



Comfortable Cafeteria

Week #1 Lesson Plan: Kick off! Let's get started!

**Theme:** Orientation to the *Comfortable Cafeteria* program. Talk about how to create a comfortable cafeteria by emphasizing 4 components: enjoyment of a meal, enjoyable social interaction, being responsible and respectful, and by following directions.

**Goals:**

1. Cafeteria supervisors learn strategies for how to create a comfortable cafeteria, promote positive behavior and respond to challenges.
2. Students are oriented to the Comfortable Cafeteria program and learn about the 4 components as outlined on the Cafeteria Poster – time to enjoy a meal, socialize with friends, be respectful/responsible, and follow directions.

**WHAT TO DO BEFORE THE 1<sup>ST</sup> SESSION:**

**PROGRAM FACILITATORS: Action steps (occupational therapist (OT), speech therapist, etc.).**

The focus of Week #1 is to **emphasize the 4 components that contribute to creating a comfortable cafeteria** as outlined on the poster and in the bookmarks. We don't just want good behavior – we want all students to enjoy their meal (relax and refresh), enjoy socializing with peers (have positive mealtime conversations, make new friends), learn how to be responsible and respectful (good table manners), and follow directions (listen to supervisors).

- 1) **Read supporting materials related to promoting positive behavior in the cafeteria.** Decide what handouts to share with the cafeteria supervisors.
  - **Whatcom Farm to School resources** - '[Strategies for Creating a Positive Cafeteria Environment](#)' (*highly recommended; 2-page handout*)
  - **Incredible 5-Point Scale** (Kari Dunn Buron). Learn more at [www.5pointscale.com](http://www.5pointscale.com). Download [scales](#) for use to teach sound control. Also, refer to [OCALI](#) for information on the use of the 5-Point Scale.
  - [20 Tried and True Classroom Strategies](#) – 2-page handout for promoting positive behavior
- 2) **Learn about 'active supervision'.** Read about it at Head Start's website (<https://eclkc.ohs.acf.hhs.gov/safety-practices/article/active-supervision>) and The Classroom Checkup website (<https://www.classroomcheckup.org/using-active-supervision/>)
- 3) **Print the posters and bookmarks.** Print the poster and laminate if possible. Print enough bookmarks for the students in the lunch period you'll be targeting.
- 4) **Consider printing and making the [Week #1 Sound cube](#)** for teaching sound control.

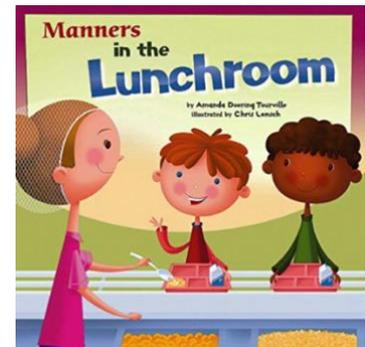
**STUDENTS & TEACHERS:**

- **Classroom teachers:** Prior to starting the Comfortable Cafeteria Program talk with the teachers about the program and ask how they would like to be involved. Some teachers might be able to fold concepts into classroom activities before or after the lesson to prepare and/or reinforce the weekly theme into



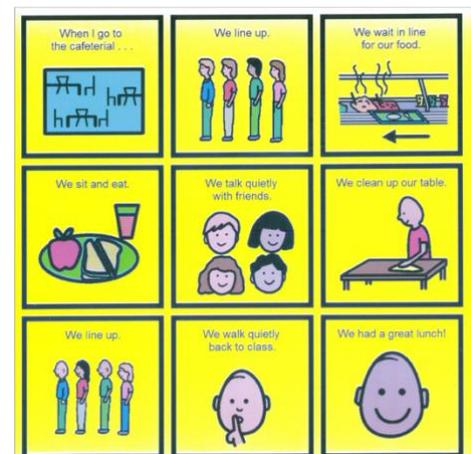
classroom activities. Give them a copy of [Simple Strategies for Making the Cafeteria Comfortable](#) handout and the Whatcom Farm to School handout '[Strategies for Creating a Positive Cafeteria Environment](#)'. Give the teacher the *Comfortable Cafeteria Coloring Sheet* (for primary grade students) and encourage them to have the students color it in class. Have the teacher 'talk up' the program to foster student enthusiasm and interest.

- **Have the teacher read a book** about eating lunch in the cafeteria. For young students, a recommended book is [Manners in the Lunchroom](#) by Amanda Tourville.
- **Students/Parents:** Before the kick-off session, make sure to share the [Comfortable Cafeteria Marketing Flyer](#) with the class teacher. Encourage the teacher to give a copy to the students, review it with them, and have them take it home for their parents to read.



**CAFETERIA SUPERVISORS:** Before the day of Week #1 Kickoff session, help the cafeteria supervisors put up the *Cafeteria Posters* in the cafeteria. Encourage them to become familiar with the 4 expectations on the poster and to begin talking about them with students. Emphasize that a team approach (i.e. everyone working together) is essential for success.

