



No Time To Train

Short Lessons for School Nutrition Assistants

How Foods Are Portioned

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 how various foods are portioned for service. The activity is used to determine how some foods are portioned in one or more common portioning units for service. 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. Determine how various foods may be portioned for serving
2. Discuss how foods are portioned

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, 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 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: Determine How Various Foods Are Portioned
<input type="checkbox"/>	<ul style="list-style-type: none"> • Handout 2: Determine How Various Foods Are Portioned with Suggested Answers
<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 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).
	<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 Handout 1 (one for each participant).
<input type="checkbox"/>	<ul style="list-style-type: none"> • Distribute Handout 2 after the activity (one for 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: Determine How Various Foods Are Portioned
<input type="checkbox"/>	<ul style="list-style-type: none"> • Handout 2: Determine How Various Foods Are Portioned 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
6 minutes	Introduction and Overview	Instructor introduces the topic.	Instructor's Script
8 minutes	Objective 1: Determine how various foods may be portioned for serving. Objective 2: Discuss how foods are portioned.	Distribute Handout 1. Instructor leads a discussion of how foods are portioned with common portioning units. Participants complete activity. Distribute Handout 2. Instructor leads a discussion on the activity completed.	Handout 1: Determine How Various Foods Are Portioned Handout 2: Determine How Various Foods Are Portioned with Suggested Answers
4 minutes	Wrap up and Review	Volunteers share their answers in a group discussion.	
2 minutes	Session Evaluation	Conduct a short evaluation of the lesson.	Session Evaluation form

References:

National Food Service Management Institute, & U. S. Department of Agriculture, Food and Nutrition Service. (2005). *Food buying guide for child nutrition program instructor manual*. University, MS: Author.

U. S. Department of Agriculture, Food and Nutrition Service. (2007 January). *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 and 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 and Nutrition Service. (2008). *Food buying guide for child nutrition programs*. Retrieved September 26, 2008, from <http://www.fns.usda.gov/tn/Resources/foodbuyingguide.html>

Instructor's Script



SAY:

Today we're going to talk about how various foods are portioned to be served. The common portioning units used to purchase foods are determined by **count**, **volume measure**, or **weight**. Depending on the food product, one or more common portioning units can be used.



DO:

Organize the participants into small working groups. Distribute **Handout 1: Determine How Various Foods Are Portioned**.



SAY:

Let's look at **Handout 1: Determine How Various Foods Are Portioned**.

On the left column there is a list of foods that we commonly serve our students. The next three columns are common portioning units of foods. The last column has purchased-prepared food products or "scratch food products" where you may find common portioning units, CN Label, Product Analysis, or Standardized Recipe. Some of the **food items may have two answers**.

Before we start the exercise, let's review the common portioning units on **Handout 1** column headings.

Counted: Any food that is in uniform pieces that can be weighed or measured to identify the number of pieces that make one serving. The portioning may be done by counting, assuming the size of the pieces are uniform—for example, fish sticks, chicken nuggets, or potato rounds.

Volume Measured: Food items that are volume measured are fruits or vegetables. However, if the items are fairly consistent in size and each contains a consistent number of pieces, the portion may be measured by counting. For example, fruits and vegetables that might be counted are canned fruit halves, fresh cherries, or celery sticks, assuming the size of the pieces are uniform.

Weighted: Meat/meat alternates (M/MA) are portioned by weighing the raw ingredient(s); all grains/breads (G/B) servings are calculated based on portion weight. Some menu items contribute to the meat/meat alternate component of the meal and the contributing ingredient is weighed; however, there are other ingredients in the product that may also be counted as a meal component—for example, meatloaf.

Therefore, rely on the Child Nutrition (CN) label, product analysis, or standardized recipes to determine how much and how to portion the food.

The **CN label** for purchased-prepared food products provides food manufacturers the

option to include a standardized food crediting statement on their product label and the common portioning units. Labels must be approved by USDA prior to use and manufacturers must have quality control procedures and inspection oversight that meet the Food Nutrition Service requirements. The products that contribute to the M/MA component of the meal pattern requirements are stated in the label. If purchased-prepared food products are not in the CN label volunteer program, the manufacturer must produce a **product analysis** for M/MA products in the USDA School Meal Program. Portioning information will be stated in the product analysis.

