegetarian/vegan or meatless options etc. |
| **Reimbursable “Combo Meal” pairings:** | Any reimbursable components available independently on your foodservice lines which you have identified as a part of a promotional complete meal – For example you decided your beef taco, seasoned beans, frozen strawberries and 1% milk are part of a promotional meal called the, “Mi Amigo Meal!” etc. |
| **Non-functional lunchroom equipment:** | Any items which are either broken, awaiting repair or are simply not used during meal service – such as empty or broken steam tables, coolers, registers etc. |
| **Good Rapport:** | Communication is completed in a friendly and polite manner |
| **All Points of Sale:** | Any location where a register/pin-pad is located for example: deli-line, snack window, a la carte line, hot line, kiosks/carts etc. |

### Focusing on Fruit

- At least two types of fruit are available daily
- Sliced or cut fruit is available daily
- Fruit options are not browning, bruised or otherwise damaged
- Daily fruit options are given creative, age-appropriate names

### Promoting Vegetables & Salad

- At least two types of vegetable are available daily
- Vegetables are not wilted, browning, or otherwise damaged
- At least one vegetable option is available in all foodservice areas
- Individual salads or a salad bar is available to all students
- The salad bar is highly visible and located in a high traffic area
- Self-serve salad bar utensils are at the appropriate portion size or larger for all fruits and vegetable offered
- Self-serve salad bar utensils are smaller for croutons, dressing and other non-produce items
- Daily vegetable options are available in at least two different locations on each service line
- Daily vegetable options are easily seen by students of average height for your school
- A daily vegetable option is bundled into grab and go meals available to students
- Daily vegetable options are written by pre-plating a vegetable on some of the trays

### Moving More White Milk

- All beverage coolers have white milk available
- White milk is placed in front of other beverages in all coolers
- White milk crates are placed so that they are the first beverage option seen in all designated milk coolers
- White milk is available at all points of sale (deli-line, snack windows, a la carte lines etc.)
- White milk represents at least 1/3 of all visible milk in the lunchroom
- White milk is easily seen by students of average height for your school
- White milk is bundled into all grab and go meals available to students as the default beverage
- White milk is promoted on menu boards legibly
- White milk is replenished so all displays appear “full” continually throughout meal service and after each lunch period

### Entrée of the Day

- A daily entrée option has been identified to promote as a “targeted entrée” in each service area and for each designated line (deli-line, snack windows, a la carte lines etc.)
- Daily targeted entrée options are highlighted on posters or signs
- Daily targeted entrée is easily seen by students of average height for your school
- Daily targeted entrées have been provided creative or descriptive names
- All targeted entrée names are printed/written on name-cards or product IDs and displayed next to each respective entrée daily
Signage/posters/floor decals are available

Posters displaying healthful foods are visible and readable within all service and dining areas

All targeted entrée names are written and legible on menu boards

All targeted entrée names are included on the published monthly school lunch menu

All targeted entrees are replenished so as to appear “full” throughout meal service

**Increasing Sales**

**Reimbursable Meals**

- A reimbursable meal can be created in any service area available to students (salad bars, snack windows, speed lines, speed windows, dedicated service lines etc.)

- Reimbursable “Combo Meal” pairings are available and promoted daily

- A reimbursable meal has been bundled into a grab and go meal available to students

- Grab and go reimbursable meals are available at a convenience line/speed window

- The convenience line offers only reimbursable grab and go meals with low-fat non-flavored milk fruit and/or vegetable.

- Grab and go reimbursable meals are easily seen by students of average height for your school

- The School offers universal free lunch

- A reimbursable combo meal pairing is available daily using alternative entrees (salad bar, fruit & yogurt parfait etc.)

- Reimbursable “Combo Meal” pairings have been provided creative or descriptive age-appropriate names (i.e. – The Hungry Kid Meal, The Athlete’s Meal, Bobcat Meal etc.)

