



**Assembling Salads:
A Training Module for
School Nutrition Professionals**



Acknowledgements

The SELECT Training Modules for School Nutrition Professionals were developed from Maryland's 2016 Team Nutrition Training Grant activities, specifically the culinary and operations skills training and technical assistance.

Several Maryland Local Education Agencies piloted these training materials with School Food and Nutrition staff in 2019, and provided feedback on the training module content and format. Additional training modules may be added to this series.

Contact Information:

Office of School & Community Nutrition Programs
Maryland State Department of Education
200 W. Baltimore Street, Baltimore, MD 21201

www.eatsmartmaryland.org

Phone: 410-767-0219

TTY/TDD: 410-333-6442

Fax: 410-333-2635

Email: scnp_mailbox.msde@maryland.gov

October 2019



SELECT Module: Assembling Salads

CONTENTS

Lesson Overview	3
Preparation Checklists	5
3 – 4 Weeks Before Scheduled Training	5
1 – 2 Weeks Before Scheduled Training	5
The Week Before Scheduled Training	6
2-4 Hours Before Scheduled Training	6
Lesson at a Glance	7
Instructors Script.....	9
Introduction and Pre-Assessment.....	9
Salads on Our School Lunch Menu	10
Recipes for Salads	11
Assembling Salad Demonstration	12
Activity: Assembling Salads.....	13
Activity: Applying What You’ve Learned.....	14
Salad Marketing and Promotion	15
Wrap-Up and Post-Assessment	15
Handouts.....	17



Maryland State Department of Education
Office of School and Community Nutrition Programs
SELECT Training Module Series:
October 2019





LESSON OVERVIEW

Target Audience:

School Kitchen Managers; School Kitchen Staff; New Staff.

Ideal Trainers: FNS Central Staff, including Director, Menu Planner, Culinary Specialist, Dietitian; Middle Managers, including Area Supervisor, Regional Managers, and/or Lead Kitchen Managers. At least two trainers are needed to conduct this training.

Time to Conduct Training: 90 minutes

USDA Professional Standards Training

- Key Area 2 - Operations
- Code: 2110 – Standardized Recipes; 2130 – Culinary Skills

Description of Training: This lesson is designed for school nutrition managers to train school nutrition staff in the proper use of a standardized vegetable salad recipe *from their school lunch program*, specifically salads made with a base of lettuce or other leafy greens. This training may be adapted to train on similar recipes, such as Grain Bowls, Power Bowls, Burrito Bowls, etc. The lesson provides an overview of assembling salads. It will cover salad components, following standardized recipes, presentation techniques, and food handling of produce. ***Specific materials, including standardized recipes used in the School Food Program, must be used with this training module. Before using this material, review it with your training team to determine if it aligns with the goals of your program.***

Objectives:

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

- List all salads on the menu for their school lunch program.
- Identify the correct ingredients and other components for school lunch salads.
- Use a standardized recipe from their school lunch program to correctly assemble a salad.

Participant Handouts:

- Pre-Assessment
- Post-Assessment



Maryland State Department of Education
Office of School and Community Nutrition Programs
SELECT Training Module Series:
October 2019





PREPARATION CHECKLISTS

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

3 – 4 Weeks Before Scheduled Training

Task	Assigned To	Done
Review the training module and with your team. Determine learning objectives that align with the Professional Standards training program for your school nutrition staff.		
Recruit a training team: this training is designed to be presented by a team of 2-3 trainers.		
Identify the standardized salad recipe(s) to be used in the training. Update the recipes if needed to reflect current packaging, ingredients, substitutions, etc.		
Identify the food safety documentation related to salad preparation (e.g., SOP for salads preparation and rotation; Critical Control Points for holding and service, etc.)		
Arrange an order of ingredients and supplies for the salad demonstration and participant activities.		
Review the Participant Pre- and Post-Assessment for the training. Determine correct answers for your school food program, or edit the questions to reflect learning objectives for your training.		

1 – 2 Weeks Before Scheduled Training

Task	Assigned To	Done
Take or gather photos of properly prepared salads to use during training.		
Create a PowerPoint or slide show to use during training, OR print photos to use during training.		
Print materials (one per participant): <ul style="list-style-type: none"> • Pre- and Post-Assessment • Standardized recipe(s) of salads used for training • Food safety protocol documents related to salads 		
Print materials (for each trainer) <ul style="list-style-type: none"> • Instructor’s Script • Standardized recipe(s) of salads used for training • Food safety protocol documents related to salads 		



1 Week Before Scheduled Training

Task	Assigned To	Done
Review the Instructor’s Script, recipes, food safety protocols, and other trainer materials.		
Meet with the training team to delegate any remaining tasks.		
Confirm the delivery of the ingredients and supplies used for the training. Assign responsibility of receiving and transport to training site.		
Send a reminder to staff participants who will attend the training. Include any information needed for staff to arrive prepared and on time to the training.		
Confirm logistics with contact at the training location.		

