

INSTRUCTOR'S MANUAL



CHILD AND ADULT MEAL PATTERN REQUIREMENTS

A CACFP Meal Pattern Requirements
Supplemental Training



Child and Adult Meal Pattern Requirements

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Requirements Supplemental Training

Instructor's Manual



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Institute of Child Nutrition

The University of Mississippi

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Improve the operation of child nutrition programs through research, education and training, and information dissemination.

MISSION

Provide relevant research-based information and services that advance the continuous improvement of child nutrition programs.

VISION

Lead the nation in providing research, education, and resources to promote excellence in child nutrition programs.

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INTRODUCTION

Background Information

The *CACFP Meal Pattern Requirements* training was developed based on the updated Child and Adult Care Food Program (CACFP) meal pattern requirements, published on April 25, 2016. This training included an introductory lesson and four core-content lessons: (1) Infant Meal Pattern Requirements, (2) Child and Adult Meal Pattern Requirements, (3) Child and Adult Meal Service, and (4) Optional Best Practices.

To better meet the needs of those in the field, the *CACFP Meal Pattern Requirements* materials now feature the following supplemental trainings:

- Infant Meal Pattern Requirements
- Child and Adult Meal Pattern Requirements
- Optional Best Practices

Training Overview

This *Child and Adult Meal Pattern Requirements* training features the updated requirements for serving nutritious meals and snacks to child and adult participants, as outlined in the latest CACFP meal patterns. Through this comprehensive six-hour or individual training lessons, participants will explore the updates to the child and adult meal patterns, as well as tips and strategies for implementation.

Intended Audience

This training is designed specifically for individuals operating the CACFP. Intended audiences may include, but are not limited to, the following program types:

- Child Care Centers
- Family Child Care Homes
- Adult Day Care Centers
- At-Risk Afterschool Programs
- Emergency Shelters
- Pre-K Meals in the National School Breakfast and National School Lunch Programs

Affiliates, such as sponsoring organizations and State agencies, may also find this training useful when managing or assisting these program types.

Training Components

This *Child and Adult Meal Pattern Requirements* training includes four components: Instructor's Manual, Participant's Workbook, Assessments, and a PowerPoint Presentation. When planning to train, it is critical to review all components to establish a clear understanding of the content, learning activities, and all other aspects of this training.

The **Instructor's Manual** features the following components:

- Training-at-a-Glance
- Preparation Checklist
- Individual Lesson Plans and Scripts
- Learning Objectives
- Handouts and Worksheets
- Activities and Answer Keys
- Reference Pages

The **Participant's Workbook** is a separate manual that accompanies the Instructor's Manual. It includes the following components:

- Training Introduction
- Handouts and Worksheets
- Reference Pages

The **Assessments** are separate handouts that accompany the training materials. There is a Pre-Assessment, Post-Assessment, and answer key. The purpose of the assessments is to measure what the participants know at the beginning of the training and what they learned after completing the training.

When indicated in the Instructor's Manual, distribute the Pre-Assessment at the beginning of the training and the Post-Assessment at the end of the training. However, if offering this training in individual lessons, distribute the Pre-Assessment at the beginning of each lesson and the Post-Assessment at the end of each lesson as indicated in the Instructor's Manual.

If this training is administered by the Institute of Child Nutrition, collect all assessments and return them to the Institute along with the evaluations.

The **PowerPoint Presentation** is a separate file that supports the facilitation of this training. It is designed to be used in conjunction with the Instructor's Manual. Although the presentation features the Instructor's Manual's training script, it does not feature the handouts and the answer keys. It is recommended that training instructors do not rely solely on the PowerPoint for delivering this training.

Instructor's Manual Training Script

When delivering this training, strive to follow the script and model the program provided in this Instructor's Manual. This script features the following prompts for transitioning between topics, slides, activities, and other aspects of this training:

- **SHOW SLIDE:** This prompt indicates when to show a specific PowerPoint slide.
- **SAY:** This prompt indicates what to say to the participants.
- **DO:** This prompt explains what you and/or the participants should do.
- **ASK:** This prompt indicates when you should ask the participants a question. If the question warrants feedback, the FEEDBACK prompt will follow the ASK prompt. If there are questions that you do not know the answer to, refer the participants to their State agency or the Institute of Child Nutrition's Help Desk by phone at 800-321-3054 or by email at helpdesk@theicn.org.
- **FEEDBACK:** This prompt ensures certain elements are covered in discussions, and it will state information for reviewing activities.
- **NOTE TO INSTRUCTOR:** This prompt features information for reference purposes only; avoid sharing any information noted for this prompt with the participants. It is helpful to read each note when preparing for this training to reduce the time of transitions.

It is important to become familiar with the meaning of these prompts when preparing for this training.

Group Size and Classroom Arrangement

The recommended group size is 35 participants or fewer. This size allows for optimum knowledge and skill development. In addition, it reduces the risk of exceeding the time assigned for this training. Moreover, if this training has more than 35 participants, additional trainers are needed to maintain the integrity of the training's content.

Ideally, the classroom should be arranged in a grouping of large, round tables with chairs for 4–5 participants to sit comfortably. If the training consists of 12 or fewer participants, an open U-arrangement is ideal for group interaction.

When setting up the training room, there are a few key things to include for presenting this training. First, the training room should have the capability to provide a computer, projector, and a projection screen. Position the projection screen in a location that provides a clear view for all participants. If needed, position the speaker's podium with the microphone to one side of the room to allow for a clear view of the participants and the projection screen(s). Last, include a small table to the side of the podium to provide space for the instructor's materials.

Training Delivery Recommendations

Prior to beginning this training, complete the following tasks:

- Ensure you have the Instructor's Manual, PowerPoint presentation, Pre- and Post-Assessments, and any other items needed for delivering this training, such as supplies for each activity.
- Welcome participants as they enter the training room.
- Distribute a Participant's Workbook to each participant.
- Circulate the sign-in sheet(s) and request that participants print and sign their name to the sheet.
- Locate and distribute the table tents to each participant. Ask them to write their name on the table tent and place it at their seat.
- Post a piece of chart paper on a nearby wall and title it "Bike Rack." This chart will serve as a tool for participants to post posing questions.
- Post the following ground rules around the room using the painter's tape or any other method that works for the room where the training is being conducted:
 - Be a team player.
 - Be respectful of everyone.
 - Share ideas with the class.
 - Be on time for all sessions.
 - Stand up when your mind goes on vacation.
 - Always ask for clarification if you do not understand.
 - Turn your mind on and your electronic devices to silent or off.

Functional Area and Competencies

The Institute of Child Nutrition's Competencies, Knowledge, and Skills for Child Care Providers in CACFP Operations establishes the foundation for providing nutritious meals to all CACFP participants as well as creating an environment supportive to learning healthy eating behaviors. This training focuses on the following competencies for Functional Area #5: Nutrition and Meal Management.

- Competency 5.1: Assures appropriate implementation of meal planning, food purchasing, and meal management that meets CACFP meal pattern requirements.
- Competency 5.3: Develops procedures to collaborate with CACFP stakeholders to ensure goals for healthy eating and menu planning are met.

Source: Institute of Child Nutrition. (2015). *Competencies, knowledge and skills for child care providers in CACFP operations*. <https://theicn.org/icn-resources-a-z/competencies-knowledge-and-skills-for-child-care-providers-in-cacfp-operations/>

Table of Contents

Training-at-a-Glance	7
Preparation Checklist	9
Training Introduction.....	11
Milk Component Updates	31
Meats and Meat Alternates Component Updates	47
Vegetable and Fruit Component(s) Updates	75
Grains Component Updates.....	87
Child and Adult Meal Service Updates.....	1211
Training Conclusion	1411
Appendix.....	1455
Training Resources	147
Key Terms	148
Answer Key	149
References	1500

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Training-at-a-Glance

Time	Topic	Activity	Materials
Training Introduction			
20 minutes	<ul style="list-style-type: none"> Purpose of the Change Previous vs. Updated Meal Pattern Requirements Age Groups Training Overview Comprehensive Pre-Assessment 	<ul style="list-style-type: none"> Define Training Success Comprehensive Pre-Assessment 	<ul style="list-style-type: none"> PowerPoint Presentation Participant's Workbook Comprehensive Pre-Assessment Pens or Pencils Chart Paper Markers
Milk Component Updates			
60 minutes	<ul style="list-style-type: none"> Milk Requirements Review Milk Types Milk Substitutions Water 	<ul style="list-style-type: none"> Lesson Pre-Assessment* Team Quiz Milk Component Requirements Revisiting Medical Statements Video Review Apply in Three Lesson Post-Assessment* 	<ul style="list-style-type: none"> Lesson Pre-/Post-Assessment PowerPoint Presentation Participant's Workbook Pens or Pencils Video: 7 Ideas to Help Kids Drink Water
Meats and Meat Alternates Component Updates			
60 minutes	<ul style="list-style-type: none"> Meat and Meat Alternates at Breakfast Tofu and Soy Products Creditable Yogurt 	<ul style="list-style-type: none"> Lesson Pre-Assessment* Sticky Bank Breakfast Ideas with Meat and Meat Alternates What Is Tofu? Serving Tofu and Soy Products Yogurt, Is It Creditable? Apply in Three Lesson Post-Assessment* 	<ul style="list-style-type: none"> Lesson Pre-/Post-Assessment PowerPoint Presentation Participant's Workbook Pens or Pencils Markers Chart Paper Sticky Note Pads Video: What Is Tofu?
Vegetable and Fruit Component(s) Updates			
50 minutes	<ul style="list-style-type: none"> Separation of Vegetable Component Serving Juice 	<ul style="list-style-type: none"> Lesson Pre-Assessment* Recall That Phrase Juice, Does It Comply? Apply in Three Lesson Post-Assessment* 	<ul style="list-style-type: none"> Lesson Pre-/Post-Assessment PowerPoint Presentation Participant's Workbook Pens or Pencils

Grains Component Updates

90 minutes	<ul style="list-style-type: none"> • Whole Grain-Rich Requirements • Methods for Determining Whole Grain-Rich Products • Creditable Breakfast Cereals • Grain-Based Desserts and Exhibit A 	<ul style="list-style-type: none"> • Lesson Pre-Assessment* • Discussion: Whole Grain-Rich Requirement • Rule of Three – Is It Whole Grain-Rich? • Breakfast Cereal, Is It Creditable? • Speed Grains • Apply in Three • Lesson Post-Assessment* 	<ul style="list-style-type: none"> • Lesson Pre-/Post-Assessment • PowerPoint Presentation • Participant’s Workbook • Pens or Pencils • Grain-Based Dessert Posters • Painter’s tape • Bell/Timer/Watch • Markers • Chart Paper • Sticky Note Pads
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Child and Adult Meal Service Updates

60 minutes	<ul style="list-style-type: none"> • Food Preparation Methods • CACFP Meal Service • Family Style Meal Service • Offer Versus Serve • Avoiding Force and Bribery at Mealtimes 	<ul style="list-style-type: none"> • Lesson Pre-Assessment* • Preparing Nutritious Foods • Discussion: Shout It Out: Family Style Meal Service • OVS: Is It Reimbursable? • Meal Service Tips • Apply in Three • Lesson Post-Assessment* 	<ul style="list-style-type: none"> • Lesson Pre-/Post-Assessment • PowerPoint Presentation • Participant’s Workbook • Pens or Pencils • Chart Paper • Markers
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Training Conclusion

20 minutes	<ul style="list-style-type: none"> • Training Summary • Comprehensive Post-Assessment 	<ul style="list-style-type: none"> • Comprehensive Post-Assessment 	<ul style="list-style-type: none"> • Pens or Pencils • Comprehensive Post-Assessment
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Time: 360 minutes (6 hours)

*Total time does not include lesson assessments. When including the lesson assessments, allow for an additional 10–15 minutes for each lesson.

Preparation Checklist

Instructions: The preparation checklist lists the essential tasks for gathering materials before presenting this training. Within 4 to 6 weeks of the training date, assign each task to a specific person and determine a date to complete each task. Keep track of the progress by placing a checkmark by each task as it is completed.

Task	Person Responsible	Completion Date	√
Gather presentation equipment and supplies			
Microphone (If necessary, preferably wireless)			
Computer and Internet			
Projector and Projector Screen			
Locate general training materials (provided by ICN)			
Instructor’s Manual			
Participant’s Workbook (1 per participant)			
PowerPoint Presentation			
Participant Sign-In Sheet(s)			
Ground Rules			
Training Evaluations			
Pre-Assessment(s) and Post-Assessment(s)			
Certificates of Completion			
Locate activity materials (provided by ICN)			
Sticky Note Pads (1 per 5 participants)			
Painter’s Tape (1 roll)			
Pens or Pencils (1 per participant)			
Chart Paper (1–2 Charts)			
Table Tents (1 per participant)			
Markers (1 pack per 5 participants)			
Index Card (1 per participant)			
Grain-Based Dessert Posters: Cakes, Cookies, Sweet pie crusts, Doughnuts, Granola bars, and Sweet rolls			
Timer/Watch			
Bell or Sound Maker			

Videos:

- 7 Ideas to Help Kids Drink More Water -
<https://www.youtube.com/watch?v=QFSGMt1-baE>
- What Is Tofu?
<https://www.youtube.com/watch?v=M80wOarJ5Vc>

Training Introduction

Lesson-at-a-Glance			
Time	Topic	Activity	Materials
Introduction			
10 minutes	<ul style="list-style-type: none"> • Purpose of the Change • Previous vs. Updated Meal Pattern Requirements • Age Groups 	<ul style="list-style-type: none"> • Define Training Success 	<ul style="list-style-type: none"> • PowerPoint Presentation • Participant’s Workbook • Pens or Pencils • Markers • Chart Paper
Conclusion			
10 minutes	<ul style="list-style-type: none"> • Training Overview Summary • Lesson Pre-Assessment 	<ul style="list-style-type: none"> • Comprehensive Pre-Assessment 	<ul style="list-style-type: none"> • PowerPoint Presentation • Participant’s Workbook • Pens or Pencils • Comprehensive Pre-Assessment
Total Time: 20 minutes			

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TRAINING SCRIPT

Lesson Plan:

INTRODUCTION:

SHOW SLIDE: Child and Adult Meal Pattern Requirements Training

DO:

Confirm participants have printed and signed their names on the sign-in sheet(s), and encourage them to make sure it is legible. Confirm that they have all the necessary materials for this training (e.g., Participant's Workbook, pens or pencils, and activity supplies).

Begin training by advancing to the next slide.

SHOW SLIDE: Welcome

SAY:

Welcome to the *Child and Adult Meal Pattern Requirements* training. The Institute of Child Nutrition would like to thank you for providing us with the opportunity to offer this CACFP Meal Pattern Requirements Supplemental training. It is our hope that you will gain the knowledge and skills for implementing the updated Child and Adult Care Food Program (CACFP) meal patterns regulations.

NOTE TO INSTRUCTOR: If this training is not sponsored by the Institute of Child Nutrition, provide information regarding the host organization.

SHOW SLIDE: Lesson Overview

SAY:

In this introduction lesson, we are going to cover some general information before exploring each meal pattern component updates. We will focus on these three tasks:

- Complete participant and trainer introductions
- Review the purpose and some general changes to the CACFP meal patterns
- Explore the training topics and today's schedule

Let's begin by getting to know each other.

DO:

Introduce yourself and other special guests. Be sure to state your name, title/credentials, and your experience in child care, CACFP, and other child nutrition programs.

SHOW SLIDE: Activity: Define Training Success**DO:****(Activity): Define Training Success**

The purpose of this activity is to allow participants to network with their peers as well as identify their expectations for this training. This activity will also help the trainer to identify ways to meet the needs of each participant.

Materials Needed: Chart Paper (1 piece of paper per group) and markers

Time: 10 minutes

Instructions:

1. **DO:** Divide the class into groups of 3–5 participants, and distribute a piece of chart paper and a marker(s) to each group. Ask participants to move to their group space, taking their things with them. They should remain in these groups throughout the course of this training.
2. **SAY:** Let's begin by thinking about the benefits of attending this training and your overall expectations for what you would like to learn today. In your groups, introduce yourself and state one or two key points to complete the sentence: "This training will be a success for me, if ____." For example, this training will be a success for me, if everyone learns how to implement the updated infant meal pattern requirements. After everyone has shared within your group, use your chart paper to create a list of each of your responses.
3. **DO:** Allow participants 5 minutes to complete this activity. Then, request that each group share their responses with the large group and post their chart paper in the training area.

FEEDBACK: If the training size is not conducive to large group sharing, discuss the following general training expectations and allow the participants to add any additional comments:

- Learn how to implement all requirements
- Learn more about the whole grains requirements
- Gain a better understanding of meeting the sugar limit requirements
- Learn more about the separation of the fruit and vegetable component

SHOW SLIDE: Logistics**SAY:**

To help ensure this training is a success, there are a few key things to keep in mind.

- The ground rules are posted (state location) and featured in your Participant's Workbook. Please take a moment to review them.
- We will take a minimum of three breaks during this training. Please be sure to return on time, as starting and ending breaks on time will allow us to cover all the training information and activities within the time allotted. If you should need to stretch or attend to a need at a different time, please feel free to do so. All that I ask is that you leave and return without disturbing the training.
- The restrooms are located (state location).

- Last, I have posted a chart paper with the title “Bike Rack” (the former parking lot concept) ([state location](#)). Feel free to write any questions on a sticky note and post it to the “Bike Rack.” I will aim to answer all questions and share the information with the class before the end of this training. Although I will try to answer questions throughout the training, some questions may require research or a longer answer than time allows. Any questions I cannot answer, I will forward to the ICN for further assistance.

Now that we have reviewed some basic logistical information, let's shift our focus to the CACFP and the purpose for the updates to the meal patterns.

SHOW SLIDE: [CACFP in the Last 50 Years](#)

SAY:

Since 1968, the CACFP has helped to ensure participants receive nutritious meals and snacks while attending child care and later, those attending adult care. Over the years, however, the nutritional needs and the eating habits of children and adults have shifted from those when the program first began.

In particular, the overall health status of this country has shifted from deficiencies in essential nutrients, such as a lack of vitamins A and C, to chronic diseases, such as hypertension, heart disease, type 2 diabetes, and even some forms of cancer.

SHOW SLIDE: [Purpose of the Update](#)

SAY:

Understanding the shifts, the Healthy, Hunger-Free Kids Act of 2010 called for USDA to review and revise the CACFP meal pattern requirements to better align with the *Dietary Guidelines for Americans* (DGA) and to address the current health status of children and adults.

Ultimately, the updated meal pattern requirements enhance the overall nutritional quality of meals and snacks served in CACFP settings. Additionally, these improvements help young children develop healthy eating habits early and safeguard the overall wellness of adult participants.

You can learn more about these changes by referring to the handouts, [CACFP in the Last 50 Years](#), the [2020–2025 Dietary Guidelines for Americans](#), and the [Child and Adult Meal Patterns](#) in your Participant's Workbook.

Handout: CACFP in the Last 50 Years

Since 1968, the Child and Adult Care Food Program (CACFP) has been one of the most rewarding federally funded programs available. In fact, it serves nutritious meals and snacks to over 4 million children and nearly 120,000 adults each day as part of the care received in facilities operating this program. Not only has it provided nutritious meals, but this program has also contributed to the overall health and wellness of young children and adults. However, the nutritional needs and the eating habits of children and adults are quite different today from those when the program first started.

According to the *Dietary Guidelines for Americans* (DGA), the overall health status of this country has shifted from deficiencies in essential nutrients, such as a lack of vitamins A and C, to chronic diseases, such as hypertension, heart disease, type 2 diabetes, and even some forms of cancer. In addition, there has been a shift in eating habits with diets being low in vegetables, fruits, and dairy. The DGA reports many Americans are eating diets high in added sugars, saturated fats, and sodium. Additionally, about 40% of children are overweight or obese, which is often due to poor eating habits and lack of physical activity.

Because of these shifts, Congress called for United States Department of Agriculture to review and revise the CACFP meal pattern requirement to better align with the DGA and to address the current health status of children and adults. Following this call to action, USDA published the new nutritional standards featuring the updated meal pattern requirements in April 2016, with implementation by October 1, 2017.

The updated meal pattern requirements enhance the overall nutritional quality of meals and snacks served in CACFP settings. Additionally, these improvements help young children develop healthy eating habits early and safeguard the overall wellness of adult participants.

Handout: 2020-2025 Dietary Guidelines for Americans

- ① **Follow a healthy dietary pattern at every life stage.** At every life stage—infancy, toddlerhood, childhood, adolescence, adulthood, pregnancy, lactation, and older adulthood—it is never too early or too late to eat healthfully.
- ② **Customize and enjoy nutrient-dense food and beverage choices to reflect personal preferences, cultural traditions, and budgetary considerations.** A healthy dietary pattern can benefit all individuals regardless of age, race, or ethnicity, or current health status. The *Dietary Guidelines* provides a framework intended to be customized to individual needs and preferences, as well as the foodways of the diverse cultures in the United States.
- ③ **Focus on meeting food group needs with nutrient-dense foods and beverages, and stay within calorie limits.** Nutritional needs should be met primarily from foods and beverages—specifically, nutrient-dense foods and beverages. Nutrient-dense foods provide vitamins, minerals, and other health-promoting components and have no or little added sugars, saturated fat, and sodium. A healthy dietary pattern consists of nutrient-dense forms of foods and beverages across all food groups, in recommended amounts, and within calorie limits.
- ④ **Limit foods and beverages higher in added sugars, saturated fat, and sodium, and limit alcoholic beverages.** At every life stage, meeting food group recommendations—even with nutrient-dense choices – requires most of a person’s daily calorie needs and sodium limits. A healthy dietary pattern doesn’t have much room for extra added sugars, saturated fat, or sodium—or for alcoholic beverages. A small amount of added sugars, saturated fat, or sodium can be added to nutrient-dense foods and beverages to help meet food group recommendations, but foods and beverages high in these components should be limited.

Handout: Child Meal Pattern: Breakfast
 (Select all three components for a reimbursable meal)

Food Components and Food Items ¹	Ages 1–2	Ages 3–5	Ages 6–12	Ages 13–18 ² (at-risk afterschool programs and emergency shelters)
Fluid milk ³	4 fluid ounces	6 fluid ounces	8 fluid ounces	8 fluid ounces
Vegetables, fruits, or portions of both ⁴	¼ cup	½ cup	½ cup	½ cup
Grains (oz eq)^{5,6,7}				
Whole grain-rich or enriched bread	½ oz eq	½ oz eq	1 oz eq	1 oz eq
Whole grain-rich or enriched bread product, such as biscuit, roll, or muffin	½ oz eq	½ oz eq	1 oz eq	1 oz eq
Whole grain-rich, enriched or fortified cooked breakfast cereal ⁸ , cereal grain, and/or pasta	¼ cup	¼ cup	½ cup	½ cup
Whole grain-rich, enriched or fortified ready-to-eat breakfast cereal (dry, cold) ⁸				
Flakes or rounds	½ cup	½ cup	1 cup	1 cup
Puffed cereal	¾ cup	¾ cup	1 ¼ cup	1 ¼ cup
Granola	⅛ cup	⅛ cup	¼ cup	¼ cup

¹ Must serve all three components for a reimbursable meal. Offer Versus Serve is an option for at-risk afterschool participants.

² Larger portion sizes than specified may need to be served to children 13 through 18 years old to meet their nutritional needs.

³ Must be unflavored whole milk for children age one. Must be unflavored low-fat (1 percent) or unflavored fat-free (skim) milk for children two through five years old. Must be unflavored low-fat (1 percent), unflavored fat-free (skim), flavored fat-free (skim), or flavored low-fat (1%) milk for children six years old and older.

⁴ Pasteurized full-strength juice may only be used to meet the vegetable or fruit requirement at one meal, including snack, per day.

⁵ At least one serving per day, across all eating occasions, must be whole grain-rich. Grain-based desserts do not count towards meeting the grains requirement.

⁶ Meat and meat alternates may be used to meet the entire grains requirement a maximum of three times a week. One ounce of meat and meat alternates is equal to one ounce equivalent of grains.

⁷ Ounce equivalents (oz eq) are used to determine the quantity of creditable grains.

⁸ Breakfast cereals must contain no more than 6 grams of sugar per dry ounce (no more than 21.2 grams sucrose and other sugars per 100 grams of dry cereal).

Handout: Child Meal Pattern: Lunch and Supper
 (Select all five components for a reimbursable meal)

Food Components and Food Items ¹	Ages 1–2	Ages 3–5	Ages 6–12	Ages 13–18 ² (at-risk afterschool programs and emergency shelters)
Fluid milk³	4 fluid ounces	6 fluid ounces	8 fluid ounces	8 fluid ounces
Meats/meat alternates				
Lean meat, poultry, or fish	1 ounce	1 ½ ounce	2 ounces	2 ounces
Tofu, soy product, or alternate protein products ⁴	1 ounce	1 ½ ounce	2 ounces	2 ounces
Cheese	1 ounce	1 ½ ounce	2 ounces	2 ounces
Large egg	½	¾	1	1
Cooked dry beans or peas	¼ cup	⅔ cup	½ cup	½ cup
Peanut butter or soy nut butter or other nut or seed butters	2 tbsp	3 tbsp	4 tbsp	4 tbsp
Yogurt, plain or flavored unsweetened or sweetened ⁵	4 ounces or ½ cup	6 ounces or ¾ cup	8 ounces or 1 cup	8 ounces or 1 cup
The following may be used to meet no more than 50% of the requirement: Peanuts, soy nuts, tree nuts, or seeds, as listed in program guidance, or an equivalent quantity of any combination of the above meats/meat alternates (1 ounce of nuts/seeds = 1 ounce of cooked lean meat, poultry, or fish)	½ ounce = 50%	¾ ounce = 50%	1 ounce = 50%	1 ounce = 50%
Vegetables⁶	⅓ cup	¼ cup	½ cup	½ cup
Fruits^{6,7}	⅓ cup	¼ cup	¼ cup	¼ cup
Grains (oz eq)^{8,9}				
Whole grain-rich or enriched bread	½ oz eq	½ oz eq	1 oz eq	1 oz eq
Whole grain-rich or enriched bread product, such as biscuit, roll, or muffin	½ oz eq	½ oz eq	1 oz eq	1 oz eq
Whole grain-rich, enriched or fortified cooked breakfast cereal ¹⁰ , cereal grain, and/or pasta	¼ cup	¼ cup	½ cup	½ cup

- ¹ Must serve all five components for a reimbursable meal. Offer versus serve is an option for at-risk afterschool participants.
- ² Larger portion sizes than specified may need to be served to children 13 through 18 years old to meet their nutritional needs.
- ³ Must be unflavored whole milk for children age one. Must be unflavored low-fat (1 percent) or unflavored fat-free (skim) milk for children two through five years old. Must be unflavored low-fat (1 percent), unflavored fat-free (skim), flavored fat-free (skim), or flavored low-fat (1%) milk for children six years old and older.
- ⁴ Alternate protein products must meet the requirements in Appendix A to Part 226.
- ⁵ Yogurt must contain no more than 23 grams of total sugars per 6 ounces.
- ⁶ Pasteurized full-strength juice may only be used to meet the vegetable or fruit requirement at one meal, including snack, per day.
- ⁷ A vegetable may be used to meet the entire fruit requirement. When two vegetables are served at lunch or supper, two different kinds of vegetables must be served.
- ⁸ At least one serving per day, across all eating occasions, must be whole grain-rich. Grain-based desserts do not count towards the grains requirement.
- ⁹ Ounce equivalents (oz eq) are used to determine the quantity of the creditable grain.
- ¹⁰ Breakfast cereals must contain no more than 6 grams of sugar per dry ounce (no more than 21.2 grams sucrose and other sugars per 100 grams of dry cereal).

