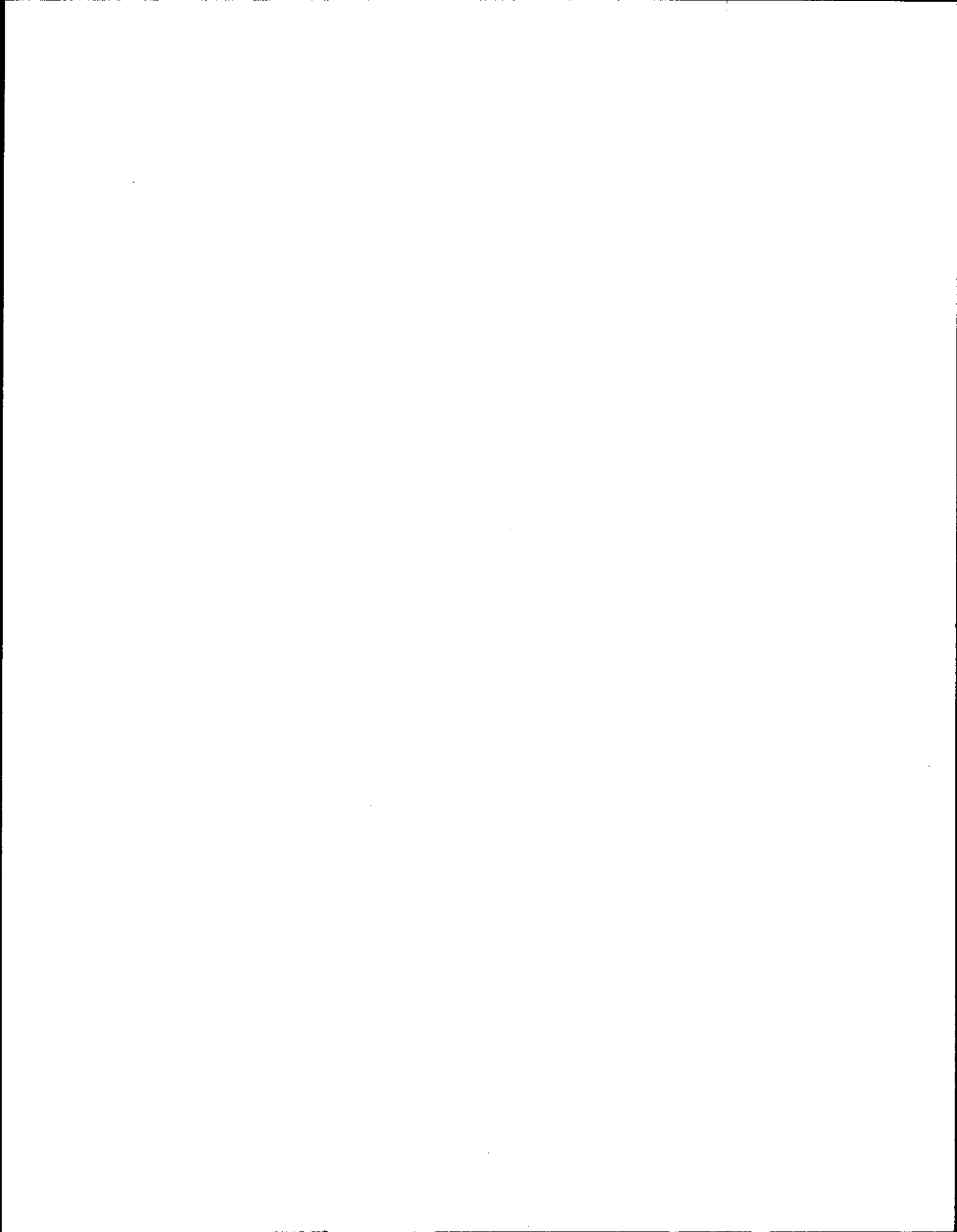


# **Menu Planning Tools**

## **Instructor Guide**

**South Dakota Department of Education and Cultural Affairs  
Division of Education Services and Resources  
Child and Adult Nutrition Services**

**2003**



## **Acknowledgements**

*Menu Planning Tools* is a ten-hour training session composed of five sections. This workbook is to be used by participants in an instructor-led training session. This *Instructor Guide* has been developed for use with the *Menu Planning Tools* workbook.

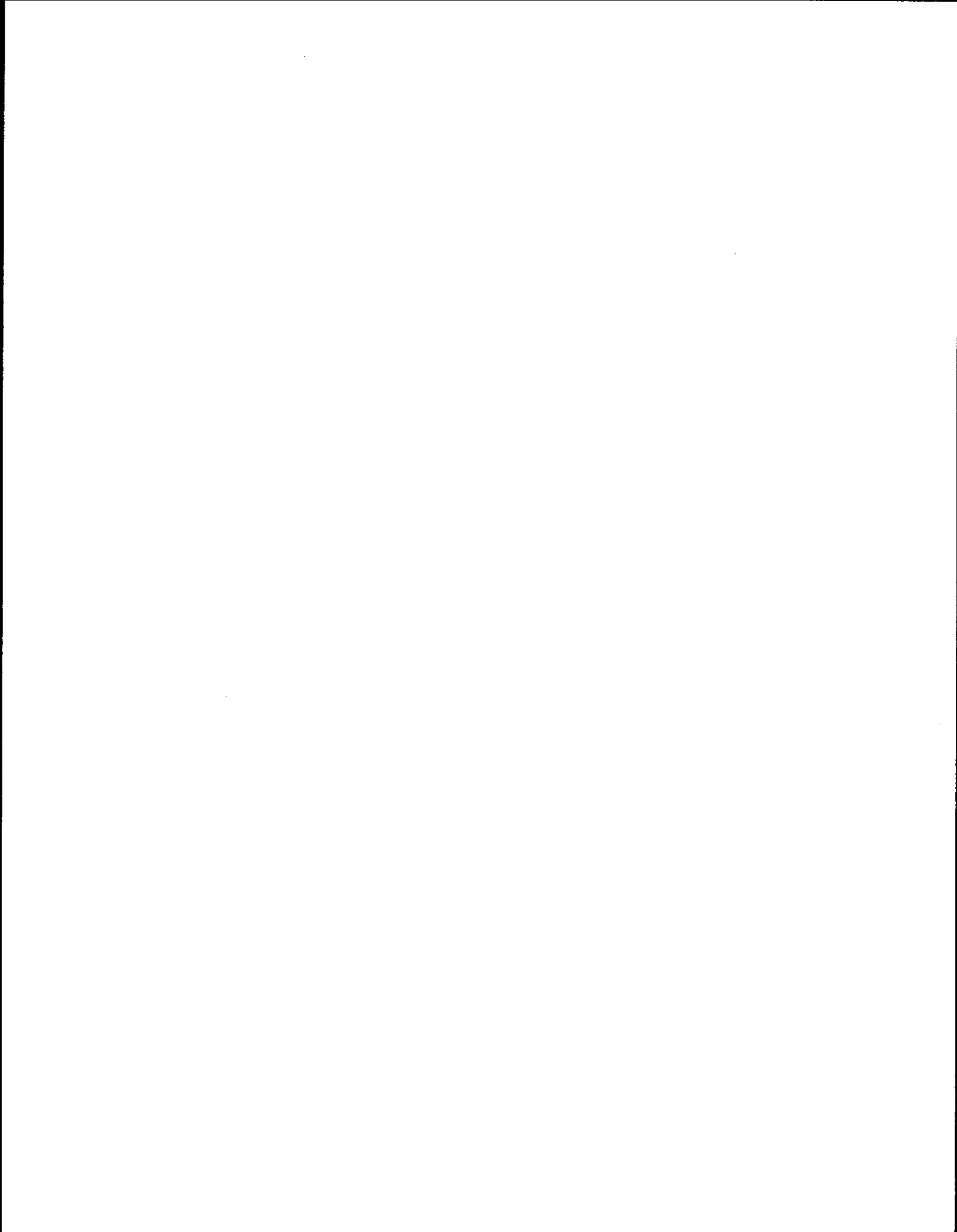
Funding for the development of these materials was provided as part of a Team Nutrition Grant awarded to the South Dakota Department of Education and Cultural Affairs, Division of Education Services and Resources, Child and Adult Nutrition Services.

## **Credits**

### ***Menu Planning Tools Instructor Guide***

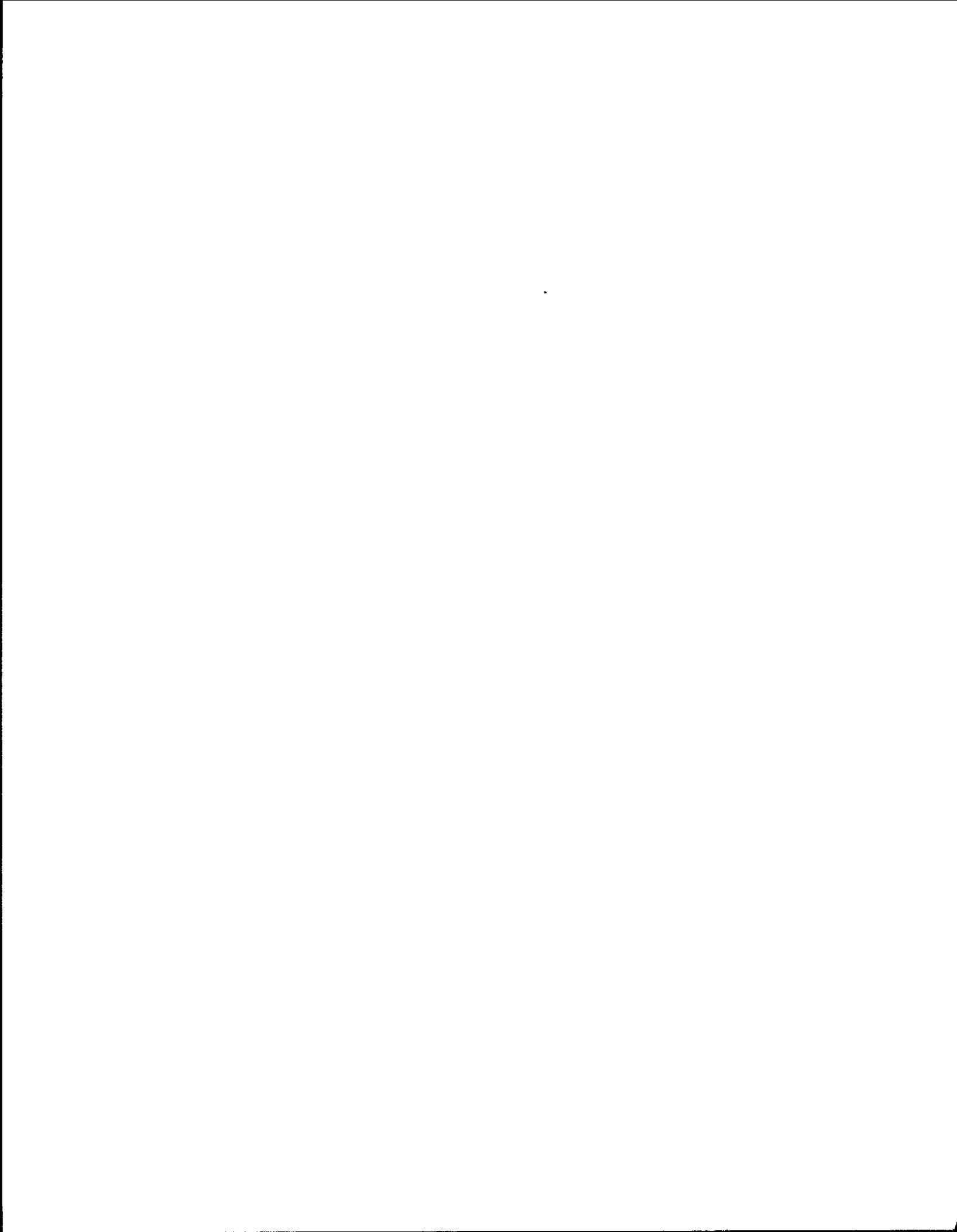
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## Instructor Guide

