



No Time To Train

Short Lessons for School Nutrition Assistants

Food Production Records – What and Where?

Lesson Overview

Lesson Participants: School Nutrition Assistants/Technicians

Type of Lesson: Short face-to-face training session

Time Needed to Conduct the Lesson: 15 minutes

Lesson Description: This lesson explains the importance of using food production records for menu planning. The activity is used to introduce the required information on a food production record. The lesson is designed for managers to teach school nutrition assistants/technicians.

Lesson Objectives:

At the end of this lesson, the participant will be able to:

1. Review what information is required on a food production record.
2. Discuss where to find the needed information on a completed food production record.

Get Ready to Train

Note: This lesson is one of three lessons on food production records. This lesson should be taught following the lesson on **Food Production Records – Why?**

The format for the **No Time to Train** lessons includes an overview, preparation checklist, lesson at a glance with timeline for conducting the lesson, references, and an instructor's script. The manager/instructor will use the script to present the lesson to the participants. The script gives directions to the manager/instructor—**DO, SAY, ASK, LISTEN, AND ACTIVITY**—to deliver the lesson.

No special audiovisual or electronic equipment is needed to conduct the lesson. The lesson can be presented in the cafeteria, media center, or classroom.

Preparation Checklist

Directions: Use the Preparation Checklist to prepare for the training session. Track your progress by checking off the tasks as they are completed.

Done <input checked="" type="checkbox"/>	Lesson Tasks
	<p>Gather Materials</p> <p>Materials Needed:</p>
<input type="checkbox"/>	<ul style="list-style-type: none"> • Instructor’s Script
<input type="checkbox"/>	<ul style="list-style-type: none"> • Handout 1: Production Record for Food-Based Menu Planning (one for each participant)
<input type="checkbox"/>	<ul style="list-style-type: none"> • Handout 2: What and Where? (one for each participant)
<input type="checkbox"/>	<ul style="list-style-type: none"> • Handout 3: What and Where? with Suggested Answers (one for each participant)
<input type="checkbox"/>	<ul style="list-style-type: none"> • Pencils (one for each participant)
<input type="checkbox"/>	<ul style="list-style-type: none"> • Session Evaluation form (one for each participant)
	<p>Prepare for Lesson</p> <p>Before the Training:</p>
<input type="checkbox"/>	<ul style="list-style-type: none"> • Make copies of Handout 1, 2, and 3 (one for each participant).
<input type="checkbox"/>	<ul style="list-style-type: none"> • Make copies of Session Evaluation form (one for each participant).
	<p>On Training Day:</p>
<input type="checkbox"/>	<ul style="list-style-type: none"> • Place pencils on tables (one for each participant).
<input type="checkbox"/>	<ul style="list-style-type: none"> • Distribute Handout 1 and 2 to each participant.
<input type="checkbox"/>	<ul style="list-style-type: none"> • Distribute Handout 3 at the end of the discussion (one for each participant).
	<p>On the Instructor’s Table:</p>
<input type="checkbox"/>	<ul style="list-style-type: none"> • Instructor’s Script
<input type="checkbox"/>	<ul style="list-style-type: none"> • Handout 1: Production Record for Food-Based Menu Planning
<input type="checkbox"/>	<ul style="list-style-type: none"> • Handout 2: What and Where?
<input type="checkbox"/>	<ul style="list-style-type: none"> • Handout 3: What and Where? with Suggested Answers
<input type="checkbox"/>	<ul style="list-style-type: none"> • Session Evaluation forms

Lesson at a Glance (15 minutes)

Time	Topic	Task	Materials
2 minutes	Introduction and Overview	Instructor defines production records for menu planning.	Instructor's Script
7 minutes	Objective 1: Review what information is required on a food production record. Objective 2: Discuss where to find the information needed on a completed food production record.	Introduce and distribute an example of the school district completed production record or use Handout 1. Distribute Handout 2: Use activity to go over required information on a Food Production Record. Participants fill in provided blanks on Handout 2. Distribute Handout 3: Instructor leads a discussion on the activity completed.	Handout 1: Production Record for Food-Based Menu Planning Handout 2: What and Where? Handout 3: What and Where with Suggested Answers
4 minutes	Wrap up and Review	Instructor reinforces lesson and encourages participants to ask questions and to make comments.	Instructor's Script
2 minutes	Session Evaluation	Conduct a short evaluation of the lesson.	Session Evaluation form

Note to Instructor:

A sample food production record is provided for training purposes. If your state or district requires a specific production record, use that one and adjust the activity accordingly. Check with your state agency to determine if there is a preferred form prior to using this lesson.

Definition:

All schools participating in the school meals programs must keep **food production records** for the meals they produce. These records must demonstrate how the meals contribute to the required food components, food items, or menu items for each day of operation. In addition, these records must provide sufficient documentation to determine how the school meals contribute to meeting the age/grade appropriate nutrient standard over the school week.

