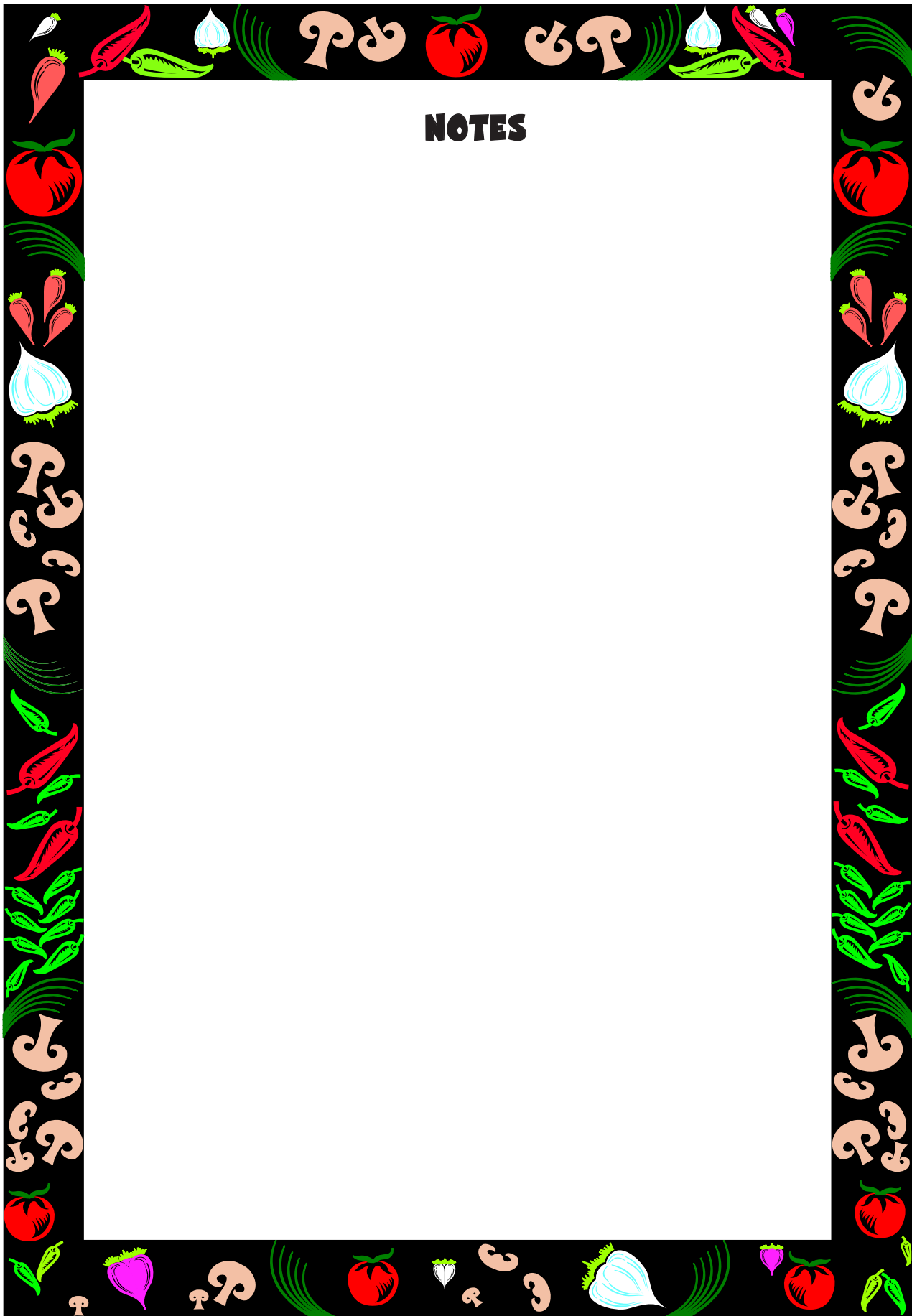


Section 2

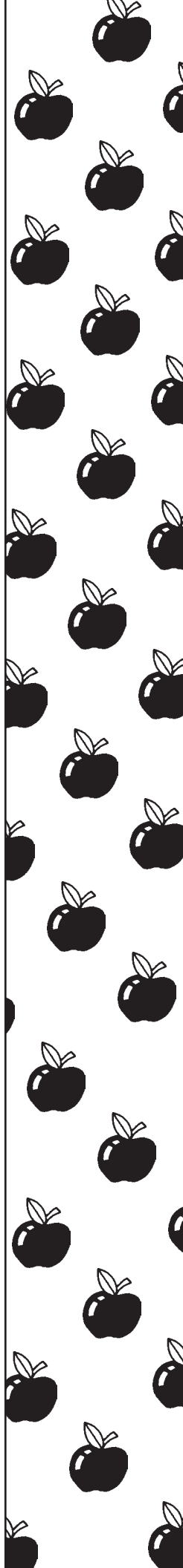
Part 1. Implementing Offer Versus Serve

Part 2. Crediting Grains/Breads

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



NOTES



SECTION 2: IMPLEMENTING OFFER VERSUS SERVE AND CREDITING GRAINS/BREADS

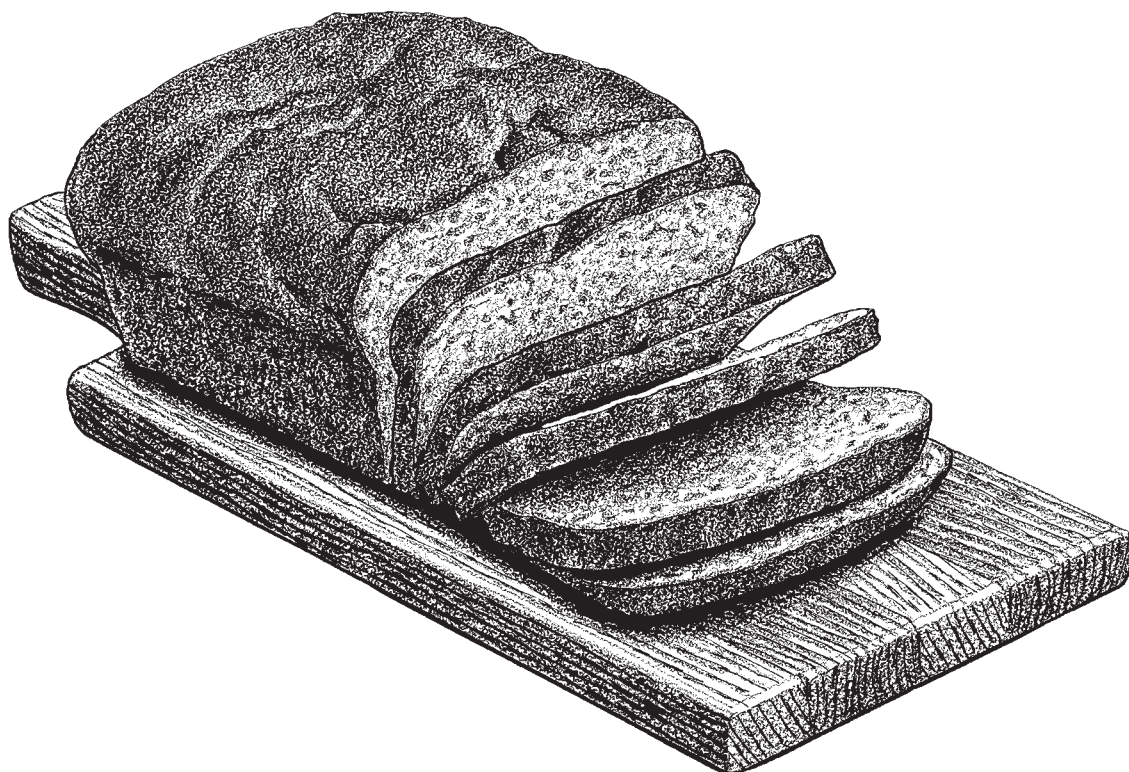
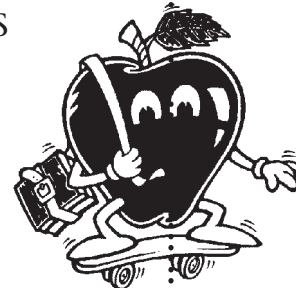
Performance Objectives

Part 1. Implementing Offer Versus Serve

The participant will demonstrate an understanding of OVS by identifying a reimbursable meal of three, four, or five menu items.

Part 2. Crediting Grains/Breads

The participant will demonstrate an understanding of crediting grains/breads by correctly answering 6 of 8 multiple-choice items





PART 1.

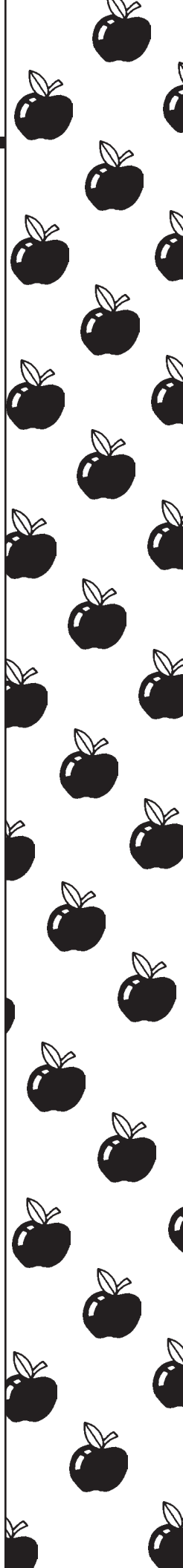
Implementing Offer Versus Serve

The Offer Versus Serve (OVS) provision has been used in schools since 1979. It allows a student to select fewer than all the menu items offered. The purpose is to allow students to decline foods they do not choose to eat and reduce food waste. Offer Versus Serve for the National School Lunch Program is mandated in all participating high schools and is an option for elementary schools and junior high schools. OVS is an option for all grade levels for the School Breakfast Program. OVS means that all five menu items are offered, but a student may decline one or two menu items.

Does your school have OVS? Yes _____ No _____

Implement Offer Versus Serve Correctly

1. All food items must be offered as required by the menu planning option.
2. The serving size of each of the menu items must be equal to or larger than the required minimum amount.
3. A complete planned serving must be taken to count as a food item. For example, if macaroni and cheese and a breaded fish portion were planned as the main dish combination, both menu items would have to be served to equal 2 ounces of meat/meat alternate.