## Section 1 - Food-Based Menu Planning Options

<b>Materials Needed for Section</b>
-------------------------------------

- *Menu Planning Tools* workbook for each participant
- Name tags and table tents for the participants
- 2 hula-hoops for the Energizer

<b>Time Schedule for Presenting Section 1</b>
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Topic	Workbook Page(s)	Amount of Time	Clock Time
Introduction and Review Performance			
Objective	1	<5 minutes	
Introduction to Food-Based Menu Planning	2	<10 minutes	
USDA Menu Planning Options	3	5 minutes	
Food-Based Menu Planning Options	5-9	15 minutes	
<b>Energizer</b>		10 minutes	
Activity - Meal Pattern Chart	11	10 minutes	
Information You Need about Enhanced Food-Based Menu Planning, & Charts			
Activity - Menu Check	12-17	15 minutes	
Activity - Menu Check	18-19	10 minutes	
Counting Food Items for Lunch	20	5 minutes	
The ABC's of Successful Menu Planning			
A – Attractiveness	21-23	5 minutes	
B – Balance	24-25	<10 minutes	
C – Choices	26-29	15 minutes	
<b>Optional Activity</b>	<b>30</b>	<b>15 minutes</b>	
Check Your Knowledge of Food-Based...	31-32	10 minutes	
Summary and Institute Evaluation Form		<5 minutes	

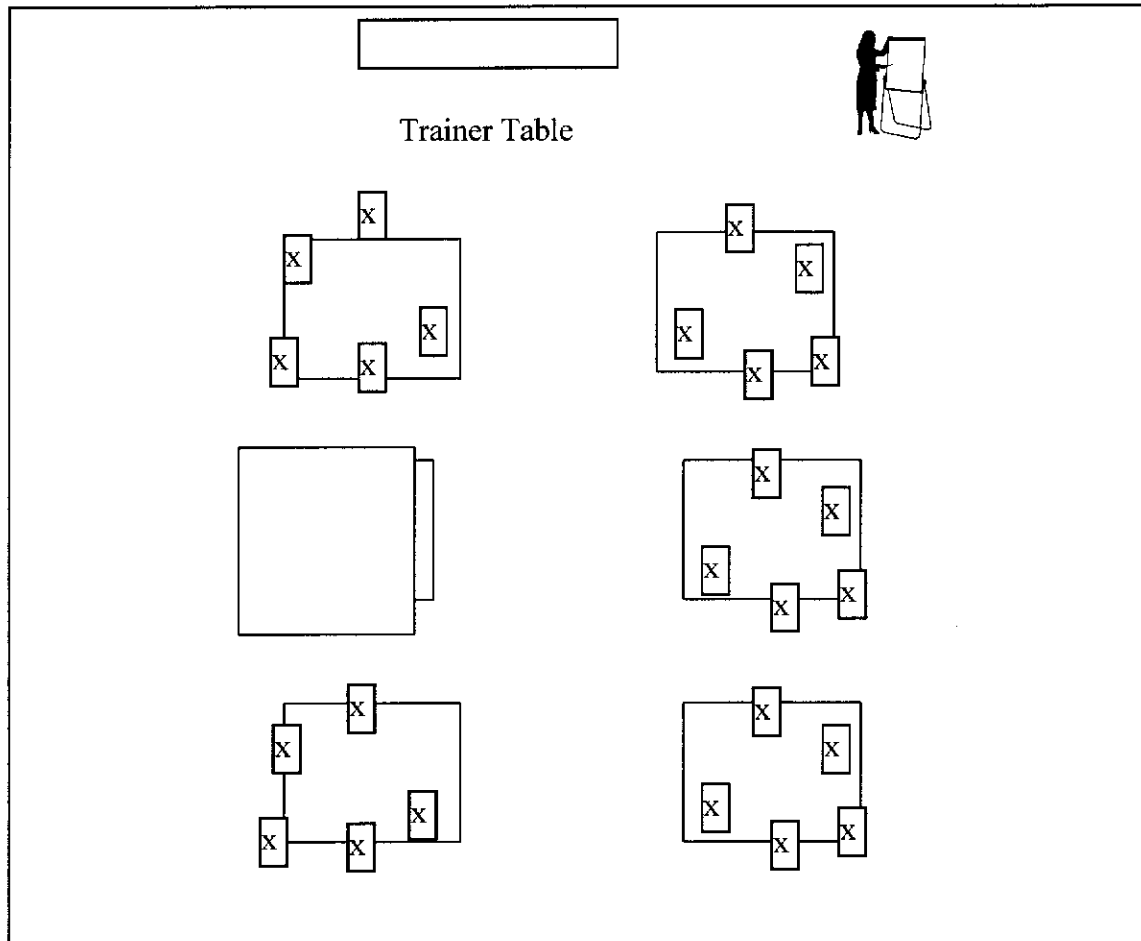
The total instructional time is approximately 2 hours. Activities have been designed to give change of pace and change of place experiences for the participants. Note that the Optional Activity has not been included in the 2-hour block of time for this section. If you choose to use the Optional Activity, make adjustments in other parts of the session.

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<b>Setting Up the Learning Environment for Section 1</b>
--

Arrange the room so that groups of five can easily work together. If tables and chairs are available, arrange the tables in a chevron or arrow shape. This will allow everyone to face toward the front of the room. If student desks are used, arrange the desks in horseshoe shapes of five desks with the opening toward the front of the room.

## Front of Room



Have a small table at the front of the room for instructor materials. If a podium is available, it could be placed on the table. Be prepared to move away from the podium as class begins so that you may actively engage the learners.

Arrange the visual (easel, chalkboard, or overhead) diagonally in the front corner of the room opposite from your dominant side. This will help you use the whole room for instruction.



**Instructor Guide****Before Presenting Section 1**

- Set up the classroom with a *workbook* at each participant's place.
- Place the table tents to assign seating, allowing participants from different school/districts to work together.
- Greet participants as they arrive, provide a nametag, and welcome them to the session.

**Instructor Guide****Introduction and Review Performance Objectives****Introductory Comments****Page 1, <5 Minutes**

1. Welcome participants to the session by using your own words to present introductory comments. If you are presenting the entire 10-hour course, review the Table of Contents for the workbook.
2. Review the performance objective for Section 1.

**Introduction to Food-Based Menu Planning****Page 2, <10 minutes****Discussion**

1. In your own words, introduce the topic. The purpose of this introductory discussion is to help participants become aware of the importance of the menu. Call on various participants to share one way the menu affects their foodservice operation. Encourage participants to record everyone's ideas.

**Possible answers:**

1. **Equipment (both large and small)**
  2. **Purchasing**
  3. **Food cost**
  4. **Labor cost (preparation and service); staffing**
  5. **Service line set up**
  6. **Work scheduling**
  7. **Employee training needs**
  8. **Customers' decisions about whether to eat the meal or make a specific menu choice**
  9. **Meeting USDA nutrient standards**
  10. **Layout of the cafeteria**
2. In your own words, transition into the discussion of USDA Menu Planning Options. Emphasize that menu planning is one of the most important jobs in any foodservice, since the menu affects every aspect of the foodservice operation.

**Instructor Guide****USDA Menu Planning Options****Pages 3 - 4, 5 minutes****Lecturette**

1. In your own words, present the content on page 3. Emphasize the three goals established by USDA.
2. Briefly explain the five menu planning options.
3. Allow a few seconds for participants to record the menu planning option used in their school. If a participant does not know the menu planning option used, suggest that she use Enhanced Food-Based Menu Planning Option for this session in order to complete the activities.

**Food-Based Menu Planning Options****Pages 5 - 9, 10 minutes****Lecturette**

1. Explain to participants that these pages are from *A Menu Planner for Healthy School Meals*. The pages should be used as reference when planning and serving meals.
2. Review the pages, pointing out highlights.

**Energizer****No workbook page****Activity****10 minutes****Materials Needed:** 2 hula-hoops

1. **Determine when this energizer is needed.** It is best done in a hall or outside area if convenient.
2. Introduce this activity by saying that menu planning may seem like jumping through hoops, but really it is much easier than it looks.
3. Ask participants to count off by 2s and form two separate circles.
4. Each team is handed a hula-hoop. The team members are to join hands with the hula-hoop over someone's arm. When the Instructor says, GO! the team members are to

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move the hoop around the circle without breaking their handhold. Allow a few minutes for each team to figure out the best way to do the activity. If they are stumped, give hints. The activity is done by putting the hoop over one's head and then stepping through it, thereby moving the hula hoop from one side of the body (arm) over to the other and so to the next person. Do one practice round, and then have them repeat while timing the teams. Note differences in time the second time around.

5. Before beginning the next part, ask several participants how the hula-hoop activity was like planning menus. Some examples of answers include:
  - It is easier than it looks.
  - It gets easier when you really think about how it can be done.
  - Practice, understanding, and cooperation make it easy and efficient.

**Meal Pattern Chart****Page 11, 10 minutes****Activity**

1. Explain the directions. Read each item, allowing a few seconds for participants to complete the item.
2. For item 2, while participants are completing the chart, circulate around the room providing coaching as needed.
3. Call attention to the advantage of the Enhanced Food-Based Menu Planning option.

**Information You Need About Enhanced Food-Based Menu Planning****Pages 12 – 17, 15 minutes****Lecturette**

1. Explain that as you present each item, the participants should write in the key word. All key words are shown in the box at the top of the page. Writing the key word in the space provided helps participants to remember important points. (It also helps focus their attention.)
2. The key word(s) for each item are listed below, along with examples. Involve the participants by asking questions. Be sure that everyone knows the correct answer for the blank and the example before you move to the next item.

