



No Time To Train

Short Lessons for School Nutrition Assistants

Food Production Records – Who and When?

Lesson Overview

Lesson Participants: School Nutrition Assistants/Technicians

Type of Lesson: Short face-to-face training session

Time Needed to Conduct the Lesson: 20 minutes

Lesson Description: This lesson explains the importance of using food production records. The instructor will discuss the food production record and the information it includes. The activity is used to introduce who should assist in completing the food production record and when the food production record is to be completed. 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 who should participate in completing the food production record.
2. Discuss when the ideal times are for completing the food production record.

Get Ready to Train

Note: This lesson is one of three lessons on food production records. This lesson should be taught following the lesson on **Food Production Records – What and Where?**

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 an instructor's 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 the tasks as they are completed.

Done <input checked="" type="checkbox"/>	Lesson Tasks
	<p>Gather Materials</p> <p>Materials Needed:</p>
<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: Who and When? (one for each participant)
<input type="checkbox"/>	<ul style="list-style-type: none"> • Handout 3: Who and When with Suggested Answers (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)
	<p>Prepare for Lesson</p> <p>Before the Training:</p>
<input type="checkbox"/>	<ul style="list-style-type: none"> • Make copies of Handouts 1, 2, and 3 (one for each participant).
<input type="checkbox"/>	<ul style="list-style-type: none"> • Make copies of Session Evaluation form (one for each participant).
	<p>On Training Day:</p>
<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).
	<p>On the Instructor’s Table:</p>
<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: Who and When?
<input type="checkbox"/>	<ul style="list-style-type: none"> • Handout 3: Who and When with Suggested Answers
<input type="checkbox"/>	<ul style="list-style-type: none"> • Session Evaluation forms

Lesson at a Glance
(20 minutes)

Time	Topic	Task	Materials
2 minutes	Introduction and Overview	Instructor defines production records for menu planning.	Instructor's Script
7 minutes	Objective 1: Identify who should participate in completing the food production record. Objective 2: Identify when the ideal times are for completing the food production record.	Introduce and distribute an example of the school district food production record or use Handout 1. Distribute Handout 2. Participants complete the activity on Handout 2, discuss the activity, and use Handout 3 to check their answer.	Handout 1: Production Record for Food-Based Menu Planning Handout 2: Who and When?
6 minutes		Distribute Handout 3. Instructor leads a discussion on the activity completed.	Handout 3: Who and When with Suggested Answers.
3 minutes	Wrap up and Review	Instructor reinforces lesson and encourages participants to ask questions and 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. (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. (2007 January). *The road to SMI success-a guide for school foodservice directors*. Retrieved September, 25, 2008, from <http://www.fns.usda.gov/tn/Resources/roadtosuccess.html>



Instructor's Script



SAY:

Today we are going to discuss the persons (who) and the times (when) to complete the food production records for menu planning. Food production records are required for all menu options. The formats can be different.

Because staff members are assigned different tasks in the process of planning and serving meals, it can be difficult for one person to be responsible for completing the food production record. That is why it is a good idea to assign recordkeeping responsibilities to different members of the kitchen staff.

Recordkeeping assignments that reflect the actual work performed by a particular person will ease the process of ensuring that the food production records are complete and accurate. This eliminates the burden of one person trying to collect all the needed information from others.

Let's look at a sample food production record that is being used in menu planning.



DO:

Use the school district sample or distribute **Handout 1: Production Record for Food-Based Menu Planning**.



SAY:

Our goal is to identify **who** should participate in completing the food production record and **when** those individuals should record the information for which they are responsible on the food production record. Using **Handout 1**, let's identify the assigned persons and when those persons should record the necessary information.

1. The **menu planner**, a dietitian or food service director, plans the menu planning system and cycle menus far in advance, before the menu is distributed to the individual kitchens. Take a look at **Handout 1**. The menu planner is responsible for recording the appropriate information in the **Food Item Used and Form** column, the **Recipe or Product** column, the **Grade Group** column, and the **Portion Size** column.

The menu planner completes their portion of the food production record prior to distributing the record to individual kitchens.

2. The **kitchen manager** needs a food production record from the menu planner for menu planning before he or she can make food production staff assignments. Look again at our sample food production record. The kitchen manager assigns each food item for preparing to a technician and completes the **Person Responsible** column. The manager forecasts the **Student Projected Servings** and the **Total Projected Servings** and fills in the appropriate columns on the food production record. The kitchen manager keeps the historical records that are used for forecasting the next time the menu is served. In addition, the kitchen manager has to date and sign the

daily production record at the end of meal service.

3. The **food nutrition assistants/technicians** can record the information on the second part of the food production record after the meal has been served to customers. The staff can complete the **Amount of Food Used** column, the **Student Servings** column, the **À la Carte Servings** column, the **Adult Servings** column, and the **Leftovers** column.

It is very important that the entire production record is completed at the end of the day that the meal is served. Accuracy fades as time extends. It is easiest to remember what was done on the day of service.