4. Students may choose the menu items to decline. A minimum of three menu items must be selected when Food-Based Menus are used.
5. The meal must be priced as a unit. The price remains the same even if the student declines some items.
6. Condiments do not count as menu items.
7. Offer Versus Serve regulations are the same for both Traditional and Enhanced Food Based Menu Planning options. Each meal pattern (breakfast and lunch) has specific guidelines for how many items must be offered and how many can be declined. For a complete explanation of OVS for lunch and breakfast, see the following pages in this manual.
8. Additional information on Offer Versus Serve can be found in *A Menu Planner for Healthy School Meals*, Appendix 5 (FNS 303, 1995).





6. Offer versus Serve for Lunch

- **Have the goals of Offer versus Serve (OVS) changed as a result of the *School Meals Initiative for Healthy Children*? Are OVS regulations the same for Traditional and Enhanced Food-Based Menu Planning?**

Offer versus Serve (OVS) allows students to decline a certain number of food items in the meal. The original goals of OVS were to minimize plate waste and encourage schools to offer more food choices. These goals have not changed.

Similarly, OVS regulations have not changed for meals planned with Food-Based Menu Planning. The regulations are the same for both Traditional and Enhanced systems.

Are all schools required to have Offer versus Serve as part of their lunch programs? No. Only senior high schools are required to have OVS for lunch. Local school food authorities can choose whether or not they want to have OVS for their junior high, middle, and elementary schools. For details on how Offer versus Serve works, see page 243 and Appendix 5.



