

WHAT'S FOR LUNCH INSTRUCTOR TRAINING AGENDA

WORKSHOP OBJECTIVES:

As a result of this training participants will:

1. understand the meal pattern requirements for lunch including the five meal pattern components, serving sizes and specific crediting criteria;
2. identify noncreditable foods, i.e., foods that do not contribute to the meal pattern;
3. identify the dietary specifications (nutrition standards) that school lunches must meet and resources to help to implement them;
4. understand how to implement Offer versus Serve (OVS) and identify reimbursable meals; and
5. increase confidence in their ability to provide staff training and communicate information about the NSLP meal pattern requirements to food service colleagues, school staff, students and families.

WORKSHOP LENGTH: 3 hours and 15 minutes

Minutes	Who	Activity/Content	Link to Objectives	Materials	Slide Numbers	Notes
OPENERS						
6		<ul style="list-style-type: none"> • Welcome and presenter introductions • Inclusion Activity – Stand Up • Objectives/Agenda • Group Learning Expectations • Brief overview of participant handout packet (see list of handouts in “Binder Contents” in Section 1 of Instructor Guide). 	NA	<ul style="list-style-type: none"> • Sign-in form, name tags and pens • Flip chart paper and markers • Parking lot (fruit basket) on flip chart paper posted on wall • Group learning expectations on flip chart paper posted on wall • Sticky notes on tables • Handout packets (see section 4 of Instructor Guide) • Evaluations • Certificates • USDA sample PFS • Inclusion Activity Instructions 	1-3	<ul style="list-style-type: none"> • Room Set-up <ol style="list-style-type: none"> 1. Participant handout packets placed at each table 2. One set of USDA sample PFS on each table. 3. Music playing as participants enter (use Pandora). 4. Registration table with sign-in and name tags – make sure all participants sign in. 5. Put numbers 1 through 3 on name tags for activity 4: Menu Planning (Worksheet 4). 6. Parking lot and learning expectations posted on wall. 7. Posters of MyPlate posted on wall. • Additional copies of 7-day meal patterns for RCCIs. • Be familiar with all participant handouts (section 4 of the Instructor Manual) and review all instructor resources (section 6 of the Instructor Manual). • Emphasize that the “Resources for School Meals” handout includes a list of key Web sites and resources for the National School Lunch Program (NSLP) and School Breakfast Program (SBP). Mention that the bolded resources are key resources for schools to use.
5		<ul style="list-style-type: none"> • Background on USDA meal pattern requirements 	1		4-5	

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Minutes	Who	Activity/Content	Link to Objectives	Materials	Slide Numbers	Notes
OVERVIEW OF MEAL PATTERN						
10		<ul style="list-style-type: none"> Activity: Test Your Lunch Meal Pattern IQ (assessment of current knowledge) 	1-5	<ul style="list-style-type: none"> Flip chart paper with the following titles: <ul style="list-style-type: none"> Group 1: Milk and Noncreditable Foods at Lunch Group 2: Meat/Meat Alternates at Lunch Group 3: Fruits at Lunch Group 4: Vegetables at Lunch Group 5: Grains at Lunch Group 6: Dietary Specifications (Nutrition Standards) at Lunch Markers 	6	Instructions: Write the group number and topic on chart paper (Group 1 Milk and Noncreditable Foods, Group 2 Meat/Meat Alternates, Group 3 Fruits, Group 4 Vegetables, Group 5 Grains and Group 6 Dietary Specifications). Post each paper in different sections of the room. Have markers available in each section. Divide participants into six groups by counting off by sixes. Each group goes to the corner with their flip chart paper. Ask participants to leave all their handouts on the table. As a group, participants have 5 minutes to identify everything they know about their topic. The person with the brightest color top is the recorder and writes all information on chart paper. The person with the longest hair is the reporter. When the chimes ring, time is done and each group brings their list to post next to each other in the front of room or a visible location that all participants can see. Everyone sits back down at their original table. At the beginning of each section, ask the group reporter to present their information then share the slides that apply to that section.
5		<ul style="list-style-type: none"> Overview of Meal Pattern 	1, 5	<ul style="list-style-type: none"> Meal pattern handout 	7-16	Five-day meal pattern is in handout packet. Have extra copies of seven-day meal pattern handout as needed to RCCIs. RCCIs will be identified during the inclusion activity at beginning of workshop.
MILK COMPONENT						
3		<ul style="list-style-type: none"> Ask Group 1 to report on the milk component 	1, 5	<ul style="list-style-type: none"> Group 1's completed list on chart paper. 	17	
4		<ul style="list-style-type: none"> Review milk component slides 	1, 5		18-20	Use slides to briefly confirm correct information that the group identified about milk and share any information that was not included in the group's list. Do not spend any time on information that has already been discussed.

