



No Time To Train

Short Lessons for School Nutrition Assistants

Portioning Matters!

Lesson Overview

Lesson Participants: School Nutrition Assistants/Technicians, School Nutrition Managers, and CACFP Staff

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

Time Needed to Conduct the Lesson: 15 minutes

Lesson Description: This lesson states the importance of serving students planned portion sizes to ensure nutritional values. Participants will complete an activity that will show how portioning can affect the cost of a recipe. The lesson is designed for managers to teach child nutrition assistants/technicians.

Lesson Objectives:

At the end of this lesson, the participant will be able to

1. Discuss issues affecting portion control.
2. Calculate the cost of portioning a menu item on a recipe.

Get Ready to Train

Note: This lesson should be taught following the No Time to Train lesson *How Foods Are Portioned*.

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.

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: Portioning Correctly
<input type="checkbox"/>	<ul style="list-style-type: none"> • Handout 2: Portioning Correctly (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 Handouts 1 and 2 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: Portioning Correctly
<input type="checkbox"/>	<ul style="list-style-type: none"> • Handout 2: Portioning Correctly (Answers)
<input type="checkbox"/>	<ul style="list-style-type: none"> • Session Evaluation forms

Lesson at a Glance (15 minutes)

Time	Topic	Task	Materials
2 minutes	Introduction and Overview Objective 1: Discuss issues affecting portion control.	Instructor introduces topic and discusses issues affecting portion control.	Instructor's Script
5 minutes	Objective 2: Calculate the cost of portioning a menu item on a recipe.	Distribute Handout 1. Participants will calculate a recipe yield to show that portioning matters in cost.	Handout 1: Portioning Correctly
4 minutes	Review Activity Answers	Distribute Handout 2. Instructor discusses the activity and reviews the answers.	Handout 2: Portioning Correctly (Answers)
2 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. (2011). *Food buying guide calculator for child nutrition program*. University, MS: Author. Retrieved October 21, 2011 from <http://fbg.nfsmi.org/>

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 October 21, 2011 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 October 21, 2011 from <http://www.fns.usda.gov/tn/Resources/foodbuyingguide.html>

U.S. Department of Agriculture, Food and Nutrition Service, and National Food Service Management Institute. (2002). *Measuring success with standardized recipes*. University, MS: Author. <http://nfsmi.org/ResourceOverview.aspx?ID=88>



Instructor's Script



SAY:

After careful planning, purchasing, preparing, and cooking from standardized recipes, serving the correct portion size can be a challenge in school nutrition programs.

Serving appropriately sized portion to students ensures that nutritional values per serving are valid and consistent. State agencies monitor how well schools are meeting the statutory nutrition standards for students.

Another important concern in serving properly portioned menu items to students is to control food costs and operate the school nutrition program in an economic manner.



ASK:

What are some issues that might result without portion control?



LISTEN:

Listen to individual responses.



SAY:

Portion control means getting the right number of servings from a recipe and serving the right amount of food to students. Portioning matters because it

- Meets the USDA meal pattern requirements.
- Provides the right amount of serving size to meet the nutritional needs of students.
- Ensures standardized recipe yields will be accurate.
- Contributes the factor in giving a consistent yield and portion size.
- Provides a consistent portion size for customers.
- Guides the ordering and the preparation of food.
- Controls cost and minimizes waste.



DO:

Distribute copies of **Handout 1: Portioning Correctly**. Organize the participants into small working groups.



SAY:

Let's look at **Handout 1: Portioning Correctly**.

A standardized recipe will yield a certain number of servings. The cost of a meal item that is prepared using a standardized recipe is based on this assumption.



ACTIVITY:

Participants will complete **Handout 1: Portioning Correctly**. Allow 5 minutes for the group to complete the activity.



ASK:

Ask volunteers to share their answers to **Handout 1: Portioning Correctly**.



LISTEN:

Listen to individual responses.



SAY:

Controlling the cost of food is a constant concern and a challenge in school nutrition programs. Menu planning and serving a specific number of portions per recipe is important to control the cost of food.

If similar portioning errors were made each day, the daily cost would be \$26.20. Over a 180-day school year the total annual cost would be \$4716, which would negatively impact the school nutrition program.



DO:

Distribute **Handout 2: Portioning Correctly (Answers)**.



SAY:

Portion control is one way of keeping student customers happy and satisfied with the school meals. If we serve the planned portion sizes, we will not run out of food and our customers will not be kept waiting while more food is being prepared. It is important to always serve the planned size portions to control food costs and operate the school nutrition program in an economic manner.



ASK:

Do you have any questions about portioning?



LISTEN:

Listen to individual responses. Answer questions to the best of your ability. If there are questions you can't answer, tell the 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 couple of minutes to complete the Session Evaluation form. Thank you for your input.

Handout 1: Portioning Correctly

Instructions: Working in pairs or small groups, solve the following problems. Costs are based on the assumption that a recipe will yield a certain number of servings. The Beef Casserole recipe is specified to yield:

8 pans x 25 servings per pan (5 x 5) = 200 servings/portions

The cost of ground beef for the recipe is:

35 lb ground beef x \$3.00 per lb = \$105.00 ÷ 200 portions = \$0.525 per serving for the ground beef in the casserole.

What if the pan were cut 4 x 5 and yielded 20 servings instead of 25 servings?

8 pans x 20 servings per pan (4 x 5) = 160 servings/portions

35 lb x \$3.00 per lb = \$ _____ ÷ 160 servings = \$ _____ per serving for the ground beef in the casserole. An additional 2 pans will be required to serve 200 servings.

200 servings x \$ _____ per serving = \$ _____ cost of ground beef in the casseroles cut 4 x 5.

\$ _____ cost of 200 servings of larger portions (4 x 5)
- _____ cost of 200 servings of recipe portions (5 x 5)
\$ _____ Total cost increase



If similar portioning errors of any of the menu items for a meal were made each day of a 180-day school year, what would the total annual cost be?

\$ _____ Total cost increase x 180 days = \$ _____ Total annual cost

Plate waste also may increase when servings are too large; and because a larger portion was served to each student, the likelihood of running out of food increases greatly.

Handout 2: Portioning Correctly (Answers)

Instructions: Working in pairs or small groups, solve the following problems. Costs are based on the assumption that a recipe will yield a certain number of servings. The Beef Casserole recipe is specified to yield:

8 pans x 25 servings per pan (5 x 5) = 200 servings/portions

The cost of ground beef for the recipe is:

35 lb ground beef x \$3.00 per lb = \$105.00 ÷ 200 portions = \$0.525 per serving for the ground beef in the casserole.

What if the pan were cut 4 x 5 and yielded 20 servings instead of 25 servings?

8 pans x 20 servings per pan (4 x 5) = 160 servings/portions

35 lb x \$3.00 per lb = \$ 105.00 ÷ 160 servings = \$ 0.656 per serving for the ground beef in the casserole. An additional 2 pans will be required to serve 200 servings.

200 servings x \$ 0.656 per serving = \$ 131.20 cost of ground beef in the casseroles cut 4 x 5.

\$	131.20	cost of 200 servings of larger portions (4 x 5)
-	105.00	cost of 200 servings of recipe portions (5 x 5)
\$	26.20	total cost increase



If similar portioning errors of any of the menu items for a meal were made each day of a 180-day school year, what would the total annual cost be?

\$ 26.20 total cost increase x 180 days = \$ 4716.00 total annual cost

Plate waste also may increase when servings are too large; and because a larger portion was served to each student, the likelihood of running out of food increases greatly.



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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