# Lesson 6: Putting Plans into Action

## Lesson Introduction and Learner Objectives

At the end of this lesson, participants will be able to:

1. Identify steps schools can take to meet the Challenge and the benefits of a Challenge award.
2. Understand the components of a successful application and discuss tips for completing a Challenge application.
3. Identify Challenge resources.
4. Develop an action plan for meeting the Challenge.

## Lesson-at-a-Glance

| Time | Topic | Task | Materials |
|---|---|---|---|
| Set-up | **Lesson Preparation** | Set up classroom for Lesson 6. | See preparation checklist. |
| 10 minutes | **Introduction and Overview** | Introduce lesson.<br>Conduct Activity 1, award level and state specific requirements. | Flip chart & markers |
| **Objective 1: Identify steps school can take to meet the Challenge and the benefits of a Challenge award.** | | | |
| 15 minutes | **What Schools are Doing to Meet the Challenge** | Review two video clips (12 minutes).<br><br>Conduct Activity 2, identify steps these schools took and benefits. | **Videos:** *Wrap it Up with Wraps* and *Succulent Side Dishes* from nfsmi.org<br><br>Flip chart & markers<br><br>3” X 5” index cards |

| | | | |
|---|---|---|---|
| | | | Pens or pencils<br><br>**Handout 6.1:** *Fact Sheet for School Administrators*<br><br>**Handout 6.2:** *Sample Letter for the Family* |
| **Objective 2: Understand the components of a successful application and discuss tips for completing and reviewing a Challenge application.** | | | |
| 15 minutes | **Tips for Completing a Challenge Application** | Conduct Activity 3, discuss tips for completing and reviewing an application as a group activity. Use Handouts 6.3, 6.4, and 6.5. | **Handout 6.3:** *Tips for Completing a Challenge Application*<br><br>**Handout 6.4:** *Application for Gold/Gold Award of Distinction*<br><br>**Handout 6.5:** *Application for Bronze/Silver* |
| **Objective 3: Identify Challenge resources** | | | |
| **5 minutes OR 15 minutes** | **Identify Challenge Resources** | Discuss resources using slides on CD/DVD and/or live internet connection to TN website.<br><br>*Optional*: Demonstration of web-based Challenge applications; omit Objective 4, below. | **Handout 6.6:** *Challenge Resources*<br><br>**Optional:** Internet connection to web-based Challenge |

| | | | |
|---|---|---|---|
| | | | applications |
| **Objective 4: Develop an action plan for meeting the Challenge.** | | | |
| 10 minutes | **Develop Action Plan** | Conduct Activity 4, facilitate development of individual Action Plans and/or have participants bring their menus, list of competitive foods, food labels and/or recipes, and work on evaluating status/need for improvement<br>. | **Handouts 6.7:** *Action Plan for Meeting the Challenge*<br><br>**Handout 6.8:** USDA's *Meeting the Challenge of Rising Food Costs* |
| 10 minutes | **Lesson Summary** | Administer Post-Assessment and collect answers. | **Post-Assessment Forms** |

# Lesson Plan

## Introduction and Overview: Award Level and State-specific Requirements (10 minutes with Activity 1)

### Materials Needed:

- Flip chart page and markers for each table

### Introduce lesson

**Say:** In this last segment of our training, you will consider what level of the Challenge you plan to meet and identify any state-specific requirements that might impact your decision.

You will have the opportunity to see what some other schools across the country are doing to meet the Challenge. School foodservice directors will tell you about the approaches they've used to meet the criteria and the benefits they have received. You will also identify the application components and apply tips for completing the application.

## Regroup Activity

So, let's get started. It is time to regroup. Starting with this table, count off from 1 to n (n=the number of tables in the room). All of the 1's need to move to this table, the 2's to this table, etc. (until groups are redistributed).

## Activity 1

**Say:**

Each table team has two assignments for the next 3 minutes. First, each participant is to quickly identify the award level they plan to achieve (Bronze, Silver, Gold, Gold Award of Distinction). Choose a reporter and recorder. The recorder is to list the number for each level on the flip chart page.

Second, list any state-specific requirements that will affect meeting HUSSC criteria. For example, if your state has a more specific sodium requirement than the HUSSC criteria, list the state's requirement.

**Do:**

Tear off two flip chart pages. Label one "HUSSC Award Level" and divide into the 4 award levels—Bronze, Silver, Gold, and Gold Award of Distinction. On the second flip chart page, label it "State specific requirements".

Allow 3 minutes for teams to complete the activity. Call on volunteers from tables to record results on flip chart pages. Allow 2 minutes for responses from the teams.

## What Schools Are Doing to Meet the Challenge and Benefits of Awards (15 minutes with Activity 2)

### Materials Needed:

- Flip chart page and markers for each table
- Two video clips: *Wrap it Up with Wraps* and *Succulent Side Dishes* (12 minutes)
- 3" X 5" cards
- Pens
- Handout 6.1: *Fact Sheet for School Administrators*
- Handout 6.2: *Sample Letter for the Family*

**Say:** As you watch this video, do two things:

1. Jot down on the index cards at your tables, **steps** that the schools in the video are taking to meet the Challenge.
2. Make a note on the cards of the **benefits** of the award to the schools.

Then identify the person at your table who has the next birthday. That person will be your Scribe/Reporter for this activity. You will have a few minutes after the video to confer with your group and have your Scribe/Reporter consolidate ideas from your table.

You will have a few minutes to confer at your table, and then each Reporter can tell us what you've identified. When your group has finished the assignment, please stand at your table.

**Do:** Show video clips (12 minutes).

Prepare a flip chart for recording steps identified for meeting the Challenge.

Prepare another flip chart page with what benefits the schools received for meeting the Challenge.

When more than one of the tables has completed the activity, stop the activity.

Rotate from group to group, asking Reporters to identify one step their group heard or saw the school do to prepare for the Challenge. Write the steps on the flip chart as they report. Once they have finished, and you have recorded all the steps, lead them into prioritizing the steps, i.e., which one would be done first, second, and so on.

**Note to Instructor:** These are some of the steps the group should identify.

1. Review menus and modify to Challenge criteria.
    - Increase fruits and vegetables.

- Increase whole grains.
- Increase dry beans and peas.
- Promote milk.

2. Develop and/or modify recipes.
   - Change Spanish Rice recipe to brown rice.
   - Develop whole-grain products.
   - Develop Carrot & Raisin Salad.
3. Work with local vendors in procuring new food products.
   - Strawberries.
   - Whole-grain products.
   - Milk in new packaging.
4. Form partnership with school.
   - Cafeteria managers serve as nutrition educators.
   - Work with teachers.
   - Work with administrators, e.g. recess before lunch.
   - Increase in physical activity.

Let's discuss what benefits the schools featured in the video are receiving from their Challenge achievements:

1. **Pride**: You saw the pride in the faces and voices of the school foodservice staff. They know they are doing something positive to improve the health of their students.
2. **Recognition**: These schools have received recognition from the school community (principals, teachers, students, parents) The most effective marketing tool a school can have in promoting school meals with parents and the community is to operate a great program, with children first. Promote the changes you are making, letting parents know about efforts to create a healthier school environment. A sample letter for the family is included in Handout 6.2.
3. **Media attention:** In addition to local media attention, because of their achievements, these two schools were featured by the National Food Service Management Institute in two Cooks for Kids videos that were broadcast to the nation's schools. Most schools that have received the Challenge awards let us know that they have received great media attention. When USDA receives inquiries from the media for examples of model programs in local areas, USDA points to schools that have met the HUSSC criteria.