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Running Total: 33 minutes

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Minutes	Who	Activity/Content	Link to Objectives	Materials	Slide Numbers	Notes
MEAT/MEAT ALTERNATES COMPONENT						
3		<ul style="list-style-type: none"> Ask Group 2 to report on the meat/meat alternates component 	1, 5	<ul style="list-style-type: none"> Completed list on chart paper. 	21	
5		<ul style="list-style-type: none"> Child Nutrition (CN) Label and Product Formulation Statement (PFS) 	1, 2, 5		22-25	Have copy of USDA PFS on tables. Point out examples to participants.
8		<ul style="list-style-type: none"> Meat/Meat Alternates <ul style="list-style-type: none"> Requirements Binders/Extenders Serving Sizes 	1, 5		26-38	Use slides to briefly confirm correct information that the group identified about meat/meat alternates as grain substitutions and share any information that was not included in the group's list. Do not spend any time on information that has already been discussed.
FRUITS COMPONENT						
3		<ul style="list-style-type: none"> Ask Group 3 to report on the fruits component 	1, 5	<ul style="list-style-type: none"> Group 3's completed list on chart paper. 	39	
7		<ul style="list-style-type: none"> Review fruits component slides <ul style="list-style-type: none"> Serving Sizes Crediting Considerations (pureed fruit, fruit juice, smoothies) 	1, 5		40-56	Use slides to briefly confirm correct information that the group identified about fruits and share any information that was not included in the group's list. Do not spend any time on information that has already been discussed.
3		<ul style="list-style-type: none"> Knowledge Check Activity 1: Menu Planning Quiz for Fruits and Vegetables (Worksheet 1) 	1, 5	<ul style="list-style-type: none"> Worksheet 1 – Menu Planning Quiz for Fruits at Breakfast 	57-64	Instructions: Do this activity with all participants together as one large group. Have participants take out worksheet 1 – Menu Planning Quiz for Fruits and Vegetables. For each ½-cup serving listed, participants will indicate whether it counts as ½ cup of fruit. After they have answered, click to bring in the answer on the slide. Refer to answer key for worksheet 1.

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Minutes	Who	Activity/Content	Link to Objectives	Materials	Slide Numbers	Notes
VEGETABLES COMPONENT						
3		<ul style="list-style-type: none"> Ask Group 4 to report on the vegetables component 	1, 5	<ul style="list-style-type: none"> Group 4's completed list on chart paper. 	65	
5		<ul style="list-style-type: none"> Review vegetables component slides <ul style="list-style-type: none"> Serving Sizes Vegetable Subgroups Additional Vegetables 	1, 5		66-84	Use slides to briefly confirm correct information that the group identified about vegetables and share any information that was not included in the group's list. Do not spend any time on information that has already been discussed.
5		<ul style="list-style-type: none"> Activity 2 – Vegetable Subgroup Substitutions (Worksheet 2) 	1, 5	<ul style="list-style-type: none"> Worksheet 2 – Vegetable Subgroup Substitutions 	85	Instructions: Take out worksheet 2 – Vegetable Subgroup Substitutions. Divide participants into six groups (count off by sixes). Assign two vegetables to each group: group 1 has 1 and 2; group 2 has 3 and 4, and so on. Ask participants not to refer to the Vegetable Subgroups handout during the activity. They can use it when we check their answers. Give groups 4 minutes to identify the vegetable subgroup and list two vegetable substitutions. When the groups are done, have each group report their answers and discuss (no more than 6 minutes). The shortest person is the reporter. If time is short, have people stay in table groups or do the activity together as one large group.
8		<ul style="list-style-type: none"> Review (continued) <ul style="list-style-type: none"> Subgroup Menus Crediting Considerations (mixed vegetables, soups, pureed vegetables, vegetable juice) 	1, 5		86-88 89-100	Use slides to briefly confirm correct information that the group identified about fruits (do not spend any time on information that has already been discussed) and share any information that was not included in the group's list.
3		<ul style="list-style-type: none"> Knowledge Check Activity 3: Menu Planning Quiz for Vegetables (Worksheet 1) Resources 	1, 5	<ul style="list-style-type: none"> Worksheet 1 – Menu Planning Quiz for Fruits and Vegetables 	101-108 109-110	Instructions: Do this activity with all participants together as one large group. Have participants take out worksheet 1 – Menu Planning Quiz for Fruits and Vegetables. For each ½-cup serving listed, participants will indicate whether it counts as ½ cup of vegetables. After they have answered, click to bring in the answer on the slide. Refer to answer key for worksheet 1.