Handout: Child Meal Pattern: Snack
(Select two of the five components for a reimbursable snack)

Food Components and Food Items ¹	Ages 1-2	Ages 3-5	Ages 6-12	Ages 13-18 ² (at-risk afterschool programs and emergency shelters)
Fluid Milk³	4 fluid ounces	4 fluid ounces	8 fluid ounces	8 fluid ounces
Meats/meat alternates				
Lean meat, poultry, or fish	½ ounce	½ ounce	1 ounce	1 ounce
Tofu, soy product, or alternate protein products ⁴	½ ounce	½ ounce	1 ounce	1 ounce
Cheese	½ ounce	½ ounce	1 ounce	1 ounce
Large egg	½	½	½	½
Cooked dry beans or peas	⅛ cup	⅛ cup	¼ cup	¼ cup
Peanut butter or soy nut butter or other nut or seed butters	1 tbsp	1 tbsp	2 tbsp	2 tbsp
Yogurt, plain or flavored unsweetened or sweetened ⁵	2 ounces or ¼ cup	2 ounces or ¼ cup	4 ounces or ½ cup	4 ounces or ½ cup
Peanuts, soy nuts, tree nuts, or seeds	½ ounce	½ ounce	1 ounce	1 ounce
Vegetables⁶	½ cup	½ cup	¾ cup	¾ cup
Fruits⁶	½ cup	½ cup	¾ cup	¾ cup
Grains (oz eq)^{7,8}				
Whole grain-rich or enriched bread	½ oz eq	½ oz eq	1 oz eq	1 oz eq
Whole grain-rich or enriched bread product, such as biscuit, roll, or muffin	½ oz eq	½ oz eq	1 oz eq	1 oz eq
Whole grain-rich, enriched or fortified cooked breakfast cereal ⁹ , cereal grain, and/or pasta	¼ cup	¼ cup	½ cup	½ cup
Whole grain-rich, enriched or fortified ready-to-eat breakfast cereal (dry, cold) ⁹				
Flakes or rounds	½ cup	½ cup	1 cup	1 cup
Puffed cereal	¾ cup	¾ cup	1 ¼ cup	1 ¼ cup
Granola	⅛ cup	⅛ cup	¼ cup	¼ cup

- ¹Select two of the five components for a reimbursable snack. Only one of the two components may be a beverage.
- ²Larger portion sizes than specified may need to be served to children 13 through 18 years old to meet their nutritional needs.
- ³Must be unflavored whole milk for children age one. Must be unflavored low-fat (1 percent) or unflavored fat-free (skim) milk for children two through five years old. Must be unflavored low-fat (1 percent), unflavored fat-free (skim), flavored fat-free (skim), or flavored low-fat (1%) milk for children six years old and older.
- ⁴Alternate protein products must meet the requirements in Appendix A to Part 226.
- ⁵Yogurt must contain no more than 23 grams of total sugars per 6 ounces.
- ⁶Pasteurized full-strength juice may only be used to meet the vegetable or fruit requirement at one meal, including snack, per day.
- ⁷At least one serving per day, across all eating occasions, must be whole grain-rich. Grain-based desserts do not count towards meeting the grains requirement.
- ⁸Ounce equivalents (oz eq) are used to determine the quantity of creditable grains.
- ⁹Breakfast cereals must contain no more than 6 grams of sugar per dry ounce (no more than 21.2 grams sucrose and other sugars per 100 grams of dry cereal).

Handout: Adult Meal Pattern: Breakfast
(Select all three components for a reimbursable meal)

Food Components and Food Items ¹	Minimum Quantities
Fluid Milk ²	8 fluid ounces
Vegetables, fruits, or portions of both ³	½ cup
Grains (oz eq) ^{4,5,6}	
Whole grain-rich or enriched bread	2 oz eq
Whole grain-rich or enriched bread product, such as biscuit, roll, or muffin	2 oz eq
Whole grain-rich, enriched or fortified cooked breakfast cereal ⁷ , cereal grain, and/or pasta	1 cup
Whole grain-rich, enriched or fortified ready-to-eat breakfast cereal (dry, cold) ⁷	
Flakes or rounds	2 cups
Puffed cereal	2 ½ cups
Granola	½ cup

¹ Must serve all three components for a reimbursable meal. Offer versus serve is an option for adult participants.

² Must be unflavored low-fat (1 percent), unflavored fat-free (skim), flavored fat-free (skim), or flavored low-fat (1%) milk. Six ounces (weight) or ¾ cup (volume) of yogurt may be used to meet the equivalent of 8 ounces of fluid milk once per day when yogurt is not served as a meat alternate in the same meal.

³ Pasteurized full-strength juice may only be used to meet the vegetable or fruit requirement at one meal, including snack, per day.

⁴ At least one serving per day, across all eating occasions, must be whole grain-rich. Grain-based desserts do not count towards meeting the grains requirement.

⁵ Meat and meat alternates may be used to meet the entire grains requirement a maximum of three times a week. One ounce of meat and meat alternates is equal to one ounce equivalent of grains.

⁶ Ounce equivalents (oz eq) are used to determine the quantity of creditable grains.

⁷ Breakfast cereals must contain no more than 6 grams of sugar per dry ounce (no more than 21.2 grams sucrose and other sugars per 100 grams of dry cereal).

**Handout: Adult Meal Pattern: Lunch and Supper
(Select all five components for a reimbursable meal)**

Food Components and Food Items ¹	Minimum Quantities
Fluid Milk ^{2,3}	8 fluid ounces
Meats/meat alternates	
Lean meat, poultry, or fish	2 ounces
Tofu, soy product, or alternate protein product ⁴	2 ounces
Cheese	2 ounces
Large egg	1
Cooked dry beans or peas	½ cup
Peanut butter or soy nut butter or another nut or seed butter	4 tbsp
Yogurt, plain or flavored, sweetened or unsweetened ⁵	8 ounces or 1 cup
The following may be used to meet no more than 50% of the requirement: Peanuts, soy nuts, tree nuts, or seeds, as listed in program guidance, or an equivalent quantity of any combination of the above meats/meat alternates (1 ounce of nuts/seeds = 1 ounce of cooked lean meat, poultry, or fish)	1 ounce = 50%
Vegetables⁶	½ cup
Fruits^{6,7}	½ cup
Grains (oz eq)^{8,9}	
Whole grain-rich or enriched bread	2 oz eq
Whole grain-rich or enriched bread product, such as biscuit, roll, or muffin	2 oz eq
Whole grain-rich, enriched or fortified cooked breakfast cereal ¹⁰ , cereal grain, and/or pasta	1 cup
<p>¹ Must serve all five components for a reimbursable meal. Offer versus serve is an option for adult participants.</p> <p>² Must be unflavored low-fat (1 percent), unflavored fat-free (skim), flavored fat-free (skim), or flavored low-fat (1%) milk. Six ounces (weight) or ¾ cup (volume) of yogurt may be used to meet the equivalent of 8 ounces of fluid milk once per day when yogurt is not served as a meat alternate in the same meal.</p> <p>³ A serving of fluid milk is optional for suppers served to adult participants.</p> <p>⁴ Alternate protein products must meet the requirements in Appendix A to Part 226.</p> <p>⁵ Yogurt must contain no more than 23 grams of total sugars per 6 ounces.</p> <p>⁶ Pasteurized full-strength juice may only be used to meet the vegetable or fruit requirement at one meal, including snack, per day.</p> <p>⁷ A vegetable may be used to meet the entire fruit requirement. When two vegetables are served at lunch or supper, two different kinds of vegetables must be served.</p> <p>⁸ At least one serving per day, across all eating occasions, must be whole grain-rich. Grain-based desserts do not count towards the grains requirement.</p> <p>⁹ Ounce equivalents (oz eq) are used to determine the quantity of the creditable grain.</p> <p>¹⁰ Breakfast cereals must contain no more than 6 grams of sugar per dry ounce (no more than 21.2 grams sucrose and other sugars per 100 grams of dry cereal).</p>	

Handout: Adult Meal Pattern: Snack
 (Select two of the five components for a reimbursable meal)

Food Components and Food Items ¹	Minimum Quantities
Fluid Milk²	8 fluid ounces
Meats/meat alternates	
Lean meat, poultry, or fish	1 ounce
Tofu, soy product, or alternate protein product ³	1 ounce
Cheese	1 ounce
Large egg	½
Cooked dry beans or peas	¼ cup
Peanut butter or soy nut butter or another nut or seed butter	2 tbsp
Yogurt, plain or flavored, sweetened or unsweetened ⁴	4 ounces or ½ cup
Peanuts, soy nuts, tree nuts, or seeds	1 ounce
Vegetables⁵	½ cup
Fruits⁵	½ cup
Grains (oz eq)^{6,7}	
Whole grain-rich or enriched bread	1 oz eq
Whole grain-rich or enriched bread product, such as biscuit, roll, or muffin	1 oz eq
Whole grain-rich, enriched or fortified cooked breakfast cereal ⁸ , cereal grain, and/or pasta	½ cup
Whole grain-rich, enriched or fortified ready-to-eat breakfast cereal (dry, cold) ⁸	
Flakes or rounds	1 cup
Puffed cereal	1 ¼ cup
Granola	¼ cup

¹Select two of the five components for a reimbursable snack. Only one of the two components may be a beverage.

²Must be unflavored low-fat (1 percent), unflavored fat-free (skim), flavored fat-free (skim), or flavored low-fat (1%) milk. Six ounces (weight) or ¾ cup (volume) of yogurt may be used to meet the equivalent of 8 ounces of fluid milk once per day when yogurt is not served as a meat alternate in the same meal.

³Alternate protein products must meet the requirements in Appendix A to Part 226.

⁴Yogurt must contain no more than 23 grams of total sugars per 6 ounces.

⁵Pasteurized full-strength juice may only be used to meet the vegetable or fruit requirement at one meal, including snack, per day.

⁶At least one serving per day, across all eating occasions, must be whole grain-rich. Grain-based desserts do not count towards meeting the grains requirement.

⁷Ounce equivalents (oz eq) are used to determine the quantity of creditable grains.

⁸Breakfast cereals must contain no more than 6 grams of sugar per dry ounce (no more than 21.2 grams sucrose and other sugars per 100 grams of dry cereal).

SHOW SLIDE: Child and Adult Meal Pattern Requirements Overview

SAY:
Ultimately, the updated meal pattern requirements enhance the overall nutritional quality of meals and snacks served in CACFP settings. Specifically, the changes provide a:

- wider varieties of protein options,
- greater varieties of vegetables and fruits,
- more whole grains, and
- less added sugar and saturated fat.

NOTE TO INSTRUCTOR: This slide provides an overview of the content in the training. If there are questions regarding the information, explain that you will provide additional information on each of the requirements throughout this training.

SHOW SLIDE: Meal Pattern: Previous vs. Updated

SAY:
As in the previous meal pattern, the updated meal pattern requirements continue to reflect the different nutritional needs for each age group, such as specific amounts of foods and minimum serving sizes for nutritious and reimbursable meals. However, there are a few general changes worth noting before exploring each food component.

Turn to the **Previous vs. Updated Child and Adult Meal Pattern Requirements** handout in your Participants Workbook. Take a few minutes to review the changes to the meal pattern for the age groups in your care.

DO:
Allow 3–5 minutes for participants to review the charts.

Handout: Previous vs. Updated Child and Adult Meal Pattern Requirements

Component ¹	Age 1–2		Age 3–5		Age 6–12 & 13–18		Adult	
	Previous	Updated	Previous	Updated	Previous	Updated	Previous	Updated
Breakfast								
Milk	½ cup	½ cup	¾ cup	¾ cup	1 cup	1 cup	1 cup	1 cup
Vegetable, fruit, or both	¼ cup	¼ cup	½ cup	½ cup	½ cup	½ cup	½ cup	½ cup
Grain ²	½ serving	½ oz eq ³	½ serving	½ oz eq ³	1 serving	1 oz eq ³	2 servings	2 oz eq ³
Lunch and Supper								
Milk	½ cup	½ cup	¾ cup	¾ cup	1 cup	1 cup	1 cup	1 cup ⁵
Meat & meat alternate	1 oz	1 oz	1 ½ oz	1 ½ oz	2 oz	2 oz	2 oz	2 oz
Vegetable	¼ cup	⅛ cup	½ cup	¼ cup	¾ cup	½ cup	1 cup	½ cup
Fruit		⅛ cup		¼ cup		¼ cup		½ cup
Grain	½ serving	½ oz eq ³	½ serving	½ oz eq ³	1 serving	1 oz eq ³	2 servings	2 oz eq ³
Snack								
Milk	½ cup	½ cup	½ cup	½ cup	1 cup	1 cup	1 cup	1 cup
Meat & meat alternate	½ oz	½ oz	½ oz	½ oz	1 oz	1 oz	1 oz	1 oz
Vegetable	½ cup	½ cup	½ cup	½ cup	¾ cup	¾ cup	½ cup	½ cup
Fruit		½ cup		½ cup		½ cup		¾ cup
Grain	½ serving	½ oz eq ³	½ serving	½ oz eq ³	1 serving	1 oz eq ³	1 serving	1 oz eq ³

¹All serving sizes are minimum quantities of the food components that are required to be served
² Meat and meat alternates may be used to substitute the entire grains component a maximum of three times per week
³ Oz eq = ounce equivalents
⁴ Select 2 of the 5 components for snack
⁵A serving of milk is not required at supper meals for adults

SHOW SLIDE: [How Many Food Components?](#)

ASK:

Now that you have had the opportunity to review the chart, let’s discuss the general changes.

First, how many food components are there?

DO:

Allow the participants to respond.

SHOW SLIDE: [Meals and Food Components](#)

SAY:

As you just mentioned, there are now five food components instead of four: milk, meats/meat alternates, vegetables, fruits, and grains. Looking at the chart, the fruit and vegetable component is now separated into two components at lunch, supper, and snack. During breakfast, it remains a single component.

As previously mentioned, food components must continue to be served in the minimum required sizes to receive reimbursement for each meal or snack served. We will cover this update more in depth in the Vegetable and Fruit Component Update(s) lesson.

SHOW SLIDE: [Grains Component?](#)

ASK:

What changes did you notice to the grains component?

DO:

Allow the participants to respond.

SHOW SLIDE: [Grains Component](#)

SAY:

As you just mentioned, this component was previously called breads and grains; however, it is now simply called grains.

Another change to the grains component is the serving size. The serving size has changed from servings to ounce equivalents.

SHOW SLIDE: [Age Groups](#)

SAY:

The last general update to the meal pattern focuses on the age groups. The 13 through 18-year-old age group is an addition to the meal pattern requirements. This age group was added to better reflect the characteristics of the populations served in the CACFP, specifically those in the at-risk afterschool programs and emergency shelters. Therefore, only operators of at-risk afterschool programs and emergency shelters may use this age group.

SHOW SLIDE: [Training Overview](#)

SAY:

In today's training, we will highlight some of the previously implemented policies to show the connections, but spend most of our time exploring the requirements that went into effect October 1, 2017. In particular, we will explore the Federal regulations and policies for the meal pattern, focusing on each food component, where to locate additional information, and some key strategies for implementation.

The great news about today's training is many of the updates expand on those previously implemented. Keep this in mind as we focus on each update.

SHOW SLIDE: Comprehensive Pre-Assessment**DO:****Comprehensive Pre-Assessment**

The purpose of this Comprehensive Pre-Assessment is to determine current knowledge of the updated meal pattern requirements.

Materials Needed: Comprehensive Pre-Assessment and pen or pencil

Time: 10 minutes

Instructions:

1. **SAY:** Before we begin exploring the first topic, let's assess what you already know about the updated meal pattern requirements by completing a Pre-Assessment.
2. **DO:** Distribute the Comprehensive Pre-Assessment.
3. **SAY:** Now that you have the Pre-Assessment, begin by placing a four-digit number in the box at the top of the first page. Make a note of this number in your materials, as you will use it again when completing the Post-Assessment. Then, read each question carefully and select the best answer. When you have finished, place your assessment in the center of the table (or in a specified location).
4. **DO:** Allow 10 minutes for participants to complete the Pre-Assessment. Remind them to list the four-digit number at the top of the first page and to make a note of it for the Post-Assessment. Then, collect each assessment and set them aside.

NOTE TO INSTRUCTOR: If the Institute of Child Nutrition (ICN) sponsors this training, collect the Pre-Assessments and return them along with the evaluations to ICN.

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Milk Component Updates

Lesson-at-a-Glance			
Time	Topic	Activity	Materials
Introduction			
5 minutes	<ul style="list-style-type: none"> Introduction to Milk Component Lesson Objectives Lesson Pre-Assessment 	<ul style="list-style-type: none"> Lesson Pre-Assessment* 	<ul style="list-style-type: none"> PowerPoint Presentation Participant's Workbook Pens or Pencils Lesson Pre-Assessment
Objective 1: Participants will be able to classify the milk component requirements for each age group.			
20 minutes	<ul style="list-style-type: none"> Milk Requirements Review Unflavored and Flavored Milk Updates 	<ul style="list-style-type: none"> Team Quiz Milk Component Requirements 	<ul style="list-style-type: none"> PowerPoint Presentation Participant's Workbook Pens or Pencils
Objective 2: Participants will be able to identify the key requirements for meeting the milk substitutions requirements.			
15 minutes	<ul style="list-style-type: none"> Milk Substitutions Medical statements 	<ul style="list-style-type: none"> Revisiting Medical Statements 	<ul style="list-style-type: none"> PowerPoint Presentation Participant's Workbook Pens or Pencils
Objective 3: Participants will be able to recall the requirement for serving water in CACFP settings.			
10 minutes	<ul style="list-style-type: none"> Updated Water Requirements 	<ul style="list-style-type: none"> Video Review 	<ul style="list-style-type: none"> PowerPoint Presentation Participant's Workbook Pens or Pencils Video: 7 Ideas to Help Kids Drink More Water
Conclusion			
10 minutes	<ul style="list-style-type: none"> Lesson Summary Lesson Post-Assessment 	<ul style="list-style-type: none"> Apply in Three Lesson Post-Assessment* 	<ul style="list-style-type: none"> PowerPoint Presentation Participant's Workbook Pens or Pencils Lesson Post-Assessment
Total Time: 60 minutes*			

*The total time does not include lesson assessments. When including the lesson assessments, allow for an additional 10–15 minutes.

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TRAINING SCRIPT

Lesson Plan

INTRODUCTION:

SHOW SLIDE: [Lesson: Milk Component Updates](#)

DO: To begin this training, advance to the next slide.

SHOW SLIDE: [Milk Component Overview](#)

SAY:

There are three key updates to the milk component for the Child and Adult Care Food Program (CACFP):

- More defined age groups for each milk type
- Yogurt may be served in place of milk once per day for adults only
- Nondairy milk substitutes that are nutritionally equivalent to milk may be served in place of milk to children or adults with medical or special dietary needs

SHOW SLIDE: [Updates and Benefits](#)

SAY:

There are a number of benefits for incorporating these updates. For example, they aim to provide all participants with the right type and amount of milk. They also promote the development of healthy eating habits in young children, as well as they foster healthy habits for all CACFP participants.

ASK:

What are some other benefits of the three changes to the milk component?

DO: Allow participants to respond, and then advance to the next slide.

FEEDBACK: A potential response may include preventing obesity by ensuring children and adults are receiving the right types and amounts of milk.

SHOW SLIDE: [Lesson Objectives](#)

SAY:

Throughout this lesson, we will explore the following objectives:

- classifying the milk component requirements for each age group,
- summarizing the two ways for managing milk substitutions based on the updated requirements, and
- recalling the requirement for serving water in CACFP settings.

At the end of this lesson, you should know the latest updates, as well as some key strategies for implementation. For your reference, refer to the [Fluid Milk Basics](#) handout in your Participant's Workbook.

Handout: Fluid Milk Basics

Ages and Milk Requirements*	Updated Requirements
Age 1 year	
<ul style="list-style-type: none"> Unflavored whole milk 	<ul style="list-style-type: none"> Milk served to 1-year-old children must be unflavored whole milk. Iron-fortified formula may be served to children between the ages of 12 months to 13 months to help with the transition to whole milk.
Ages 2–5 years	
<ul style="list-style-type: none"> Unflavored low-fat (1%) Unflavored fat-free (skim) 	<ul style="list-style-type: none"> When a child turns 2 years old, there is a one-month transition period to switch from whole milk to low-fat or fat-free milk. During this period, operators may serve whole milk or reduced-fat milk (2%) to children 24 months to 25 months old as part of a reimbursable meal. Flavored milk, including flavored nondairy beverages, cannot be served to children, ages 1 through 5 years old.
Ages 6 years and older, and adults	
<ul style="list-style-type: none"> Unflavored low-fat (1%) Unflavored fat-free (skim) Flavored fat-free (skim) Flavored low-fat (1%) 	<ul style="list-style-type: none"> Flavored milk may be commercially prepared or prepared using flavored syrup <i>or</i> flavored milk powders (includes flavored straws) and low-fat or fat-free milk.
Adults (Only)	
<ul style="list-style-type: none"> Yogurt may be served in place of fluid milk for adults once per day. A serving of milk is optional at supper. 	
Nondairy Milk Substitute	
<ul style="list-style-type: none"> Nondairy milk substitutes that are nutritionally equivalent to cow's milk, may be served to children or adults with special dietary needs. Nondairy beverages must meet the nutritional standards found in cow's milk as outlined in 7 CFR 226.20(g)(3). Parents, guardians, adult participants, or a person on behalf of the adult participant, may request in writing that a nondairy milk substitute that meets the nutrition standards be served in place of milk. A medical statement signed by a State recognized medical authority is only required for nondairy substitutions due to a disability that do not meet the nutritional standards of cow's milk as described in 7 CFR 226.20(g)(3). State agencies administering the CACFP have the option to identify nondairy beverages that meet these requirements. Contact your State agency to see if they maintain a list of creditable nondairy beverages. 	
<p>* Breast milk may be served as part of a reimbursable meal to children past the age of one.</p>	

NOTE TO INSTRUCTOR: If this training is offered in the comprehensive 6-hour version, skip the lesson Pre-Assessment. However, if this training is offered in individual lesson-form, follow the instructions below to complete the Pre-Assessment.

SHOW SLIDE: Pre-Assessment**DO:****Pre-Assessment**

The purpose of this Pre-Assessment is to determine current knowledge of the updated meal pattern requirements.

Materials Needed: Pre-Assessment and pen or pencil

Time: 5–10 minutes

Instructions:

1. **SAY:** Before we begin objective 1, let's assess what you already know by completing a Pre-Assessment.
2. **DO:** Distribute the Pre-Assessment.
3. **SAY:** Now that you have the Pre-Assessment, begin by placing a four-digit number in the box at the top of your assessment. Make a note of this number, as you will use it again when completing the Post-Assessment. Then, read each question carefully and select the best answer. When you have finished, place your assessment in the center of the table (or in a specified location).
4. **DO:** Allow a minimum of 5–10 minutes for participants to complete the Pre-Assessment. Remind them to list a non-identifier and to make a note of it for the Post-Assessment. Then, collect each assessment and set them aside.

NOTE TO INSTRUCTOR: If the Institute of Child Nutrition (ICN) sponsors this training, collect the Pre-Assessments and return them along with the evaluations to ICN.

OBJECTIVE 1: Participants will be able to classify the milk component requirements for each age group.

SHOW SLIDE: Activity: Team Quiz**DO:****(Activity): Team Quiz**

The purpose of this activity is to determine participants' knowledge on the current policies.

Materials Needed: Quiz Questions, True/False Double-Sided Poster (1 per group)

Time: 5 minutes

Instructions:

1. **SAY:** Prior to implementing the updated meal pattern requirements, a few changes were implemented for the milk component. Let's see how well you know these changes. At your tables, you should have a mini poster with TRUE on one side and FALSE on the other side. I will state a few statements. In your groups, discuss each statement and decide if it is true or false. Then, hold up the 'True' poster if you believe the statement is true, or the 'False' poster if you believe the statement is false. Are you ready?

2. **DO:** Read each statement. Allow each group to discuss the statements, and then ask for their response. If time permits, allow participants to correct the false statements. Otherwise, review the responses with the participants, and explain that the latest changes build on these previously implemented requirements.
- **Question #1:** Milk served to children 2 years old must be low-fat or fat-free. True or False? *True. Older children and adults must also be served pasteurized low-fat or fat-free fluid milk.*
 - **Question #2:** Almond milk is a creditable fluid milk option for child and adult meals. True or False? *False. Almond milk is not an allowable fluid milk option for child and adult meals. Some common examples of creditable fluid milk options include fat-free or low-fat lactose reduced, lactose free, buttermilk, or acidified milk for children 2 years old and older, and adult meals.*
 - **Question #3:** Nondairy beverages that are nutritionally equivalent to cow's milk may NOT be served in place of milk. True or False? *False. If a child or adult cannot have fluid milk due to a non-disability special dietary need, nondairy beverages may be served in its place without a medical statement. However, the nondairy beverage must be nutritionally equivalent to cow's milk. In addition, a parent or guardian, an adult participant, or a person on behalf of an adult participant must request the substitution in writing.*

A medical statement is required when a child or adult has a disability that requires a nondairy beverage that is not nutritionally equivalent to cow's milk. The medical statement must be signed by a licensed physician or licensed health care professional that is authorized to write medical prescriptions.

SAY:

Upon completion of the game, thank everyone for participating and state that this activity was an opportunity to review some of the previously implemented requirements that build on the content in this lesson.

SHOW SLIDE: [Breast Milk Past 12 Months](#)**SAY:**

Now that we have reviewed the previously implemented requirements, let's explore those that went into effect October 1, 2017, the basis for the changes, and key ways to implement each requirement.

The first change focuses on breast milk past the age of one. Breast milk may be served to children older than 12 months of age. This update allows operators to claim reimbursement when a mother chooses to breastfeed in the facility, or if she or a guardian provides expressed breast milk to be fed to their child.

SHOW SLIDE: [Breast Milk Past 12 Months \(cont.\)](#)

SAY:
For a reimbursable meal or snack containing expressed breast milk, a parent or guardian must supply the age-appropriate minimum serving size for their child. If a parent or guardian provides less than the minimum serving size, you must make up the difference by serving milk. For example, a parent brings $\frac{1}{4}$ cup of breast milk for her 1-year-old child. The minimum serving size for this age group is $\frac{1}{2}$ cup; therefore, you would need to provide an additional $\frac{1}{4}$ cup of whole unflavored milk for a total of $\frac{1}{2}$ cup to make up the difference for the meal to be reimbursable. Always check with parents or guardians to ensure they are aware of this requirement.

Another key point is breast milk and whole milk do not need to be mixed, they can be served separately.

SHOW SLIDE: [1 Year Olds](#)

SAY:
The next change focuses on 1 year olds. According to the American Academy of Pediatrics (AAP), most children between the ages of 1 year and 23 months need whole milk because it provides a higher fat content, which promotes healthy growth and development. The updated requirements call for children age 1 year through the end of 23 months to be served a minimum of 4 fluid ounces or $\frac{1}{2}$ cup of unflavored whole milk at breakfast, lunch, and supper; and it is optional at snack time.

SHOW SLIDE: [Transition Period](#)

SAY:
During the early years, making an immediate switch in milk can be challenging for some children. Some children will need time to get adjusted to the new milk. Therefore, a one-month transition period is allowed for children between the ages of 12 months to 13 months and 24 months to 25 months to switch milk types. This means you may serve iron-fortified formula to children between the ages of 12 months to 13 months. Also, you may serve children 24 months to 25 months whole milk or reduced-fat milk (2%).

SHOW SLIDE: [2 to 5 Year Olds](#)

SAY:
Currently, children between the ages 2–5 years old, must be served unflavored low-fat (1%) milk or fat-free (skim) milk. These requirements remain the same for the updated meal pattern. Continue to serve children 2 years old a minimum of 4 ounces ($\frac{1}{2}$ cup) of milk and children 3–5 years a minimum of 6 ounces ($\frac{3}{4}$ cups) at breakfast, lunch, and supper, and 4 ounces ($\frac{1}{2}$ cup) at snack.

It is important to note, flavored milk of any sort, including milk with added flavorings (such as syrup), is not allowed for children below the age of 6 as part of a reimbursable meal.

SHOW SLIDE: 6 Year Olds +

SAY:
When working with children ages 6 years and older, and adults, there are some additional options for the milk component. First, you must continue to serve a minimum of 8 fluid ounces (1 cup) of unflavored low-fat (1%) or fat-free (skim) milk.

You may also serve fat-free or low-fat flavored milk. This update allows you to add syrup, flavored milk powder, and flavored straws to fat-free or low-fat plain milk for these age groups only.

SHOW SLIDE: Yogurt and Adult Participants Only

SAY:
Yogurt is a great source of calcium and can offer greater flexibility to the menu planner when planning meals for adult participants. One way, in particular, is the updated requirements now allow 6 ounces ($\frac{3}{4}$ cup) of yogurt to meet the fluid milk requirement once per day for adult participants. The 6 ounces ($\frac{3}{4}$ cup) of yogurt is equivalent to 8 fluid ounces (1 cup) of milk.

When serving yogurt to adult participants, there are some key requirements to remember.

- Yogurt may not be substituted for fluid milk for children of any age.
- Yogurt must contain no more than 23 grams of total sugars per 6 ounces.
- Yogurt may only credit for one food component in a single meal. Therefore, it may not credit as milk and as a meat alternate in the same meal.

SHOW SLIDE: Activity: Milk Component Requirements

DO:

(Activity): Milk Component Requirements

The purpose of this activity is to ensure participants understand the changes to the milk component.

Materials Needed: Milk Component Requirements worksheet and pen or pencil

Time: 10 minutes

Instructions:

1. **SAY:** Now that we have explored the new requirements for the milk component, let's complete an activity. Turn to the **Milk Component Requirements** worksheet in your Participant's Workbook. This handout consists of two parts.
 - Part 1: There are four milk types approved for child and adult meals and one milk substitute approved for adult meals only. In the space provided, list the required milk or milk substitute for each age. Remember, there can be more than one option for each age group.
 - Part 2: Read the following statements. Determine if each statement is true or false. Take 5–10 minutes to complete the worksheet, and then review your answers with those in your group.
2. **DO:** Allow 5–10 minutes for participants to complete this activity, and then review the answers with the participants using the following **Answer Key: Milk Component Requirements**.