4. **Healthier students**: Today, 1 in 3 children or adolescents—nearly 23 million children and teens—are either overweight or obese. Most of these children spend the majority of their time at school. Schools provide one of the best opportunities to steer children into developing healthful habits that will remain with them into adulthood.

**Say:** Handout 6.1: *Fact Sheet for Administrators* and Handout 6.2: *Sample Letter for the Family* are two resources that the local director or manager can use to communicate the benefits and rewards of the HealthierUS School Challenge.

## Understand the components of a successful application and discuss tips for completing and reviewing a Challenge application (10 minutes with Activity 3)

### Materials Needed:

- **Handout 6.3:** *Tips for Completing a Challenge Application*
- **Handout 6.4:** *Application for Gold/Gold Award of Distinction*
- **Handout 6.5:** *Application for Bronze/Silver*

**Note to Instructor:** In some instances you may be training local school foodservice directors, while in other instances; the training may be for State Agency application reviewers. Simply switch emphasis of activity to reviewing documentation of the criteria for the state application reviewers.

*Optional:* If you are training local school foodservice directors and have the opportunity for them to bring in their menus, food production records, etc., this Activity could be modified to allow participants to evaluate their own menus and documentation.

Participants will:

1. Review Handout 6.3: *Tips for Completing a Challenge Application*
2. Review *one* of the applications (Handout 6.4 or Handout 6.5), as assigned by the instructor.
3. Using page 13 of either application, the Application Check-Off Sheet, identify what they will have to do and/or include with the application to verify meeting each criteria.

### Activity 3:

**Say:** You have in your packet, a chart of tips for completing (or reviewing) an elementary school Challenge application.

You also have print copies of two application packets—one for applying for either the Gold/ Gold Award of Distinction and one for applying for the Bronze/Silver awards (Handouts 6.4 and 6.5).

**Do:** Assign half of the tables to role play applying for the Gold/Gold Award of Distinction awards and assign the other half to role play applying for the Bronze/Silver awards.

**Say:** Whether you've been assigned the Gold or the Bronze/Silver application, turn to page 13, the Application Check-Off Sheet.

Each table will review the documentation listed on page 2 and identify what you have to do to complete your application packet. Feel free to refer to Handout 6.3, *Tips for Completing a Challenge Application* as you make your notes.

This time, you may divide the Scribe/Reporting work among yourselves. For example, one person at your table can be responsible for describing what would be needed to document the 4-week Lunch Menu Worksheets (pg 4-7), someone else would describe the Nutrition Education Worksheet documentation (pg 8), etc.

When you have completed your notes on documentation, please stand at your table.

**Do:** Allow participants to work together for approximately 10 minutes or stop whenever several begin to stand. Rotate calling on tables. Start with Bronze/Silver, complete, and then go to Gold application.

**Key Points:**

- Ask how they would document that the majority of whole-grain foods have a whole grain as the primary ingredient by weight? Answer: From food labels or recipes.
- Discuss that for the Gold Award of Distinction, elementary schools must:
    - Follow the stricter sodium requirements for all competitive foods and provide 90 minutes of physical education per week OR
    - Follow the more lenient sodium requirements for competitive foods and provide 150 minutes of physical education per week.
- For secondary schools, there are no required minutes of physical education. For the Gold Award of Distinction award, secondary schools must follow the stricter sodium requirement for competitive foods.

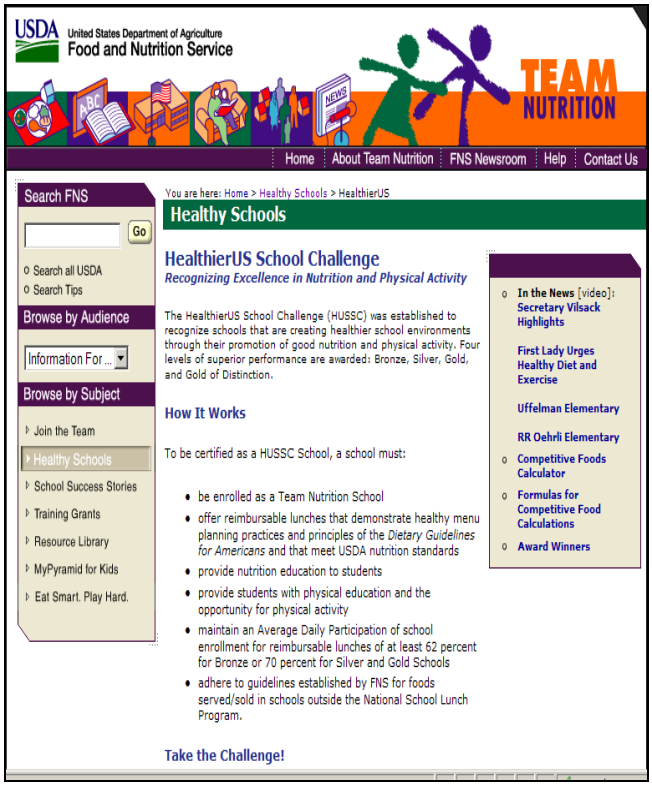
## Identifying Challenge Resources (5 minutes)

### Materials Needed

- Challenge Resources slides or internet connection for review of resources
- **Handout 6.6**: *Challenge Resources*

**Note to Instructor:** If an internet connection is not available, you may use the optional slide presentation to demonstrate the resources.

**Say:** Handout 6.6 identifies Challenge resources. While we will not spend time reviewing them all, we will look at how to find Challenge resources on the Web. Most of these resources are on USDA's Team Nutrition Web site at teamnutrition.usda.gov.




Slide 35

Here is the HealthierUS School Challenge web site. Notice the links to resources on the right side of the page and under Take the Challenge section.

The most recent HUSSC documents and resources are always found here.

Slide 36

If you scroll down, you find the list of steps to follow to become a HealthierUS School Challenge Award Winner!

for Bronze or 70 percent for Silver and Gold Schools

- adhere to guidelines established by FNS for foods served/sold in schools outside the National School Lunch Program.

**Take the Challenge!**

**Step One:** Review these HUSSC resources to assist you in completing your application:

- **Criteria for HUSSC Awards**
  - Criteria for Elementary Schools
  - Criteria for Secondary Schools
  - Comparison Criteria for All Schools
- Fact Sheets for Healthier School Meals
- Frequently Asked Questions
- Guidance on Vegetables, Dry Beans and Peas
- HealthierUS School Vision
- Tips for States
- Whole Grains Resource

**Step Two:** Convene a review panel.

**Step Three:** Complete and print the online application.

**Step Four:** Obtain the required signatures.

**Step Five:** Send the completed application to your state agency.

**Recognition**

Award-winning schools are recognized with a framed certificate and award banner from USDA to showcase their achievement in the community. HUSSC schools also receive national recognition by being listed on the Team Nutrition Web site. Awards are certified for 2 years, from the date of approval.

**Vision for the HealthierUS School Challenge**

***Recognizing Excellence in Nutrition and Physical Activity***

**Background**

The HealthierUS School Challenge (HUSSC) was established to recognize schools that are creating healthier school environments through their promotion of good nutrition and physical activity. Four levels of superior performance are awarded: Bronze, Silver, Gold, and Gold of Distinction.

To qualify for the awards, a school must submit a formal application and meet basic criteria set forth by the Food and Nutrition Service (FNS). The HUSSC criteria reflect the recommendations of the *2005 Dietary Guidelines for Americans*, and the Institute of Medicine (IOM) published recommendations (April 2007) for foods that should be served in schools, outside of the organized school lunch meals. HealthierUS Schools must also have a local

Slide 37

You have a copy of the HUSSC Vision in Lesson 1.