1. Give them a copy of [Simple Strategies for Making the Cafeteria Comfortable](#) handout. This provide a short review of the vision statement & guiding principles.
2. **Positive relationships between supervisors and students is key!** Reinforce to supervisors how important their relationship with students is. It's important for them to be positive and caring. Encourage them to smile and get to know the students.
3. **Behavior.** Give them a copy of the *20 Tried and True Classroom Strategies*. Ask them what their biggest challenges are related to behavior. Problem-solve strategies and solutions.
4. **Establish clear routines for transitioning to and from the cafeteria.** Routines help organize behavior. Make sure that the traffic flow is smooth. Modify the layout of the cafeteria to make efficient pathways for traffic flow. Make sure an adult is present and interacting with students in positive ways when they are waiting in line. Use the social story in pictures for students with language delays.



5. **Active supervision.** Teach supervisors about active supervision. Refer to the references above. Active supervision involves:
  - supervisors 'working the crowd' by moving constantly and deliberately around the cafeteria (supervisors need to 'split up' and be in different sections of the cafeteria);
  - systematically scanning for behavior concerns or students who may be struggling, making positive contact with students as you circulate (smile, ask them about their day, learn a new name every day); provide behavior-specific praise (I appreciate you cleaning up your space);



- using redirection when a student is engaging in misbehavior (sometimes adult presence is enough to redirect).

6. **Volume control:** Review a variety of strategies that can be used for volume control. Find out what already works for them and discuss other ways to help deal with challenges related to excessive noise. Discourage strategies that students indicate are aversive, such as adults yelling at students or demanding that they eat in silence. Possible strategies to try out include:
  - a. Using hand signals, clapping, and other visual strategies to get students' attention. Helpful cues include:
    - Adult cue: 1, 2, 3, eyes on me; student response: 1, 2, 3, eyes on you
    - Adult cue: use a clapping sequence; student response: students repeat the clapping sequence
    - Adult cue: 'Give me five' then countdown 5, 4, 3, 2, 1; student response: they count down with the adult
    - Adult cue: if you can hear my voice touch your \_\_\_\_ (nose, head, mouth, etc.); students touch body part
  - b. Consider using the **Incredible 5-point scale** as a visual teaching tool (Kari Dunn Buron). Learn more at [www.5pointscale.com](http://www.5pointscale.com).
  
7. **Have clear rules for clean-up and throwing away trash.** Make sure that trash cans are located throughout the cafeteria in a way that gives students easy access to them without having to walk a long distance. E.g. If students eat at long tables, place a garbage can at the end of each table. Tell students that they are expected to clean up the area at the table where they eat – throwing away garbage and wiping off the table. If a student does not comply, have them return to their space to clean it up.

 **DURING Day of the 1<sup>st</sup> Session – The program facilitator (e.g. OT) is present during lunch and introduces the program**

1. **Make a short presentation to all of the students** in the cafeteria once they're all seated. This should last only 2-3 minutes. If it's a large cafeteria, you may need to use a microphone. Announce that this is the beginning of the Comfortable Cafeteria program, **express enthusiasm** about how much fun this will be. **Hand out the Cafeteria Bookmarks (if they were not handed out earlier) & review the 4 components listed on the Cafeteria Poster** and expectations for each. Emphasize that this is their time to enjoy their meal and socializing with friends – that it takes both the adults and students to help create a positive experience! Think about leading an interactive discussion using leading questions, such as, 'What makes lunch enjoyable for you?', 'What are important mealtime manners?'. Can they explain in their own words what the rules are? Why are the rules important? Keep it positive.

**Possible modification:** If the cafeteria is too large (e.g. over 100 students) and if several school personnel are facilitating the program, consider giving the 'mini-lesson' to a classroom of students before they transition to the cafeteria. This will require collaboration with the classroom teacher.



**The mini-presentation should let them know what to expect each week:** Explain to students what is involved in the cafeteria program - that the group facilitator will meet with the students one time per week for 6 weeks. **What will be done?**

- 1) The program facilitator will introduce the 'theme' (give examples, 'how to be a good friend') and say a few words about it; and
- 2) A fun activity will be provided – using a conversation cube; tasting healthy foods. Give some clues about what will be discussed next week.

**The students' job is to apply what they learn each week!**

2. **Try out the volume control strategy that you and the cafeteria supervisors agreed to try.** See above. Or, make and share the volume control cubes – 1 for each table.
3. **Demonstrate positive social interaction with students.** Smile, call them by name, show an interest. Model the type of active supervision that you would like the supervisors to model.
4. **Touch base with the cafeteria supervisors at the end of the session.** How do you think it went? What did you observe? Do you have any suggestions? Introduce the theme for week 2 – fostering friendships.

**Tier 2 & 3 Strategies:** For students with or without disabilities and/or mental health issues who struggle to enjoy their meal or socialization with peers in the cafeteria.

**Tune into students who may be struggling** (Tier 2 and 3) to enjoy interaction with peers and/or eat their lunch. Note those who might be demonstrating issues related to sensory processing (e.g. hypersensitivity to noise), motor control, and/or social participation (e.g. friendship issues). Begin to consider accommodations and supports needed to help students at risk or experiencing challenges in the cafeteria.

Suggested strategies:

1. Provide explanation of expectations/rules in a small group, such as lunch bunch.
2. Provide explanation of expectations/rules with picture cues. Role play/model each rule.

*Congratulations on completing Week #1 of the Comfortable Cafeteria Program! Move on to Week #2!*

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