References:

U. S. Department of Agriculture, Food Nutrition Service. (2007 January). *The road to SMI success-a guide for school foodservice directors*. Retrieved September 25, 2008, from <http://www.fns.usda.gov/tn/Resources/roadtosuccess.html>

U. S. Department of Agriculture, Food Nutrition Service. (2008). *A menu planner for healthy school meals...to help you plan, prepare, serve, and market appealing meals*. Retrieved September 24, 2008, from http://www.fns.usda.gov/tn/Resources/menuplanner_chapter7.pdf

Instructor's Script



DO:

Organize the participants into small groups.



SAY:

In today's lesson, we are going to review what information is required to be included on a food production record for menu planning and where the information is recorded. The food production record for menu planning is a management tool that can vary in many formats.



DO:

Distribute school district sample of the food production record or use **Handout 1: Production Record for Food-Based Menu Planning** and **Handout 2: What and Where?**



SAY:

We use production records in our school nutrition program as a guide to tell us what recipes and foods to use to produce our menus. They show us what portion sizes to serve and give us a place to record important information such as actual quantities prepared and numbers of customers served.

The information on the daily food production record can also help our state agency reviewers know if:

1. The meal met meal pattern requirements.
2. The meal, when averaged over a five-day period of time, met nutrient standards.
3. Meals that are served and claimed for federal reimbursement meet all requirements.

We can also use the information we record on the food production record when forecasting the amounts of food we need the next time the menu is served. By basing food production on the information from past food production records, predicting the amount of food to prepare becomes easier and more accurate, reducing shortages and waste.

Food production records are structured so that there is a specific place for each piece of information. It is important to remember that **all of the required information must be in the specific columns in order for the production record to be complete and useful.**



ACTIVITY:

Participants identify the locations of key information included on a food production record. Participants will use **Handout 1** to complete **Handout 2**.



SAY:

The handouts I distributed are a sample food production record and an activity about the information included on a production record. Work in your groups on this activity.

On **Handout 2: What and Where?** There is a list of items that you will find on your

No Time To Train – Short Lessons for School Nutrition Assistants
Food Production Records – What and Where?

sample production record. Find each of these items on the sample record and write down the name of the column heading where you found them on the handout.

Let's take 5 minutes to complete this activity.



DO:

Allow 5 minutes for the activity.



SAY:

Let's see if you identified the correct location for each piece of information.



ASK:

Ask for volunteers to share the column they identified for each of the pieces of information included on the production record.



LISTEN:

Listen to the responses. As you go along, check the participants' answers against **Handout 3: What and Where with Suggested Answers**. Suggest correct answers as necessary.



SAY:

As I mentioned before our activity, keeping accurate food production records helps us to predict the amount of food to prepare, reducing shortages and waste. The food production record is a great management tool. Accurate records also show state agency reviewers that our meals meet nutritional requirements. Federal guidelines require that the daily food production records are kept for three year plus the current year.



ASK:

Does anyone have any comments or questions about the information we must include on our daily food production records or where that information is located?



LISTEN:

Listen for responses or questions. Answer questions to the best of your ability. If there are questions you can't answer, tell the participants you will find out the answer and let them know later. If you need assistance in finding answers, please call the National Food Service Management Institute at 800-321-3054.



DO:

Distribute the Session Evaluation form.



SAY:

Thank you for participating in the lesson today. Please take a couple of minutes to complete the Session Evaluation form. Thank you for your input.

Handout 1: Production Record for Food-Based Menu Planning

Food-Based Production Record (Traditional or Enhanced)

Site Summitville Elementary

Meal Date May 14

*Portion Size: Must be same as planned. Use separate line if adjusted for age.

**Amount of Food Used: Based on USDA Food Buying Guide or USDA recipe.

Menu	
Salisbury Steak & WW Roll -or- Chicken Nuggets, BBQ Sauce	2 oz M/MA 1 serv G/B
Baked Potato -or- Fresh Veggies Lowfat Ranch Dressing	3/8 c VEG
Cherry Cobbler	½ c FRUIT ½ serv G/B
Milk, Variety	8 oz FL MK

Food Item Used and Form	Recipe or Product (name or #)	Person Responsible	Grade Group	Portion Size* (#/wt./qty.)	Student Projected Servings	Total Projected Servings	Amount of Food Used** (lb. or qty.)	Student Servings	A La Carte Servings	Adult Servings	Leftovers
								Actual			
Meat/Meat Alternate Salisbury Steak Chicken Nuggets	D-23 Brand X	Sue Yolanda	K-6	1 each 5 ea/4 oz	200 300	220 305	220 serv 76-¼ lb	195 290		10 5	15 serv 2.5 lb
Vegetable/Fruit Baked potato, 5 oz, 1/25 Carrot sticks, pre-cut Broccoli flowers, pre-cut Tomatoes, cherry, fresh		Akiko Akiko Akiko Akiko		1 each 1/8 c 1/8 c 1/8 c	300 250 250 250	300 250 250 250	300 each 12.5 lb 13 lb 11 lb	250 235 235 235		10 5 5 5	40 each ½ lb ½ lb ½ lb
Cherry Cobbler	C6	Akiko		25 serv/pan 1 square	500	500	20 pans	485		15	-
Grains/Breads Whole-Wheat Roll	Brand X	Yolanda		1 each	200	220	12 lb 6 oz	195		10	15 each
Other: BBQ Sauce Lowfat Ranch Dressing	Brand Z Brand Q	Akiko Akiko		portion pack/1 ea portion pack/1 ea	300 300	305 350	305 each 350 each	290 300		5 10	10 each 40 each

U. S. Department of Agriculture, Food Nutrition Service. (2008). *A menu planner for healthy school meals...to help you plan, prepare, serve, and market appealing meals* (p. 199). Retrieved September, 24, 2008, from http://www.fns.usda.gov/tn/Resources/menuplanner_chapter7.pdf



No Time To Train –Short Lessons for School Nutrition Assistants
Food Production Records - What and Where?

