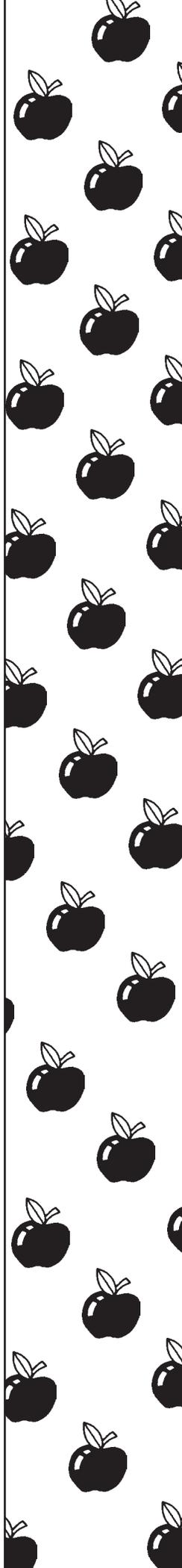


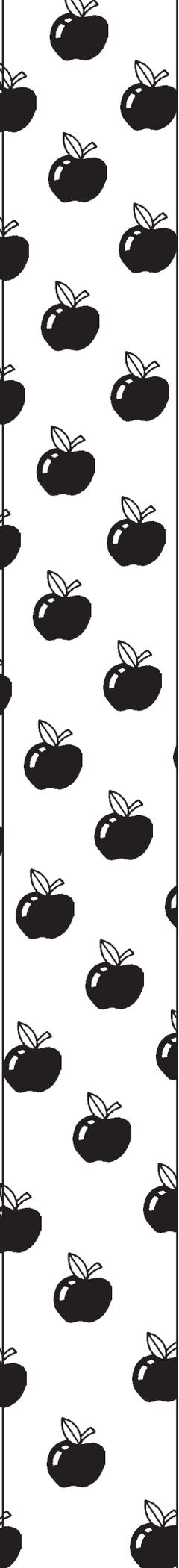
# **Menu Planning Tools**

**South Dakota Department of Education and Cultural Affairs**

**Division of Education Services and Resources  
Child and Adult Nutrition Services**

**2003**



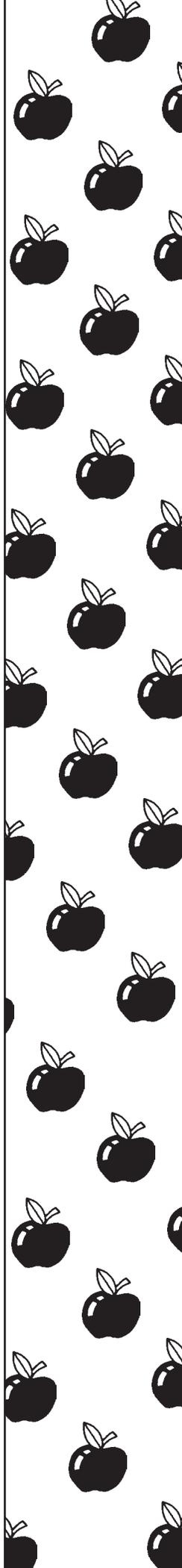


# **Menu Planning Tools**

**South Dakota Department of Education and Cultural Affairs**

**Division of Education Services and Resources  
Child and Adult Nutrition Services**

**2003**



## Acknowledgements

*Menu Planning Tools* is a ten-hour training session composed of five sections. This workbook is to be used by participants in an instructor-led training session. An *Instructor Guide* is also available.

Funding for the development of these materials was provided as part of a Team Nutrition Grant awarded to the South Dakota Department of Education and Cultural Affairs, Division of Education Services and Resources, Child and Adult Nutrition Services. The course was field-tested by Jean Schuurmans and Marlyce Micklos.

### Credits

#### *Menu Planning Tools*

Developed as part of a contract with  
Lumina Training Associates

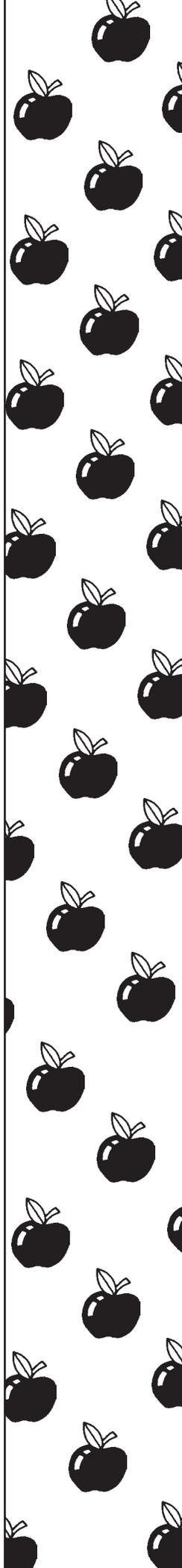


Birmingham, Alabama 35244  
Ann E. Robinson, Ph.D., R.D., Director  
Cynthia Baugh, B.S., Associate  
Lori Leath-Smith, Page Layout and Graphics

In accordance with Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability.

To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, Room 326-W, Whitten Building, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410 or call (202) 720-5964 (voice and TDD). USDA is an equal opportunity provider and employer.

©Copyright 2003 South Dakota Department of Education and Cultural Affairs

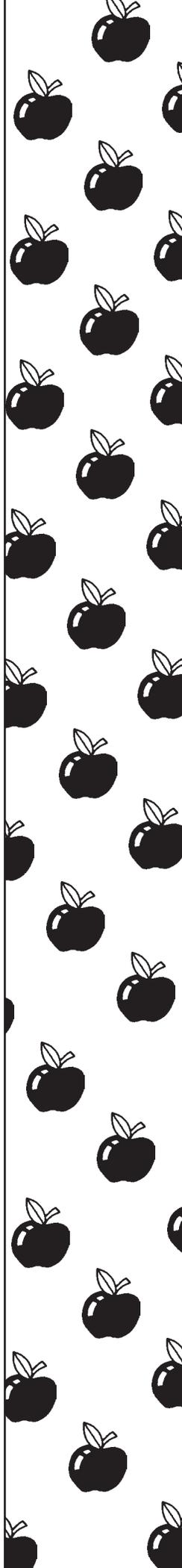


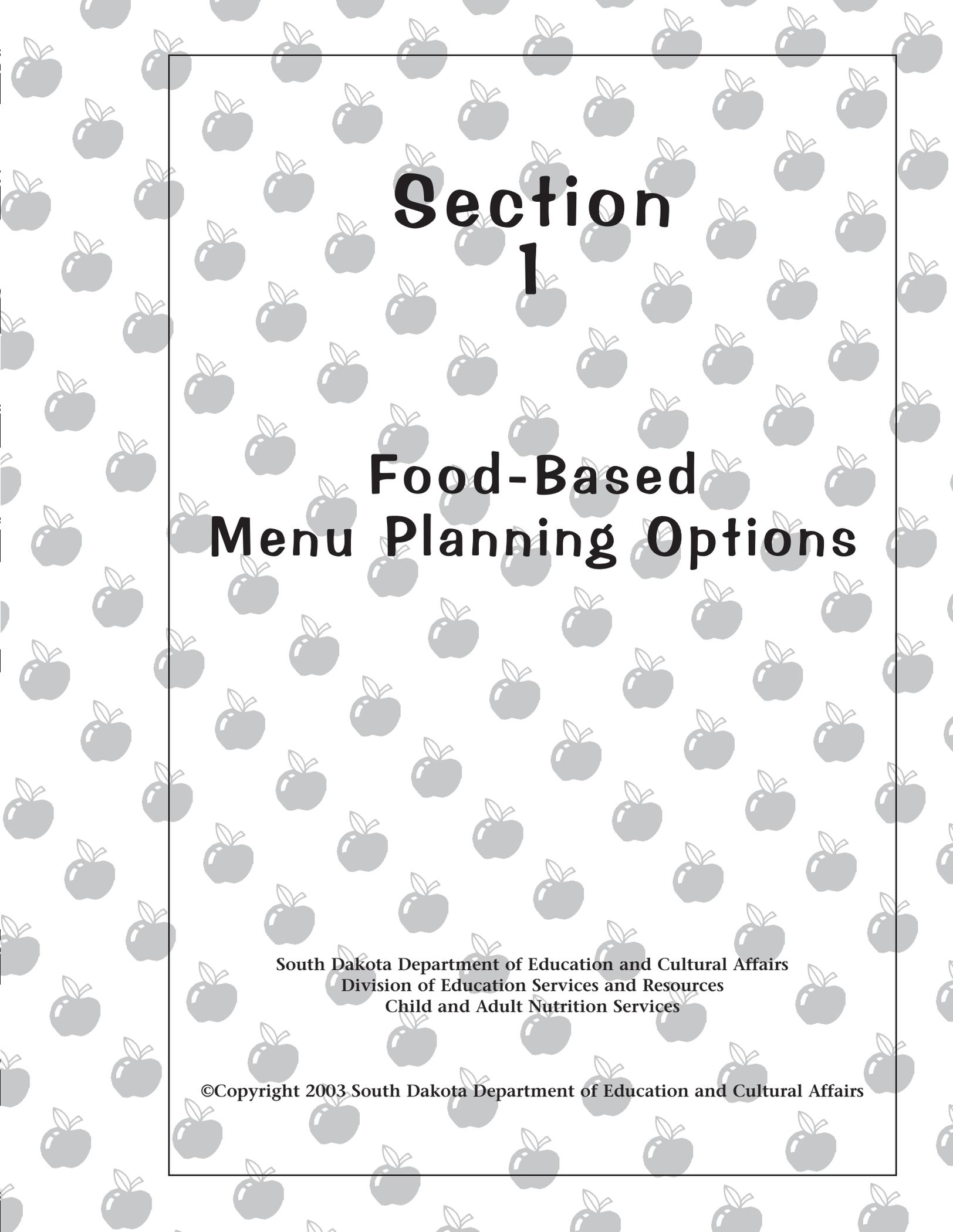


---

# Table of Contents

	Page
<b>1</b>	SECTION 1: Food-Based Menu Planning Options . . . . .1-32
<b>2</b>	SECTION 2: Part 1. Implementing Offer versus Serve . . . . .1-6 Part 2. Crediting Grains/Bread . . . . .7-22
<b>3</b>	SECTION 3: Developing and Standardizing Recipes . . . . .1-26
<b>4</b>	SECTION 4: Recipe Analysis . . . . .1-15
<b>5</b>	SECTION 5: Menu Production Records Feedback Forms . . . . .1-22





