



MODULE 1:

Scratch Cooking for a Healthier Generation and You

This workbook complements the corresponding online module in Canvas and is for you to use as you would like. Make notes of things you want to remember and write down questions for your director or to ask the chefs when you see them for the hands-on training. All videos, handouts, and activities are online in Canvas.



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**Take the pre-quiz in Canvas before
starting this module.**



TRANSITIONAL STANDARDS

Description:

In this module, participants will learn about the Transitional Standards and how to meet them through scratch cooking while keeping cultural inclusiveness and local foods in mind.

Professional Standards - Learning Codes:

- 1110 - USDA Nutrient Requirements
 - 1320 - General Nutrition
 - 1130 - Local Foods - Farm to School
 - 2130 - Culinary Skills
 - 4150 - School and Community Communication
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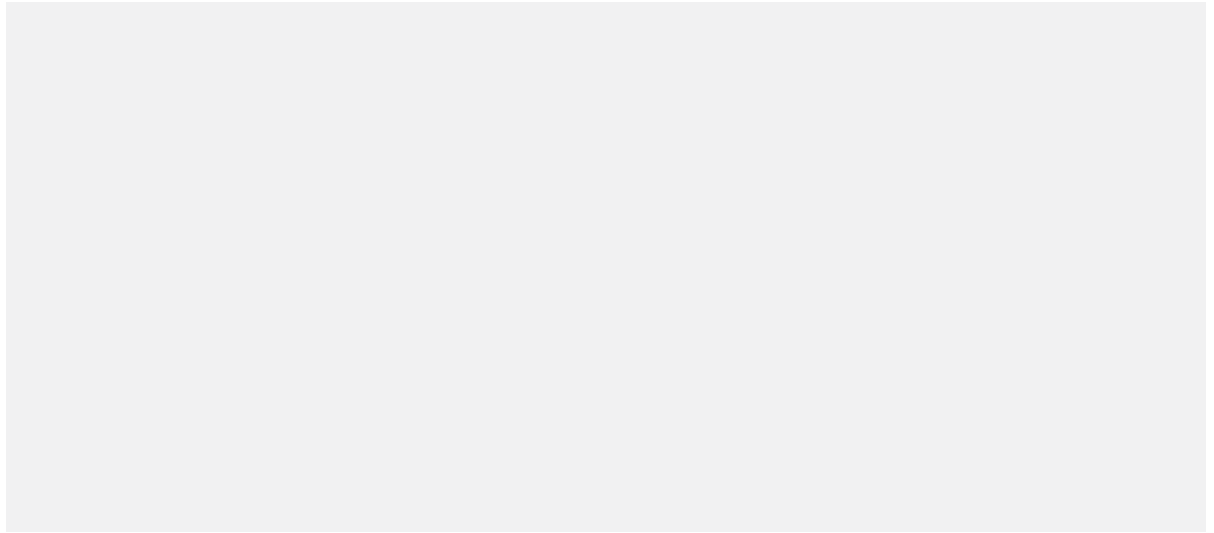
Objectives:

- Recall the “big 3” transitional standards.
- Describe how scratch cooking can help meet the Transitional Standards.
- Explain how to practice cultural inclusiveness among staff and students.
- Demonstrate how to apply cultural inclusiveness to menus.
- Recall the benefits of purchasing local foods.
- Describe how school nutrition programs can utilize and promote local foods.



TRANSITIONAL STANDARDS

While you listen to the video presentation or read the transcript, you can use the space below to jot down which changes you still have questions about and possible solutions for implementing the Transitional Standards.



Now that you better understand the Transitional Standards and how they may affect your program, review the USDA At a Glance handout on Child Nutrition Programs: Transitional Standards for Milk, Whole Grains, and Sodium Final Rule. As you read the handout, consider why the Transitional Standards were established and how they affect the “big 3.”

AT A GLANCE

CHILD NUTRITION PROGRAMS: Transitional Standards for Milk, Whole Grains, and Sodium Final Rule

THE ISSUE

School nutrition professionals have worked tirelessly throughout the pandemic to feed children in their communities. USDA is committed to providing them the support they need to successfully operate the school meal programs. The Child Nutrition Programs: Transitional Standards for Milk, Whole Grains, and Sodium Final Rule will serve as a bridge to transition from where we are now to where we're going – helping schools build back from the uncertainty caused by both the pandemic and several legislative and administrative changes over the past several years so they can continue to provide kids with high-quality, nutritious meals that support their health and development.



THE BACKGROUND

In 2012, USDA updated school meal requirements, including revising nutrition standards to reflect the most recent Dietary Guidelines for Americans (DGAs) at that time. This included increasing fruits, vegetables, and whole grains; adjusting requirements for milk; reducing sodium; and setting calorie standards.

Many schools implemented the updated nutrition standards very successfully. Kids' Healthy Eating Index scores – a measure of how closely diets reflect the DGAs – jumped, and research showed children received their healthiest meals of the day at school.