Answer Key: Milk Component Requirements

Part 1: Milk Types and Ages

Instructions: In the space provided, list the required milk for each age. Remember, there can be more than one option for each age group.

Age	Required Milk Type
Age 2	Unflavored low-fat (1%) and unflavored fat-free (skim)
Age 12	Unflavored low-fat (1%), unflavored fat-free (skim), flavored fat-free (skim), and flavored low-fat (1%)
Age 1	Unflavored whole milk
Age 68	Unflavored low-fat (1%), unflavored fat-free (skim), flavored fat-free (skim), flavored low-fat (1%), and yogurt.
Age 5	Unflavored low-fat (1%) and unflavored fat-free (skim)
Age 16	Unflavored low-fat (1%), unflavored fat-free (skim), flavored fat-free (skim), and flavored low-fat (1%)
Age 3	Unflavored low-fat (1%) and unflavored fat-free (skim)

Part 2: Requirements for Milk

Instructions: Read the following statements. Determine if each statement is true or false.

Statement	True or False
1. Six year olds and older may have reduced-fat milk (2%) with flavored syrup. <i>Correct statement: Reduced-fat milk is not creditable for children 6 years and older.</i>	False
2. Milk served to 1 year olds must be unflavored whole milk or fat-free milk. <i>Correct statement: Milk served to 1 year old children must be unflavored whole milk.</i>	False
3. Flavored milk, including flavored nondairy beverages, cannot be served to children 1 through 3 years old only. <i>Correct statement: Flavored milk, including flavored nondairy beverages, cannot be served to children 1 through 5 years old.</i>	False
4. Yogurt may be served in place of fluid milk for children 13 years old and older, and adults once per day. <i>Correct statement: Yogurt may be served in place of fluid milk for adults once per day.</i>	False
5. Breast milk may be served to children of any age as part of a reimbursable meal or snack.	True

OBJECTIVE 2: Participants will be able to identify the key requirements for meeting the milk substitutions requirements.

SHOW SLIDE: [Milk Substitutions](#)

SAY:

As we previously covered during the team quiz, if a child or adult participant cannot have fluid milk due to a special dietary need that is not a disability, you may serve nondairy beverages in its place without a medical statement. However, the nondairy beverage must be nutritionally equivalent to cow's milk. In addition, a parent or guardian, an adult participant, or a person on behalf of an adult participant must request the substitution in writing.

SHOW SLIDE: [Medical Statements](#)

SAY:

On the other hand, if a participant has a disability that requires a nondairy beverage that is not nutritionally equivalent to cow's milk, you must have a medical statement on file. In these cases, it is important to know when you need it and what to look for when reviewing the form.

You can find a **Sample Medical Statement** in your Participant's Workbook. This handout indicates some of the key information featured on a medical statement. However, always refer to your State agency for the best form, as each State's medical statement will vary.

Handout: Sample* Medical Statement

1. Institution Name		2. Institution Address	
3. Name of Participant		4. Age or Date of Birth	
5. Name of Parent or Guardian		6. Telephone Number	
7. Check if participant has a disability or medical condition that limits one or more major life activities (includes eating, breathing, digestive and respiratory functions, etc.) <input type="checkbox"/> Participant has a disability or a medical condition and <i>requires</i> a special meal or accommodation. (Refer to instructions on reverse side of this form.) Institutions participating in Federal nutrition programs must comply with requests for special meals and any adaptive equipment. A State recognized medical authority must sign this form. A State recognized medical authority is a State licensed health care professional who is authorized to write medical prescriptions under State law.			
8. Disability or medical condition requiring special meals or accommodations:			
9. Special meals and/or accommodation: <i>(Describe in detail, including foods to omit and foods to substitute, to ensure proper implementation. Use attachments as needed)</i>			
14. Signature of Medical Authority	15. Printed Name	16. Telephone Number	17. Date

*This handout is simply a sample medical statement. CACFP operators should refer to their State agency or sponsoring organization for the appropriate medical statement form.

Adapted Source: Montana Department of Human and Community Services Division. (n.d.). *Medical statement – DPHHS*. <https://dphhs.mt.gov>

SHOW SLIDE: [What to Look For](#)

SAY:

When requesting and accepting a medical statement, it should feature the following:

- Detailed information about the participant’s disability to allow a greater understanding of how it affects their diet
- List alternate food items to ensure you know what to serve the participant
- Prescribed and signed by a State recognized medical authority, such as a physician, who is authorized to write medical prescriptions under State law (State recognized medical authority)

SHOW SLIDE: [What to Look For \(cont.\)](#)

SAY:

Once you receive a medical statement, review it carefully to make sure that it provides the previously mentioned information. If not, request additional information to ensure you can best meet the needs of those requiring substitutions. In addition, always keep medical statements on file in your facility.

For additional information on how to provide meal accommodations to participants of any age, refer to the policy memo, *CACFP 14-2017 Modifications to Accommodate Disabilities in the Child and Adult Care Food Program and Summer Food Service Program*. The link to this memo is featured on the **Training Resources** handout in the Appendix of your Participant's Workbook.

SHOW SLIDE: Activity: Revisiting Medical Statements

DO:

(Activity): Revisiting Medical Statements

The purpose of this activity is to review participants' knowledge on when a medical statement is required for milk substitutions.

Materials Needed: Revisiting Medical Statements worksheet, pen or pencil

Time: 5–10 minutes

Instructions:

1. **SAY:** Now that we have explored the key requirements for medical statements, let's revisit and summarize what you learned. Turn to the **Revisiting Medical Statements** worksheet in your Participant's Workbook, and answer the four questions. Once you have finished, stand up.
2. **DO:** Allow 3–5 minutes for participants to complete this activity, and then review the questions and answers found in the **Answer Key: Revisiting Medical Statements**.

Answer Key: Revisiting Medical Statements

Instructions: In the space provided, answer each question on using medical statements in CACFP facilities.

1. What is a medical statement? *A medical statement defines a participant's disability or other special nutritional need, specific steps for meeting the needs, and it is signed by a State recognized medical authority.*
2. When do you need it? *A CACFP operator must have a medical statement on file when a disability requires a food item that does not comply with the meal pattern. In the case of milk, if the nondairy beverage is not nutritionally equivalent to cow's milk, a medical statement must be on file.*
3. What are the three things to look for?
 - 1) *Detailed information on the participant's disability and how it affects their diet*
 - 2) *List of alternate food items to serve the participant*
 - 3) *Prescribed and signed by a State recognized medical authority, such as a physician, who is authorized to write medical prescriptions under State law (State recognized medical authority)*
4. Where can you locate additional information? *In addition to referring to the State agency or the sponsoring organization, CACFP operators can refer to the policy memo, CACFP 14-2017 Modifications to Accommodate Disabilities in the Child and Adult Care Food Program and Summer Food Service Program for additional information.*

OBJECTIVE 3: Participants will be able to recall the requirement for serving water in CACFP settings.**SHOW SLIDE: Water**

SAY:
The last update we will cover in this lesson is water. Starting in 2011, child care programs participating in the CACFP were required to make water available to children upon their request throughout the day, including mealtimes. In the updated requirements, you must now make water available to children *and* offer it to them throughout the day.

There are few key requirements for serving water. First, water is not a part of a reimbursable meal, and there is no requirement for serving water during meal service.

Next, it cannot be served in place of milk. However, you may offer it alongside milk or during snack when there are no other beverages. For example, you serve string cheese and celery at snack; you could serve water as a beverage.

SHOW SLIDE: Flavoring Water

SAY:
Last, the updated requirements allow for flavoring water with fruits, vegetables, and herbs as long as plain, potable water is available. It is important to note that commercially flavored water is not allowed, nor can the fruits or vegetables used to flavor the water credit towards the fruit or vegetable component(s).

For more information on serving water, refer to the USDA policy memo, *CACFP 20-2016: Water Availability in the Child and Adult Care Food Program*. The link to this memo is featured on the **Training Resources** handout in the Appendix of your Participant's Workbook.

SHOW SLIDE: Tips for Drinking More Water

SAY:
Now that we've covered the key requirements, let's watch a quick video on tips for serving water.

DO:
Show the video: *7 Ideas to Help Kids Drink More Water*. At the conclusion of the video, ask for some ideas the participants might use to help children to drink more water.

FEEDBACK: You can find the video at <https://www.youtube.com/watch?v=QFSGMt1-baE> if it does not immediately start.

CONCLUSION:

SHOW SLIDE: [Lesson Conclusion](#)

SAY:
Throughout this lesson, we covered the key topics for meeting the updated meal pattern requirements for the milk component. In particular, we explored:

- the requirements for each age group
- two ways for managing milk substitutions
- the new requirements for serving water

ASK:
At this time, are there any questions before we move to the last activity in this lesson?

DO:
Answer any questions, and then begin the next activity.

NOTE TO INSTRUCTOR: If there are questions that you are unable to answer, refer the participant(s) to their State agency or the ICN Help Desk.

SHOW SLIDE: [Activity: Apply in Three](#)

DO:
(Activity): Apply in Three
The purpose of this activity is to ensure participants identify an action plan for implementing the milk component updated requirements.
Materials Needed: Apply in Three worksheet, pen or pencil
Time: 5–10 minutes

Instructions:

1. **SAY:** Turn to the **Apply in Three** worksheet in your Participant's Workbook. Write at least three things you learned about the milk component, how you will apply this information, and the estimated date on which you would like to have completed each action item. Once you have finished, stand up and find someone from a different group, and share your responses.
2. **DO:** Allow 3–5 minutes for participants to complete this activity. Then, request volunteers to share their responses.

FEEDBACK: There are no right or wrong answers for this activity. However, some potential responses might include those noted in the following **Answer Key: Apply in Three**.

Answer Key: Apply in Three

Instructions: Write at least three things you learned about the milk component, how you will apply this information, and the estimated date on which you would like to have completed each action item.

What did you learn?	How will you apply it?	When will you apply it?
<p>1. <i>Flavored fat-free or low-fat milk is only allowed for children ages 6 and older, and adults.</i></p>	<ul style="list-style-type: none"> • <i>Update lunch and snack menus to reflect the specific milk requirements.</i> • <i>Train all staff on the new requirements.</i> • <i>Conduct a quarterly refresher training on the topic.</i> 	<ul style="list-style-type: none"> • <i>Menu changes – within 5 business days</i> • <i>Train staff – within 2 weeks and every quarter</i>
<p>2. <i>A medical statement is required when a participant has a disability that requires a nondairy beverage that is not nutritionally equivalent to cow’s milk.</i></p>	<ul style="list-style-type: none"> • <i>Request a medical statement when a participant has a disability that requires a nondairy beverage that is not nutritionally equivalent to cow’s milk.</i> 	<ul style="list-style-type: none"> • <i>When parents or guardians request nondairy beverages that do are not nutritionally equivalent to cow’s milk</i>
<p>3. <i>Adults may have yogurt in place of milk once per day.</i></p>	<ul style="list-style-type: none"> • <i>Plan breakfast menus to include yogurt as an alternative to milk once per week.</i> 	<ul style="list-style-type: none"> • <i>Menu changes – within 5 business days</i>

NOTE TO INSTRUCTOR: If this training is offered in the comprehensive 6-hour version, skip the lesson Post-Assessment. However, if this training is offered in individual lesson-form, follow the instructions below to complete the Post-Assessment.

SHOW SLIDE: Post-Assessment**DO:****Post-Assessment**

The purpose of the Post-Assessment is to determine what the participants learned throughout the training.

Materials Needed: Post-Assessment, Training Evaluation, and pen or pencil

Time: 10 minutes

Instructions:

1. **DO:** Distribute the **Post-Assessment** and the **Training Evaluation**.
2. **SAY:** The Post-Assessment is designed to assess what you have learned during this training. Begin by placing a four-digit number in the box at the top of your assessment. Then, complete the Post-Assessment by reading each question carefully and selecting the best answer. Upon completion, please complete the training evaluation.
3. **DO:** Allow a minimum of 10 minutes for participants to complete the Post-Assessment. Remind them to list the identifier they used on the Pre-Assessment. Following, collect the Post-Assessments and the Training Evaluations, and return them to the ICN. Then, dismiss the participants from the training.

NOTE TO INSTRUCTOR: If this training is not sponsored by the ICN, allow the participants to keep their assessments. Review the answers with them using the Answer Key in the Appendix section. Then, dismiss the participants from the training.

Meats and Meat Alternates Component Updates

Lesson-at-a-Glance

Time	Topic	Activity	Materials
Introduction			
10 minutes	<ul style="list-style-type: none"> Introduction to Meats and Meat Alternates Component Updates Lesson Objectives 	<ul style="list-style-type: none"> Lesson Pre-Assessment* 	<ul style="list-style-type: none"> PowerPoint Presentation Participant's Workbook Pens or Pencils Lesson Pre-Assessment
Objective 1: Participants will be able to select meats or meat alternates to serve in place of the grains component for breakfast.			
20 minutes	<ul style="list-style-type: none"> Meats and Meat Alternates at Breakfast 	<ul style="list-style-type: none"> Sticky Bank Breakfast Ideas with Meats and Meat Alternates 	<ul style="list-style-type: none"> PowerPoint Presentation Participant's Workbook Pens or Pencils Markers Chart paper Sticky Note Pads
Objective 2: Participants will be able to recall the three requirements for using tofu and soy yogurt in the CACFP.			
20 minutes	<ul style="list-style-type: none"> Tofu and Soy Products Tofu C.E.F. 	<ul style="list-style-type: none"> What Is Tofu? Serving Tofu and Soy Products 	<ul style="list-style-type: none"> PowerPoint Presentation Participant's Workbook Pens or Pencils Markers Chart Paper Video: What Is Tofu?
Objective 3: Participants will be able to select yogurt products that meet the CACFP sugar limit requirements.			
10 minutes	<ul style="list-style-type: none"> Yogurt Sugar Limit Requirements 	<ul style="list-style-type: none"> Yogurt, Is It Creditable? 	<ul style="list-style-type: none"> PowerPoint Presentation Participant's Workbook Pens or Pencils
Conclusion			
10 minutes	<ul style="list-style-type: none"> Lesson Summary 	<ul style="list-style-type: none"> Apply in Three Lesson Post-Assessment* 	<ul style="list-style-type: none"> PowerPoint Presentation Participant's Workbook Pens or Pencils Lesson Post-Assessment
Total Time: 60 minutes			

*The total time does not include lesson assessments. When including the lesson assessments, allow for an additional 10–15 minutes.

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TRAINING SCRIPT

Lesson Plan:

INTRODUCTION:

SHOW SLIDE: [Lesson: Meats and Meat Alternates Component Updates](#)

DO:

To begin this training, advance to the next slide.

SHOW SLIDE: [Meats and Meat Alternates \(M/MA\) Overview](#)

SAY:

Meat and meat alternates are essential for good health because they contain protein, and this nutrient is the building block for strong bones, muscles, and healthy skin.

The great news is the updated meal pattern requirements aim to provide more protein options for planning nutritious meals and snacks. These three updates allow operators to serve:

- a M/MA in place of the entire grains component at breakfast, a maximum of three times per week,
- tofu, and
- soy yogurt.

Additionally, the updated requirements aim to reduce sugar by requiring yogurt to contain no more than 23 grams of sugars per 6 ounces.

SHOW SLIDE: [Lesson Objectives](#)

SAY:

Throughout this lesson, we will explore the following objectives:

- Select M/MA to serve in place of the grains component for breakfast meals.
- Recall the three requirements for using tofu and soy yogurt in the CACFP.
- Select yogurt products that meet the CACFP sugar limit requirements.

At the end of this lesson, you should know the latest updates, as well as some key strategies for implementation. For your reference, refer to the [Meats and Meat Alternates Basics](#) handout in your Participant's Workbook.

Handout: Meats and Meat Alternates Basics

Meats

- Meat options include lean meat, poultry, or fish.
- The creditable quantity of meats/meat alternates must be the edible portion.

Meat Alternates

- Meat alternates, such as cheese, eggs, yogurt, and nut butters may be used to meet all or a portion of the meats/meat alternates component.

Tofu and Soy Products

- Commercial tofu may be used to meet all or part of the meats/meat alternates component in accordance with FNS guidance.
- Non-commercial and non-standardized tofu and soy products are not creditable.
- Commercial tofu must be easily recognized as a meat alternate. For example, tofu sausage would credit as a meat alternate because it is easily recognized as a meat. However, tofu noodles would not credit as a meat alternate because it looks like a grain instead of a meat.
- Commercial tofu must contain 5 grams of protein per 2.2 ounces ($\frac{1}{4}$ cup) to equal 1 ounce of the meat/meat alternate.
- For processed tofu products such as links and sausages, the tofu ingredient must contain the required 5 grams of protein per 2.2 ounces ($\frac{1}{4}$ cup) to equal 1 ounce of the meats/meat alternate, which is not shown on a nutrition facts label. Therefore, the most appropriate way to ensure that the product meets the requirements outlined in this memorandum is to request that the product be manufactured under the Child Nutrition Labeling Program, Product Formulation Statements (PFS).
- To find additional information on meeting the tofu requirements refer to the policy memo, *SP 53-2016, CACFP 21-2016, Crediting Tofu and Soy Yogurt Products in the School Meal Programs and the Child and Adult Care Food Program*.

Yogurt

- Yogurt may be plain or flavored, unsweetened or sweetened.
- Yogurt must contain no more than 23 grams of total sugars per 6 ounces.
- Non-commercial or non-standardized yogurt products are not creditable food items. Some common examples include frozen yogurt, drinkable yogurt products, homemade yogurt, yogurt bars, and yogurt covered fruits or nuts.
- For adults, yogurt may be used as a meat alternate only when it is not being used to meet the milk component in the same meal.

Beans and Peas (Legumes)

- Cooked dry beans and peas may be used to meet all or part of the meats/meat alternates component. Beans and peas include black beans, garbanzo beans, lentils, kidney beans, mature lima beans, navy beans, pinto beans, and split peas.
- Beans and peas may be credited as either a meat alternate or as a vegetable, but not as both in the same meal.

Nuts, Seeds, and Nut Butters

- For lunch and supper, nuts and seeds may be used to meet half ($\frac{1}{2}$) of the meats/meat alternates component. They must be combined with other meats/meat alternates to meet the full requirement for a reimbursable meal.
- Nut and seed butter may be used to meet the entire meats/meat alternates requirement.
- Nut and seed meal or flour may be used only if they meet the requirements for alternate protein products.
- Acorns, chestnuts, and coconuts are non-creditable meat alternates because of their low protein and iron content.

NOTE TO INSTRUCTOR: If this training is offered in the comprehensive 6-hour version, skip the lesson Pre-Assessment. However, if this training is offered in individual lesson-form, follow the instructions below to complete the Pre-Assessment.

SHOW SLIDE: [Pre-Assessment](#)

DO:

Pre-Assessment

The purpose of this Pre-Assessment is to determine current knowledge of the updated meal pattern requirements.

Materials Needed: Pre-Assessment and pen or pencil

Time: 5–10 minutes

Instructions:

1. **SAY:** Before we begin objective 1, let's assess what you already know by completing a Pre-Assessment.
2. **DO:** Distribute the Pre-Assessment.
3. **SAY:** Now that you have the Pre-Assessment, begin by placing a four-digit number in the box at the top of your assessment. Make a note of this number, as you will use it again when completing the Post-Assessment. Then, read each question carefully and select the best answer. When you have finished, place your assessment in the center of the table (or in a specified location).
4. **DO:** Allow a minimum of 5–10 minutes for participants to complete the Pre-Assessment. Remind them to list a non-identifier and to make a note of it for the Post-Assessment. Then, collect each assessment and set them aside.

NOTE TO INSTRUCTOR: If the Institute of Child Nutrition (ICN) sponsors this training, collect the Pre-Assessments and return them along with the evaluations to ICN.

OBJECTIVE 1: Participants will be able to select meats or meat alternates to serve in place of the grains component for breakfast.

SHOW SLIDE: [Activity: Sticky Bank](#)

DO:

(Activity): Sticky Bank

The purpose of this activity is to identify meats and meat alternates for determining current knowledge on the varied options for this food component.

Materials Needed: Sticky note pads, marker, chart paper, pen or pencil

Time: 5-10 minutes

Instructions:

1. **SAY:** Take a few minutes to think about meats or meat alternates commonly served in your facility. Then, use sticky notes to write some of these items.
2. **DO:** Allow 2–3 minutes for participants to complete this activity. As they complete this portion of the activity, post a chart paper and title it M/MA Examples. Once the participants finish, ask them to call out their examples and place them on the chart paper, making certain to include items that have not been called. Encourage participants to take note of any new M/MA they wish to incorporate in their menus.

FEEDBACK: There are no right or wrong answers. However, some potential responses might include:

- Nuts and nut butters
- Yogurt
- Cheese
- Eggs
- Dry beans and peas
- *Poultry*
- *Beef*
- *Fish*
- *Seafood*

SHOW SLIDE: [M/MA at Breakfast](#)**SAY:**

Now that we have identified some meats and meat alternates, let's shift our focus to the first update.

Previously, serving meats and meat alternates at breakfast was optional and it did not credit as part of a reimbursable meal. For greater variety and flexibility when planning the breakfast menu, the updated requirements now allow meats and meat alternates to be served in place of grains at breakfast up to three times per week.

For example, a cheese omelet with fruit and milk – the omelet credits as a M/MA, and it may be used to meet the entire grains component requirement for the breakfast meal. No additional grain is needed for this reimbursable breakfast meal. As a reminder, you may continue to serve a M/MA as an additional item to the three required breakfast components: milk, vegetable/fruit, and grain.

SHOW SLIDE: [Crediting Guidelines](#)**SAY:**

When serving a M/MA in place of grains at breakfast, 1-ounce of M/MA credits as 1 ounce equivalent of grains. For example, an operator serves 2 year olds ¼ ounce of cheddar cheese as part of breakfast. This amount is only a portion of the grains component at breakfast because ½ ounce is equal to ½ ounce equivalent of grains for children between the ages of 1 to 2 years.

SHOW SLIDE: Ounce Equivalent

SAY:
 A 1-ounce equivalent of M/MA is equal to 1-ounce equivalent of grains. Ounce equivalents are a way to measure amounts of food. For example, in the CACFP, 1-ounce equivalent of a meat or meat alternate is equal to 2 tablespoons of peanut butter, ½ of a large egg, or 1-ounce of lean meat, poultry, or fish. Refer to the **Serving Meats and Meat Alternates at Breakfast** handout in your Participant’s Workbook for more information on meeting the ounce equivalents.

Remember, if you want to serve a M/MA more than 3 days a week, you must offer them as additional foods, which do not count towards the reimbursable meal.

Handout: Serving Meats and Meat Alternates at Breakfast

Breakfasts in the Child and Adult Care Food Program (CACFP) include milk, vegetables and/or fruits, and grains. You can also serve meats and/or meat alternates instead of grains at breakfast up to 3 times per week. This option gives you more choices for menu planning.

Here’s how to include meats or meat alternates as part of a reimbursable breakfast meal:

- Substitute **1-ounce equivalent** of meat/meat alternate for 1-ounce equivalent of grains.

Ounce equivalents are a way to measure amounts of food. In the CACFP, 1-ounce equivalent of a meat or meat alternate is equal to 2 tablespoons of peanut butter, ½ of a large egg, or 1-ounce of lean meat, poultry, or fish. If you want to serve meats/meat alternates more than 3 days a week, you must offer them as additional foods, which do not count towards the reimbursable meal.

A Closer Look at Menu Planning

If you plan to offer a meat or meat alternate at breakfast in place of grains, it must replace the entire required amount of grains. The table below shows the minimum amount of a meat or meat alternate you would need to serve in place of grains at breakfast.

	Ages 1 — 2 years & 3–5 years	Ages 6–12 years & 13–18 years	Adults
Minimum amount when served instead of grains at breakfast	½ ounce equivalent	1 ounce equivalent	2 ounce equivalents
	is equal to:	is equal to:	is equal to:
Beans or peas (cooked)	⅜ cup	¼ cup	½ cup
Natural or processed cheese	½ ounce	1 ounce	2 ounces
Cottage or ricotta cheese	⅜ cup (1 ounce)	¼ cup (2 ounces)	½ cup (4 ounces)
Eggs	¼ large egg	½ large egg	1 large egg

Lean meat, poultry, or fish	½ ounce	1 ounce	2 ounces
Peanut butter, soy nut butter, or other nut or seed butters	1 tablespoon	2 tablespoons	4 tablespoons
Tofu (store-bought or commercially prepared)	⅛ cup (1.1 ounces) with at least 2.5 grams of protein	¼ cup (2.2 ounces) with at least 5 grams of protein	½ cup (4.4 ounces) with at least 10 grams of protein
Yogurt (including soy yogurt)	¼ cup (2 ounces)	½ cup (4 ounces)	1 cup (8 ounces)

Mix It Up at Breakfast

You can serve a meat or meat alternate as a standalone item, such as eggs, yogurt, cottage cheese, turkey sausage, and ham. As a best practice, choose foods that are lower in saturated fat and sodium. Meats and meat alternates can be served together, such as eggs (a meat alternate) and ham (a meat). Meats and meat alternates can also be served in a dish mixed with other foods, such as apple slices spread with peanut butter, yogurt topped with fruit, or a tofu scramble with vegetables.

Bacon, imitation bacon products, scrapple, and salt pork are not creditable in the CACFP.

Turkey bacon, Canadian bacon, and some types of sausage are creditable only if the product has a Child Nutrition label, or if you have a Product Formulation Statement (PFS) signed by the manufacturer. Please see the *Crediting Handbook for the CACFP* (<https://www.fns.usda.gov/tn>) and the *Food Buying Guide for Child Nutrition Programs* (<https://foodbuyingguide.fns.usda.gov/>) for more information on crediting foods in the CACFP.

For Adult Day Care Only: You can serve 6 ounces of yogurt in place of 8 ounces of milk once per day when yogurt is not served as a meat alternate in the same meal. If you serve yogurt to adults as a meat alternate at breakfast, you must also serve fluid milk.

Answer Key: Try It Out!

1. Your adult day care center is open 4 days a week. How many times per week may you serve meat and meat alternatives in place of grains at breakfast? Three days
2. Your child care home is open 7 days per week. How many times per week may you serve meat and meat alternatives in place of grains at breakfast? Three days
3. You want to serve yogurt at breakfast to your 3–5 year olds once per week. If you are serving the yogurt in place of a grain, what's the minimum amount you must serve to this age group to meet the meal pattern requirement? ¼ cup of yogurt (2 ounces)

SHOW SLIDE: [Activity: Breakfast Ideas with Meats and Meat Alternates](#)

DO:

(Activity): Breakfast Ideas with Meats and Meat Alternates

The purpose of this activity is to identify meats and meat alternates for breakfast and methods for serving them.

Materials Needed: Meats/Meat Alternates for Breakfast worksheet, chart paper, markers, pen or pencil

Time: 10 minutes

Instructions:

- SAY:** Now that we have explored the update for serving M/MA at breakfast, we are going to identify some ideas to use when you return to your facility. In your groups, identify six different ways to serve M/MA at breakfast. If you need some ideas, feel free to use the list of M/MA or the entrée ideas featured on [Breakfast Ideas with Meats and Meat Alternates](#) worksheet in your Participant’s Workbook.
- DO:** Allow 3–5 minutes for participants to complete this activity. Then, ask the groups to share their responses. List the responses on a piece of chart paper and post in the training room.

FEEDBACK: There are no right or wrong answers for this activity. However, some potential responses might include those noted in the following [Answer Key: Breakfast Ideas with Meats and Meat Alternates](#) chart.

Answer Key: Breakfast Ideas with Meats and Meat Alternates

Instructions: Identify six breakfast options using meat and meat alternates.

Meats/Meat Alternates		Entrée Ideas	
Ham	Roast	Burritos	Stir fry
Bacon	Salmon	Frittatas	Casseroles
Chicken	Tuna	Sandwiches	Salads
Turkey	Eggs	Quiche	Muffins
Sausage	Tofu		
Method Ideas			
1. Ham Burrito	2. Sausage Frittatas	3. Bacon and Egg Quiche	
4. Turkey Stir Fry	5. Turkey and Egg Muffin	6. Tofu Casserole	

OBJECTIVE 2: Participants will be able to recall the three requirements for using tofu and soy yogurt in the CACFP.

SHOW SLIDE: [Tofu and Soy Yogurt](#)

SAY:

The next topic is tofu and soy yogurt and the three requirements for using it in the CACFP.

These two foods credit for all or part of the M/MA component for child and adult meals *only*. Tofu and soy yogurt are not creditable for infant meals.

ASK:

By show of hands, how many eat or have ever tried tofu or soy yogurt? What were your experiences?