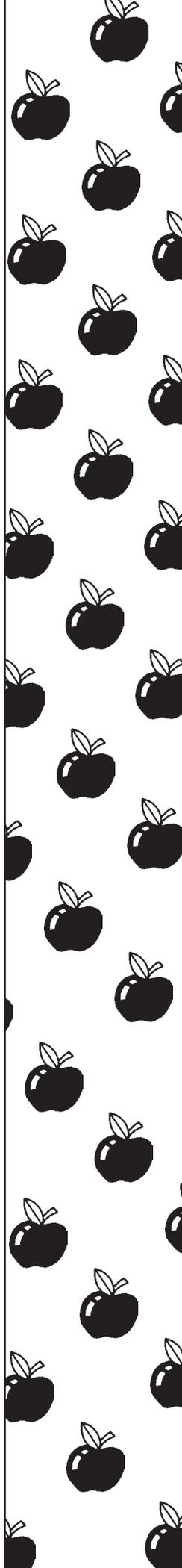
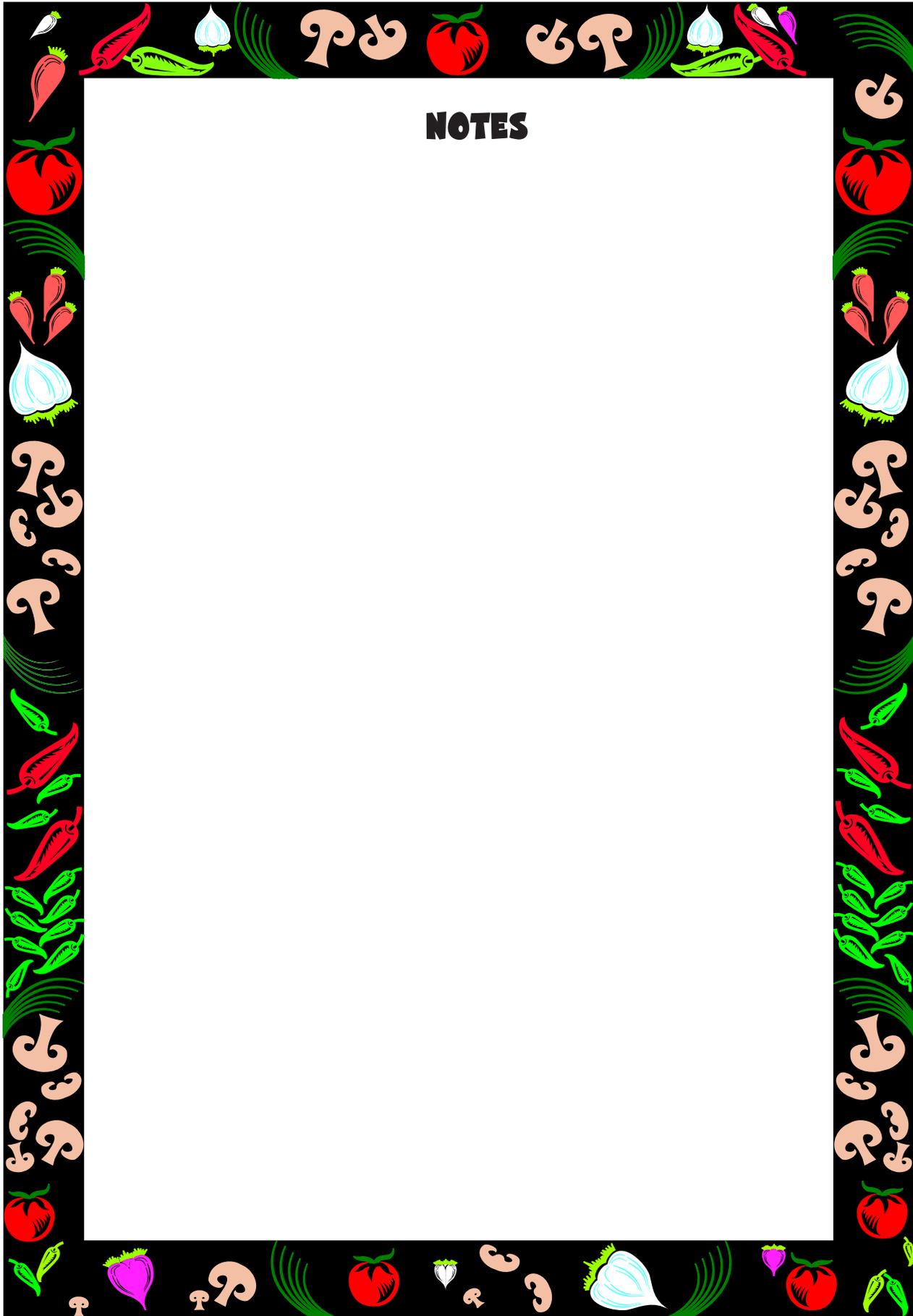
# Section 1

## Food-Based Menu Planning Options

South Dakota Department of Education and Cultural Affairs  
Division of Education Services and Resources  
Child and Adult Nutrition Services

©Copyright 2003 South Dakota Department of Education and Cultural Affairs

**NOTES**





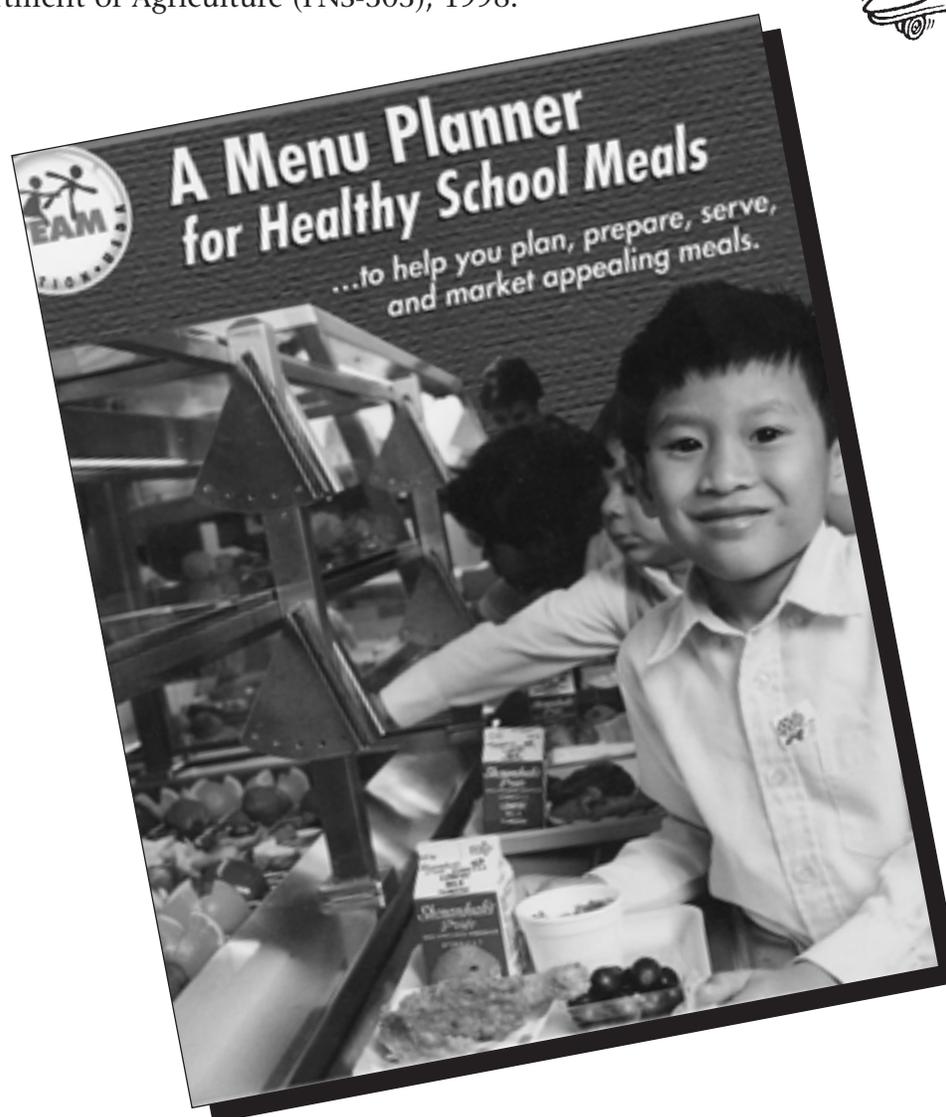
## SECTION 1:

### FOOD-BASED MENU PLANNING OPTIONS

#### Performance Objective

The participant will demonstrate an understanding of the Food-Based Menu Planning options by correctly answering 7 of 10 multiple-choice items.

