AGENCY FOR INTERNATIONAL DEVELOPMENT
WASHINGTON, D. C. 20523
BIBLIOGRAPHIC INPUT SHEET

FOR AID USE ONLY
Batch 70

1. SUBJECT CLASSIFICATION
A. PRIMARY: Education — JD10-0000-0000
B. SECONDARY: Administration

2. TITLE AND SUBTITLE
School lunch booklet

3. AUTHOR(S)
(101) Brazil. Ministry of Education and Culture

4. DOCUMENT DATE: 1963
5. NUMBER OF PAGES: 45p.
6. ARC NUMBER: ARC BR642.58.S237

7. REFERENCE ORGANIZATION NAME AND ADDRESS
AID/TA/N

8. SUPPLEMENTARY NOTES (Sponsoring Organization, Publishers, Availability)
(In English,French,and Spanish. French,39p.: PN-AAE-900; Spanish,47p.: PN-AAE-901)

9. ABSTRACT

10. CONTROL NUMBER
PN-AAE-899

11. PRICE OF DOCUMENT

12. DESCRIPTORS
Feeding
Food services
School health
Schools

13. PROJECT NUMBER

14. CONTRACT NUMBER
AID/TA/N

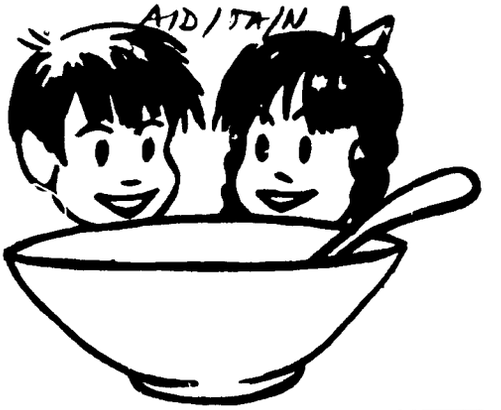
15. TYPE OF DOCUMENT

AID 590-1 (4-74)

BR
642.56
S237
English

CARTILHA DA MERENDA ESCOLAR

PN-AAE-599
AID/TA/N



ALIANZA PARA EL PROGRESO

SCHOOL LUNCH BOOKLET

This publication "Cartilha da Merenda Escolar" is translated from the original Portuguese and published by authorization of the National School Lunch Program of the Ministry of Education and Culture of Brazil. It is being distributed gratuitously by the Agency for International Development under the expanded child feeding program of the Alliance for Progress.

Department of State
Agency for International Development
Washington 25, D. C.

I.I.D.
Reference Center
Room 1656 NS

PREFACE

to

3rd Edition

This primer, published for the first time in 1954, with a preface by Professor Josue de Castro and reedited in 1955, appears now in a 3rd edition of 50,000 copies in order to make available to authorities, parents, educators, doctors of nutrition, dietitians, in fact all those who have responsibilities in programs of school feeding, a sure course of action in the important field of nutrition and well-being of Brazilian children.

The campaigns or programs of nutritional assistance and education to vulnerable groups (children, pregnant women, nursing mothers, etc.) assume special emphasis and extraordinary importance in the periods when a country intensifies its policy of economic development demanding of their promoters and executors renewed efforts towards the rapid adjustment of their activities to the new socio-economic conditions of the population as determined by the evolution of the developmental process.

It is in this sense that the Federal Govt. has been giving progressively more attention to its programs of nutritional assistance and education, among which is included the CNME which comprises within its scope of action, school children of pre-primary and primary levels of the whole country.

Promoted and executed by the Ministry of Education and Culture, with the participation of the state and municipal governments and the collaboration of a large number of official and private institutions, including the FISI (whose contribution, especially in the Northeast, has been of incalculable value), the CNME has been rapidly expanding its services, which already reach about 2 million children. The progressive increase of financial resources voted by the Legislature for carrying out its programs, the training of technical and administrative teams to orient the program and the concession of greater administrative autonomy for the development of its activities as conferred by recent Decree no. 45.582 of March 18, 1959, which subordinated the ME directly to the National

Department of Education, have, among other factors, contributed to this expansion.

In the 5 years of activities since its start in 1954 under the "Comissao Nacional de Alimentacao", with the name of "National School Lunch Program"—up to the present time, very little has had to be readjusted in the basic plan of organization and functioning of the School Lunch Program; and consequently the re-edition of this Primer presents very small modifications.

The launching of this new edition coincides with an auspicious phase in the works of the CNME since one of its fundamental objectives seems to be very close to being realized—i.e., of concentrating the attention of the governments, the institutions and the people themselves on the importance of the problems of nutritional assistance and education of children, justifying in this way the "need to utilize all the living forces of the nation to provide better feeding for Brazilian children."

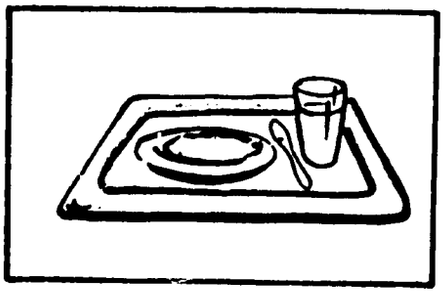
Rio de Janeiro, December 31, 1959.

WALTER J. SANTOS
Superintendent

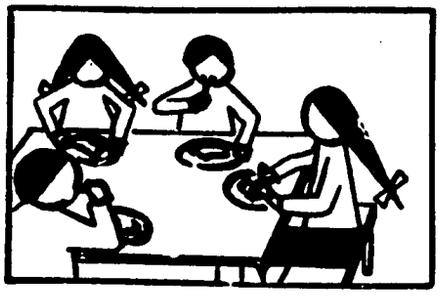
I

OBJECTIVES OF THE SCHOOL LUNCH

1—The school lunch is a small meal to supplement what the child receives at home, improving the nutritive value of his food intake.

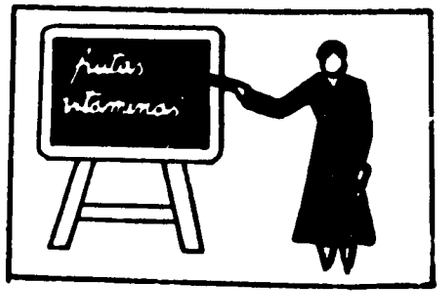


2—The school lunch helps control malnutrition, thus insuring normal growth, and helps maintain the child's health and energy which are so essential to the success of the teaching programs.



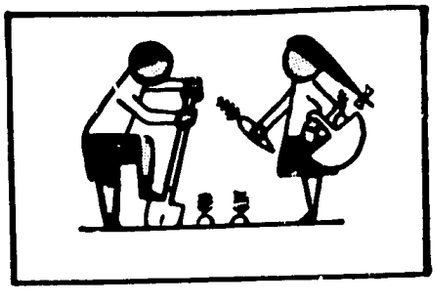
3—Through the school lunch, children acquire good food habits and learn, objectively, the importance and the value of food to their health.

4—It also constitutes an opportunity to develop programs of instruction in nutrition, which should be associated with other teaching given in the school.



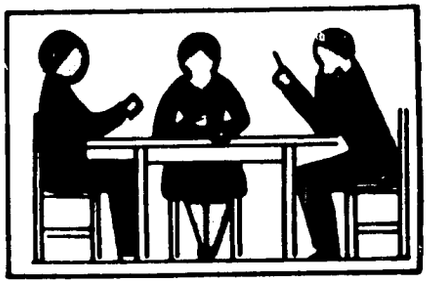
5—The school lunch can also centralize various other activities related to problems of health and nutrition, such as: the organization of health clubs, farming groups, school cooperatives, etc.

6 —In the communities the establishment of school lunch programs in general increases the interest of families in good nutrition for children.



8 —The school lunch can become a center of social and educational activities of interest to students, teachers, parents, public authorities, and the public in general.

7 —Good food habits and knowledge of nutrition acquired by the pupils will also influence their homes, thereby improving general nutrition conditions in the community.



