

Healthy Profits: The Sensory Environment

Capturing information about the food environments you work with will help you identify which solutions and ideas will be suitable. If any are not relevant to the food environments you work with then leave them blank. Once you have done this exercise look at the ideas suggested in the Healthy Profits checklist and use the Action Plan template to plan which changes you will make first to shape your food environment.

See

What do customers see when they enter, and pass through, the dining environment?
(Consider this from different perspectives, keeping in mind the height of your customers i.e. adults compared to children, and think of the route they take)

Is food consumption on plates and bowls or airline trays?

Where are plates, bowls, airline trays, cutlery placed?

In what order is the food set out – e.g. main course, veggies, carbs then desserts?

<p>What things are fixed and what can be rearranged? (Serving counter, hot food, cold food, salad cart, mains, dessert)</p>	
<p>What foods are obvious and attention is brought to?</p>	
<p>How is the salad displayed, is it easy to see? E.g. are salad items presented individually or mixed together</p>	
<p>How is food served? What serving dishes and serving utensils are used? Do you use different size utensils for to manage portion control effectively? Individual portions or large trays?</p>	
<p>What beverages are available? Are beverages clearly visible and easy to access?</p>	
<p>What creative approaches do you use to present food?</p>	

<p>What are the seating arrangements? What is the process of them getting food and sitting to eat? Schools - staggered by year group, can they sit with friends, with pupils from other year groups, with lunchbox pupils etc.?</p>	
<p>What is the décor in the dining environment? Freshly decorated or tired? Murals, display boards, artwork?</p>	
<p>What current health and food information/campaigns are displayed in the dining environment? e.g. Change4Life, health campaigns, local Public Health campaigns.</p>	
<p>What opportunities are there for additional posters or messages?</p>	
<p>How clean is the environment, are tables reused and wiped down between sittings?</p>	

<p>Staff appearance – do they have clean aprons, hats, are they smiling?</p>	
<p>Other...</p>	
<p>Touch</p>	
<p>Are salad items easy to access and pick up with tongs?</p>	
<p>What's within easy reach of customers, what's further away and why? (Think about the different ages if you cater to children)</p>	
<p>Hear</p>	
<p>Which staff speak to customers, when and where?</p>	

Do staff encourage customers to consume particular foods, or do customers make choices freely?	
Is it a pleasant environment? Not too noisy? Is music played?	
Smell	
Does the food smell good?	
Taste	
Does the food taste good, is it regularly tasted by cooks before serving?	
Other	
How are choices made by customers? Pre-chosen, served, self-service	
Where are menus displayed? How do you communicate menu options to customers?	

<p>Do you promote a dish of the day or particular menu choices? How?</p>	
<p>How do you promote theme days?</p>	
<p>Do you use... Price promotions? Introductory offers? Meal deal offers? Loyalty discounts?</p>	
<p>What reward systems are used in the dining environment?</p>	
<p>Schools - What support is there in the dining hall to help Reception and KS1 and give rewards? Pupil monitors, lunchtime supervisors.</p>	
<p>Schools - do pupils have enough time to eat? What restrictions are there with getting all pupils to eat lunch during lunchtime?</p>	
<p>Are there other purposes for the room that restrict what changes can be made?</p>	

Other relevant features of your food environment	
Write down ideas that have occurred to you during this exercise in the space below	
Which features of the sensory environment do you think could be improved? How?	