For more information about food-based menu planning, refer to *A Menu Planner for Healthy School Meals*, U. S. Department of Agriculture (FNS-303), 1998.



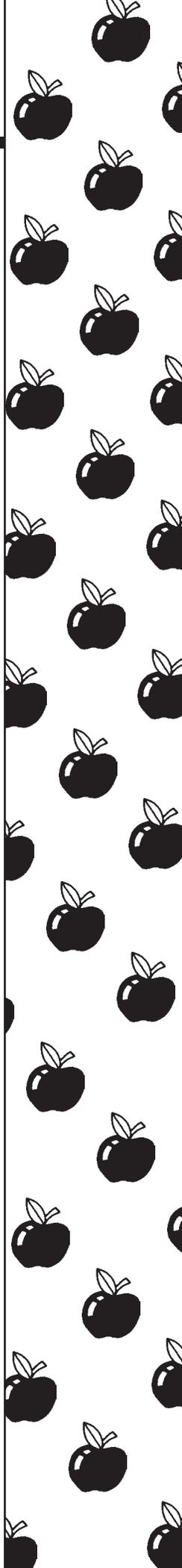
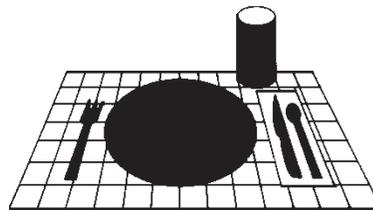


## INTRODUCTION TO FOOD-BASED MENU PLANNING

Planning menus is one of the most important tasks in Child Nutrition Programs. The menu influences every aspect of the foodservice operation, from purchasing to the service line set-up.

In the spaces below, list some ways the menu affects your foodservice operation.

1. equipment (example)
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_



## USDA MENU PLANNING OPTIONS

The U.S. Department of Agriculture (USDA) has established five menu-planning options that can be used in schools participating in the Child Nutrition Programs. The five menu-planning options all have the same nutrition goals. The nutrition goals are based on a weekly average of nutrients and other dietary components including fiber, cholesterol, and sodium.

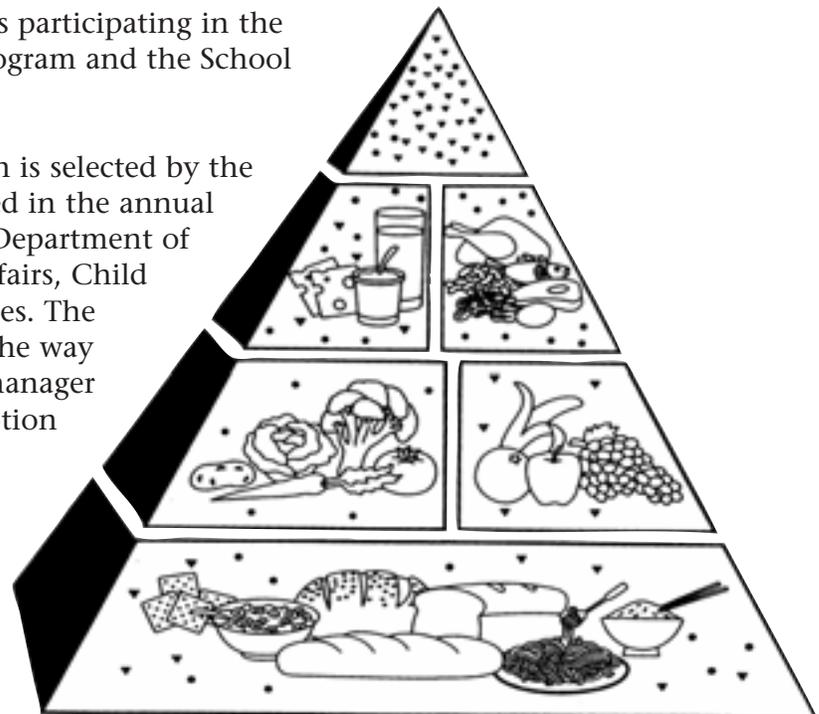
**Goal 1:** A complete lunch meal should provide one-third of the Recommended Dietary Allowances (RDA) for calories, protein, calcium, iron, vitamin A, and vitamin C. School breakfast should provide one-fourth of the RDA for these nutrients for the age/grade group.

**Goal 2:** School meals should be planned using the recommendations of the "Dietary Guidelines for Americans." The target goal for fat is no more than 30 percent of calories from total fat with less than 10 percent of calories from saturated fat.

**Goal 3:** School meals should be planned to reduce cholesterol and sodium and to increase fiber, although these nutrient do not have specific target goals set by USDA. The State Agency sets a target goal for fiber, cholesterol, and sodium.

The U.S. Department of Agriculture (USDA) began the School Meals Initiative for Healthy Children in 1995 to promote healthier school meals planned according to the "Dietary Guidelines for Americans." The initiative introduced five menu planning options that a school district can select to meet the nutrition needs of students participating in the National School Lunch Program and the School Breakfast Program.

The menu planning option is selected by the school district and included in the annual Agreement filed with the Department of Education and Cultural Affairs, Child and Adult Nutrition Services. The menu option determines the way menus are planned. The manager should know the menu option used and the program requirements for that option.





- Options 1 and 2: Food-Based Menu Planning**
1. Traditional Food-Based Menu Planning
  2. Enhanced Food-Based Menu Planning

These two options require specific food group components in specific amounts for specific age/grade groups. The menu planner uses a meal pattern to ensure that the required meal components are included in the planned menu. Meeting the nutrient standards requires the menu planner to consider the Dietary Guidelines when deciding which foods to include on the menu and how frequently to include them. The Enhanced Food-Based Menu Planning option provides required foods in proper portion sizes aimed to meet nutrition goals.

- Options 3 and 4: Nutrient-Based Menu Planning**
3. Nutrient Standard Menu Planning (NuMenus)
  4. Assisted Nutrient Standard Menu Planning

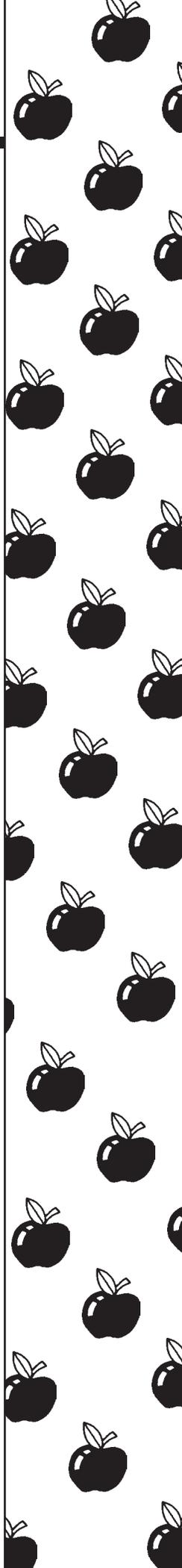
These two options use computerized analysis to plan menus. When averaged over a week, the menu analysis must meet the nutrient standards for specific age/grade groups. This kind of menu planning requires a thorough knowledge of foods and nutrients, plus the use of a USDA-approved computer nutrient database.

**Option 5: Any reasonable approach.**

Option 5 will not be discussed in this training session.

In the space below, write the name of the menu planning option used in your school.

**This training session will focus on Food-Based Menu Planning Options. Follow your Instructor's directions to be seated with other participants who use the same menu planning option as you.**



## FOOD-BASED MENU PLANNING OPTIONS

APPENDIXES

219

A MENU PLANNER  
FOR HEALTHY SCHOOL MENUS

# Appendixes

**APPENDIX 1:**  
**Major Features of Food-Based Menu Planning:  
Comparing Traditional and Enhanced**

TRADITIONAL

---

1. Nutrition Goals

---

Menus must meet nutrition goals when averaged over a school week and analyzed by the state agency during a state nutrition review.

ENHANCED

---

Same as Traditional

2. Nutrient Standards and Age/Grade Groups

---

<ul style="list-style-type: none"> <li>• <i>For school-age students (K-12)</i> <b>LUNCH:</b> There are two established age/grade groups: Grades K-3 and Grades 4-12. There is also an optional recommended age/grade group: Grades 7-12.</li> <li><b>BREAKFAST:</b> There is one established age/grade group: Grades K-12.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>For school-age students (K-12)</i> <b>LUNCH:</b> There are two established age/grade groups: Grades K-6 and Grades 7-12. There is also an optional recommended age/grade group: Grades K-3.</li> <li><b>BREAKFAST:</b> There is one established age/grade group: Grades K-12. There is also an optional recommended age/grade group: Grades 7-12.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>For pre-school children</i> <b>LUNCH AND BREAKFAST:</b> There are two pre-school age groups: Ages 1-2 years and Ages 3-4 years.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>For pre-school children</i> <b>LUNCH AND BREAKFAST:</b> There are two pre-school age groups: Ages 1-2 years and Ages 3-4 years.</li> </ul>



.....  
**TRADITIONAL**

.....  
**ENHANCED**

---

**4. Meal Structure for Lunch (continued)**

---

• **Vegetables/Fruits:**

At least two different fruits and/or vegetables must be offered.