Does OVS accomplish the goals of reducing plate waste and encouraging more food choices?

Many school food service managers say that students do, in fact, consume more food when they are not required to take the full reimbursable meal. The reason, they say, is simple: students like having choices and they are more likely to eat food items they choose themselves.

Because the meal price is the same whether or not they decline some items, many students realize they get more for their money if they take and eat the full reimbursable meal.



7. Offer versus Serve for Breakfast

- **What is the goal of OVS for breakfast? How does it work? Are any schools required to have OVS for breakfast?**

The goal of OVS for breakfast is the same as for lunch. However, there are important differences in the way it works. For example, while senior high schools are required to have OVS for their lunch programs, it is optional for breakfast. It is also optional for schools serving younger students.

Here's how it works:

- Students must be offered all four required food items:
 - One serving of Milk
 - One serving of Juice/Fruit/Vegetable
 - Two servings of Meat/Meat Alternate
OR two servings of Grains/Breads
OR one serving of each
- The serving sizes must equal the minimum quantities required by age/grade group.
- Students may refuse one food item from any component.
- The breakfast must be priced as a unit. In other words, the charge for the meal is the same whether or not a student chooses to decline a food item.

For an OVS meal to qualify as reimbursable, it must contain certain combinations of foods. Menu planners need to make sure cashiers and students can identify at the "point of service" which combinations of food items qualify as a reimbursable meal.

For additional information, see Appendix 5.

Know What Offer Versus Serve Means

Offer Versus Serve

- Is not the same as offering menu choices.
- The OVS provision means offering all the menu items required for the approved menu planning option. Menus with choices include multiple food items for one or more components. For example, the menu may offer a selection between two main dishes. Schools are encouraged to offer choices, but choices do not affect using the Offer Versus Serve provision. Students are more likely to choose a complete meal when they get to choose the foods they prefer.
- Is not the same as a menu planning option.
- Does not include requiring a student to take a specific item (such as milk).
- Cannot be implemented when food is pre-plated before the students arrive (to speed up the service line).

Implement Offer Versus Serve Responsibly

All members of the school nutrition program team should understand OVS and work together to implement it correctly.

Manager's Responsibilities

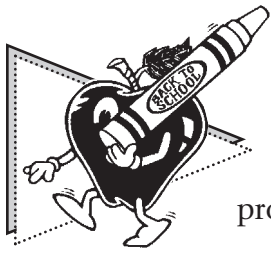
- Train and coach employees on OVS. This is especially important for line servers and cashiers.
- Communicate with parents, teachers, administrators, and students about OVS.

Server's Responsibilities

- Encourage students to select a full meal (all five menu items in Food-Based Menus).
- Allow the student to decline any food item.

Cashier's Responsibilities

- Recognize a reimbursable meal.
- Count only meals that contain the correct number of menu items as reimbursable meals.
- Encourage students to select additional items needed for a reimbursable meal.



Offer Versus Serve Practice

Directions: Review the Enhanced Food-Based (K-6) lunch menu below. Practice selecting reimbursable meals that include 3 or 4 menu items by writing as many as you can in the space provided below.

**Jumbo Beef Taco with
Shredded Lettuce, Tomato, Reduced-Fat Cheese**

(2 oz M/MA, 1/4 c F/V, 1 G/B)

OR

**Turkey Hoagie with
Shredded Lettuce, Tomato, Reduced-Fat Cheese**

(2 oz M/MA, 1/4 c F/V, 1 G/B)

Mexicali Rice (1 G/B)

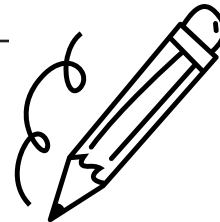
Green Beans (1/2 c F/V)

Chilled Fruit Cup (1/2 c F/V)

Oatmeal Cookie (reduced-fat) (1 G/B)

Choice of Milk

Write Your Three- or Four-Item Menus Here





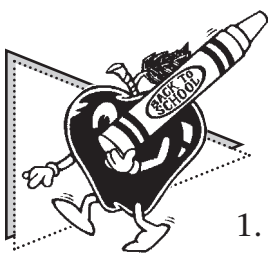
PART 2: Crediting Grains/Bread

For more information about crediting grains and breads, refer to

- A Menu Planner for Healthy School Meals, U. S. Department of Agriculture (FNS-303), "Grains/Breads Instruction," pp. 237-242. 1998.
- Food Buying Guide for Child Nutrition Programs, U.S. Department of Agriculture (FNS, PA-1331), "Section 3: Grains/Breads," pp. 3-00 – 3-32. Revised November 2001.
- SDNSLP Memo - #13 (Grains/Breads Update), March 21, 1997.

Learn the Importance of Crediting Grains/Bread

The Food-Based Menu Planning Options require a specific number of servings of grains/bread for each day and for the menu for a week (5 consecutive days). It is the responsibility of the menu planner and the manager of the school to be sure that the adequate servings of grains/breads are offered daily and weekly.



Information From My School

Directions: Complete the following information for your school using the information on meal patterns from Section 1 page 11.

