



No Time To Train

Short Lessons for School Nutrition Assistants

Food Production Records – Why?

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 food production record and the use of the information. 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. Identify a food production record.
2. Discuss why food production records are required and useful.

Get Ready to Train

Note: This lesson is one of three lessons on food production records.

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 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 tasks as they are completed.

Done <input checked="" type="checkbox"/>	Lesson Tasks
	Gather Materials
	Materials Needed:
<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: Why Food Production Records Are Required and Useful (one for each participant)
<input type="checkbox"/>	<ul style="list-style-type: none"> • Handout 3: Why Food Production Records Are Required and Useful Answer Key. (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)
	Prepare for Lesson
	Before the Training:
<input type="checkbox"/>	<ul style="list-style-type: none"> • Make copies of Handouts 1 and 2 (one for each participant).
<input type="checkbox"/>	<ul style="list-style-type: none"> • Make copies of Session Evaluation form (one for each participant).
	On Training Day:
<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 Handouts 1 and 2 (one to each participant).
<input type="checkbox"/>	<ul style="list-style-type: none"> • Distribute Handout 3 at the end the discussion (one to each participant).
	On the Instructor’s Table:
<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: Why Food Production Records Are Required and Useful
<input type="checkbox"/>	<ul style="list-style-type: none"> • Handout 3: Why Food Production Records Are Required and Useful Answer Key (one for each participant to distribute after discussion)
<input type="checkbox"/>	<ul style="list-style-type: none"> • Session Evaluation forms

Lesson at a Glance (15 minutes)

Time	Topic	Task	Materials
1 minute	Introduction and Overview	Instructor defines production records for menu planning.	Instructor's Script
4 minutes	Objective 1: Identify a food production record.	Introduce and distribute an example of a school district completed production record or Handout 1.	Handout 1: Production Record for Food-Based Menu Planning
5 minutes	Objective 2: Discuss why food production records are required and useful.	Distribute Handout 2. Participants complete activity on Handout 2. Distribute Handout 3: Why Food Production Records Are Required and Useful Answer Key.	Handout 2: Why Food Production Records Are Required and Useful Handout 3: Why Food Production Records Are Required and Useful Answer Key
3 minutes	Wrap up and Review	Reinforce the lesson by asking questions. Encourage participants to make comments.	
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:

Federal guidelines require that 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 24, 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

U. S. Department of Agriculture, Food Nutrition Service. (2008). *Food buying guide for child nutrition programs*. Retrieved September 24, 2008, from http://www.fns.usda.gov/tn/Resources/foodbuying_guide.html

Instructor's Script



SAY:

Today we are going to discuss food production records for menu planning. Our goal is to identify and discuss why food production records are required and useful.



DO:

Distribute an example of your school district food production record for menu planning or **Handout 1: Production Record for Food-Based Menu Planning**.



SAY:

Handout 1 is a good sample of a completed food production record for food-based menu planning.

Food production records are required for all menu options. You can usually find the food production record near the serving line or by the manager's office. Access to the food production record is important for daily staff recording.

The food production record for menu planning is a written record document that all schools participating in the school meals programs must keep to record the meals they produce daily. 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. Additional information, such as the food preparation process and temperatures, may be included but are not required.

Well-developed food production records can be a valuable kitchen tool for **forecasting** future food preparations when the same or a similar menu is planned. Adjusting menu choices, removing unpopular menu items, or increasing or decreasing the quantity of a menu item to be produced are all valid uses for historical menu information recorded on the food production record.

They are necessary to support the claim for reimbursable meals and to identify information needed for the nutrient analysis. The food production records should be available for state or federal audit or review. The food production records have to be kept for three years plus the current year.



ASK:

Do you have any other comments or questions about why food production records are required and useful?



LISTEN:

Listen to participants responses and provide appropriate answers.



ACTIVITY:

Participants will complete **Handout 2**.



DO:

Distribute **Handout 2: Why Food Production Records Are Required And Useful.**



SAY:

I have passed out an activity about a food production record that is missing some key words. Networking together, please take a few minutes to do this exercise.