**Criteria for the HealthierUS School Challenge**
**Comparison Criteria for All Schools**
2/23/10

| HealthierUS School Challenge Criteria | Award Level General Requirements | | | |
|---|---|---|---|---|
| | Bronze | Silver | Gold | Gold Award of Distinction |
| 1. **School enrolled as a Team Nutrition (TN) school.** | √ | √ | √ | √ |
| 2. **Reimbursable lunches meet the USDA nutrition standards** *School district had an School Meals Initiative (SMI) review within 5 years and all corrective actions have been completed.* | √ | √ | √ | √ |
| 3. **Average Daily Participation for lunch meets or exceeds a minimum.** a. Elementary/Middle Schools b. High Schools | N/A N/A | 60% 45% | 70% 65% | 70% 65% |
| 4. **School lunch menu allows students to select each of the food items listed below.** | √ | √ | √ | √ |
| • **A different vegetable** every day of the week. All servings must be at least ¼ cup. Of these five: a. **Dark green or orange** vegetables offered 3 or more days per week (of the 3, at least 2 must be different) b. **Cooked dry beans or peas** (legumes) must be offered each week (includes canned dry beans and peas). | √ √ √ | √ √ √ | √ √ √ | √ √ √ |
| • **A different fruit** every day of the week (fresh, frozen, canned, dried, or 100% juice). All servings must be at least ¼ cup. *Dried fruit must have no added sweetener (nutritive or non-nutritive); canned fruit must be packed in juice or light syrup.* | √ plus 1 day/week fruit must be served fresh | √ plus 1 day/week fruit must be served fresh | √ plus 2 days/week fruit must be served fresh | √ plus 2 days/week fruit must be served fresh |
| • 100% juice can be counted as a fruit only once per week. | √ | √ | √ | √ |

Slide 38

Lesson 1 Handout 1.2 is this same chart. It provides an easy comparison of the criteria for each of the awards.

**Tips for Completing Application:**

- Submit the application in a 3-ring binder.
- **Multiple schools applying in one District** that use the same menu and the same foods, may submit one 4-week lunch menu, one set of menu worksheets, and one set of recipes, food product ingredient statements, and/or Nutrition Facts Labels. However, each school must have their own cover sheet, application form, review committee verification form, food production records, competitive foods worksheet that includes a la carte information and vended items (unless they are the same throughout the district), nutrition education and physical education/activity worksheets, as well as school policies and practices checklist and wellness policy (unless it is a district policy).
- Provide details in a Cover Letter, if you use the Alternative Menu Planning Approach.

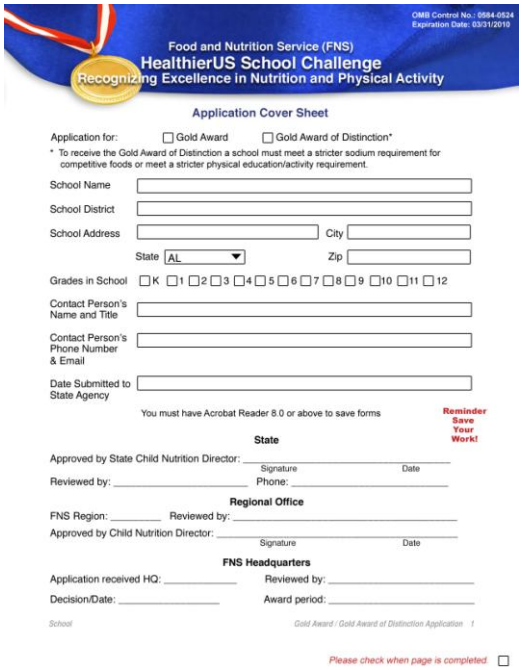
**Application Navigation Tips:**

1. To adjust the viewing size of the application on your screen, use the zoom box at the top of Adobe Reader; 75% to 100% often works well.

2. Save your work on your hard drive often.
3. For technical assistance regarding the HUSSC criteria please contact your state agency.
4. For technical assistance regarding the interactive HUSSC forms please contact

Slide 39

This is the General Information page of the Application that gives tips for completing the application and links to Application Guidance and Menu Development Resources.



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Expiration Date: 03/31/2010

Food and Nutrition Service (FNS)
HealthierUS School Challenge
Recognizing Excellence in Nutrition and Physical Activity

Application Cover Sheet

Application for: ☐ Gold Award ☐ Gold Award of Distinction*

* To receive the Gold Award of Distinction a school must meet a stricter sodium requirement for competitive foods or meet a stricter physical education/activity requirement.

School Name
School District
School Address City
State AL Zip
Grades in School ☐K ☐1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐7 ☐8 ☐9 ☐10 ☐11 ☐12
Contact Person's Name and Title
Contact Person's Phone Number & Email
Date Submitted to State Agency

You must have Acrobat Reader 8.0 or above to save forms

Reminder Save Your Work!

State

Approved by State Child Nutrition Director: _____ Signature Date
Reviewed by: _____ Phone: _____

Regional Office

FNS Region: _____ Reviewed by: _____
Approved by Child Nutrition Director: _____ Signature Date

FNS Headquarters

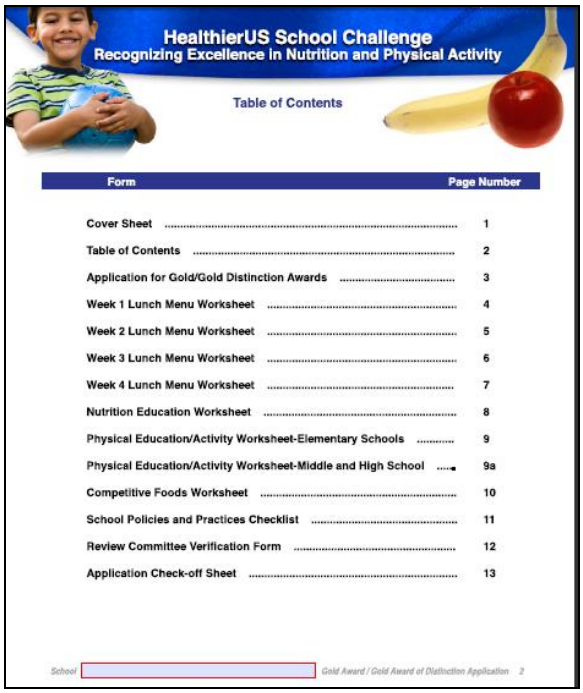
Application received HQ: _____ Reviewed by: _____
Decision/Date: _____ Award period: _____

School Gold Award / Gold Award of Distinction Application 1

Please check when page is completed ☐

Slide 40 Application Cover Sheet for Gold Awards

Look at your Handout 6.4, the Gold Application and follow along as the slides show the online application. Note that there is one application packet for those going for the Bronze and Silver Awards and another application for the Gold awards. These applications are posted to the web in a Portable Document Format (.pdf) file. You may print the application and write or type on the pages OR you may save the file to your own computer and type information using Adobe Acrobat Professional software.