DO:

Allow participants to respond, and then advance to the next slide.

SAY:

It appears that some of you [have or have not] tried tofu [and/or] soy yogurt. Focusing specifically on tofu, let's watch a video to learn more about it.

SHOW SLIDE: What Is Tofu?

DO: Show the video: What Is Tofu?

FEEDBACK: You can find the video at <https://www.youtube.com/watch?v=M80wOarJ5Vc> if it does not immediately start.

DO:

Review the basics of the video:

- Tofu is made of soybeans
- A great source of protein and iron
- Available in silken, soft, medium, firm, and extra firm forms
- A great substitute for meat

SHOW SLIDE: Tofu C.E.F.**SAY:**

There are three requirements for using tofu and soy yogurt. A great way to remember the requirements is through the acronym: C.E.F.

- Commercially prepared
- Easily recognized as a meat substitute
- Five grams of protein

Let's review each of these requirements.

SHOW SLIDE: Commercially Prepared**SAY:**

First, when using tofu and soy yogurt, they must be commercially prepared. Those products that are non-commercial or non-standardized are not creditable. For example, preparing or purchasing homemade tofu would not credit because it is not commercially prepared.

SHOW SLIDE: Recognized as Meat Substitutes

SAY:
Second, tofu must be easily recognized as a meat substitute to credit as a meat alternate. A good way to apply this requirement is to think about it from a child's perspective. Children should be able to easily recognize the tofu item as a meat product.

Some allowable ways to use this item might include:

- Tofu links and tofu sausages
- Tofu pieces in a salad
- Tofu cubes in a stir-fry
- Tofu omelets
- Tofu miso soup

However, if tofu mimics another food group or is used to add texture, it is not creditable because it is not easily recognized as a meat alternate. Some examples might include the following:

- Tofu noodles: Mimics a grain
- Smoothies with soft or silken tofu: Adds texture
- Baked desserts with soft or silken tofu: Adds texture

SHOW SLIDE: Five Grams of Protein

SAY:
The third requirement is that tofu must contain 5 grams of protein per 2.2 ounces ($\frac{1}{4}$ cup) to credit as 1 ounce of the M/MA. In plain unprocessed tofu, you can find the total amount of protein by reading the Nutrition Facts label on the back of the product. However, if it were a processed tofu product, such as links and sausages made from tofu, a Nutrition Facts label would not provide enough information to determine if the item meets the minimum requirement.

In these cases, you will need a Child Nutrition (CN) Label or product formulation statement to verify the food item contains the minimum protein requirement. If you purchase from your local grocery store, you may find that CN Labels are not commonly available for food items. Therefore, you may need to contact the manufacturer to request a product formulation statement.

DO:
Ask participants to turn to the **Sample CN Label** handout in their Participant's Workbook. Then, review the basics of the handout.

FEEDBACK: The purpose of reviewing the handout is to give the participant insight on what the CN Label looks like and what it contains. Allow participants to respond, and then advance to the next slide.

Handout: Sample CN Label

Sample CN Label



The Child Nutrition (CN) Label product will always contain the following information:

- The CN Label, which has a distinctive border
- The meal pattern contribution statement
- A unique 6-digit product identification number (assigned by FNS) appearing in the upper right-hand corner of the CN logo
- The USDA/FNS authorization statement
- The month and year of final FNS approval appearing at the end of the authorization statement
- Remaining required label features:
 - Product name
 - Inspection legend
 - Ingredients
 - USDA statement
 - Signature/address line
 - Net weight

SHOW SLIDE: Activity: Serving Tofu and Soy Products**DO:****(Activity): Serving Tofu and Soy Products**

The purpose of this activity is to identify the requirements for serving tofu in facilities participating in the CACFP.

Materials Needed: CACFP Tofu Recipe Guide handout, Tofu and Soy Yogurt Requirement worksheet, pen or pencil

Time: 5–10 minutes

Instructions:

1. **SAY:** Now that we have explored the requirements for serving tofu and soy yogurt, let's review them using the C.E.F. acronym.
2. **DO:** Review the **Answer Key: Tofu and Soy Yogurt Requirements** with the participants.
3. **SAY:** Please turn to the **CACFP Tofu Recipe Guide** in your Participant's Workbook. Take a couple of minutes and select one or two recipes you could incorporate in your program. List the titles in the space provided on the **Tofu and Soy Yogurt Requirement** worksheet.
4. **DO:** Allow 3–5 minutes for participants to complete this activity. Then, request a few volunteers to share their selected recipes.

Answer Key: Tofu and Soy Product Requirement (C.E.F)

Instructions: List the key requirements for serving tofu and soy yogurt based on C.E.F.

Commercially prepared

- Tofu and soy yogurt must be commercially prepared
- Non-commercial or non-standardized tofu and soy yogurt are not creditable

Easily recognized as meat substitute

- Tofu must be easily recognized as a meat substitute to credit as a meat alternate
- Some creditable examples might include the following examples:
 - Tofu sausages
 - Tofu pieces in a salad
 - Tofu cubes in a stir fry
 - Tofu omelets
 - Tofu miso soup
- Tofu mimicking other food groups or those using it to add texture are not creditable

Five grams of protein

- Tofu must contain 5 grams of protein per 2.2 ounces ($\frac{1}{4}$ cup) to equal 1 ounce of the meat/meat alternate
- Use the plain Nutrition Facts label for plain unprocessed tofu
- Use the CN Label or contact the manufacturer for processed tofu products

Recipes to Try

1. Name: _____ Page: _____
2. Name: _____ Page: _____

Handout: CACFP Tofu Recipe Guide

Baked Barbecue Tofu

Crediting Information

Number of servings: 6

CACFP Meal Pattern: Each 1/4 cup or 2.2-ounce serving is equivalent to 1-ounce M/MA.

Ingredients

- 14-ounce package extra firm tofu
- 1/2 cup barbecue sauce

Directions

- **Step 1:** Press tofu for 30 minutes. Cut into 1/2-inch thick slices, and then quarter each slice.
- **Step 2:** Pour barbecue sauce into an 8-inch square baking dish. Place tofu in dish and gently toss to coat. Let tofu marinate in sauce for 1 hour (or more), turning occasionally.
- **Step 3:** Preheat oven to 400 degrees. Spray a rimmed baking sheet with oil or cooking spray. Place tofu on baking sheet (do not discard barbecue sauce) and bake for 20 minutes. After 20 minutes, turn tofu over and brush with additional barbecue sauce. Bake 20 minutes more or until tofu is browned on edges. Toss tofu in remaining barbecue sauce and serve.

Crispy Tofu Dippers

Crediting Information

Number of servings: 6

CACFP Meal Pattern: Each serving is equivalent to 1-ounce M/MA.

Ingredients

- 14-ounce package extra firm tofu, pressed and drained, cut into bite-sized pieces
- 2 tablespoons cornstarch

- 1/4 cup grated Parmesan cheese
- Olive oil
- Dipping sauce: Marinara, Ketchup, or Barbeque

Directions

- **Step 1:** Whisk together cornstarch, cornmeal, and Parmesan cheese.
- **Step 2:** Place tofu pieces in the mixture and toss to coat well.
- **Step 3:** Heat 1–2 tablespoons of olive oil in a skillet over medium-high heat. Toss coated tofu pieces in the hot pan. Cook on all sides until crispy and brown. Serve with desired sauce.

Mustard-Crusted Tofu

Crediting Information

Number of servings: 6

CACFP Meal Pattern: Each 2.2-ounce tofu slice or ¼ cup is equivalent to 1-ounce M/MA.

Ingredients

- 14-ounce package firm tofu
- 1/2 cup whole grain Dijon mustard
- 2 tablespoons vegetable oil, divided

Directions

- **Step 1:** Cut tofu into 6 slices. Arrange on paper towels; drain 10 minutes. Spread both sides of each slice with mustard.
- **Step 2:** Heat 2 tablespoons of oil in another large nonstick skillet over medium heat. Add tofu; cover and cook until heated through and crisp, about 2 minutes per side.

Pesto Penne with Baked Tofu Bites

Crediting Information

Number of servings: 8

CACFP Meal Pattern: Each serving is equivalent to 1-ounce M/MA and provides 1/2 cup pasta (Grain).

Ingredients

- 1/2 lb. Penne Pasta, dry
- 1/4 cup Prepared Pesto
- 2 Roma Tomatoes, seeded and chopped

- 16-ounce package (2 cups) Extra Firm Tofu
- Grated parmesan cheese (optional)

Directions

- **Step 1:** Preheat oven to 400 °F. Place drained and pressed tofu on a baking sheet. Spray with cooking spray. Place in the oven for 20 minutes, turning pieces halfway through.
- **Step 2:** While the tofu is cooking, boil and drain pasta according to package directions.
- **Step 3:** Place your cooked noodles in a pan with the pesto and tomatoes.
- **Step 4:** After 20 minutes check tofu. If it looks brown and slightly crispy it is ready. It can be cooked up to 40 minutes, if needed.
- **Step 5:** Mix tofu and pasta and place the pan on a burner over medium-high heat. Cook until everything is coated and heated through. Sprinkle with parmesan cheese, if desired.

Crispy Salt and Pepper Tofu

Crediting Information

Number of servings: 6
 CACFP Meal Pattern: Each 2.2-ounces tofu slice or 1/4 cup is equivalent to 1-ounce M/MA.

Ingredients

- 14-ounce package extra firm tofu
- 1/4 cup vegetable or canola oil
- 1/4 cup cornstarch
- 1/2 teaspoon kosher salt
- 1/4 teaspoon black pepper (or to taste)
- Additional salt and pepper to taste

Directions

- **Step 1:** Press tofu to remove excess moisture. To do so, line a plate with several paper towels. Place tofu on paper towels and top with two or three paper towels. Place three or four plates on top of the tofu. Drain for 20–30 minutes.
- **Step 2:** Remove tofu from paper towels and cut into bite-sized pieces.
- **Step 3:** Add the vegetable or canola oil to a large skillet over medium-high heat.
- **Step 4:** Add the cornstarch, 1/2 teaspoon salt, and 1/4 teaspoon pepper to a large plate or shallow baking dish. Mix.
- **Step 5:** Working in batches, dredge the tofu in the cornstarch mixture, turning to coat evenly. Carefully add tofu to hot oil in skillet. Cook over medium-high for about 10 minutes, turning occasionally to brown all sides. Remove tofu from pan and place on several paper towels, blotting to remove excess oil. Can be eaten alone or added to another dish.

Barbecue Pizza with Tofu

Crediting Information

Number of servings: 8
 CACFP Meal Pattern: Each slice is equivalent to 1-ounce M/MA and provides 2 servings GR/B.

Ingredients

- 1 large (16 ounces) store-bought or homemade pizza crust
- 1 cup barbecue sauce
- 2 cups baked tofu
- 1/2 small red onion, thinly sliced
- 8 ounces (3 cups) mozzarella cheese, shredded
- Kosher salt
- Handful of fresh cilantro, coarsely chopped (optional)

Directions

- **Step 1:** Preheat oven to 400 °F. Roll/pull/flatten the pizza crust dough to about 14 inches in diameter. Brush a cookie sheet with a little olive oil and carefully lay the pizza crust(s) on the cookie sheet.
- **Step 2:** Spread 1/2 cup of the barbecue sauce onto the dough, leaving about a 1/2-inch border around the edges.
- **Step 3:** Add tofu to a small bowl and add remaining barbecue sauce. Carefully toss and evenly place pieces over pizza crust. Lay sliced red onions and shredded cheese over the top.
- **Step 4:** Bake for about 10 minutes until the crust is golden brown, and the cheese is completely melted. Remove from the oven and sprinkle a pinch of kosher salt and the fresh cilantro over the top.

Tofu Scramble

Crediting Information

Number of servings: 6
CACFP Meal Pattern: Each serving is equivalent to 1 oz. M/MA. Serve with ½ of 6" tortilla for 1–5 year olds or 1 full 6" tortilla for 6–12 year olds to meet GR/B requirements.

Ingredients

- 1/2 cup red onion, finely chopped
- 1/4 cup red bell pepper, finely chopped
- 1 clove garlic, minced
- 14-ounce package extra firm tofu
- Salt to taste
- 2 teaspoons extra virgin olive oil (divided)
- 2 tablespoons nutritional yeast flakes (optional)
- 2 tablespoons chicken style seasoning
- 1/8 teaspoon turmeric

Directions

- **Step 1:** Place your chopped onion, bell pepper, and garlic in a skillet/frying pan with 1 teaspoon of olive oil and sauté on the stove on medium-high heat. Remove from heat when the onions are beginning to change color. Set aside.
- **Step 2:** In a bowl, cube or crumble the tofu and mix in your seasonings. Pour 1 teaspoon of olive oil into a frying pan/skillet and heat over medium-to-medium high heat. Pour the tofu on top of the olive oil and stir. Continue stirring every minute or so until the tofu begins to become firm around the edges.
- **Step 3:** Gently fold the onion/pepper mixture into the tofu. Serve hot and enjoy! Can also be served in whole wheat tortillas and with or without salsa.

Adapted Source: Wisconsin Department of Public Instruction Community and School Nutrition Teams Food and Nutrition Services. (n.d.). *CACFP Tofu Recipe Guide*. https://dpi.wi.gov/sites/default/files/imce/community-nutrition/pdf/tofu_recipe_guide.pdf

OBJECTIVE 3: Participants will be able to select yogurt products that meet the CACFP sugar limit requirements.

NOTE TO INSTRUCTOR: If this lesson is taught in combination with the Infant Meal Pattern Requirements Training, skip forward to the lesson conclusion, as this information was previously covered.

SHOW SLIDE: [Yogurt](#)

SAY:
Yogurt is a great source of protein; this macronutrient provides energy, builds and maintains muscle, and promotes a healthy metabolism. However, some yogurts have significantly more sugar than others do. Exposing young children to high amounts of sugar early on can have a negative influence on their eating habits.

As a result, the meal pattern requirements limit the sugar in creditable yogurts, including soy yogurts, to no more than 23 grams of sugar per 6 ounces.

SHOW SLIDE: [Nutrition Facts Label](#)

SAY:
The first step in determining yogurt products that meet the sugar limit is to know exactly what to look for on the Nutrition Facts label. This step is helpful in identifying nutritious foods that align with the updated meal pattern requirements. Please turn to the [Nutrition Facts Label](#) handout in your Participant's Workbook.

As you can see on this handout, there are two labels. The FDA recently changed the label to make it easier for you and other consumers to make informed food choices. Manufacturers will eventually be required to change the labels to the new format, and some have already adopted the new format. Therefore, you may see changes when reading Nutrition Facts labels on packaged food. Knowing exactly what to look for on both layouts is essential.

SHOW SLIDE: [Key Terms](#)

SAY:
When reading Nutrition Facts labels to determine if it meets the sugar requirements, there are two key terms to look for: Serving Size and Sugars or Total Sugars. The serving size is the number of servings in a food package, in which the serving size is provided in units, such as ounces, cups, or container. It is also provided in grams in parenthesis.

The Sugars (original label) or Total Sugars (new label) state the amount of sugar in grams per serving. It is important to note that the new label lists total sugars and added sugars instead of just "sugars." This change shows the total amount of natural sugars and added sugars the product contains. However, when reading new labels for yogurt, always use the number beside Total Sugars.

Handout: Nutrition Facts Label

According to the Food and Drug Administration (FDA), the original Nutrition Facts label is over 20 years old. As a result, the FDA updated the label to make sure consumers have access to more recent and accurate nutrition information about the foods they are eating. Also, the FDA expects the new label to make it easier for consumers to make better-informed choices when shopping. Manufacturers will eventually be required to update their packages to reflect the new label, and some are already using the new label. Therefore, consumers may see the new label on food packages.

SIDE-BY-SIDE COMPARISON

Original Label

New Label

Note: The images above are meant for illustrative purposes to show how the new Nutrition Facts label might look compared to the old label. Both labels represent fictional products. When the original hypothetical label was developed in 2014 (the image on the left-hand side), added sugars was not yet proposed so the “original” label shows 1g of sugar as an example. The image created for the “new” label (shown on the right-hand side) lists 12g total sugar and 10g added sugar to give an example of how added sugars would be broken out with a % Daily Value.

Source: U.S. Food and Drug Administration (2016, August 3). *Changes to the nutrition facts label.*

<https://www.fda.gov/food/food-labeling-nutrition/changes-nutrition-facts-label#images>

SHOW SLIDE: [Table Method: Yogurt](#)

SAY: There many ways to determine if a yogurt meets the sugar limit requirements. Today, we will explore the table method for yogurt, as it is the easiest and the fastest way for determining if a yogurt item meets the sugar limit requirement. This method features a table with common sizes of yogurt and the pre-calculated sugar limit for each size. For your reference, you can find this method on the [Yogurt and Sugar Guide](#) handout, as well as a link to the USDA's training worksheets, in your Participant's Workbook.

As you can see in this table, there are three major columns.

- The left column, Serving Sizes (Ounces) is used when a yogurt's Nutrition Fact Label lists the serving size in ounces, such as 6 ounces or 8 ounces.
- The middle column, Serving Sizes (Grams), is used when the Nutrition Fact Label's serving size is not in ounces, but in cups, containers, or other units. In situations such as these, you can use the number in parenthesis, the grams, to determine if the yogurt is within the sugar limit.
- The right column lists the sugar limits for each serving size.

The table method was adapted from the USDA Team Nutrition's training worksheet "Choose Yogurts That Are Low in Added Sugar." You can find a link to this resource on the [Training Resources](#) handout in the Appendix of your Participant's Workbook.

SHOW SLIDE: [Table Method Steps](#)

SAY: This method features four steps.

- First, use the Nutrition Facts label to find the Serving Size, in ounces (oz) or grams (g), on the yogurt. In this case, the Serving Size is 6 ounces.
- Next, look at the number next to Sugars. There are 19 grams of sugar in this package per serving.

SHOW SLIDE: [Table Method Steps \(cont.\)](#)

SAY:

- Then, locate the yogurt's Serving Size in the "Serving Size in Ounces" column on the "Sugar Limits Table." In this case, it is 6 ounces.
- Last, look at the number to the right of the serving size amount, under the "Sugar Limit" column in the table. If your yogurt has that amount of sugar, or less, the yogurt meets the sugar requirement.

DO: Encourage participants to look at the Sugar Limits Table to determine if the yogurt is within the sugar limit requirements. Then ask, is this yogurt creditable?

SHOW SLIDE: [Is It Creditable?](#)

SAY: According to the table, for a 6-ounce serving, the sugar limit is 23 grams of total sugars. Therefore, this item is creditable because the sugar amount, 19 grams, is between the sugar limit of 0 and 23 grams.

Handout: Yogurt and Sugar Guide

Yogurt served in the Child and Adult Care Food Program (CACFP) must not have more than 23 grams of sugar per 6 ounces.

There are many types of yogurt that meet this requirement. It is easy to find them by using the Nutrition Facts label and following the steps below.

Table Method

Example #1: Serving Size in Ounces

- **Step 1:** Use the Nutrition Facts label to find the Serving Size, in ounces (oz) or grams (g), on the yogurt.
Write it here: 6 ounces
- **Step 2:** Find the Sugars line. Look at the number of grams (g) next to Sugars.
Write it here: 19 grams
- **Step 3:** Find the serving size, identified in Step 1, in the table below.
- **Step 4:** In the table, look at the number to the right of the serving size amount, under the “Sugar Limit” column. If your yogurt has that amount of sugar, or less, the yogurt meets the sugar requirement.

Nutrition Facts	
Serving Size 6 oz (170g)	
Servings Per Container 1	
Amount Per Serving	
Calories	150
% Daily Value*	
Total Fat	2g 3%
Saturated Fat	1g 5%
Trans Fat	0g
Cholesterol	10mg 3%
Sodium	90mg 4%
Total Carbohydrate	25g 8%
Dietary Fiber	0g 0%
Sugars	19g
Protein	0g 0%

*Percent Daily Values are based on a 2,000 calorie diet.

Is it creditable? Yes, this yogurt meets the sugar limit requirement because 19 grams of sugar is under the sugar limit of 23 grams for a Serving Size of 6 oz.

Sugar Limits Table

Serving Size Ounces (oz)	Serving Size Grams (g) <small>(Use when the serving size is not listed in ounces)</small>	Sugar Limit	Serving Size Ounces (oz)	Serving Size Grams (g) <small>(Use when the serving size is not listed in ounces)</small>	Sugar Limit
If the serving size is:		Sugars must not be more than:	If the serving size is:		Sugars must not be more than:
1 oz	28 g	4 g	4.75 oz	135 g	18 g
1.25 oz	35 g	5 g	5 oz	142 g	19 g
1.5 oz	43 g	6 g	5.25 oz	149 g	20 g
1.75 oz	50 g	7 g	5.3 oz	150 g	20 g
2 oz	57 g	8 g	5.5 oz	156 g	21 g
2.25 oz	64 g	9 g	5.75 oz	163 g	22 g
2.5 oz	71 g	10 g	6 oz	170 g	23 g
2.75 oz	78 g	11 g	6.25 oz	177 g	24 g
3 oz	85 g	11 g	6.5 oz	184 g	25 g
3.25 oz	92 g	12 g	6.75 oz	191 g	26 g
3.5 oz	99 g	13 g	7 oz	198 g	27 g
3.75 oz	106 g	14 g	7.25 oz	206 g	28 g
4 oz	113 g	15 g	7.5 oz	213 g	29 g
4.25 oz	120 g	16 g	7.75 oz	220 g	30 g
4.5 oz	128 g	17 g	8 oz	227 g	31 g

SHOW SLIDE: Serving Size in Grams

SAY:

Sometimes you may find yogurts that do not list the serving size in ounces, but in cups or grams. In the second example, this yogurt label lists “1/2 cup (85 grams)” as the serving size and “19 grams” for sugar. Using the middle column in the Yogurt Sugar Limits Table, this product would not be creditable because 19 grams of sugar is not within the sugar limit requirements of 0–11 grams for a product with 85 grams per serving size. Some yogurts may list the serving size as one container and not list ounces and grams on the Nutrition Facts label. In these cases, refer to the front of the package, to see how many ounces or grams are in the container.

Example #2: Serving Size in Grams

- **Step 1:** Use the Nutrition Facts label to find the Serving Size, in ounces (oz) or grams (g), on the yogurt. If the serving size says “one container,” check the front of the package to see how many ounces or grams are in the container. Write it here: 85 grams
- **Step 2:** Find the Sugars line. Look at the number of grams (g) next to Sugars.
Write it here: 19 grams
- **Step 3:** Find the serving size, identified in Step 1, in the table below.
- **Step 4:** In the table, look at the number to the right of the serving size amount, under the “Sugar Limit” column. If your yogurt has that amount of sugar, or less, the yogurt meets the sugar requirement.

Nutrition Facts	
Serving Size 1/2 cup (85g)	
Servings Per Container 4	
Amount Per Serving	
Calories 100	
	% Daily Value*
Total Fat 0g	0%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 5mg	2%
Sodium 65mg	3%
Total Carbohydrate 21g	7%
Dietary Fiber 0g	0%
Sugars 19g	
Protein 0g	0%

*Percent Daily Values are based on a 2,000 calorie diet.

Is it creditable? No, this yogurt does not meet the sugar limit requirement because 19 grams of sugar exceeds the sugar limit of 11 grams for a Serving Size of 85 grams.

Sugar Limits Table

Serving Size Ounces (oz)	Serving Size Grams (g) <small>(Use when the serving size is not listed in ounces)</small>	Sugar Limit	Serving Size Ounces (oz)	Serving Size Grams (g) <small>(Use when the serving size is not listed in ounces)</small>	Sugar Limit
If the serving size is:		Sugars must not be more than:	If the serving size is:		Sugars must not be more than:
1 oz	28 g		4.75 oz	135 g	
1.25 oz	35 g	5 g	5 oz	142 g	
1.5 oz	43 g	6 g	5.25 oz	149 g	
1.75 oz	50 g	7 g	5.3 oz	150 g	
2 oz	57 g	8 g	5.5 oz	156 g	
2.25 oz	64 g	9 g	5.75 oz	163 g	
2.5 oz	71 g	10 g	6 oz	170 g	
2.75 oz	78 g	11 g	6.25 oz	177 g	
3 oz	85 g	11 g	6.5 oz	184 g	
3.25 oz	92 g	12 g	6.75 oz	191 g	
3.5 oz	99 g	13 g	7 oz	198 g	
3.75 oz	106 g	14 g	7.25 oz	206 g	
4 oz	113 g	15 g	7.5 oz	213 g	
4.25 oz	120 g	16 g	7.75 oz	220 g	
4.5 oz	128 g	17 g	8 oz	227 g	

SHOW SLIDE: Activity: Yogurt, Is It Creditable?

DO:

(Activity): Yogurt, Is It Creditable?

The purpose of this activity is to provide an opportunity to practice identifying yogurt products that meet the sugar limit requirements for the CACFP.

Materials Needed: Yogurt, Is It Creditable? worksheet, pen or pencil

Time: 10–15 minutes

Instructions:

1. **SAY:** Please turn to the **Yogurt, Is It Creditable?** worksheet in your Participant's Workbook. Use the Sugar Limits Table to determine if the yogurt is creditable.
2. **DO:** Allow 5–10 minutes for the participants to complete the assignment. Then, use the **Answer Key: Yogurt, Is It Creditable?** to review the answers with the participants.

Answer Key: Yogurt, Is It Creditable?

Instructions: Review each label. Then, follow the steps to determine if the yogurt is creditable.

Greek Yogurt with Banana

- **Step 1:** Use the Nutrition Facts label to find the Serving Size, in ounces (oz) or grams (g), on the yogurt.
Write it here: 5.3 ounce
- **Step 2:** Find the amount for Sugars.
Write it here: 14 grams
- **Step 3:** Use the serving size identified in Step 1 to find the serving size of your yogurt in the Sugar Limits Table.
- **Step 4:** In the table, look at the number to the right of the serving size amount, under the "Sugar Limit" column. Is it creditable? Yes, because 14 grams of sugar is between the sugar limits of 0–23 grams of sugar

Nutrition Facts	
Serving Size 5.3 oz (150g)	
Servings Per Container 1	
Amount Per Serving	
Calories 130	
	% Daily Value*
Total Fat 2.5g	4%
Saturated Fat 1.5g	8%
Trans Fat 0g	
Cholesterol 15mg	5%
Sodium 50mg	2%
Total Carbohydrate 17g	6%
Dietary Fiber 1g	4%
Sugars 14g	
Protein 11g	22%

*Percent Daily Values are based on a 2,000 calorie diet.

Plain Yogurt

- **Step 1:** Use the Nutrition Facts label to find the Serving Size, in ounces (oz) or grams (g), on the yogurt.
Write it here: 8 ounces
- **Step 2:** Find the amount for Sugars.
Write it here: 9 grams
- **Step 3:** Use the serving size identified in Step 1 to find the serving size of your yogurt in the Sugar Limits Table.
- **Step 4:** In the table, look at the number to the right of the serving size amount, under the "Sugar Limit" column. Is it creditable? Yes, because 9 grams of sugar is between the sugar limits of 0–30 grams of sugar

Nutrition Facts	
Serving Size 8 oz (227g)	
Servings Per Container 4	
Amount Per Serving	
Calories 220	
	% Daily Value*
Total Fat 11g	17%
Saturated Fat 8g	40%
Trans Fat 0g	
Cholesterol 30mg	10%
Sodium 80mg	3%
Total Carbohydrate 9g	3%
Dietary Fiber 0g	0%
Sugars 9g	
Protein 20g	40%

*Percent Daily Values are based on a 2,000 calorie diet.

Raspberry Yogurt

- **Step 1:** Use the Nutrition Facts label to find the Serving Size, in ounces (oz) or grams (g), on the yogurt. Write it here: 6 ounces
- **Step 2:** Find the amount for Sugars. Write it here: 25 grams
- **Step 3:** Use the serving size identified in Step 1 to find the serving size of your yogurt in the Sugar Limits Table.
- **Step 4:** In the table, look at the number to the right of the serving size amount, under the “Sugar Limit” column. Is it creditable? No, because 25 grams of sugar is beyond the sugar limit of 23 for a 6 ounce serving size

Nutrition Facts	
Serving Size 6 oz	
Servings Per Container 1	
Amount Per Serving	
Calories 160	
% Daily Value*	
Total Fat 2.5g	4%
Saturated Fat 1.5g	8%
Trans Fat 0g	
Cholesterol 10mg	3%
Sodium 105mg	4%
Total Carbohydrate 26g	9%
Dietary Fiber 0g	0%
Sugars 25g	
Protein 8g	16%

*Percent Daily Values are based on a 2,000 calorie diet.