II

FOODS FOR THE SCHOOL LUNCH

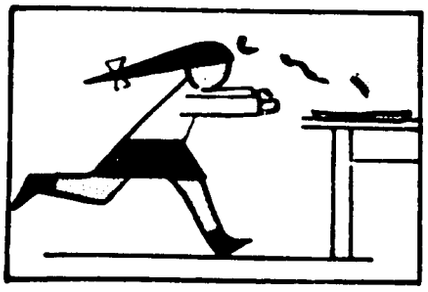
A—SELECTION

1 —The selection of foods to be used in the school lunch is subordinated to four main factors: *nutritive value —price—acceptability—ease of preparation.*

a) *Nutritive value*—Although it is only a small meal, the lunch should consist of foods of high nutritive value, suitable for controlling undernourishment, assuring growth, and maintaining health. The most important of these are the so called "protective foods," rich in proteins, minerals, and vitamins.

b) *Prices*—In addition to the nutritive value, the price of the foods should be taken into consideration, because the more economical the lunch the greater the number of children served.

c) *Acceptability*—The lunches should be pleasing to the taste so that the foods chosen will be readily eaten, thus eliminating waste.



d) *Ease of preparation*—The chosen foods should be easy to prepare and distribute inasmuch as most schools have modest installations and limited material for this purpose. Moreover, the less elaborate the menus, the cheaper the cost.

B— BASIC FOODS

1 —Some of the basic foods are as follows:

Milk (fresh or powdered, whole or skim);

Butter (or margarine enriched with vitamin A);

Cereals and cereal flours (wheat, corn, oatmeal, rice);

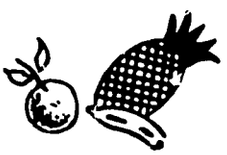
Nuts and nut flours (cashew, Brazil nut);

Cheese (or cottage cheese);

Bread (wheat or mixed, preferably enriched with milk, vitamins, etc.);

Legumes and legume flours (soy, beans, peas);

Vegetables and *Greens* (carrots, tomatoes, lettuce, which can be used fresh or prepared, in juices and concentrates);

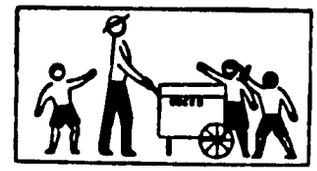


Fruits (fresh, dry, or in the form of juices), such as bananas, oranges, pineapples and others, in accordance with the region.

2 — Other foods, such as meat and eggs, although of high food value, can almost never be used in large lunch programs due to their high cost. However their use should be recommended, especially in sandwiches, for children whose means permit them to bring lunches from home.

3 —All these foods will be used in preparations suitable for the lunch, in accordance with instructions which follow.

4 —Starchy foods and sweets, though preferred by children, should not be included in the lunch menus. Their nutritive value consists mainly of the calories they produce, which are usually supplied in sufficient quantity by the food the students receive at home.



C—TYPES OF PREPARATION

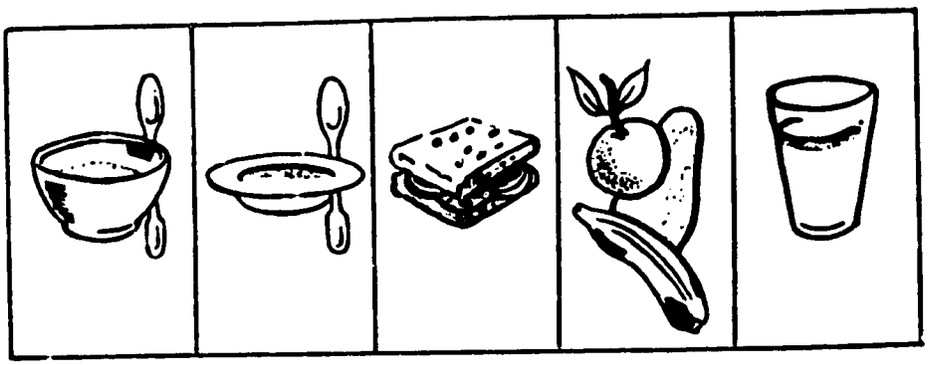
1 —The school should not substitute, in whole or in part, any of the main meals which the child usually receives at home.

2 —However, in case the child does not receive sufficient adequate food at home, the foods and preparations used in the lunch should contain at least a third of the necessary nutritive requirements.

3 —The preparation used should be easy and rapid to make and distribute, since this means economy of fuel, time, and auxiliary personnel.

4 —Types of preparations having these advantages are cereals, gruels, concentrated soups, various types of sandwiches, biscuits or cookies, fresh or dried fruits (in their

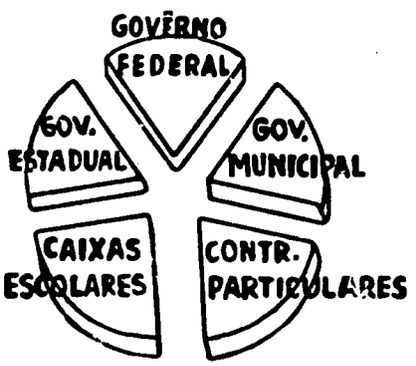
natural form or in jellies, jams and juices), and nourishing drinks with a milk base.



III

FINANCING

1 —The organization of a school lunch service is a costly undertaking which, even in rich countries, must be subsidized by the Government to be effective.



2 —No matter how small the unit cost of a rational lunch, the sum total to be spent in a school, county, or state always amounts to very high figures.

In addition to the expenditures with food, the lunch programs include expenses with the purchase of materials and utensils necessary for installation and operation of the services, as well as expenses with fuel and payment of auxiliary personnel.

3 —Aid from the federal state or municipal governments should be added together for good operation of the school lunch services.

4 —These contributions in money or in foodstuffs can be supplemented by others from the students themselves, through the establishment of "School Funds."

5 —Private organizations such as clubs and beneficent societies, local industrial and commercial establishments, and private citizens, should be encouraged to collaborate in the lunch programs.

6 —In this respect, local committees or societies can be organized to assist the lunch programs, composed of influential and interested persons who will promote the activities necessary to raise funds. This can be done by establishing dues for members, organizing periodic school lunch campaigns, holding movie showings, plays, and other benefits.

7 —The occasional contributions are especially useful for the purchase of supplementary foods or the purchase of material and equipment for installing or improving the services.

Contributions can be in the form of money, foods, equipment, furnishings, etc.

The teacher or local aid committee should guide contributors as to what kind of material is necessary.

8 —In public schools the lunches should be distributed free of charge to all students, permitting those who wish to do so to bring their lunches from home.

These lunches made at home will be suggested by the teacher with regard to selection and preparation of foods, thus exercising an educational effect on parents.

IV

PERSONNEL

1 —One of the teachers should be directly responsible for direction and supervision of all activities relating to the lunch, and should be appointed for this purpose by the school director. This teacher can be assisted by other colleagues in accordance with the number of sessions and students in the school.

2 —This work, which can be carried out at the same time as other teaching duties, should receive some sort of compensation.

3 —The preparation of the food itself should be entrusted to a cook who has received appropriate training.

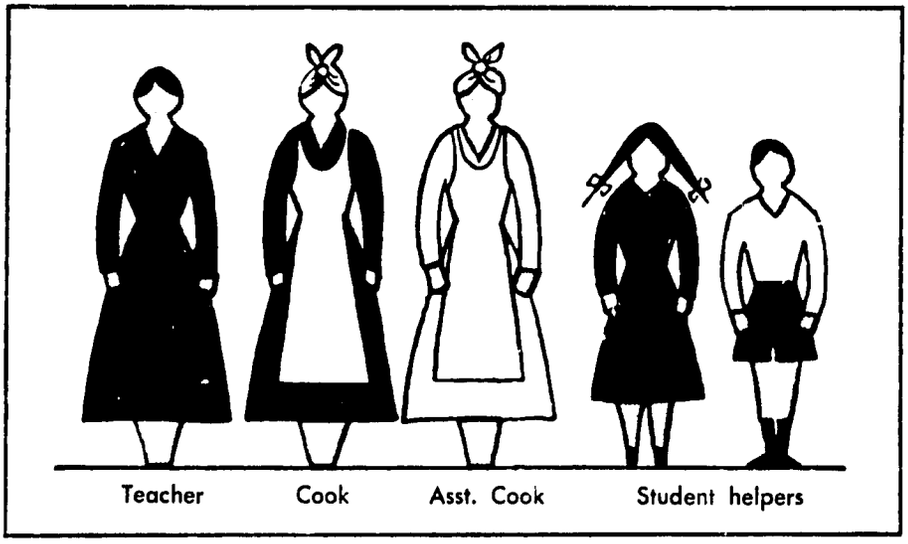
4 —For the distribution of the lunches it is necessary to have one or more assistants.

