

WHAT'S FOR BREAKFAST INSTRUCTOR TRAINING AGENDA

WORKSHOP OBJECTIVES:

As a result of this training participants will:

1. understand the meal pattern requirements for breakfast including the three meal pattern components (milk, fruits with vegetable substitutions, grains with meat/meat alternate substitutions), serving sizes and specific crediting criteria;
2. Identify noncreditable foods, i.e., foods that do not contribute to the meal pattern;
3. understand the four dietary specifications (nutrition standards) that school breakfasts must meet and identify resources 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 SBP requirements to food service colleagues, school staff, students and families.

WORKSHOP LENGTH: 3 hours

Minutes	Who	Activity/Content	Link to Objectives	Materials	Slide Numbers	Notes
OPENERS						
10		<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. Parking lot and learning expectations posted on wall. 6. 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.

Page Total: 10 minutes

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OVERVIEW OF MEAL PATTERN						
10		<ul style="list-style-type: none"> • Activity 1: Test Your Breakfast 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 ○ Group 2: Grains ○ Group 3: Fruit ○ Group 4: Dietary Specifications (Nutrition Standards) • Markers 	4	<p>Instructions: Write the group number and topic on chart paper (Group 1 Milk and Noncreditable Foods, Group 2 Grains, Group 3 Fruits, Group 4 Dietary Specifications). Post each paper in different sections of the room. Have markers available in each section. Divide participants into four groups by counting off by fours. 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.</p>
5		<ul style="list-style-type: none"> • Overview of Meal Pattern 	1, 5	<ul style="list-style-type: none"> • Handout: Meal Pattern 	5-15	<p>Five-day meal pattern is in handout packet. Have extra copies of seven-day meal pattern handout to give out as needed to RCCIs. RCCIs will be identified during the inclusion activity at beginning of workshop.</p>
MILK COMPONENT						
5		<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. 	NA	
5		<ul style="list-style-type: none"> • Review milk component slides 	1, 5		16-20	<p>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.</p>

Page Total: 25 minutes

Running Total: 35 minutes

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Minutes	Who	Activity/Content	Link to Objectives	Materials	Slide Numbers	Notes
FRUITS COMPONENT						
5		<ul style="list-style-type: none"> Ask Group 2 to report on the fruits component 	1, 5	<ul style="list-style-type: none"> Group 2's completed list on chart paper. 	NA	
10		<ul style="list-style-type: none"> Review fruits component slides 	1, 5		21-42	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.
5		<ul style="list-style-type: none"> Activity 2: Menu Planning Quiz for Fruits at Breakfast (Worksheet 1) 	1, 5	<ul style="list-style-type: none"> Worksheet 1 – Menu Planning Quiz for Fruits at Breakfast 	43-54	Instructions: Do this activity with all participants together as one large group. Have participants take out worksheet 1 – Menu Planning Quiz for Fruits at Breakfast. 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.

Page Total: 20 minutes

Running Total: 55 minutes

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Minutes	Who	Activity/Content	Link to Objectives	Materials	Slide Numbers	Notes
GRAINS COMPONENT						
5		<ul style="list-style-type: none"> Ask Group 2 to report on the grains component 	1, 5	<ul style="list-style-type: none"> Group 2's completed list on chart paper. 	NA	
10		<ul style="list-style-type: none"> Review grains component slides Grains – WGR Requirement 	1, 5	<ul style="list-style-type: none"> Handout: WGR Criteria 	55-64	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
5		<ul style="list-style-type: none"> Activity 3: Whole Grain or Not Whole Grain (Worksheet 2) Summary of Whole Grains 	1, 5	<ul style="list-style-type: none"> Worksheet 2 –Whole Grain or Not Whole Grain? Instructor Answer Key for Worksheet 2 	65-66 67-71	<p>Instructions: Do this activity with all participants together as one large group. Have participants take out worksheet 2 – Whole Grain or Not Whole Grain. For each grain listed, participants will indicate either “yes” it is a whole grain, or “no” it is not a whole grain. After they have answered, click to bring in the answer on the slide. Refer to answer key for worksheet 2.</p> <p>Modification: If time is short, select a few of the questions.</p>
5		<ul style="list-style-type: none"> Grains – Enriched Requirement 	1, 5		72-74	
5		<ul style="list-style-type: none"> Grains – Noncreditable Limit Requirement Exemptions for Noncreditable grains (Cereals and Cereal Bars) 	1, 5		75-80 81-84	

