Common Terms in the CACFP

CACFP iTrain Simple Lesson Plan



Common Terms in the CACFP



Intended Audience: CACFP personnel and other child care staff **Description:** This lesson will highlight some of the most common terms used in the CACFP meal pattern requirements.

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Contributing Content Specialists

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Time	Торіс	Activity	Materials		
Introduction					
5 minutes	 Introduction and Overview 		 PowerPoint slide deck Computer Projector (if available) Pens or Pencils Handout: Common Terms in CACFP 		
Objective: Define common CACFP meal pattern terms for meeting the program requirements.					
15 minutes	 Common Terms in the CACFP 	 Matching the Terms to the Scenario 	 Worksheet: Match the Terms to the Scenario – Terms Worksheet: Match the Terms to the Scenario – Scenarios 		
Conclusion					
10 minutes	 Lesson Summary Training Evaluation 	 Speed Action Planning Training Evaluation (Optional) 	 Worksheet: Speed Action Planning Optional: Training Evaluation & Training Certificate 		
Total Time: 30 minutes					

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Lesson-at-a-Glance

References

Institute of Child Nutrition. (2017). CACFP meal pattern requirements training. https://theicn.org/icnresources-a-z/CACFP-meal-pattern-training/

- U.S. Department of Agriculture, Food and Nutrition Service. (2018, April 4). CACFP 09-2018: Grain requirements in the Child and Adult Care Food Program; questions and answers. <u>https://fns-prod.</u> azureedge.net/sites/default/files/cacfp/CACFP09_2018os.pdf
- U.S. Department of Agriculture. (2019). Food buying guide for child nutrition programs. https://www. fns.usda.gov/tn/food-buying-guide-for-child-nutrition-programs

Internet Resources

- Institute of Child Nutrition: <u>www.theicn.org</u>
- ► USDA's Team Nutrition: <u>https://www.fns.usda.gov/tn</u>

Instructions: Use the Preparation Checklis
progress by checking off tasks as they are o

Done	Lesson Tasks			
Gather Materials				
	Training Script			
	Computer and Projector Screen			
	 Worksheets and Handouts: Common Terms in the CACFP Match the Terms to the Scenario Speed Action Planning 			
	Pens or pencils (one per participant)			
	 Optional: Training Certificate/Evaluation/Feedback Form (one per participant) 			
Prepare for Lesson				
	Before the training day:			
	 Review the training script and research any relevant State or local requirements. The content reflects the Federal regulations and/or national best practices or standards. However, it's essential to include any additional State or local requirements when presenting this training. 			
	Make enough copies of the handouts for each participant.			
	Test the PowerPoint on the computer and projector screen.			
	 Optional: Develop and print a session certificate/evaluation/feedback form (one per participant). 			
	On the training day:			
	Place pens or pencils on tables (one per participant).			
	 Distribute materials to each participant. 			
	On the instructor's table:			
	Training Script			
	Instructor's copy of handouts and/or worksheets			
	Optional: Session Evaluation/Feedback Forms			

Preparation Checklist

st to prepare for the training session. Keep track of your completed.

Training Script

Introduction Welcome! Complete the following tasks: Distribute handouts to the participants. ▶ Welcome the participants to the training. ▶ Introduce yourself to the participants. Allow the participants to introduce themselves by sharing their name and one thing they would like to get from this training. **Common Terms in the CACFP** Share core content: The terms that will be covered today are often heard or read about in the Child and Adult Care Food Program (CACFP) regulations, policy memos, and other training. Ask posing question: What are some terms you've heard connected to the CACFP meal patterns? **Overview** Share core content: This training will highlight common terms used when describing CACFP meal pattern requirements. By understanding what these terms mean, you will be able to apply the CACFP meal pattern requirements for reimbursable meals. Use the Common Terms in the CACFP handout to follow along with the presentation. Handout: Common Terms in CACFP **Objective:** Define common CACFP meal pattern terms for meeting the program's requirements. **Meal Pattern Share core content:** When participating in the CACFP, operators receive reimbursement for serving nutritious meals and snacks based on the meal pattern requirements. Ask posing question: How would you define meal pattern? Share core content: The meal pattern is a standardized chart with food components and minimum serving sizes for different age groups. These meal standards are based on the Dietary Guidelines for Americans, science-based recommendations from the National Academy of Medicine, and stakeholder's input. The meal pattern must be followed to receive reimbursement for meals and snacks. The meal pattern varies for breakfast, lunch, supper, and snacks. **Food Components** Share core content: The meal pattern specifies food components for each meal. There are five