2-4 Hours Before Scheduled Training

TASK	ASSIGNED TO	DONE
<p>Sign-In Station: set up a station for participants to sign in when they arrive. This station should be located near the entry to the training room if possible.</p> <ul style="list-style-type: none"> • Participant Sign In Sheet • 2 pens 		
<p>Trainer’s Table: set up a table at the front of the room where it will be convenient for the trainer(s) to access these training materials</p> <ul style="list-style-type: none"> • Instructor’s Script • Pre and Post Assessments • Photos of Salads • Standardized Recipes • Food Safety Documents • Pens and pencils for participants 		
<p>Set up Salad Demo: Place ingredients, packaging components, and all other materials needed for salad demonstration at a station where the trainers will demonstrate assembly of the salad. (Food/ingredient may be done the day before and kept in appropriate cold holding until the time of the training.)</p>		
<p>Set up Assembling Salads Activity: Prepare ingredients, packaging components and all other materials that participants will need for the activity. Pre-portion or divide ingredients for ease of use by the number of participants engaging in this activity. (Food/ingredient may be done the day before and kept in appropriate cold holding until the time of the training.)</p>		



LESSON AT A GLANCE

Time	Topic	Task	Materials
15 minutes	Introduction and Pre-assessment	Instructor gives a brief overview and conducts the pre-assessment.	<ul style="list-style-type: none"> ● Instructor's Script ● Pre-Assessment
10 minutes	Salads on our School Lunch Menu	Instructor discusses the different salad options that are offered on the lunch menus.	<ul style="list-style-type: none"> ● Instructor's Script ● Photos of Salads
10 minutes	Recipes for Salads	Instructor uses standardized recipe(s) for salads in the school food program and provides overview of the ingredients and components.	<ul style="list-style-type: none"> ● Instructor's Script ● Standardized Recipes for Salads ● School Food Safety SOP for Salads (from HACCP Plan)
10 minutes	Assembling Salad Demonstration	Instructor demonstrates salad assembly using the standardized recipe(s), with ingredients and packaging from current vendors.	<ul style="list-style-type: none"> ● Instructor's Script ● Standardized Recipes for Salads ● Ingredients and packaging
20 minutes	ACTIVITY: Assembling Salads	Participants will practice or demonstrate use of standardized recipe to assemble a salad.	<ul style="list-style-type: none"> ● Instructor's Script ● Standardized Recipes for Salads ● Ingredients and packaging
10 minutes	ACTIVITY: Applying What You've Learned	Instructor leads participants in reflection of how to apply information learned in the training session when they get to their school kitchens	<ul style="list-style-type: none"> ● Instructor's Script
5 minutes	Salad Marketing and Promotion	Trainer provides information about marketing and promotion in the school cafeteria/lunch line	<ul style="list-style-type: none"> ● Instructor's Script
10 minutes	Wrap up and Post-Assessment	Instructor reviews basic concepts and conducts the post-assessment.	<ul style="list-style-type: none"> ● Instructor's Script ● Post-Assessment



Maryland State Department of Education
Office of School and Community Nutrition Programs
SELECT Training Module Series:
October 2019





INSTRUCTORS SCRIPT

Introduction and Pre-Assessment

(15 minutes)

SAY:

Welcome to today's training on Assembling Salads. My name is _____. *(Note: Introduce any other trainers, program leadership, or special guests in the room. If participants do not know each other, briefly acknowledge the schools or programs of training participants.)*

SAY:

Today's training is on Assembling Salads. We will be using standardized recipes for salads on the menu of our school lunch program, including ...*(list the names of the standardized recipes used for the training; announce if this training is for any **new** recipes or which include **new** components such as ingredients or packaging).*

Before we get started, let's see how much you already know.

DO:

Distribute the Pre-Assessment to each participant.

SAY:

To show if this training material was useful, we will be using a Pre- and Post-Assessment. If you have ever taken a training with the Institute of Child Nutrition (The ICN), you are familiar with this process.