1. Circle the menu planning option used in your school.

Traditional Food-Based Menu Planning Option

Enhanced Food-Based Menu Planning Option

2. Write the grade groups used in your school for menu planning.

3. Look up the grains/breads requirement for lunch at your school (page 16-17) and record it below.

_____ servings per week; minimum _____ serving per day for grades _____

_____ servings per week; minimum _____ serving per day for grades _____



Determine Which Foods Qualify as Grains/Bread

APPENDIX 4

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APPENDIX 4: Grains/Breads Instruction

Appendix 4 includes the wording of the revised Grains/Breads Instruction issued by the U.S. Department of Agriculture's Food and Nutrition Service (FNS) on January 8, 1997. (FCS Instruction Number 783-1, REV.2, 1-8-97)

.....
FCS Instruction Number 783-1 REV.2 1-8-97
U.S. Department of Agriculture
3101 Park Center Drive
Alexandria, VA 22302-1500

ACTION BY: Regional Directors
 Nutrition and Technical Services
 Special Nutrition Programs

SOURCE CITATION: Sections 210.10, 210.10a, 220.8, 220.8a, 225.16, and 226.20

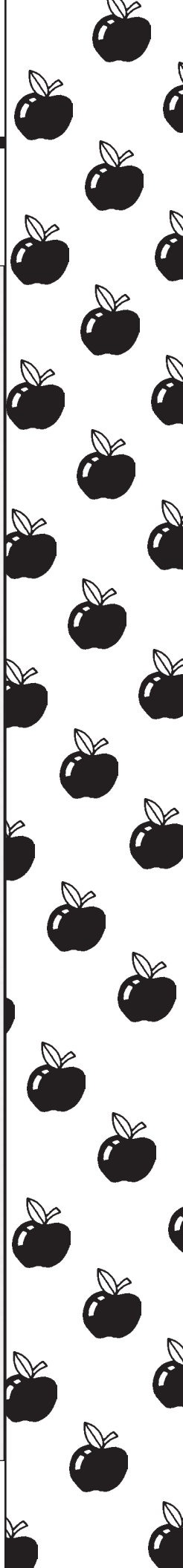
The Grains/Breads Requirement for the Food-Based Menu Planning Alternatives in the Child Nutrition Programs

The food-based menu planning alternatives in the Child Nutrition Programs (i.e., the National School Lunch Program (NSLP), the School Breakfast Program (SBP), the Child and Adult Care Food Program (CACFP), and the Summer Food Service Program (SFSP) contain a requirement that all meals offered include grains/breads or bread/bread alternate food item(s), hereafter termed "grains/breads." Program regulations set forth the minimum quantities of grains/breads required for breakfasts, lunches, suppers and supplements (snacks) to be reimbursable. This Instruction sets forth the criteria to be used to determine acceptable grains/breads, the criteria to be used to determine equivalent minimum serving sizes, and examples of foods that qualify as grains/breads for meals served under the food-based menu planning alternatives in all Child Nutrition Programs.

I CRITERIA FOR DETERMINING ACCEPTABLE GRAINS/BREADS UNDER THE FOOD-BASED MENU PLANNING ALTERNATIVES

The following criteria are to be used as a basis for crediting items to meet the grains/breads requirement under the food-based menu planning alternatives:

A All grains/breads items must be enriched or whole-grain, made from enriched or whole-grain meal or flour, or if it is a cereal, the product must be whole-grain, enriched or fortified. Bran and germ are credited the same as enriched or whole-grain meal or flour.





B The label must indicate that the product is enriched or whole-grain; made from enriched or whole-grain meal or flour as well as bran and/or germ; or fortified. If it is enriched, the item must meet the Food and Drug Administration's Standards of Identify (21 CFR Section 136, 137, 139) for enriched bread, macaroni and noodle products, rice, or cornmeal.

C The item must be provided in quantities specified in the regulations. One-quarter (1/4) of a serving is the smallest amount allowable to be credited toward the minimum quantities of grains/breads specified in program regulations.

II CRITERIA FOR DETERMINING EQUIVALENT MINIMUM SERVING SIZES

Exhibit A, attached, contains the equivalent minimum serving sizes for a wide variety of purchased food items.

In lieu of using the minimum serving sizes listed in Exhibit A, the contribution of a grains/breads in a recipe may be calculated to determine the number of grains/breads servings the recipe provides. The crediting of a food item as a grains/breads serving is determined by the total amount of enriched or whole-grain meal and/or flour in the recipe divided by the number of servings the recipe yields. Bran and germ are calculated in the same manner as enriched or whole-grain meal and flour.

For the types of food items listed in Groups A-G of Exhibit A to count as one full serving, an item must contain no less than 14.75 grams (0.52 ounces) of enriched or whole-grain meal and/or flour. For the types of food items listed in Groups H and I of Exhibit A to count as one full serving, the weights and volumes listed therein must be used.

III FOODS THAT QUALIFY AS GRAINS/BREADS

Foods that qualify as grains/breads for the Child Nutrition Programs are foods that are enriched or whole-grain or made from enriched or whole-grain meal or flour. Bran and germ are credited the same as enriched or whole-grain meal or flour. Such foods include, but are not limited to:

A **Breads** that are enriched or whole-grain.

B **Biscuits, bagels, rolls, tortillas, muffins, or crackers** made with enriched or whole-grain meal or flour.

C **Cereal grains (cooked) such as rice, bulgur, oatmeal, corn grits, wheat or couscous** that are enriched or whole-grain.

D **Ready-to-eat breakfast cereals** that are enriched, whole-grain, or fortified.

E **Cereals or bread products that are used as an ingredient in another menu item such as crispy rice treats, oatmeal cookies or breading on fish or poultry** when they are enriched, whole-grain, or fortified.

F Macaroni or noodle products (cooked) made with enriched or whole-grain flour. Program regulations for the NSLP and the SFSP allow enriched macaroni products that have been fortified with protein to be counted to meet either a grains/breads or meat/meat alternate requirement but not as both in the same meal.

G Sweet foods such as toaster pastries, coffee cake, doughnuts, sweet rolls, cookies, cakes, or formulated grain-fruit products (authorized under Appendix A of 7 CFR part 220) when made with enriched or whole-grain meal or flour and served, as permitted under Exhibit A. When sweet foods are permitted, no more than one grains/breads serving per day may be a dessert and sweet snack foods should not be served as part of a snack more than twice a week.

H Pie crust when made with enriched or whole-grain meal or flour and served, as permitted under Exhibit A.

I Non-sweet snack products such as hard pretzels, hard breadsticks, and chips made from enriched or whole-grain meal or flour.