food components: fluid milk, vegetables, fruits, grains, and meats/meat alternates. These five food components are the categories that make up a reimbursable meal.

Minimum Serving Sizes

Share core content: The meal pattern also specifies minimum serving sizes for each food component at each meal and snack. The least amount of food required must be served to each child for the meal to be reimbursed. The serving sizes vary according to the meal and the age of the child being served.

Ask posing question: What two things make up the CACFP meal pattern?

Feedback: Food components and minimum serving sizes **Creditable Foods**

Ask the posing question: Does anyone know an example of a creditable food?

Share core content: Creditable foods are those that meet special CACFP requirements for a reimbursable meal. Some examples are:

- Breakfast cereals must contain no more than 6 grams of total sugars per dry ounce.
- ▶ Yogurt (milk or soy) must contain no more than 23 g of total sugars per 6 oz.

Those are just a few examples. The USDA Food Buying Guide (FBG) is a resource available from the USDA that provides more details on creditable foods. Use the FBG to select the right foods in the appropriate amounts for your program.

Common Grains Component Terms

Share core content: Of all the food components, the grain component, in particular, has a few terms that are important to know. Knowing these terms will help determine whether a grain food is creditable or not.

Refined Grains

Share core content: Refined grains are those that have been processed to remove the bran and germ, which removes dietary fiber, iron, and other nutrients. Refined grains are not creditable in the CACFP because most of the nutrients are removed. For example, if a bread product listed white flour as the first ingredient, it would be considered a refined grain.

Enriched Grains

Share core content: Enriched grains go through a process that adds nutrients to a refined grain product, such as iron and four B vitamins (thiamin, riboflavin, niacin, and folic acid). For example, enriched white flour would be the first ingredient to look for when purchasing bread. Enriched grains are creditable in the CACFP because they are more nutritious than refined grains.

Milk must be unflavored low-fat (1%) or unflavored fat-free (skim) milk for children 2–5 years of age.

Fortified Grains

Share core content: Fortified grains have been processed to add vitamins and minerals that were not originally in the food. The product is labeled as "fortified" for breakfast cereal or the ingredient list includes the vitamins and minerals added to the product. Fortified breakfast cereal does not need to be enriched.

Whole Grains

Share core content: Whole grains do not go through the refinement process. They consist of the entire cereal grain seed or kernel, so they still have the nutrient-rich bran and germ layers. These grains are important because they are a good source of fiber and provide nutrients not available in enriched grains.

Whole Grain-Rich

Share core content: CACFP requires that at least one serving of grains per day must be whole grain-rich. Foods that are whole grain-rich either contain:

- ▶ 100% whole grains, which means a whole grain is listed as the first ingredient
- ▶ At least 50% whole grains and any remaining grains are enriched. There cannot be any unenriched grains listed on the ingredient label.

Grain-Based Desserts

Share core content: On Exhibit A, grain-based desserts are those items marked with superscripts 3 and 4. These foods have added sugar and are not creditable for CACFP meals and snacks.

Grain-based desserts:

- Breakfast bars
- Brownies
- Cakes
- Cereal
- Cookies
- Doughnuts

- Fruit turnovers
- ► Granola bars
- Sweet piecrusts
- Sweet rolls
- Toaster pastries

Ask posing question: Are there any questions about these terms that refer to grains?

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Family Style Meal Service

Share core content: Family style meal service allows children to serve themselves from common food platters with assistance from supervising adults. This style of meal service is highly encouraged in the CACFP.