*Grades K-3:* 1/2 cup per day  
*Grades 4-12:* 3/4 cup per day

*Optional (recommended)*  
*Grades 7-12:* 3/4 cup per day

• **Vegetables/Fruits:**

At least two different fruits and/or vegetables must be offered.

*Grades K-6:* 3/4 cup per day plus additional 1/2 cup per week

*Grades 7-12:* 1 cup per day

*Optional (recommended)*  
*Grades K-3:* 3/4 cup per day

• **Milk:**

*For all age/grade groups:*  
 8 ounces fluid milk as a beverage

• **Milk:**

*For all age/grade groups:*  
 8 ounces fluid milk as a beverage

---

**5. Meal Structure for Breakfast**

---

The following are minimum requirements for school-age students by age/grade group for each of the three or four components: Meat/Meat Alternate and/or Grains/Breads; Juice/Fruit/Vegetable; and Milk.

• **Meat/Meat Alternate and/or Grains/Breads:**

*Grades K-12:* Two servings of Meat/Meat Alternate (1 ounce per serving) or two servings of Grains/Breads or one of each

• **Meat/Meat Alternate and/or Grains/Breads:**

*Grades K-12:* Two servings of Meat/Meat Alternate (1 ounce per serving) or two servings of Grains/Breads or one of each

*Optional (recommended)*  
*Grades 7-12:* Same as Grades K-12 plus one additional serving of Grains/Breads.

.....



**TRADITIONAL**

**ENHANCED**

**5. Meal Structure for Breakfast (continued)**

**• Juice/Fruit/Vegetable:**

Grades K-12: 1/2 cup

**• Juice/Fruit/Vegetable:**

Grades K-12: 1/2 cup

(Same for Grades 7-12, Optional)

**• Milk:**

Grades K-12: 8 oz. fluid milk as a beverage or on cereal or both

**• Milk:**

Grades K-12: 8 oz. fluid milk as a beverage or on cereal or both

(Same for Grades 7-12, Optional)

**6. Offer versus Serve for Lunch**

Required for senior high schools.

Same as Traditional

High school students must take no fewer than three of the required five food items. They get to choose which item(s) to decline.

Optional for lower grades. (School food authorities decide whether to have OVS.)

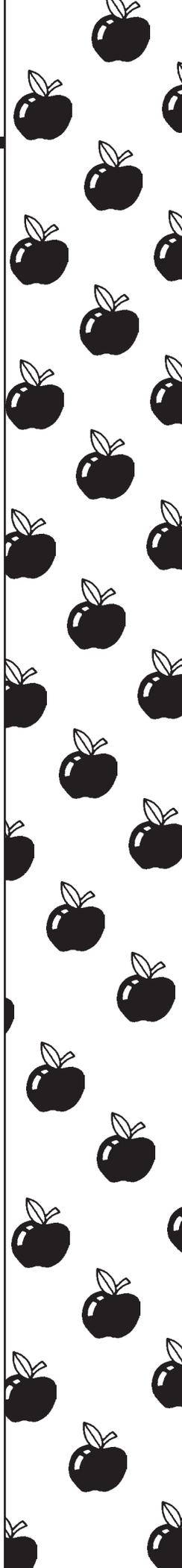
**7. Offer versus Serve for Breakfast**

Optional for senior high schools.

Same as Traditional

Optional for lower grades.

Students may decline one food item from any food component.





.....  
**TRADITIONAL**

.....  
**ENHANCED**

---

**8. Standardized Recipes**

---

A record and copy of recipes used must be available during state nutrition review and analysis.

Same as Traditional

---

**9. Processed Foods**

---

A record of products used must be on file.

Same as Traditional

Child Nutrition label or other documentation will assist in determining food credit of food components and serving sizes.

Nutrition facts labels and/or manufacturer's nutrient data sheets will be needed during state nutrition review.

---

**10. Production Records**

---

Program regulations require schools to keep food production and menu records.

Same as Traditional

---

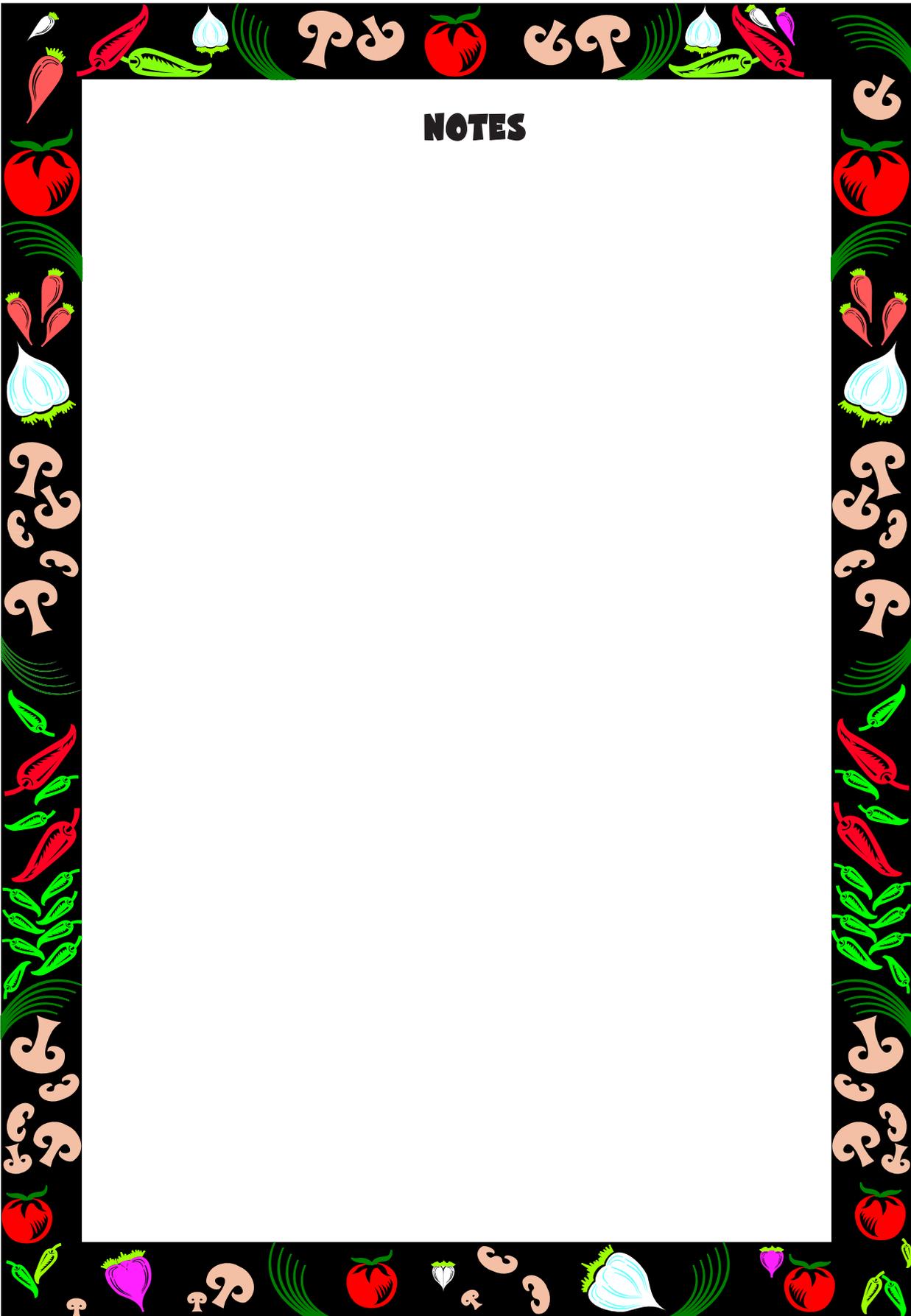
**11. Child Nutrition Labeling**

---

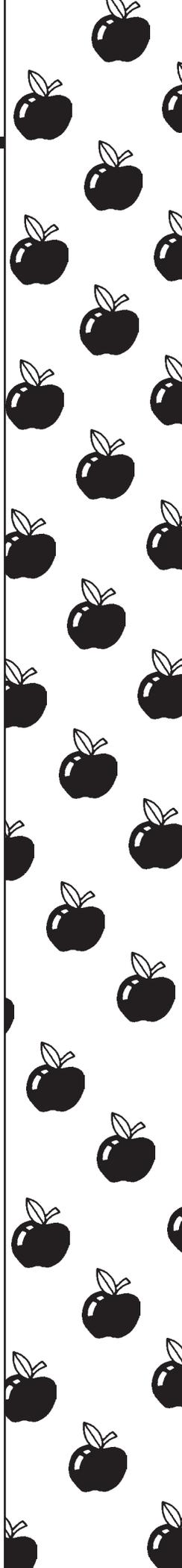
Child Nutrition (CN) labels on products show the product's contribution toward meal pattern requirements.

Same as Traditional

.....



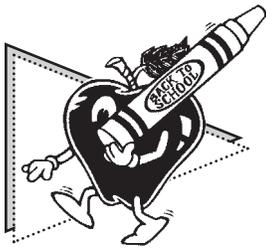
**NOTES**



# Food-Based Menu Planning Options



## Meal Pattern Chart



**Directions:** Complete this activity independently based on the menu planning option used in your school. You may discuss it with your classmates.