5 —The school children can cooperate in this and in other work, divided into shifts.

6 —Therefore, in a "School Unit," the basic lunch team consists of:

a) Teacher;
b) Cook;
c) Assistant;
d) Student helpers;

In the large school units (Groups), it may be necessary to have one or more of these teams.



7 —The persons mentioned above should have the following general duties:

Teacher:

a) receive and examine the foods, controlling their quantity and quality;

b) communicate to the responsible agency any irregularity as to quantity or quality of the foods received;

c) provide for proper storing of foods which are in good condition;

d) organize and control receipt and use of foods, in accordance with the respective chart (chart no. 1);

e) use the funds provided for the School Lunch Service in accordance with the instructions issued for this purpose;

f) purchase, if possible, supplementary foods on the local market;

g) plan the menus and establish the amounts of food, in accordance with the number of lunches to be prepared;

h) distribute the food to the cook, instructing her as to preparation;

i) assist and direct distribution of the lunches at scheduled times;

j) supervise the sanitation of utensils used by the students;

k) supervise cleanliness and maintenance of the utensils, equipment, and installations used by the School Lunch Service;

l) weigh and measure the height of the children at pre-determined periods of time;

m) organize a monthly report on the activities of the lunch program, sending it to the local representative of the National School Lunch Program;

n) take necessary steps so that the service is carried on according to established instructions;

Cook:

a) receive from the teacher in charge the foods and instructions necessary for preparation of the meals;

b) prepare the food and have it ready on schedule;

c) organize the items necessary for distribution of the lunch;

d) serve the food to the children, assisted by the helpers;

e) be responsible for the cleanliness and maintenance of the material for preparation and distribution of the lunch, and for the hygiene and orderliness of the places where the food is prepared, stored, and distributed.

Assistant:

Assist the cook in all her duties.

Student helpers:

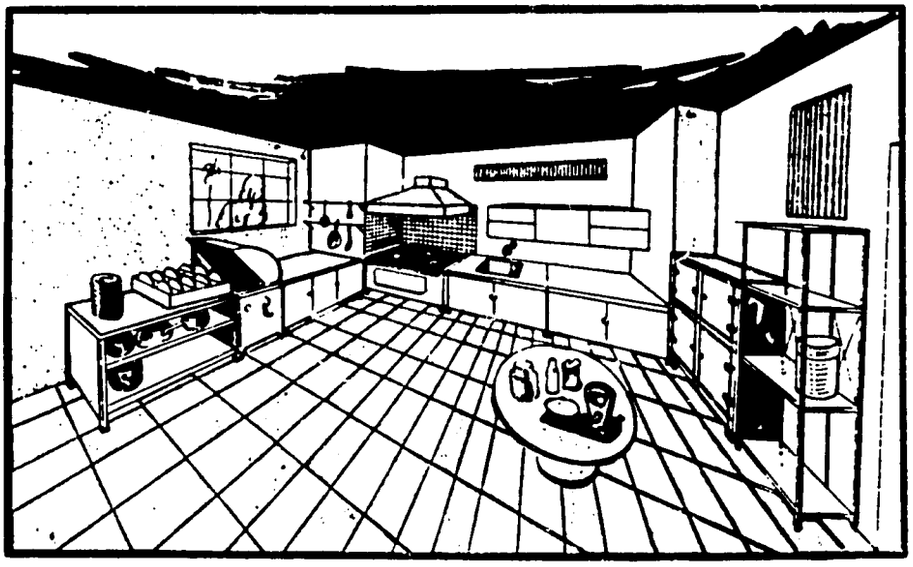
Assist in the distribution of the lunch.

V

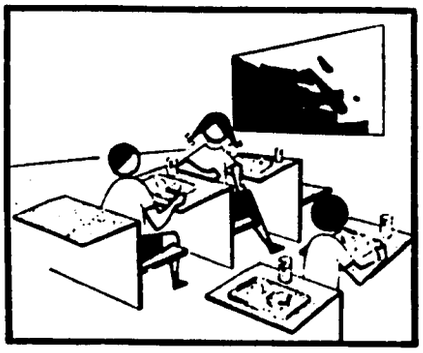
INSTALLATIONS

Essential installations for the organization of a lunch service should consist of:

1 —Kitchen (with stove, table, bench, shelves with hooks, sinks, or basins for washing utensils and garbage pails). If there is no kitchen in the school, the lunch can be prepared in a neighboring house, on a contract basis, and making the necessary adaptations.

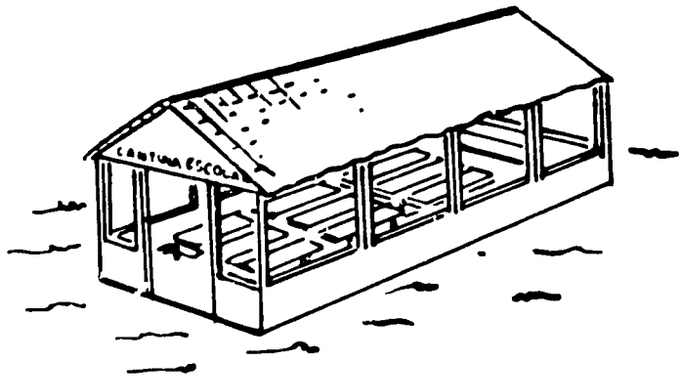


2 —Pantry, which may be a room in the school or a well-ventilated closet.



3 —Students should receive and eat their lunches in a suitable place, that is, in the school lunchrooms. These should be covered and equipped with tables, benches or chairs, and distribution counter. If the school does not have a lunchroom, the children can eat in their classrooms.

The lunchroom can be used outside of mealtimes, as a recreation room for parties, movies, plays, etc.



VI

MATERIAL

1 —The material necessary for a school lunch service varies in accordance with the number of schoolchildren, the size of the school, and its resources.

2 —Adequate material for a school with 150 to 200 students should consist of at least the following:

Material for Pantry and Kitchen:

2 large cooking pots of heavy aluminum, 40 liters capacity each;

1 tea kettle of heavy aluminum, 5 liters capacity;

2 bowls enamelled or of heavy aluminum, for making the powdered milk, 20 liters capacity each;

2 dippers, aluminum or steel, to serve soup; (0.10 x 0.10 cm);

2 fine wire sieves;

2 medium-size wooden spoons (0.40 cm);

2 bread knives, number 160 (serrated);

1 knife for cutting cheese;

1 extra-strong iron ladle, 0.10 cm;

1 bread-board—70 x 50 cm;

1 can opener;

1 egg beater;

1 measuring cup;

1 kitchen scale for weighing food, 10 kilos capacity;

2 sinks or tubs for washing utensils;

2 garbage pails;

—covered cans for storing food, the number and capacity to be in accordance with the food to be stored.