RONALD J. VOGEL
Acting Deputy Administrator
for Special Nutrition Programs

Attachment



FCS INSTRUCTION 783-1
REV. 2
EXHIBIT A

**GRAINS/BREADS FOR THE FOOD-BASED MENU PLANNING ALTERNATIVES
IN THE CHILD NUTRITION PROGRAMS¹**

GROUP A	MINIMUM SERVING SIZE FOR GROUP A
<ul style="list-style-type: none"> • Bread type coating • Bread sticks (hard) • Chow mein noodles • Crackers (saltines and snack crackers) • Croutons • Pretzels (hard) • Stuffing (dry) <p style="margin-left: 40px;">Note: Weights apply to bread in stuffing.</p>	<p>1 serving = 20 gm or 0.7 oz 3/4 serving = 15 gm or 0.5 oz 1/2 serving = 10 gm or 0.4 oz 1/4 serving = 5 gm or 0.2 oz</p>
GROUP B	MINIMUM SERVING SIZE FOR GROUP B
<ul style="list-style-type: none"> • Bagels • Batter type coating • Biscuits • Breads (white, wheat, whole wheat, French, Italian) • Buns (hamburger and hotdog) • Crackers (graham crackers - all shapes, animal crackers) • Egg roll skins • English muffins • Pita bread (white, wheat, whole wheat) • Pizza crust • Pretzels (soft) • Rolls (white, wheat, whole wheat, potato) • Tortillas (wheat or corn) • Tortilla chips (wheat or corn) • Taco shells 	<p>1 serving = 25 gm or 0.9 oz 3/4 serving = 19 gm or 0.7 oz 1/2 serving = 13 gm or 0.5 oz 1/4 serving = 6 gm or 0.2 oz</p>

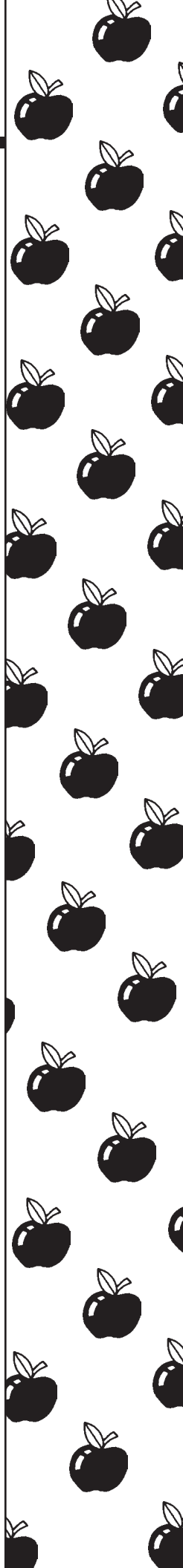
GROUP C	MINIMUM SERVING SIZE FOR GROUP C
<ul style="list-style-type: none"> • Cookies² (plain) • Cornbread • Corn muffins • Croissants • Pancakes • Pie crust (dessert pies², fruit turnovers³, and meat/meat alternate pies) • Waffles 	<p>1 serving = 31 gm or 1.1 oz 3/4 serving = 23 gm or 0.8 oz 1/2 serving = 16 gm or 0.6 oz 1/4 serving = 8 gm or 0.3 oz</p>
GROUP D	MINIMUM SERVING SIZE FOR GROUP D
<ul style="list-style-type: none"> • Doughnuts³ (cake and yeast raised, unfrosted) • Granola bars³ (plain) • Muffins (all, except corn) • Sweet roll³ (unfrosted) • Toaster pastry³ (unfrosted) 	<p>1 serving = 50 gm or 1.8 oz 3/4 serving = 38 gm or 1.3 oz 1/2 serving = 25 gm or 0.9 oz 1/4 serving = 13 gm or 0.5 oz</p>
GROUP E	MINIMUM SERVING SIZE FOR GROUP E
<ul style="list-style-type: none"> • Cookies² (with nuts, raisins, chocolate pieces and or/fruit purees) • Doughnuts³ (cake and yeast raised, frosted or glazed) • French toast • Grain fruit bars³ • Granola bars³ (with nuts, raisins, chocolate pieces and or/fruit) • Sweet rolls³ (frosted) • Toaster pastry³ (frosted) 	<p>1 serving = 63 gm or 2.2 oz 3/4 serving = 47 gm or 1.7 oz 1/2 serving = 31 gm or 1.1 oz 1/4 serving = 16 gm or 0.6 oz</p>

¹ Some of the following foods, or their accompaniments may contain more sugar, salt, and/or fat than others. This should be a consideration when deciding how often to serve them.

² Allowed only for desserts under the enhanced food-based menu planning alternative specified in section 210.10 and supplements (snacks) served under the NSLP, SFSP, and CACFP.

³ Allowed for desserts under the enhanced food-based menu planning alternative specified in section 210.10 and supplements (snacks) served under the NSLP, SFSP, and CACFP, and for breakfasts served under the SBP, SFSP and CACFP.

⁴ Refer to program regulations for the appropriate serving size for supplements served to children aged 1 through 5 in the NSLP; breakfasts served under the SBP; and meals served to children ages 1 through 5 and adult participants in the CACFP. Breakfast cereals are traditionally served as a breakfast menu item but may be served in meals other than breakfast.





GROUP F	MINIMUM SERVING SIZE FOR GROUP F
<ul style="list-style-type: none"> • Cake² (plain, unfrosted) • Coffee cake³ 	1 serving = 75 gm or 2.7 oz 3/4 serving = 56 gm or 2 oz 1/2 serving = 38 gm or 1.3 oz 1/4 serving = 19 gm or 0.7 oz
GROUP G	MINIMUM SERVING SIZE FOR GROUP G
<ul style="list-style-type: none"> • Brownies² (plain) • Cake² (all varieties, frosted) 	1 serving = 115 gm or 4 oz 3/4 serving = 86 gm or 3 oz 1/2 serving = 58 gm or 2 oz 1/4 serving = 29 gm or 1 oz
GROUP H	MINIMUM SERVING SIZE FOR GROUP H
<ul style="list-style-type: none"> • Barley • Breakfast cereals (cooked)⁴ • Bulgur or cracked wheat • Macaroni (all shapes) • Noodles (all varieties) • Pasta (all shapes) • Ravioli (noodle only) • Rice (enriched white or brown) 	1 serving = 1/2 cup cooked (or 25 gm dry)
GROUP I	MINIMUM SERVING SIZE FOR GROUP I
<ul style="list-style-type: none"> • Ready-to-eat breakfast cereal (cold dry)⁴ 	1 serving = 3/4 cup or 1 oz whichever is less

¹ Some of the following foods, or their accompaniments may contain more sugar, salt, and/or fat than others. This should be a consideration when deciding how often to serve them.