Handout 2: What and Where?

Directions: Use **Handout 1: Production Record for Food-Based Menu Planning** to complete **Handout 2**. Regardless of the type of menu planning option chosen, all food production records must include the following information. The left column (**What**) is the required information on a food production record. Identify the appropriate column heading (**Where**) the information required is located on the Food Production Record and fill in the space on Handout 2.

- **What** information is required to make a food production record complete?
- **Where** should specific information be recorded?

What Information Required on the Food Production Record	Where Column Heading Where Information is Located
Planned number of meals by age or grade group for students	
Number of adult/other meals planned; planned number of portions (servings) of each menu or food item to be served; include planned a la carte sales in the planned portions.	
All planned menu items, including all choices, types of milk, desserts, and substitutions; all condiments served as part of the reimbursable meal, including gravy, butter, margarine, mayonnaise, relish, ketchup, mustard, and salad dressing	
Serving or portion sizes of each planned menu item or condiment for each age or grade grouping; if menus are planned for more than one age or grade group at one school building, clearly indicate portion differences on food production records.	
Total amount of food actually prepared for each food item or menu item	
Amount of leftovers for each menu item	
Actual number of reimbursable meals served. Indicate this information for each age or grade group.	
Actual number of non-reimbursable meals (adult meals, second meals served to students)	

Handout 3: What and Where? with Suggested Answers

Directions: Use **Handout 1: Production Record for Food-Based Menu Planning** to complete **Handout 2**. Regardless of the type of menu planning option chosen, all food production records must include the following information. The left column (**What**) is the required information on a food production record. Identify the appropriate column heading (**Where**) the information required is located on the Food Production Record and fill in the space on Handout 2.

- **What** information is required to make a food production record complete?
- **Where** should specific information be recorded?

What Information Required on the Food Production Record	Where Column Heading Where Information is Located
Planned number of meals by age or grade group for students	Student Projected Servings
Number of adult/other meals planned; planned number of portions (servings) of each menu or food item to be served; include planned a la carte sales in the planned portions.	Total Projected Servings-student projected servings plus adult/other meals
All planned menu items, including all choices, types of milk, desserts, and substitutions; all condiments served as part of the reimbursable meal, including gravy, butter, margarine, mayonnaise, relish, ketchup, mustard, and salad dressing	Food Item Used and Form
Serving or portion sizes of each planned menu item or condiment for each age or grade grouping; if menus are planned for more than one age or grade group at one school building, clearly indicate portion differences on food production records.	Portion Size
Total amount of food actually prepared for each food item or menu item	Amount of Food Used
Amount of leftovers for each menu item	Leftovers
Actual number of reimbursable meals served. Indicate this information for each age or grade group.	Student Servings
Actual number of non-reimbursable meals (adult meals, second meals served to students)	Adult Servings



Session Evaluation

Instructions:

Completely fill in the circle of your answer. Use a #2 pencil.
Please select only one response for each statement. Do not fold or crease this sheet.

Title of Meeting: _____	
Session Topic: _____	Trainer's Code: _____
Date: _____	Time Slot: _____ Location: _____ Length of Event (hrs/min): _____

Attendee Status:

- | | | |
|--|---|--|
| <input type="radio"/> District director | <input type="radio"/> Major city director | <input type="radio"/> Private consultant/trainer |
| <input type="radio"/> State agency staff | <input type="radio"/> Site-level manager | <input type="radio"/> Foodservice assistant |
| <input type="radio"/> Educator | <input type="radio"/> Other (please list) _____ | |

Reaction to this Session					
Please read the following statements related to the session. Rate your level of agreement by using the scale 5 (Strongly Agree) to 1 (Strongly Disagree).	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. The session objectives were clearly presented.	5	4	3	2	1
2. The session objectives were achieved.	5	4	3	2	1
3. I can apply what I learned in this session to my job.	5	4	3	2	1
4. Attending the session increased my skill on the topic.	5	4	3	2	1
5. Attending the session increased my knowledge on the topic.	5	4	3	2	1
6. I would recommend this session to others.	5	4	3	2	1
7. Overall, the session met or exceeded my expectations.	5	4	3	2	1

Comments about this Session
<p>The information I found MOST useful was:</p> <hr/> <hr/> <hr/>
<p>Please share any additional comments:</p> <hr/> <hr/> <hr/>

National Food Service Management Institute - The University of Mississippi

