## Cues for Positive Communication with Students and Staff

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<tr>
<th>Occasion</th>
<th>Goal</th>
<th>Examples</th>
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| Greeting          | Create a welcoming atmosphere, Take the first step to building rapport, Promote a reimbursable meal and/or targeted food item | - “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                      | - “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 | - “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) | 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 | - “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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