Yogurt with Mixed Berry

- **Step 1:** Use the Nutrition Facts label to find the Serving Size, in ounces (oz) or grams (g), on the yogurt. Write it here: 2.5 ounces
- **Step 2:** Find the amount for Sugars. Write it here: 19 grams
- **Step 3:** Use the serving size identified in Step 1 to find the serving size of your yogurt in the Sugar Limits Table.
- **Step 4:** In the table, look at the number to the right of the serving size amount, under the “Sugar Limit” column. Is it creditable? No, because 19 grams of sugar is beyond the sugar limit of 10 for a 2.5 ounce serving size

Nutrition Facts	
Serving Size 2.5 oz (70g)	
Servings Per Container 4	
Amount Per Serving	
Calories 120	
% Daily Value*	
Total Fat 1g	2%
Saturated Fat 0g	0%
Trans Fat 0g	
Sodium 85mg	4%
Total Carbohydrate 25g	8%
Dietary Fiber 1g	4%
Sugars 19g	
Protein 2g	4%

*Percent Daily Values are based on a 2,000 calorie diet.

Sugar Limits Table

Serving Size Ounces (oz)	Serving Size Grams (g) (Serving size is not listed in ounces)	Sugar Limit	Serving Size Ounces (oz)	Serving Size Grams (g) (Serving size is not listed in ounces)	Sugar Limit
If the serving size is:		Sugars cannot be more than:	If the serving size is:		Sugars cannot be more than:
1 oz	28 g	4 g	4.75 oz	135 g	18 g
1.25 oz	35 g	5 g	5 oz	142 g	19 g
1.5 oz	43 g	6 g	5.25 oz	149 g	20 g
1.75 oz	50 g	7 g	5.3 oz	150 g	20 g
2 oz	57 g	8 g	5.5 oz	156 g	21 g
2.25 oz	64 g	9 g	5.75 oz	163 g	22 g
2.5 oz	71 g	10 g	6 oz	170 g	23 g
2.75 oz	78 g	11 g	6.25 oz	177 g	24 g
3 oz	85 g	11 g	6.5 oz	184 g	25 g
3.25 oz	92 g	12 g	6.75 oz	191 g	26 g
3.5 oz	99 g	13 g	7 oz	198 g	27 g
3.75 oz	106 g	14 g	7.25 oz	206 g	28 g
4 oz	113 g	15 g	7.5 oz	213 g	29 g
4.25 oz	120 g	16 g	7.75 oz	220 g	30 g
4.5 oz	128 g	17 g	8 oz	227 g	31 g

SHOW SLIDE: [Using Yogurt](#)

SAY:
When incorporating yogurt in your menus, there are some additional points to note. As previously mentioned, soy yogurt now credits as a dairy-free option for children and adult meals. In addition, 4 ounces of yogurt, including soy yogurt, credits as 1 ounce of meat alternate.

In addition, yogurt may credit as a meat alternate or as a milk substitute for adults only. However, it may not credit for the milk component and the meat alternates components in the same meal. Also, yogurt may only be served as a milk substitute once per day.

SHOW SLIDE: [Non-Creditable Yogurt Products](#)

SAY:
Lastly, when purchasing yogurt items, you may find a variety of options. However, some of these items are not creditable in the CACFP, such as:

- frozen yogurt,
- drinkable yogurt,
- homemade yogurt,
- yogurt flavored products,
- yogurt bars,
- yogurt covered fruits and nuts, and
- yogurt in commercially prepared smoothies.

For reimbursable meals and snacks, always choose plain or flavored, sweetened or unsweetened commercially prepared yogurt.

SHOW SLIDE: [Other M/MA](#)

SAY:
It is important to note that nuts and seeds, dry beans, peas, eggs, and cheese may continue to be used to meet all or part of the M/MA component. Please refer to the [Child and Adult Meal Pattern Requirements](#) handout in your Participant's Workbook for examples of M/MA and specific serving sizes for each food type.

CONCLUSION:

SHOW SLIDE: [Lesson Conclusion](#)

SAY:

Throughout this lesson, we explored three key topics for meeting the updated meal pattern requirements.

- M/MA may be served in place of the entire grains component at breakfast a maximum of three times per week.
- Tofu and soy yogurt count as meat alternates.
- Creditable yogurt, including soy yogurt, must meet the sugar limit requirement of no more than 23 grams of sugar per 6 ounces.

At this time, are there any questions before we move to the last activity in this lesson?

DO:

Answer any questions, and then begin the next activity.

NOTE TO INSTRUCTOR: If there are questions that you are unable to answer, refer the participant(s) to their State agency or to the ICN Help Desk.

SHOW SLIDE: Activity: Apply in Three**DO:****(Activity): Apply in Three**

The purpose of this activity is to ensure participants identify an action plan for implementing the M/MA component requirements.

Materials Needed: Apply in Three worksheet, pen or pencil

Time: 5–10 minutes

Instructions:

1. **SAY:** Turn to the **Apply in Three** worksheet in your Participant's Workbook. Write at least three things you learned about the M/MA component, how you will apply this information, and the estimated date in which you would like to have completed each action item. Once you have finished filling in the worksheet, stand up, find someone from a different group, and share your responses.
2. **DO:** Allow 3–5 minutes for participants to complete this activity. Then, request volunteers to share their responses.

FEEDBACK: There are no right or wrong answers for this activity. However, some potential responses might include those noted in the following **Answer Key: Apply in Three**.

Answer Key: Apply in Three

Instructions: Write at least three things you learned about the M/MA component, how you will apply this information, and the estimated date in which you would like to have completed each action item.

What did you Learn?	How will you apply it?	When will you apply it?
1. <i>Yogurt, including soy yogurt, counts as a meat alternate.</i>	<ul style="list-style-type: none"> • <i>Serve yogurt that meets the sugar limit requirements – 23 grams of sugar per 6 ounces.</i> • <i>Train all staff on the new requirements.</i> • <i>Conduct a quarterly refresher training on the topic.</i> 	<ul style="list-style-type: none"> • <i>Menu changes – within 5 business days</i> • <i>Train staff – within 2 weeks and every quarter</i>
2. <i>M/MA may be served in place of the entire grains component at breakfast a maximum of three times per week.</i>	<ul style="list-style-type: none"> • <i>Plan menus to include at least one M/MA at breakfast for each week.</i> • <i>Conduct a quarterly refresher training on the topic.</i> 	<ul style="list-style-type: none"> • <i>Menu changes – within 5 business days</i>
3. <i>Tofu counts as a meat alternate.</i>	<ul style="list-style-type: none"> • <i>Incorporate tofu in the menu at least once every 2 weeks.</i> • <i>Pursue additional resources or training on incorporating tofu on the menu.</i> 	<ul style="list-style-type: none"> • <i>Menu changes – within 5 business days</i> • <i>Pursue additional training within next 3 months</i>

NOTE TO INSTRUCTOR: If this training is offered in the comprehensive 6-hour version, skip the lesson Post-Assessment. However, if this training is offered in individual lesson-form, follow the instructions below to complete the Post-Assessment.

SHOW SLIDE: Post-Assessment

DO:

Post-Assessment

The purpose of the Post-Assessment is to determine what the participants learned throughout the training.

Materials Needed: Post-Assessment, Training Evaluation, and pen or pencil

Time: 5–10 minutes

Instructions:

1. **DO:** Distribute the **Post-Assessment** and the **Training Evaluation**.
2. **SAY:** The Post-Assessment is designed to assess what you have learned during this training. Begin by placing a four-digit number in the box at the top of your assessment. Then, complete the Post-Assessment by reading each question carefully and selecting the best answer. Upon completion, please complete the training evaluation.
3. **DO:** Allow a minimum of 5–10 minutes for participants to complete the Post-Assessment. Remind them to list the identifier they used on the Pre-Assessment. Following, collect the Post-Assessments and the Training Evaluations, and return them to the ICN. Then, dismiss the participants from the training.

NOTE TO INSTRUCTOR: If this training is not sponsored by the ICN, allow the participants to keep their assessments. Review the answers with them using the Answer Key in the Appendix section. Then, dismiss the participants from the training.

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Vegetable and Fruit Component(s) Updates

Lesson-at-a-Glance			
Time	Topic	Activity	Materials
Introduction			
5 minutes	<ul style="list-style-type: none"> Introduction to Vegetable and Fruit Component Lesson Objectives 	<ul style="list-style-type: none"> Lesson Pre-Assessment* 	<ul style="list-style-type: none"> PowerPoint Presentation Participant's Workbook Pens or Pencils Lesson Pre-Assessment
Objective 1: Participants will be able to recall the requirements for separating the vegetable and fruit component.			
20 minutes	<ul style="list-style-type: none"> Separation of vegetables and fruit Serving two vegetables 	<ul style="list-style-type: none"> Recall That Phrase 	<ul style="list-style-type: none"> PowerPoint Presentation Participant's Workbook Pens or Pencils
Objective 2: Participants will be able to describe the meaning of limiting juice to once per day.			
15 minutes	<ul style="list-style-type: none"> Serving Juice Once Per Day Juice and Groups Juice and Shifts 	<ul style="list-style-type: none"> Juice, Does It Comply? 	<ul style="list-style-type: none"> PowerPoint Presentation Participant's Workbook Pens or Pencils
Conclusion			
10 minutes	<ul style="list-style-type: none"> Lesson Summary 	<ul style="list-style-type: none"> Apply in Three Lesson Post-Assessment* 	<ul style="list-style-type: none"> PowerPoint Presentation Participant's Workbook Pens or Pencils Lesson Post-Assessment
Total Time: 50 minutes*			

*The total time does not include lesson assessments. When including the lesson assessments, allow for an additional 10–15 minutes.

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TRAINING SCRIPT

Lesson Plan:

INTRODUCTION:

SHOW SLIDE: [Lesson: Vegetable and Fruit Component\(s\) Updates](#)

DO:

To begin this training, advance to the next slide.

SHOW SLIDE: [Vegetable and Fruit Component\(s\) Overview](#)

SAY:

According to the Dietary Guidelines for Americans, most Americans do not consume enough vegetables and fruits. Also, when people do eat them, they are often prepared with added salt, sugar, solid fat, and refined starch. Therefore, the meal pattern requirements focus on increasing nutritious vegetables and fruits in the diet by:

- separating the vegetable and fruit component, and
- limiting juice to once per day.

SHOW SLIDE: [Lesson Objectives](#)

SAY:

Throughout this lesson, we will explore the following objectives:

- Recall the requirements for separating the vegetable and fruit component.
- Describe the meaning of limiting juice to once per day.

At the end of this lesson, you should know the latest updates, as well as some key strategies for implementation. For your reference, refer to the [Vegetable and Fruit Basics](#) handout in your Participant's Workbook.

Handout: Vegetable and Fruit Basics

Vegetables

- Vegetables may be served fresh, frozen, canned, or as 100% pasteurized vegetable juice.
- Pasteurized, full-strength, 100% vegetable juice (or fruit juice) may be served at only one meal, including snacks, per day.
- Cooked dry beans and peas may credit as either a vegetable or as a meat alternate, but not as both in the same meal.
- A vegetable may be used to meet the entire fruit requirement at lunch and supper. When two vegetables are served at lunch or supper, two different types of vegetables must be served.
- When crediting vegetables, they are credited based on volume, except 1-cup raw leafy greens credits as ½ cup vegetable.

Fruits

- Fruits may be served fresh, frozen, canned, dried, or as 100% pasteurized fruit juice.
- Pasteurized, full-strength, 100% fruit juice (or vegetable juice) may be served at one meal, including snack meals, per day.
- When crediting fruits, credit based on volume, except $\frac{1}{4}$ cup of dried fruit counts as $\frac{1}{2}$ cup of fruit.

NOTE TO INSTRUCTOR: If this training is offered in the comprehensive 6-hour version, skip the lesson Pre-Assessment. However, if this training is offered in individual lesson-form, follow the instructions below to complete the Pre-Assessment.

SHOW SLIDE: Pre-Assessment

DO:

Pre-Assessment

The purpose of this Pre-Assessment is to determine current knowledge of the updated meal pattern requirements.

Materials Needed: Pre-Assessment and pen or pencil

Time: 5–10 minutes

Instructions:

1. **SAY:** Before we begin objective 1, let's assess what you already know by completing a Pre-Assessment.
2. **DO:** Distribute the Pre-Assessment.
3. **SAY:** Now that you have the Pre-Assessment, begin by placing a four-digit number in the box at the top of your assessment. Make a note of this number, as you will use it again when completing the Post-Assessment. Then, read each question carefully and select the best answer. When you have finished, place your assessment in the center of the table (or in a specified location).
4. **DO:** Allow a minimum of 5–10 minutes for participants to complete the Pre-Assessment. Remind them to list a non-identifier and to make a note of it for the Post-Assessment. Then, collect each assessment and set them aside.

NOTE TO INSTRUCTOR: If the Institute of Child Nutrition (ICN) provides this training, collect the Pre-Assessments and return them along with the evaluations to ICN.

OBJECTIVE 1: Participants will be able to recall the requirements for separating the vegetable and fruit component.

SHOW SLIDE: Separation of Vegetable and Fruit

SAY: Let's begin by exploring the separation of the vegetable and fruit component. The updated meal pattern requirements separate the vegetable and fruit component into two components at lunch, supper, and snack. This means one fruit and one vegetable must be served during lunch and supper meals, and a reimbursable snack may consist of a vegetable and a fruit.

Vegetables and fruits are still a combined component at breakfast. This means vegetables, fruits, or a combination of both may be served at breakfast to meet the fruit and vegetable component.

SHOW SLIDE: Increase Vegetable Consumption

SAY: To increase the amount of vegetables eaten by CACFP participants and to provide greater flexibility to the menu planner, a vegetable may be used to meet the entire fruit component for lunch and supper. For example, a serving of broccoli and a serving of carrots would credit towards a reimbursable lunch.

This change allows a vegetable and fruit, or two vegetables at lunch or supper. However, serving two fruits at mealtimes is not creditable in the updated meal pattern requirements. Also, the vegetable substitute must be at least the same serving size as the fruit component it replaced. Refer to the **Fruits and Vegetables Components** handout for a sample menu, reflecting the separation of the fruit and vegetable component.

Handout: Fruits and Vegetables Components

Separation of Vegetable and Fruit Component

The updated child and adult meal pattern requirements separate the vegetable and fruit component at lunch, supper, and snack. Separate vegetable and fruit components will help increase the variety of vegetables and fruits served and consumed by children and adults. This change means you can offer those in your care a serving of vegetables and a serving of fruit at lunch and supper. In addition, a snack with a vegetable and fruit, in the appropriate minimum serving sizes, is reimbursable.

Two Vegetables at Lunch and Supper

To increase flexibility in menu planning, you can choose to serve two vegetables at lunch and supper, rather than a serving of vegetables and a serving of fruit. This change means that the fruit component at lunch and supper may be substituted by a vegetable. When two vegetables are served at lunch or supper, they must be two different kinds of vegetables. Please note that vegetables do not need to be from different vegetable subgroups (e.g., dark green vegetables, red and orange vegetables, starchy vegetables, beans and peas (legumes), or other vegetables). See the table below for examples of reimbursable lunch or supper meals featuring a fruit and a vegetable, or two vegetables in lieu of fruit.

Required Component	Fruit and Vegetable	Two Vegetables
Ages 3 – 5 Years		
Meat/Meat Alternate	1 ½ oz chicken	1 ½ oz chicken
Vegetable	¼ cup green beans	¼ cup cauliflower
Fruit	¼ cup diced peaches	¼ cup carrots
Grain	½ whole wheat pita	½ whole wheat pita
Milk	¾ cup unflavored, low-fat milk	¾ cup unflavored, low-fat milk
Ages 6 –12 Years		
Meat/Meat Alternate	2 oz chicken	2 oz chicken
Vegetable	½ cup broccoli	½ cup sweet potato
Fruit	¼ cup apple slices	¼ cup zucchini
Grain	1 whole wheat pita	1 whole wheat pita
Milk	1 cup unflavored, low-fat milk	1 cup unflavored, low-fat milk
Adapted Source: <i>USDA Policy Memo: CACFP 25-2016, Vegetable and Fruit Requirements in the Child and Adult Care Food Program; Questions and Answers.</i> https://www.fns.usda.gov/cacfp/vegetable-and-fruit-requirements-questions-answers		

SHOW SLIDE: Two Vegetable Types**SAY:**

When using this option, it is important to note that for a reimbursable meal, you must offer two different types of vegetables. For example, a serving of roasted carrots and a serving of steamed carrots would not credit towards a reimbursable meal because the meal only includes one type of vegetable.

The two different types of vegetables do not need to be from different vegetable subgroups (e.g., dark green vegetables, red and orange vegetables, starchy vegetables, beans and peas (legumes), or other vegetables). For example, you could serve tomatoes and carrots, which are both from the red/orange group, and count it towards a reimbursable meal.

SHOW SLIDE: Juice Blends and Purees**SAY:**

Because of the separation of the vegetable and fruit component, 100% juice blends and purees now credit as either a fruit or a vegetable. Juice blends and purees will contribute to the food component with the highest ingredient. For example, if the juice blend or puree contains more fruits than vegetables, the beverage would contribute to the fruit component. If it has more vegetables than fruit, it would contribute to the vegetable component.

SHOW SLIDE: Activity: Recall That Phrase

DO:

(Activity): Recall That Phrase

The purpose of this activity is to ensure participants understand the changes for separating the vegetable and fruit component.

Materials Needed: Recall That Phrase worksheet and pen or pencil

Time: 5–10 minutes

Instructions:

1. **SAY:** Now that we have explored the updated requirements for separating the vegetable and fruit component, let’s complete an activity. Turn to the **Recall That Phrase** worksheet in your Participant’s Workbook. Complete each sentence using those featured in the Phrases column. Then, select a few items to complete each menu. Once you have finished, stand up.
2. **DO:** Allow 5 minutes for participants to complete this activity, and then review the sentences with the participants using the following **Answer Key: Recall That Phrase**.

Answer Key: Recall That Phrase

Instructions: Using the words in the Phrases column, complete each sentence by filling in the missing portion.

Vegetable and Fruit Component Statement	Phrases
1. The updated child and adult meal pattern separates the vegetable and fruit component at <u>lunch, supper, and snack</u> .	<ul style="list-style-type: none"> • lunch, supper, and snack • juice blends and purees
2. The vegetable and fruit component is a single component at <u>breakfast only</u> .	<ul style="list-style-type: none"> • vegetable and fruit • reimbursable
3. Two fruits for any meal or snack are <u>not creditable</u> in the CACFP.	<ul style="list-style-type: none"> • two different types
4. A snack with a <u>vegetable and fruit</u> , in the appropriate minimum serving sizes, is <u>reimbursable</u> .	<ul style="list-style-type: none"> • breakfast only • two vegetables
5. It is optional to serve <u>two vegetables</u> at lunch and supper, but they must be <u>two different types</u> .	<ul style="list-style-type: none"> • not creditable • highest ingredient
6. When serving two vegetables at lunch or supper, a reimbursable meal consists of <u>two different types of vegetables</u> .	<ul style="list-style-type: none"> • two different types of vegetables
7. <u>Juice blends and purees</u> will contribute to the food component with the <u>highest ingredient</u> .	

OBJECTIVE 2: Participants will be able to describe the meaning of limiting juice to once per day.**SHOW SLIDE: Juice**

SAY:
The next update focuses on juice. Pasteurized, 100% juice can be a source of essential nutrients. However, it lacks the dietary fiber found in other forms of fruit. Also, juice is often a major source of sugar in which some juices can contain almost the same amount of sugar as soft drinks.

To reduce the amount of sugar in the diets of young children, the updated requirements limit the service of juice to one meal or snack per day for child and adult participants. If you should claim fruit or vegetable juice at more than one meal, including snack, the meal with the lowest reimbursement rate containing juice would be disallowed. As a reminder, juice is not allowed under the infant meal pattern for those of you who have infants in your care.

SHOW SLIDE: Juice and Different Groups

ASK:
How many of you serve different meals to different groups, such as a morning group and an afternoon group?

DO:
Allow participants to respond.

SAY:
If you have two different groups, such as a morning group and an afternoon group, and you serve different meals to each group, you may serve juice to only one of the groups as part of a reimbursable meal. Reason being, the juice limit requirement applies to the facility and not the individual child or adult participant. Therefore, serving juice to both groups would not comply with the latest updated requirements.

SHOW SLIDE: Juice and Different Shifts

ASK:
How many of you serve one meal in two shifts, such as serving lunch to 3 year olds at 11:30 am and 4 year olds at 12:30 pm?

SAY:
Often times, spacing, licensing requirements, or other measures may call for operators to serve each meal or snack in shifts. For example, an operator serves snack to two years olds at 1:30 pm, three year olds at 2:00 pm, and four year olds at 2:30 pm. In this and similar situations, it is reimbursable to serve juice to all participants because juice is being used to meet the vegetable component or fruit component for a single meal or snack. However as previously mentioned, juice may not be used to meet the vegetable component or fruit component at *two distinctly different meals or snacks*.

SHOW SLIDE: Activity: Juice, Does It Comply?

DO:

(Activity): Juice, Does It Comply?

The purpose of this activity is to ensure participants understand the changes for separating the vegetable and fruit component.

Materials Needed: Juice, Does It Comply? worksheet and pen or pencil

Time: 5–10 minutes

Instructions:

1. **SAY:** Now that we have explored the updated requirements for serving juice, let’s complete an activity. Turn to the **Juice, Does It Comply?** worksheet in your Participant’s Workbook. Determine if the scenarios comply with the juice requirement. Once you have finished, stand up.
2. **DO:** Allow 3–5 minutes for participants to complete this activity, and then review the sentences with the participants using the following **Answer Key: Juice, Does It Comply?**

FEEDBACK: The menu for two vegetables should contain two different types of vegetables.

Answer Key: Juice, Does It Comply?

Instructions: Read each sentence, and then determine if it complies with the juice requirement.

Sara serves juice at breakfast, milk at lunch, and water at snack. Does this comply with the juice requirement? Yes. Juice is limited to once per day.

Dave serves juice at snack and breakfast. Does this comply with the juice requirement? No. Juice is limited to once per day.

Sam serves meals in shifts because of limited space. Today, he served juice at lunch and snack. Does this comply with the juice requirement? No. Juice is limited to once per day.

On Mondays, **Shayla** serves juice to two different groups during lunch. Does this comply with the juice requirement? Yes. Juice may be served in shifts to two different groups at one distinct meal (including snack).

Tyrone serves juice as an extra item at snack. Does this comply with the juice requirement? Yes. Juice may be served as an additional item at meals and snacks.

LeeAnn serves juice at breakfast to the morning group and again at playtime. Does this comply with the juice requirement? Maybe. Additional information is necessary to determine if LeeAnn meets the juice requirements.

CONCLUSION:**SHOW SLIDE:** Lesson Conclusion

SAY:
Throughout this lesson, we explored the updated requirements for the vegetable and fruit component(s). In particular, we explored the requirements for:

- separating the vegetables and fruit component at lunch, supper, and snack; and
- limiting juice to once per day.

ASK:

At this time, are there any questions before we complete the last activity in this lesson?

DO:

Answer any questions, and then begin the next activity.

NOTE TO INSTRUCTOR: If there are questions that you are unable to answer, refer the participant(s) to their State agency or the ICN Help Desk.

SHOW SLIDE: Activity: Apply in Three**DO:****(Activity): Apply in Three**

The purpose of this activity is to ensure participants identify an action plan for implementing key vegetable and fruit component(s) requirements.

Materials Needed: Apply in Three worksheet and pen or pencil

Time: 5–10 minutes

Instructions:

1. **SAY:** Turn to the **Apply in Three** worksheet in your Participant's Workbook. Write at least three things you learned about the vegetable and fruit component(s), how you will apply this information, and the estimated date in which you would like to have completed each action item. Once you have finished, stand up and find someone from a different group, and share your responses.
2. **DO:** Allow 3–5 minutes for participants to complete this activity. Then, request volunteers to share their responses.

FEEDBACK: There are no right or wrong answers for this activity. However, some potential responses might include those noted in the following **Answer Key: Apply in Three**.

Answer Key: Apply in Three

Instructions: Write at least three things you learned about the vegetable and fruit component(s), how you will apply this information, and the estimated date in which you would like to have completed each action item.

What did you learn?	How will you apply it?	When will you apply it?
1. The combined vegetable and fruit component is now a separate vegetable component and a separate fruit component at lunch, supper, and snack.	<ul style="list-style-type: none"> • Update lunch and snack menus to feature a vegetable and a fruit. • Train all staff on the new requirements. • Conduct a quarterly refresher training on the topic. 	<ul style="list-style-type: none"> • Menu changes – within 5 business days • Train staff – within 2 weeks and every quarter
2. Vegetables and fruits may be served as one component for breakfast.	<ul style="list-style-type: none"> • Continue planning and serving breakfast meals that feature a fruit, vegetable, or a combination of both. 	<ul style="list-style-type: none"> • Train staff – every quarter
3. Pasteurized, 100% juice is limited to once per day for child and adult participants.	<ul style="list-style-type: none"> • Plan menus that feature juice only once a day for the children in my care. 	<ul style="list-style-type: none"> • Menu changes – within 5 business days • Train staff – within 2 weeks and every quarter

NOTE TO INSTRUCTOR: If this training is offered in the comprehensive 6-hour version, skip the lesson Post-Assessment. However, if this training is offered in individual lesson-form, follow the instructions below to complete the Post-Assessment.

SHOW SLIDE: Post-Assessment

DO:

Post-Assessment

The purpose of the Post-Assessment is to determine what the participants learned throughout the training.

Materials Needed: Post-Assessment, Training Evaluation, and pen or pencil

Time: 5–10 minutes

Instructions:

1. **DO:** Distribute the **Post-Assessment** and the **Training Evaluation**.
2. **SAY:** The Post-Assessment is designed to assess what you have learned during this training. Begin by placing a four-digit number in the box at the top of your assessment. Then, complete the Post-Assessment by reading each question carefully and selecting the best answer. Upon completion, please complete the training evaluation.

3. **DO:** Allow a minimum of 10 minutes for participants to complete the Post-Assessment. Remind them to list the identifier they used on the Pre-Assessment. Following, collect the Post-Assessments and the Training Evaluations, and return them to the ICN. Then, dismiss the participants from the training.

NOTE TO INSTRUCTOR: If this training is not sponsored by the ICN, allow the participants to keep their assessments. Review the answers with them using the Answer Key in the Appendix section. Then, dismiss the participants from the training.

Grains Component Updates

Lesson-at-a-Glance

Time	Topic	Activity	Materials
Introduction			
5 minutes	<ul style="list-style-type: none"> Introduction to Grains Component Lesson Objectives 	<ul style="list-style-type: none"> Lesson Pre-Assessment 	<ul style="list-style-type: none"> PowerPoint Presentation Participant's Workbook Pens or Pencils Lesson Pre-Assessment
Objective 1: Participants will be able to describe the requirements for serving a whole grain-rich item as part of a reimbursable meal.			
15 minutes	<ul style="list-style-type: none"> Whole Grain-Rich Requirements Documentation Reviews 	<ul style="list-style-type: none"> Discussion: Whole Grain-Rich Requirement 	<ul style="list-style-type: none"> PowerPoint Presentation Participant's Workbook Pens or Pencils
Objective 2: Participants will be able to recall four ways to determine if a grain product meets the whole grain-rich criteria.			
20 minutes	<ul style="list-style-type: none"> Methods for Determining Whole Grain-Rich Products WIC Lists FDA Standard of Identify Whole Grain Health Claims Rule of Three 	<ul style="list-style-type: none"> Rule of Three – Is It Whole Grain-Rich? 	<ul style="list-style-type: none"> PowerPoint Presentation Participant's Workbook Pens or Pencils
Objective 3: Participants will be able to use two methods for selecting breakfast cereals that contain no more than 6 grams of sugar per dry ounce.			
20 minutes	<ul style="list-style-type: none"> Breakfast Cereals & Sugar Limits WIC-Approved Breakfast Cereal List Table Method 	<ul style="list-style-type: none"> Breakfast Cereal, Is It Creditable? 	<ul style="list-style-type: none"> PowerPoint Presentation Participant's Workbook Pens or Pencils
Objective 4: Participants will be able to recall at least five creditable alternatives to grain-based desserts.			
20 minutes	<ul style="list-style-type: none"> Grain-Based Desserts Exhibit A Grain-Based Desserts and Special Occasions 	<ul style="list-style-type: none"> Speed Grains 	<ul style="list-style-type: none"> Lesson Pre/Post-Assessment PowerPoint Presentation Participant's Workbook Pens or Pencils Grain-Based Dessert Posters Painter's tape Bell/Timer/Watch Markers Chart Paper Sticky Note Pads
Conclusion			
10 minutes	<ul style="list-style-type: none"> Lesson Summary 	<ul style="list-style-type: none"> Apply in Three Lesson Post-Assessment 	<ul style="list-style-type: none"> PowerPoint Presentation Participant's Workbook Pens or Pencils Lesson Post-Assessment

Total Time: 90 minutes

*The total time does not include lesson assessments. When including the lesson assessments, allow for an additional 10–15 minutes.