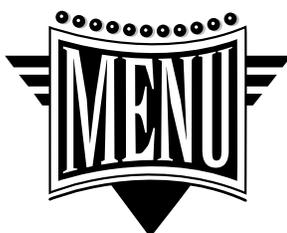
- Place a check in the box showing the menu planning option you use.

Traditional Food-Based Menu Planning Option

Enhanced Food-Based Menu Planning Option

- Complete the chart below. Refer to pages 6 to 7 (4. Meal Structure for Lunch on pages 220 and 221, *A Menu Planner for Healthy School Meals*). For each age/grade group you serve, write the ages or grades in the space provided (beside Group). More detail on meal patterns can be found in *A Menu Planner for Healthy School Meals*.

	Age/Grade Group	Age/Grade Group	Age/Grade Group	Age/Grade Group
<b>Serving Sizes (Minimum Portion)</b>				
Meat/Meat Alternate				
Grains/Bread Per Day				
Per Week				
Fruits/Vegetable Per Day				
Per Week (Grades K-6, Enhanced)				
Milk				



The Enhanced Food-Based Menu Planning option has the advantage of including menu items in serving sizes that are consistent with the Dietary Guidelines for Americans. The remainder of this session will focus on this menu planning option.

## INFORMATION YOU NEED ABOUT ENHANCED FOOD-BASED MENU PLANNING

**Directions:** Write the key words in the blanks provided.

<b>Key Words</b>	
5	1/4
minimum	1/8
K-6, 7-12	vegetable, meat alternate
5	juice or syrup
main dish, 1	variety
12, 15	



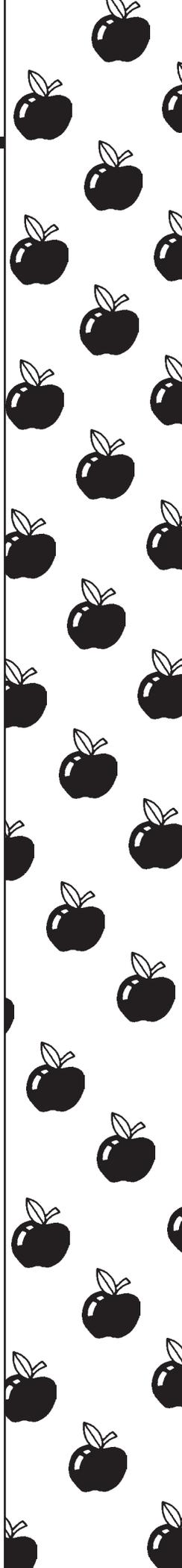
1. There are \_\_\_\_\_ required food items for a daily lunch. Can you name them?
  
2. The Enhanced Food-Based Menus meal pattern shows the \_\_\_\_\_ number of servings and portions sizes for each required food component.
  
3. The Enhanced Food-Based Menus meal pattern has two established grade groups, \_\_\_\_\_ and \_\_\_\_\_ .
  
4. There are required weekly minimum servings of Grains/Breads and Vegetables/Fruits. The Enhanced Food-Based Menus meal pattern is based on a week of \_\_\_\_\_ consecutive days.
  
5. **Lunch - Meat/Meat Alternate Requirement:**  
The serving of Meat/Meat Alternate may be contained only in the \_\_\_\_\_ plus \_\_\_\_\_ other menu item.

*Example:*

There are other detailed requirements for this component described on page 40 of *A Menu Planner for Healthy School Meals*.

6. **Lunch – Grains/Breads Requirement:**  
The minimum allowable serving size that may count toward meeting the required serving of Grains/Bread is \_\_\_\_\_ of a serving.

*Example:*



# Food-Based Menu Planning Options



There are other detailed requirements for this component described on page 40-41 of *A Menu Planner for Healthy School Meals*. You may also refer to SD NSLP Memo-13.

## 7. Grains/Breads Requirement:

The required number of servings  
for Grades K-6 is \_\_\_\_\_ for a 7 day week;  
for Grades 7-12 is \_\_\_\_\_ for a 7 day week

## 8. Lunch – Fruits/Vegetables Requirement:

The minimum allowable serving size that may count toward meeting the required total servings of fruit/vegetable is \_\_\_\_\_ cup. This is the minimum amount that may be counted as one of the two different Vegetables/Fruits.

*Example:*

There are other detailed requirements for this component described on page 42 of *A Menu Planner for Healthy School Meals*.

## 9. Lunch – Fruits/Vegetables Requirement:

Dry beans and peas may count as a \_\_\_\_\_ or as a \_\_\_\_\_ but not as both in the same meal.

*Example:*

## 10. Lunch – Fruits/Vegetables Requirement:

A serving of canned fruit or a serving of frozen fruit may include the \_\_\_\_\_ in which the fruit is packed.

*Example:*

## 11. Lunch – Milk Requirement:

Schools must offer a \_\_\_\_\_ of fluid milk consistent with the students' preferences in the prior year.

*Example:*

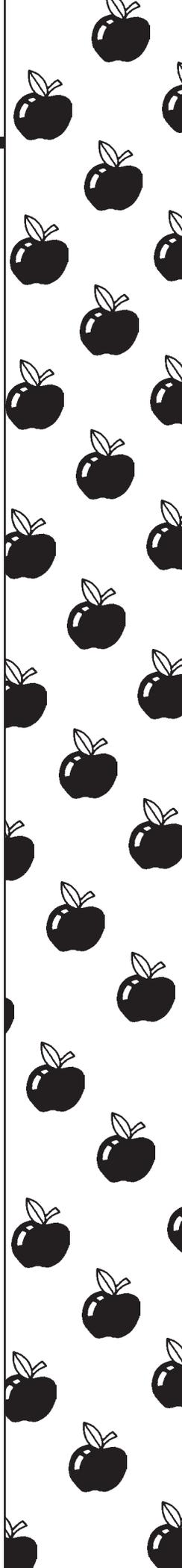
There are other detailed requirements for this component described on page 42 of *A Menu Planner for Healthy School Meals*.

<b>TRADITIONAL FOOD-BASED MENU PLANNING APPROACH- MEAL PATTERN FOR BREAKFASTS</b>			
<b>FOOD COMPONENTS AND FOOD ITEMS</b>	<b>AGES 1-2</b>	<b>AGES 3, 4 AND 5</b>	<b>GRADES K-12</b>
<i>MILK (fluid) (as a beverage, on cereal or both)</i>	4 fluid ounces	6 fluid ounces	8 fluid ounces
<i>JUICE/FRUIT/VEGETABLE: Fruit and/or vegetable; or full-strength fruit juice or vegetable juice</i>	¼ cup	½ cup	½ cup
<b>Select one serving from each of the following components, two from one component, or an equivalent combination:</b>			
<b>GRAINS/BREADS :</b>			
Whole-grain or enriched bread	½ slice	½ slice	1 slice
Whole-grain or enriched biscuit, roll, muffin, etc.	½ serving	½ serving	1 serving
Whole-grain, enriched or fortified cereal	¼ cup or 1/3 ounce	1/3 cup or ½ ounce	¾ cup or 1 ounce
<b>MEAT OR MEAT ALTERNATES:</b>			
Meat/poultry or fish	½ ounce	½ ounce	1 ounce
Alternate protein products <sup>1</sup>	½ ounce	½ ounce	1 ounce
Cheese	½ ounce	½ ounce	1 ounce
Large egg	½	½	½
Peanut butter or other nut or seed butters	1 tablespoon	1 tablespoon	2 tablespoons
Cooked dry beans and peas	2 tablespoons	2 tablespoons	4 tablespoons
Nuts and/or seeds (as listed in program guidance) <sup>2</sup>	½ ounce	½ ounce	1 ounce
Yogurt, plain or flavored, unsweetened or sweetened	2 ounces or ¼ cup	2 ounces or ¼ cup	4 ounces or ½ cup

<sup>1</sup> Must meet the requirements in appendix A of 7 CFR 210.

<sup>2</sup> No more than 1 ounce of nuts and/or seeds may be served in any one breakfast.

The Traditional Food-Based Menu Planning Approach is designed to meet nutritional standards set forth in program regulations.



