Developing actions and alternatives

Developing an action plan

*Right Bite* Food supply action planner

Moving to a *Right Bite* food supply menu

Designing a *Right Bite* menu

Choosing foods and drinks for the menu

Sample *Right Bite* menus
Developing actions and alternatives

Key elements of success

• An action plan that prioritises the areas for improvement is developed by the committee.
• An approach to the introduction of healthier foods into the canteen or food supply is developed that meets the needs of the school or preschool community.
• A Right Bite menu is planned and developed that meets the requirements of the strategy and features a variety of healthy food choices that are tasty, attractive, good quality and served at the correct temperature.

Developing an action plan

The Right Bite Food Supply Action Planner takes the committee through the following steps.

1. Prioritise issues Look at the areas for improvement identified in the Right Bite Food Supply Checklist.

Questions the healthy eating committee may consider.

• What is the committee going to address first and what activities can be left until later?
• What are the more urgent issues?
• What operational issues need to be addressed early on to support the phasing in of healthier food and drink choices?

2. Explore options Discuss the range of possible solutions to the issues identified and develop creative ways of addressing each issue. Identify resources to support the committee in this process.

3. Select one or more preferred options that best suit the canteen situation.

4. Identify strategies that will be used to implement the options selected.

5. Set timelines or dates for implementation of the selected options.
School: Virginia Primary School

At Virginia Primary School, soft drinks and lollies were immediately phased out. Virginia Primary School Canteen also looked at how they could offer more culturally inclusive foods on their menu as part of their healthy food focus. They organised one of the local restaurants to provide rice and noodles for lunch orders each day. Orders are phoned through to the restaurant daily at 9:30 am, and hot food is delivered at 12:30 individually packaged ready to go into class lunch crates.

A local deli makes fresh Vietnamese meat and salad rolls and these are collected each morning by the canteen manager and sold over the counter at recess as snack foods.

6. Delegate people to be responsible for implementing the options.

7. Record the outcome after the change has been made.

The example on page 92 shows how the Right Bite Food Supply Action Planner could be used to explore the issues of not enough volunteers in the canteen and time consuming preparation of fresh foods. (A blank template for this Action Planner can be found on the CD-ROM.)

Note: To document decisions about changes to the menu itself, ie phasing in new foods, see pages 96 -97 on designing a Right Bite menu and introducing new foods. A Menu Replacement template is provided on the CD-ROM to record decisions about alternatives to be tried, timing, feedback, final selections for the menu and promotional ideas (see example page 95).
**Right Bite Food Supply Action Planner**

<table>
<thead>
<tr>
<th>Issues</th>
<th>Options</th>
<th>Preferred options</th>
<th>Strategies</th>
<th>Timeline</th>
<th>Who</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Example</strong>&lt;br&gt;Not enough volunteers in the canteen</td>
<td>1. Employ a paid manager&lt;br&gt;2. Recruit more volunteers&lt;br&gt;3. Pay more staff&lt;br&gt;4. Open the canteen fewer days&lt;br&gt;5. Streamline work processes in the canteen&lt;br&gt;6. Streamline the menu to reduce the workload&lt;br&gt;7. Contact Centrelink, Volunteers SA or local community volunteer group</td>
<td>Recruit more volunteers</td>
<td>• Speak at the new parents orientation day&lt;br&gt;• Send an invitation to join the canteen volunteer staff to all new parents in the information kits&lt;br&gt;• Regularly publish the roster in the newsletter to publicly acknowledge those parents who are volunteering&lt;br&gt;• Snippet in the newsletter&lt;br&gt;• For more information see page 102 in Section 5</td>
<td>Term 4&lt;br&gt;Term 4&lt;br&gt;Each newsletter&lt;br&gt;Each newsletter&lt;br&gt;Term 4</td>
<td>Canteen committee president &amp; the canteen manager</td>
<td>12 new volunteers recruited over a period of 6 months</td>
</tr>
<tr>
<td><strong>Example</strong>&lt;br&gt;Preparing fresh food is too time consuming</td>
<td>Buy in • ready to eat options • salad vegetables that are washed and cut up or grated Reorganise workflow practices in the canteen</td>
<td>Reorganise workflow practices in the canteen See Section 5 for more information on workflow and organisation</td>
<td>• Prepare all filling ingredients prior to starting production of rolls, sandwiches and wraps&lt;br&gt;• Put up instruction sheets for the production of sandwich, roll and wrap fillings&lt;br&gt;• Purchase take away style containers for storing prepared vegetables</td>
<td>Term 3&lt;br&gt;Term 3&lt;br&gt;Term 3</td>
<td>Canteen manager to prepare instruction sheets&lt;br&gt;Committee member to type them up and laminate them&lt;br&gt;Canteen manager to source appropriate containers from packaging supplier</td>
<td>A 30% increase in the number of rolls, wraps and sandwiches produced in a shorter time frame</td>
</tr>
</tbody>
</table>
Moving to a **Right Bite** canteen menu

Moving to a **Right Bite** canteen menu can be done in different ways. Options are outlined below.