**Answers:**

1. **5 (meat/meat alternate, fruit/vegetable, grains/bread, fluid milk)**
2. **minimum**
3. **K-6 and 7-12**
4. **5**

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5. **main dish, 1**  
**Examples: Weiner on a Bun with Chili; Beef and Vegetable Soup and 1/2 Grilled Cheese Sandwich; Tuna Salad Sandwich and Ants on a Log (celery stalk stuffed with peanut butter and raisins on the top)**
  6. **1/4**  
**Example: A main dish or dessert may include a little as 1/4 serving of grains/bread (peach cobbler topping)**
  7. **17, 21**
  8. **1/8 cup**  
**Example: A main dish or dessert may include as little as 1/8 cup of fruit/vegetable (Beef Vegetable Stew; Apple Strudel Bites)**
  9. **vegetable, meat alternate**  
**Example: Cowboy Beans can be counted as a MA or F/V, but not both in one meal; Black-Eye Peas; Pork and Beans; Refried Beans**
  10. **juice or syrup**  
**Example: Canned peaches or pears with syrup**
  11. **choice**  
**Example: Choice of 2% milk, 1% milk, low fat chocolate milk**
3. Briefly review the menu option pages from South Dakota Child and Adult Nutrition Services. Emphasis should be given to the Enhanced Food-Based Menu Planning Option, page 17.

**Menu Check****Pages 18 - 19, 10 minutes****Activity**

1. Explain the directions for the activity. Call attention to the menu being based on Enhanced Food-Based Menu Planning. Those participants who do not use this option should participate in the discussion. Remind participants that everyone on the team should know the team's answer, because you will call on someone from the table to answer.
2. Assign the three items to different table teams; some items may have more than one team working on the answer. Allow the teams to work for about 5 minutes. Then call on one person from a team to provide the team's answer.

**Answers:**

1. **Yes, all components are represented in required amounts**
2. **No, only 1/2 G/B is offered in the planned meal. To meet the requirements, at least one whole serving of G/B must be offered.**
3. **No, only 1/2 cup of tossed salad is offered. The F/V requirement is at least two different items that total 1 cup.**

**Instructor Guide****Counting Food Items for Lunch****Page 20, 5 minutes****Lecturette**

1. Provide a brief summary of the content in your own words. Section 2 provides detailed information on the grains/bread component.
2. Bring this part of the session to a close with remarks about the importance of planning menus using the menu planning option selected by the school. The next part of the session will focus on key principles of menu planning.

**The ABC's of Successful Menu Planning****Pages 21 - 29, 30 minutes****Lecturettes and Activities**

1. Introduce this part as a simple way to remember important principles of menu planning.
2. **Attractiveness (10 minutes) (pages 21 - 23)** – Read the two sentences aloud, but do not discuss. Assign half the table teams to discuss, “We eat with our eyes.” and the other half to discuss, “You never get a second chance to make a first impression.” Allow the teams to discuss what these sentences mean and then call on various participants to share the ideas from their teams. There are no right or wrong answers. The purpose of this activity is to help participants think about the importance of the appearance of the service line and menu items.

**Answers:****“We eat with our eyes.”**

- We see food before we taste it.
- Appearance of food affects whether we want to taste it.

**“You never get a second chance to make a first impression.”**

- When a customer walks up to the service line, its appearance affects his decision to eat the meal. If the service line is messy or food is not attractive, the customer may decide not to eat.
- The appearance of every menu item should be excellent. If the appearance of a menu item is not appealing, customers will never select it.

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3. **Plan Menus That Are Attractive to Customers** – Suggest that participants write the key words in the blanks as each item is presented.

**Answers:**

1. **Eye appeal**

2. **color**

**Menu 1 – Add a green vegetable, change the dessert to a gelatin fruit dessert that is colorful**

**Menu 2 – Add a green salad or other vegetable, garnish the plate**

3. **dishes, plates, or trays**

4. **service line**

**Call on various individuals to give one example and then move on.**

**Garnishes for breaded products (on the service line): green leafy vegetables such as escarole**

**Garnishes for green vegetables (on the service line): foods in contrasting colors such as a radish rose, carrot curls, slice of orange or lemon**

**Garnishes for yellow and orange vegetables (on the service line): green leafy vegetables such as escarole**

**Garnishes for baked main dishes (on the service line): broccoli florets; an item that complements the main dish such as a sliced orange or sliced lemon**

5. **look**

4. **Balance (<10 minutes) (pages 24 - 25)** – Continue the lecturette, emphasizing the key word that should be written in the blank. Ask for only one example for each item but encourage participants to write additional examples in their workbook if they choose.

**Answers:**

1. **higher fat**

**Examples: chicken nuggets served with steamed broccoli or green beans; hot dogs served with baked beans; pizza served with tossed salad with low fat dressing**

2. **higher cost**

**Examples: pizza served with tossed salad; baked chicken served with rice**

3. **strongly flavored**

**Examples: macaroni and cheese served with coleslaw;**

4. **crunchy or firm**

**Examples: tacos served with a pudding dessert**

5. **heavier**

**Examples: spaghetti and meat sauce served with tossed salad; Tuna and Noodles (D-37) with fruit cup**

6. **shapes and sizes**

**Examples: square pizza slices served with fruit cup and sugar cookie**

7. **scratch-prepared**

**Examples: lasagna served with purchased Italian bread**

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8. **equipment**  
**Examples: menu that includes chicken nuggets, stir-fried oriental vegetables (tilting skillet or steam kettle), baked rolls, chilled fruit cup**
  9. **line servers**  
**Examples: one line server serves refried beans and Mexican rice**
  10. **commodities**  
**Examples: commodities may include fresh fruits and vegetables in season, convenience items made from a commodity product such as beef patties, meat items such as whole turkeys or chicken pieces, or staple items such as flour**
5. **Choices (15 minutes) (pages 26 - 29)** – Using your own words, introduce the third item of the ABC's of menu planning (top of page 26).
  6. **Advantages of Choice Menus (bottom of page 26)** - Encourage participants to write the key word in the blank provided as you present the content.

**Answers:**

1. **increases**
  2. **decreases**
  3. **complaints**
  4. **nutrient needs**
  5. **New menu items**
7. **Challenges of Choice Menus (page 27)** – Continue the lecturette, emphasizing key words.

**Answers:**

1. **Forecasting**
  2. **Planning production**
  3. **space**
  4. **hot**
  5. **signs**
  6. **quickly**
  7. **Training**
8. **Choice Menu Design (page 28)** – Briefly review the sample choice menu design. The purpose of this sample is to show a plan that a menu planner can use. Some schools will offer more choices and some will offer fewer choices. An example of menus for three days is shown.



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9. **Optional Activity (15 minutes) (page 29)** – The time for this activity is not included in the two-hour estimate for this session.

**Materials Needed:** a paper plate and marking pen for each team

Distribute the materials and explain the directions. Allow teams to write their choice menu (using the Sample Choice Menu Design), then call time and ask participants to swap menus. The teams should evaluate the menus based on the Sample Choice Menu Design and what they have learned about the ABC's of menu planning.

10. Lead into the evaluation activity.

**Check Your Knowledge of Food-Based Menu Planning Options**

**Pages 31 - 32, 10 minutes**

**Evaluation Activity**

1. Review the performance objective for the section at the top of page 31.
2. Explain the directions for the evaluation activity. This should be done independently.
3. Read each item aloud allowing a few seconds for participants to mark their answer. When you have completed all 10 items, go back and discuss the answers. If time is short, you may choose to call out the answers and have participants check their work. A more desirable processing technique is to call on various participants to share their answer and have a brief discussion.

**Answers:**

1. B
2. B
3. C
4. B
5. B
6. A
7. C
8. B
9. B
10. D

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**Summary and Institute Evaluation Form**

**<5 minutes**

**Feedback Activity**

1. Bring the session to a close with summary remarks. If time is available, ask questions to involve participants in summarizing what they have learned.
2. Ask participants to complete an Institute Evaluation Form. Explain the directions and the response choices. Read each item aloud allowing a few seconds for participants to record their answer.
3. Designate a table on which participants should place their completed forms as they leave the room.
4. Announce the next training session.

**Section 2**  
**Part 1. Implementing Offer Versus Serve**  
**Part 2. Crediting Grains/Breads**

<b>Materials Needed for Section 2</b>
---------------------------------------

- *Menu Planning Tools* workbook for each participant
- Name tags and table tents for the participants
- Food models for the energizer (see explanation)
- Gram scales
- Grain and bread items for Part C – Determine the Number of Servings In a Grains/Bread Product

<b>Time Schedule for Presenting Section 2</b>
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Topic	Workbook Page(s)	Amount of Time	Clock Time
Introduction and Review Performance Objectives for Part 1 and Part 2	1	<5 minutes	
<b>1. Implementing Offer Versus Serve</b>	<b>2-6</b>		
Implement Offer Versus Serve Correctly	2-4	5 minutes	
Know What Offer Versus Serve Means	5	<5 minutes	
Activity – Offer Versus Serve Practice	6	15 minutes	
<b>Energizer</b>		15 minutes	
<b>Part 2. Crediting Grains/Breads</b>	<b>7-20</b>		
Activity-Learn the Importance of Crediting Grains/Bread	7	5 minutes	
Determine Which Foods Qualify As ...	8-13	<10 minutes	
General Rules for Planning the ...	14	10 minutes	
Learn How to Calculate One Serving of ...	15-18	10 minutes	
Practice Using the Grains/Breads Com ...	19-22	35 minutes	
Check Your Knowledge	23-24	10 minutes	
Summary and Institute Evaluation Form		<5 minutes	

The total instructional time is approximately 2 hours. Activities have been designed to give change of pace and change of place experiences for the participants.

**Setting Up the Learning Environment for Section 2**

Arrange the room so that groups of five can easily work together. If tables and chairs are available, arrange the tables in a chevron or arrow shape. This will allow everyone to face toward the front of the room. If student desks are used, arrange the desks in horseshoe shapes of five desks with the opening toward the front of the room.

Have a small table at the front of the room for instructor materials. If a podium is available, it could be placed on the table. Be prepared to move away from the podium as class begins so that you may actively engage the learners.

Arrange the visual (easel, chalkboard, or overhead) diagonally in the front corner of the room opposite from your dominant side. This will help you use the whole room for instruction.

**Before Presenting Section 2**

- Set up the classroom with a *workbook* at each participant's place.
- Place the table tents to assign seating, allowing participants from different school/districts to work together.
- Organize the food models for the energizer based on the number of participants in the session.
- Set up the demonstration table for weighing grain and bread products.
- Greet participants as they arrive, provide a nametag, and welcome them to the session.

## Introduction and Review Performance Objectives

### Introductory Comments

Page 1, <5 Minutes

1. Welcome participants to the session by using your own words to present introductory comments.
2. Review the performance objectives for Part 1 and Part 2. Explain that this session will be presented in two parts.

## Part 1. Implementing Offer Versus Serve

### Introduction to Offer Versus Serve and Implement Offer Versus Serve Correctly

Pages 2 - 4, 5 minutes

#### Lecturette

1. **Introduction** - Using your own words, present the information at the top of the page. Ask participants to mark Yes or No to answer the question. Point out that the information in this section will help meet the challenges of Offer Versus Serve.
2. **Implement Offer Versus Serve Correctly** – Present the content in your own words. Use your knowledge of the group to determine the items to emphasize. Briefly review pages 3 and 4 from *A Menu Planner for Healthy School Meals*.