- Reimbursable “Combo Meal” pairing names are written/printed on name-cards, labels, or product IDs and displayed next to each respective meal daily

- All reimbursable “Combo Meal” names are written and legible on menu boards

- All reimbursable “Combo Meal” names are included on the published monthly school lunch menu

- Reimbursable “Combo Meal” pairings are promoted on signs or posters

- The named reimbursable “Combo Meal” is promoted during the school’s morning announcements

- Students have the option to pre-order their lunch in the morning or earlier

- The cafeteria accepts cash as a form of payment

**Creating School Synergies**

**Signage, Priming & Communication**

- Posters displaying healthful foods are visible and readable within all service and dining areas

- Signage/posters/floor decals are available to direct students toward all service areas

- Signs promoting the lunchroom and featured menu items are placed in other areas of the school such as the main office, library or gymnasium

- Menu boards featuring today’s meal components are visible and readable within all service and dining areas

- A dedicated space/menu board is visible and readable from 5ft away within the service or dining area where students can see tomorrow’s menu items

- Dining space is branded to reflect student body or school (i.e. – school lunchroom is named for school mascot or local hero/celebrity)

- All promotional signs and posters are rotated, updated or changed at least quarterly

- All creative and descriptive names are rotated, updated or changed at least quarterly

- A monthly menu is available and provided to all student families, teachers and administrators

- A monthly menu is visible and readable within the school building

- A weekly “Nutritional Report Card” is provided to parents detailing what their student has purchased during the previous week.

**Lunchroom Atmosphere**

- Trash on floors, in, or near garbage cans is removed between each lunch period

- Cleaning supplies and utensils are returned to a cleaning closet or are not visible during service and dining

- Compost/recycling/tray return and garbage cans are tidied between lunch periods

- Compost/recycling/tray return and garbage cans are at least 5ft away from dining students

- Dining and service areas are clear of any non-functional equipment or tables during service

- Sneeze guards in all service areas are clean

- Obstacles and barriers to enter service and dining areas have been removed (i.e. – garbage cans, mop buckets, cones, lost & found etc.)

- Clutter is removed from service and dining areas promptly (i.e. – empty boxes, supply shipments, empty crates, pans, lost & found etc.)

- Students artwork is displayed in the service and/or dining areas

- All lights in the dining and service areas are currently functional and on

- Trays and cutlery are within arm’s reach to the students of average height for your school

- Lunchroom equipment is decorated with decals/magnets/signage etc. wherever possible

- Teachers and administrators dine in the lunchroom with students

- Cafeteria monitors have good rapport with students and lunchroom staff

- The dining space is used for other learning activities beyond meal service (i.e. – home economics, culinary nutrition education activities, school activities etc.)

- Staff is encouraged to model healthful eating behaviors to students (i.e. – dining in the lunchroom with students, encouraging students to try new foods etc.)

- Staff smiles and greets students upon entering the service line continually throughout meal service

- Students who do not have a full reimbursable meal are politely prompted to select and consume a fruit or vegetable option by staff

**Student Involvement**

- Student groups are involved in the development of creative and descriptive names for menu items

- Student groups are involved in creation of artwork promoting menu items

- Student groups are involved in modeling healthful eating behaviors to others (i.e. – mentors, high school students eating in the middle school lunchroom occasionally etc.)

- Student surveys are used to inform menu development, dining space décor and promotional ideas

- Students, teachers and/or administrators announce daily meal deals or targeted items in daily announcements

**Recognition & Support of School Food**

- The school participates in other food program promotions such as: Farm to School, Chefs Move to Schools, Fuel Up to Play 60, Share our Strength etc.

- The school has applied or been selected for the Healthier US School Challenge

- A local celebrity (Mayor, sports hero, media personality) is invited to share lunch with student 3 to 4 time a year

**A la Carte**

- Students must ask to purchase a la carte items which are not reimbursable

- Students must use cash to purchase a la carte items which are not reimbursable

- Half portions are available for at least two dessert options

---

**Scoring Brackets**

- **70-100** – Smarter Lunchrooms Gold
- **50-70** – Smarter Lunchrooms Silver
- **30-50** – Smarter Lunchrooms Bronze

---

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### Hulk Smoothie

<table>
<thead>
<tr>
<th>RATINGS</th>
<th>YUCK</th>
<th>“EHHH”</th>
<th>“ITS IGHT”</th>
<th>YUMMY</th>
<th>TOTALLY SWEET</th>
</tr>
</thead>
<tbody>
<tr>
<td>FLAVOR</td>
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<td>TEXTURE</td>
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<tr>
<td>EYE APPEAL</td>
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</tr>
</tbody>
</table>

What healthy food options would you like to see on the lunch menu?

