

Cues for Positive Communication with Students and Staff

Occasion	Goal	Examples
Greeting	Create a welcoming atmosphere, Take the first step to building rapport, Promote a reimbursable meal and/or targeted food item	<ul style="list-style-type: none"> • “Good morning! What would you like to try today?” • “Hello! Would you like to try the [entrée]?” • “Welcome to lunch! The [entrée] is popular today. Would you like to try it?” • “Today is [entrée] day. Would you like some?” • “Welcome to the lunchroom! What can I get for you today? The [targeted item] is a great choice.”
Serving	Create a reimbursable meal, Promote healthy sides	<ul style="list-style-type: none"> • “The [vegetable] goes well with the [entrée].” • “Which vegetable/side would you like with that?” • “The [fruit] is perfectly ripe.” • “If you don’t like [first side offered], how about trying the [other side]?” • “You can make [the entree] a meal with some [fruit/vegetable sides].” • “Today we’re serving [list items]. Can I get you come [target item]?” • “We have a great new recipe: [list targeted item(s)]. Would you like to try it? Tell us what you think!”
Point of Sale (PoS)	Create a reimbursable meal, Prompt students to “fill out” an incomplete meal	<ul style="list-style-type: none"> • “I see you don’t have all of your items. Why not grab a [handheld fruit in nearby basket]?” • “You get 3 sides with your meal. You can still take one – go ahead and pick.” • “Your meal’s not complete! Don’t forget to take a [fruit, vegetable, or juice] as a side.” • “You forgot milk! It’s included with your lunch. How about getting some now?” • “It’s not too late, go back and get [missing item].” • “You can make that a meal with [missing item(s)].”
Special requests	Ensure all students are able to eat a complete meal, Assist new readers (elementary, special needs, and ELL students)	<ul style="list-style-type: none"> • To staff (discretely): “I see that [student] has a special diet. I will try to set aside a [preferred item]; however, to ensure he/she gets the correct meal, please bring him/her to the front of the line.” • To students still mastering reading: “Today’s specials are [read menu].” • To students still mastering reading: “Here is a menu (show picture menu). What would you like today? What looks the best to you?” • To students still mastering reading: “Today’s specials are [list items]. Would you like to try [target item(s)]?”
Conflict	De-escalate situation, Avoid creating or allowing lasting negative feelings on either side, Keep serving line moving smoothly and quickly	<ul style="list-style-type: none"> • “I’m sorry you don’t like [first item offered]; how about [other entrée option] instead?” • “I’d be happily explain what makes a reimbursable meal.” • “The USDA defines what counts as a reimbursable meal, we aren’t allowed to make substitutions [ex. soda for milk, snack for fruit].”

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