# Food-Based Menu Planning Options



## ENHANCED FOOD-BASED MENU PLANNING APPROACH- MEAL PATTERN FOR BREAKFASTS

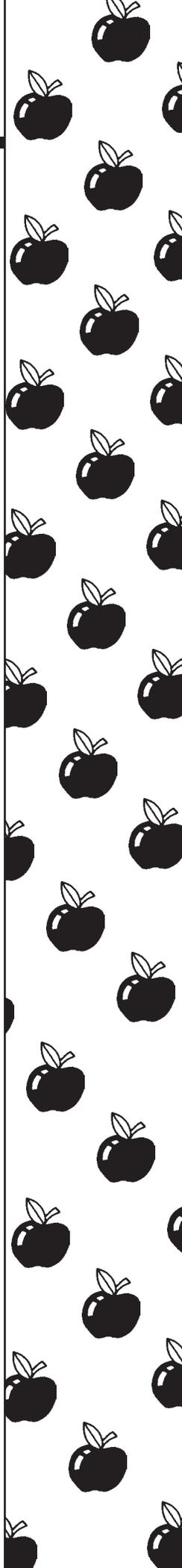
FOOD COMPONENTS AND FOOD ITEMS	REQUIRED FOR			OPTION FOR
	AGES 1-2	PRESCHOOL	GRADES K-12	GRADES 7-12
Milk (fluid) (as a beverage, on cereal or both)	4 fluid ounces	6 fluid ounces	8 fluid ounces	8 fluid ounces
JUICE/FRUIT/VEGETABLE: Fruit and/or vegetable; or full-strength fruit juice or vegetable juice	¼ cup	½ cup	½ cup	½ cup
<b>Select one serving from each of the following components, two from one component or an equivalent combination:</b>				
<b>GRAINS/BREADS:</b>				
Whole-grain or enriched bread	½ slice	½ slice	1 slice	1 slice
Whole-grain or enriched biscuit, roll, muffin, etc.	½ serving	½ serving	1 serving	1 serving
Whole-grain, enriched or fortified cereal	¼ cup or 1/3 ounce	1/3 cup or ½ ounce	¾ cup or 1 ounce	¾ cup or 1 ounce plus an additional serving of one of the Grains/Breads above.
<b>MEAT OR MEAT ALTERNATES:</b>				
Meat/poultry or fish	½ ounce	½ ounce	1 ounce	1 ounce
Alternate protein products <sup>1</sup>	½ ounce	½ ounce	1 ounce	1 ounce
Cheese	½ ounce	½ ounce	1 ounce	1 ounce
Large egg	½	½	½	½
Peanut butter or other nut or seed butters	1 tablespoon	1 tablespoon	2 tablespoons	2 tablespoons
Cooked dry beans and peas	2 tablespoons	2 tablespoons	4 tablespoons	4 tablespoons
Nuts and/or seeds (as listed in program guidance) <sup>2</sup>	½ ounce	½ ounce	1 ounce	1 ounce
Yogurt, plain or flavored, unsweetened or sweetened	2 ounces or ¼ cup	2 ounces or ¼ cup	4 ounces or ½ cup	4 ounces or ½ cup

<sup>1</sup> Must meet the requirements in appendix A of 7 CFR 210.

<sup>2</sup> No more than 1 ounce of nuts and/or seeds may be served in any one breakfast.

The Enhanced Food Based Menu Planning Approach is designed to meet the nutritional standards set forth in program regulations.

Menu Planning Tools



**TRADITIONAL FOOD-BASED MENU PLANNING APPROACH—MEAL PATTERN FOR LUNCHESES**

FOOD COMPONENTS AND FOOD ITEMS	MINIMUM QUANTITIES				RECOMMENDED QUANTITIES
	GROUP I AGES 1-2 PRESCHOOL	GROUP II AGES 3-4 PRESCHOOL	GROUP III, AGES 5-8 GRADES K-3	GROUP IV AGES 9 AND OLDER GRADES 4-12	GROUP V AGES 12 AND OLDER GRADES 7-12
Milk (as a beverage)	6 fluid ounces	6 fluid ounces	8 fluid ounces	8 fluid ounces	8 fluid ounces
Meat or Meat Alternate (quantity of the edible portion as served):					
Lean meat, poultry, or fish	1 ounce	1½ ounces	1½ ounces	2 ounces	3 ounces
Alternate Protein Products <sup>1</sup>	1 ounce	1½ ounces	1½ ounces	2 ounces	3 ounces
Cheese	1 ounce	1½ ounces	1½ ounces	2 ounces	3 ounces
Large egg	½	¾	¾	1	1½
Cooked dry beans or peas	¼ cup	3/8 cup	3/8 cup	½ cup	¾ cup
Peanut butter or other nut or seed butters	2 tablespoons	3 tablespoons	3 tablespoons	4 tablespoons	6 tablespoons
Yogurt, plain or flavored, unsweetened or sweetened	4 ounces or ½ cup	6 ounces or ¾ cup	6 ounces or ¾ cup	8 ounces or 1 cup	12 ounces or 1½ cups
The following may be used to meet no more than 50% of the requirement and must be used in combination with any of the above: Peanuts, soynuts, tree nuts, or seeds, as listed in program guidance, or an equivalent quantity of any combination of the above meat/meat alternate (1 ounce of nuts/seeds=1 ounce of cooked lean meat, poultry, or fish)	½ ounce =50%	¾ ounce =50%	¾ ounce =50%	1 ounce =50%	1½ ounces =50%
Vegetable or Fruit: 2 or more servings of vegetables, fruits or both	½ cup	½ cup	½ cup	¾ cup	¾ cup
Grains/Breads: (servings per week): Must be enriched or whole grain. A serving is a slice of bread or an equivalent serving of biscuits, rolls, etc., or ½ cup of cooked rice, macaroni, noodles, other pasta products or cereal grains	5 servings per week <sup>2</sup> -- minimum of ½ serving per day	8 servings per week <sup>2</sup> -- minimum of 1 serving per day	8 servings per week <sup>2</sup> -- minimum of 1 serving per day	8 servings per week <sup>2</sup> -- minimum of 1 serving per day	10 servings per week <sup>2</sup> -- minimum of 1 serving per day

<sup>1</sup> Must meet the requirements in appendix A of 7 CFR 210.

<sup>2</sup> For the purposes of this table, a week equals five days.

The Traditional Food-Based Menu Planning Approach is designed to meet nutritional standards set forth in program regulations.

# Food-Based Menu Planning Options



## ENHANCED FOOD-BASED MENU PLANNING APPROACH-MEAL PATTERN FOR LUNCHES

FOOD COMPONENTS AND FOOD ITEMS	MINIMUM REQUIREMENTS				OPTION FOR
	AGES 1-2	PRESCHOOL	GRADES K-6	GRADES 7-12	GRADES K-3
Milk (as a beverage)	6 fluid ounces	6 fluid ounces	8 fluid ounces	8 fluid ounces	8 fluid ounces
Meat or Meat Alternate (quantity of the edible portion as served):					
Lean meat, poultry, or fish	1 ounce	1½ ounces	2 ounces	2 ounces	1½ ounces
Alternate protein products <sup>1</sup>	1 ounce	1½ ounces	2 ounces	2 ounces	1½ ounces
Cheese	1 ounce	1½ ounces	2 ounces	2 ounces	1½ ounces
Large egg	½	¾	1	1	¾
Cooked dry beans or peas	¼ cup	3/8 cup	½ cup	½ cup	3/8 cup
Peanut butter or other nut or seed butters	2 tablespoons	3 tablespoons	4 tablespoons	4 tablespoons	3 tablespoons
Yogurt, plain or flavored, unsweetened or sweetened	4 ounces or ½ cup	6 ounces or ¾ cup	8 ounces or 1 cup	8 ounces or 1 cup	6 ounces or ¾ cup
The following may be used to meet no more than 50% of the requirement and must be used in combination with any of the above: Peanuts, soynuts, tree nuts, or seeds, as listed in program guidance, or an equivalent quantity of any combination of the above meat/meat alternate (1 ounce of nuts/seeds equals 1 ounce of cooked lean meat, poultry or fish).	½ ounce =50%	¾ ounce =50%	1 ounce =50%	1 ounce =50%	¾ ounce =50%
Vegetable or Fruit: 2 or more servings of vegetables, fruits or both	½ cup	½ cup	¾ cup plus an extra ½ cup over a week <sup>2</sup>	1 cup	¾ cup
Grains/Breads(servings per week): Must be enriched or whole grain. A serving is a slice of bread or an equivalent serving of biscuits, rolls, etc., or ½ cup of cooked rice, macaroni, noodles, other pasta products or cereal grains	5 servings per week <sup>2</sup> – minimum of ½ serving per day	8 servings per week <sup>2</sup> – minimum of 1 serving per day	12 servings per week <sup>2</sup> – minimum of 1 serving per day <sup>3</sup>	15 servings per week <sup>2</sup> – minimum of 1 serving per day <sup>3</sup>	10 servings per week <sup>2</sup> – minimum of 1 serving per day <sup>3</sup>

<sup>1</sup> Must meet the requirements in appendix A of 7 CFR 210.

<sup>2</sup> For the purposes of this table, a week equals five days.

<sup>3</sup> Up to one grains/breads serving per day may be a dessert.

The Enhanced Food Based Meal Planning Approach is designed to meet the nutritional standards set forth in program regulations.



### Menu Check

**Directions:** This activity will give you an opportunity to use the Enhanced Food-Based Menu Planning meal pattern for lunch to determine if menus meet requirements. Refer to page 17 to determine your answers. Evaluate each menu to decide if it meets daily requirements for components and portion sizes. Be ready to explain your answer.

**Abbreviations:**

Meat/Meat alternate – M/MA

Grains/Breads – G/B

Fruits/Vegetables – F/V

Milk (fluid) – FL MK

1. Lunch Menu for Grades 7-12 – Answer:    yes \_\_\_\_\_ no \_\_\_\_\_

BBQ Pork on Whole-Wheat Bun (2 oz M/MA + 2 G/B)  
 Coleslaw (1/2 cup F/V)  
 Pineapple Tidbits (1/2 cup F/V)  
 Gingerbread with Whipped Topping (1-1/4 G/B)  
 Choice of Milks (1 – 8 oz FL MK)

**Explain your answer:**

2. Lunch Menu for Grades 7-12 – Answer:    yes \_\_\_\_\_ no \_\_\_\_\_

Breaded Chicken Nuggets with Honey Mustard Dip (2 oz M/MA + 1/2 G/B)  
 Oven Fries (3/4 cup F/V)  
 Carrot/Celery Sticks with Ranch Dip (1/2 cup F/V)  
 Banana Pudding (1/2 cup dessert)  
 Choice of Milks (1 – 8 oz FL MK)

**Explain your answer:**

3. Lunch Menu for Grades K-6 – Answer:      yes \_\_\_\_\_ no \_\_\_\_\_

Nachos, Chili, and Cheese (2 oz M/MA + 1 G/B)

Tossed Salad with Dressing (1/2 cup F/V)

Peanut Butter Cookie (1/2 G/B)

Choice of Milks (1 – 8 oz FL MK)

Explain your answer:

*Menu*

---

---

---

---

---

---

---

## COUNTING FOOD ITEMS FOR LUNCH



In Child Nutrition Programs, the word “credit” means that a specific food meets the requirements of one of the four required food components (five food items). Only creditable food items can be counted toward meeting the meal pattern requirement for a food component.