Accessories:

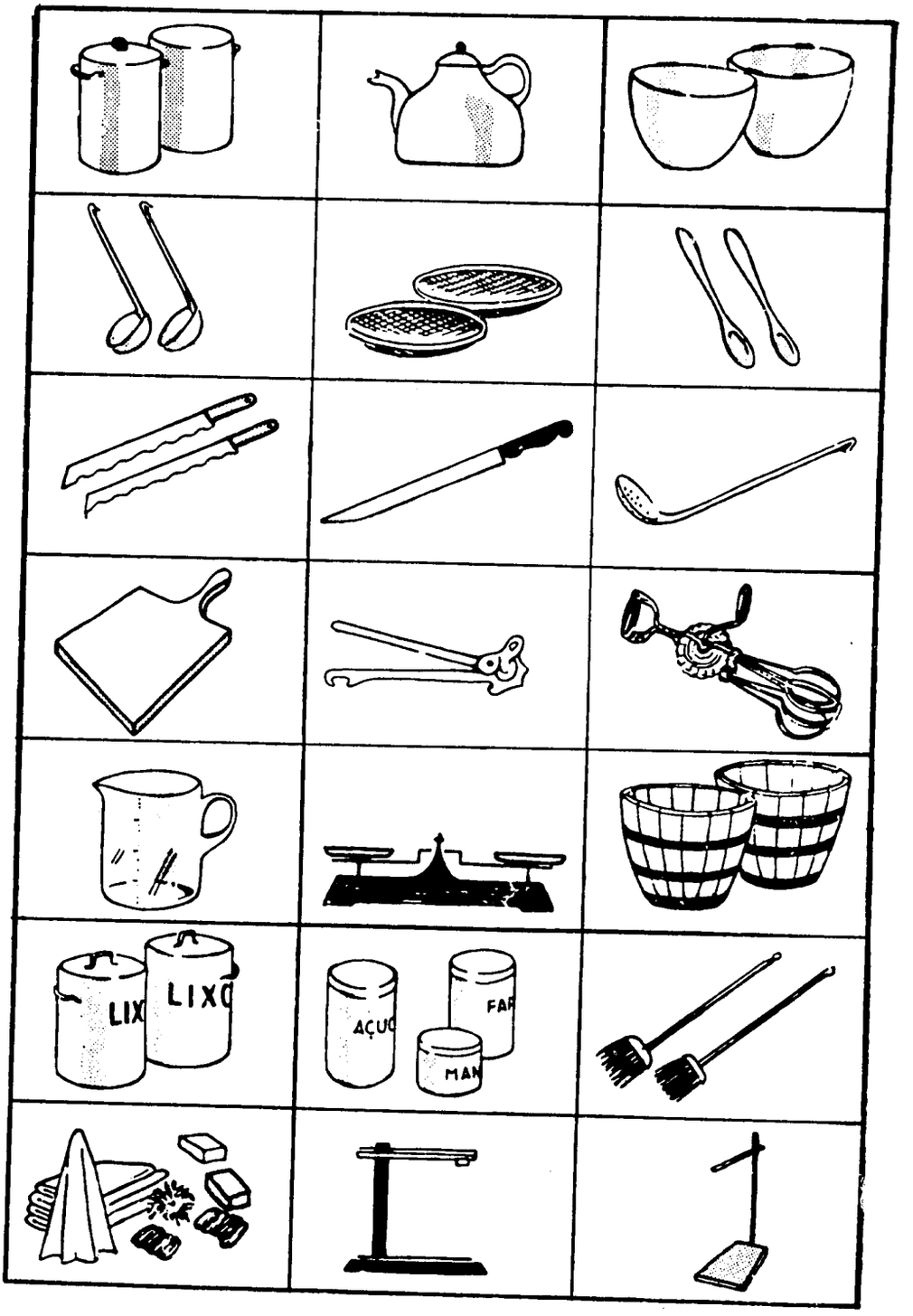
—brooms

—dish cloths, cleaning cloths, steel wool, soap, cleansers;

Material to measure weight and height:

1 scale to weigh students;

1 wooden or metal measuring rod.


LIX
LIXO
AÇUC
FAR
MAN

Furniture and equipment:

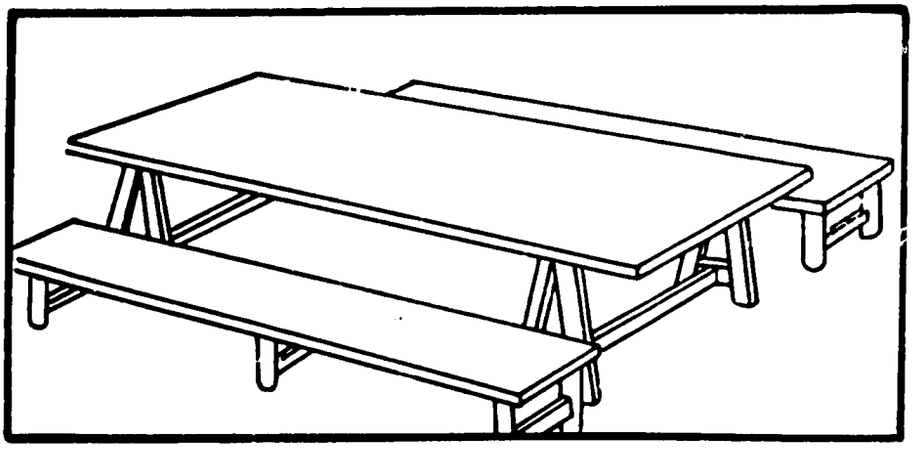
1 stove (wood, coal, kerosene, gas, oil, or electricity);

1 closet for storing food (if there is no pantry in the school);

—tables with benches or chairs, where the children can be served;

1 kitchen table and bench;

1 table or counter for distributing food.



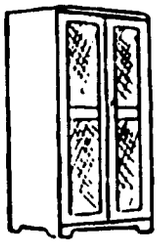
—In schools which can not at present supply dishes, silverware, glasses or mugs, the students should bring this material from home every day.

—Of course, schools which have the necessary funds can improve and supplement the above list with equipment such as refrigerators, dish-washing machines, food cleaning and processing machines, blenders, mixers, distribution counter, etc.

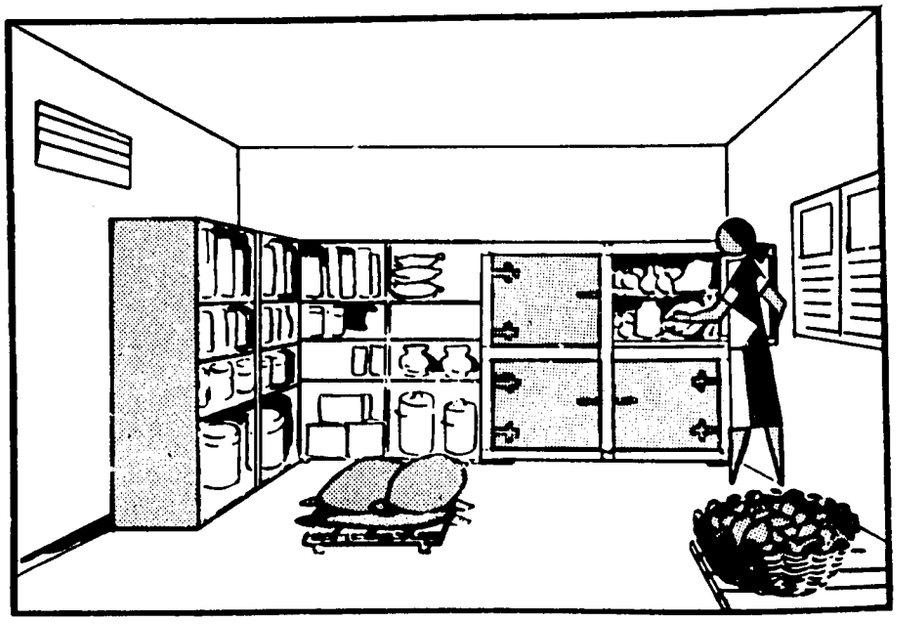
VII

STORAGE OF FOODS

1 —Food should be properly stored to avoid deterioration and protect it from insects.



2 —It can be stored in a pantry or in a closet provided for this special purpose. The pantry or closet should preferably be near the place where the food is prepared. Only food supplies should be stored in the pantries or closets. Material and utensils for cleaning should be kept elsewhere.



