Welcome! A couple of notes before we get started...

- Your feedback is valuable to us! Please fill out the survey provided at the conclusion of the presentation.

- During the last 10 minutes of this presentation Erin will address your questions! Please submit them in the chat box and she will answer as many questions as time allows. If you have additional questions please direct them to healthy_food_choices_in_schools@cornell.edu

If you wish to receive email updates from Healthy Food Choices in Schools please enter your information here:
http://www.extension.org/pages/71031/join-the-mailing-list
Introducing the Smarter Lunchrooms Complete Training Program

Erin Sharp, MAT, MS
Curriculum designer, Cornell B.E.N. Center

Wednesday, January 27, 2015
Overview

• Purpose
  • Professional development resource
  • Intended for use by certified Smarter Lunchrooms TAPs
  • Distributed via SmarterLunchrooms.org or by direct link (email ben@cornell.edu)

• Organization
  • 6 2-hour modules

• Content
  • “Teacher’s guide” to SL training program seen in in-person trainings and webinars
• Professional development resource
• Intended for use by certified Smarter Lunchrooms TAPs
• Distributed via SmarterLunchrooms.org or by direct link (email ben@cornell.edu)
Organization, part 1

• 6 2-hour modules
• Topics:
  • 1: Theory of Behavioral Economics
  • 2: Perspectives in Lunch Line Redesign
  • 3: The D.P.I.E. Process
  • 4: Generating Buy-In
  • 5: Facilitating Collaboration
  • 6: incorporating Research and Data
Organization, part 2

• Each module contains:
  • Learning objectives
  • Course overview
  • Pre-assessment and cueing activity
  • Scripted and timed activities
    • Slide presentations
    • Hands-on application workshops
    • Multi-media links & readings
    • Discussion topics
    • Spot-checks for understanding
  • Post-assessment and course evaluation
  • Appendix with all worksheets, keys, etc.
  • PDFs of all reading material, slide presentations, graphics, workshop props, etc.
Module 1: Theory of Behavioral Economics

During this session, participants will learn the core concepts of Behavioral Economics and the 6 Principles of the Smarter Lunchrooms Movement. They will be able to identify and apply Smarter Lunchrooms strategies which exemplify the 6 Principles.

OBJECTIVES:
- Explain how Behavioral Economics (BE) affects food choices. Define and identify the 6 Principles of Behavioral Economics.
- Practice using Behavioral Economics Principles to promote target foods.

MATERIALS:
- Trainer’s Script
- Lunch’r Video (incl., all necessary technology and internet access)
- SLIDE PRESENTATIONS:
  - My Favorite Eating Place
  - Introduction to Behavioral Economics
  - Smarter Lunchrooms 6 Principles
- WORKSHEETS:
  - My Favorite Eating Place
  - Hot vs. Cold States
  - Choice Architecture vs. Choice Restriction
  - 6 Principles Interventions
  - Give foods catchy names
  - Module 1 Notes
- Creative Food Name Label samples (Elementary and High School sets)
- Pencils, highlighters, lined paper
- Large paper, markers
- Red and blue plastic cups OR red and blue index cards
- FORMS:
  - Module 1 Pre-Assessment
  - Module 1 Post-Assessment
  - Module 1 Evaluation

AGENDA & LESSON PLAN

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
<th>Task</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 minutes</td>
<td>Introduction and Overview</td>
<td>Introduce topic</td>
<td>Trainer’s Script, My Favorite Eating Place slide presentation, My Favorite Eating Place worksheet, large paper and markers</td>
</tr>
<tr>
<td>5 minutes</td>
<td>Pre-Assessment</td>
<td>Distribute Pre-Assessment</td>
<td>Module 1 Pre-Assessment</td>
</tr>
<tr>
<td>15 minutes</td>
<td>BE and food choices</td>
<td>Introduce BE</td>
<td>Introduction to Behavioral Economics slide presentation</td>
</tr>
<tr>
<td>5 minutes</td>
<td>Application activity</td>
<td>Review hot state vs. cold state decision-making and choice architecture vs. choice restriction</td>
<td>Red and blue cups OR red and blue index cards, hot vs. cold state worksheet, choice architecture vs. choice restriction worksheet</td>
</tr>
<tr>
<td>15 minutes</td>
<td>BE in the Lunchroom</td>
<td>View and discuss video</td>
<td>Lunch’r video: example of a Smarter Lunchroom Makeover</td>
</tr>
<tr>
<td>25 minutes</td>
<td>Application activity</td>
<td>Introduce 6 principles</td>
<td>Smarter Lunchrooms 6 Principles slide presentation</td>
</tr>
<tr>
<td>5 minutes</td>
<td>Review 6 Principles</td>
<td>Review 6 Principles</td>
<td>6 Principles interventions worksheet</td>
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</table>