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TRAINING SCRIPT

Lesson Plan:

INTRODUCTION

SHOW SLIDE: [Lesson: Grains Component Updates](#)

DO:

To begin this training, advance to the next slide.

SHOW SLIDE: [Grains Component Overview](#)

SAY:

As we all know, a grain is a required component at breakfast, lunch, and supper, and is an optional component at snack. The updated requirements feature some key changes to enhance the overall variety and nutrient quality of meals and snacks. In particular, the four updates state:

- At least one serving of grains per day must be whole grain-rich.
- Breakfast cereals must contain no more than 6 grams of sugar per dry ounce.
- Grain-based desserts do not count towards the grain component.
- Ounce equivalents (oz eq) are used to determine the amount of creditable grains.

SHOW SLIDE: [Ounce Equivalents Requirement](#)

SAY:

This training does not go into how to implement ounce equivalents.

For additional information on meeting the ounce equivalents requirements, refer to:

- Your State agency or sponsoring organization
- USDA's Using Ounce Equivalents for Grains in the CACFP Training Worksheet
- ICN's Serving-Up Grains in the CACFP training

SHOW SLIDE: [Lesson Objectives](#)

SAY:

Throughout this lesson, we will explore the updates through the following objectives:

- Describe the requirements for serving a whole grain-rich item as part of a reimbursable meal.
- Recall four ways to determine if a grain product meets the whole grain-rich criteria.
- Use two methods for selecting breakfast cereals that contain no more than 6 grams of sugar per dry ounce.
- Recall at least five creditable alternatives to grain-based desserts.

At the end of this lesson, you should know the latest updates, as well as some key strategies for implementation. For your reference, refer to the [Grains Basics](#) handout in your Participant's Workbook.

Handout: Grains Basics

Whole Grain-Rich Items

- At least one serving of grains per day must be whole grain-rich.
- Whole grain-rich foods are those that contain 100% whole grains, or at least 50% whole grains, and the remaining grains in the food are enriched.
- Common and usual names for whole grains include:
 - “Whole” listed before grain (e.g., whole wheat and whole corn)
 - Berries or groats
 - Rolled oats and oatmeal

Breakfast Cereals

- Breakfast cereals include ready-to-eat, instant, and regular hot cereals.
- Breakfast cereals must contain no more than 6 grams of sugar per dry ounce (no more than 21.2 grams of sucrose and other sugars per 100 grams of dry cereal).

Grain-Based Desserts

- Grain-based desserts do not count towards the grain requirement.
Grain-based desserts are identified in Exhibit A in the memorandum CACFP 02-2017 “Grain Requirements in the Child and Adult Care Food Program; Questions and Answers.” These items have a superscript 3 or 4 to indicate they are a grain-based dessert. Some common examples include the following items:
 - Cakes
 - Cookies
 - Sweet pie crusts
 - Doughnuts
 - Granola bars
 - Sweet rolls
 - Brownies

Graham Crackers and Animal Crackers

- Sweet crackers, such as graham crackers (in all shapes) and animal crackers, are creditable. On Exhibit A, they are shaded in blue and have a superscript 5. CACFP operators may serve them as part of a reimbursable meal or snack.

NOTE TO INSTRUCTOR: If this training is offered in the comprehensive 6-hour version, skip the lesson Pre-Assessment. However, if this training is offered in individual lesson-form, follow the instructions below to complete the Pre-Assessment.

SHOW SLIDE: Pre-Assessment**DO:****Pre-Assessment**

The purpose of this Pre-Assessment is to determine current knowledge of the updated meal pattern requirements.

Materials Needed: Pre-Assessment, pen or pencil

Time: 5–10 minutes

Instructions:

1. **SAY:** Before we begin objective 1, let's assess what you already know by completing a Pre-Assessment.
2. **DO:** Distribute the Pre-Assessment.
3. **SAY:** Now that you have the Pre-Assessment, begin by placing a four-digit number in the box at the top of your assessment. Make a note of this number, as you will use it again when completing the Post-Assessment. Then, read each question carefully and select the best answer. When you have finished, place your assessment in the center of the table (or in a specified location).
4. **DO:** Allow a minimum of 5–10 minutes for participants to complete the Pre-Assessment. Remind them to list a non-identifier and to make a note of it for the Post-Assessment. Then, collect each assessment and set them aside.

NOTE TO INSTRUCTOR: If the Institute of Child Nutrition (ICN) sponsors this training, collect the Pre-Assessments and return them along with the evaluations to ICN.

OBJECTIVE 1: Participants will be able to describe the requirements for serving a whole grain-rich item as part of a reimbursable meal.

SHOW SLIDE: Whole Grain-Rich**SAY:**

The first update for the grain component focuses on whole grain-rich foods. At least one serving of grains per day must be whole grain-rich. These foods contain 100% whole grains, or at least 50% whole grains, and the remaining grains in the food are enriched.

It is important to note that this requirement only applies to meals served to children and adults; it does not apply to infant meals.

SHOW SLIDE: Key Terms – Grains**SAY:**

To meet the whole grain-rich requirement, there are few key terms to highlight. The first term is *whole grain*. Whole grains are the most nutritious when compared to other grains because they contain all three parts of the

kernel: the bran, the germ, and the endosperm. This means they naturally contain the fiber, iron, and other essential nutrients for good health.

Refined grains are milled, which is a process that removes the bran and the germ. During processing, essential dietary nutrients found in whole grains are removed. When a grain is *enriched*, however, it means the nutrients were added back to the refined grain(s).

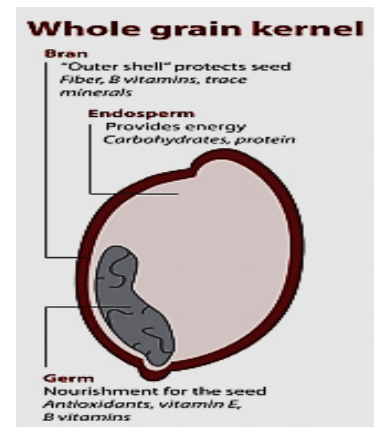
The last major term is *fortified*, and it is commonly associated with breakfast cereals or infant formula. Fortified simply means that vitamins and minerals were added to the product that weren't originally in the food.

Cereal in particular will list the added vitamins and minerals near the bottom of the Nutrition Facts label. However, those that are not fortified will not list any added vitamins and minerals.

This information can be found on the [Grains Key Terms](#) handout in your Participant's Workbook.

Handout: Grains Key Terms

- FNS whole grain-rich criteria: Contains 100% whole grains, or at least 50% whole grains, and the remaining grains in the food are enriched.
- Whole grains: Whole grains consist of the entire cereal grain seed or kernel.
- Kernel: The three parts of a kernel include the bran, the endosperm, and the germ.
- Bran: The bran is the outer layer of the kernel. The bran contains fiber, B vitamins, trace minerals, and other health-promoting substances called phytochemicals.
- Endosperm: The endosperm is found in the inner layer of the kernel. The large, starchy endosperm of the grain kernel contains complex carbohydrates, protein, and smaller amounts of B vitamins.
- Germ: The germ is a small area found in the inner area of the kernel. The germ provides nourishment for the seed and contains B vitamins, vitamin E, trace minerals, healthy fats, antioxidants, and phytochemicals.
- Enriched Grains: Enriched is a process that adds nutrients back to a refined grain product. The nutrients that are usually added back in the process are iron and four B vitamins (thiamin, riboflavin, niacin, and folic acid).
- Refined Grains: Refined grains have been processed to remove the bran and germ, which removes dietary fiber, iron, and other nutrients.
- Fortified Grains: Fortified means vitamins and minerals were added to a food that were not originally in the food.



SHOW SLIDE: Whole Grain-Rich Foods at Meals and Snacks

SAY:
As previously mentioned, one grain served per day must be whole grain-rich. As an operator, you can choose which meal or snack to serve the whole grain-rich food. For instance, an operator served a whole grain-rich food at breakfast, a refined grain food at lunch, and did not serve a grain at snack. In this case, the menu complies with the requirement because at least one grain served was whole grain-rich. On the other hand, if the operator served lunch and no other meals or snacks, this meal must include a whole grain-rich food because a grain is required at lunch.

There are some variations on how to apply this requirement based on the meals or snacks served. Take those that only serve snack, such as in an at-risk afterschool program. As we all know, a reimbursable snack consists of two of the five components. If an at-risk afterschool program should serve a fruit and a vegetable or any other non-grain combination, it is not necessary to serve a whole grain-rich food. However, if they serve a grain as part of the snack, it must be a whole grain-rich item.

SHOW SLIDE: Documentation and Whole Grain-Rich Foods

SAY:
Another key factor to meeting the whole grain-rich requirement is documentation. There are several ways to demonstrate compliance with this requirement. For example, you can list which grain items are whole grain-rich directly on the menu by writing one of the following:

- “Whole wheat” in front of “bread” so that the menu item reads “whole wheat bread”
- “Whole grain-rich” in front of a food item, such as “whole grain-rich English muffins”

It's important to note that State agencies have the authority to determine other types of acceptable recordkeeping documents required to demonstrate compliance. For example, a State agency may require operators to keep meal production records in addition to their menus. Therefore, always check with your State agency or sponsoring organization to learn the best way to demonstrate compliance with the whole grain-rich requirement within your state.

SHOW SLIDE: Reviews and Whole Grain-Rich Foods

SAY:
When State agency or sponsoring organization staff conducts a review, they will need to check your menus, labels, and product information to ensure that the whole grain-rich items being served meets FNS whole grain-rich criteria.

When these foods are not served, the meal with the lowest reimbursement from that day will be disallowed. For example, last Tuesday you served grains at breakfast, lunch, and snack; however, none of the items were whole grain-rich. In this case, the snack would be disallowed because it is the meal with the lowest reimbursement rate containing a grain.

On the other hand, if you only served grains during breakfast and lunch, and none of the grain items were whole grain-rich, the breakfast would be disallowed because it is the meal with the lowest reimbursement rate containing a grain.

For additional information, refer to the [Whole Grain-Rich Foods and Disallowed Meals](#) handout in the reference section of this course.

NOTE TO INSTRUCTOR: For spacing and graphic purposes, the following handout is slightly different from the handout in the Participant's Workbook.

Handout: Whole Grain-Rich Foods and Disallowed Meals

Requirement: Each day, one whole grain-rich food must be served. When whole grain-rich foods are not served in a given day, the meal (or snack) with the lowest reimbursement that contains a grain will be disallowed as illustrated in the examples below.

Friday's Menu

Breakfast	Lunch	Snack
Diced peaches Blueberry pancake Milk	Macaroni and cheese Cornbread Okra Tropical fruit Milk	<i>Cheddar cheese slices</i> <i>Crackers</i> <i>Water</i>

Friday's menu does not contain a whole grain-rich food. Therefore, the Snack meal is disallowed because it is the meal with the lowest reimbursement that contains a grain.

Tuesday's Menu

Breakfast	Lunch	Snack
<i>Banana slices</i> <i>Multi-grain waffle</i> <i>Milk</i>	Chicken stir-fry Broccoli Carrots White rice Milk	Yogurt Apple slices Water

Tuesday's menu does not contain a whole grain-rich food, and a grain was not served during Snack. Therefore, the Breakfast meal is disallowed because it is the meal with the lowest reimbursement that contains a grain.

SHOW SLIDE: Revisit the Whole Grain-Rich Requirement**DO:****(Large Group Discussion): Revisit the Whole Grain-Rich Requirement****Instructions:**

1. **DO:** Review the key concepts for meeting the whole grain-rich requirement by asking the following questions:
 - What is the whole grain-rich requirement? *One grain served per day must be whole grain-rich.*
 - If you only serve snacks in your program, what is the requirement for serving whole grain-rich foods? *A whole grain-rich item is not required if you do not serve a grain. However, if you serve a grain, it must be whole grain-rich.*
 - What happens if you do not serve a whole grain-rich food? *The meal with the lowest reimbursement will be disallowed.*
 - What is one other requirement you learned in this portion of the lesson?

OBJECTIVE 2: Participants will be able to recall four ways to determine if a grain product meets the whole grain-rich criteria.

SHOW SLIDE: Determining Whole Grain-Rich Products Methods**SAY:**

Now that we have explored the key requirements for serving whole grain-rich items, let's explore some ways for determining items that meet the FNS whole grain-rich criteria. There are six ways to determine if a grain product is whole grain-rich:

- WIC-Approved Whole Grain Food
- Breads and Pastas are labeled as "Whole Wheat" and have an FDA Standard of Identity
- FDA Whole Grain Health Claim
- Meets the FNS Rule of Three
- Meets the Whole Grain-rich criteria for the National School Lunch Program (NSLP)
- Proper documentation from a manufacturer or a standardized recipe

Any of these six ways can be used to determine if a grain product meets the whole grain-rich criteria.

Let's review four of these methods and how to apply them when identifying whole grain-rich foods. For additional ways to identify whole grains, refer to the **Methods for Identifying Whole Grain-Rich Foods** handout in your Participant's Workbook.

Handout: Methods for Identifying Whole Grain-Rich Foods

Each day, at least one grain served must be whole grain-rich. Foods that meet the whole grain-rich criteria contain 100% whole grains, or at least 50% whole grains and the remaining grains in the food are enriched. The great news is there are six ways to determine if a product meets the whole grain-rich requirement. Therefore, if the food meets at least one of the following ways, it is considered whole grain-rich.

1. WIC-Approved List

The product is found on **any** State agency's Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)-approved whole grain food list. Visit www.fns.usda.gov/wic/wic-contacts for a list of WIC State agency contacts.

2. FDA Standard of Identity

The product is labeled as "whole wheat" and has a Standard of Identity issued by the U.S. Food and Drug Administration (FDA). This method only applies to breads and pastas with the following exact product names.

- Breads: whole wheat bread, entire wheat bread, graham bread, whole wheat rolls, entire wheat rolls, graham rolls, whole wheat buns, entire wheat buns, graham buns
- Pastas: whole wheat macaroni product, whole wheat macaroni, whole wheat spaghetti, whole wheat vermicelli

Items with the following names/claims do not meet the Federal requirements: "whole grain," "made with whole grains," "made with whole wheat," or "contains whole grains."

3. FDA Whole-Grain Health Claim

The product features one of the following two FDA health claims on the package:

- "Diets rich in whole grain foods and other plant foods and low in total fat, saturated fat, and cholesterol may reduce the risk of heart disease and some cancers."
- "Diets rich in whole grain foods and other plant foods, and low in saturated fat and cholesterol, may help reduce the risk of heart disease."

4. Rule of Three

To meet the Rule of Three as a whole grain-rich product, the first ingredient (or second after water) must be whole grain, and the next two grain ingredients (if any) must be whole grains, enriched grains, bran, or germ. Any grain derivatives (by-products of grains) may be disregarded. Any non-creditable grain ingredients (e.g., flours that are not enriched or whole) that are labeled as 2 percent or less of product eight are considered insignificant and may also be disregarded (see below for a list of these ingredients).

Mixed Dishes (e.g., pizza crust and tortillas for burritos): Use the "grain portion" of the ingredients label to determine if the first ingredient is a whole grain, and the next two grain ingredients (if any) are whole grains, enriched grains, bran, or germ. If it meets the criteria, it is whole grain-rich.

Breakfast Cereal: If the first grain ingredient is a whole grain and the cereal is fortified, the product meets the whole grain-rich criteria.

5. **Meets the NSLP Whole Grain-Rich Criteria**

CACFP child care programs and at-risk afterschool programs operated in school settings may use the same whole grain-rich criteria as the National School Lunch Program (NSLP). The NSLP whole grain-rich criteria applies for all grain products with the exception of grain-based desserts, which are not creditable under CACFP.

6. **Proper Documentation**

Documentation from a manufacturer or a standardized recipe demonstrates that whole grains are the primary grain ingredient by weight. When a grain product (such as bread) has a first ingredient that is not whole grain, the primary ingredient by weight may still be whole grain if there are multiple whole grain ingredients and the combined weight of those whole grains is more than the weight of the other grain ingredients. When the grain portion of a mixed product (like a beef enchilada) is not entirely whole grain, it may be whole grain-rich depending upon the proportion of whole grains to other grain ingredients.

Adapted Source: USDA. (2018). *CACFP 09-2018: Grain requirements in the Child and Adult Care Food Program; questions and answers*. <https://www.fns.usda.gov/cacfp/grain-requirements-cacfp-questions-and-answers>

SHOW SLIDE: Use WIC-Approved Grains Food List

SAY:

First, use any State agency's Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) approved whole grain food list. Each State's WIC agency provides food lists for identifying nutritious foods for pregnant women, infants, and children. Therefore, any whole grain food featured on these lists will meet the whole grain-rich requirements.

To locate your state's contact information, refer to the **Methods for Identifying Whole Grain-Rich Foods** handout in your Participant's Workbook. There you will find the website that will take you to each state's website. Simply enter the web address as indicated on the page in the address bar. Likewise, you can check other States' websites to identify a variety of other options.

SHOW SLIDE: FDA Standard of Identity

SAY:

The second method is designed specifically for breads and pastas only. The FDA established a Standard of Identify for whole wheat breads and pastas. These rules identify the grain ingredients manufacturers must include to legally label certain products as "whole wheat."

Turn to the **FDA Standard of Identity and Whole Grain-Rich Breads and Pastas** handout in your Participant's Workbook.

DO:

Allow participants to turn to the handout.



SAY:

As you can see on this handout, there are specific products under both columns for breads and pastas. To be considered as whole grain-rich using this method, the product must list the exact product name as indicated in the chart.

ASK: Looking at the list, are whole wheat buns whole grain-rich?

DO: Allow participants to respond.

SAY:

[As you just mentioned,] yes – whole wheat buns are whole grain-rich using this method.

However, if it were whole grain buns, it would not credit as whole grain-rich because “whole grain” is not an FDA Standard of Identity for breads and pastas. You may still be able to credit the whole grain buns as whole grain-rich. However, you would need to use one of the other methods.

Handout: FDA Standard of Identity and Whole Grain-Rich Breads and Pastas

One way to identify whole grain-rich *breads and pastas* is to look for products labeled “whole wheat” and that have a Food and Drug Administration (FDA) Standard of Identity. The FDA provides a Standard of Identity for certain *whole wheat bread* and *pasta* products. Therefore, items with the labels featured on this handout meet the FDA requirements and can be considered whole grain-rich.

Breads	Pastas
<ul style="list-style-type: none"> • Whole wheat bread • Entire wheat bread • Graham bread • Whole wheat rolls • Entire wheat rolls • Graham rolls • Whole wheat buns • Entire wheat buns • Graham buns 	<ul style="list-style-type: none"> • Whole wheat macaroni product • Whole wheat macaroni • Whole wheat spaghetti • Whole wheat vermicelli

Additional Information is Needed

The following terms do not meet the FDA Standard of Identity requirements:

- “Whole grain”
- “Made with whole grains”
- “Made with whole wheat”
- “Contains whole grains”

Therefore, any bread or pasta with these four claims will require an additional method to determine if they meet the whole grain-rich criteria.

SHOW SLIDE: Products Without a Standard of Identity

SAY:
There are two factors to keep in mind when using this method to identify whole grain-rich foods. First, this method may not be used on products without a Standard of Identity, regardless if they are labeled “whole wheat.” These items include crackers, tortillas, bagels, and biscuits; this method must be used for breads and pastas only.

Second, some product labels will have similar, yet tricky wording, such as:

- “whole grain,”
- “made with whole grains,”
- “made with whole wheat,” or
- “contains whole grains.”

ASK:
How many of you have seen these labels on packages?

DO:
Allow participants to respond.

SAY:
These terms do not meet the FDA Standard of Identity requirements. Therefore, you must use one of the other methods to determine if items with these labels meet the whole grain-rich criteria.

SHOW SLIDE: Whole Grain Health Claims

SAY:
The next way to determine if a product is whole grain-rich is to look for a whole grain health claim on the packaging. A food contains at least 51% whole grains if it has one of these two FDA-approved whole grain health claims on the package:

- “Diets rich in whole grain foods and other plant foods and low in total fat, saturated fat, and cholesterol may reduce the risk of heart disease and some cancers.”
- “Diets rich in whole grain foods and other plant foods, and low in saturated fat and cholesterol, may help reduce the risk of heart disease.”

It is important to note that the health claims may not be used for documentation purposes in the school meal programs.

SHOW SLIDE: Rule of Three**SAY:**

The next method for identifying whole grain-rich items is called the Rule of Three. This method calls for a three-step process for identifying whole grain-rich foods using the product's ingredients label. Using this method, a product is whole grain-rich if the first ingredient (or second after water) is a whole grain, and the next two grain ingredients (if any) are whole grains, enriched grains, brans, or germs.

To be successful in using this method, it is important to know the following three categories:

- Creditable grains or flours
- Ingredients to disregard
- Non-creditable grains or flours

Let's take a minute to review these items. Please turn to the **Rule of Three: Choosing Creditable Grains** handout in your Participant's Workbook.

DO:

Explain that this handout is ideal for determining food items that meet the Rule of Three criteria. Then, review the components of the handout with the participants. Pay special attention to the following two types of grains they should disregard when reviewing a product using this method:

- Those that follow the wording "contains 2% or less" because there are only small amounts in the package
- Grain derivatives because they are often small or trace amounts of by-products of grains

Also, explain that if the product has any of the non-creditable grains or flours from the list as one of the first three grain ingredients, the product does not meet the whole grain-rich criteria.

Lastly, explain that this handout is not an exhaustive list of grains. Therefore, if they have additional questions about other grains, they should refer to their sponsoring organization or State agency.

Handout: Rule of Three: Choosing Creditable Grains

CREDITABLE GRAINS

Whole Grains

- | | | | |
|--|--|---|--|
| <ul style="list-style-type: none"> • Amaranth • Amaranth flour • Brown rice • Buckwheat • Buckwheat flour • Buckwheat groats • Bulgur • Cracked wheat • Graham flour • Instant oatmeal • Millet | <ul style="list-style-type: none"> • Millet flour • Oat groats • Old fashioned oats • Quick cooking oats • Quinoa • Rye groats • Sorghum • Sorghum flour • Spelt berries • Sprouted brown rice • Sprouted buckwheat | <ul style="list-style-type: none"> • Sprouted einkorn • Sprouted spelt • Sprouted whole rye • Sprouted whole wheat • Steel cut oats • Teff • Teff flour • Triticale • Triticale flour • Wheat berries • Wheat groats • Whole corn | <ul style="list-style-type: none"> • Whole durum flour • Whole einkorn berries • Whole grain corn • Whole grain corn flour • Whole grain einkorn flour • Whole grain oat flour • Whole grain spelt flour • Whole grain wheat flakes • Whole rye flour • Whole wheat flour • Wild rice |
|--|--|---|--|

Brans and Germs

Enriched Grains

- | | | | |
|--|--|---|---|
| <ul style="list-style-type: none"> • Corn bran • Oat bran • Rice bran | <ul style="list-style-type: none"> • Rye bran • Wheat bran • Wheat germ | <ul style="list-style-type: none"> • Enriched bromated flour • Enriched corn flour • Enriched durum flour • Enriched durum wheat flour • Enriched rice | <ul style="list-style-type: none"> • Enriched rice flour • Enriched rye flour • Enriched wheat flour • Enriched white flour |
|--|--|---|---|

INGREDIENTS TO DISREGARD

Disregard any ingredients after the words “contains 2% or less” as indicated below.

INGREDIENTS: WHOLE WHEAT FLOUR, FLAXSEED, HONEY, RYE, SOYBEAN OIL, **CONTAINS 2% OR LESS OF: GLUTEN, CALCIUM SULFATE, SALT, BUTTER, SOY LECITHIN, AND ENZYMES.**
CONTAINS: WHEAT.

Disregard any grain derivative ingredient, which is generally presented in only small amounts, such as:

- | | |
|--|---|
| <ul style="list-style-type: none"> • Corn dextrin • Corn starch • Modified food starch • Rice starch | <ul style="list-style-type: none"> • Tapioca starch • Wheat dextrin • Wheat gluten • Wheat starch |
|--|---|

NON-CREDITABLE GRAINS OR FLOURS

The following ingredients are not whole or enriched and cannot be one of the first 3 grain ingredients:

- | | | | |
|--|--|--|--|
| <ul style="list-style-type: none"> • Any bean flour • Any nut flour • Barley malt • Bromated flour • Corn | <ul style="list-style-type: none"> • Corn fiber • Degerminated corn meal • Durum flour • Farina • Malted barley flour | <ul style="list-style-type: none"> • Oat fiber • Potato flour • Rice flour • Semolina • Wheat flour | <ul style="list-style-type: none"> • White flour • Yellow corn flour • Yellow corn meal |
|--|--|--|--|

SHOW SLIDE: [English Muffins](#)

SAY:
Using the **Applying the Rule of Three** worksheet in your Participant's Workbook, let's review three examples for applying this method.

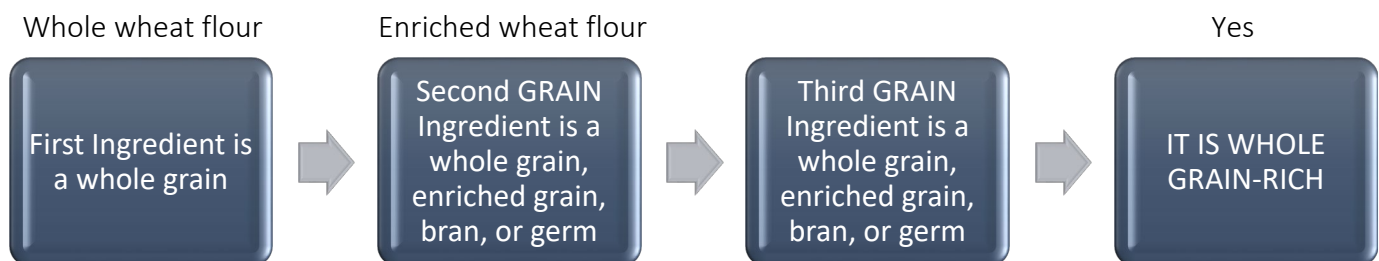
The first example is an English muffin. The ingredients label lists "whole wheat flour, water, enriched wheat flour, wheat starch, yeast, sugar, and salt." The first ingredient (whole wheat flour) is a whole grain, and the second grain ingredient (enriched wheat flour) is an enriched grain. The only other grain is wheat starch, and it is a grain derivative; therefore, it does not count as a grain ingredient in CACFP.

As a result, this product meets the Rule of Three criteria for whole grain-rich, based on the first two-grain ingredients.

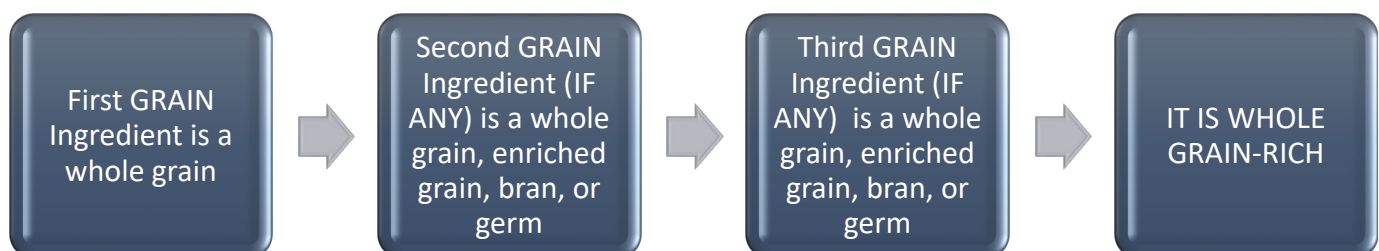
Handout: Applying the Rule of Three

The Rule of Three is a three-step process for identifying whole grain-rich products. This method is ideal for CACFP operators, as they tend to have different needs than those operating school meal programs, such as shopping in local retail environments.

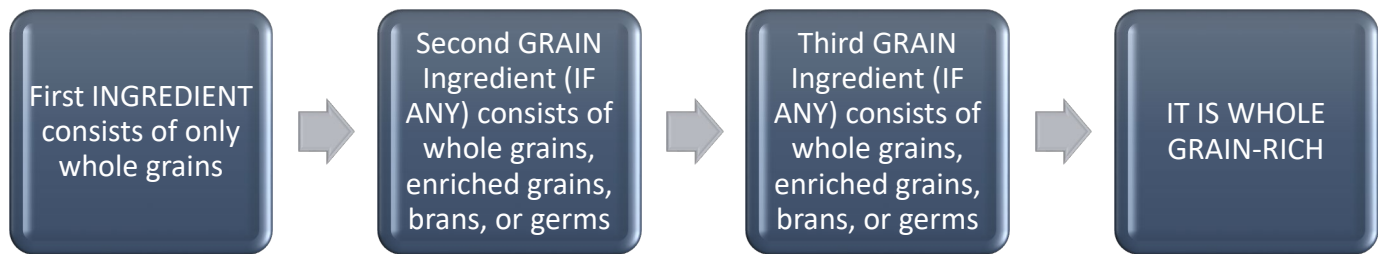
Using this method, a product is whole grain-rich if the first ingredient (or second after water) is a whole grain, and the next two grain ingredients (if any) are whole grains, enriched grains, brans, or germs.