However, legislative and administrative actions delayed full implementation of the requirements for milk, whole grains, and sodium. Further, the pandemic caused major disruptions to the school meal programs, while highlighting the critical role schools play in ensuring kids are well fed.

AT A GLANCE

CHILD NUTRITION PROGRAMS: Transitional Standards for Milk, Whole Grains, and Sodium Final Rule

This new rule establishes standards for milk, whole grains, and sodium for school years 2022-2023 and 2023-2024 to give schools time to transition in the short term. Meanwhile, USDA is working to develop long-term nutrition standards - based on the newest DGA and extensive input from a wide range of partners - that will work for schools, families, and industry alike. USDA expects to publish a proposed rule on the updated standards in fall 2022.

SUMMARY OF CHANGES



MILK

Schools and child care providers may offer flavored, low-fat milk (1%) in addition to unflavored, low-fat milk and flavored or unflavored nonfat milk¹.



SODIUM

The weekly sodium limit for school lunch and breakfast will remain at the current level, known as Target 1, for school year 2022-2023. For school lunch only, the limit will decrease marginally (10%) in school year 2023-2024 to put schools on an achievable path toward long-term sodium reduction, which will be addressed in future rulemaking.



WHOLE GRAINS

At least 80% of the grains served in school lunch and breakfast per week must be whole grain-rich (containing at least 50% whole grains).

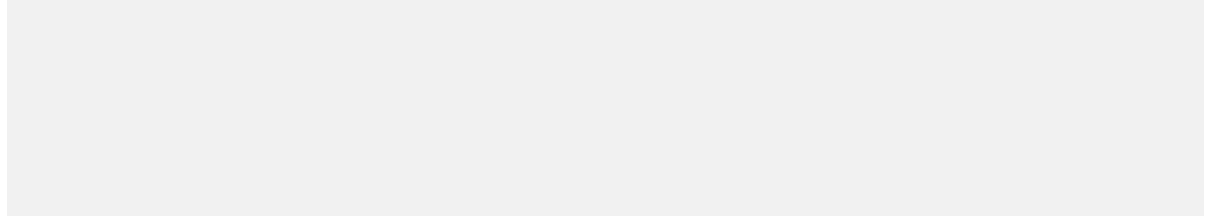
¹For consistency, this standard applies to the National School Lunch Program, School Breakfast Program, Child and Adult Care Food Program (ages 6 and up), and Special Milk Program (ages 6 and up).



**Ready to move on to cultural inclusiveness?
Before you go, take the short quiz in Canvas first to
check your knowledge!**

CULTURAL INCLUSIVENESS

As you listen to the video presentation or read the transcript, take notes on global flavors and key ingredients for creating exciting dishes. What kind of dishes would you like to incorporate into the menu?

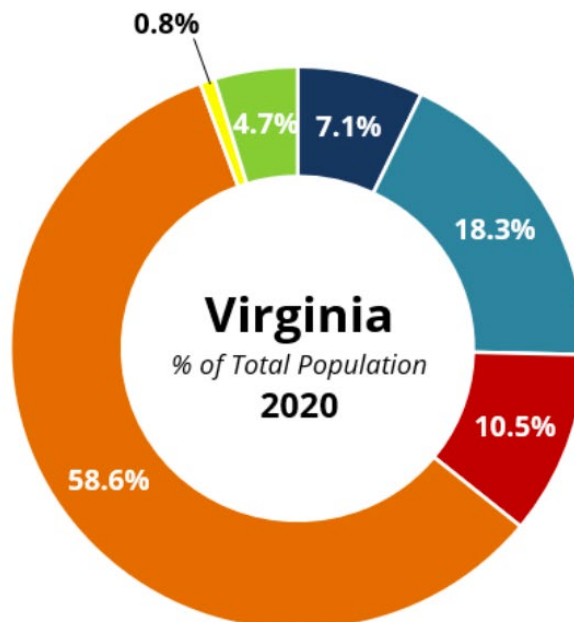


Now that you have an overview of cultural inclusiveness, review Virginia's race/ethnicity breakdown, think about your school, and answer the following questions.

Cultural Inclusiveness

Population by Race/Ethnicity

Virginia, 2020



- Asian Alone
- Black Alone
- Hispanic or Latino
- White Alone
- Other Alone*
- Multi-racial

Source: U.S. Census Bureau (Decennial Census)

* Other includes: American Indian and Alaska Native, Hawaiian and other Pacific Islander, and some other race

Virginia is a diverse state! Find out what ethnicity or religious group is the highest among students at your school. List it here.