At the top of the page, you can write your name, or write some other kind of identifier. It can be the last 4 digits of your phone number, a favorite word, etc. Please remember your identifier so you can use it on the post-assessment at the end of the training. Answer the questions by yourself to the best of your ability. We will go over the content during the training, and review the answers at the end. This activity should take about 5 minutes, and is to be done individually. When you are finished, turn your paper over.

DO:

Collect the Pre-Assessments as they are completed. Set them aside to score them after the training is complete.



Salads on Our School Lunch Menu

(10 minutes)

SET-UP: Have the following materials available for this section

- photos of each salad on your school lunch menu as examples of the correct assembly
- examples of the packaging components of each salad (container, label, etc.)
- optional: examples of ingredients used in salad recipes, as packaged by current supplier

SAY:

Today's training will include *(use or adapt the following to accurately reflect the training objectives)*

- *Review of current/updated standardized recipes for salads used in our school lunch program*
- *Introduction of new standardized recipes for salads that will be added to our school lunch menu*
- *Chef demo of assembling salads*
- *A salad demo challenge*

Let's get started.

Salads are an important part of our menu offerings to students. They are a great way to provide students with fresh healthy options. Offering salads is also a great way to increase adult meal sales because staff may be more likely to purchase a salad than some of the other prepared food options.

Let's review the salads on our menu.

DO:

Show a picture of a salad used on school lunch menu. Identify the salad by the name used on the standardized recipe and/or on the school menu. Briefly mention the ingredients for the recipe, and identify specific items used for the salad that may be confused with similar items used in the program (e.g., large clamshell vs small clamshell; cherry tomatoes vs slicing tomatoes). Clarify which school locations/cafeteria types serve the salad (e.g., side salad is served at all school locations, but entrée salads are only offered in middle and high school).

Repeat for all photos of salads used for this training.

SAY:

Like all items prepared in our school lunch program, our salads have standardized recipes which should be used by kitchen staff who prepare and serve them. Using the standardized recipe helps ensure that each salad meets the nutritional requirements for our program, and ensures the same high quality salad selections are available at each of our school cafeteria locations.



Recipes for Salads

(10 minutes)

SAY:

In this training, we will take a closer look at the standardized recipe(s) and procedures for _____ *[insert names of salad recipe(s)]*.

DO:

Distribute copies of the recipe(s) used for this training. Wait until everyone has a copy of the recipe before continuing with the lesson.

SAY:

This is the current copy of the standardized recipe(s) for _____ *[insert names of salad recipe(s)]*. If you have an older version of this recipe in your school kitchen, please replace it with this updated recipe. *(Note: if there is an intranet or other source where staff can access current recipes, mention it here.)*

Everyone here has probably made a salad at home without a recipe. If I asked any two people to bring a salad to a potluck event, the salads might not look exactly alike, but they might look similar.

However, when we are at work in our school kitchens, we are required to use and follow the recipes. Let's take a closer look at this recipe and how to use it to properly assemble salads for our school food program. We'll start by looking at the ingredients.

DO:

One trainer should read through each ingredient listed in the recipe. Another trainer should hold up the ingredient in the package as it is received from the supplier. Comment on any similar products that may be confused with the correct product to use. Comment on any substitute ingredients, if listed on the recipe.

SAY:

The standardized recipe also includes the correct packaging. Remember that each salad prepared in our school food program should look. This includes the packaging.

DO:

One trainer should read through each packaging component listed in the recipe, including container, labels, etc. Another trainer should hold up the packaging component. Comment on any similar products that may be confused with the correct product to use.

SAY:

Before we demonstrate how to make the salad, it is important to review the food safety protocols for preparing salads in our program.



DO:

Distribute food safety documents related preparation, cold holding, and service of the salad.

SAY:

Green salads have a critical control point for cold holding. When preparing, storing, serving, and discarding green salads, refer to the procedures for temperature monitoring and documentation.

Assembling Salad Demonstration

(10 minutes)

SET-UP:

A demonstration table should be set up where all participants can see it. If necessary, gather participants around the demonstration table, or project the demonstration onto a large screen. One trainer should read from the recipe while another trainer does the demonstrating.

SAY:

Now we will demonstrate how to properly assemble the salad. As I read through the recipe, _____ *[insert name of other trainer]* will show us how to make it.

Remember, this demonstration is for teaching purposes only, and we will not be following the food safety protocols for documenting time and temperature. When you make these salads for service in your school cafeteria, you should follow the food safety protocols.