3 —A good pantry or a good closet for foods should be:

a) well ventilated and well illuminated (with natural or artificial light) so that the food can be easily found;

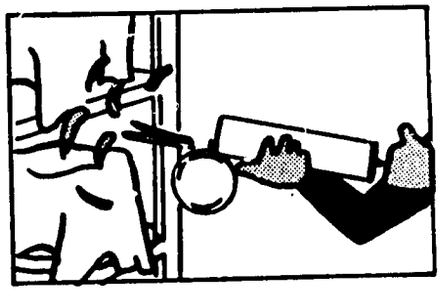
b) dry, cool, and protected against heat and from direct sunlight;

c) protected against insects, rats, and other harmful animals;

d) equipped with doors and lock;

e) equipped with shelves, hooks, and resistant receptacles which are suitable for storing foods.

4 —The best protection against harmful animals and insects is by maintaining strict cleanliness and waterproofing of the environment—floor, walls, ceiling, shelves, doors, etc—and also by keeping foods in suitable containers.



5 —If necessary to use insecticides these should be applied so as not to contaminate the foods. Foods should be covered during spraying.

6 —Poisonous substances against rats and other harmful animals should not be used because of the danger of accidental mixture with the foods.

7 —In localities with a public health service this agency should be asked to collaborate in periodic DDT spraying and rat extermination at the school.

8 —Some foods may become unsuitable for use even under the best storage conditions.

Therefore it is necessary to make careful inspection of the food supplies at specific intervals. Common damages to food are:

a) contamination by insects or larvae;

b) mold;

c) rancidity;

d) rotting and fermentation.

These changes result in well-known alterations in appearance, odor, and taste of the foods.

9 —Bags that are open or torn, cans which are leaking or swollen, damaged boxes, etc., should be examined carefully.

10—Any food which shows signs of alteration should be promptly removed from storage for further examination. The place where it was kept should be cleaned carefully to prevent contamination of other foods.

11—There is a suitable period of time during which each type of food should be used. For example:

12 months to 24 months: canned fruits and vegetables.

3 months to 6 months: flours, cereals (rice, corn, etc.); dried beans and peas; powdered milk; dried fruits.

2 weeks: butter, eggs;

12 hours: fresh milk, meat, fresh fish, etc.

These time periods vary with the climate, with storage condi tions and with the type of container.

12—In arranging the foods, the following recommendations should be followed whenever possible:

a) register the date foods enter the pantry;

b) stock together all foods of the same kind;

c) place the older stock in front, to be used first;

SINAIS DE DETERIORAÇÃO DOS ALIMENTOS
MAU CHEIRO
LATAS COM TAMPO ABAULADO
GOIABADA
LATAS AMASSADAS
SACOS COM BURACOS E INSETOS

d) never leave any article in direct contact with the floor or walls of the pantry, placing cans, bags or other articles on raised platforms. In addition to permitting better air circulation around the food, this facilitates cleaning;

e) containers should show clearly the name of the food inside.

—Only one person should have the key to the pantry, thus being responsible for the material there.

—Foods commonly used in the lunches should be stored in the following way:

FRESH MILK:

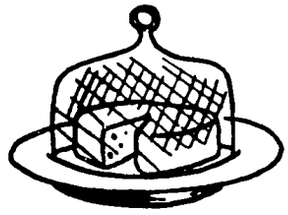
—All milk, from whatever source, should be boiled before distribution to the children.

—After boiling, the milk should be placed in a clean and covered container and used as soon as possible unless there is a refrigerator to keep it in.

POWDERED MILK:

—Should be kept in well-closed cans in a cool place. Powdered milk absorbs humidity easily and becomes lumpy if exposed to air for any length of time.

—After being mixed with water the milk should be kept in a covered container and used as soon as possible—



CHEESE:

Fresh cheese molds and spoils easily; if this happens, the part affected ought to be cut and the remaining used.

BUTTER:

—Closed cans should be kept in a cool place, protected from the sun.

—After being opened, the can should be kept in a refrigerated place and covered, since butter easily acquires various odors in addition to becoming rancid.

—In places where there is no possibility of refrigeration, cans should be used whose contents are sufficient for one day's consumption.

CEREALS, GRAINS AND FLOURS:

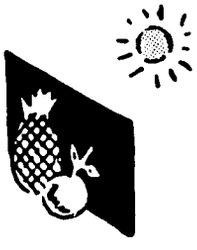
—Should be kept in well-closed cans and in a cool, dry place.

—Cans should be opened only at the time of using and immediately closed.

Flours should be taken out with clean, dry utensils.

FRESH FRUIT:

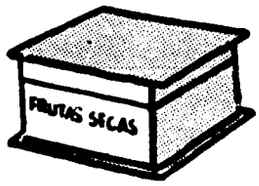
—Since these are perishable foods, they are usually received and used the same day, which decreases the care of conservation.



—They should be stored in a cool, well-ventilated place and never exposed to the sun. This helps to keep their color, aroma, taste, and consistency.

DRIED FRUIT:

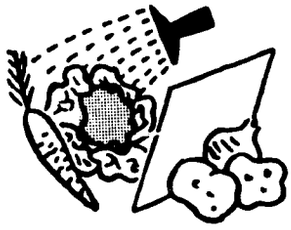
—Should be kept in well-closed boxes or cans in a cool, ventilated place, neither very dry nor very damp.



—The wax paper or aluminum paper which usually protects this fruit should be maintained intact.

VEGETABLES, GREENS, ROOTS AND TUBERCLES:

—Leafy vegetables should be dampened, and sprinkled with water to keep them fresh, and whenever possible their roots should be immersed in clean water.



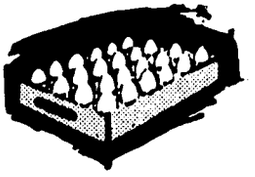
—Vegetables, tubercles, and roots should be kept in a dry, cool and ventilated place.

SALT:

—Salt is quick to absorb humidity from the air. Therefore it should be kept in a hermetically sealed container.

SUGAR:

—Like salt, sugar should also be kept in hermetically sealed containers because it easily absorbs humidity from the air. It should be served with clean, dry utensils.



EGGS:

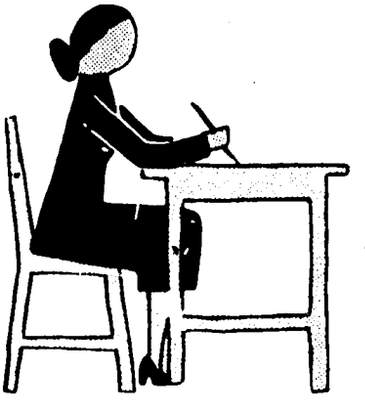
—Should be kept in suitable boxes or on sawdust with the larger end down.

CANNED GOODS IN GENERAL:

—Keep in a cool, dry place.

VIII

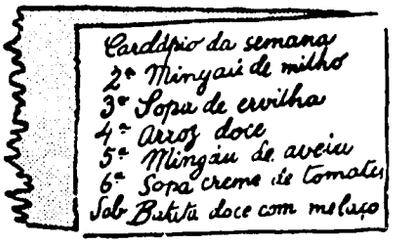
PLANNING MENUS



1 —The teacher in charge of the lunch should make a weekly plan for the menus, based on the available food and the types of preparation in this manual.

2 —The daily menu can consist of one or more preparations depending on the nutritive value of the selected food, the cost, availability of food items, facilities for preparation in the school, etc.

In general the menu should consist of a "base" preparation such as a cereal concentrated soup or a nutritive drink of a milk mixture (See chapter XII) which, when possible, should be supplemented by a fruit (banana, orange, guava, cashew fruit etc.)



3 —It is advisable to vary, as much as possible, the preparations and foods used, to avoid monotonous menus. There are foods and

preparations which may be repeated several times without danger of monotony. However, no matter how good the preparation, there is always a point of saturation in acceptability. It is therefore necessary to be on the lookout for this by noting an increase of leftovers and refusal of preparation.

4 —Variation of menus can be accomplished based on the following factors:

—quality of the foods;

—type of preparations (cereals, soups, sandwiches, etc);

—consistency (solid, pasty or liquid foods);

—predominating flavor (sweet foods and salty foods);

—temperature (hot and cold preparations).