HealthierUS School Challenge
Recognizing Excellence in Nutrition and Physical Activity

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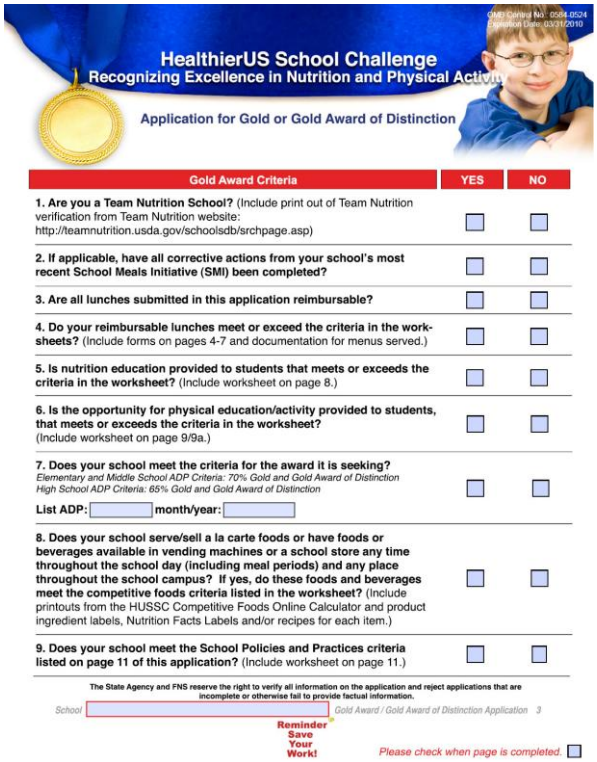
School _____ Gold Award / Gold Award of Distinction Application 2

Slide 41 Table of Contents for HUSSC online application.

This is the Table of Contents for the online application. With these files, you are able to save your application to your own computer and enter your data. Always check the HUSSC web site for the most recent interactive version.



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Expiration Date: 03/31/2010

**HealthierUS School Challenge**
**Recognizing Excellence in Nutrition and Physical Activity**

**Application for Gold or Gold Award of Distinction**

| Gold Award Criteria | YES | NO |
|---|---|---|
| **1. Are you a Team Nutrition School?** (Include print out of Team Nutrition verification from Team Nutrition website: http://teamnutrition.usda.gov/schoolsdb/srchpage.asp) | ☐ | ☐ |
| **2. If applicable, have all corrective actions from your school's most recent School Meals Initiative (SMI) been completed?** | ☐ | ☐ |
| **3. Are all lunches submitted in this application reimbursable?** | ☐ | ☐ |
| **4. Do your reimbursable lunches meet or exceed the criteria in the work-sheets?** (Include forms on pages 4-7 and documentation for menus served.) | ☐ | ☐ |
| **5. Is nutrition education provided to students that meets or exceeds the criteria in the worksheet?** (Include worksheet on page 8.) | ☐ | ☐ |
| **6. Is the opportunity for physical education/activity provided to students, that meets or exceeds the criteria in the worksheet?** (Include worksheet on page 9/9a.) | ☐ | ☐ |
| **7. Does your school meet the criteria for the award it is seeking?** *Elementary and Middle School ADP Criteria: 70% Gold and Gold Award of Distinction* *High School ADP Criteria: 65% Gold and Gold Award of Distinction* **List ADP:** ____ **month/year:** ____ | ☐ | ☐ |
| **8. Does your school serve/sell a la carte foods or have foods or beverages available in vending machines or a school store any time throughout the school day (including meal periods) and any place throughout the school campus? If yes, do these foods and beverages meet the competitive foods criteria listed in the worksheet?** (Include printouts from the HUSSC Competitive Foods Online Calculator and product ingredient labels, Nutrition Facts Labels and/or recipes for each item.) | ☐ | ☐ |
| **9. Does your school meet the School Policies and Practices criteria listed on page 11 of this application?** (Include worksheet on page 11.) | ☐ | ☐ |

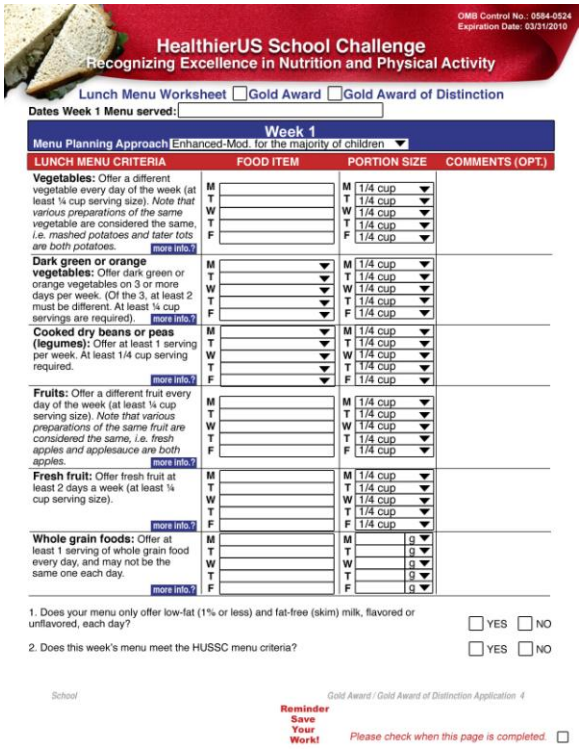
**The State Agency and FNS reserve the right to verify all information on the application and reject applications that are incomplete or otherwise fail to provide factual information.**

*School* ____ *Gold Award / Gold Award of Distinction Application 3*

**Reminder Save Your Work!**

*Please check when page is completed.* ☐

Slide 42 Gold Award Criteria for online application.



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**HealthierUS School Challenge**
**Recognizing Excellence in Nutrition and Physical Activity**

**Lunch Menu Worksheet** ☐ **Gold Award** ☐ **Gold Award of Distinction**

**Dates Week 1 Menu served:** ____

**Week 1**

**Menu Planning Approach** Enhanced-Mod. for the majority of children

| LUNCH MENU CRITERIA | | FOOD ITEM | | PORTION SIZE | COMMENTS (OPT.) |
|---|---|---|---|---|---|
| **Vegetables:** Offer a different vegetable every day of the week (at least ¼ cup serving size). *Note that various preparations of the same vegetable are considered the same, i.e. mashed potatoes and tater tots are both potatoes.* more info.? | M | | M | 1/4 cup | |
| | T | | T | 1/4 cup | |
| | W | | W | 1/4 cup | |
| | T | | T | 1/4 cup | |
| | F | | F | 1/4 cup | |
| **Dark green or orange vegetables:** Offer dark green or orange vegetables on 3 or more days per week. (Of the 3, at least 2 must be different. At least ¼ cup servings are required). more info.? | M | | M | 1/4 cup | |
| | T | | T | 1/4 cup | |
| | W | | W | 1/4 cup | |
| | T | | T | 1/4 cup | |
| | F | | F | 1/4 cup | |
| **Cooked dry beans or peas (legumes):** Offer at least 1 serving per week. At least 1/4 cup serving required. more info.? | M | | M | 1/4 cup | |
| | T | | T | 1/4 cup | |
| | W | | W | 1/4 cup | |
| | T | | T | 1/4 cup | |
| | F | | F | 1/4 cup | |
| **Fruits:** Offer a different fruit every day of the week (at least ¼ cup serving size). *Note that various preparations of the same fruit are considered the same, i.e. fresh apples and applesauce are both apples.* more info.? | M | | M | 1/4 cup | |
| | T | | T | 1/4 cup | |
| | W | | W | 1/4 cup | |
| | T | | T | 1/4 cup | |
| | F | | F | 1/4 cup | |
| **Fresh fruit:** Offer fresh fruit at least 2 days a week (at least ¼ cup serving size). more info.? | M | | M | 1/4 cup | |
| | T | | T | 1/4 cup | |
| | W | | W | 1/4 cup | |
| | T | | T | 1/4 cup | |
| | F | | F | 1/4 cup | |
| **Whole grain foods:** Offer at least 1 serving of whole grain food every day, and may not be the same one each day. more info.? | M | | M | g | |
| | T | | T | g | |
| | W | | W | g | |
| | T | | T | g | |
| | F | | F | g | |