DO:

While one trainer reads from the recipe, another trainer demonstrates each step of preparing the salad. The narrator should include any additional comments or provide additional clarification to the written instructions in the recipe. If possible, assemble five salads to make the demonstration more realistic to school cafeteria prep, and provide an example of how each salad looks the same.

Pause to reinforce the correct way to perform any specific steps if needed.

Note: do not go too quickly through the assembly of the salad. Although the expectation is for staff to assemble salads quickly when working in the school kitchen, this training is the opportunity to learn to do it slowly and correctly, so they can perform quickly and correctly on the job.

When finished, present the properly packaged salads.

SAY:

And here we have five salads, prepared as directed in the standardized recipe. Each one looks exactly the same. This is how the salad should look when prepared in your school cafeteria.



Activity: Assembling Salads

(20 minutes)

SET-UP: Trainers should decide if this will be a lab-style activity where all participants will practice assembling salads, or if only a few participants will be selected to demonstrate assembling the salads. Ingredients and materials should be set up by the trainers to facilitate this activity.

Note: This activity can also be scheduled separately from the training to allow participants to practice the salad assembly in the kitchen where they work. If this activity is scheduled separately, it should be supervised by one of the trainers.

SAY:

Now it is your turn to practice assembling this salad. The goal is to make salads that look exactly like the ones we just demonstrated.

[For an activity for everyone to participate]: We have set up stations for you to practice making this salad. When you get to your station, assemble a salad. When you are finished, clean your station and return to your seat with your salad. We have 10 minutes for this activity.

OR

[For an activity for only a few to demonstrate]: We have a few stations set up and need some volunteers to demonstrate how to make this salad. (Note: it is helpful to have pre-selected the volunteers so they can look over the ingredients and set up before the training begins.)

DO:

Allow the participants to assemble the salads. If only a few are demonstrating, another trainer can narrate a “play by play” during the demonstration to keep the audience engaged. A trainer should manage the time and announce when two minutes remain to wrap up. When the salad assembly activity is complete, thank the participants and continue.

SAY:

Everyone used the same standardized salad recipe for _____. Do they all look the same? Which parts were tricky in making them look the same? Should the recipe be updated to include any additional information?

DO:

Engage participants in answering these questions. Trainers should note suggestions for updates to the recipe, or other comments from participants that could be used to inform improvements to the recipe.



Activity: Applying What You've Learned

(10 minutes)

SAY:

So far we have looked at the standardized recipe, reviewed the ingredients and other components, and practices the proper procedure for assembling the salad(s).

When you get back to your school kitchen, you may be tasked with teaching or showing your colleagues how to use this recipe. Or you may need to change the way that you have been preparing salads. That can be more challenging than it sounds.

When we are in the kitchen, we are accustomed to working quickly, and often it is difficult to change habits for preparing salads that we may have been using for a long time.

Think for a moment about something you have learned today that you want to be sure to remember to change about the way you make this salad when you get back to your school kitchen. Or think about how you might share what you learned with other staff you work with at your school. How do you want to apply what you have learned?

DO:

Pause for a moment to allow participants to think.

SAY:

Now that you have thought about how you want to apply what you have learned when you get back to your school, turn to your neighbor and share what you plan to do. You have two minutes, then we'll switch partners.

DO:

Allow participants to share. Keep time for two minutes.

SAY:

It has been two minutes. If you haven't already, it's time to switch so your partner can share.

DO:

Allow participants to share. Keep time for two minutes. Give a 30 second announcement to wrap up.

SAY:

Time is up. Thanks for sharing with your partner.

Does anyone want to share how you or your partner plan to apply what you have learned to day when you get back to your kitchen?

DO:

Allow 3-5 minutes for participants to share. Thanks the participants for sharing.



Salad Marketing and Promotion

(5 minutes)

Set-Up: Prepare any examples of signage or presentation on the line for to promote or market salads in the school or school cafeteria. Examples include a “featured salad” on display, using the morning announcements when new salads are offered on the menu, and taking pre-orders from teachers for entrée salads.

SAY:

When we make beautiful, healthy salads and sell them in our school cafeterias, we want people to know about them. Marketing and promoting our salads is one way to increase awareness and sales.

[A trainer or other staff person who has used a marketing or promotion strategy can share an example. If possible, refer to materials used in your program to market and promote salads.]

For more information about marketing and promoting salads at your school, contact _____ *[insert name of person to contact]*.

Wrap-Up and Post-Assessment

(10 minutes)

SAY:

Let’s review.

Today we talked about standardized recipes for salads in our school meals program.

We looked specifically at the recipe(s) for _____.