For reimbursable meals and snacks, all food components (including food and beverages) must be on the table when the children sit down to eat. The minimum serving amount for each child, plus extra for the supervising adult, must be available in the bowls, platters, or pitchers on the table. Children must be allowed to serve themselves food (with your assistance if needed). However, you may choose to serve the children beverages, such as milk, juice, and water.

Ask posing question: Do any of you serve meals, family style? What is one tip for being successful?

Activity: Match the Terms to the Scenario Time: 10 minutes

- ▶ Materials Needed: Flash Cards Terms, Flash Cards Scenarios, painter's tape
- the audience understands the ten terms.

Conclusion

Lesson Conclusion

Share core content: This lesson focused on the CACFP terms related to meal pattern requirements. It is important to know these terms to understand the requirements of the meal pattern charts. Knowing the differences between refined grains, enriched grains, fortified grains, whole grains, whole grain-rich, and grain-based desserts provides a greater understanding of CACFP meal requirements for the grains food component. Also, the family style meal service requirements were briefly covered as an option for meals and snacks.

Ask posing question: What questions do you have?

Purpose: The activity aims to review the terms and apply them to common child care scenarios.

Instructions: Tape the Flash Cards – Terms to the wall with painter's tape. Divide participants into ten groups and give each group a scenario. Instruct the groups to match their scenario to the correct term. After each group has matched their scenario to the term, have a presenter from each group read their scenario and the term that applies to it. Provide any clarification needed to ensure

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Activity: Speed Action Planning Time: 5 minutes			
Purpose: their work	The purpose of this activity is to establish future steps for applying the information in place.		
Materials Pencil/Per	s Needed: Speed Action Planning worksheet, Planner or Cell Phone Calendar App, and n		
develop a following • What • How	ons: Distribute the Speed Action Worksheet. Inform participants that it is important to a plan for using the training's information. Ask them to take 1–2 minutes to answer the three questions to establish an action plan. did you learn in this training? will you apply this information in your current or future role? n will you apply this information?		
or other sou	articipants have finished, encourage them to save this goal to a planner, calendar app, arces to ensure they follow throug with their plan. Following this activity, dismiss the a from the training.		
Thank You!			
 Conclu Refer p theicn. 	ne following tasks: de the training. articipants to the Institute of Child Nutrition for additional information at <u>helpdesk@</u> org or 800-321-3054. ute any certificates or evaluations.		

	Comm
Key Terms	Definition
Creditable foods	Foods that r consult USD
Enriched grains	Grains that l grain produ niacin, and f
Family style meal service	A type of me common pla
Food components	Food catego milk, vegeta
Fortified grains	Grains that I were not or
Grain-based desserts	Those on Ex Examples: co doughnuts, sweet rolls, a
Meal pattern	A chart with for different to be reimb and snacks
Minimum serving sizes	The amount child for the
Refined grains	Grains that l which remo
Whole grains	Grains that o
Whole grain-rich	Foods that of and any rem

non Terms in CACFP

meet CACFP requirements for a reimbursable meal; DA Food Buying Guide for specific details

have been processed to add nutrients back to a refined uct; usually iron and four B vitamins (thiamin, riboflavin, folic acid)

neal service that allows children to serve themselves from platters of food with assistance of supervising adults

gories that make up a reimbursable meal, including fluid tables, fruits, grains, and meats/meat alternates

have been processed to add vitamins and minerals that riginally in the food

Exhibit A that are denoted with superscripts 3 and 4 cakes, cookies, sweet piecrusts, fruit turnovers, s, cereal, breakfast and granola bars, toaster pastries, , and brownies

h specific food components and minimum serving sizes at age groups that must be followed in order for the meal pursed; meal pattern varies for breakfast, lunch, supper,

nt of a given food component that must be served to a ne meal to be reimbursed

have been processed to remove the bran and germ, oves dietary fiber, iron, and other nutrients

consist of the entire cereal grain seed or kernel

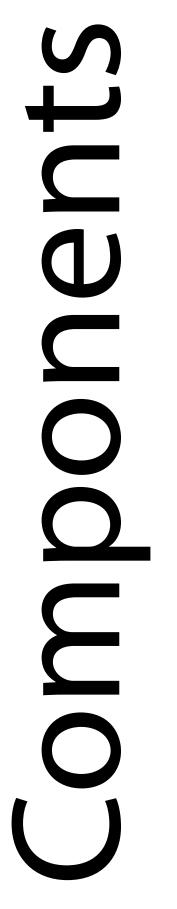
contain 100% whole grains, or at least 50% whole grains maining grains are enriched

Match the Terms to the Scenario

Instructions: Print the terms below and tape them on the wall around the room. Be sure to tape the terms in a visible place for everyone to see.