1. Does your menu only offer low-fat (1% or less) and fat-free (skim) milk, flavored or unflavored, each day? ☐ YES ☐ NO

2. Does this week's menu meet the HUSSC menu criteria? ☐ YES ☐ NO

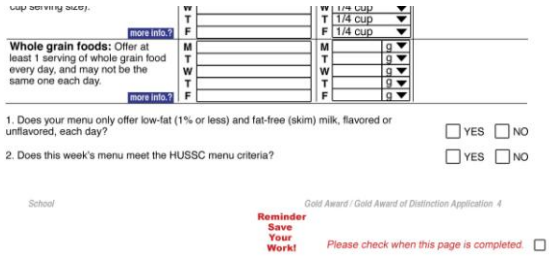
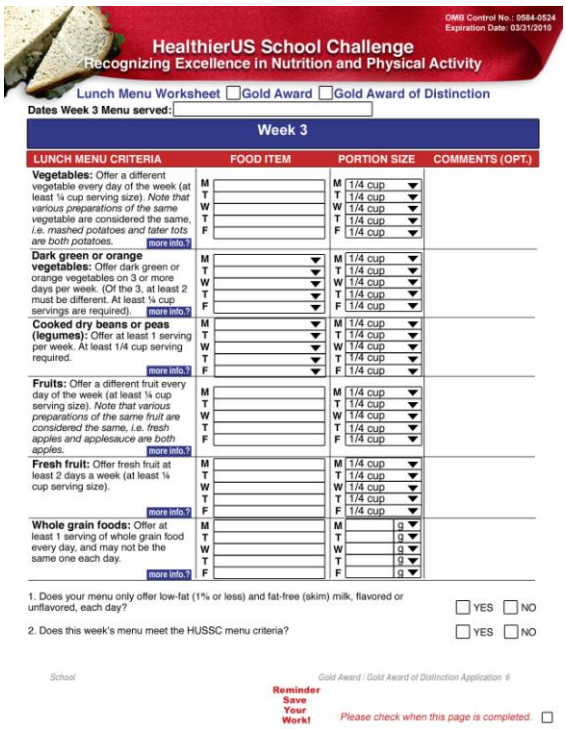
*School* ____ *Gold Award / Gold Award of Distinction Application 4*

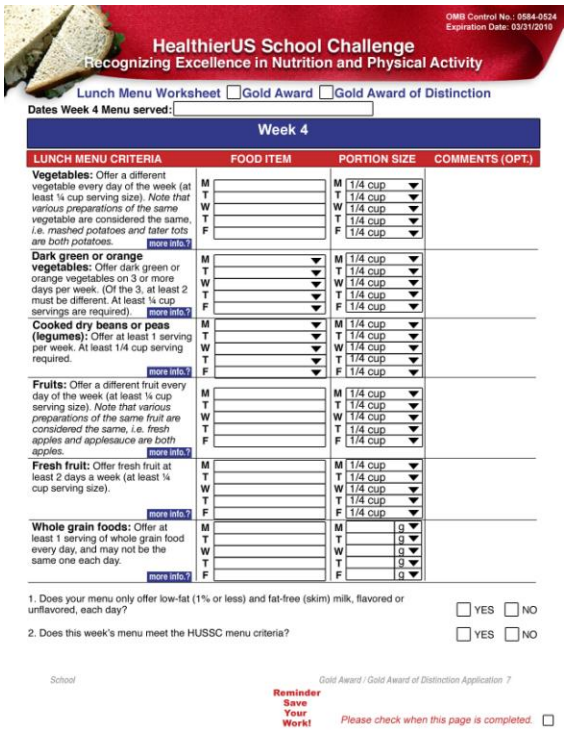
**Reminder Save Your Work!**

*Please check when this page is completed.* ☐

Slide 43 Lunch Menu Worksheet for Week 1

The online version of the application includes some drop-down boxes with lists of dark green or orange vegetables and dry beans and peas. Only those dark green or orange vegetables and dry beans and peas that meet the HUSSC criteria are on the drop down boxes.

| | |
|---|---|
|  <br>**Whole grain foods:** Offer at least 1 serving of whole grain food every day, and may not be the same one each day.<br>1. Does your menu only offer low-fat (1% or less) and fat-free (skim) milk, flavored or unflavored, each day? ☐ YES ☐ NO<br>2. Does this week's menu meet the HUSSC menu criteria? ☐ YES ☐ NO<br>School<br>Gold Award / Gold Award of Distinction Application 4<br>Reminder Save Your Work!<br>Please check when this page is completed. ☐ | Slide 44 Lower Section of Lunch Menu Worksheet for Week 1<br><br>Notice that the lower part of the page always prompts you to save your work and has an option that allows you to check when the page is completed. |
|  <br>OMB Control No.: 0584-0524<br>Expiration Date: 03/31/2010<br>HealthierUS School Challenge<br>Recognizing Excellence in Nutrition and Physical Activity<br>Lunch Menu Worksheet ☐ Gold Award ☐ Gold Award of Distinction<br>Dates Week 3 Menu served:<br>Week 3<br>LUNCH MENU CRITERIA / FOOD ITEM / PORTION SIZE / COMMENTS (OPT.)<br>**Vegetables:** Offer a different vegetable every day of the week (at least ¼ cup serving size). *Note that various preparations of the same vegetable are considered the same, i.e. mashed potatoes and tater tots are both potatoes.*<br>**Dark green or orange vegetables:** Offer dark green or orange vegetables on 3 or more days per week. (Of the 3, at least 2 must be different. At least ¼ cup servings are required).<br>**Cooked dry beans or peas (legumes):** Offer at least 1 serving per week. At least 1/4 cup serving required.<br>**Fruits:** Offer a different fruit every day of the week (at least ¼ cup serving size). *Note that various preparations of the same fruit are considered the same, i.e. fresh apples and applesauce are both apples.*<br>**Fresh fruit:** Offer fresh fruit at least 2 days a week (at least ¼ cup serving size).<br>**Whole grain foods:** Offer at least 1 serving of whole grain food every day, and may not be the same one each day.<br>1. Does your menu only offer low-fat (1% or less) and fat-free (skim) milk, flavored or unflavored, each day? ☐ YES ☐ NO<br>2. Does this week's menu meet the HUSSC menu criteria? ☐ YES ☐ NO<br>School<br>Gold Award / Gold Award of Distinction Application 6<br>Reminder Save Your Work!<br>Please check when this page is completed. ☐ | Slide 45 Lunch Menu Worksheet for Week 3<br><br>There are four Lunch Menu Worksheets for the four weeks menus. This is Week 3—notice the heading at the top of the page. |



OMB Control No.: 0584-0524
Expiration Date: 03/31/2010

HealthierUS School Challenge
Recognizing Excellence in Nutrition and Physical Activity