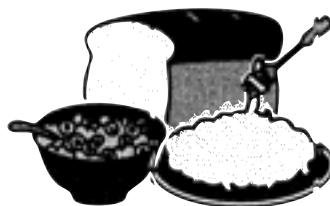
² Allowed only for desserts under the enhanced food-based menu planning alternative specified in section 210.10 and supplements (snacks) served under the NSLP, SFSP, and CACFP.

³ Allowed for desserts under the enhanced food-based menu planning alternative specified in section 210.10 and supplements (snacks) served under the NSLP, SFSP, and CACFP, and for breakfasts served under the SBP, SFSP and CACFP.

⁴ Refer to program regulations for the appropriate serving size for supplements served to children aged 1 through 5 in the NSLP; breakfasts served under the SBP; and meals served to children ages 1 through 5 and adult participants in the CACFP. Breakfast cereals are traditionally served as a breakfast menu item but may be served in meals other than breakfast.

General Rules for Planning the Grains/Breads Component

1. Remember that a grain or bread menu item must be whole-grain or enriched. Bran and germ are credited the same as enriched or whole-grain meal or flour.
2. Every school meal must include at least one serving of grains/bread.
3. The total number of servings for a week (5 consecutive days) must meet the weekly requirement of this component for the age group of students in the Food-Based Menu Planning Alternative.
4. A grains/bread menu item must meet the minimum weight shown in the chart.
5. As a general rule, a serving of a grain product is 1/2 cup cooked volume.
6. One-fourth of a serving is the smallest amount allowable to be counted toward meeting the grains/bread requirement.
7. One ounce equals approximately 28 grams. Use a scale that weighs ounces or grams when you have a question about the serving size.
8. When choices with different numbers of grains/breads servings are offered within a menu component, the choice offering the highest number of grains/bread servings should be counted toward the required number of servings for the week (5 consecutive days).





Learn How to Calculate One Serving of Grains/Breads

There are several situations where you may need to determine (calculate) the amount to credit for the grains/breads component of Food-Based Menus.

- The food product does not meet the definition of a creditable grain or bread but it does contain some amount of creditable grains/breads.
- A manufacturer's claim for amount to credit and serving size do not match the information shown in the (USDA) chart (pages 11-13).
- 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.
- A food product does not fit into one of the groups shown in the grains/breads chart.

Purchased Grains/Bread Products: For purchased products, obtain documentation from the manufacturer in order to calculate the credit toward the grains/bread requirement for Food-Based Menus. The documentation should provide the weight of the creditable grain(s) per portion included in the specific product. Some manufacturers will not provide a school or school district with this information because it is considered proprietary. If the manufacturer cannot supply the information, you cannot use the product as a credited grains/bread component.

School Prepared Grains/Bread Products: A standardized recipe is necessary to calculate the grains/breads credit for a menu item prepared from scratch in a school kitchen.

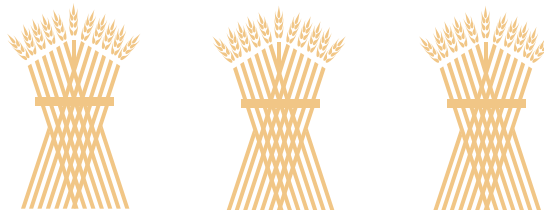
Use the Worksheet for Calculating Grains/Breads Contribution from a Recipe for the Types of Food Products in Groups A-G, Using Grams of Creditable Grains (see pages 3-12 and 3-13, *Food Buying Guide for Child Nutrition Programs*, Revised November 2001)

Instructions:

1. On the worksheet, list each enriched or whole-grain meal and/or flour, bran, and/or germ ingredient in the recipe.
2. Fill in the quantity (cups, pounds, kilograms, ounces, grams, etc.) of each enriched or whole-grain meal and/or flour, bran, and/or germ ingredient in the recipe.

3. Convert the amount of each enriched or whole-grain meal and/or flour, bran, and/or germ ingredient in the recipe to grams. If you do not know the weight per cup of the grain you are using, here are some commonly used conversions:
Number of pounds of ingredient X 453.6 grams
Number of ounces of ingredient X 28.35 grams
Number of cups if enriched white flour X 125 grams
(see page 3-12 of the Food Buying Guide for Child Nutrition Programs for more information)
4. Add the grams for each grain ingredient to determine the total grams of enriched or whole-grain meal and/or flour, bran, and/or germ in the recipe.
5. Divide the total grams of creditable grains in the recipe by the number of portions in the recipe to determine the number of grams of creditable grains per portion of food product.
6. Divide the number of grams of creditable grains per portion by 14.75 grams (reference amount of enriched or whole-grain meal and/or flour, bran, and/or germ in one grains/breads serving).
7. Round down to the nearest 1/4 grains/breads serving.

To count as one full grains/breads serving a food product must contain no less than 14.75 grams or .52 ounces of enriched or whole-grain meal and/or flour, bran, and/or germ.