### Know What Offer Versus Serve Means

Page 5, <5 minutes

#### Lecturette

1. **Offer Versus Serve** – Present this content by asking questions to various participants. For example, “Is OVS the same as offering menu choices?”
2. **Implement Offer Versus Serve Responsibly** – Present this content in your own words. Point out that it is the manager’s responsibility to be sure that each member of the food service team understands her responsibility for Offer Versus Serve. Emphasize that Offer Versus Serve will be successful when the needed information is communicated to each individual on the foodservice team.

**Offer Versus Serve Practice**  
**Page 6, 15 minutes**  
**Activity**

1. This activity may be implemented three different ways.
  - \* As an independent activity
  - \* Participants working in pairs
  - \* Participants working in table teams of four or five people seated together

Decide on the way that will work best for the participants. If participants are more experienced and are already familiar with OVS, the independent activity will be most challenging. If OVS is a new concept, have table teams work together.

2. Tell participants that this activity is based on a Food-Based Menu. Explain the directions for the activity. Call attention to the basic rule that three menu items must be selected. Allow participants to work about 7 minutes.
3. Process the activity by calling on various participants to share one menu. Ask the whole group to decide whether the menu meets the requirement for 3 or 4 items.
4. Bring Part 1 of the section to a close. Call on several participants to share one new thing they have learned.

**Energizer**  
**No workbook page**  
**Activity**  
**15 minutes**

**Materials Needed:** Dairy Council Food Models organized so that groups of 4 people can be formed with 1 person representing each of the 4 food components in Food-Based Menus (M/MA, F/V, G/B, FL MK).

1. Distribute the food models in some creative way. You may want participants to draw a model from a basket or select one from a table where they are all displayed. Have exactly enough food models so groups of 4 people can be formed. For example, if you have 20 people, have 5 M/MA, 5 F/V, 5 G/B, and 5 FL MK. If you have an odd number of people, add food models in F/V so groups of 5 people can be formed.
2. Ask participants to stand and hold up their food model. Then within 30 seconds, have the group form reimbursable meals in groups of 4 (or 5 for a whole meal). Ask each small group to hold up their cards and have the whole group decide if the meal would be reimbursable in a school with OVS.
3. Collect the food models and move into Part 2.

## Part 2. Crediting Grains/Breads

### Learn the Importance of Crediting Grains/Breads

Page 7, 5 minutes

Lecturette and Activity

1. **Introduction** – Call attention to the resources available for additional information about crediting grains and breads.
2. Using your own words, present the information about crediting grains/bread in the Food-Based Menu Planning Options.
3. **Activity** – Explain the directions. Read each item allowing a few seconds for participants to write their answer. This information was also addressed in Section 1, so you may need to refer participants back to their answers.

If a participant does not know which menu planning options is used in his school, for purposes of this session, suggest that the participant assume that the Enhanced Food-Based Menu Planning Option is used.

### Determine Which Foods Qualify as Grains/Breads

Pages 8 - 13, <10 minutes

Lecturette/Discussion

1. Use questions and examples to lead participants through a review of the pages from *A Menu Planner for Healthy School Meals*. Emphasize that these pages are provided for use as a reference.
2. Briefly review the charts. Help participants to become acquainted with the charts by asking them to find selected items.



**General Rules for Planning the Grains/Breads Component**

**Page 14, 5 minutes**

**Lecturette**

1. Explain the 8 rules. Call on participants to give an example of several of the rules.
2. Ask participants to turn to workbook page 17 to complete Part A of “Practice Using the Grains/Bread Requirement.”

**Learn How to Calculate One Serving of Grains/Breads**

**Pages 15 - 18, 10 minutes**

**Lecturette**

1. Present the content in your own words. See examples below of situations where you may need to determine the amount of credit for the grains/breads component:
  - The food product does not meet the definition of a creditable grain or bread but it does contain some amount of creditable grains/breads – example is a bar cookie made with a graham cracker crust (no flour)
  - A manufacturer’s claim for amount to credit and serving size do not match the information shown in the (USDA) chart (pages 11-13) – example is a mini-bagel that weighs 15 grams
  - The food product is made on site and you choose to calculate the serving size based on the 14.75 grams of creditable grains/breads rather than use the chart – example is school-made granola bars
  - A food product does not fit into one of the groups shown in the grains/breads chart – example is “nuts and bolts” cereal and pretzel snack mix to be served as a bread item choice
2. Emphasize that the process of calculating the amount of credit for grains/breads is used only in the situations described. In most instances, information is available from *A Menu Planner for Healthy School Meals, Food Buying Guide for Child Nutrition Programs* (Revised 2001), a CN label, or other information from a product manufacturer.

**Practice Using the Grains/Breads Requirement**  
**Part A – Determine If the Daily and Weekly Requirements for**  
**Grains/Breads Have Been Met**  
**Page 19 and 22, 10 minutes**  
**Activity**

1. Explain the directions. Remind participants that this is a high school menu (see page 22 of manual). Encourage table teams to work together quickly. After teams have developed their answers, go over the answers with the whole group.
2. Call on a different team to share their answer for each day. The whole group should determine if the answer is correct.

**Answers:**

1. **The main dish that should be counted each day is the Sandwich Main Dish because it provides the highest number of G/B. In addition, count the Grains/Breads for that day and the Dessert if it provides a G/B.**

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>	<u>Total for Week</u>
4	4	2 1/2	3	4 1/2	18
					servings

**The G/B requirement for each day has been met.**

3. **Since the total for the week is more than 15 servings, the requirements have been met.**
3. Bring the activity to a close and have participants to turn back to page 15, "Learn How to Calculate One Serving of Grains/Breads."

**Practice Using the Grains/Breads Requirement**  
**Part B – Determine the Amount Needed for One Serving**  
**Page 20, 10 minutes**  
**Activity**

1. Explain the directions for the activity. Participants may work independently, in pairs, or in table teams. If time is short, assign each table team to do 2 or 3 items and then share with the whole group. Model the activity by completing the first item, hard pretzels, together. Have participants find the item in the referenced pages.

2. Remind participants that they will need to refer to pages 11 to 13 from *A Menu Planner for Healthy School Meals*.
3. Allow participants to work about 5 minutes or less and then call on various participants to share their team's answer.

**Answers:**

<b>Product</b>	<b>Group</b>	<b>Grams/Ounces for 1 Serving</b>
<b>Hard Pretzels</b>	<b>A</b>	<b>20 grams or 0.7 oz</b>
<b>Oatmeal Raisin Cookies</b>	<b>E</b>	<b>63 grams or 2.2 oz</b>
<b>Bran Muffin</b>	<b>D</b>	<b>50 grams or 1.8 oz</b>
<b>Tortilla Chips</b>	<b>B</b>	<b>25 grams or 0.9 oz</b>
<b>Brownie</b>	<b>G</b>	<b>115 grams or 4 oz</b>
<b>Lasagna Noodle</b>	<b>H</b>	<b>1/2 c. cooked or 25 grams dry</b>
<b>Pizza Crust</b>	<b>B</b>	<b>25 grams or 0.9 oz</b>
<b>Gingerbread Square</b>	<b>G</b>	<b>115 grams or 4 oz</b>
<b>Cornflakes</b>	<b>I</b>	<b>3/4 c or 1 oz whichever is less</b>
<b>Pastry on Cobbler</b>	<b>C</b>	<b>31 grams or 1.1 oz</b>
<b>Breading on Chix Nuggets</b>	<b>A</b>	<b>20 grams or 0.7 oz</b>
<b>Saltine Crackers</b>	<b>A</b>	<b>20 grams or 0.7 oz</b>

**Practice Using the Grains/Breads Requirement****Part C – Determine the Number of Servings of Grains/Breads Product****Page 21, 15 minutes****Activity**

**Materials Needed:** One purchased toaster pastry, 4 or 5 additional grain or bread products (one portion size). Select products readily available and typically used in school lunches. One portion scale that weighs in grams.

1. Before the session begins, have all the grain or bread items ready. Have the scale ready. Set up a demonstration table that can easily be used and seen by all the class members.
2. Explain the directions for the activity (top of page 21). Participants should work independently to record “My Guess” for each item as you hold it up for the class to see. Emphasize that “My Guess” should be in 1, 1 1/2, or 2 servings, *not the actual weight of the product*.
3. Remind participants that they will need to refer to pages 11 to 13 from *A Menu Planner for Healthy School Meals* to determine “Number of Servings.”
4. Demonstrate how the activity will work by showing the toaster pastry and then allow a few seconds for participants to record their guess. Immediately weigh the toaster pastry and tell the weight. The participants should record the weight in the space available. They should then turn to the appropriate page and determine the number of servings (probably one serving).
5. Continue for the remainder of the products by holding up each grain or bread item and allow participants to record “My Guess.” Then go back and weigh each product. To involve participants, you could have one person come up and read the actual weight of each product (if time allows).
6. Have the participants turn to the appropriate page to find the information to determine “Number of Servings” for each product, based on its weight.
7. When participants have completed the chart, call on various persons to share answers.
8. Bring the activity to a close by emphasizing the importance of weighing grain and bread products to be sure the correct amount is counted toward meeting the daily and weekly requirements for the Enhanced Food-Based Menu Planning Option.
9. Bring the activity to a close and lead into the last part of the session.

**Check Your Knowledge of OVS and the Grains/Breads Requirement**

**Pages 23 - 24, 10 minutes**

**Evaluation Activity**

1. Review the two performance objectives for the section.
2. Explain the directions for the evaluation activity. This should be done independently.
3. Read each item aloud allowing a few seconds for participants to mark their answer. When you have completed all 10 items, go back and discuss the answers. If time is short, you may choose to call out the answers and have participants check their work. A more desirable processing technique is to call on various participants to share their answer and have a brief discussion.

**Answers:**

1. B
2. B
3. A
4. A
5. B
6. A
7. B
8. A
9. C
10. A

**Summary and Institute Evaluation Form**

**<5 minutes**

**Feedback Activity**

1. Bring the session to a close with summary remarks. If time is available, ask questions to involve participants in summarizing what they have learned.
2. Ask participants to complete an Institute Evaluation Form. Explain the directions and the response choices. Read each item aloud allowing a few seconds for participants to record their answer.
3. Designate a table on which participants should place their completed forms as they leave the room.
4. Announce the next training session.