5 —The National School Lunch Program usually supplies the basic forms for the lunch, such as milk, cereals, and flours.

—To improve the menu, the teachers can use the resources of the "School Fund", official and private contribution (military groups, markets, etc.).

—They can also request the cooperation of students' parents, as by instituting the "fruit day" when each student will take a fruit to be included in the luncheon menu.

—If there is a blender in the School, on this "fruit day" nutritive drinks can be prepared based on milk and fruit.

Vegetable day, and Egg day and so on can also be instituted.

Foods brought by the children will always be added to the basic foods, thus enriching the lunch.

6 —In Model Schools, the teacher will prepare a daily "Chart of Preparation of the School Lunch".

7 —Recipes for preparations in this Manual are usually calculated for one, twenty-five and fifty students. Based on these figures, the teacher in charge of planning menus will calculate the food necessary for the number of students to be served.

8 —If there is no scale in the School, quantities should be judged by means of "measures" for which volume has been pre-established. For instance, to use two kilos of sugar, four 250-gram cans can be used.

IX

PREPARATION

1 —Preparation of the lunch is an essential phase in the success of the entire program.

2 —The foods should be prepared in accordance with the instructions contained in the respective chart in accordance with the technical standards given for the type of preparation and the best sanitary conditions.

3 —The cook should be capable of carrying out the instructions contained in the "Preparation Chart."

If it is not possible to hire a literate person for this purpose, the teacher will give the instruction orally, making sure that they are carried out.

4 —The fuel to be used in preparing the lunches varies in accordance with local possibilities. If the material used is coal or wood, it should be kept in a dry place, and in a suitable depository. If inflammable substances are used, care should be taken to keep them out of the reach of the children and away from classrooms and meeting rooms.

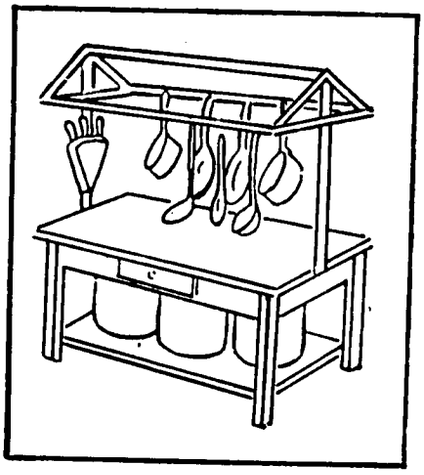
5 —The cook is responsible for the taste and pleasing aspect of the preparations and should not forget that the preparations should be served at their proper temperatures.

6 —The rooms where the food is prepared as well as the utensils used should be kept in conditions of strict cleanliness and order.

7 —The utensils used by the cook should be arranged in suitable, accessible

places in accordance with the following instructions:

—It is best to keep pots and pans on a resistant shelf under the kitchen table.

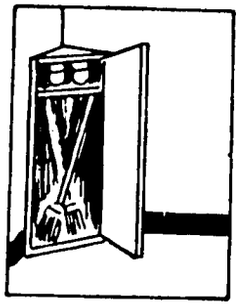


—Dippers, sieves, and small utensils may be hung on hooks on a rack over the kitchen table.

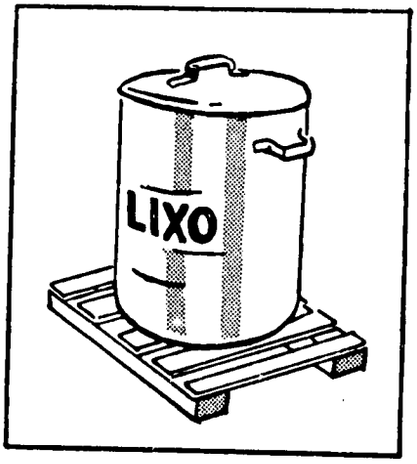
—Knives should be kept in suitable racks which protect the blades.

—Smaller utensils, such as can openers and bottle openers, should be kept in a small drawer in the kitchen table.

—Cleaning and insecticide material should be kept in a place away from the kitchen utensils preferably in a corner of the room or in a closed closet.

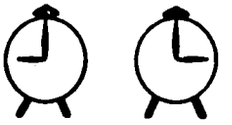


8 —The garbage can, should always be kept covered and on a small wooden platform, thus facilitating cleaning of the adjacent area.



X

DISTRIBUTION



A—*Schedule:*

1 —The schedule for distribution of the snack should be adjusted to the schedule of school activities and the eating habits of the region.

The snack should usually be distributed in the middle of the school period, mornings or afternoons, about two hours before or after the usual lunch hour of the children.

2 —In the morning period the snack should not be served too long after the arrival of the students at school because it is common for many of them to leave home without eating at all or with an insufficient breakfast. A good time for distributing the snack in the morning session is sixty to ninety minutes after the start of the school activities.

3 —Whenever possible the eating period should not be preceeded by recreation.

Recreational activities before eating can overexcite the children and upset their digestion.

On the other hand, the attraction of the recreation period may cause the students to gulp down their food, for which reason the teacher should be on the lookout to see that the snack is properly eaten.

4 —It is best for the lunch to be preceded by a calm period and followed by a short rest period.

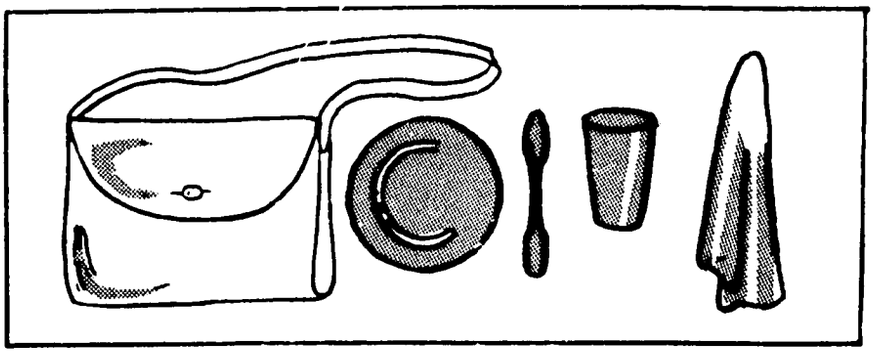
B—*Method of Distribution:*

1 —Foods should be carried to the distribution tables in the same vessel in which they were prepared and at the time scheduled.

2 —The food will be suitably arranged on the tables in order to make the service easy and rapid.

3 —Next to each food preparation will be a person in charge of serving, properly instructed as to the portion to be served to each student.

4 —In schools without the material for distribution of the lunch, each child should take to school a cloth bag (attached design) with the utensils for lunch, that is: 1 soup dish or bowl, 1 dessert spoon (preferably aluminum), 1 cup (aluminum) and 1 napkin.



5 —When the lunch bell rings the children should get their bags and line up for the distribution, after first going to the washroom.

6 —Students will be required to wash their hands before meals. In places without running water, one or more sets of washtubs, mug, soap and towel, and another tub for used water, can be set up.

One or more students can be appointed to work at this wash-up center, pouring the water with the mug over the hands of their companions who line up for this purpose.

7 —After receiving their share of food the students will return to their desks or sit at the lunch tables where each should have his own place.