Comments:

### Sunburst Smoothie

<table>
<thead>
<tr>
<th>RATINGS</th>
<th>YUCK</th>
<th>“EHHH”</th>
<th>“ITS IGHT”</th>
<th>YUMMY</th>
<th>TOTALLY SWEET</th>
</tr>
</thead>
<tbody>
<tr>
<td>FLAVOR</td>
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</tr>
<tr>
<td>TEXTURE</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>EYE APPEAL</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

What healthy food options would you like to see on the lunch menu?

Comments:
HULK SMOOTHIE

INGREDIENTS:
- 1/2 cup coconut milk
- 2 cups stemmed and chopped kale
- 1 1/2 cups chopped pineapple
- 1 ripe, peeled banana
- 1 peeled kiwi
- 1 tbsp. honey

Yield: 2 smoothies
Serving size: 2 and 1/4 cups

DIRECTIONS:
1. Combine all ingredients in blender.
2. Puree until all ingredients are well blended.
3. Add water (or ice) to reach the desired consistency.

SUNBURST SMOOTHIE

INGREDIENTS:
- 2 cups almond milk
- 2 tsp. vanilla extract
- 1/2 tsp. ground cinnamon
- 1 tbsp. honey
- 1 cup peeled, cubed and steamed sweet potato
- 1 ripe, peeled banana
- Handful of spinach
- Chia seeds, to taste
- Flax seeds, to taste
- Ice (add to reach desired consistency)

Yield: 2 smoothies
Serving size: 2 and 1/4 cups

DIRECTIONS:
1. Combine all ingredients in blender.
2. Puree until all ingredients are blended.
3. Add more ice to reach the desired consistency.
## CCS School Lunch Recipe Contest

### Contest Information

The Carmel Clay School Lunch Recipe Contest is an initiative to involve students and staff in creating healthy, student-approved recipes for school lunch. The contest will bring together food service staff, students, school staff, and parents to develop creative, tasty and nutritious recipes.

The contest is open to all grade levels and one winner from each category will be chosen from elementary, middle and high school levels. The recipe winners will be announced in March to celebrate National Nutrition Month and be featured as a menu item at the winner’s school.

### Recipe Categories

#### Entrée
- Must contain at least 2 oz. of protein (meat or vegetarian, e.g. chicken, beef, pork, cheese, beans)
- Must include a whole grain (e.g. brown rice) or be served with a whole grain bread item (e.g. whole grain breadstick)

#### Side Dish
- Must contain a ½ cup serving of fruit or vegetable as the main ingredient

### Recipe Guidelines

- Recipes can have a maximum of 8 ingredients (excluding spices).
- Recipes must be replicable in a school kitchen using commercial equipment.
- Recipes must include standard measurements, complete list of ingredients, equipment needed, cooking times, temperatures, and servings.
- The recipe must be cost effective for school lunch.
- Fresh, whole ingredients are encouraged.
- Each student may only submit one recipe for each category.
- Recipes may be slightly modified by the CCS Food Service Department to meet USDA standards for protein, grain, fruit, and vegetable.

### Recipe Evaluations

Recipes will be evaluated on the following criteria:

- Incorporation of healthy, nutritious ingredients
- Recipe presentation and student appeal
- Ease of preparation for school kitchen
- Cost of preparation

Recipes will be evaluated by the Food Service Director, Cafeteria Managers, and school staff.