Lunch Menu Worksheet ☐ Gold Award ☐ Gold Award of Distinction

Dates Week 4 Menu served: _____

Week 4

| LUNCH MENU CRITERIA | FOOD ITEM | PORTION SIZE | COMMENTS (OPT.) |
|---|---|---|---|
| **Vegetables:** Offer a different vegetable every day of the week (at least ¼ cup serving size). *Note that various preparations of the same vegetable are considered the same, i.e. mashed potatoes and tater tots are both potatoes.* more info? | M<br>T<br>W<br>T<br>F | M 1/4 cup<br>T 1/4 cup<br>W 1/4 cup<br>T 1/4 cup<br>F 1/4 cup | |
| **Dark green or orange vegetables:** Offer dark green or orange vegetables on 3 or more days per week. (Of the 3, at least 2 must be different. At least ¼ cup servings are required). more info? | M<br>T<br>W<br>T<br>F | M 1/4 cup<br>T 1/4 cup<br>W 1/4 cup<br>T 1/4 cup<br>F 1/4 cup | |
| **Cooked dry beans or peas (legumes):** Offer at least 1 serving per week. At least 1/4 cup serving required. more info? | M<br>T<br>W<br>T<br>F | M 1/4 cup<br>T 1/4 cup<br>W 1/4 cup<br>T 1/4 cup<br>F 1/4 cup | |
| **Fruits:** Offer a different fruit every day of the week (at least ¼ cup serving size). *Note that various preparations of the same fruit are considered the same, i.e. fresh apples and applesauce are both apples.* more info? | M<br>T<br>W<br>T<br>F | M 1/4 cup<br>T 1/4 cup<br>W 1/4 cup<br>T 1/4 cup<br>F 1/4 cup | |
| **Fresh fruit:** Offer fresh fruit at least 2 days a week (at least ¼ cup serving size). more info? | M<br>T<br>W<br>T<br>F | M 1/4 cup<br>T 1/4 cup<br>W 1/4 cup<br>T 1/4 cup<br>F 1/4 cup | |
| **Whole grain foods:** Offer at least 1 serving of whole grain food every day, and may not be the same one each day. more info? | M<br>T<br>W<br>T<br>F | M g<br>T g<br>W g<br>T g<br>F g | |

1. Does your menu only offer low-fat (1% or less) and fat-free (skim) milk, flavored or unflavored, each day? ☐ YES ☐ NO

2. Does this week's menu meet the HUSSC menu criteria? ☐ YES ☐ NO

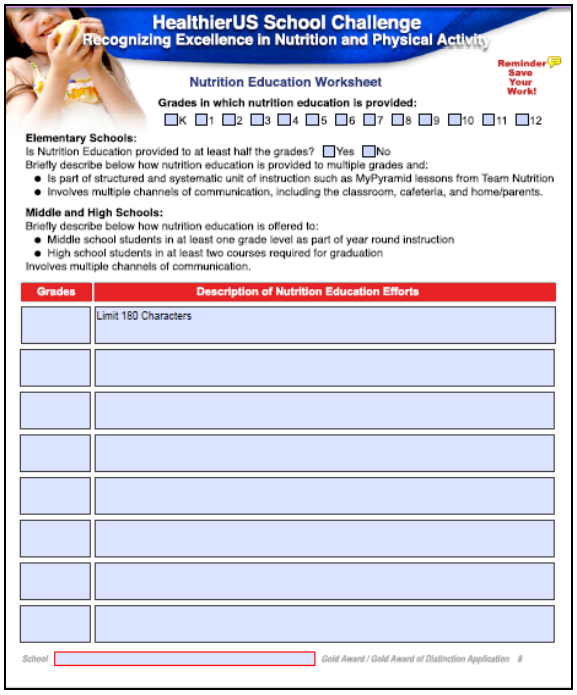
School

Gold Award / Gold Award of Distinction Application 7

Reminder Save Your Work!

Please check when this page is completed. ☐

Slide 46 Lunch Menu Worksheet for Week 4



HealthierUS School Challenge
Recognizing Excellence in Nutrition and Physical Activity

Reminder Save Your Work!

Nutrition Education Worksheet

**Grades in which nutrition education is provided:**

☐K ☐1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐7 ☐8 ☐9 ☐10 ☐11 ☐12

**Elementary Schools:**
Is Nutrition Education provided to at least half the grades? ☐Yes ☐No
Briefly describe below how nutrition education is provided to multiple grades and:
- Is part of structured and systematic unit of instruction such as MyPyramid lessons from Team Nutrition
- Involves multiple channels of communication, including the classroom, cafeteria, and home/parents.

**Middle and High Schools:**
Briefly describe below how nutrition education is offered to:
- Middle school students in at least one grade level as part of year round instruction
- High school students in at least two courses required for graduation

Involves multiple channels of communication.

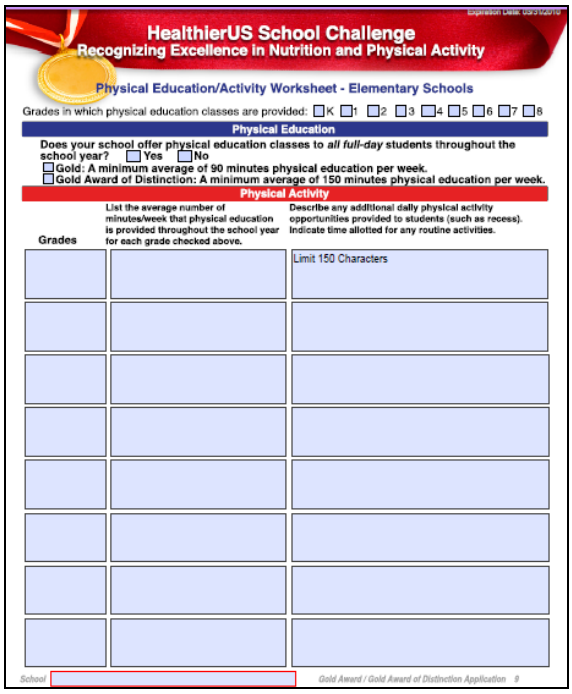
| Grades | Description of Nutrition Education Efforts |
|---|---|
| | Limit 180 Characters |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

School _____

Gold Award / Gold Award of Distinction Application 8

Slide 47 Nutrition Education Worksheet

Use the same worksheet for both elementary and secondary schools. Just note that the criteria at the top of the page is different.



HealthierUS School Challenge
Recognizing Excellence in Nutrition and Physical Activity

Physical Education/Activity Worksheet - Elementary Schools

Grades in which physical education classes are provided: ☐K ☐1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐7 ☐8

Physical Education

Does your school offer physical education classes to *all full-day* students throughout the school year? ☐Yes ☐No

☐Gold: A minimum average of 90 minutes physical education per week.
☐Gold Award of Distinction: A minimum average of 150 minutes physical education per week.

Physical Activity

| Grades | List the average number of minutes/week that physical education is provided throughout the school year for each grade checked above. | Describe any additional daily physical activity opportunities provided to students (such as recess). Indicate time allotted for any routine activities. |
|---|---|---|
| | | Limit 150 Characters |
| | | |
| | | |
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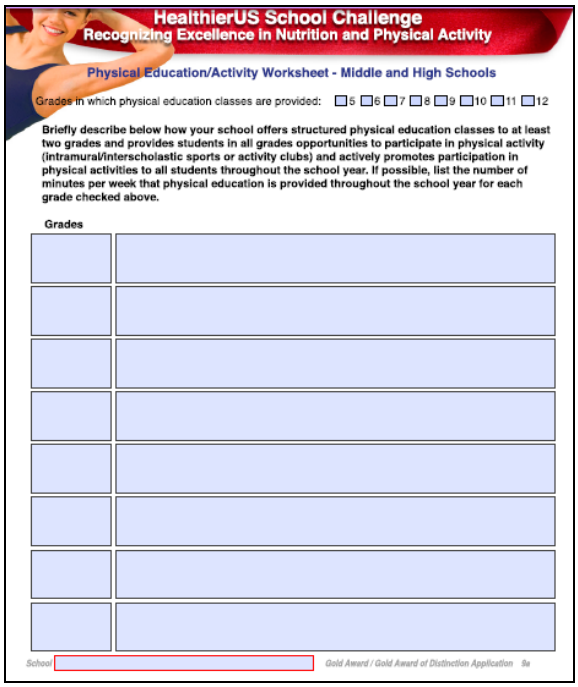
School _____ Gold Award / Gold Award of Distinction Application 9

Slide 48 Physical Education/Activity Worksheet for elementary schools.