## Instructor Guide

## Section 3 – Developing and Standardizing Recipes

## Materials Needed for Section 3

- *Menu Planning Tools* workbook for each participant
- Name tags and table tents for the participants
- A copy of the following sources of recipes to show participants:
  1. *USDA Quantity Recipes for School Meals* (1988)
  2. *A Tool Kit for Healthy School Meals: Recipes and Training Materials* (1995)
  3. American School Food Service Association (ASFSA) School Food and Nutrition monthly periodical
  4. COPY OF PAGES FROM - USDA Web Site - Healthy School Meals Resource System: Recipes and Menus  
[www.schoolmeals.nal.usda.gov/Recipes/index.html](http://www.schoolmeals.nal.usda.gov/Recipes/index.html)  
 (Accessed May 30, 2002)

## Time Schedule for Presenting Section 3

Topic	Workbook Page(s)	Amount of Time	Clock Time
Review Performance Objectives	1	<5 minutes	
Introduction to Developing and ...	2	10-12 minutes	
How to Standardize a Tested Recipe	4-5	10 minutes	
Activity - Steps to Follow ... (Steps 1-4)	6-10	15 minutes	
Activity - Follow Directions	11	5 minutes	
Step 5	12	5 minutes	
Activity - Cooking Terms	13	10 minutes	
Step 6 and Activity	14-15	10 minutes	
Portion Control Methods	16-18	10 minutes	
Activity - Steps to Follow a Recipe	19-20	10 minutes	
How to Develop a Recipe	21-23	<10 minutes	
Activity - Develop a Recipe for Italian ...	24-25	15 minutes	
Action Plan to Develop and Standardize ...	26	10 minutes	
Summary and Institute Evaluation Form		<5 minutes	

The total instructional time is approximately 2 hours. Activities have been designed to give change of pace and change of place experiences for the participants.

**Instructor Guide****Setting Up the Learning Environment for Section 3**

Arrange the room so that groups of five can easily work together. If tables and chairs are available, arrange the tables in a chevron or arrow shape. This will allow everyone to face toward the front of the room. If student desks are used, arrange the desks in horseshoe shapes of five desks with the opening toward the front of the room.

Have a small table at the front of the room for instructor materials. If a podium is available, it could be placed on the table. Be prepared to move away from the podium as class begins so that you may actively engage the learners.

Arrange the visual (easel, chalkboard, or overhead) diagonally in the front corner of the room opposite from your dominant side. This will help you use the whole room for instruction.

**Before Presenting Section 3**

- Set up the classroom with a *workbook* at each participant's place.
- Place the table tents to assign seating, allowing participants from different school/districts to work together.
- Have a table set up at the front of the room to display the sources of recipes.
- Greet participants as they arrive, provide a nametag, and welcome them to the session.



**Instructor Guide****Introduction and Review Performance Objectives****Introductory Comments****Page 1, <5 Minutes**

1. Welcome participants to the session by using your own words to present introductory comments.
2. Review the three performance objectives.

**Introduction to Developing and Standardizing Recipes****Pages 2- 3, 5 – 7 minutes****Lecturette**

1. **Why follow a recipe?** – Using your own words, present a lecturette of items 1 and 2 on page 2. Item 2 may present a new requirement to some participants. Explain several of the examples and ask participants for examples.
2. For the next part of the lecturette on page 3, remind participants to write in the key words for each of the 6 items. Time does not allow the addition of more information on these items, but information later in the section develops this content.

**Answers:**

1. **tested**
2. **correct**
3. **preparation, cooking**
4. **crediting**
5. **nutrient analysis**
6. **standardized**

**How to Standardize a Tested Recipe****Pages 4 -5, 5 minutes****Lecturette**

1. Using your own words, present a lecturette of the content. Emphasize that USDA recipes have been tested and standardized for typical schools, but a real standardized recipe has been standardized for a specific kitchen. Item 6 provides specific situations in a school kitchen that call for changes in a tested recipe to standardize it. Ask for additional examples.

**Instructor Guide****Standardizing a Recipe at Hilltop Elementary School****Page 5, 5 minutes****Activity**

1. Read aloud the case study at the bottom of page 5. Call on several participants to share their ideas about how the Taco Pie recipe should be standardized for this kitchen.

**Answer:**

**The only specific change that we know from reading the case study is that the oven is different (equipment). A conventional oven is usually set 10-25 degrees F higher than a convection oven and the time is increased. The cook should cook the Taco Pie at 350 degrees F and time its doneness. The center of the recipe should reach 165 degree F (tested with a food thermometer). It will probably take about 30 minutes. The cook may find that some seasonings need to be adjusted based on preferences of students.**

2. Bring closure to this part of the session by commenting that although cooks have to standardize recipes, more often, they follow recipes that have already been used in their school. The next part will help managers particularly with learning how to train a new cook to follow a recipe.

**Steps to Follow a Recipe (Steps 1-4)****Pages 6 - 10, 15 minutes****Lecturette and Discussion**

1. Introduce this part by going over all 6 steps, then begin with Step 1 and present each step.
2. **Step 1** – Show the sources of tested recipes. Discuss Step 1 on page 6.
3. Practice Activity at the top of page 7 – Explain the directions. Allow participants to work independently for about 2 minutes, and then discuss the location of each part of the recipe.
4. **Step 2** – (middle of page 7) Call on participants to share their answers to each question.

**Answers:**

**Ingredients needed from the storeroom: Dehydrated onions or fresh onions, garlic powder, black pepper, canned tomatoes, tomato paste, seasonings, salt, dry spaghetti**

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**Ingredients needed from the refrigerator: Raw ground beef (should have been thawed in the refrigerator)**

**Ingredients needed from the freezer: None, the ground beef would have been frozen but should have been thawed in the refrigerator.**

5. **Step 3** – (bottom of page 7) Call on participants to share their answers to each question.

**Answers:**

**Small equipment needed to prepare: Measuring cups and spoons; knife if fresh onion is to be chopped, colander**

**Small equipment needed to serve: 6-ounce spoodle (3/4 cup); or 6-ounce ladle**

**Large equipment needed to prepare: The equipment needed depends on what is available in the kitchen: Steam-jacketed kettle for browning meat and cooking spaghetti; steamer for cooking spaghetti; tilting skillet for browning meat; large pot for cooking spaghetti; large pot for browning meat**

6. **Step 4** – (page 10) Present the information in this step. Ask several participants what kind of scales they use for weighing ingredients. Remind participants that the correct utensil should be used to measure a liquid ingredient, with a lip for pouring.

**Following Directions**

**Page 11, 5 minutes**

**Activity**

1. Move into the activity without any comments about it. Instruct participants to read the directions silently and do the activity independently. Do not allow talking. Allow participants to work about 3 or more minutes before asking for everyone's attention and revealing the "twist."
2. Do not allow people to make fun of others. It should be a fun activity that has a message, "Most people do not read and follow directions." This is a lead-in to Step 5 "Prepare the recipe using directions."

**Instructor Guide****Steps to Follow a Recipe (Step 5)**

Pages 12 - 13, 5 minutes

**Discussion**

1. Begin the discussion by asking, "Why do people avoid following directions?" Call on three or four participants to share their ideas to answer this question.

**Some possible answers include:**

- Takes too much time
- I know as much as the people who wrote the directions
- I have done this before

2. **Activity (page 12):** Explain the directions. Call on one or two participants to share their answers. Do not spend much time on this, but make the point that following directions is a problem in kitchens. When cooks do not follow directions, the quality of a food product will not be good.
3. Lead into the next part by explaining that in order to follow directions on a recipe, a cook must know some basic cooking terms. The next part will see how much you know.

**Cooking Terms**

Page 13, 10 minutes

**Activity**

1. Read the directions aloud. Model item 1 by asking participants to find the definition of Blending and write it in the space to the left of 1. Blending. To decrease the time for the activity, you can have table teams work together to find the answers and share the answers at the table.
2. Allow the participants to work about 5 minutes. Then call on various people to share an answer. If a participant gives an incorrect answer, coach for the correct answer.

**Answers:**

- B \_\_\_\_\_ 1.  
C \_\_\_\_\_ 2.  
F \_\_\_\_\_ 3.  
A \_\_\_\_\_ 4.  
D \_\_\_\_\_ 5.  
E \_\_\_\_\_ 6.  
H \_\_\_\_\_ 7.  
I \_\_\_\_\_ 8.  
J \_\_\_\_\_ 9.  
G \_\_\_\_\_ 10.

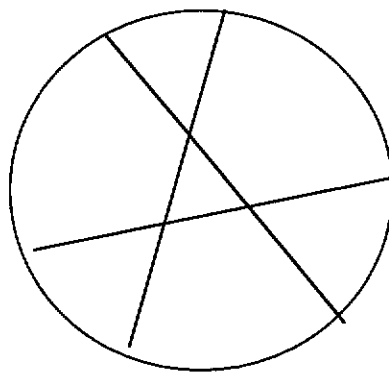
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**Steps to Follow a Recipe (Step 6)**

Pages 14 - 15, 10 minutes

Lecturette and Activity

1. Present the content on page 14. Emphasize the cost of poor portion control.
2. **Activity (page 15)** – This activity is an interesting way to help participants think about portion control. Do not spend but about 5 minutes maximum on this activity – it is actually just an energizer. *This should be a fun activity.*
3. Read the directions. Remind participants to think about a cake, which is three-dimensional. Allow participants to work a few minutes, sharing their ideas at their tables. Ask for volunteers to share their ideas of solving the problem. Reveal the answer.

**Answer:**

In addition to the three lines shown above, the cake would be cut through the middle (example: cut a layer of cake through the middle to make two layers). You will see that the three straight lines provide 7 uneven portions; cutting through the middle provides 14 pieces.

**Portion Control Methods**

Pages 16 -20, 10 minutes

Lecturette and Activity

1. Present the content on page 16. This will not be new information to many participants, so judge how much detail is needed by asking questions.
2. Item 4. Measuring: “The number of a scoop (on the vein) means the number of scoops in a quart.”
3. “Divide the number (size) of the scoop into 32 fluid ounces.” Review the example.

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4. **Activity (page 18)** – Read the directions and go over the example. This activity is a quiz to find out how much participants know about using scoops for portion control.

**Answers:**

<b>Scoop Number (size)</b>	<b>Approx. Scoop Measure</b>	<b>Example of Use</b>
No. 30	2 tablespoons	Sauce or gravy, portion 1 oz
No. 16	1/4 cup	Portion F/V, M/MA
No. 12	1/3 cup	Portion F/V, M/MA
No. 10	3/8 cup	Portion F/V
No. 8	1/2 cup	Portion F/V, G/B
No. 6	2/3 cup	Portion soups, some main dishes

Scoop sizes are shown on the vein or at the end of the scoop handle. New scoops usually show the size in ounces. Do not go by the color code on the handle unless you have a chart from the manufacturer of that specific scoop.

5. Spoodles – “Use a spoodle to serve fruits, vegetables, grains, some main dishes.”
6. Ladles – “Use a ladle to serve soups, gravies, some main dishes, some fruits and vegetables.”
7. **Activity (page 19)** – Ask participants to turn to page 8 and circle where the serving size or portion is shown.

**Steps to Follow a Recipe**

Pages 19 - 20, 10 minutes

**Activity**

1. Read the directions for the activity (middle of page 19). Assign either item 1 or 2 to each table team. Allow the teams to work about 5 minutes and then lead a discussion of the answers.