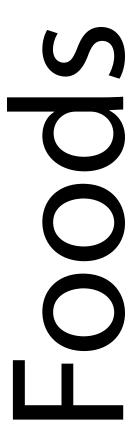
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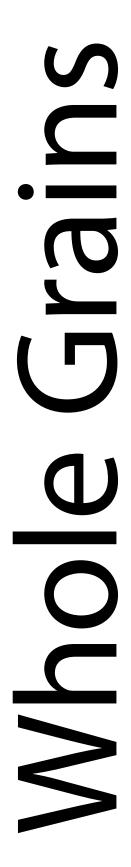
Common Terms in the CACFP

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Fortified Grains

Common Terms in the CACFP



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Common Terms in the CACFP



Match the Terms to the Scenario

Instructions: Print the scenarios below and assign one to each group. Have each group match their scenario to the correct term. After each group has matched their scenario to the term, have a presenter from each group read their scenario and the term that applies to it.

Milk, grains, and fruit are the ______ that make up a reimbursable breakfast.

When serving milk to three-year-olds at lunch, ³/₄ cup is the _____ that is required.

5

Mary is new to the CACFP. To make sure she serves the right foods and serving sizes, she will consult the _____ requirements.

John regularly consults the Food Buying Guide to determine if his menu has ______.

_ are not creditable because they have been processed to remove the bran and germ.

_____ are creditable because they have had iron, B vitamins, and other nutrients added back.

Jill noticed a breakfast cereal that had a list of 25 vitamins and minerals on the ingredient list. This is an example of a(n)

> Bob is changing the meal service at his day care center from pre-plated meals to ______. This will allow children to learn how to serve themselves.

Linda has chosen brown rice to serve at lunch. This is an example of a(n) ______.

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Bill has chosen a bread that lists whole wheat flour, oats, and enriched white flour. This bread is

Susan is looking at Exhibit A and sees that breakfast bars have a superscript 4, which indicates it is a(n)

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Speed Action Planning

Instructions: Today's training featured key information on the common terms used in the CACFP meal pattern requirements. Answer the following three questions to establish a plan for using the information.

1. What did you learn in this training?

2. How will you apply this information in your current or future roles?

- Match the Terms to the Scenario: Answer Key
- 1. Mary is new to the CACFP. To make sure she serves the right foods and serving sizes, she will consult the meal pattern requirements.
- 2. Milk, grains, and fruit are the **food components** that make up a reimbursable breakfast.
- 3. When serving milk to three-year-olds at lunch, ³/₄ cup is the **minimum serving size** that is required.
- 4. John regularly consults the *Food Buying Guide* to determine if his menu has **creditable foods**.
- 5. **Refined grains** are not creditable because they have been processed to remove the bran and germ.
- 6. Enriched grains are creditable because they have had iron, B vitamins, and other nutrients added back.
- 7. Jill noticed a breakfast cereal that had a list of 25 vitamins and minerals on the ingredient list. This is an example of a **fortified grain**.
- 8. Linda has chosen brown rice to serve at lunch. This is an example of a **whole grain**.
- 9. Bill has chosen a bread that lists whole wheat flour, oats, and enriched white flour. This bread is whole grain-rich.
- 10. Susan is looking at Exhibit A and sees that breakfast bars have a superscript 4, which indicates it is a grain-based dessert.
- 11. Bob is changing the meal service at his day care center from pre-plated meals to **family style** meal service. This will allow children to learn how to serve themselves

3. When will you apply this information (e.g., one week, one month, six months, etc.)?



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