HealthierUS School Challenge
Recognizing Excellence in Nutrition and Physical Activity

Physical Education/Activity Worksheet - Middle and High Schools

Grades in which physical education classes are provided: ☐5 ☐6 ☐7 ☐8 ☐9 ☐10 ☐11 ☐12

Briefly describe below how your school offers structured physical education classes to at least two grades and provides students in all grades opportunities to participate in physical activity (intramural/interscholastic sports or activity clubs) and actively promotes participation in physical activities to all students throughout the school year. If possible, list the number of minutes per week that physical education is provided throughout the school year for each grade checked above.

| Grades | |
|---|---|
| | |
| | |
| | |
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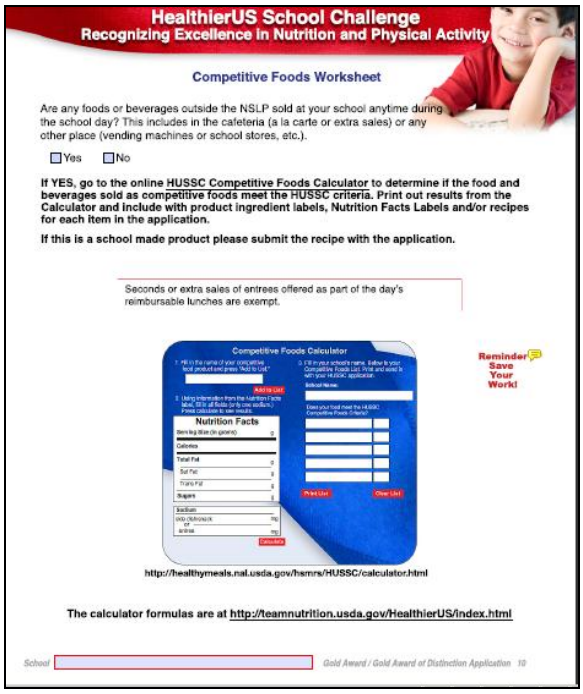
| | |
| | |

School _____ Gold Award / Gold Award of Distinction Application 9a

Slide 49 Physical Education/Activity Worksheet for middle and high schools.



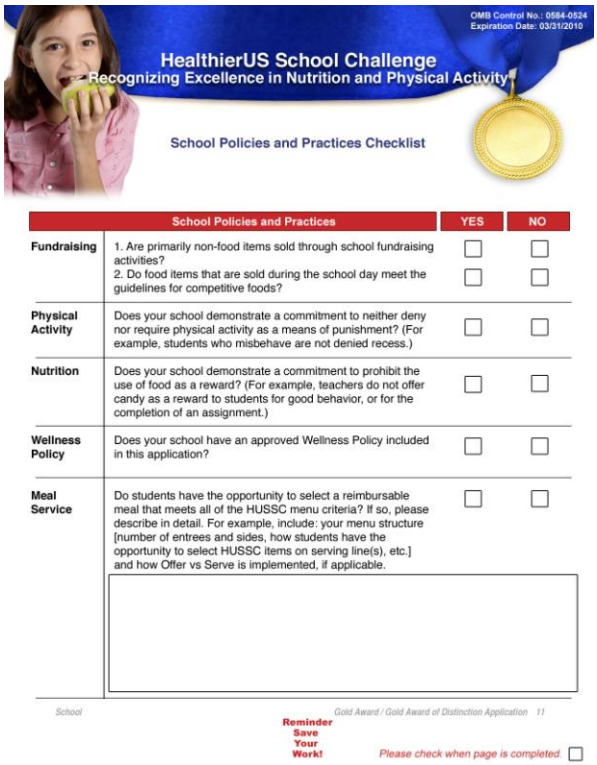

Slide 50 Competitive Foods Worksheet with Online Calculator

Another tool is the online calculator that completes calculations to determine if competitive foods meet the HUSSC criteria.

Online Calculator

Slide 51 The Online Calculator

This little tool can save you a lot of calculations. You enter the name of each commercially purchased competitive food item you are recording. From the information on the Nutrition Facts label, record the grams of fat, saturated fat, etc. The name of the food item will appear to the right, on the list of items, and will tell you whether this item meets the HUSSC competitive foods criteria or not.



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HealthierUS School Challenge
Recognizing Excellence in Nutrition and Physical Activity

School Policies and Practices Checklist

| | School Policies and Practices | YES | NO |
|---|---|---|---|
| Fundraising | 1. Are primarily non-food items sold through school fundraising activities? | ☐ | ☐ |
| | 2. Do food items that are sold during the school day meet the guidelines for competitive foods? | ☐ | ☐ |
| Physical Activity | Does your school demonstrate a commitment to neither deny nor require physical activity as a means of punishment? (For example, students who misbehave are not denied recess.) | ☐ | ☐ |
| Nutrition | Does your school demonstrate a commitment to prohibit the use of food as a reward? (For example, teachers do not offer candy as a reward to students for good behavior, or for the completion of an assignment.) | ☐ | ☐ |
| Wellness Policy | Does your school have an approved Wellness Policy included in this application? | ☐ | ☐ |
| Meal Service | Do students have the opportunity to select a reimbursable meal that meets all of the HUSSC menu criteria? If so, please describe in detail. For example, include: your menu structure [number of entrees and sides, how students have the opportunity to select HUSSC items on serving line(s), etc.] and how Offer vs Serve is implemented, if applicable. | ☐ | ☐ |

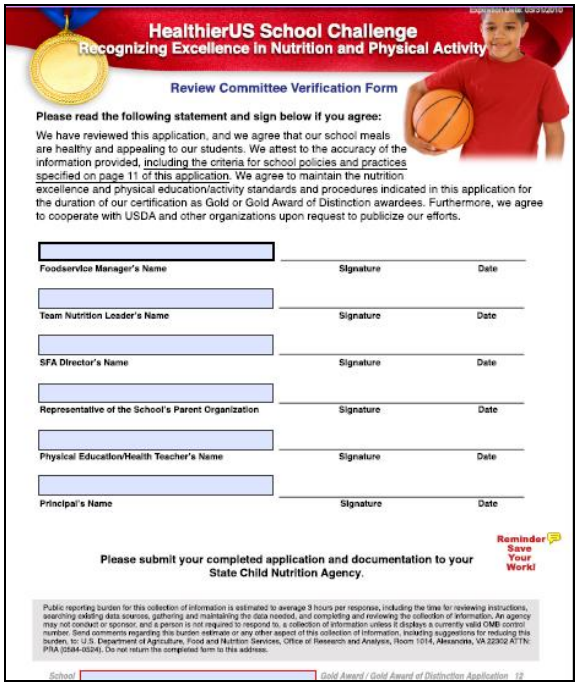
School

Gold Award / Gold Award of Distinction Application 11

Reminder Save Your Work!

Please check when page is completed ☐

Slide 52 School Policies and Procedures Checklist



HealthierUS School Challenge
Recognizing Excellence in Nutrition and Physical Activity

Review Committee Verification Form

**Please read the following statement and sign below if you agree:**

We have reviewed this application, and we agree that our school meals are healthy and appealing to our students. We attest to the accuracy of the information provided, including the criteria for school policies and practices specified on page 11 of this application. We agree to maintain the nutrition excellence and physical education/activity standards and procedures indicated in this application for the duration of our certification as Gold or Gold Award of Distinction awardees. Furthermore, we agree to cooperate with USDA and other organizations upon request to publicize our efforts.

| | | |
|---|---|---|
| Foodservice Manager's Name | Signature | Date |
| Team Nutrition Leader's Name | Signature | Date |
| SFA Director's Name | Signature | Date |
| Representative of the School's Parent Organization | Signature | Date |
| Physical Education/Health Teacher's Name | Signature | Date |
| Principal's Name | Signature | Date |

Reminder Save Your Work!