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2. Answer for item 1:

**What step was probably not followed? Since the manager knows there should have been enough to serve 200, we can assume the recipe was followed and an adequate amount was prepared. Step 6 was probably not followed and the line server served portions that were too large.**

**How could this have happened? The line server might not have been trained on proper portion control; the manager or cook should have selected the correct portion control tool and told the line server what to use; the line server could have been careless or not followed directions.**

**What can the manager do now? The manager has forecast that 200 students will choose Barbecue Beef on a Bun. She will need to substitute another menu item that provides the same amount of M/MA and G/B and hopefully similar nutrients. Some alternatives could be hamburger on a bun, tuna salad on a bun, or a sliced meat sandwich (ham or turkey).**

3. Answer for Item 2:

**Answer:**

**What step was probably not followed? The cook may not have followed step 1 and/or step 5.**

**How could this have happened? The spaghetti was obviously overcooked and the starch in the pasta was too soft, so it became gelatinous.**

**What can the manager do now? The manager should decide not to serve the Spaghetti and Meat Sauce since it is not a quality product. Another main dish product should be substituted. Later she should work with the cook to go over the recipe and determine what happened to avoid the same mistake another time.**

**How to Develop a Recipe**

**Pages 21 - 23, <10 minutes**

**Lecturette**

1. Present the information at the top of page 21. Suggest that managers complete the information on "Menu items prepared without a recipe." Call on several participants to share. Emphasize the requirement to have written recipes. Call attention to the school-developed recipe for Tossed Salad shown at the bottom of page 21.

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2. **How to Develop a Recipe for a Menu Item** - Present a brief summary of the items on page 22. Have participants look at the form on page 23 that should be used.
3. Lead in to the practice activity on page 24.

**Develop a Recipe for Italian Mixed Vegetables****Pages 24 - 25, 15 minutes****Activity**

1. Explain the directions at the top of page 24. Emphasize that all the information they need is provided, they are to write it on the form provided on page 25. Each participant should complete this activity independently.
2. Allow participants time to work on their recipe. When most participants have finished *several parts (about 10 minutes)*, discuss the process.
3. Bring the session to a close and lead into Action Plan.

**Action Plan to Develop and Standardize Recipes****Page 26, 10 minutes****Evaluation Activity**

1. Review the performance objectives for Section 3.
2. Explain the directions. As participants independently complete their Action Plan, circulate around the room providing coaching and feedback. See page 6 for the correct answer for item 2.
3. When participants have completed all or most of their Action Plan, move to the last activity.



**Instructor Guide****Summary and Institute Evaluation Form****<5 minutes****Feedback Activity**

1. Bring the session to a close with summary remarks. If time is available, ask questions to involve participants in summarizing what they have learned.
2. Ask participants to complete an Institute Evaluation Form. Explain the directions and the response choices. Read each item aloud allowing a few seconds for participants to record their answer.
3. Designate a table on which participants should place their completed forms as they leave the room.
4. Announce the next training session.

## Instructor Guide

## Section 4 – Recipe Analysis – Contributions of Ingredients to Component Requirements

### Materials Needed for Section 4

- *Menu Planning Tools* workbook for each participant
- Calculator for each participant (or pair of participants)
- Name tags and table tents for the participants
- One set of *Food Buying Guide* pages for each participant. Either copy the pages or provide a *Food Buying Guide for Child Nutrition Programs*. The pages to copy are listed below.
  - **Practice 2** - pages 2-25 (broccoli florets); 2-30 (carrot sticks ready-to-use); 3-28 (wagon wheels pasta)
  - **Assessment** - pages 1-16 (ground beef); 1-23 (cheddar cheese); 2-59 (bell pepper); 2-70 (hashed brown potatoes)

### Time Schedule for Presenting Section 4

Topic	Workbook Page(s)	Amount of Time	Clock Time
Review Performance Objective	1	<5 minutes	
Introduction to Recipe Analysis	1	10-12 minutes	
Math Reminder	2	5 minutes	
Steps for Recipe Analysis ...	3-6	10 minutes	
Chart of Decimal Equivalents ... and Converting Decimal Equivalents ...	7-8	5 minutes	
Recipe Analysis Worksheet Example	9	10 minutes	
Recipe Analysis Worksheet - Practice 1	10-11	25 minutes	
<b>Optional Energizers #1 or #2</b>		10 minutes	
Recipe Analysis Worksheet Practice 2	12-13	20 minutes	
Recipe Analysis Worksheet Assessment	14-15	25 minutes	
Summary and Institute Evaluation Form		<5 minutes	

The total instructional time is approximately 2 hours. Activities have been designed to give change of pace and change of place experiences for the participants.

**Instructor Guide****Setting Up the Learning Environment for Section 4**

Arrange the room so that groups of five can easily work together. If tables and chairs are available, arrange the tables in a chevron or arrow shape. This will allow everyone to face toward the front of the room. If student desks are used, arrange the desks in horseshoe shapes of five desks with the opening toward the front of the room.

Have a small table at the front of the room for instructor materials. If a podium is available, it could be placed on the table. Be prepared to move away from the podium as class begins so that you may actively engage the learners.

Arrange the visual (easel, chalkboard, or overhead) diagonally in the front corner of the room opposite from your dominant side. This will help you use the whole room for instruction.

**Before Presenting Section 4**

- Because this section presents very challenging content, carefully review the *workbook* and *Instructor Guide*. Practice using the “Recipe Analysis Worksheet” so you can explain it simply.
- Set up the classroom with a workbook at each participant’s place.
- Place the table tents to assign seating, allowing participants from different school/districts to work together.
- Have a table set up at the front of the room to display the sources of recipes.
- Greet participants as they arrive, provide a nametag, and welcome them to the session.

**Instructor Guide****Introduction and Review Performance Objective****Introductory Comments****Page 1, <5 Minutes****Lecturette**

1. Welcome participants to the session by using your own words to present introductory comments.
2. Review the performance objective at the top of page 1.

**Introduction to Recipe Analysis****Page 1, 10-12 minutes****Lecturette**

1. Present the content in your own words. Emphasize that it is desirable to use USDA recipes that have been tested and standardized for use in Child Nutrition Programs. All USDA recipes provide crediting information. The process presented in this section is for use with recipes where crediting information is not available.
2. Allow participants to describe times when they need to analyze recipes in their foodservice. Call on several participants to share their ideas.
3. Explain that this session is designed to teach participant how to analyze recipes that they develop in their foodservice. The material is from the 2001 *Food Buying Guide for Child Nutrition Programs*.

**Math Reminder****Page 2, 5 minutes****Lecturette and Activity**

1. Review the information in the Math Reminder. Use your judgment regarding the detail that is needed by the participants. It is important that everyone is familiar with the math needed for the recipe analysis process.
2. Review item 3 and explain “rounding down.”

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**Steps for Recipe Analysis to  
Calculate the Contributions of Ingredients  
Toward Component Requirements  
Pages 3 - 6, 10 minutes  
Lecturette**

1. Review the steps for recipe analysis, referring to the blank **Recipe Analysis Worksheet** on page 6. Do not spend too much time on the steps because three practice activities later in the session will make the steps much clearer.
2. Emphasize the Reminder in the middle of page 5 to always round down after determining the creditable amount of a meal pattern component. This is important to be sure the portion size provides the amount calculated.
3. Emphasize that this process need only to be done when a recipe does not provide crediting information. Encourage participants to use USDA recipes that provide crediting information.

**Chart of Decimal Equivalents for Common Measures  
and  
Converting Decimal Equivalents to the Nearest Portion  
of a Cup for Fruits and Vegetables  
Pages 7 - 8, 5 minutes**

1. **Chart of Decimal Equivalents** – Call attention to the chart on page 7 but spend little time on it.

Explanation of the Chart – The Chart show the conversions from a smaller measure or weight to the decimal equivalent of the larger measure or weight. Use the Chart to eliminate the need to do the math.

**For example:**

$$1/4 \text{ cup} = .25 \text{ cups} = .25 \text{ c} \div 4 \text{ c} = .063 \text{ qt}$$

2. If time permits, ask participants to locate several equivalents using the chart.

$$7 \text{ oz} = \underline{.438 \text{ lb}}$$

$$12 \text{ T} = \underline{.750 \text{ c}}$$

$$.625 \text{ gal} = \underline{2 \frac{1}{2} \text{ qt}}$$

3. **Converting Decimal Equivalents to the Nearest Portion of a Cup for F/V** – Call attention to the chart on page 8 and explain that this can be used when converting

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decimals to cups in the last part of the Recipe Analysis Worksheet. Note the range for each decimal equivalent (example:  $.750-.874 = 3/4$  cup).

**Recipe Analysis Worksheet****Example****Page 9, 10 minutes****Discussion**

1. Explain the Worksheet, step by step. Use questions to involve the participants and keep them focused on the part of the Worksheet being discussed. Have the participants use their calculators to see how the calculations were done. This Worksheet is from *Food Buying Guide for Child Nutrition Programs* (Revised 2001).
2. Emphasize that when determining the credit provided by each portion, always round down.

**Recipe Analysis Worksheet****Practice 1****Page 10 - 11, 20 minutes****Table Team Activity**

1. The table team should work together on this first practice. Encourage everyone to write down each step of the process and fill out his or her Practice 1 Worksheet.
2. Go over the recipe for Broccoli and Cheese Casserole. Point out the information that is needed for the Worksheet.
3. The Practice 1 Worksheet is partially completed to save time. Participants will not have to look up the information for Column 4 – Servings Per Purchase Unit in *Food Buying Guide*. However, you may choose to provide them a copy of the *Food Buying Guide* pages to allow practice finding the Servings Per Purchase Unit. They need to complete only Columns 5 and 6. The completed Worksheet Answer is shown on the next page.
4. Allow table teams to work for about 10 minutes. Circulate around the room providing coaching as needed.
5. Get the attention of the group and go over the answers. Call on various participants to share their answer. Be sure everyone has the correct answers written in the appropriate columns.

Note that flour does not count in the recipe because it is not a recognizable grains/bread item in this recipe such as a piece of bread, muffin, brownie, etc.