Objective 2: Practice using Behavioral Economics Principles to promote target foods

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
<th>Task</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>55 minutes</td>
<td>Principle 4: Balance Taste Expectations</td>
<td>Apply and practice using Principle 4 to promote foods</td>
<td>Give foods catchy names worksheet, Creative Food Name Label samples for use groups</td>
</tr>
<tr>
<td>10 minutes</td>
<td>Session Evaluation</td>
<td>Distribute Post-Assessment</td>
<td>Module 1 Post-Assessment, Module 1 Post-Assessment Key, Module 1 Evaluation Form</td>
</tr>
</tbody>
</table>
**My Favorite Eating Place**

During this session, we will learn the essential concepts of behavioral economics, the study of how environmental cues influence behavior. We will discuss the research behind the 6 Principles of behavioral economics in food settings.
## Hot State vs. Cold State Decision-Making

Indicates whether each choice correlates with hot state or cold state decision-making.

<table>
<thead>
<tr>
<th>Hot State Decision-Making</th>
<th>Cold State Decision-Making</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

Consider price
Consider convenience
Consider taste
Consider health information
Most Influenced by packaging and marketing
Larger portions

## Hot State vs. Cold State (Red Cup/Blue Cup) Decision-Making Key

### Hot State Decision-Making (Red Cup)
- Larger portions
- Consider convenience
- Indulgence
- Short-term satisfaction
- "Sinful" foods
- Treats
- Most Influenced by packaging and marketing
- Environmental influences are effective

### Cold State Decision-Making (Blue Cup)
- Appropriate portions
- Consider price
- Consider health information
- Practically
- "Virtuous" foods
- Cognitive messages are effective
- Balanced meals
- Long-term benefits
- Environmental influences are effective

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Give Foods Catchy Names

Question: In the lunchroom, What's in a Name?
Answer: A LOT! To boost participation, make foods sound Good Enough to Eat.

Warm-Up: Which option in each pair sounds more appealing, assuming they cost the same? Put yourself in the shoes of the items' target audience.

List 1: Lip Gloss Colors
Light pink ______ Sun-kissed Strawberry _X__
Dark pink ______ Luscious Raspberry _X__
Red _______ Friday Night Scarlet _X__
Peach _______ Perfect Summer Peach _X__

List 2: Car Names
Minivan _______ Grand Caravan _X__
Truck _______ Silverado _X__
Sports car _______ Mustang _X__
SUV _______ Expedition _X__

List 3: Foods
Steak _______ Sizzling T-bone Steak _X__
Coleslaw _______ Tangy Coleslaw _X__
Salad _______ Crisp Garden Salad _X__
Grilled cheese _______ Crunchy Toasted Cheddar Sandwich _X__

Follow-up questions:
1. Why are the names in the right-side column more appealing than those on the left?
2. Why is it important to remember the target audience’s perspective?

Smarter Lunchrooms Training Module 1 Post-Assessment Key

Directions: Choose the best answer.

1. Which is NOT a goal of the Smarter Lunchrooms movement?
   a. Increase food sales
   b. Implement inexpensive changes to lunchrooms
   c. Change recipes
   d. Maintain choice in food options
   e. Sustain influence students to make healthier choices

Vocabulary

Directions: Match each term to its definition.