Worksheet:

1. Creditable Grain Ingredient	2. Quantity	3. Convert to Grams	Grams
		X	=
		X	=
		X	=
		X	=
		X	=
		4. Total Grams	

5. Total grams *divided* by number of portions in recipe:

Total grams

Creditable grains =

From step 4 _____

_____ = _____ number of grams creditable
grains per portion

Number of portions

Per recipe = _____

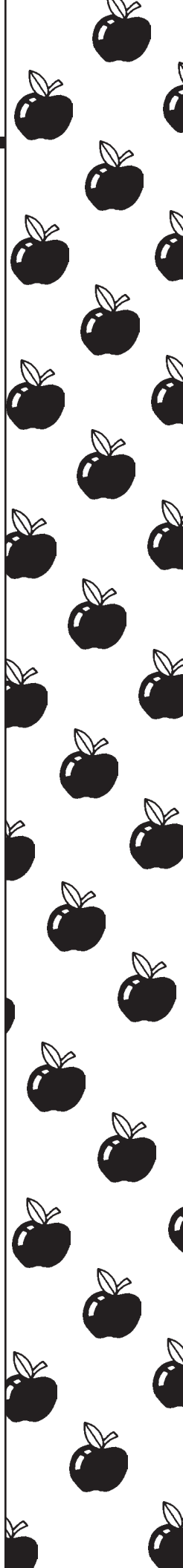
6. Divide number of grams per portion (answer from step 5) by 14.75:

_____ = _____ grains/breads serving(s)

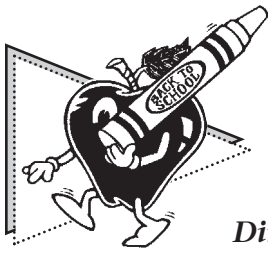
7. Round down to the nearest 1/4 grains/breads serving.

= _____ creditable grains/breads servings

Worksheet from pages 3-13, *Food Buying Guide from Child Nutrition Programs*,
Revised November 2001



Practice Using the Grains/Breads Requirements



Part A - Determine If The Daily and Weekly Requirements for Grains/Breads Have Been Met

Directions: Working with your table team, review the week's menu (5 consecutive days) on page 20 to determine if the daily and weekly grains/bread requirements have been met. You will need to refer to the "General Rules for Planning the Grains/Breads Component" on page 14, the charts on pages 11-13. Write your team's answers in the spaces provided.

1. Circle the items that you will count toward meeting the grains/breads requirement for each day.

Remember, to count the grains/bread equivalent for main dish choices, count the one main dish that provides the highest number of servings of grains/breads for that day.

2. Record the total servings of grains/breads to be counted for each day in the box provided at the bottom of each column on the menu. Has the grains/bread requirement for each day been met?
3. Count the total servings of grains/breads for the week by adding the amounts for each day. Does this meet the 15 servings a week for high school? If not, how many servings of grains/bread must be added?

Where would you add the additional grains/breads servings?

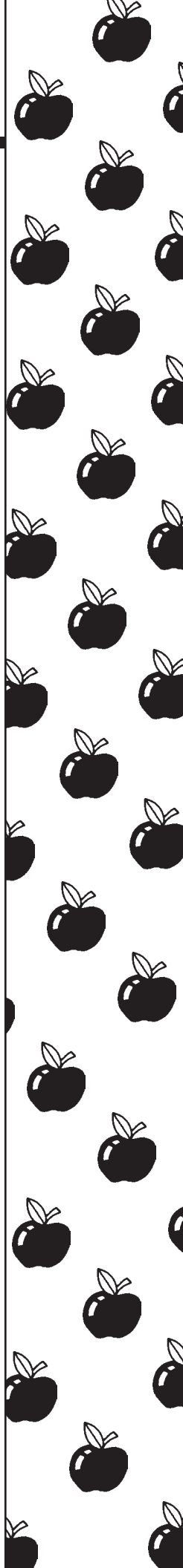




Part B - Determine the Amount Needed for One Serving

Directions: Use the charts on the preceding pages to determine the amount needed for one serving of the following products. Write the Group letter (A, B, C, D, E, F, G, H, or I) and the grams or ounces for one serving.

Product	Group	Grams/Ounces for 1 Serving
Hard Pretzels		
Oatmeal Raisin Cookies		
Bran Muffin		
Tortilla Chips		
Brownie		
Lasagna Noodle		
Pizza Crust		
Gingerbread Square		
Cornflakes		
Pastry on Cobbler		
Breading on Chicken Nuggets		
Saltine Crackers		





Part C - Determine The Number of Servings In a Grains/Bread Product

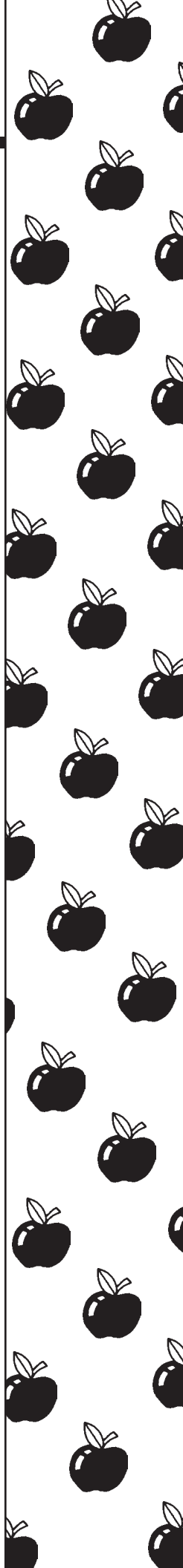
- Step 1:** As your Instructor shows you a package of a grain or bread product, record in the chart below your guess as to whether it is 1 serving, 1 1/2 servings, or 2 servings. Write your answer in the column, "My Guess."
- Step 2:** As your Instructor weighs the package of a grain or bread product, record in the chart below the weight of the product. Write your answer in the column, "Actual Weight."
- Step 3:** Using the chart on pages 11-13, determine the serving size of the product by its weight (1 serving, 1-1/2 servings, etc.) Write your answer in the column, "Number of Servings."

