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.

<table>
<thead>
<tr>
<th>Done</th>
<th>Lesson Tasks</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

### Gather Materials

**Materials Needed:**

- Instructor’s Script
- Handout 1: Production Record for Food-Based Menu Planning (one for each participant)
- Handout 2: Why Food Production Records Are Required and Useful (one for each participant)
- Handout 3: Why Food Production Records Are Required and Useful Answer Key. (one for each participant)
- Pencils (one for each participant)
- Session Evaluation form (one for each participant)

### Prepare for Lesson

**Before the Training:**

- Make copies of Handouts 1 and 2 (one for each participant).
- Make copies of Session Evaluation form (one for each participant).

**On Training Day:**

- Place pencils on tables (one for each participant).
- Distribute Handouts 1 and 2 (one to each participant).
- Distribute Handout 3 at the end the discussion (one to each participant).

**On the Instructor’s Table:**

- Instructor’s Script
- Handout 1: Production Record for Food-Based Menu Planning
- Handout 2: Why Food Production Records Are Required and Useful
- Handout 3: Why Food Production Records Are Required and Useful Answer Key (one for each participant to distribute after discussion)
- Session Evaluation forms
Lesson at a Glance
(15 minutes)

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

**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:**

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.

<table>
<thead>
<tr>
<th>Food Item Used and Form</th>
<th>Recipe or Product (name or #)</th>
<th>Person Responsible</th>
<th>Grade Group</th>
<th>Portion Size* (#/wt./qty.)</th>
<th>Student Projected Servings</th>
<th>Total Projected Servings</th>
<th>Amount of Food Used** (lb. or qty.)</th>
<th>Student Servings</th>
<th>A La Carte Servings</th>
<th>Adult Servings</th>
<th>Leftovers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Meat/Meat Alternate</strong></td>
<td>Salisbury Steak &amp; WW Roll</td>
<td>Sue Yolanda</td>
<td>K-6</td>
<td>1 each 5 ea/4 oz</td>
<td>200</td>
<td>220</td>
<td>195</td>
<td>10</td>
<td>5</td>
<td>15 serv</td>
<td></td>
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<tr>
<td></td>
<td>-or- Chicken Nuggets, BBQ Sauce</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Baked Potato -or- Fresh Veggies</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Lowfat Ranch Dressing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Cherry Cobbler</td>
<td>Akiko</td>
<td>C6</td>
<td>1 each 1/8 c</td>
<td>300</td>
<td>300</td>
<td>250</td>
<td>10</td>
<td>5</td>
<td>40 each</td>
<td></td>
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<tr>
<td><strong>Grains/Breads</strong></td>
<td>Whole-Wheat Roll</td>
<td>Brand X</td>
<td>Yolanda</td>
<td>1 each 1/8 c</td>
<td>250</td>
<td>250</td>
<td>12 lb 6 oz</td>
<td>195</td>
<td>10</td>
<td>15 each</td>
<td></td>
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<tr>
<td><strong>Other: BBQ Sauce</strong></td>
<td></td>
<td>Akiko</td>
<td></td>
<td>portion pack/1 ea</td>
<td>300</td>
<td>300</td>
<td>290</td>
<td>5</td>
<td>10</td>
<td>10 each</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lowfat Ranch Dressing</td>
<td>Akiko</td>
<td></td>
<td>portion pack/1 ea</td>
<td>300</td>
<td>300</td>
<td>300</td>
<td>10</td>
<td>40</td>
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</tbody>
</table>

Menu

- Salisbury Steak & WW Roll
- or- Chicken Nuggets, BBQ Sauce
- Baked Potato -or- Fresh Veggies
- Lowfat Ranch Dressing
- Cherry Cobbler
- Milk, Variety

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
### 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:    | ______________________________________________________________________ |
| Date:             | ______________________________________________________________________ |
| Time Slot:        | ______________________________________________________________________ |
| Location:         | ______________________________________________________________________ |
| Length of Event (hrs/min): | ______________________________________________________________________ |
| Trainer's Code:   | ______________________________________________________________________ |

**Attendee Status:**
- District director
- State agency staff
- Major city director
- Site-level manager
- Educator
- Private consultant/trainer
- Foodservice assistant
- 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).

<table>
<thead>
<tr>
<th>Reaction to this Session</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The session objectives were clearly presented.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2. The session objectives were achieved.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3. I can apply what I learned in this session to my job.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>4. Attending the session increased my skill on the topic.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>5. Attending the session increased my knowledge on the topic.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>6. I would recommend this session to others.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>7. Overall, the session met or exceeded my expectations.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

### Comments about this Session

**The information I found MOST useful was:**

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

**Please share any additional comments:**

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

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National Food Service Management Institute - The University of Mississippi

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No Time To Train – Short Lessons for School Nutrition Assistants

Food Production Records – Why?

11