Word Bank:
- behavioral economics
- reactance
- participation
- hot state
- cold state

2. Percentage of students buying food in the lunchroom _c. participation_
3. Resistance to, resentment about, or defiance of a rule _b. reactance_
4. Emotional decision-making _d. hot state_
5. How the environment effects decision-making _a. behavioral economics_
6. Logical decision-making _e. cold state_

Continue to the next page.
Session Evaluation: Smarter Lunchrooms Module 1

Thank you for your attention, participation, and enthusiasm during today’s training session. Please answer the following questions, being as detailed and specific as possible. This information will be used to improve Smarter Lunchrooms training modules for future audiences.

Demographics

I am a ... school food service director / school food service manager / school food service staff member / school leader or administrator / registered dietician / community nutrition educator / extension associate / researcher or academic / food policy director or analyst / diet tech / chef / other: ______________________

I am ... male / female.

My age is ... under 25 / 25-35 / 35-45 / 45-55 / 55+ (circle one)

I have been working in the food arena for ______ years.

I have been working with children’s programs for ______ years.

I am pursuing SLAP Certification: true / false / perhaps in the future / already certified

My primary area of interest is research / policy / outreach / other.

I learned about the training from ______________________

Directions: Please indicate whether how much you agree with each statement, marking “strongly agree,” “agree,” “disagree,” or “strongly disagree.”

This session gave me a firm understanding of behavioral economics as it relates to school lunchrooms. 1 A 2 D 3 D

This session gave me a firm understanding of the 6 Principles guiding Smarter Lunchrooms Makeover. 1 A 2 D 3 D

I will be able to apply the information covered in this session in my work with school lunchrooms. 1 A 2 D 3 D

Module 1 Notes:
__________________________________________
__________________________________________
__________________________________________
__________________________________________
__________________________________________
__________________________________________
__________________________________________
__________________________________________
All resources included in “kit”
All resources included in “kit”
All resources included in “kit”

Lunch Line Redesign Poster Activity – Icons & Instructions

Brief instructions:
1. Print, laminate, and cut out lunchroom icons (one set per table/group of 4).
2. Gather materials: Per group, poster board foam board, push pins, dry erase marker, sticky notes, and pens/pencils. For the class, large paper, markers (for recording ideas).
3. Create realistic sample lunchrooms using icons and push pins (one per foam board). Not all icons will be used. Use Smarter Lunchrooms templates, recreate a lunchroom known to you, or direct participants to recreate their own lunchrooms.
4. Say: “Use the remaining icons and other materials to redesign your group’s lunchroom according to the Smarter Lunchrooms 6 Principles. Identify 6-10 areas of opportunity and make changes using ST strategies. Physically move, add, and change icons and write in prompts and other answers. One group member should record the changes.” Circulate to provide support and answer questions, as needed. (10 min)
5. Direct groups to share answers with the whole group. Record popular and innovative ideas on large paper.
6. Detailed instructions can be found in the ST Complete Training Program, Module 2. The CTP PLLR lunchroom templates, this presentation, and other resources can be found on SmarterLunchrooms.org.
How TAPs can use the CTP

- Professional development resource
  - Professional library
  - Reference material
  - Collects key handouts, research resources, etc.
  - Activities and graphics for training activities

- “Answer key” or “teacher’s guide” to training program
  - No need to reinvent the wheel
  - Consistency of SL message, resources, and information
  - Use learning outcomes, scripted slide presentations, handouts, and timed activities to design your TAP training sessions
Accessing the CTP

- SmarterLunchrooms.org
- Email ben@cornell.edu
Thank you!

• Q & A
• Forthcoming resources and updates from B.E.N.
• Further information:
  • Erin Sharp: eks6@cornell.edu
  • ben@cornell.edu
Thank you for attending!
We hope you found the presentation informative and useful!

Your feedback is important to us! Please help us evaluate our efforts by filling out this survey: https://vte.co1.qualtrics.com/SE/?SID=SV_4G5VHdqTvJ7w5T

A recording of this webinar will be available shortly at: https://learn.extension.org/events/2423

To learn more about Healthy Food Choices in Schools please contact: healthy_food_choices_in_schools@cornell.edu

articles.extension.org/healthy_food_choices_in_schools