Page Total: **30 minutes**

Running Total: **85 minutes**

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Minutes	Who	Activity/Content	Link to Objectives	Materials	Slide Numbers	Notes
GRAINS COMPONENT, continued						
10		<ul style="list-style-type: none"> • Activity 4: 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 	85-101	<p>Instructions: Have participants take out worksheet 3 - Is it Whole Grain-rich? Divide participants into seven groups. Assign one food 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. Modification: If time is short, have people stay in table groups (or do the activity together as one large group).</p>
5		<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 Equivalents Chart ○ Grains Calculations 	102-114	
5		<ul style="list-style-type: none"> • Meat/Meat Alternates as Grain Substitutions 	1, 5		115-120	Use slides to briefly confirm correct information that the group identified about meat/meat alternates as grain substitutions (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.
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
NONCREDITABLE FOODS						
5		<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"> • Group 1's completed list on chart paper. 	NA	
5		<ul style="list-style-type: none"> • Review noncreditable foods slides 	1, 2, 5	<ul style="list-style-type: none"> • Handout: Noncreditable Foods 	121-126	Use slides to briefly confirm correct information that the group identified about meat/meat alternates as grain substitutions (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.

Page Total: **40 minutes**

Running Total: **125 minutes**

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DIETARY SPECIFICATIONS						
5		<ul style="list-style-type: none"> Ask Group 4 to report on the Dietary Specifications 	1, 3, 5	<ul style="list-style-type: none"> Group 4's completed list on chart paper. 	NA	
5		<ul style="list-style-type: none"> Review Dietary Specifications slides 	1, 3, 5		127-139	Use slides to briefly confirm correct information that the group identified 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.
OFFER VERSUS SERVE (OVS)						
5		<ul style="list-style-type: none"> Introduction to OVS and Components versus Food Items 	1, 2, 4, 5		140-147	
10		<ul style="list-style-type: none"> Menu Planning Decisions for OVS Signage 	1, 2, 4, 5		148-159 160-173	
20		<ul style="list-style-type: none"> Activity 5: Meal or No Meal (Worksheet 4) 	1, 2, 4, 5	<ul style="list-style-type: none"> Worksheet 4 – Meal or No Meal Instructor Answer Key for Worksheet 4 	174-229	Instructions: Do this activity with all participants together as one large group. Have participants take out worksheet 4 – Meal or No Meal. For each meal, participants will indicate either “meal” or “no meal.” Tell participants that they just have a few seconds to decide the answer, just as cashiers do when students come through the lunch line. After they have answered, click to bring in the answer on the slide. Refer to answer key for worksheet 4.

Page Total: 45 minutes

Running Total: 170 minutes

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WRAP-UP ACTIVITY						
10		<ul style="list-style-type: none"> • Activity 6 (Wrap-up): SBP Menu Planning Strategies 	1, 4, 5	<ul style="list-style-type: none"> • Handout: Menu Planning for the SBP 	230	<p>Instructions: Pair up with someone that you have not partnered with before. Together, take 3 minutes to review the handout – Menu Planning for the SBP. 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.</p> <p>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>
NA		<ul style="list-style-type: none"> • CBET and Contact Information • Menu Planning Guide 	NA	NA	231-232 233	<p>Provide contact information for CBET and 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"> • Evaluations 	NA	<ul style="list-style-type: none"> • Handouts: <ul style="list-style-type: none"> ○ Evaluation Form ○ Certificates 	234	<p>Position yourself near the exit and hand out certificates only when you receive an evaluation.</p>

Page Total: 10 minutes

Running Total: 180 minutes

The Connecticut State Department of Education’s (CSDE) *What’s for Breakfast* 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/sbp/wfb/wfbtraineragenda.