Page Total: 24 minutes

Running Total: 86 minutes

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Minutes	Who	Activity/Content	Link to Objectives	Materials	Slide Numbers	Notes
BREAK						
10		<ul style="list-style-type: none"> BREAK 	NA	NA	NA	Adjust timing of break as needed so it about half way through the workshop
GRAINS COMPONENT						
3		<ul style="list-style-type: none"> Ask Group 5 to report on the grains component 	1, 5	<ul style="list-style-type: none"> Completed list on chart paper. 	111	
10		<ul style="list-style-type: none"> Review grains component slides Grains – WGR Requirement 	1, 5	<ul style="list-style-type: none"> WGR Criteria handout 	112-125	Use slides to briefly confirm correct information that the group identified about grains and share any information that was not included in the group's list. Do not spend any time on information that has already been discussed. Emphasize two important resources that contain this information are handouts in their packet: WGR Criteria and Grains Calculations
3		<ul style="list-style-type: none"> Grains – Enriched Requirement 	1, 5		126-128	
12		<ul style="list-style-type: none"> Grains – Noncreditable Limit Requirement Exemptions for Noncreditable grains Crediting considerations (deserts, breaded products, enriched pasta) 	1, 5		129-134 135-138 139-142	

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Running Total: 124 minutes

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Minutes	Who	Activity/Content	Link to Objectives	Materials	Slide Numbers	Notes
GRAINS COMPONENT, continued						
15		<ul style="list-style-type: none"> • Activity 3: Is it Whole Grain-rich? (Worksheet 3) • Purchasing specifications 	1, 5	<ul style="list-style-type: none"> • Worksheet 3 – Is it Whole Grain-rich? • Instructor Answer Key for Worksheet 3 	143-163 164	<p>Instructions: Take out worksheet 3 - Is it Whole Grain-rich? Divide participants into five groups (count off by fives). Tell participants to remember their number. Assign two foods to each group. Give groups 4 minutes to review the ingredients list for their food, and determine if the product is WGR. When the groups are done, have each group report their answers. The tallest person is the reporter.</p> <p>Modification: If time is short, have people stay in table groups (or do the activity together as one large group).</p>
10		<ul style="list-style-type: none"> • Serving Size for Grains <ul style="list-style-type: none"> ○ Method 1 ○ Method 2 	1, 5	<ul style="list-style-type: none"> • Handouts: <ul style="list-style-type: none"> ○ Grains Ounce Equivalent Chart ○ Grains Calculations 	165-176	
NONCREDITABLE FOODS						
2		<ul style="list-style-type: none"> • Ask Group 1 to report on the noncreditable foods component 	1, 2, 5	<ul style="list-style-type: none"> • Completed list on chart paper. 	177	
3		<ul style="list-style-type: none"> • Review noncreditable foods slides 	1, 2, 5	<ul style="list-style-type: none"> • Noncreditable Foods handout 	178-182	Use slides to briefly confirm correct information that the group identified about noncreditable foods and share any information that was not included in the group's list. Do not spend any time on information that has already been discussed.