**Please submit your completed application and documentation to your State Child Nutrition Agency.**

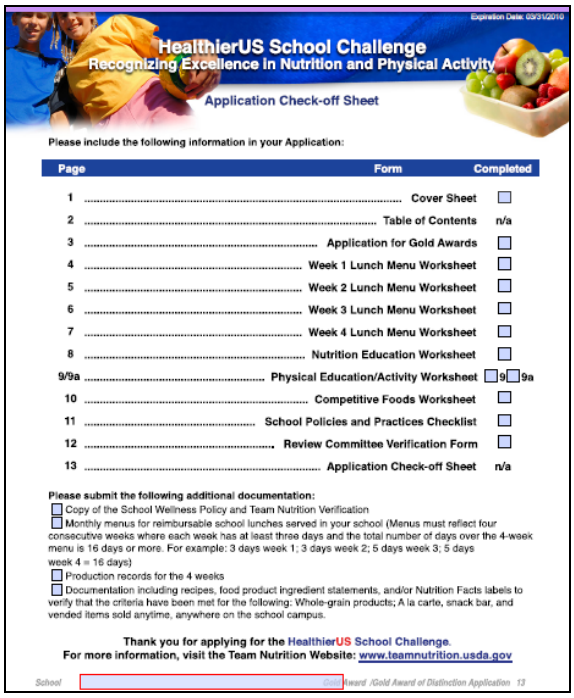
Public reporting burden for this collection of information is estimated to average 3 hours per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to: U.S. Department of Agriculture, Food and Nutrition Services, Office of Research and Analysis, Room 1014, Alexandria, VA 22302 ATTN: PRA (0584-0524). Do not return the completed form to this address.

School

Gold Award / Gold Award of Distinction Application 12

Slide 53 Review Committee Verification Form

This form allows you to type committee member names and the date in the online form.



Expiration Date: 03/31/2010

HealthierUS School Challenge
Recognizing Excellence in Nutrition and Physical Activity

Application Check-off Sheet

Please include the following information in your Application:

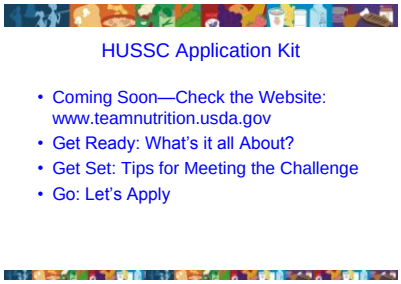
| Page | Form | Completed |
|---|---|---|
| 1 | Cover Sheet | ☐ |
| 2 | Table of Contents | n/a |
| 3 | Application for Gold Awards | ☐ |
| 4 | Week 1 Lunch Menu Worksheet | ☐ |
| 5 | Week 2 Lunch Menu Worksheet | ☐ |
| 6 | Week 3 Lunch Menu Worksheet | ☐ |
| 7 | Week 4 Lunch Menu Worksheet | ☐ |
| 8 | Nutrition Education Worksheet | ☐ |
| 9/9a | Physical Education/Activity Worksheet | ☐9☐9a |
| 10 | Competitive Foods Worksheet | ☐ |
| 11 | School Policies and Practices Checklist | ☐ |
| 12 | Review Committee Verification Form | ☐ |
| 13 | Application Check-off Sheet | n/a |

Please submit the following additional documentation:
☐ Copy of the School Wellness Policy and Team Nutrition Verification
☐ Monthly menus for reimbursable school lunches served in your school (Menus must reflect four consecutive weeks where each week has at least three days and the total number of days over the 4-week menu is 16 days or more. For example: 3 days week 1; 3 days week 2; 5 days week 3; 5 days week 4 = 16 days)
☐ Production records for the 4 weeks
☐ Documentation including recipes, food product ingredient statements, and/or Nutrition Facts labels to verify that the criteria have been met for the following: Whole-grain products; A la carte, snack bar, and vended items sold anytime, anywhere on the school campus.

Thank you for applying for the HealthierUS School Challenge.
For more information, visit the Team Nutrition Website: www.teamnutrition.usda.gov

School _____ Gold Award /Gold Award of Distinction Application 13

Slide 54 Application Check-off Sheet




Slide 55

The HealthierUS School Challenge Application Kit is a new resource to walk you through applying for the challenge.

Slide 56

This list of contents is not all-inclusive. Continue to check the HUSSC web site for additional resources.

| | |
|---|---|
| Resources<br>TEAM Nutrition<br>teamnutrition.usda.gov | Slide 57<br>There are also many Challenge resources available for teachers, such as the Nutrition Education and Physical Activity resources. These resources, and the links to them, are listed on Handout 6.6. You can team up with teachers by making this list available to them. Check the Team Nutrition web site for the most up-to-date resources. |

## Developing an Action Plan for Meeting the Challenge (10 minutes)

### Materials Needed:

**Handout 6.7:** *An Action Plan for Meeting the Challenge*
**Handout 6.8:** USDA's *Meeting the Challenge of Rising Food Costs*

**Say:** Locate Handout 6.7: *An Action Plan for Meeting the Challenge*. You have a few minutes to look over this Action Plan template.

Notice that the criteria have not been numbered for priority because most of you will be at different stages and therefore your priorities will be in different order. Some of you may not have to spend time on increasing your school meal participation because it already exceeds the Challenge criteria.

When you have finished your action plan, please stand.

**Do:** Allow time for participants to begin completing the action plan. Allow 4 minutes (music optional) and allow participants to work independently. Move around the room to facilitate group activity. During discussion, use the following points to guide discussion.

- For those of you who have student participation lower than the Challenge criteria, you may find, just as other schools have found, that when you achieve some of the other Challenge criteria, such as reducing the amount of a la carte sales and other competitive food sales, your student meal participation increases.
- Or, if you spend time on refining your menus you may also find that student meal participation increases, especially if you communicate to parents what you're trying to achieve. Parents are concerned about the increase in childhood obesity and your efforts will not go unappreciated by them. Tell them how important it is for them to communicate with parents about the efforts being undertaken and to solicit their support.
- Some of you may feel that the structured physical education requirement is beyond your control. But someone has to begin to call attention for the need to reduce childhood and eventually adult obesity, with the subsequent health consequences. Why not you? If you're doing your part with offering healthy food choices in the school cafeteria, you have a stronger base to discuss the issues.
- Which criterion you would work on first, second, etc. and which ones you could eliminate because you have already met this criterion?
- What steps you would take to meet each criterion you selected to target, what would be your target date, and the person responsible?

**Do:** Ask participants to share their plans. Use the Handout 6.7 Answer Sheet to generate discussion about how to break down the steps.

Call participants' attention to another resource—Handout 6.8: USDA's *Meeting the Challenge of Rising Food Costs for Healthier School Meals*

## Lesson Summary (10 minutes)

**Say:** What is one action for meeting the Challenge you plan to work on when you return to your school(s)?

**Do:** Allow participants time to respond. Move to the Post-Assessment and closing of training.

## Administer Post-Assessment

## Materials Needed

- Post-Assessment (one copy for each participant)
- Pencils (one for each participant)

## Administer Evaluations