To reinforce what we have learned, let's do an activity. We are going to identify recordkeeping assignments that reflect the actual work performed by assigned persons (**who**) and at what time information needs to be recorded on a food production record (**when**). Know that some information can be recorded ahead of time, but the menu production record for the meal each day needs to be completed at the end of service.



ASK:

Ask participants to divide into small groups of 2 or 3.



DO:

Distribute **Handout 2: Who and When?**



SAY:

Look at **Handout 2** and read the description in center column - **Information to be Recorded**. In the left column, the **Who** column, write in the person you believe should be responsible for recording the information on the food production record. Then on the right column, the **When** column, write in when you think that information should be recorded.



ACTIVITY:

Participants will take a few minutes in their groups to complete **Handout 2**.



DO:

Allow a few minutes to complete the activity.



ASK:

Ask participants to share their answers.



LISTEN:

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

**SAY:**

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

**DO:**

Distribute **Handout 3: Who and When with Suggested Answers**.

**SAY:**

Let's take a few minutes and review what we've just learned.

The task of completing the food production record can be divided among the menu planner, the kitchen manager, and food nutrition assistants/technicians to ensure it is complete and accurate. All the information has a specific time that it should be recorded. The first part of the food production record is completed by the menu planner before the menu is distributed to the individual kitchens. The kitchen manager completes his or her part before food production takes place. Food nutrition assistants/technicians can complete their portion of the food production record during and after the food production service is performed.

It is important to remember that all of the required information must be in the correct columns in order for the food production record to be complete and useful. Kitchen managers will use the data food production records provide to forecast information needed for food production in the future. Federal reimbursement can be affected if information is missing or inaccurate from the meals served and claimed. Federal guidelines require that the daily food production records be kept on file 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 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	½ c FRUIT
	½ 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 76¼ 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 ½ lb ½ lb ½ 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

Source: 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



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Food Production Records-Who and When?

Handout 2: Who and When?

The goal of this activity is to identify **who** is responsible for completing certain parts of the food production record and **when** they should record the information for which they are responsible. Remember that recordkeeping assignments that reflect the actual work performed by a particular person will ease the process of ensuring that the food production records are complete and accurate. Know that information can be recorded ahead of time, but the menu production record for the meal each day needs to be **completed at the end of service**. The questions asked should be:

Who are the assigned persons needed for recordkeeping? Choices:

- (a) Menu Planner
- (b) Kitchen Manager
- (c) Food Nutrition Assistants/Technicians

When should the information be recorded? Choices:

- (d) During and after the food production and service
- (e) Before food production
- (f) Before the menu is distributed to individual kitchens

Directions:

Read the information described in the center column (**Information to be Recorded**). Using the choices above, on the left column (**Who**) write in the person that you believe should be responsible for recording this information on the food production record. Then, on the right column (**When**), write in when you think that information should be recorded. When asked, be able to explain your answer.

Who	Information to be Recorded	When
1.	This person records the Food Item Used and Form, Recipe or Product, Grade Group, and Portion Size for the purpose of communicating consistent information.	4.
2.	This person records information on the Amount of Food Used (in purchase units, for example: lb, No. 10 cans, cases, qt, etc.); Student Servings, À La Carte Servings, Adult Servings; and Leftovers (or Shortages).	5.
3.	This person assigns each food item to an assistant and records in the Person Responsible column and forecasts the Student Projected Servings column and Total Projected Servings column.	6.

Handout 3: Who and When with Suggested Answers

The goal of this activity is to identify **who** is responsible for completing certain parts of the food production record and **when** they should record the information for which they are responsible. Remember that recordkeeping assignments that reflect the actual work performed by a particular person will ease the process of ensuring that the food production records are complete and accurate. Know that information can be recorded ahead of time, but the menu production record for the meal each day needs to be completed at the end of service. The questions asked should be:

Who are the assigned persons needed for recordkeeping? Choices:

- (a) Menu Planner
- (b) Kitchen Manager
- (c) Food Nutrition Assistants/Technicians

When should the information be recorded? Choices:

- (d) During and after the food production and service
- (e) Before food production
- (f) Before the menu is distributed to individual kitchens

Directions:

Read the information described in the center column (**Information to be Recorded**). Using the choices above, on the left column (**Who**) write in the person that you believe should be responsible for recording this information on the food production record. Then, on the right column (**When**), write in when you think that information should be recorded. When asked, be able to explain your answer.

Who	Information to be Recorded	When
1. (a) Menu Planner	This person records the Food Item Used and Form, Recipe or Product, Grade Group, and Portion Size for the purpose of communicating consistent information.	4. (f) Before the menu is distributed to individual kitchens
2. (c) Food Service Assistant/Technician	This person records information on the Amount of Food Used (in purchase units, for example: lb, No. 10 cans, cases, qt, etc.); Student Servings, À La Carte Servings, Adult Servings; and Leftovers (or Shortages).	5. (d) During and after the food production and service
3. (b) Kitchen Manager	This person assigns each food item to an assistant and records in the Person Responsible column and forecasts the Student Projected Servings column and Total Projected Servings column.	6. (e) Before food production



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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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