Mixed Dishes: (e.g., pizza crust and tortillas for burritos): Use the "grain portion" of the ingredients label to determine if the first ingredient is a whole grain and the next two grain ingredients (if any) are whole grains, enriched grains, bran, or germ. If it meets the criteria, it is whole grain-rich.



Flour Blends: Treat flour blends as one grain ingredient. If the flour blend is the first ingredient, all flours must be whole grains. If the flour blend is the second or third grain ingredient, all flours must be whole grains, enriched grains, brans, or germs.



Breakfast Cereal: If the first grain ingredient is a whole grain and the cereal is fortified, the product meets the whole grain-rich criteria.



Applying the Rule of Three: Examples

English Muffin

INGREDIENTS: WHOLE WHEAT FLOUR, WATER, ENRICHED WHEAT FLOUR, WHEAT STARCH, YEAST, SUGAR, AND SALT.

Is it whole grain-rich based on the Rule of Three Criteria? _____

Corn Chips

INGREDIENTS: WHOLE CORN, VEGETABLE OIL, SALT, CHEDDAR CHEESE, MALTODEXTRIN, WHEAT FLOUR, ROMANO CHEESE, WHEY PROTEIN CONCENTRATE.

Is it whole grain-rich based on the Rule of Three Criteria? _____

Cheese Pizza Crust

INGREDIENTS: MOZZARELLA CHEESE, PARMESAN CHEESE, WHITE WHOLE WHEAT FLOUR, BROWN RICE FLOUR, ENRICHED FLOUR, NON-FAT MILK, WATER, TOMATO PASTE, YEAST.

Is it whole grain-rich based on the Rule of Three Criteria? _____

Bread

INGREDIENTS: FLOUR BLEND (WHOLE WHEAT FLOUR, BROWN RICE FLOUR, WHOLE GRAIN OAT FLOUR), WATER, FLOUR BLEND (WHOLE RYE FLOUR, ENRICHED WHEAT FLOUR, WHEAT BRAN), YEAST, SALT

Is it whole grain-rich based on the Rule of Three Criteria? _____

SHOW SLIDE: [Corn Chips](#)

SAY:
Let's try another one together. A corn chip's ingredient list reads: "whole corn, vegetable oil, salt, cheddar cheese, maltodextrin, wheat flour, Romano cheese, whey protein concentrate."

ASK:
Looking at this ingredient's list, is it whole grain-rich based on the Rule of Three criteria?

DO:
Allow time for participants to review the ingredients and respond if it is whole grain-rich. Click through to show answers on the slide.

SAY:
[As you just mentioned,] this item is not whole grain-rich based on the Rule of Three criteria. Although the first ingredient is a whole grain (whole corn), the next grain ingredient (wheat flour) is unenriched wheat flour. You may still serve this item to meet the grain component; however, it would not credit for the whole grain-rich requirement.

SHOW SLIDE: [Mixed Dishes](#)

SAY:
When working with mixed dishes, such as pizza crusts or tortillas for burritos, there is a slightly different approach to identifying if the item is whole grain-rich. In this case, the *first grain ingredient* must be a whole grain, and the next two grain ingredients (if any) must be whole grain, enriched grain, bran, or germ.

For example, this cheese pizza's ingredients list reads "mozzarella cheese, parmesan cheese, white whole wheat flour, brown rice flour, enriched flour, non-fat milk, water, tomato paste, yeast."

ASK:
Can you identify the grain ingredients, as well as if this product is whole grain-rich based on the Rule of Three criteria?

DO:
Allow time for participants to review the ingredients and respond if it is whole grain-rich.

SAY:
The grain ingredients are white whole wheat flour, brown rice flour, and enriched flour. This product is whole grain-rich based on the Rule of Three criteria because the first and second grain ingredients are whole grains and the third grain ingredient is enriched.

SHOW SLIDE: [Flour Blends](#)**SAY:**

You may see an ingredient list that includes a flour blend as an ingredient. Flour blends have a list of sub-ingredients of grains or flours in parentheses after the name. Treat flour blends as one grain ingredient when applying the Rule of Three.

If the flour blend is the first ingredient, it must be a whole grain and consist of only whole grains. If any grains in the flour blend are not whole grains, then the flour blend is not considered a whole grain. If the flour blend is the second or third grain ingredient, then it must be made up of whole grains, enriched grains, brans, or germs.

For example, this bread's ingredients list reads "flour blend (whole wheat flour, brown rice flour, whole grain oat flour), water, flour blend (whole rye flour, enriched wheat flour, wheat bran), yeast, salt."

ASK:

Can you identify if the flour blends are whole grains, enriched grains, brans, or germs? Is this product whole grain-rich based on the Rule of Three criteria?

DO:

Allow time for participants to review the ingredients and respond if it is whole grain-rich.

SAY:

The first ingredient is a flour blend consisting of whole wheat flour, brown rice flour, and whole grain oat flour which are all whole grains, therefore, this flour blend is a whole grain ingredient. The second grain ingredient is a flour blend consisting of whole rye flour (whole grain), enriched wheat flour (enriched grain) and wheat bran (bran) making it a creditable second grain ingredient. Therefore, this product is whole grain-rich based on the Rule of Three criteria because the first ingredient is a whole grain and second grain ingredient consists of a whole grain, enriched grain and bran.

SHOW SLIDE: [Whole Grain-Rich Cereal](#)**SAY:**

Similar to mixed dishes, there is a slightly different approach for identifying whole grain-rich breakfast cereals. In this case, if the *first grain ingredient is a whole grain and the cereal is fortified*, the product meets the whole grain-rich criteria.

ASK:

How do you identify fortified breakfast cereals?

DO:

Allow participants to respond.

SAY:
[As you just mentioned], fortified cereals are those that have added vitamins and minerals not originally in the product. You can determine if a product is fortified if it has a list of vitamins and minerals on the back of the Nutrition Facts Label.

SHOW SLIDE: Activity: Rule of Three – Is It Whole Grain-Rich?

DO:
(Activity): Rule of Three – Is it Whole Grain-Rich?

The purpose of this activity is to ensure participants are able to read an ingredients list to determine if an item is whole grain-rich based on the Rule of Three criteria.

Materials Needed: Rule of Three – Is It Whole Grain-Rich? worksheet, pen or pencil

Time: 5–10 minutes

Instructions:

1. **SAY:** Now that we have reviewed a few examples for determining whole grain-rich foods based on the Rule of Three criteria, let's complete an activity to practice what you learned. Turn to the **Rule of Three – Is It Whole Grain-Rich?** worksheet in your Participant's Workbook. Read each ingredients list to determine if the food item is whole grain-rich based on the Rule of Three criteria.
2. **DO:** Allow 5–10 minutes for participants to complete this activity. Then review the answers using the following answer key with the participants.

Answer Key: Rule of Three – Is it Whole Grain-Rich?

Instructions: Read each ingredient list to determine if the food item is whole grain-rich based on the Rule of Three criteria.

1. French Bread Sticks

INGREDIENTS: *ENRICHED UNBLEACHED FLOUR* (WHEAT FLOUR, MALTED BARLEY FLOUR, NIACIN, FERROUS SULFATE, THIAMIN MONONITRATE, RIBOFLAVIN, FOLIC ACID, POTASSIUM BROMATE), WATER, SALT, YEAST, DEXTROSE, SUGAR, SOY OIL, CORN STARCH, MONO-DIGLYCERIDES, SOY FLOUR, POTASSIUM BROMATE, ASCORBIC ACID, L. CYSTEINE, ENZYME.

Is this product whole grain-rich based on the Rule of Three criteria? No. The first ingredient (*enriched unbleached flour*) is not a whole grain.

2. Garlic Bread

INGREDIENTS: *ALL-PURPOSE FLOUR*, WATER, ENRICHED SEMOLINA (WHEAT FLOUR, NIACIN, FERROUS SULFATE, THIAMINE MONONITRATE, RIBOFLAVIN, FOLIC ACID), CONTAINS 2% OR LESS OF EACH OF THE FOLLOWING: YEAST, SALT, NATURAL FLAVOR (WHEAT), SOYBEAN OIL, MINCED GARLIC, WHEAT GLUTEN, CALCIUM SULFATE, ENZYMES (WHEAT), AND ASCORBIC ACID.

Is this product whole grain-rich based on the Rule of Three criteria? No. The first ingredient (*all-purpose flour*) is not a whole grain.

3. Wheat Breadsticks

INGREDIENTS: **WHOLE WHEAT FLOUR**, WATER, **ENRICHED UNBLEACHED WHEAT FLOUR** (WHEAT FLOUR, MALTED BARLEY FLOUR, NIACIN, IRON AS FERROUS SULFATE, THIAMINE MONONITRATE, ENZYME, RIBOFLAVIN, FOLIC ACID), **WHEAT STARCH**, YEAST, SUGAR, WHEAT GLUTEN. CONTAINS LESS THAN 2% OF THE FOLLOWING: SOYBEAN OIL, SALT, OAT FIBER, HONEY, SODIUM STEAROYL LACTYLATE, DATEM, ACESULFAME POTASSIUM, ASCORBIC ACID, ENZYME. MAY CONTAIN MILK, SOY, EGG, AND SESAME.

Is this product whole grain-rich based on the Rule of Three criteria? Yes. The ingredient statement for this product lists a whole grain first (whole-wheat flour). The second grain (enriched unbleached wheat flour) is enriched. The third grain (wheat starch) is a derivative ingredient; therefore, it is disregarded.

4. Cheese Pizza Crust

INGREDIENTS: **FLOUR BLEND [WHOLE WHEAT FLOUR, ENRICHED WHEAT FLOUR** {BLEACHED WHEAT FLOUR, MALTED BARLEY FLOUR, NIACIN, REDUCED IRON, THIAMINE MONONITRATE, RIBOFLAVIN, FOLIC ACID}], WATER, SOYBEAN OIL, DEXTROSE, BAKING POWDER, YEAST, SALT, DOUGH CONDITIONERS [WHEAT FLOUR, SALT, SOY OIL, ASCORBIC ACID], WHEAT GLUTEN.

Is this product whole grain-rich? No. The first grain ingredient is a flour blend consisting of whole wheat flour and enriched wheat flour. Since the flour blend is the first grain ingredient, it must contain only whole grains. This flour blend contains a whole grain and an enriched grain.

5. Ready-to-Eat Cereal

INGREDIENTS: **WHEAT FLOUR**, SUGAR, BROWN RICE FLOUR, OATS, HONEY, CANOLA OIL, MALTODEXTRIN, SALT, CORN SYRUP, CINNAMON, BARLEY MALT SYRUP, BARLEY MALT EXTRACT, COLOR ADDED, SOY LECITHIN, ARTIFICIAL FLAVOR, BAKING SODA, TRISODIUM PHOSPHATE, VITAMIN E (MIXED TOCOPHEROLS) AND BHT ADDED TO PRESERVE FRESHNESS.

Is this product whole grain-rich? No. The first ingredient (wheat flour) is not a whole grain.

SHOW SLIDE: [Whole Grain Stamps](#)

ASK:

Raise your hand, if you are familiar with the Whole Grain Stamps?

DO:

Allow participants to respond.

SAY:

Often you will find Whole Grain Stamps on packages to indicate the total amount of whole grains in a product. Although this is great information, they are not sufficient documentation to determine if a food meets FNS whole grain-rich criteria. To ensure you are purchasing products that meet FNS whole grain-rich criteria, you must use any one of the six methods presented in this training.

OBJECTIVE 3: Participants will be able to use two methods for selecting breakfast cereals that contain no more than 6 grams of sugar per dry ounce.

SHOW SLIDE: Breakfast Cereals

SAY:

The next major update to the grains component focuses on breakfast cereals. Both children and adults commonly enjoy breakfast cereal. Yet, some cereals are filled with added sugar, and as we've already learned, too much sugar can cause a number of health challenges.

Therefore, to help reduce the amount of added sugar consumed by children and adults, all breakfast cereals, including ready-to-eat, instant, and regular hot cereal; must contain no more than 6 grams of total sugar per dry ounce.

SHOW SLIDE: Selecting Creditable Breakfast Cereals

SAY:

The great news is there are two easy ways to identify creditable breakfast cereals:

- WIC-Approved Breakfast Cereals List
- Table Method

Each of these methods is a valid way of determining if a cereal meets the sugar limit. Therefore, if a cereal falls within the sugar limit using at least one of these methods, it is considered to be within the sugar limit and can be creditable.

Let's review both methods to identify which one is best for you and your program. Turn to the **Breakfast Cereal and Sugar Guide** handout in your Participant's Workbook.

NOTE TO INSTRUCTOR: The handout was separated into two sections to align with the script.

SHOW SLIDE: Use WIC-Approved Breakfast Cereal Lists

SAY:

The first method calls for you to use WIC-Approved breakfast cereal list. Similar to the CACFP, all WIC-approved breakfast cereals must contain no more than 6 grams of sugar per dry ounce (21.2 grams of sugar per 100 grams). Therefore, if you choose a breakfast cereal from any approved WIC cereal list, it will meet the sugar limit requirements for breakfast cereals. To locate WIC-approved food lists for each state, visit the following website: www.fns.usda.gov/wic/wic-contacts. However, it is important to note that WIC-approved yogurt does not meet the sugar requirements; therefore, you should not use it as a source for finding creditable yogurt items.

Handout: Breakfast Cereal and Sugar Guide

Breakfast cereals served in the CACFP must contain no more than 6 grams of sugar per dry ounce.

WIC-Approved Breakfast Cereals List

Use any State agency's Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) approved breakfast cereal list for creditable breakfast cereals. Similar to CACFP, all WIC-approved breakfast cereals must contain no more than 6 grams of sugar per dry ounce (21.2 grams of sugar per 100 grams).

Website: www.fns.usda.gov/wic/wic-contacts

SHOW SLIDE: [Table Method: Breakfast Cereal](#)

SAY:

The next way for determining if a breakfast cereal meets the sugar limit requirement is to use the table method. Similar to determining yogurt products that meet the sugar limit, this method uses a table to help identify breakfast cereals that meet the sugar limit requirements.

It features pre-calculated sugar limits for common serving sizes for breakfast cereals. In addition to finding this method on the **Breakfast Cereal and Sugar Guide** handout, you can also find it on the USDA Team Nutrition's training worksheet "Choose Breakfast Cereals That Are Low in Added Sugar." The link to this memo is listed on the **Training Resources** handout in the Appendix of your Participant's Workbook.

Take 1–2 minutes to review the **Breakfast Cereal and Sugar Guide** handout.

DO:

Allow 1–2 minutes for participants to review the handout, and then review the steps with the participants. After you have completed this task, ask if there are any questions before advancing to the next slide.

Handout: Breakfast Cereal and Sugar Guide (cont.)

Table Method

- Step 1: Use the Nutrition Facts label to find the Serving Size, in grams (g), of the cereal. Write it here: 30 grams
- Step 2: Find the Sugars line. Look at the number of grams (g) next to Sugars. Write it here: 5 grams
- Step 3: Use the serving size identified in Step 1 to find the serving size of your cereal in the Sugar Limits Table.
- Step 4: In the table, look at the number to the right of the serving size amount, under the “Sugar Limit” column. If your breakfast cereal has that amount of sugar or less, it meets the sugar requirement. Is it creditable? Yes, this breakfast cereal is creditable because 5 grams of sugar is below the sugar limit of 6 grams for a serving size of 30 grams.

Nutrition Facts	
Serving Size 3/4 cup (30g)	
Servings Per Container 15	
Amount Per Serving	
Calories 100	Calories from Fat 5
% Daily Value*	
Total Fat 0.5g	1%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 140mg	6%
Total Carbohydrate 22g	7%
Dietary Fiber 3g	12%
Sugars 5g	
Protein 140g	280%

*Percent Daily Values are based on a 2,000 calorie diet.

Sugar Limits Table

Serving Size	Sugar Limit	Serving Size	Sugar Limit
If the serving size is:	Sugars cannot be more than:	If the serving size is:	Sugars cannot be more than:
0–2 grams	0 grams	50–54 grams	11 grams
3–7 grams	1 gram	55–58 grams	12 grams
8–11 grams	2 grams	59–63 grams	13 grams
12–16 grams	3 grams	64–68 grams	14 grams
17–21 grams	4 grams	69–73 grams	15 grams
22–25 grams	5 grams	74–77 grams	16 grams
26–30 grams	6 grams	78–82 grams	17 grams
31–35 grams	7 grams	83–87 grams	18 grams
36–40 grams	8 grams	88–91 grams	19 grams
41–44 grams	9 grams	92–96 grams	20 grams
45–49 grams	10 grams	97–100 grams	21 grams

SHOW SLIDE: Activity: Breakfast Cereal, Is It Creditable?

(Activity): Breakfast Cereal, Is It Creditable?

The purpose of this activity is to determine if each cereal meets the breakfast cereal guidelines for the CACFP meal pattern requirements.

Materials Needed: Breakfast Cereal, Is It Creditable? worksheet, pen or pencil

Time: 5–10 minutes

Instructions:

1. **SAY:** Please turn to the **Breakfast Cereal, Is It Creditable?** worksheet in your Participant’s Workbook. Review each label. Then, use the table method (sugar limits table) to determine if the breakfast cereal contains no more than 6 grams of sugar per dry ounce.
2. **DO:** Allow 5–10 minutes for the participants to complete the assignment. Then, review the answers with the participants using the following answer key.

Answer Key: Breakfast Cereal, Is It Creditable?

Instructions: Review each label. Then, use the table method to determine if the breakfast cereal is within the sugar limit.

Multi-Color Rounds

- Step 1: Use the Nutrition Facts label to find the Serving Size on the cereal.
Write it here: 32 grams
- Step 2: Find the amount for Sugars.
Write it here: 10 grams
- Step 3: Use the serving size identified in Step 1 to find the serving size of your cereal in the Sugar Limit Table.
- Step 4: In the table, look at the number to the right of the serving size amount, under the “Sugars” column. If your cereal has that amount of sugar, or less, your cereal meets the sugar requirement. Is it creditable? No, because 10 grams of sugar is higher than the sugar limit of 7 grams for this cereal’s Serving Size

Nutrition Facts	
Serving Size 9 cups (32g)	
Servings Per Container 1	
Amount Per Serving	
Calories 130	Calories from Fat 1.5
% Daily Value*	
Total Fat 0g	0%
Saturated Fat 0g	0%
Trans Fat 0g	
Sodium 160mg	7%
Total Carbohydrate 27g	9%
Dietary Fiber 1g	4%
Sugars 10g	
Protein 1g	2%

*Percent Daily Values are based on a 2,000 calorie diet.

Honey Frosty O’s

- Step 1: Use the Nutrition Facts label to find the Serving Size on the cereal.
Write it here: 28 grams
- Step 2: Find the amount for Sugars.
Write it here: 9 grams
- Step 3: Use the serving size identified in Step 1 to find the serving size of your cereal in the Sugar Limit Table.
- Step 4: In the table, look at the number to the right of the serving size amount, under the “Sugars” column. If your cereal has that amount of sugar, or less, your cereal meets the sugar requirement. Is it creditable? No, because 9 grams of sugar is higher than the sugar limit of 6 grams for this cereal’s Serving Size

Nutrition Facts	
Serving Size 3/4 cup (28g)	
Servings Per Container 12	
Amount Per Serving	
Calories 110	Calories from Fat 15
% Daily Value*	
Total Fat 1.5g	2%
Saturated Fat 0g	0%
Trans Fat 0g	
Sodium 160mg	7%
Total Carbohydrate 22g	7%
Dietary Fiber 2g	8%
Sugars 9g	
Protein 2g	4%

*Percent Daily Values are based on a 2,000 calorie diet.

Rice Puffs

- Step 1: Use the Nutrition Facts Label to find the Serving Size on the cereal.
Write it here: 30 grams
- Step 2: Find the amount for Sugars.
Write it here: 12 grams
- Step 3: Use the serving size identified in Step 1 to find the serving size of your cereal in the Sugar Limit Table.
- Step 4: In the table, look at the number to the right of the serving size amount, under the “Sugars” column. If your cereal has that amount of sugar, or less, your cereal meets the sugar requirement. Is it creditable? No, because 12 grams of sugar is higher than the sugar limit of 6 grams for this cereal’s Serving Size

Nutrition Facts	
Serving Size 3/4 cup (30g)	
Servings Per Container 12	
Amount Per Serving	
Calories 120	
% Daily Value*	
Total Fat 0g	0%
Saturated Fat 0g	0%
Trans Fat 0g	
Sodium 110mg	5%
Total Carbohydrate 27g	9%
Dietary Fiber 0g	0%
Sugars 12g	
Protein 1g	2%

*Percent Daily Values are based on a 2,000 calorie diet.

Champion Flakes

- Step 1: Use the Nutrition Facts label to find the Serving Size on the cereal.
Write it here: 33 grams
- Step 2: Find the amount for Sugars.
Write it here: 3 grams
- Step 3: Use the serving size identified in Step 1 to find the serving size of your cereal in the Sugar Limit Table.
- Step 4: In the table, look at the number to the right of the serving size amount, under the “Sugars” column. If your cereal has that amount of sugar, or less, your cereal meets the sugar requirement. Is it creditable? Yes, because 3 grams of sugar is less than the sugar limit of 7 grams for this cereal’s Serving Size

Nutrition Facts	
Serving Size (33g)	
Servings Per Container 1	
Amount Per Serving	
Calories 120	
% Daily Value*	
Total Fat 1g	2%
Saturated Fat 0g	0%
Trans Fat 0g	
Sodium 270mg	11%
Total Carbohydrate 27g	9%
Dietary Fiber 1g	4%
Sugars 3g	
Protein 2g	4%

*Percent Daily Values are based on a 2,000 calorie diet.

Sugar Limits Table

Serving Size	Sugar Limit	Serving Size	Sugar Limit
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3–7 grams	1 gram	55–58 grams	12 grams
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12–16 grams	3 grams	64–68 grams	14 grams
17–21 grams	4 grams	69–73 grams	15 grams
22–25 grams	5 grams	74–77 grams	16 grams
26–30 grams	6 grams	78–82 grams	17 grams
31–35 grams	7 grams	83–87 grams	18 grams
36–40 grams	8 grams	88–91 grams	19 grams
41–44 grams	9 grams	92–96 grams	20 grams
45–49 grams	10 grams	97–100 grams	21 grams

OBJECTIVE 4: Participants will be able to recall at least five creditable alternatives to grain-based desserts.**SHOW SLIDE: Grain-Based Desserts**

SAY:

The next major update to the grains component focuses on grain-based desserts. According to the Dietary Guidelines for Americans (DGA), grain-based desserts are sources of added sugars and saturated fats. Eating too much sugar and saturated fat may increase the risk of heart disease, stroke, and other chronic illnesses. Because of these findings, grain-based desserts are not creditable towards the grains component in the CACFP.

SHOW SLIDE: Exhibit A: Grain Requirements for Child Nutrition Programs

SAY:

Turn to the **Exhibit A: Grain Requirements for Child Nutrition Programs** handout in your Participant's Workbook. USDA revised this chart to be consistent with other child nutrition programs and to provide an easy identifier for grain-based desserts.

- breakfast bars,
- brownies,
- cakes,
- cereal bars,
- cookies,
- doughnuts,
- granola bars,
- sweet pie crusts,
- sweet rolls, and
- toaster pastries.

There is one exception to note, and it is indicated with a superscript 5. Sweet crackers, consisting of graham crackers in all shapes and animal crackers are creditable as part of a reimbursable meal or snack.

SHOW SLIDE: Exhibit A

SAY:

It is important to note that although the Exhibit A chart lists specific grain-based desserts, it is not an exhaustive list. For example, sweet scones, sweet bread pudding, and rice pudding are grain-based desserts, while savory scones and savory bread pudding are not.

SHOW SLIDE: Exhibit A (cont.)**SAY:**

Also, some foods are advertised in a way that may not be easily identified as a grain-based dessert. For example, a cookie may be labeled a “breakfast round.”

When planning menus and searching for creditable grains, always ask the question, “Is this food thought of as a dessert?” If so, then it is likely a grain-based dessert. If you are unsure about a food item, always work with your sponsoring organization or State agency to determine if a food item is a grain-based dessert.

SHOW SLIDE: Grain-Based Desserts and Special Occasions**SAY:**

Often, grain-based desserts are served during special occasions, such as an annual festival, birthday celebrations, end-of-year bash, or other special events. Therefore, you have the flexibility to serve grain-based desserts as additional items; however, these items are not reimbursable.

EXHIBIT A: GRAIN REQUIREMENTS FOR CHILD NUTRITION PROGRAMS^{1, 2}

Color Key: Footnote 5 = Blue, Footnote 3 or 4 = Red | Ounce Equivalence (Oz EQ), Minimum Serving Size (MSS)

Group A		Oz Eq for Group A	MSS for Group A
<ul style="list-style-type: none"> Bread-type coating Bread sticks (hard) Chow Mein noodles Savory Crackers (saltines and snack crackers) 	<ul style="list-style-type: none"> Croutons Pretzels (hard) Stuffing (dry) Note: weights apply to bread in stuffing 	1 oz eq = 22 gm or 0.8 oz 3/4 oz eq = 17 gm or 0.6 oz 1/2 oz eq = 11 gm or 0.4 oz 1/4 oz eq = 6 gm or 0.2 oz	1 serving = 20 gm or 0.7 oz 3/4 serving = 15 gm or 0.5 oz 1/2 serving = 10 gm or 0.4 oz 1/4 serving = 5 gm or 0.2 oz
Group B		Oz Eq for Group B	MSS for Group B
<ul style="list-style-type: none"> Bagels Batter type coating Biscuits Breads – all (for example sliced, French, Italian) 	<ul style="list-style-type: none"> Buns (hamburger and hot dog) Sweet Crackers⁵ (graham crackers – all shapes, animal crackers) 	<ul style="list-style-type: none"> Egg roll skins English muffins Pita bread Pizza crust Pretzels (soft) 	<ul style="list-style-type: none"> Rolls Tortillas Tortilla chips Taco shells
<ul style="list-style-type: none"> 1 oz eq = 28 gm or 1.0 oz 3/4 oz eq = 21 gm or 0.75 oz 1/2 oz eq = 14 gm or 0.5 oz 1/4 oz eq = 7 gm or 0.25 oz 		<ul style="list-style-type: none"> 1 serving = 25 gm or 0.9 oz 3/4 serving = 19 gm or 0.7 oz 1/2 serving = 13 gm or 0.5 oz 1/4 serving = 6 gm or 0.2 oz 	
Group C		Oz Eq for Group C	MSS for Group C
<ul style="list-style-type: none"> Cookies³ (plain – includes vanilla wafers) Cornbread Corn muffins Croissants 	<ul style="list-style-type: none"> Pancakes Pie crust (dessert pies³, cobbler³, fruit turnovers⁴, and meat/meat alternate pies) Waffles 	<ul style="list-style-type: none"> 1 oz eq = 34 gm or 1.2 oz 3/4 oz eq = 26 gm or 0.9 oz 1/2 oz eq = 17 gm or 0.6 oz 1/4 oz eq = 9 gm or 0.3 oz 	<ul style="list-style-type: none"> 1 serving = 31 gm or 1.1 oz 3/4 serving = 23 gm or 0.8 oz 1/2 serving = 16 gm or 0.6 oz 1/4 serving = 8 gm or 0.3 oz
Group D		Oz Eq for Group D	MSS for Group D
<ul style="list-style-type: none"> Doughnuts⁴ (cake and yeast raised, unfrosted) Cereal bars, breakfast bars, granola bars⁴ (plain) 	<ul style="list-style-type: none"> Muffins (all, except corn) Sweet roll⁴ (unfrosted) Toaster pastry⁴ (unfrosted) 	<ul style="list-style-type: none"> 1 oz eq = 55 gm or 2.0 oz 3/4 oz eq = 42 gm or 1.5 oz 1/2 oz eq = 28 gm or 1.0 oz 1/4 oz eq = 14 gm or 0.5 oz 	<ul style="list-style-type: none"> 1 serving = 50 gm or 1.8 oz 3/4 serving = 38 gm or 1.3 oz 1/2 serving = 25 gm or 0.9 oz 1/4 serving = 13 gm or 0.5 oz
Group E		Oz Eq for Group E	MSS for Group E
<ul style="list-style-type: none"> Cereal bars, breakfast bars, granola bars⁴ (with nuts, dried fruit, and/or chocolate pieces) Cookies³ (with nuts, raisins, chocolate pieces, and/or fruit purees) 	<ul style="list-style-type: none"> Doughnuts⁴ (cake and yeast raised, frosted, or glazed) French toast Sweet roll⁴ (frosted) Toaster pastry⁴ (frosted) 	<ul style="list-style-type: none"> 1 oz eq = 69 gm or 2.4 oz 3/4 oz eq = 52 gm or 1.8 oz 1/2 oz eq = 35 gm or 1.2 oz 1/4 oz eq = 18 gm or 0.6 oz 	<ul style="list-style-type: none"> 1 serving = 63 gm or 2.2 oz 3/4 serving = 47 gm or 1.7 oz 1/2 serving = 31 gm or 1.1 oz 1/4 serving = 16 gm or 0.6 oz
Group F		Oz Eq for Group F	MSS for Group F
<ul style="list-style-type: none"> Cake³ (plain, unfrosted) Coffee cake⁴ 		<ul style="list-style-type: none"> 1 oz eq = 82 gm or 2.9 oz 3/4 oz eq = 62 gm or 2.2 oz 1/2 oz eq = 41 gm or 1.5 oz 1/4 oz eq = 21 gm or 0.7 oz 	<ul style="list-style-type: none"> 1 serving = 75 gm or 2.7 oz 3/4 serving = 56 gm or 2 oz 1/2 serving = 38 gm or 1.3 oz 1/4 serving = 19 gm or 0.7 oz



Group G		Oz Eq for Group G	MSS for Group G
<ul style="list-style-type: none"> • Brownies³ (plain) • Cake³ (all varieties, frosted) 		1 oz eq = 125 gm or 4.4 oz 3/4 oz eq = 94 gm or 3.3 oz 1/2 oz eq = 63 gm or 2.2 oz 1/4 oz eq = 32 gm or 1.1 oz	1 serving = 115 gm or 4 oz 3/4 serving = 86 gm or 3 oz 1/2 serving = 58 gm or 2 oz 1/4 serving = 29 gm or 1 oz
Group H		Oz Eq for Group H	MSS for Group H
<ul style="list-style-type: none"> • Cereal grains (barley, quinoa, etc.) • Breakfast cereals (cooked)^{6,7} • Bulgur or cracked wheat • Macaroni (all shapes) 	<ul style="list-style-type: none"> • Noodles (all varieties) • Pasta (all shapes) • Ravioli (noodle only) • Rice 	1 oz eq = 1/2 cup cooked or 1 ounce (28 gm) dry	1 serving = 1/2 cup cooked or 25 gm dry
Group I		Oz Eq for Group I	MSS for Group I
<ul style="list-style-type: none"> • Ready-to-eat breakfast cereal (cold, dry)^{6,7} 		1 oz eq = 1 cup or 1 ounce for flakes and rounds 1 oz eq = 1.25 cups or 1 ounce for puffed cereal 1 oz eq = 1/4 cup or 1 ounce for granola	1 serving = 3/4 cup or 1 oz, whichever is less

¹ In NSLP and SBP (grades K–12), all grains served must meet whole grain-rich criteria. For information on flexibilities, please contact your State agency. For all other child nutrition programs, grains are whole grain or enriched or made with enriched or whole grain meal and/or flour, bran, and/or germ. Under CACFP child and adult meal patterns, and in NSLP/SBP preschool meals, at least one grain serving per day must meet whole grain-rich criteria.