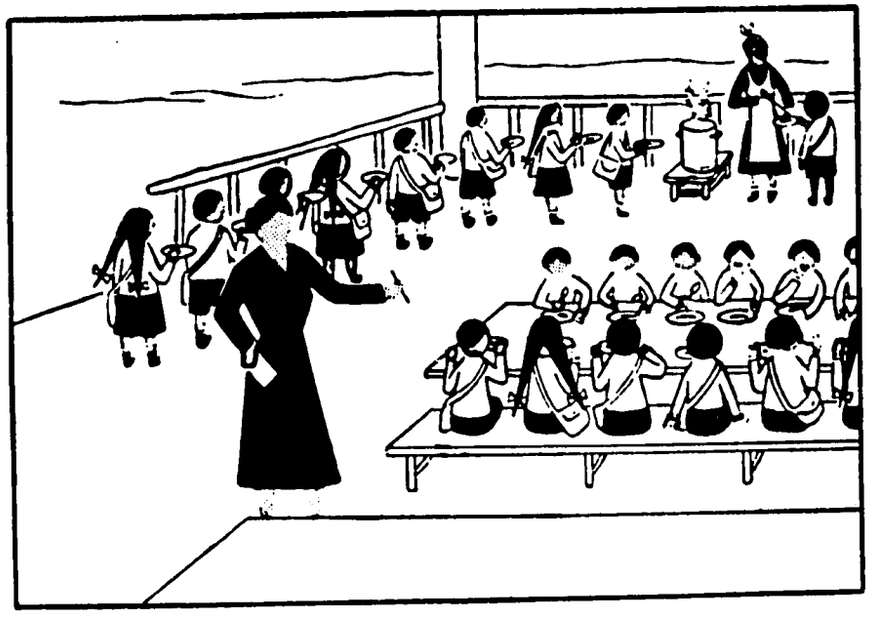
8 —The meal should be supervisd by teachers who take note of the students who are not hungry so that later they can determine the cause.

9 —Refusals and repetitions noted should be listed under *Remarks* in the Report.

10—The teachers will also use this opportunity to teach good table manners.

11—Other educational activities related to health and nutrition can also be developed at this time.

12—Students who wish to repeat the lunch should be served within reasonable and possible limits.



13—As the students finish their meal they should rise and go to the place where their utensils are washed.

14—In schools without running water, a center for washing can be set up, consisting of:

—A garbage pail;

—A tub with hot water and dissolved soap;

—A tub with clean hot water.

These receptacles can be arranged over boxes, stools or platforms placed in a yard or field of the school near the place where the lunch is distributed.

The height of these platforms should permit washing the utensils without need for the person in charge of this work to bend over.

Between each receptacle there should be free space—about one meter—sufficient to facilitate the movements of each person and permit passing the utensils from one worker to another without the need to move.

15—The receptacles with hot water should be protected by a wooden enclosure to keep the children from coming close and dirtying their clothes or burning themselves.

16—When the students reaches the washing center (if necessary in line) he will deliver his utensils to a student helper who should be standing next to the garbage can.

17—The student helper will scrape the food with a small brush into the respective can, passing the utensils to the cook or her helper, who will be at her side, next to the tub with water and soap.

18—The cook will receive the dirty utensils, wash them rapidly with a dish cloth in hot, soapy water, then pass them to her helper standing behind the tub of clean water.

19—The helper will dip the utensils in this water, rinse them with a sponge, and pass them to the student helper at her side.

20—This helper will dry the dishes with a dish cloth (1.2 x 0.60 cm.), which should be thick and absorbent, and then hand them to the owner who, in the meantime, has proceeded to a position in front of the student helper.

Depending on the number of students, it may be necessary to use one or more dish towels each day.

21—The student will then put the utensils away in his bag.

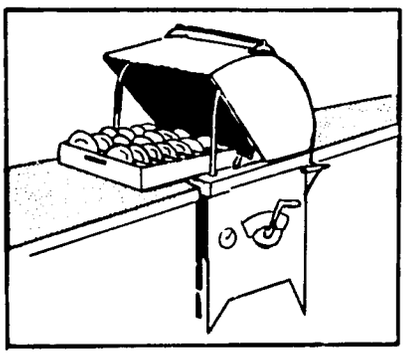
22—The dish water should be replaced as often as necessary, by clean water. For this purpose, there should be cans with clean, hot water near the tubs.

23—These cleaning operations should be done in a coordinated manner and as rapidly as possible.

The objective is obviously

not one of making utensils fit for re-use but only to permit their being taken to the student's homes for proper washing, and this fact should constantly be brought to the attention of the parents.

24—In schools with distribution counters, appropriate chinaware sinks, running water, and other sanitary facilities, these activities can be carried out under better conditions, including the use of suitable equipment; but the above sequence should always be followed.



XI

CONTROL

1 —The activities of the school lunch program should be subject to financial, sanitary and technical control in order to guarantee efficiency.

2 —*Financial control:*

a) The teacher in charge should exercise strict control over expenses, not only with reference to expenditures for food but also expenditures for fuel and other materials. Useful conclusions can be reached by filling out and interpreting the control charts.

b) These charts should be filed in suitable folders and available for inspection at any time.

c) A copy of Chart No. 3 will be sent monthly to the Regional Representative of the National School Lunch Program.

d) A SHORT REPORT will be submitted every three months on the activities of the lunch program during the period. This should include suggestions, requests, complaints and information on the acceptability of the lunches by the children, effects on health, attendance, and attention at classes, etc.

e) Delay or non-remittance of these documents may cause suspension in the supply of foods to the school.

3 —*Sanitary Control:*

a) Personnel in charge of the Lunch should maintain strict sanitary conditions in all phases of their activities, as has already been pointed out in one of the former chapters.

b) Every day the teacher in charge should make an inspection of all the installations of the service to examine conditions of cleanliness and order.

c) All utensils used in the preparation and distribution of the Lunch should be carefully cleaned after using.

The dish towels should be washed daily or replace by clean ones.

d) All persons connected with the Lunch Program should practice strict personal cleanliness.

Following are some of the rules of hygiene which should be recommended to this personnel.

— Wear clean clothing at all times.

— Use apron, cap or hair net when on duty.

— Wash hands frequently.

— Keep nails cut and clean.

— Do not work if you have flu, cold, or an infectious disease.

— Do not talk or cough over the food.

e) Whenever possible, these persons should be submitted to a periodic medical examinations for control of their health conditions.

3 — *Technical Control:*

a) The efficiency of the lunches can be judged by the leftovers which will indicate conditions of planning, distribution and acceptance of the food. Acceptance is also indicated by the number of refusals and repetitions observed.

This control should be included under *Remarks* in the Report.

b) The influence on the health of the children and the benefits derived from the school lunch can be determined by:

— weight and height curves of the children (instructions attached);

— attendance of students;

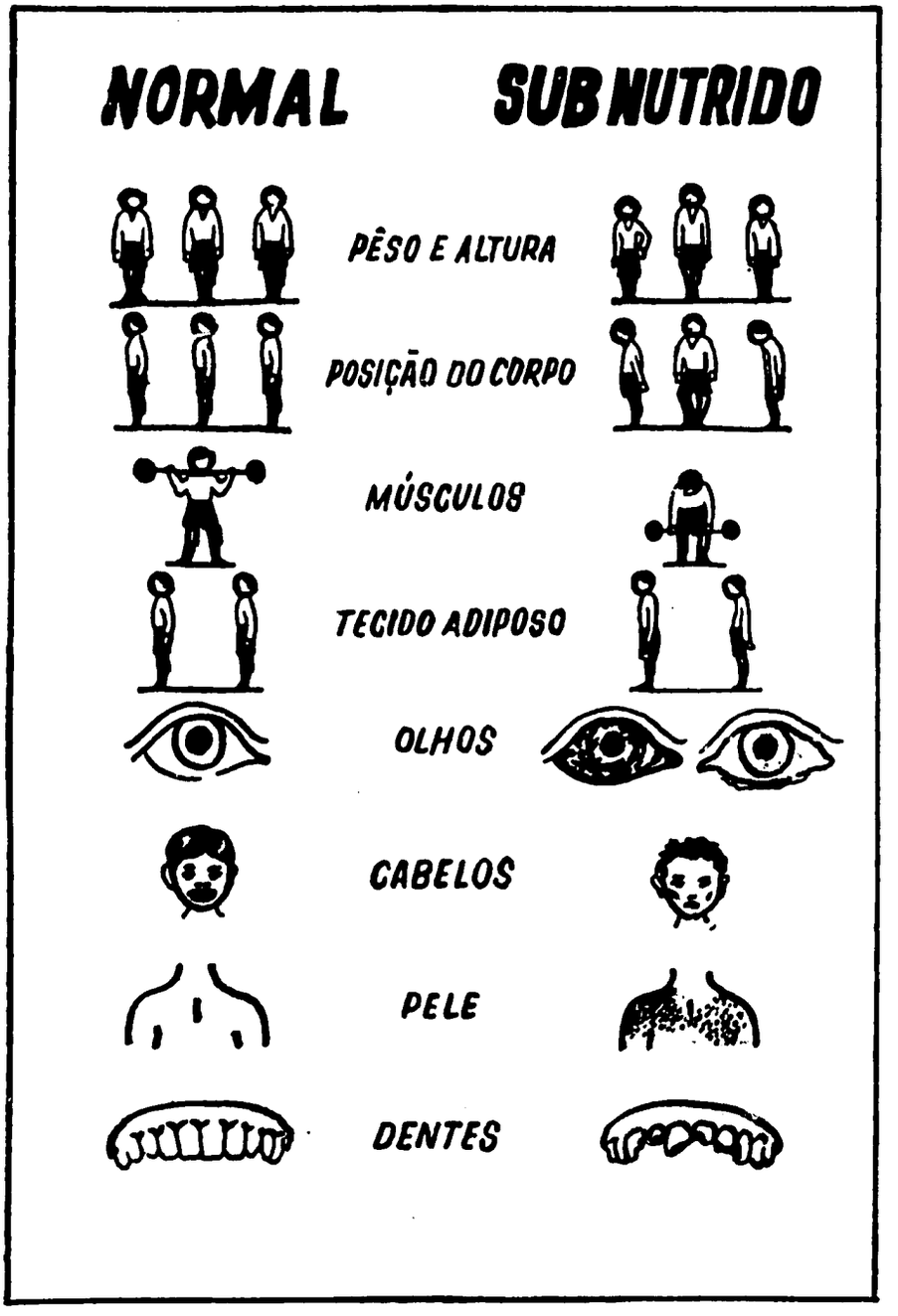
— progress in their studies;