Grain/Bread Product	My Guess	Actual Weight	Number of Servings
Toaster pastry, unfrosted			



FOOD ITEM	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Main Dish (Source) G/B=Grains/ Bread Credit	Chicken Pot Pie (D-19) 1 1/2 G/B Salisbury Steak (D-33) 1/4 G/B	Quiche with Self-Forming Crust (D-32) 1/2 G/B Chicken Tetrazzini (D-42) 1 1/4 G/B	Vegetarian Chili (D-49) 1/4 G/B Baked Glazed Ham	Beef Stew (D-14) 1/4 G/B Chicken Fajitas (D-40) 1 G/B	Spaghetti and Meat Sauce (D-35) 1 G/B Oven Fried Chicken (D-29) 1/2 G/B
Sandwich Main Dish	Gyro Sandwich (F-9) 1 G/B	Sloppy Joe (F-5) 2 G/B	Stromboli (F-6) 1 1/2 G/B	Tuna Salad (F-8) 2 G/B	Toasted Cheese (F-7) 2 G/B
Grains/Bread	Yeast Roll (B-16) 2 G/B	Yeast Roll (B-16) 2 G/B	Cornbread (B-9) 1 G/B	Cornbread (B-9) 1 G/B	Yeast Roll (B-16) 2 G/B
Fruit/Vegetable (Use recipes)	Potatoes, Instant, mashed Mixed Vegetables Chilled Apricots	Green Peas Steamed Spinach Pineapple Chunks	Vegetables (Assorted raw with low-fat dip) Sweet Potatoes Fruit Cocktail	Whole Kernel Corn Steamed Broccoli Chilled Pears	Green Beans Honey Carrots Orange Wedges
Fruit/Vegetable Daily choices (Use recipes)	Tossed Salad with Low-Fat Dressing Fruit Fruit Juice	Tossed Salad with Low-Fat Dressing Fruit Fruit Juice	Tossed Salad with Low-Fat Dressing Fruit Fruit Juice	Tossed Salad with Low-Fat Dressing Fruit Fruit Juice	Tossed Salad with Low-Fat Dressing Fruit Fruit Juice
Desserts	Peanut Butter Bars (C-26) 1/2 G/B	Assorted Gelatin	Assorted Puddings	Ice Cream Treats	Brownie, purchased 1/2 G/B
Milk, Choices	2% Milk 1% Milk 1% Chocolate Milk	2% Milk 1% Milk 1% Chocolate Milk	2% Milk 1% Milk 1% Chocolate Milk	2% Milk 1% Milk 1% Chocolate Milk	2% Milk 1% Milk 1% Chocolate Milk
Grains/Bread Servings Each Day					

G/B=Grains/Bread Credit Add the daily Grains/Bread servings to get the weekly total =
 How many additional Grains/Bread servings are needed?



Check Your Knowledge of OVS and the Grains/Breads Requirements



Performance Objectives

Part 1. Implementing Offer Versus Serve

The participant will demonstrate an understanding of OVS by identifying a reimbursable meal of three, four, or five menu items.

Part 2. Crediting Grains/Breads

The participant will demonstrate an understanding of crediting grains/breads by correctly answering 6 of 8 multiple-choice items

Directions: All of these items are based on using Enhanced Food-Based Menus. Read each item and circle the one best answer. You may use the materials just discussed in class to find your answers.

1. Does this meal selection meet requirements for a reimbursable meal in a high school?

*Grilled Cheese Sandwich (2 oz. M/MA, 2 G/B)
Chocolate Milk (1 FL MK)*

- A. False
- B. True
- C. I don't know

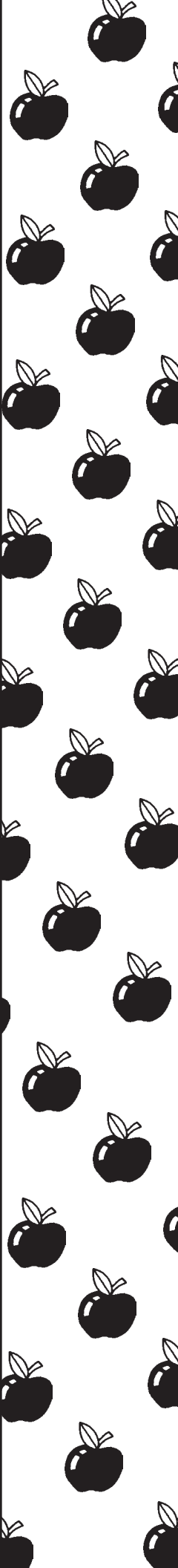
2. Does this meal selection meet requirements for a reimbursable meal in an elementary school with OVS (a student may decline up to two menu items)?

*Baked Chicken (2 oz. M/MA)
Broccoli and Cauliflower Polonaise (1 F/V)
Chilled Fruit Cup (1 F/V)
Chocolate Pudding*

- A. False
- B. True
- C. I don't know

3. A large serving of cake can count as two grains/breads servings for high school.

- A. False
- B. True
- C. I don't know



4. Potato chips may be served as a snack as long as they are fortified.
 - A. False
 - B. True
 - C. I don't know

5. A minimum of 1/4 serving is needed to be counted toward the grains/breads requirement.
 - A. False
 - B. True
 - C. I don't know

6. When offering several main dish choices that include servings of grains/breads, the choice offering the lowest number of grains/breads servings should be counted toward the required number of servings per week.
 - A. False
 - B. True
 - C. I don't know

7. Plain brownies can be counted toward meeting the second serving of the grains/bread requirement as long as they are made with enriched flour and the serving size meets requirements.
 - A. False
 - B. True
 - C. I don't know

8. To equal one serving of grains/breads, a chocolate chip cookie must be made from enriched flour and weigh at least
 - A. 63 grams
 - B. 47 grams
 - C. 31 grams

9. A bagel that weighs 3 ounces would count as
 - A. 1 serving of grains/breads
 - B. 2 servings of grains/breads
 - C. 3 servings of grains/breads

10. A 3/4-cup serving of pasta salad that contains 1/2 cup of cooked macaroni would count as
 - A. 1 serving of grains/breads
 - B. 2 servings of grains/breads
 - C. 3 servings of grains/breads