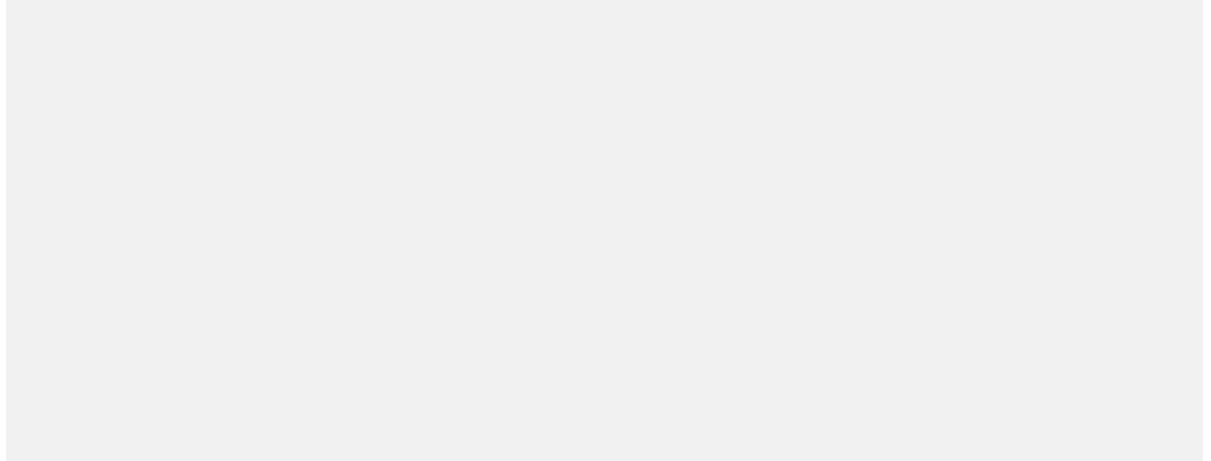
Does your menu cater to that culture? Yes Somewhat No

List an example of a menu item representing that culture (if one) or propose your own!



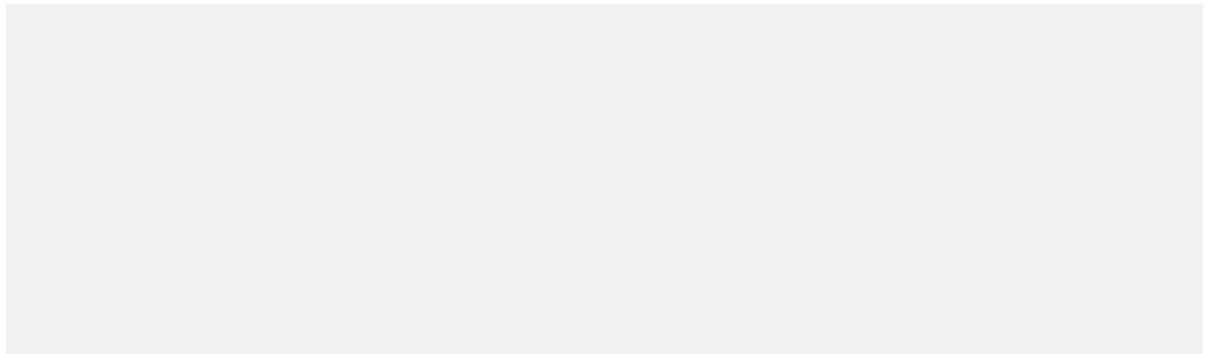
LOCAL FOODS

In this segment, while you listen to the video presentation or read the transcript, brainstorm possible local food choices for each season you would like to use in your menu.



Need more support for procuring local foods? Then, the next activity will help you!

- Visit the [Virginia DOE Harvest of the Month website](#) and find a new resource to implement at your school.
- What resources can you use at your school? List them here!





HARVEST OF THE MONTH

The Virginia Harvest of the Month program promotes seasonal eating, increased fruit and vegetable consumption, and supports local economies while providing ready-to-use materials for classrooms, cafeterias, nonprofits, farmers' markets, and early care centers to educate children about the joys of eating seasonal, local foods.

The objective of the program is to increase consumption of seasonal, Virginia Grown fresh fruits and vegetables so children establish healthy eating habits to last a lifetime.

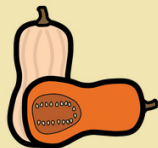
Harvest of the Month Featured Produce:

JANUARY



SWEET POTATOES

FEBRUARY



BUTTERNUT SQUASH

MARCH



KALE

APRIL



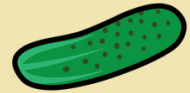
LETTUCE

MAY



STRAWBERRY

JUNE



CUCUMBER

JULY



ZUCCHINI

AUGUST



TOMATO

SEPTEMBER



BELL PEPPER

OCTOBER



APPLE

NOVEMBER



CABBAGE

DECEMBER



SPINACH

Available Resources:



EDUCATIONAL POSTERS



POINT-OF-SERVICE SIGNS



NUTRITION EDUCATION LESSON PLANS



For more information and to access resources, visit: [VDOE-SNP Harvest of the Month Page](#)



Don't forget to take the post-quiz in Canvas to see what you've learned and verify your participation!