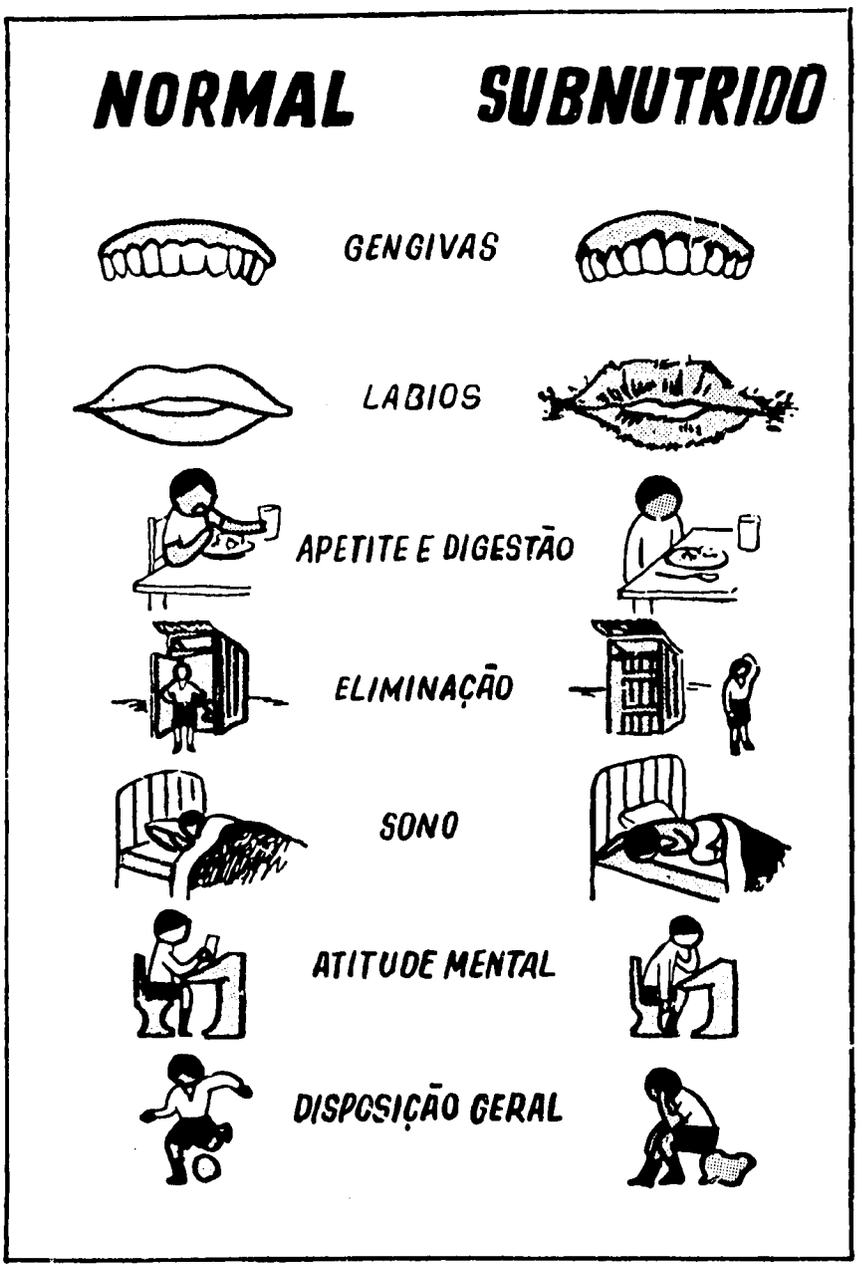
— changes in general appearance.

FOLLOWING ARE THE PRINCIPAL CHARACTERISTICS of a HEALTHY CHILD:

— *Weight and height*—Within the limits indicated for his age.

— *Body*—Proportionally de-


NORMAL
SUBNUTRIDO
PÊSO E ALTURA
POSIÇÃO DO CORPO
MÚSCULOS
TECIDO ADIPOSO
OLHOS
CABELOS
PELE
DENTES


NORMAL
SUBNUTRIDO
GENGIVAS
LABIOS
APETITE E DIGESTÃO
ELIMINAÇÃO
SONO
ATITUDE MENTAL
DISPOSIÇÃO GERAL

veloped; spinal column with no lateral deviations, and no excessive curving; straight arms and legs.

— *Body position*—Erect; flat abdomen (not rounded); head raised; shoulder blades not showing.

— *Muscles*—Firm and well-developed.

— *Fatty tissue* — moderate distribution.

— *Eyes*—lively and shiny, without redness or spots.

— *Hair*—silky, uniform and resistant.

XII

INSTRUCTIONS FOR DETERMINING WEIGHT AND HEIGHT

1 —Children should be weighed every month, always at the same time, and height should be measured three times a year; 1st) at the beginning of the school year 2nd) before the June vacation; 3rd) before the December vacation.

2 —Students should be wearing a minimum of clothing, no shoes, and pockets should be empty.

3 —The teacher responsible for these measurements should, before commencing her activities, check the accuracy and operation of the scale and measuring rod; these should be placed in a suitable place to permit easy access by the school children.

4 —Alongside this equipment there should be a a small table with a bench or chairs where another teacher or assistant will sit to register the results on the cards.

5 —When everything has been arranged, the students should be called by their cards, lining up in order.

6 —Once the line has been organized and the corresponding cards have been arranged, the students will be called again. This time they will go one at a time to the place where they will be weighed and measured.

While one teacher weighs and measures the students in order, the asistant will register the results on the respective cards.

7 —While being measured, the children should stand at attention (fundamental position) that is, with feet

firmly together, and looking straight ahead. Heels should be together and as close as possible to the measuring rod.

8 —At the end of these activities, the teacher in charge of the Lunch will examine each of the cards, completing the graph and interpreting the results.

9 —When ready, the cards will be sent to the children's parents or guardians for their information, accompanied by explanations or remarks whenever necessary. For instance, if a student has lost weight sharply, this fact should be pointed out to the family for the necessary care, including a medical examination.

10—After the parents or guardians sign the cards, these should be returned to the School where they will be filed and kept available for examination or inspection at any time.