We reviewed the ingredients and packaging components used for the standardized recipe.

We demonstrated how to correctly make the salad, and practiced making the salad with the recipe.

We thought about how we want to apply what we learned when we return to our school kitchens.

Now it is time to show what you know with the Post-Assessment.

DO:

Distribute the Pre-Assessment to each participant.

SAY:

At the top of the page, you write the same identifier you used for the pre-assessment. Answer the questions by yourself to the best of your ability. This activity is to be done on your own. When you are finished, turn your paper over.



DO:

Collect the Post-Assessments as they are completed. Set them aside to score them after the training is complete. Once all the assessments are complete and collected, you may share the correct answers if you wish.

SAY:

If available, make a statement from program leadership regarding any goals, action items, or expectations regarding how participants will apply the knowledge from this training. If no statement is available, say the following:

Thank you for participating in today's training. When you return to your school kitchens, your managers and leadership will talk with you more about applying this knowledge to your work.



HANDOUTS

1. Assembling Salads Sign-In Sheet
2. Assembling Salads Pre-Assessment and Post Assessment

Sign-In Sheet

Date:

Start/End Time:

Instructor(s):

Total Training Hours:

Participant Name	School/Program	Signature
------------------	----------------	-----------

1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			

Sign-In Sheet

Date:

Start/End Time:

Instructor(s):

Total Training Hours:

Participant Name	School/Program	Signature
------------------	----------------	-----------

16			
17			
18			
19			
20			
21			
22			
23			
24			
25			
26			
27			
28			
29			
30			

SELECT: ASSEMBLING SALADS

PRE-ASSESSMENT

1. Some salads on our school lunch menu do not require a standardized recipe. (Circle ONE correct answer)
 - a. True
 - b. False

2. Which HACCP process or food safety protocols apply to the leafy green salads prepared and served in our school lunch program? (Circle all correct answers)
 - a. NO process or food safety protocols
 - b. Same Day process
 - c. Cold Holding
 - d. Time in Lieu of Temperature
 - e. Complex process

3. If a salad ingredient is out of stock, I should (Circle all that apply)
 - a. Not prepare or serve the salad that day
 - b. Prepare the salad without the missing ingredient
 - c. Make an appropriate substitution as listed on the standardized recipe.
 - d. Document variations on the production record
 - e. Give the salads away for free

4. Who should you contact if you have questions related to salads?

SELECT: Flavors & Taste

POST-ASSESSMENT

1. Some salads on our school lunch menu do not require a standardized recipe. (Circle ONE correct answer)
 - a. True
 - b. False

2. Which HACCP process or food safety protocols apply to the leafy green salads prepared and served in our school lunch program? (Circle all correct answers)
 - a. NO process or food safety protocols
 - b. Same Day process
 - c. Cold Holding
 - d. Time in Lieu of Temperature
 - e. Complex process

3. If a salad ingredient is out of stock, I should (Circle all that apply)
 - a. Not prepare or serve the salad that day
 - b. Prepare the salad without the missing ingredient
 - c. Make an appropriate substitution as listed on the standardized recipe.
 - d. Document variations on the production record
 - e. Give the salads away for free

4. Who should you contact if you have questions related to salads?

References:

Institute for Child Nutrition. (2018). *Culinary Techniques for Healthy School Meals*. University, MS.

Institute for Child Nutrition. (2018). *Healthy Cuisine for Kids Culinary Manual*. University, MS.



Acknowledgements: The SELECT trainings were developed from Maryland's 2016 Team Nutrition Training Grant activities, specifically the culinary and operations skills training and technical assistance. Selected Maryland LEAs piloted and provided feedback on the training module content.

NONDISCRIMINATION STATEMENTS

- **USDA Nondiscrimination Statement:**

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

- (1) mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;
- (2) fax: (202) 690-7442; or
- (3) email: program.intake@usda.gov.

- **MSDE Nondiscrimination statement:**

The Maryland State Department of Education does not discriminate on the basis of age, ancestry/national origin, color, disability, gender identity/expression, marital status, race, religion, sex, or sexual orientation in matters affecting employment or in providing access to programs and activities and provides equal access to the Boy Scouts and other designated youth groups. For inquiries related to Department policy, please contact:

Equity Assurance and Compliance Office
Office of the Deputy State Superintendent for Finance and Administration
Maryland State Department of Education
200 W. Baltimore Street - 6th Floor
Baltimore, Maryland 21201-2595
410-767-0426 - voice
410-767-0431 - fax
410-333-6442 - TTY/TDD