### And the Winner is...

The winning recipes will be featured at the student’s school on the regular school lunch menu in April. The winning students will also be able to choose from a list of prizes and receive a week of free school lunch!
Pizza Tasting Student Survey

Did you taste the Smartmouth pizza that was tested last week?__________________________________
Did you like or dislike it?_________________________________________________________________
Which pizza crust are you tasting today, A, B, or rectangle?_____________________________________
Do you prefer this pizza over the current pizza we offer?_______________________________________
Based on taste of crust, sauce, cheese and overall appeal, do you prefer this pizza over the Smartmouth, and why?__________________________________________________________________

Do you prefer a personal size pizza, or a slice?________________________________________________

Pizza Tasting Student Survey

Did you taste the Smartmouth pizza that was tested last week?__________________________________
Did you like or dislike it?_________________________________________________________________
Which pizza crust are you tasting today, A, B, or rectangle?_____________________________________
Do you prefer this pizza over the current pizza we offer?_______________________________________
Based on taste of crust, sauce, cheese and overall appeal, do you prefer this pizza over the Smartmouth, and why?__________________________________________________________________

Do you prefer a personal size pizza, or a slice?________________________________________________
## Breakfast Recipe Contest
**Advanced Nutrition and Wellness**

<table>
<thead>
<tr>
<th>Kitchen/Recipe</th>
<th>Comments</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Chocolate-Chip Muffins</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Quesadilla Corn Huevos</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Wake &amp; Bake Burrito</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Fantastic French Toast</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Sure to Please Baked Egg &amp; Cheese</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Eggs in a Nest</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

## Wake and Bake Burrito Satisfaction Survey

<table>
<thead>
<tr>
<th>CHARACTERISTICS</th>
<th>Excellent</th>
<th>Good</th>
<th>Average</th>
<th>Poor</th>
<th>Terrible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taste/Flavor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Texture</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Temperature</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food Quality</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation of Food</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Would you purchase this burrito as a school breakfast in the future?

**YES**  
**NO**
# Turkey Breakfast Burrito with Salsa

**Makes:** 50 Servings

<table>
<thead>
<tr>
<th>Ingredients</th>
<th>Weight</th>
<th>Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eggs, large</td>
<td>50 each</td>
<td></td>
</tr>
<tr>
<td>Frozen corn</td>
<td>10 oz</td>
<td>2 cups</td>
</tr>
<tr>
<td>Lowfat milk</td>
<td>3/4 cup</td>
<td></td>
</tr>
<tr>
<td>Turkey ham, diced into 1/2-inch pieces</td>
<td>3 lb 2 oz</td>
<td></td>
</tr>
<tr>
<td>Fresh green peppers, diced</td>
<td>12 oz</td>
<td></td>
</tr>
<tr>
<td>Onions, diced</td>
<td>14 oz</td>
<td></td>
</tr>
<tr>
<td>Fresh tomatoes, diced</td>
<td>2 oz</td>
<td></td>
</tr>
<tr>
<td>Prepared mustard</td>
<td>1/4 cup</td>
<td></td>
</tr>
<tr>
<td>Granulated garlic</td>
<td>2 tsp</td>
<td></td>
</tr>
<tr>
<td>Hot pepper sauce</td>
<td>1 Tbsp</td>
<td></td>
</tr>
<tr>
<td>Salt</td>
<td>2 tsp</td>
<td></td>
</tr>
<tr>
<td>Flour tortillas</td>
<td>50 each</td>
<td>(at least 1.1 oz)</td>
</tr>
<tr>
<td>Mild salsa</td>
<td>3 lbs 2 oz</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Nutrients</th>
<th>Amount</th>
<th>% Daily Value*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Calories</td>
<td>185</td>
<td></td>
</tr>
<tr>
<td>Total Fat</td>
<td>8 g</td>
<td></td>
</tr>
<tr>
<td>Protein</td>
<td>10 g</td>
<td></td>
</tr>
<tr>
<td>Carbohydrates</td>
<td>19 g</td>
<td></td>
</tr>
<tr>
<td>Dietary Fiber</td>
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<td></td>
</tr>
<tr>
<td>Saturated Fat</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Sodium</td>
<td>378 mg</td>
<td></td>
</tr>
</tbody>
</table>