Page Total: 30 minutes

Running Total: 154 minutes

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SUMMARY OF MENU PLANNING						
5		<ul style="list-style-type: none"> Activity 4: Menu Planning (Worksheet 4) 	1, 2, 5	<ul style="list-style-type: none"> Worksheet 4 – Menu Planning Instructor Answer Key for Worksheet 4 	183-189	<p>Instructions: Take out Worksheet 5 – Menu Planning. Divide participants into three groups (Put numbers 1 through 3 on name tags). Assign each group one menu (group 1 has menu 1, group 2 has menu 2, group 3 has menu 3 and group 4 has menu 4). Give groups 3 minutes to review the menu and determine whether it complies with the meal pattern and if not, what changes are needed. When everyone is done, ask each small group to report the answer to the entire group. The person who has worked in school meals for the longest time is the reporter. Activity Modification: If time is short, do together with all participants as one group or at tables.</p>
DIETARY SPECIFICATIONS						
2		<ul style="list-style-type: none"> Ask Group 6 to report on the Dietary Specifications 	1, 3, 5	<ul style="list-style-type: none"> Completed list on chart paper. 	190	
7		<ul style="list-style-type: none"> Review Dietary Specifications slides 	1, 3, 5	NA	191-205	Use slides to briefly confirm correct information that the group identified about the dietary specifications and share any information that was not included in the group's list. Do not spend any time on information that has already been discussed.

Page Total: 14 minutes

Running Total: 168 minutes

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Minutes	Who	Activity/Content	Link to Objectives	Materials	Slide Numbers	Notes
OFFER VERSUS SERVE (OVS)						
5		<ul style="list-style-type: none"> Introduction to OVS and Components versus Food Items 	1, 2, 4, 5	<ul style="list-style-type: none"> Participant PPT handout 	206-216	
5		<ul style="list-style-type: none"> Menu Planning Decisions for OVS 	1, 2, 4, 5	<ul style="list-style-type: none"> NA 	217-224	
2		<ul style="list-style-type: none"> Meal Identification (Signage and Menus) 	1, 2, 4, 5		225-229	
12		<ul style="list-style-type: none"> Activity 5: Meal or No Meal (Worksheet 5) 	1, 2, 4, 5	<ul style="list-style-type: none"> Worksheet 5– Meal or No Meal Instructor Answer Key for Worksheet 5 	230-270	<p>Instructions: Take our worksheet 5 – Meal or No Meal. Do this activity all together as one group, asking for participants to say “meal” or “no meal.” Click to bring in answer on the slide. Tell participants that they just have a few seconds to decide the answer, just as cashiers do when students come through the lunch line.</p>
WRAP-UP ACTIVITY						
3		<ul style="list-style-type: none"> Activity 6 (Wrap-up): NSLP Menu Planning Strategies 	1, 2, 3, 4, 5	<ul style="list-style-type: none"> Handout: Menu Planning for the National School Lunch Program 	271-272	<p>Instructions: Pair up with someone that you have not partnered with before. Together, take 2 minutes to review the handout – Menu Planning for the National School Lunch Program. The person with the darkest shoes reads page 1 and the other person reads page 2. Share with each other one thing about menu planning strategies that is either new to you or a good reminder to use in your programs. Modification: If time is short, have participants partner with someone at their table. Ask a few teams to share their information. Adjust the number of people you ask to share as needed to accommodate the schedule.</p> <p>Remind participants about the handout in their packet, “Resources for School Meals,” containing links to many key resources to assist with menu planning for the NSLP and SBP.</p> <p>Provide contact information for CSDE school nutrition consultants.</p> <p>Remind participants that the CSDE’s <i>Menu Planning Guide</i> is the definitive resource for the meal pattern requirements.</p>
EVALUATIONS AND CERTIFICATES						
NA		<ul style="list-style-type: none"> Contact Information Evaluations 	NA	<ul style="list-style-type: none"> Evaluation Form Certificates 	273 274	Position yourself near the exit and hand out certificates only when you receive an evaluation.

Page Total: **27 minutes**

Running Total: **195 minutes**

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The Connecticut State Department of Education's (CSDE) *What's for Lunch* workshop training materials are available on the CSDE's [Meal Pattern Training Materials](#) Web page. This handout is available at www.sde.ct.gov/sde/lib/sde/pdf/deps/nutrition/nslp/wfl/wfltraineragenda.