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**Recipe Analysis Worksheet**

**PRACTICE 1 Answer**

**Recipe Name:** Broccoli and Cheese Casserole      **Portions per Recipe:** 100

Ingredients (1)	Quantity of Ingredient As Purchased (number of purchase units) (2)	Purchase Unit (3)	Servings per Purchase Unit in <i>Food Buying Guide</i> (4)	Meat/ Meat Alternate (ounces) (2) X (4) = (5)	Fruits/ Vegetables (1/4 cup) (2) X (4) = (6)	Grains/ Breads (Servings) (2) X (4) = (7)
<b>M/MA</b> Eggs, large (Weight 2 oz per egg = 2 oz M/MA)	2.5 (30 eggs)	Dozen (24 oz)	(from Col.3 FBG) 24 (1 oz svg)	60.0		
Cottage cheese, lowfat (2 oz = 1 oz M/MA)	10 lb	Pound	8.0 (1 oz svg)	80.0		
Cheddar cheese	6 lb	Pound	16.0 (1 oz svg)	96.0		
<b>F/V</b> Broccoli cuts, frozen	7 lb	Pound	9.60 (1/4 c svg)		67.2	
<b>G/B</b>						
(page numbers refer to 2001 <i>Food Buying Guide</i> )			<b>Totals</b>	<b>236</b>	<b>67.2 (1/4 c)</b>	<b>0</b>
Notes:			<b>Portions per recipe</b>	<b>100</b>	<b>100</b>	<b>100</b>
<ul style="list-style-type: none"> <li>• Oz to lb conversion chart is on page I-36 FBG</li> <li>• Remember to convert ready-to-use products to their "as purchased" amount</li> <li>• The values for Col. 5, 6, &amp; 7 are found by multiplying the value of Col. 2 by the value in Col. 4.</li> <li>• Remember to divide the total 1/4 cup servings of fruit/vegetable by 4 to get the cups of fruit.</li> <li>• Grains/bread in portions of a cup: convert all needed servings in to the same portion of a cup and use the corresponding yield data or that same size.</li> <li>• Grains/bread in numbers of servings: use the yield data provided for 1 grains/bread serving.</li> </ul>			<b>Calculations</b>	total divided by number of portions  236 ÷ 100 = 2.36 rounds down to 2.25 oz	total divided by 4(to get units in cups), then divided by number portions  67 ÷ 4 = 16 cups 16 ÷ 100 = .16 cup rounds down to 1/8 cup cup	total divided by number portions
<b>This recipe provides 100 portions.</b>		<b>Each Portion Contributes</b>		<b>2.25 oz</b>  Meat/Meat Alternate	<b>1/8 cup(s)</b>  Fruits/ Vegetables	<b>0 serving</b>  Grains/ Breads

**Instructor Guide****Optional Energizer #1**

No workbook page, 10 minutes

1. **Human Spider Web** – This energizer should be done in teams of 6 or 8 people. If teams are sitting at tables of 4 people, combine two tables. The teams will need some room for the activity, either a hallway, empty room, or outside.
2. Each team of 6-8 people should form a circle; hold hands to get the circle formed correctly. Instruct team members of each group to extend their left hands across the circle and grasp the left hands of the other members who are approximately opposite them. Then have them extend their right hands across the circle and grasp the right hands of other individuals (not the same as they are holding with left hand).
3. Inform them that their task is to unravel the spider web of interlocking arms without letting go of anyone's hands. They will be competing with other groups to see who finishes the task first. Encourage the teams to work quickly.
4. Have participants return to their tables. Ask, "What about this task reminded you of the Recipe Analysis Worksheet?" Answers may include: it seemed impossible but then we could do it; it was a complex task.
5. Bring the energizer to a close and move to the second practice.

**Optional Energizer #2**

No workbook page, 10 minutes

1. **Eliminating Hot Air** – For this energizer you will need one balloon for each table team and one for instructor use as a demonstration. This energizer should move quickly.
2. Begin with an explanation that learning something new and using in the workplace can generate a lot of "hot air" – complaining, griping, etc. Give some examples, such as, "we don't have time," "it is too hard to change now," "why change—it is going just fine the way it is," "we've always done it this way." End this explanation with, "To be successful, everyone must learn and change – and we need to get rid of the hot air."
3. Demonstration – Blow up your balloon and for each puff of air, ask the group to give you one "negative" (such as the ones mentioned above). When the balloon is filled, tie it off, and then quickly pop it (sit or stomp, do not use a sharp object) to get rid of the hot air.
4. Ask each table team to select a symbolic leader who will blow up the balloon as they give examples of "hot air." When the balloon is filled, the symbolic leader pops it to get rid of the hot air.



## Instructor Guide

**Recipe Analysis Worksheet****Practice 2****Pages 12 - 13, 25 minutes****Activity in Pairs**

1. This second practice should be done with pairs of participants working together. Encourage everyone to write down each step of the process and fill out his or her Practice 2 Worksheet.
2. Go over the recipe for Pasta Wheels and Vegetables on page 12. Point out the information that is needed for the Worksheet. Distribute the *Food Buying Guide* pages needed for this practice.
3. The Practice 2 Worksheet is partially completed to save time. Participants will have to look up the information for Column 4 – Servings Per Purchase Unit in *Food Buying Guide*. They need to complete Columns 4, 6, and 7. The completed Worksheet Answer is shown on the next page.
4. Allow table teams to work for about 10 minutes. Circulate around the room providing coaching as needed.
5. Get the attention of the group and go over the answers. Call on various participants to share their answer. Be sure everyone has the correct answers written in the appropriate columns.

Instructor Guide

Recipe Analysis Worksheet  
PRACTICE 2 Answer

Recipe Name: Pasta Wheels and Vegetables Portions per Recipe: 50 3/4 cup svg

Ingredients (1)	Quantity of Ingredient As Purchased (number of purchase units) (2)	Purchase Unit (3)	Servings per Purchase Unit in <i>Food Buying Guide</i> (4)	Meat/ Meat Alternate (ounces) (2) X (4) = (5)	Fruits/ Vegetables (1/4 cup) (2) X (4) = (6)	Grains/ Breads (Servings) (2) X (4) (7) =
<b>M/MA</b>						
<b>F/V</b>			(from Col.3 FBG)			
Broccoli florets, fresh	3 lb	pound	10.2 (1/4 c svg)		30.60 (1/4 c svg)	
Carrots, fresh	3 lb	pound	8.16 (1/4 c svg)		24.48 (1/4 c svg)	
<b>G/B</b>						
Pasta, wagon Wheel	3 1/2 lb	pound	15.5 (1/2 c)			54.25 (1/2 cup svg)
(page numbers refer to 2001 <i>Food Buying Guide</i> ) Notes:				<b>Totals</b>	<b>55 (1/4 c)</b>	<b>54</b>
<ul style="list-style-type: none"> <li>Oz to lb conversion chart is on page I-36 FBG</li> <li>Remember to convert ready-to-use products to their "as purchased" amount</li> <li>The values for Col. 5, 6, &amp; 7 are found by multiplying the value of Col. 2 by the value in Col. 4.</li> <li>Remember to divide the total 1/4 cup servings of fruit/vegetable by 4 to get the cups of fruit.</li> <li>Grains/bread in portions of a cup: convert all needed servings in to the same portion of cup and use the corresponding yield data or that same size.</li> <li>Grains/bread in numbers of servings: use the yield data provided for 1 grains/breads serving.</li> </ul>				<b>Portions per recipe</b>	<b>50</b>	<b>50</b>
				<b>Calculations</b>	total divided by number of portions 55 ÷ 4 = 13.75 cups ÷ 50 = .275 = 1/4 cup	total divided by 4 (to get units in cups), then divided by number portions 54 ÷ 50 = 1 serving = 1/2 cup (round down)
This recipes provides <u>50</u> portions.		<b>Each Portion Contributes</b>	<b>0 oz</b>	<b>1 (1/4 cup(s))</b>	<b>1 (1/2 c) serving</b>	
			Meat/Meat Alternate	Fruits/ Vegetables	Grains/ Breads	

## Instructor Guide

## Assessment

## Using the Recipe Analysis Worksheet

Pages 14 - 15, 25 minutes

## Independent Activity

1. This assessment should be done independently. Remind everyone to write down each step of the process and fill out his or her Assessment Worksheet.
2. Go over the recipe for Cowboy Pizza on page 14. Point out the information that is needed for the Worksheet. Distribute the *Food Buying Guide* pages needed for the assessment.
3. The Assessment Worksheet is partially completed to save time. ***Participants will not have to look up the information for Column 4 – Servings Per Purchase Unit in Food Buying Guide.*** They need to complete Columns 5, 6, and 7. The completed Worksheet Answer is shown on the next page.
4. Allow individual to work for about 15 minutes. Circulate around the room providing coaching as needed.
5. Get the attention of the group and go over the answers. The manufacturer of the pizza crusts should provide crediting information if the product does not have a CN Label. Call on various participants to share their answer. Be sure everyone has the correct answers written in the appropriate columns.
6. An additional Recipe Analysis Worksheet is shown on page 16 of the workbook. If time permits, use this Worksheet to provide another practice using a school recipe.

## Instructor Guide

**Recipe Analysis Worksheet  
Assessment – Answer**

Recipe Name: Cowboy PizzaPortions per Recipe: 100 slices

Ingredients (1)	Quantity of Ingredient As Purchased (number of purchase units) (2)	Purchase Unit (3)	Servings per Purchase Unit in <i>Food Buying Guide</i> (4)	Meat/ Meat Alternate (ounces) (2) X (4) = (5)	Fruits/ Vegetables (1/4 cup) (2) X (4) = (6)	Grains/ Breads (Servings) (2) X (4) = (7)
<b>M/MA</b> Ground beef, raw (not more than 20% fat) Cheddar cheese, reduced-fat, shredded	10 lbs 6 lbs	pound pound	11.8 (1 oz) 16 (1 oz)	118 96		
<b>F/V</b> Green bell pepper, chopped  Hashed brown potatoes, shredded	4.25 lb 8 lbs	pound pound	9.7 (1/4 cup) 7.70 (1/4 cup) (diced)		41.22 61.6	
<b>G/B</b>  Pizza crusts (purchased)	5	26X18	20 slices (1 svg) (Use label from crust for serving size)			100
(page numbers refer to 2001 <i>Food Buying Guide</i> )			<b>Totals</b>	<b>214 (1 oz)</b>	<b>102 (1/4 c)</b>	<b>100</b>
Notes:			<b>Portions per recipe</b>	<b>100</b>	<b>100</b>	<b>100</b>
<ul style="list-style-type: none"> <li>Oz to lb conversion chart is on page I-36 FBG</li> <li>Remember to convert ready-to-use products to their "as purchased" amount</li> <li>The values for Col. 5, 6, &amp; 7 are found by multiplying the value of Col. 2 by the value in Col. 4.</li> <li>Remember to divide the total 1/4 cup servings of fruit/vegetable by 4 to get the cups of fruit.</li> <li>Grains/bread in portions of a cup: convert all needed servings in to the same portion of a cup and use the corresponding yield data or that same size.</li> <li>Grains/bread in numbers of servings: use the yield data provided for 1 grains/bread serving.</li> </ul>			<b>Calculations</b>	total divided by number of portions  214 ÷ 100 = 2.14 oz = 2 oz	total divided by 4 (to get units in cups), then divided by number portions  102 ÷ 4 = 25 cups ÷ 100 = .25 c = 1/4 c	total divided by number portions
This recipe provides <b>100</b> portions.			<b>Each Portion Contributes</b>	<b>2 oz</b>  Meat/Meat Alternate	<b>1 1/4 cup(s)</b>  Fruits/ Vegetables	<b>1 serving</b>  Grains/ Breads

**Instructor Guide****Summary and Institute Evaluation Form****<5 minutes****Feedback Activity**

1. Bring the session to a close with summary remarks. If time is available, ask questions to involve participants in summarizing what they have learned.
2. Ask participants to complete an Institute Evaluation Form. Explain the directions and the response choices. Read each item aloud allowing a few seconds for participants to record their answer.
3. Designate a table on which participants should place their completed forms as they leave the room.
4. Announce the next training session.