Find more recipes at www.usda.gov/what’scooking

## Directions

1. In a mixer, using a paddle attachment, blend eggs, corn, milk, turkey ham, green peppers, onions, tomatoes, prepared mustard, granulated garlic, hot pepper sauce, and salt.
2. Pour egg mixture into an oiled 12x20x2-inch steamtable pan. Cover tightly with foil or metal lid. Bake in convention oven at 350°F for 60 minutes, convection oven at 325°F for 50 minutes, or compartment steamer for 30 minutes.
3. Shingle 25 tortillas in a 12"x20"x2" steamtable pan. Heat in compartment steamer for 2-3 min covered with plastic wrap, or cover with clean damp cloth and heat in conventional oven at 300°F for 3 min or convection oven at 300°F for 3 min.
4. Fill each tortilla with No. 10 scoop of cooked egg mixture. Roll tortilla.
5. Serve each burrito with 2 Tbsp (1 oz) of salsa.
6. Portion: 1 burrito contains 3 oz (#10 scoop) which provides 2 oz meat, 1/4 cup of vegetables, and 1 serving grains/bread.
Join us for Breakfast!

Wednesday, May 27th @ HS Café!

Featuring the Wake & Bake Burrito
Use your knowledge of descriptive words to rename some common meals we have at lunch. You should use your imagination and include 1 protein, 2 vegetables, 2 fruits and 1 whole grain in each meal. Type your ideas first, then underline your descriptors.

<table>
<thead>
<tr>
<th></th>
<th>Original Menu</th>
<th>Your Ideas</th>
</tr>
</thead>
</table>
| Example | Chicken Fajita  
Corn  
Cucumbers/Tomatoes  
Applesauce Cup  
Fresh Fruit Variety | Grilled chicken fajita with *spring mix* lettuce,  
*fresh corn* salsa, *cheddar* cheese and sour  
cream on a *flour* tortilla.  
Served with fresh tomatoes & cucumbers,  
and *mixed* berries. |
| 1   | Tenderloin  
Mashed Potatoes  
Cucumbers/Tomatoes  
Pears  
Crackers  
Fresh Fruit Variety |                                                              |
| 2   | Chicken and Noodles  
Mashed Potatoes  
Broccoli w/dip  
Peaches  
Fresh Fruit Variety  
Roll |                                                              |
| 3   | Shrimp and Mac and Cheese  
Peas and Carrots  
Veggie Sticks w/dip  
Applesauce Cup  
Fresh Fruit Variety |                                                              |
| 4   | Your choice- Make a bad menu. | Your choice- Now make a great menu!                                        |
Cafeteria Vendor Tasting
Please use a 0-5 rating scale for each food item.

<table>
<thead>
<tr>
<th>Item</th>
<th>Color</th>
<th>Flavor</th>
<th>Texture</th>
<th>Add to Cafeteria (Y/N)</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
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<td>3</td>
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<tr>
<td>4</td>
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<tr>
<td>5</td>
<td></td>
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</tr>
</tbody>
</table>
Shine Bright With Breakfast
Join FCCLA in the fight for breakfast!

Many people start the school day hungry. Don’t be silly like them, eat breakfast! Regular breakfast eaters shine in their:

- Academic performance
- Health
- Behavior
- Standardized test scores
- Concentration
- Alertness

- Comprehension
- Memory
- Learning
- Attendance
- Punctuality

Did you know only half of the low-income students who are eligible for a reduced-price ($0.30) breakfast through the federal School Breakfast Program are eating it? You could be eligible for this opportunity.
Resources

- Smarter Lunchrooms Self-Assessment Scorecard .......................................................... page 5
- Hulk and Sunburst Smoothie Student Survey ............................................................... page 9
- Hulk and Sunburst Smoothie Recipes ......................................................................... page 10
- CCS School Lunch Recipe Contest Flyer ....................................................................... page 13
- Pizza Tasting Student Survey ....................................................................................... page 14
- Breakfast Recipe Contest ............................................................................................ page 21
- Wake and Bake Burrito Satisfaction Survey ................................................................. page 21
- Wake and Bake Burrito Recipe (Turkey Breakfast Burrito) ............................................ page 22
- Wake and Bake Burrito Flyer ....................................................................................... page 23
- Menu Renaming Form ................................................................................................ page 33
- Cafeteria Vendor Tasting Form .................................................................................... page 34
- Shine Bright With Breakfast Flyer ................................................................................ page 37