*Example:*

Chocolate pudding would not count as one of the food items for lunch because it does not contain a food that can be credited as one of the five food items. Even though pudding contains milk, for school meals, the milk must be fluid milk.

For Enhanced Food-Based Menu Planning, a bread pudding may count as a grain-based dessert if it contains the required amount of bread to qualify for a serving of Grains/Breads. On the other hand, in Traditional Menu Planning, a grain in a dessert would not count toward the Grains/Bread requirement.

More information on crediting foods can be found in Appendix 4 of *A Menu Planner for Healthy School Meals*, pages 237-242 and *Food Buying Guide for Child Nutrition Programs* (Revised November 2001).

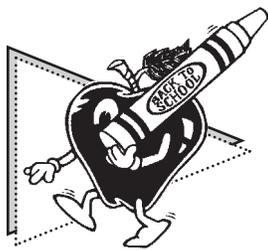
## THE ABC'S OF SUCCESSFUL MENU PLANNING

Remember ABC and you can remember the key principles of planning good menus.

- A      **Attractiveness**
- B      **Balance**
- C      **Choices**



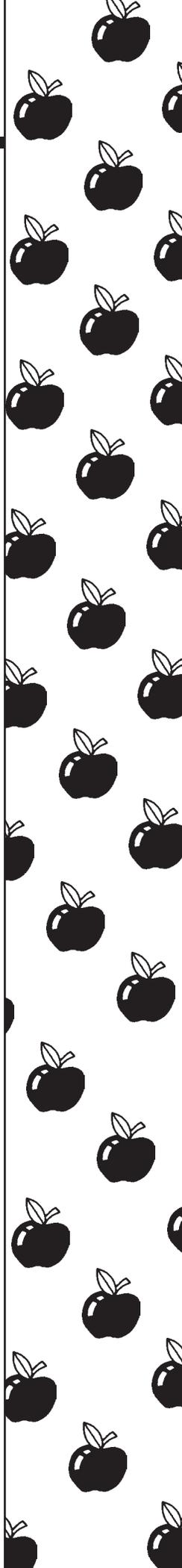
### Attractiveness ←.....



**Directions:** Discuss with your table team how the two sentences below apply to attractive menus.

“We eat with our eyes.”

“You never get a second chance to make first impression.”



**Plan Menus That Are Attractive to Customers**

As your Instructor presents information, write the key words in the spaces provided.

**KEY WORDS**  
eye appeal  
color  
dishes, plates, or trays  
service line  
look

1. \_\_\_\_\_ is one of the first considerations in good menu planning.
2. Plan menus that contrast \_\_\_\_\_. A rule of thumb is to use two colorful foods in each menu to make it look more attractive and more nutritious.

How could you make these menus look more attractive?

**Menu 1**

**Breaded Chicken Nuggets**  
**Choice of Two: Mashed Potatoes, Honey Carrots, Chilled Pears**  
**Roll**  
**Peanut Butter Bars**  
**Choices of Milk**

**Menu 2**

**Crustless Processed Grilled Cheese Sandwich**  
**Tater Tots**  
**Canned Fruit Cocktail**  
**Choices of Milk**

3. Think about the color of \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.
4. Make the \_\_\_\_\_ look attractive.

Talk with your table team about simple garnishes you have seen used. Be ready to share some suggestions for the menu items listed below.

Garnishes for breaded products:

Garnishes for green vegetables:

Garnishes for yellow and orange vegetables:

Garnishes for baked main dishes:

5. Think about how the food will \_\_\_\_\_ on the plate or tray. Serve a sample tray before the meal service begins to show everyone how the food should be placed.



# B

## Balance



### KEY WORDS

higher fat	shapes, sizes
higher cost	scratch-prepared
strongly flavored	equipment
crunchy or firm	line servers
heavier	commodities

Planning menus is a real balancing act. Some important aspects of balance are described below.

1. Balance \_\_\_\_\_ foods with menu items that are lower in fat.

*Examples:*

2. Balance \_\_\_\_\_ foods with menu items that are lower in cost.

*Examples:*

3. Balance \_\_\_\_\_ foods with menu items that have a mild flavor.

*Examples:*

4. Balance foods with \_\_\_\_\_ texture with menu items that have a soft texture.

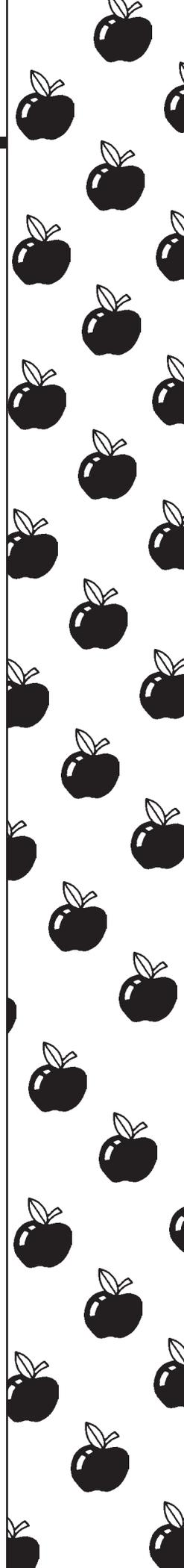
*Examples:*

5. Balance \_\_\_\_\_ foods with menu items that are “lighter.”

*Examples:*

6. Balance different \_\_\_\_\_ and \_\_\_\_\_ of foods served in the same menu.

*Examples:*



7. Balance \_\_\_\_\_ foods with convenience foods to use labor hours efficiently.

*Examples:*

8. Balance foods on the menu to use \_\_\_\_\_ efficiently.

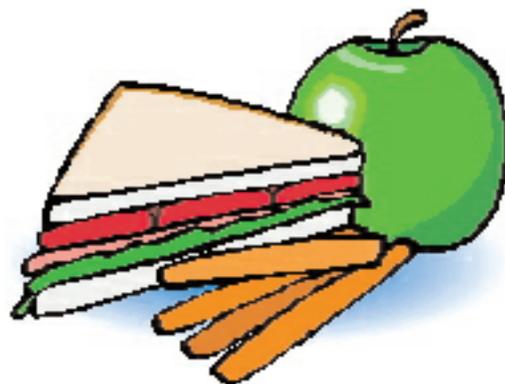
*Examples:*

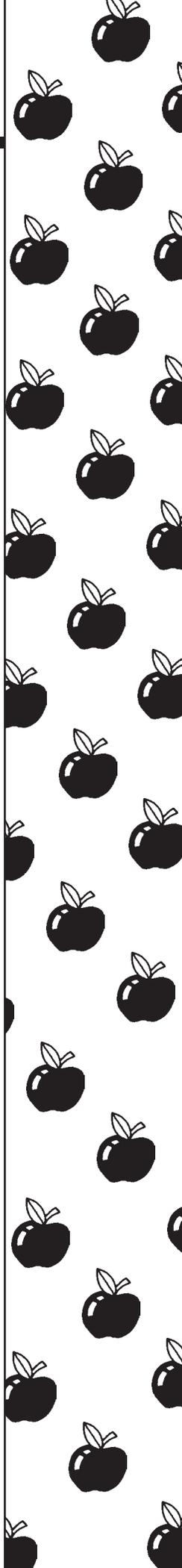
9. Balance foods on the menu to use \_\_\_\_\_ efficiently.

*Examples:*

10. Balance foods on the menu to use \_\_\_\_\_ efficiently and wisely.

*Examples:*



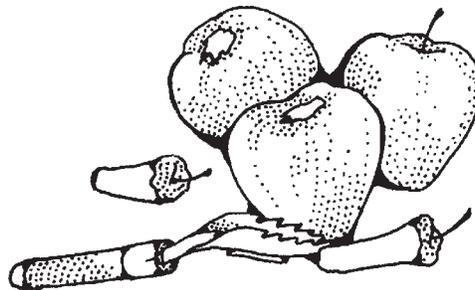


**Choices**

Today's customer is more sophisticated than ever before. Students eat in various kinds of restaurants and compare school foodservice menus to menus in other kinds of foodservice. To market successfully, a school menu should include choices in every food component. Here are some advantages of offering choice menus within meal components or with multiple menus. Write in the key word.

**KEY WORDS**

- increases
- decreases
- complaints
- nutrient needs
- new menu items



**Advantages of Choice Menus**

1. Participation \_\_\_\_\_ because customers get to choose what they like to eat.
2. Plate waste \_\_\_\_\_ for the same reason.
3. Students have fewer \_\_\_\_\_ .
4. It is easier to meet students' \_\_\_\_\_ because they tend to eat the foods they choose.
5. \_\_\_\_\_ can be introduced without risking a drop in participation. Offer an item three or four times before evaluating its popularity.



