Protecting Quality Through the Flow of Food

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: In this lesson, school nutrition assistants/technicians will identify procedures for protecting food quality. The activity uses a flow of food path through a foodservice system and corresponding procedures to ensure quality food. 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. Discuss food quality.
2. Identify possible processes with time and temperature that protect food quality.

Get Ready to Train

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, an instructor’s script and handouts. 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—for delivering 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>Gather Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials Needed:</td>
</tr>
<tr>
<td>☐   • Instructor’s Script</td>
</tr>
<tr>
<td>☐   • Handout 1: Flow of Food Through a Foodservice System</td>
</tr>
<tr>
<td>☐   • Handout 2: Flow of Food Through a Foodservice System (Answers)</td>
</tr>
<tr>
<td>☐   • Pencils (one for each participant)</td>
</tr>
<tr>
<td>☐   • Session Evaluation form (one for each participant)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prepare for Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before the Training:</td>
</tr>
<tr>
<td>☐   • Make copies of Handout 1: Flow of Food Through a Foodservice System (one for each participant).</td>
</tr>
<tr>
<td>☐   • Make copies of Handout 2: Flow of Food Through a Foodservice System (Answers) (one for each participant).</td>
</tr>
<tr>
<td>☐   • Make copies of Session Evaluation form (one for each participant).</td>
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<tr>
<td>On Training Day:</td>
</tr>
<tr>
<td>☐   • Place pencils on tables (one for each participant).</td>
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<tr>
<td>☐   • Distribute Handouts 1 and 2.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>On the Instructor’s Table:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐   • Instructor’s Script</td>
</tr>
<tr>
<td>☐   • Handout 1: Flow of Food Through a Foodservice System</td>
</tr>
<tr>
<td>☐   • Handout 2: Flow of Food Through a Foodservice System (Answers)</td>
</tr>
<tr>
<td>☐   • Session Evaluation forms</td>
</tr>
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</table>
Lesson at a Glance
(20 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 introduces the topic of food quality and the flow of food through the kitchen.</td>
<td>Instructor’s Script</td>
</tr>
<tr>
<td>12 minutes</td>
<td>Objective 1: Discuss food quality.</td>
<td>Participants complete a process of a foodservice system path with a corresponding term identification activity.</td>
<td>Handout 1: Flow of Food Through a Foodservice System</td>
</tr>
<tr>
<td></td>
<td>Objective 2: Identify possible processes with time and temperature that protect food quality.</td>
<td>Handout 1.</td>
<td></td>
</tr>
<tr>
<td>5 minutes</td>
<td>Wrap Up and Review</td>
<td>Handout 2: Instructor leads discussion of the participants’ answers.</td>
<td>Handout 2: Flow of Food Through a Foodservice System (Answers)</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>

Reference:


Instructor’s Script

ASK:
When I say “high-quality food” what comes to mind?

LISTEN:
Ask for and listen to responses.

SAY:
This is a difficult question to answer because all of us have different foods we like for different reasons. We have a very wide range of foods available to us and each of those foods has different characteristics that define its quality. When we speak of high-quality food, we are referring to those characteristics that an individual food has that make it most desirable.

In our school nutrition program, the buyer must purchase high-quality foods. Poor-quality food cannot be improved through preparation. However, high-quality food can quickly become poor-quality food through a combination of factors including temperature, time, and mishandling.

It is important to understand that quality may be compromised long before the menu item is actually prepared for service. Every food we serve takes a potentially dangerous journey through the kitchen starting at the receiving dock and ending on the customer’s plate.

As a school nutrition assistant, you have a high level of control over the quality of the food you serve our customers. You can identify the potential dangers and protect each food to its safe destination and purpose: providing wholesome, flavorful, attractive, and nutritious meals to students.

DO:
Distribute Handout 1: Flow of Food Through a Foodservice System

SAY:
Let’s look at Handout 1: Flow of Food Through a Foodservice System
It is important to understand the flow of food through a foodservice system in order to determine the system that will best protect the quality and wholesomeness of the food. This diagram shows the ten possible processes for the flow of food through a foodservice system. The diagram shows a path from menu planning, purchasing, receiving, storing, preparing, cooking, holding, serving, cooling, and reheating that food follows in a foodservice system.

For the purpose of this activity, we will start with the receiving process of food at the school where the school nutrition assistants accepts the food. Prior to food arriving at the receiving dock, menus were planned and foods were purchased (usually by school nutrition administrators). Great care was taken to secure affordable, high-quality foods for students.
Let’s review the activity for identifying possible processes for protecting high-quality foods. The job of the school nutrition assistants/technicians is to protect (or safeguard) the quality of the food starting with receiving.

Let’s use this diagram as we do a matching activity together. Working in your small groups complete the activity by matching the time and temperature processes on the right to the terms from the Flow of the Food diagram on the left. The procedures described in this activity are practices that can help maintain food quality.

Organize the participants into small working groups. Allow 5-7 minutes for the groups to complete the activity.

Participants will complete Handout 1: Flow of Food Through a Food Service System.