## Instructor Guide

## Section 5 – Menu Production Records

<b>Materials Needed for Section 5</b>
---------------------------------------

- *Menu Planning Tools* workbook for each participant
- Name tags and table tents for the participants

<b>Time Schedule for Presenting Section 5</b>
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Topic	Workbook Page(s)	Amount of Time	Clock Time
Introduction and Review			
Performance Objective	1-2	15 minutes	
The South Dakota Menu Production Record	2-7	10 minutes	
Activity	8	10 minutes	
The Menu Production Record as a Planning			
Tool for Food Preparation	9-10	10 minutes	
Menu Production Record As a			
Tool for Documenting ... and Activity	10-11	5 minutes	
When To Complete the Menu Production			
Record Activity	12	5 minutes	
Using a Completed Menu Production Record			
Activity	13-17	20 minutes	
Check Your Knowledge of a Menu			
Production Record	18-21	30 minutes	
Summary and Institute Evaluation Form		10 minutes	

**Instructor Guide****Setting Up the Learning Environment for Section 5**

Arrange the room so that groups of five can easily work together. If tables and chairs are available, arrange the tables in a chevron or arrow shape. This will allow everyone to face toward the front of the room. If student desks are used, arrange the desks in horseshoe shapes of five desks with the opening toward the front of the room.

Have a small table at the front of the room for instructor materials. If a podium is available, it could be placed on the table. Be prepared to move away from the podium as class begins so that you may actively engage the learners.

Arrange the visual (easel, chalkboard, or overhead) diagonally in the front corner of the room opposite from your dominant side. This will help you use the whole room for instruction.

**Before Presenting Section 5**

- Set up the classroom with a *workbook* at each participant's place.
- Place the table tents to assign seating, allowing participants from different school/districts to work together.
- Greet participants as they arrive, provide a nametag, and welcome them to the session.

**Instructor Guide****Introduction and Review Performance Objective****Introductory Comments****Pages 1-2, 15 Minutes**

1. Welcome participants to the session by using your own words to present introductory comments.
2. Review the performance objective at the top of page 1.
3. Call attention to the resources available for additional information on production records.
4. Present the information in "Introduction to Menu Production Records" in your own words. Emphasize that the production record is not just a documentation record.
5. Ask participants to complete the blanks with the correct key words as you present the information on an accurate Menu Production Record. The Key Words in the box are in the correct order.

**Answers:**

1. **standardized recipes**
2. **purchase**
3. **prepare**
4. **staff**
5. **record**
6. **served**
7. **information**
8. **planning, communication, documentation**

**The South Dakota Menu Production Record****Page 2, 10 minutes****Explanation of form and instructions****Pages 3 - 8, 10 minutes****Activity**

1. **Explanation of Form and Instructions** - Introduce the participants to this part by explaining that this Menu Production Record has been developed for use in South Dakota schools.



**Instructor Guide**

2. Briefly review the blank forms on pages 3, 4, and 5 and Instructions on pages 6 and 7 by pointing out where information should be written on the record. As you review the forms, ask questions to involve participants and gauge their level of understanding.
3. **Activity** - Explain the directions at the bottom of page 7. Read each item allowing a few seconds for participants to write their answer. If time allows call on participants to share their responses as you present the correct answers.

1. Adult Meals	<b>Section I</b>
2. Planned servings	<b>Sections C, D, E, &amp; F</b>
3. Total quantity and specific amounts needed	<b>Section G</b>
4. Daily menu with planned serving sized	<b>Section A</b>
5. Any amounts added to the planned quantity	<b>Section H</b>
6. A la carte items	<b>Section E</b>
7. Number of meals served by age/grade group	<b>Section I</b>
8. Seconds	<b>Section D</b>
9. Leftovers	<b>Section H</b>
10. Date	<b>Top of form</b>
11. School (school district and site name)	<b>Top of form</b>

**The Menu Production Record as a Tool  
for Planning Food Preparation**

**Page 9 - 10, 10 minutes**

**Lecturette**

1. Call attention to the Key Words at the top of page 8. Ask participants to use these words to complete the main statements as you present the information on using the Menu Production Record as a tool for planning food preparation.

**Answers:**

1. **amounts**
  2. **meal pattern**
  3. **week**
  4. **Offer Versus Serve**
  5. **Use**
  6. **communicate**
2. Using your own words, present the points under the main statements about using the Menu Production Record as a tool for planning for food preparation. Call attention to the other places in their workbook that they can find more information.

**Instructor Guide****The Menu Production Record As a  
Tool for Documenting Food Preparation****Pages 11, 5 minutes****Lecturette and Activity**

1. Present the content information at the bottom of page 10 in your own words.
2. Emphasize that completed Menu Production Records must be maintained for the current year and the past three years. Ask participants where they maintain the old Records on file.
3. **Activity** - Explain the directions at the top of page 11 (Do I Have What I Need). Allow participants a few minutes to complete the information. Process the activity by explaining that answers will be different for each school. Call on several participants to share answers.

**When to Complete the Production Record****Page 12, 10 minutes****Lecturette and Activity**

1. **Activity** - Introduce the activity on page 12 by asking the question, "When do you think would be ideal to complete the following parts of the Menu Production Record? Allow participants time to complete the activity. After participants have written their answers, discuss briefly that there is no "correct" answer for each item but completing items **a**, **b**, and **c** before the day of production allows a manager to use the record as a production planning tool.
2. Present the remaining information in your own words.

**Using a Completed Menu Production Record****Page 13 - 17, 5 minutes****Activity**

1. Determine which lunch Menu Production Record you will use for this part, either the enhanced or traditional. It is suggested that schools use the Enhanced Food-Based Menu Option, so the accompanying Record is appropriate. Divide the 14 questions among the table teams. Allow table teams 2 minutes to complete their assigned questions, and then call on participants to share their answers.

### Instructor Guide

#### Answers (for both Enhanced and Traditional Lunch; Breakfast):

1. **D - 35**
  2. **D -35; 1 G/B**
  3. **D-35; 3/8 c F/V**
  4. **tomato paste and canned tomatoes**
  5. **300**
  6. **D-35; 2 oz M/MA**
  7. **spaghetti noodles**
  8. **Baker Boy #1234**
  9. **1/4 cup for TMP and 1/2 cup for EMP**
  10. **Traditional K-3, 4-12; Enhanced K-6, 7-12**
  11. **Cheerios or Rice Krispies**
  12. **Cheerios added 1.5 cups**
  13. **Margarine, Jelly, Peanut Butter, Sugar**
  14. **For nutrient analysis**
2. Emphasize the two points to “always check” when completing the production record.

The amounts listed in planned servings for each grade group, plus planned servings for seconds, plus ala carte and adults should equal the total planned servings. Point this out to participants by using the information under one of the products, such as Spaghetti & Meat Sauce.  $110 (K-3) + 170 (4-12) + 20 (4-12 \text{ seconds}) + 20 (\text{a la carte, adults}) = 330 \text{ planned servings.}$

Example for second point, 3.5 #10 cans of peaches will provide a sufficient amount for 120 1/4 cup servings.

#### Check Your Knowledge of a Menu Production Record Pages 18 - 21, 30 minutes

1. Present the directions for “Check your Knowledge.” Emphasize that this is based on the Enhanced Menu Option. Participants should complete the work independently using the Menu Production Record form on page 21.
2. Allow 15 minutes to complete the production record. Circulate and give needed direction. Some participants may not finish the assignment. After 15 minutes, begin the discussion of answers so everyone will leave with the completed form.
3. Process by asking various participants to share where they wrote the information for each of the items shown. See page 8 of the Instructor Guide for the completed Menu Production Record.

**Instructor Guide**

4. Note that 1/2 apple is the planned serving; so only 60 apples are needed. The size of the apple is "125 count". For 120, 1/2 cup servings, the purchase amount is approximately 17 pounds of apples.

**Summary and Institute Evaluation Form**

&lt;5 minutes

**Feedback Activity**

1. Bring the session to a close with summary remarks. If time is available, ask questions to involve participants in summarizing what they have learned.
2. Ask participants to complete an Institute Evaluation Form.\* Explain the directions and the response choices. Read each item aloud allowing a few seconds for participants to record their answer.
3. Designate a table on which participants should place their completed forms as they leave the room.
4. Bring the training to a close with positive comments.

*\*An optional sample Feedback Form has been included as the last page of the Instructor Guide. This Feedback Form can be reproduced and used when the training is provided by school districts.*

**INSERT THE COMPLETED ANSWER SHEET FOR “CHECK YOUR KNOWLEDGE”**

# Enhanced Menu Production Record

Local Agency Your School/Agency USA Date XX/XX/XX

Site Name Your Site USA

**Actual Meals Served**

Age/Grade	Number Served
K - 6	85
7 - 12	80
Adult Meals	23
Total Meals	188

**Lunch Menu**

Menu	Serving Size
Hamburger on bun	1 each
French fries	1/2 cup
Fresh apple	1/2 each
Milk choice	1/2 pint

(A) (B) (C) (D) (E) (F) (G) (H)

Menu Component	Food Item and/or Recipe #, Product Code #	Age/Grade		K - 6		7 - 12		Serving Size	(By Grade Groups)	A la carte, Adults		Total Planned Servings	Total Quantity Planned (pounds, #10 Cans, # Recipes, etc.)	Amount Added (+) or Left (-)
		Serving Size	Planned Servings	Serving Size	Planned Servings	Serving Size	Planned Servings			Serving Size	Planned Servings			
Meat/Meat Alternate	Hamburger Pattie (2 oz) SR-M/MA #6	1 each	90	1 each	85	1 each	85	1 each	K-6 - 0 7-12 - 25	1 each	25	225	Harkers precooked patties #1234 50-2 oz/case 4.5 cases	- 2 patties
		1-2 oz	90	1-2 oz	85	1-2 oz	85	1-2 oz	K-6 - 0 7-12 - 25	1-2 oz	25	225	18 3/4 doz	-2 buns
Grains/Breads	French fries, frozen	1/2 cup	90	1/2 cup	85	1/2 cup	85			1/2 c	25	200	25# commodity	0
		1/2 ea	60	1/2 ea	50	1/2 ea	50			1/2 ea	10	120	60 apples (125 count)	-5 halves
Milk	Chocolate Skim 1% white	1/2 pint	80	1/2 pint	75	1/2 pint	75	1/2 pint	K-6 - 5 7-12 - 10	1/2 pint	10	180	180 1/2 pints	-5
		1/2 pint	10	1/2 pint	10	1/2 pint	10			1/2 pint	15	35	35 1/2 pints	-3
Other Items and Condiments	Ketchup Mustard Mayo	2 T	90	2 T	75	2 T	75			2 T	25	190	2 #10 cans	0
		1 tsp	45	1 tsp	50	1 tsp	50			1 tsp	25	120	2.5 cups	-1/4 cup
		1 tsp	25	1 tsp	30	1 tsp	30			1 tsp	10	65	1.5 cups	-1/4 cup

**INSERT SAMPLE FEEDBACK FORM HERE**