## KEY WORDS

forecasting  
planning production  
space  
hot  
signs  
quickly  
training

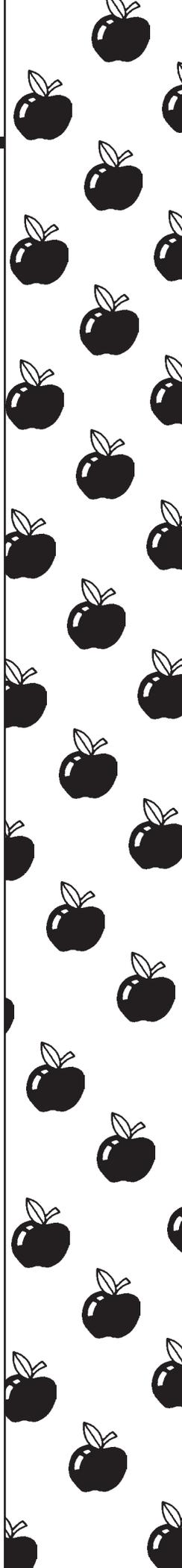


## Challenges of Choice Menus

Like any new venture, offering menu choices does have some challenges. However, most schools today do offer menu choices, and you can too.

Challenges include:

1. \_\_\_\_\_ the number of portions to prepare of each menu item
2. \_\_\_\_\_ so that foods are served at their peak of quality.
3. Planning menu choices to fit the \_\_\_\_\_ on the service line, including the hot wells, cold wells, and display area
4. Planning menu choices so that hot foods can be kept \_\_\_\_\_ (at or above 140°F) and cold foods can be kept at or below 41°F.
5. Communicating with the customer using \_\_\_\_\_ to describe menu choices.
6. Serving customers \_\_\_\_\_ and efficiently.
7. \_\_\_\_\_ line servers to move the service line quickly while maintaining courteous communication.



**Choice Menu Design**

One way to plan a choice menu is to develop a plan that is used every day. A sample choice menu plan for the Enhanced Food-Based Menu Planning option is shown below. Your menu design may include fewer choices within each component.

<b>Component</b>	<b>Sample Choice Menu Design</b>
<i>Meat/Meat Alternate</i>	<p><b>3 or 4 Choices:</b>                      A traditional meat/meat alternate scratch-prepared item paired with a bread item                      A meat/meat alternate item on a bun or sandwich                      An ethnic food or pasta                      A main-dish salad with crackers                      New menu item offered twice a month</p>
<i>Fruits/Vegetables</i>	<p><b>4 choices (use half-pans on service lines):</b>                      One vegetable or fruit that is a good source of vitamin C daily                      One vegetable or fruit that is a good source of vitamin A at least three times a week                      French Fries offered two times a week                      At least one cold fruit or fruit item offered daily                      New menu item offered twice a month</p>
<i>Grains/Breads</i>	<p><b>3 choices:</b>                      School-baked or purchased bread offered daily (roll, bun, or dessert)                      Whole-grain food offered three times a week                      Pasta offered once a week                      New menu item offered twice a month                      *For Enhanced Food-Based Menus, grain-based desserts may count toward meeting the Grains/Bread requirement.</p>
<i>Milk</i>	<p><b>3 choices:</b>                      Daily offering of reduced-fat milk, lowfat milk, lowfat flavored milk</p>

*How could you use a choice menu design in your foodservice?*

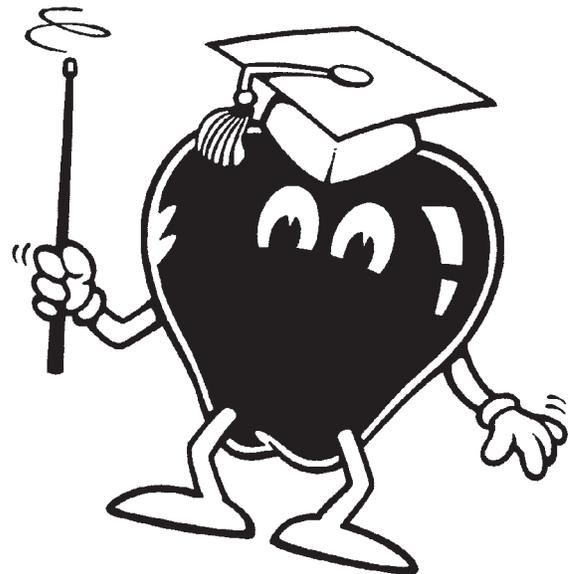
# Food-Based Menu Planning Options

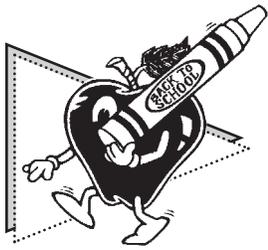


*Sample choice menus:*

Day of Week	Main Dish	Fruits/Vegetables*	Grains/Breads
<b>Monday</b>	Spaghetti with Meat Sauce	Whole-kernel Corn	Garlic Bread
	Tuna Salad on Bun	Garden Salad	Crackers
	Chef Salad	Fresh Orange Wedges	Oatmeal Cookie
		Crisp Delicious Apple	
<b>Tuesday</b>	Barbecue Chicken with Roll	Steamed Broccoli	School-Baked Roll
	Ham & Cheese on Bun	Fruit Cocktail	Crackers
	Cheese Pizza	Crisp Potato Wedges	
		Carrot & Celery Sticks	
<b>Wednesday</b>	Macaroni & Cheese w/ Fish Fillet	Coleslaw	Whole-Wheat Roll
	Turkey Dogs with Chili	Baked Apple Halves	Brownie
	Chicken Salad Plate	French Fries	
		Seasoned Green Beans	

\*Offer the same size portions of all menu items in a component. For example, offer 3/8-cup or 1/2-cup portions of all fruits and vegetables.





### Planning Choice Menus (Optional Activity)

*Directions:* Each team will need a paper plate and a marking pen.

**Part 1.** Work with your table team to plan a day's menu using the Sample Menu Design shown on page 28. Write your menu on the paper plate provided by your Instructor. Do not specify amounts, just the menu items to be offered. Write the names of your team members on the back of the plate.

**Part 2.** When your Instructor gives the directions, swap your menu plate with another team.

**Part 3.** Check the other team's menu to see if it meets the Sample Menu Design shown on page 28.



## Check Your Knowledge of Food-Based Menu Planning Options

### Performance Objective

The participant will demonstrate an understanding of the Food-Based Menu Planning options by correctly answering 7 of 10 multiple-choice items.



**Directions:** Read each item and circle the best answer. You may use the materials just discussed in class to find your answers.

1. Evaluate the Enhanced Food-Based menu below to decide if it meets daily requirements for components and portion sizes for an elementary school lunch, grades K-4.

**Spaghetti with Meat Sauce (2 oz. M/MA and 1 G/B)**

**Choice of Two: Green Beans (1 F/V), Orange Wedges (1 F/V), Tossed Salad with Dressing (1 F/V)**

**Brownie (1/2 G/B)**

**Choice of Milk (1 FL MK)**

- A. No, it does not have enough G/B
  - B. Yes
  - C. No, it does not have enough M/MA
  - D. No, the Brownie cannot be counted as a G/B
2. The five required food items in an Enhanced Food-Based menu are:
    - A. 2 oz. meat/meat alternate, 2 fruits/vegetables, 2 grains/breads,
    - B. 2 oz. meat/meat alternate, 2 fruits/vegetables, 1 grains/breads, 1 fluid milk
    - C. 4 oz. meat/meat alternate, 1 fruits/vegetables, 1 grains/breads, 1 fluid milk
    - D. 4 oz. meat/meat alternate, 2 fruits/vegetables, 1 grains/breads, 1 fluid milk
  3. The two established grade groups for the Enhanced Food-Based Menu Planning Option are:
    - A. Grades K-3, 7-12
    - B. Grades K-3, 4-12
    - C. Grades K-6, 7-12
    - D. Grades K-9, 9-12
  4. The Enhanced Food-Based Menu Planning Option has weekly minimum servings of
    - A. Grains/breads
    - B. Grains/breads and fruits/vegetables (for K-6)
    - C. All food components
    - D. Milk every day

5. The minimum allowable serving size that may count toward meeting the required serving of grains/breads is
  - A. 1/8 serving
  - B. 1/4 serving
  - C. 1/2 serving
  - D. 3/4 serving
  
6. The minimum allowable serving size that may count toward meeting the required total servings of fruits/vegetables is
  - A. 1/8 cup
  - B. 1/4 cup
  - C. 1/3 cup
  - D. 1/2 cup
  
7. For Enhanced Food-Based menus, the minimum number of servings of grains/bread for 5 consecutive days of school lunches for Grades K-6 is
  - A. 5
  - B. 10
  - C. 12
  - D. 15
  
8. For Enhanced Food-Based menus, a grain-based dessert may count toward meeting the grains/bread requirement if it contains the required amount of bread to qualify as the second serving of G/B.
  - A. False
  - B. True
  
9. For breakfast or lunch, yogurt may count toward meeting the meat/meat alternate requirement.
  - A. False
  - B. True
  
10. Does the Enhanced Food-Based menu below meet daily requirements for components and portion sizes for an elementary school breakfast, grades K-6?  
**Cheese Toast (1 oz. M/MA and 1 G/B)**  
**Fresh Fruit Cup (1 V/F)**  
**1% Milk (1 FL MK)**
  - A. No, it does not have enough G/B
  - B. No, it does not have enough M/MA
  - C. No, it does not have enough F/V
  - D. Yes