Close the canteen for a short period of time and reopen with a new menu selection for the students and staff. The time chosen could be at the end of a school term or at the end of the school year. This can work well, particularly if it is supported with strong classroom links, promotion and good communication with the whole school community.

**RED** category foods are no longer allowed and healthier choices are brought into the menu to replace them eg soft drinks are replaced with water, reduced fat plain and flavoured milk alternatives and small 99–100% fruit juices, with cool tap water provided free of charge. Standard pies and pasties are replaced by healthier items like toasted sandwiches with lower fat content, more vegetables and a reasonable serve size. There is no need for a ‘one for one’ replacement for all items that are phased out. This may be the opportunity to streamline the canteen menu working towards a higher proportion of **GREEN** category foods.

If the committee decides to use the phased in approach to changing the menu the **Menu Replacement template** on page 95 can be used to guide and record decisions.

See Appendices 1–3 for further information on food and drink alternatives.

Bring new choices into the menu and promote these well.

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**Case study**

**School: Seaview Downs Primary School**

To phase out non-recommended foods and replace them with healthy recommended menu options the canteen committee researched a range of new healthy, affordable meal options that they thought would be popular with students in their canteen known as the *Sea Horse Café*.

The new menu was promoted with newsletter focus, posters and free tasting sessions for students and parents. Non-recommended snack items like chips were removed gradually over one to two terms and replaced with popular, affordable and healthy snack options. New healthy snacks were trialled via a daily ‘Recess Special’ roster that was based on foods from the dairy, cereal and fruit food groups.

The menu is changed seasonally and students are surveyed about healthy items they have tried over the previous few months, with the most popular items going onto the menu.
As part of Student Wellbeing Week the canteen supported the theme by combining the ‘Go for 2 Fruit and 5 Veg’ and the ‘Eat Fresh from All the Colours of the Rainbow’ concept to provide Rainbow Week – a four day experience for the children of tasting and buying delicious fruit and vegetable based foods. Tuesday, Wednesday and Thursday were dedicated to nutritious foods coloured red and orange, yellow and green, blue and green respectively whilst Friday was Rainbow Day when foods from all coloured groups were offered. Each day sample tastings were offered for students and even the teachers! Volunteers helped to promote the day, decorate the canteen and provide all children with a Rainbow Smiley Face Chart that was shaded as each colour was tasted. As a result, most students are now keen to try new foods.

The whole school loved the theme week and canteen sales boomed. The staff also became accustomed to having food in the staffroom with the canteen now selling soup to the staff two days per week.
## Menu Replacement template

<table>
<thead>
<tr>
<th>Foods/drinks to be removed</th>
<th>Alternatives</th>
<th>Timing</th>
<th>Promotional ideas</th>
<th>Feedback from customers</th>
<th>Final selecting for the menu</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Example</strong></td>
<td><strong>Mini fruit muffins</strong></td>
<td><strong>Term 1 2008</strong></td>
<td><strong>SRC to produce posters on the fruits and muffin based pizzas available</strong></td>
<td><strong>Liked new varieties of fruit on offer</strong></td>
<td><strong>Will offer fruit in season</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Cut up fruit</strong></td>
<td></td>
<td><strong>Promote as value for money</strong></td>
<td><strong>Enjoyed the fruit muffins warm</strong></td>
<td><strong>Muffins in the winter months</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Small canned fruits (pre-portioned and easy to store – no wastage)</strong></td>
<td></td>
<td><strong>Posters on building healthy bones with calcium rich foods</strong></td>
<td><strong>Canned fruits – value for money</strong></td>
<td><strong>Varieties of canned fruits chilled in summer</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Fruit buns</strong></td>
<td></td>
<td><strong>Tooth friendly snack choices</strong></td>
<td><strong>Pizzas very popular</strong></td>
<td><strong>Muffin based pizzas will be offered – toppings varied to add interest</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Chunks of fruit bread</strong></td>
<td></td>
<td></td>
<td><strong>Yoghurts popular</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Muffin based mini pizzas</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Snack deals – muffins and fruit</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Reduced fat yoghurts</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Cheese sticks</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Example</strong></td>
<td><strong>Reduced fat flavoured milks</strong></td>
<td><strong>Term 1</strong></td>
<td><strong>Gain support from the SRC to promote the new contents of the vending machines</strong></td>
<td><strong>Flavoured milks popular</strong></td>
<td><strong>Stock vending machines with reduced fat milks, fruit juice, water and yoghurts</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Drinking yoghurts</strong></td>
<td></td>
<td><strong>Use promotional materials provided by the companies in appropriate locations around the school</strong></td>
<td><strong>Juices and water more popular in summer</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Water</strong></td>
<td></td>
<td></td>
<td><strong>Would like warm drinks to be available</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Fruit juice 99% 250ml</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Designing a Right Bite menu