ASK:

Ask participants to share their answers and discuss them.



LISTEN:

Listen to participants responses for **Handout 2.**



SAY:

Let's be sure you have the correct answers on **Handout 2.** Let's work together to fill in the missing answers. Use **Handout 3** to verify your answers are correct.



DO:

Distribute **Handout 3: Why Food Production Records Are Required And Useful Answer Key.**



SAY:

Let's take a few minutes and review what we've just learned. It is important to recognize that the purpose of maintaining complete and accurate food production records is two-fold.



ASK:

What is one purpose of maintaining complete and accurate food production records?



LISTEN:

Listen to individual responses. Participants may provide a variety of responses, but continue coaching participants.

Suggested answer: Food production records are the **documentation** of what was prepared and served; they are necessary to support the claim for reimbursable meals and to identify information needed for the nutrient analysis. Accurate food production records ensure that funds are not taken back when the state agency does a review of the programs.



ASK:

What is a second purpose of maintaining complete and accurate food production records?

**LISTEN:**

Listen to individual responses. Participants may provide a variety of responses, but continue coaching participants.

Suggested answers: Well-developed food production records can be a valuable kitchen tool for **forecasting** future food preparations when the same or a similar menu is planned. Adjusting menu choices, removing unpopular menu items, or increasing or decreasing the quantity of a menu item to be produced are all valid uses for historical menu information recorded on the food production record.

**ASK:**

Do you have any other comments or questions about why food production records are required and useful?

**LISTEN:**

Listen to individual responses. Answer questions to the best of your ability. If there are questions you can't answer, tell 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 few 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	2 oz M/MA
-or- Chicken Nuggets, BBQ Sauce	1 serv G/B
Baked Potato –or- Fresh Veggies	3/8 c VEG
Lowfat Ranch Dressing	
Cherry Cobbler	1/2 c FRUIT
	1/2 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 76-1/4 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 1/2 lb 1/2 lb 1/2 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	Brand Z	Akiko		portion pack/1 ea	300	305	305 each	290		5	10 each
Lowfat Ranch Dressing	Brand Q	Akiko		portion pack/1 ea	300	350	350 each	300		10	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



Handout 2: Why Food Production Records Are Required and Useful

Instructions: Fill in the blanks with the key terms.

1. All schools participating in the school meals programs must keep _____ for the meals that they produce.
2. These records must demonstrate how the meals contribute to the required _____, _____, or _____ for each day of operation.
3. These records must provide sufficient _____ to determine how the school meals contribute to meeting the _____ over the school week.
4. The menu production record serves as a _____, _____, and _____ tool.
5. The production record is based on _____, the _____, and the *Food Buying Guide*.

Key Terms:

- (A) Food production records
- (B) Food components, food items, menu items
- (C) Documentation, age/grade appropriate nutrient standard
- (D) Planning, communicating, and forecasting
- (E) Standardized recipes, product descriptions

Handout 3: Why Food Production Records Are Required and Useful

Answer Key

1. All schools participating in the school meals programs must keep **(A) food production records** for the meals that they produce.
2. These records must demonstrate how the meals contribute to the required **(B) food components**, **(B) food items**, or **(B) menu items** for each day of operation.
3. These records must provide sufficient **(C) documentation** to determine how the school meals contribute to meeting the **(C) age/grade appropriate nutrient standard** over the school week.
4. The menu production record serves as a **(D) planning**, **(D) communicating**, and **(D) forecasting** tool.
5. The production record is based on **(E) standardized recipes**, **(E) product descriptions**, and the *Food Buying Guide*.

Key Terms:

- (A) Food production records
- (B) Food components, food items, menu items
- (C) Documentation, age/grade appropriate nutrient standard
- (D) Planning, communicating, and forecasting
- (E) Standardized recipes, product descriptions



National Food Service Management Institute
The University of Mississippi

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		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
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).						
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/>

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