Do you have any questions about the processes involved in the flow of food through a foodservice system? Acknowledge and discuss individual responses.

Listen to individual responses.

Distribute Handout 2: Flow of Food Through a Foodservice System (Answers).

Use Handout 2: Flow of Food Through a Foodservice System (Answers) to check your answers. This handout may be used as a reference.

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.

Distribute the Session Evaluation form.

Thank you for participating in the lesson today. Please take a couple of minutes to complete the Session Evaluation form. Thank you for your input.
Handout 1: Flow of Food Through a Foodservice System

Use the Flow of Food diagram starting with receiving through storing, preparing, cooking, holding, serving, cooling, and reheating that food follows in a foodservice system. School nutrition assistants/technicians have a high level of control over the quality of the food starting with receiving as you serve your customers.

Instructions: Match the eight terms on the left with the corresponding procedures on the right.

1. ___ Reheating
   a. Temperature of foods delivered to a foodservice operation is important for quality and safety. Refrigerated foods should be 41 °F or below and frozen foods should show no sign of thawing and refreezing. Accept or reject refrigerated, frozen, or dry food deliveries at the receiving area.

2. ___ Serving
   b. Food is a perishable product so it is important to store it at the appropriate temperature for an appropriate time. Dry storage areas should be maintained at 50–70 °F, refrigerated storage areas should be maintained at 41 °F or below, and frozen storage areas should be maintained at 0 °F– -10 °F.

3. ___ Cooking
   c. Keep foods refrigerated until it is time to begin preparation. When possible, take out only a small amount at a time as needed during preparation.
4. ***Cooling***

**d.** The appropriate temperature for cooking foods is based on temperatures that will kill bacteria associated with that specific food. Always follow the standardized recipe precisely. Use calibrated cooking equipment. Many foods should be cooked in batches or just-in-time. Use quality scorecards to evaluate food quality standards.

5. ***Preparing***

**e.** According to the *FDA Food Code*, all hot foods must be maintained at 135 °F or above. All cold foods must be maintained at 41 °F or below. When temperatures of food are above 41 °F or below 135 °F, they are in the temperature danger zone—temperatures at which bacteria grow rapidly. In addition to food safety concerns, extended holding of high-quality products can rob them of flavor, texture, color, and shape.

6. ***Holding***

**f.** The presentation of food is important because we eat with our five senses: sight, smell, taste, touch, and sound. Temperature is especially important because serving food at the proper temperature not only enhances the quality of the product but can also reduce the possibility of a foodborne illness.

7. ***Storing***

**g.** Food has to go through the temperature danger zone (41 °F–135 °F) during the cooling process. Bacteria grow rapidly in the temperature danger zone, so the time that food spends at these temperatures has to be minimized to limit bacterial growth. Important cooling temperatures and times include the following:

1. Hot food must be cooled from 135 °F to 70 °F within 2 hours, and then the hot food must be cooled from 70 °F to 41 °F in an additional 4 hours.
2. Foods prepared at room temperature (70 °F) must be cooled to 41 °F within 4 hours.

8. ***Receiving***

**h.** According to the *FDA Food Code*, all leftover foods or precooked, processed foods that have been previously cooled or leftover food as an ingredient must be reheated to 165 °F for 15 seconds within 2 hours.
Handout 1: Flow of Food Through a Foodservice System Activity (Answers)

Use the Flow of Food diagram starting with receiving through storing, preparing, cooking, holding, serving, cooling, and reheating that food follows in a foodservice system. School nutrition assistants/technicians have a high level of control over the quality of the food starting with receiving as you serve your customers.

**Instructions:** Match the eight terms on the left with the corresponding procedures on the right.

1. _____ Reheating  
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3. _____ Cooking  
   c. Keep foods refrigerated until it is time to begin preparation. When possible, take out only a small amount at a time as needed during preparation.
4. **g** Cooling  
   d. The appropriate temperature for cooking foods is based on temperatures that will kill bacteria associated with that specific food. Always follow the standardized recipe precisely. Use calibrated cooking equipment. Many foods should be cooked in batches or just-in-time. Use quality scorecards to evaluate food quality standards.

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   f. The presentation of food is important because we eat with our five senses: sight, smell, taste, touch, and sound. Temperature is especially important because serving food at the proper temperature not only enhances the quality of the product but can also reduce the possibility of a foodborne illness.

7. **b** Storing  
   g. Food has to go through the temperature danger zone (41 °F–135 °F) during the cooling process. Bacteria grow rapidly in the temperature danger zone, so the time that food spends at these temperatures has to be minimized to limit bacterial growth. Important cooling temperatures and times include the following:
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8. **a** Receiving  
   h. According to the *FDA Food Code*, all leftover foods or precooked, processed foods that have been previously cooled or leftover food as an ingredient must be reheated to 165 °F for 15 seconds within 2 hours.
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): ____________

Attending Status:  ○ District director  ○ Major city director  ○ Private consultant/trainer
  ○ State agency staff  ○ Site-level manager  ○ Foodservice assistant
  ○ Educator  ○ 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>Statement</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: _________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

National Food Service Management Institute - The University of Mississippi