A **standardized recipe** is a recipe that has been tested in the school facility using the same ingredients, equipment, and preparation methods that will provide an established yield (common portioning units) and a consistent quality product.



ACTIVITY:

Participants will complete **Handout 1: Determine How Various Foods Are Portioned.**



SAY:

Let's do **Handout 1: Determine How Various Foods Are Portioned.**

Let's look at the exercise that we have to determine how the various foods are portioned.

Working in groups of 2-3 participants, determine how each item should be portioned. Put an "X" in the appropriate column(s). Remember some food items may have two answers.

Let's take 8 minutes to complete this exercise.



DO:

Once the participants have finished their small group work, bring them together again as a class.



ASK:

Ask volunteers to share their answers to **Handout 1: Determine How Various Foods Are Portioned.**



LISTEN:

Listen to answers and discuss any that vary from the **Handout 1: Determine How Various Foods Are Portioned.**



SAY:

Let's be sure you have the correct answers on **Handout 1.** Use **Handout 2: Determine How Various Foods Are Portioned With Suggested Answers** to verify your answers are correct.



ASK:

Do you have any comments about determining how foods are portioned?



LISTEN:

Listen to 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.



SAY:

This lesson explains how various foods are portioned for service. The exercise is used to determine how some foods are portioned in one or more common portioning units for service.



DO:

Distribute the Session Evaluation form.



SAY:

Thank you for participating in the lesson today. Please take a few minutes to complete the Session Evaluation form. Thank you for your input.

Handout 1: Determine How Various Foods Are Portioned

In the column labeled **Food**, there is a list of foods that we serve in our cafeteria. **Counted**, **Volume Measured**, and **Weighed** are all methods used in portioning. As you know, you can also use the portioning information you find on a CN Label, Product Analysis or Standardized Recipe.

Working in a small group, place an “**X**” in the appropriate column(s) to show how each food item should be portioned. Some items may have **two answers**.

Food	Counted	Volume Measured	Weighed	CN Label, Product Analysis, or Standardized Recipe
Meat loaf				
Cooked carrots				
Meat balls				
Whipped potatoes				
Grapes				
Breaded beef sticks				
Spaghetti sauce				
Raw baby carrots				
Raw spinach				
Turkey				
Cooked ham, water added				
Bread sticks				
Milk				
Frozen cooked beef patty				
Spaghetti, plain				
Whole wheat bread slice				
Green beans				
Whole fresh strawberries				
Corn dog				
Sandwich roll				
Banana				
Pancake				
Cornbread				
Beef stew				
Purchased-prepared burrito				
Hotdog				
Tomato soup				
Chicken noodle soup				

Handout 2: Determine How Various Foods Are Portioned with Suggested Answers

Food	Counted	Volume Measured	Weighed	CN Label, Product Analysis, or Standardized Recipe
Meat loaf*			X	X
Cooked carrots		X		
Meat balls	X			X
Whipped potatoes		X		
Grapes**	X	X		
Breaded beef sticks*	X			X
Spaghetti sauce*		X		X
Raw baby carrots**	X	X		
Raw spinach		X		
Turkey			X	
Cooked ham, water added			X	
Bread sticks			X	
Milk		X		
Frozen cooked beef patty*	X			X
Spaghetti, plain		X		
Whole wheat bread slice			X	
Green beans		X		
Whole fresh strawberries**	X	X		
Corn dog*	X			X
Sandwich roll			X	
Banana**	X	X		
Pancake			X	
Cornbread			X	
Beef stew*		X		X
Purchased-prepared burrito*	X			X
Hot dog			X	
Tomato soup		X		
Chicken noodle soup*		X		X

* These menu items contribute to the meat/meat alternate component of the meal and the contributing ingredient is weighed; however, there are other ingredients in the product. Therefore, rely on the CN label, product analysis or standardized recipe to determine how much and how to portion the food. Depending on the product, it could be portioned by counting, volume measuring, or weighing.

** These menu items contribute to the fruit or vegetable component. Fruit or vegetable menu items are always volume measured. However, if the items are fairly consistent in size, it is possible to measure a serving several times; if each contains a consistent number of pieces, they may be counted to be portioned.



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 style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/>
<p>Please share any additional comments:</p> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/>

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