At this point in the process the committee may decide to design and develop a Right Bite canteen menu. This will depend which option the committee has decided on, ie open with a new menu at the start of a new term or introduce new foods in a phased approach. If taking a phased approach, the menu is likely to evolve rather than be designed all at once.

Alternatively, the committee may prefer to work through Section 5 ‘Getting on with the job,’ and gain further hints and tips on managing a Right Bite food supply before re-designing the menu.

When re-designing the menu consider the aspects covered in ‘Choosing foods and drinks for the menu’ on page 97. The resources listed below will also assist in the process.

Resources
From the Right Bite manual:

Part 1
- Right Bite Food and Drink Spectrum page 24
- Right Bite Ready Reckoner pages 40 - 49
- ‘Occasionally’ Nutrient Criteria Table page 34
- Nutrition Information Panels on product labels pages 35 - 37

Part 2
- The Right Bite Food Supply Checklist pages 82 -87 (blank template on CD-ROM)
- The Right Bite Food Supply Action Planner page 92 (example only: blank template on CD-ROM)
- Setting selling prices page 115

Appendices
- Sandwiches, rolls and wraps Appendix 1 page 126
- Snack food ideas Appendix 2 page 128
- Recipe modification Appendix 3 page 129

CD-ROM
- A Right Bite sample menu (adaptable for both primary and secondary school canteens)
- For a complete list of resources available on the CD-ROM, refer to Appendix 6 page 134-135.

Case study
School: Virginia Primary School
Healthy snacks available for children to buy over the counter were introduced, such as cans of tuna, cans of corn, corn cobettes, toasted sandwiches, cheese sticks, soup in cups during winter, fruit salad plates in summer, and seasonal fruit. Lunch order options include baked potatoes, wraps, and tacos.
Choosing foods and drinks for the menu

Growing children and adolescents need nutritious food to keep them physically active, healthy and mentally alert. A Right Bite menu offers foods and drinks that are tasty, appealing to students, good quality and served at the correct temperature. The menu should also aim to include as many foods as possible from the GREEN segment of the Food and Drink Spectrum.

There are many practical considerations when designing a Right Bite menu.

Consider the following points.

• Don’t make the menu too extensive. Provide an appropriate number of choices to keep the menu interesting, manageable and profitable. Offer customers a core of food items that seldom change and add variety by providing specials at certain times, or days of the week, or on the summer or winter menu.

• Change the types of foods available at recess and lunch to ensure there are healthy, satisfying choices on offer. For example the current menu may contain a number of lines of confectionery, crisps and cakes available at recess. These could be replaced with yoghurts, fresh fruits, bread-based mini pizzas and cheese subs/melts.

• Avoid large serving sizes of foods that fit into the AMBER category of the spectrum. Order in smaller serves of commercial food products where available. Prepare smaller serve sizes of foods and drinks that are made or packaged on the premises.

• Promote healthy ‘meal deals’ on the menu. This provides value for money and encourages the concept of combining foods to create healthy meals.

• Add interesting, enticing descriptions and names for menu categories and foods on the menu.

• Price foods and drinks appropriately for the student market and for viability of canteen.

Sample Right Bite menu

A sample menu is provided on the CD-ROM. This can be adapted for primary or secondary schools. This sample menu may be a useful starting point when developing the school canteen menu.

Some key points to note on the sample menus.

• There is a higher proportion of GREEN than AMBER category foods on the menu ie GREEN foods dominate the menu.

• There are no RED category foods listed on the menu.

• The same ingredients appear on the menu in a variety of ways. This allows the ordering of stock and the organisation and workflow within the canteen to be streamlined.

• Food and drink choices not allowed have been removed from the menu.

Check your progress

☐ An action plan designed by the committee is in place.

☐ All menu planning issues have been taken into consideration in designing a Right Bite menu.

☐ A decision about the introduction of foods into the canteen has been made. The foods will either be
  – introduced all at once, or
  – phased in over an identified time period.

☐ A Right Bite menu has been planned, or

☐ The phasing in process has commenced.