² For NSLP and SBP (grades K–12), grain quantities are determined using ounce equivalents (oz eq). All other child nutrition programs determine grain quantities using grains/bread servings. Beginning Oct. 1, 2021, grain quantities in CACFP and NSLP/SBP infant and preschool meals will be determined using oz eq. Some of the following grains may contain more sugar, salt, and/or fat than others. This should be a consideration when deciding how often to serve them.

³ Allowed in NSLP (up to 2.0 oz eq grain-based dessert per week in grades K–12) as specified in §210.10 and at snack service in SFSP. Considered a grain-based dessert and cannot count toward the grain component in CACFP or NSLP/SBP infant and preschool meals, as specified in §§226.20(a)(4) and 210.10.

⁴ Allowable in NSLP (up to 2.0 oz eq grain-based dessert per week for grades K–12) as specified in §210.10. May count toward the grain component in SBP (grades K–12) and at snack and breakfast meals in SFSP. Considered a grain-based dessert and cannot count toward the grain component in the CACFP and NSLP/SBP infant and preschool meals, as specified in §§226.20(a)(4) and 210.10.

⁵ Allowed in NSLP (up to 2.0 oz eq grain-based dessert per week in grades K-12) as specified in §210.10. May count towards the grain component in SBP (grades K12), CACFP, NSLP/SBP infant and preschool meals, and SFSP.

⁶ Refer to program regulations for the appropriate serving size for supplements served to children aged 1 through 5 in the NSLP; breakfast served in the SBP, and meals served to children ages 1 through 5 and adult participants in the CACFP. Breakfast cereals are traditionally served as a breakfast menu item but may be served in meals other than breakfast.

⁷ In the NSLP and SBP, cereals must list a whole grain as the first ingredient and be fortified, or if the cereal is 100 percent whole grain, fortification is not required. For CACFP and SFSP, cereals must be whole grain, enriched, or fortified; cereals served in CACFP and NSLP/SBP infant and preschool meals must contain no more than 6 grams of sugar per dry ounce.



SHOW SLIDE: Activity: Speed Grains**DO:****(Activity): Speed Grains**

The purpose of this activity is to identify at least five creditable alternatives to grain-based desserts.

Materials Needed: Grain-Based Dessert posters (Cakes, Cookies, Sweet pie crusts, Doughnuts, Granola bars, and Sweet rolls), Grain-Based Dessert Alternatives worksheet, painter's tape, bell, timer/watch, pen or pencil

Time: 10 minutes

Instructions:

1. **DO:** Post the Grain-Based Dessert posters throughout the room. Ask the participants to turn to the **Grain-Based Dessert Alternatives** worksheet in their Participant's Workbook.
2. **SAY:** We are going to complete an activity identifying alternatives to grain-based desserts, called Speed Grains. Around the room, you will find six posters with grain-based desserts. In your groups, identify a minimum of three options to serve in place of each grain-dessert. These items can be other grains or non-grain items. You will have exactly 1 minute to identify alternatives for each poster. I will ring the bell when you are to start and stop. Please stand up and find your first poster.
3. **DO:** Announce when to start. Then, every minute ask each group to switch. After everyone has finished, ask if there are any questions.

FEEDBACK: There are no right or wrong answers for this activity, with the exception that all alternatives should not be a grain-based dessert. For some examples for each grain-based dessert, refer to the **Answer Key: Grain-Based Dessert Alternatives**.

Answer Key: Grain-Based Dessert Alternatives

Instructions: Identify at least three alternatives for each grain-based dessert.

Cakes

- Cornbread
- Carrot muffins with applesauce
- Rice cake with fruit or vegetable topping

Cookies

- Whole wheat savory crackers
- Whole grain biscuit
- Pretzels

Sweet Pie Crusts

- Tortilla
- Quiche crust
- Cauliflower crust

Doughnuts

- Bagels
- Muffins
- Apple slices with sunflower seed butter

Granola Bars

- Toast with cinnamon and strawberries
- Whole wheat goldfish crackers
- Dry cereal with dried mixed fruit

Sweet Rolls

- Toast with nutmeg and cinnamon
- Fresh fruit
- Whole wheat bread with nut butter and bananas

CONCLUSION

SHOW SLIDE: [Lesson Conclusion](#)

SAY:

Throughout this lesson, we explored three key topics for meeting the updated meal pattern requirements. In particular, we explored these four updates:

- At least 1 serving of grains per day must be whole grain-rich
- Breakfast cereals must contain no more than 6 grams of sugar per dry oz
- Grain-based desserts do not credit toward the grain component
- Use ounce equivalents (oz eq) to determine the amount of creditable grains

ASK:

At this time, are there any questions before we move to the last activity in this lesson?

DO:

Answer any questions, and then begin the next activity.

NOTE TO INSTRUCTOR: If there are questions that you are unable to answer, refer the participant(s) to their State agency or the ICN Help Desk.

SHOW SLIDE: [Activity: Apply in Three](#)

DO:

(Activity): Apply in Three

The purpose of this activity is to ensure participants identify an action plan for implementing the Grains component requirements.

Materials Needed: Apply in Three worksheet, pen or pencil

Time: 5–10 minutes

Instructions:

1. **SAY:** Turn to the **Apply in Three** worksheet in your Participant's Workbook. Write at least three things you learned about the Grains component, how you will apply this information, and the estimated date in which you would like to have completed each action item. Once you have finished, stand up, find someone from a different group, and share your responses.
2. **DO:** Allow 3–5 minutes for participants to complete this activity. Then, request volunteers to share their responses.

FEEDBACK: There are no right or wrong answers for this activity. However, some potential responses might include those noted in the following **Answer Key: Apply in Three**.

Answer Key: Apply in Three

Instructions: Write at least three things you learned about the Grains component, how you will apply this information, and the estimated date in which you would like to have completed each action item.

What did you learn?	How will you apply it?	When will you apply it?
<ul style="list-style-type: none"> At least 1 serving of grains per day must be whole grain-rich. 	<ul style="list-style-type: none"> Check the grains that I currently serve to determine which items meet the whole grain-rich requirements. 	<ul style="list-style-type: none"> Menu changes – within 5 business days Train staff – within 2 weeks and every quarter
<ul style="list-style-type: none"> Breakfast cereals must contain no more than 6 grams of sugar per dry oz. 	<ul style="list-style-type: none"> Use the table method to ensure all cereals meet the sugar limit requirement. 	<ul style="list-style-type: none"> Menu changes – within 5 business days
<ul style="list-style-type: none"> Grain-based desserts do not credit toward the grain component. 	<ul style="list-style-type: none"> Use Exhibit A to identify grain-based desserts. If it appears to be a grain-based dessert, avoid use unless it is a special occasion. 	<ul style="list-style-type: none"> Menu changes – within 5 business days Pursue additional training within the next 3 months

NOTE TO INSTRUCTOR: If this training is offered in the comprehensive 6-hour version, skip the lesson Post-Assessment. However, if this training is offered in individual lesson-form, follow the instructions below to complete the Post-Assessment.

SHOW SLIDE: Post-Assessment

Post-Assessment

The purpose of the Post-Assessment is to determine what the participants learned throughout the training.

Materials Needed: Post-Assessment, Training Evaluation, and pen or pencil

Time: 5–10 minutes

Instructions:

- DO:** Distribute the **Post-Assessment** and the **Training Evaluation**.
- SAY:** The Post-Assessment is designed to assess what you have learned during this training. Begin by placing a four-digit number in the box at the top of your assessment. Then, complete the Post-Assessment by reading each question carefully and selecting the best answer. Upon completion, please complete the training evaluation.
- DO:** Allow a minimum of 5–10 minutes for participants to complete the Post-Assessment. Remind them to list the identifier they used on the Pre-Assessment. Following, collect the Post-Assessments and the Training Evaluations, and return them to the ICN. Then, dismiss the participants from the training.

NOTE TO INSTRUCTOR: If this training is not sponsored by the ICN, allow the participants to keep their assessments. Review the answers with them using the Answer Key in the Appendix section. Then, dismiss the participants from the training.



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Child and Adult Meal Service Updates

Lesson-at-a-Glance			
Time	Topic	Activity	Materials
Introduction			
5 minutes	<ul style="list-style-type: none"> Implementation of Standards Lesson Objectives 	<ul style="list-style-type: none"> Lesson Pre-Assessment* 	<ul style="list-style-type: none"> PowerPoint Presentation Participant's Workbook Pens or Pencils Lesson Pre-Assessment
Objective 1: Participants will be able to list at least four cooking methods for preparing nutritious meals.			
10 minutes	<ul style="list-style-type: none"> Food Preparation Methods 	<ul style="list-style-type: none"> Preparing Nutritious Foods 	<ul style="list-style-type: none"> PowerPoint Presentation Participant's Workbook Chart Paper Markers Pens or Pencils
Objective 2: Participants will be able to summarize two types of meal services for serving meals in the CACFP.			
25 minutes	<ul style="list-style-type: none"> CACFP Meal Service Family Style Meal Service Offer Versus Serve 	<ul style="list-style-type: none"> Discussion: Shout It Out: Family Style Meal Service OVS: Is It Reimbursable? 	<ul style="list-style-type: none"> PowerPoint Presentation Participant's Workbook Pens or Pencils
Objective 3: Participants will be able to identify at least three strategies for creating positive mealtime experiences.			
10 minutes	<ul style="list-style-type: none"> Avoiding Force and Bribery at Mealtimes 	<ul style="list-style-type: none"> Meal Service Tips 	<ul style="list-style-type: none"> PowerPoint Presentation Participant's Workbook Pens or Pencils
Conclusion			
10 minutes	<ul style="list-style-type: none"> Lesson Summary 	<ul style="list-style-type: none"> Apply in Three Lesson Post-Assessment* 	<ul style="list-style-type: none"> PowerPoint Presentation Participant's Workbook Pens or Pencils Lesson Post-Assessment
Total Time: 60 minutes*			

*The total time does not include lesson assessments. When including the lesson assessments, allow for an additional 10–15 minutes.

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TRAINING SCRIPT

Lesson Plan:

INTRODUCTION:

SHOW SLIDE: [Child and Adult Meal Service Update](#)

DO:

To begin this lesson, advance to the next slide.

SHOW SLIDE: [Meal Service Overview](#)

SAY:

The updated requirements feature three key major updates preparing and serving nutritious meals and snacks:

- Deep-fat frying is not allowed as a way of preparing foods onsite.
- The guidelines for serving meals family style.
- Offer versus serve (a type of meal service) is extended to at-risk afterschool programs.

SHOW SLIDE: [Lesson Objectives](#)

SAY:

Throughout this lesson, we will explore the major updates through the following objectives:

- List at least four cooking methods for preparing nutritious meals
- Summarize two types of meal services for serving meals in the CACFP
- Identify at least three strategies for avoiding rewards and punishment during meal times

At the end of this lesson, you should know the latest updates, as well as some key strategies for implementation.

NOTE TO INSTRUCTOR: If this training is offered in the comprehensive 6-hour version, skip the lesson Pre-Assessment. However, if this training is offered in individual lesson-form, follow the instructions below to complete the Pre-Assessment.

SHOW SLIDE: Pre-Assessment**DO:****Pre-Assessment**

The purpose of this Pre-Assessment is to determine current knowledge of the updated meal pattern requirements.

Materials Needed: Pre-Assessment and pen or pencil

Time: 5–10 minutes

Instructions:

1. **SAY:** Before we begin objective 1, let's assess what you already know by completing a Pre-Assessment.
2. **DO:** Distribute the Pre-Assessment.
3. **SAY:** Now that you have the Pre-Assessment, begin by placing a four-digit number in the box at the top of your assessment. Make a note of this number, as you will use it again when completing the Post-Assessment. Then, read each question carefully and select the best answer. When you have finished, place your assessment in the center of the table (or in a specified location).
4. **DO:** Allow a minimum of 5–10 minutes for participants to complete the Pre-Assessment. Remind them to list a non-identifier and to make a note of it for the Post-Assessment. Then, collect each assessment and set them aside.

NOTE TO INSTRUCTOR: If the Institute of Child Nutrition (ICN) sponsors this training, collect the Pre-Assessments and return them along with the evaluations to ICN.

OBJECTIVE 1: Participants will be able to list at least four cooking methods for preparing nutritious meals.**SHOW SLIDE: Deep-Fat Frying****SAY:**

Let's begin by discussing approved cooking methods.

ASK:

How many of you are aware of the cooking method, deep-fat frying?

DO:

Allow participants to respond.

SAY:

Deep-fat frying simply means to cook a food by submerging it in hot oil or other fat. Often this method is used when cooking foods such as fried chicken, French fries, and even potato chips. Not only can it be dangerous,

eating too many deep-fat fried foods can contribute to chronic illnesses, such as heart disease, stroke, and even some forms of cancer because of the large amounts of calories and saturated fat.

As a result, the updated requirements no longer allow deep-fat frying as a way to prepare foods onsite. This update also applies to central, satellite kitchens, in which they may not deep-fat fry foods and then deliver them to a center or home to be claimed for reimbursement.

SHOW SLIDE: [Foods Fried Off-Site](#)

SAY:

Foods that are pre-fried, flash-fried, par-fried, or deep-fat fried by a commercial manufacturer may be purchased and served in a reimbursable meal. Similarly, CACFP facilities that vend meals may claim vended meals that contain deep-fat fried foods as long as the food was prepared by the vendor offsite. These pre-fried items must be reheated by a method other than deep-fat frying.

Refer to the [Cooking Methods](#) handout in your Participant's Workbook for some alternative ways to deep-fat frying.

Handout: Cooking Methods

Roasting or Baking

- Roasting or baking involves cooking meat, poultry, fish, or vegetables in the oven without any liquid and no cover on the cooking vessel.
- When roasting or baking meat or poultry, remove all visible fat from poultry or beef.
- Add appropriate seasonings and flavorings to replace flavor lost when fat is removed. Since salt penetrates meat only about an inch and delays browning, most recipes suggest adding salt at the end of cooking. Do not add salt unless the recipe calls for it.
- If a meat thermometer is used, place it in the thickest part of the meat, away from bone or fat.
- Place in the cooking dish/pan. Do not cover, and do not add any liquid for meat or poultry. Place meat on a rack when appropriate so fat will drain and hot air can circulate on all sides.
- For meats, roast or bake following the recipe for the oven temperature until the food reaches the appropriate internal temperature (the temperature specified in the recipe).
- Remove from the oven and serve. For large pieces of meat, like a turkey or a large roast, allow the meat to sit in a warm place for about 15 minutes before carving or slicing. This makes the meat firmer, juicier, and easier to slice. Meats should be sliced across the grain.
- Hold cooked meat and poultry the correct way. If the meat or poultry will not be served immediately, it should be covered and kept in a warmer at the correct temperature or chilled in the refrigerator. Never hold a meat product at room temperature.

Sautéing

- Sautéing uses high heat and a small amount of fat to rapidly cook vegetables, meat, poultry, and fish. Searing and stir-frying are also sautéing techniques.
- Prepare the meat or poultry by making sure it is dry. If a marinade has been used, drain it thoroughly and pat the food dry. Food with a lot of moisture will steam rather than sauté.
- Add oil to the pan according to recipe. Measure the oil carefully.
- Heat the oil; add the meat, poultry, or fish. The meat, poultry, or fish pieces should be added to the pan in a single layer. If the pieces are touching, the product will steam, not sauté.
- Cook the meat by gently turning until browned on all sides and cooked evenly. Some recipes suggest that the cooked meat be removed from the pan and the remaining flavored juices are used to make a sauce. Follow the recipe.
- Sautéed meals should be cooked in batches just-in-time for service. Covering a sautéed food during holding causes it to steam, and the advantages of the sauté technique are lost. Serve immediately. Never hold a meat product at room temperature.

Braising and Stewing

- Braising and stewing are a combination of dry-heat and moist-heat cooking used for less tender cuts of meat. Braising is used for large cuts of meat. The same technique is called stewing when used for bite-sized pieces of meat, poultry, or fish.
- Trim fat and prepare meat according to the recipe.
- Sear the meat on all sides. Searing meat before braising or stewing adds color and flavor. Follow the recipe to use a small amount of oil or preferably, no oil. Brown the meat on all sides in a hot pan. For large pieces of meat, use a pan in the oven or a steam jacketed kettle. For smaller pieces, use a grill, or brown in a hot oven.
- Remove the meat from the pan and add any vegetables or seasonings called for in the recipe.
- Add the seared meat back to the cooking pan along with the liquid for cooking.
- Cover tightly and simmer until tender. Follow the recipe for the temperature and time for the equipment being used. Do not allow the liquid to boil. The size of the cut of meat and the kind of meat will also influence the cooking time. Braised or stewed meats are done when they are tender.
- Remove the meat from the cooking liquid. Some recipes suggest the cooking liquid be cooked an additional time to reduce the volume and concentrate the flavor. The cooking liquid may also be thickened with a roux.
- Hold cooked meat and poultry the correct way. If the meat, poultry, or fish will not be served immediately, it should be covered and kept in a warmer at the correct temperature or chilled in the refrigerator.

SHOW SLIDE: [Preparing Nutritious Foods](#)**DO:****(Activity): Preparing Nutritious Foods**

The purpose of this activity is to provide opportunities for participants to identify ways for preparing nutritious foods.

Materials Needed: Chart paper, markers, and pen or pencil

Time: 5 minutes

Instructions:

1. **SAY:** Now that we have reviewed the requirements for deep-fat frying, let's explore some ways for preparing nutritious foods onsite. In your groups, discuss some ways for preparing nutritious foods for child or adult participants. For example, roasting chicken instead of frying it or using a specific herb instead of sugar or salt. Then, use your chart paper to list your ideas.
2. **DO:** Distribute chart paper to each group. Allow a minimum of 2-3 minutes for participants to complete this activity. Ask each group to share their ideas with the class. If this is a large group, request that each group only share one idea.

FEEDBACK: There are no right or wrong answers for this activity. However, the answers should focus on good practices for preparing nutritious meals with limited sugar, fat, and sodium. Some examples might include:

- Preparing recipes from scratch to control the ingredients
- Serve lean meats
- Use olive oil instead of butter
- Serve more fresh fruits than those canned in syrup
- Use brown rice instead of white rice

OBJECTIVE 2: Participants will be able to summarize two types of meal services for serving meals in the CACFP.

SHOW SLIDE: [Types of Meal Service in the CACFP](#)**ASK**

Let's take a minute to think about meal service in a restaurant. When you receive poor meal service, the portion sizes are too large or too small, or if there are other issues such as food safety; how does this affect your overall meal experience? Are you able to eat the meals comfortably?

DO:

Allow participants to respond.

SAY:

Just like our experiences as adults, the way meals are served can have an impact on all participants eating meals and snacks while in our care. Therefore, the updated requirements focus on providing positive experiences and

serving nutritious meals through two types of meal services: Family style meal service and Offer Versus Serve (OVS).

It is important to note that both of these meal services are optional; you may also choose to serve meals pre-plated in your facility.

Let's begin with exploring family style meal service.

NOTE TO INSTRUCTOR: Disregard discussing Offer Versus Serve if there are no participants from at-risk afterschool programs or adult day care programs.

SHOW SLIDE: [Family Style Meal Service](#)

SAY:

Family style meal service (FSMS) is a meal service that allows children and adults to serve themselves from common serving bowls and platters of food with the assistance of supervising adults, if needed.

SHOW SLIDE: [Benefits of FSMS](#)

SAY:

FSMS is highly encouraged in both child care and adult care settings for many reasons. For example, young children benefit from FSMS because it:

- promotes the development of social, emotional, and motor skills;
- encourages children to try new foods; and
- provides children with control over their eating.

Adults also benefit from meals served family style because it gives them more control over their serving sizes. Also, adults are generally accustomed to eating meals family style.

SHOW SLIDE: [Meal Pattern Requirements and FSMS](#)

SAY:

Although FSMS is highly encouraged and offers many benefits to young children and adults, it may not be appropriate for some CACFP settings or age groups. For example, younger children, such as 1 year olds, may first need to develop the necessary skills for passing, pouring, and serving themselves before beginning FSMS.

Also, you may find that you may need to begin with allowing young children to serve themselves one food component, followed by one meal or snack.

Therefore, the updated meal pattern requirements encourage, but do not require, meals to be served family style. If you should choose to serve meals family style, there are some key requirements outlined in the updated meal pattern.

SHOW SLIDE: [FSMS Guidelines](#)**SAY:**

First, enough food must be placed on each table to provide the minimum serving sizes for each food component for children and adults and to accommodate supervising adults that are eating with the participants.

For example, there are three children between the ages of 3–5 years old and 1 supervising adult seated at the table for lunch. The minimum serving size for fruit is $\frac{1}{4}$ cup for 3–5 year olds. In order for all children and the supervising adult to have the minimum serving size, place 1 cup of sliced apples in the serving bowl. In this example, each participant and the supervising adult would serve themselves $\frac{1}{4}$ cup to meet the minimum requirement for the fruit component.

This requirement also applies when you choose to serve only one or two food component(s) family style to allow children to grow accustomed to FSMS. You must provide the minimum serving size.

SHOW SLIDE: [Juice and Milk](#)**SAY:**

Children and adults must be allowed to serve the food components themselves, with milk or juice being the exception. Supervising adults may serve juice or milk to participating children and adults. If a CACFP facility chooses to have the supervising adult serve the beverages to the children and adults, they must serve the required minimum quantity to each child and adult.

SHOW SLIDE: [Portion Amount](#)**SAY:**

Children and adults may take smaller portions than required. In that situation, providers are responsible for actively encouraging children and adults to take the full serving size. Every child and adult should initially be offered and encouraged, but never forced to take the full serving size of each meal component required for his or her age group. If a child or adult does not take a component or the full serving size of a component, the meal is still reimbursable as long as all the food components are offered.

SHOW SLIDE: [Supervising Adults and FSMS](#)**SAY:**

Eating meals with children is one of the most important ways of promoting healthy eating habits. When children see you eating a variety of nutritious foods, they are more likely to try them. Although meals for supervising adults are not reimbursable, the cost of adult meals is an allowable expense. Refer to your State agency for additional information on allowable meal costs for supervising adults.

SHOW SLIDE: [Shout It Out: FSMS](#)

DO:

(Large Group Discussion): Shout It Out: FSMS

Instructions:

1. **ASK:** For those of you using family style meal service, shout out some steps you have taken to implement it?
2. **DO:** Encourage participants to share their insight. Refer participants to the **Discussion Highlights: Family Style Meal Service** worksheet in their Participant's Workbook to list any key points noted during the discussion. Then, recommend participants refer to the **Support Family Style Meals** handout in your Participant's Workbook and the full version of this handout in the Nutrition and Wellness Tips for Young Children: Provider Handbook for the CACFP for additional ways to serve meals family style. They can find a link to this resource on the **Training Resource** handout.

FEEDBACK: There are no right or wrong answers for this activity. However, some potential responses might include those noted in the following **Answer Key: Family Style Meal Service**.

Answer Key: Family Style Meal Service

Instructions: Use the space below to list any key points noted during the group discussion.

- *Create a family style meal service policy and train program staff to ensure everyone knows what is expected at each meal.*
- *Start slow. Gradually work up to serving the entire meal family style by starting with one component served in a shared bowl or platter and continue adding additional components as skills are increased.*
- *Use age-appropriate dishes and utensils during all meals.*
- *Allow children to practice the motions and skills needed to serve themselves by offering opportunities for pouring liquids, picking items up with tongs, scooping items from bowls (etc.) outside of mealtime and prior to implementation.*
- *Eat with the children and set a good example.*

Handout: Support Family Style Meals

Family style meals provide many benefits to both children and child care providers. In family style meal service, food and beverages for the meal are placed in common serving bowls, plates, dishes, pitchers, and containers on the table. Foods are passed around the table and children serve themselves how much and what they would like to eat, with the help of an adult when needed. Children are encouraged to try each food and can take more food during the meal if it is available.

Because family style meals allow children to have control over how much or how little food they want to eat, this type of meal service can help children develop independence, build self-esteem and confidence, and develop healthy eating behaviors, such as trying new foods and making healthy food choices. Children will also learn and improve their social skills, language skills, and table manners.

How can I prepare for family style meals?

Set a start date. Look at the calendar and think about when you would like to start serving family style meals in your child care program. Once you have a date in mind, work backwards and decide on dates and deadlines for buying supplies, holding training, and educating parents and children on family style meals.

Buy equipment. Most serving ware and dishes are designed for adults and may be too big or heavy for young children to easily handle. If possible, try to buy supplies that are child-sized, unbreakable, stain-, odor-, and scratch-resistant, and convenient (dishwasher and microwave safe).

Provide training. If you have other staff or helpers, organize a meeting to introduce and teach about family style meals. You may want to include detailed instructions about helping children serve themselves, determining portion sizes, and encouraging children to eat based on their hunger and fullness.

Talk about things to expect, and possible challenges and solutions. If possible, role-play serving meals family style to increase awareness of some of the challenges that might come up.

Educate parents, caregivers, and other family members. Send the message home and put the “family” into family style meals! You may wish to hold a meeting, tell parents and other caregivers during drop-off or pick-up time, or send a letter home letting them know you will be starting family style meals on a certain date. Describe and explain what family style meals are, highlight the benefits to the children, and ask them to talk to their children about this change. If some families serve meals family style, ask them to share their experience with the rest of the group.

Educate children. Explain to the children that there will be some changes at mealtime and snack time. Have them practice some of the skills they will need, such as pouring water into cups, passing empty serving dishes, and scooping dried beans from a large bowl into a smaller one. As their skills develop, allow them to serve themselves one item during snack time or mealtime and continue to add more items until children are serving all foods to themselves.

Adapted Source: U.S. Department of Agriculture and U.S. Department of Health and Human Services. (2013, June). *Nutrition and wellness tips for young children: Provider handbook for the Child and Adult Care Food Program*. USDA Food and Nutrition Service, Alexandria, VA

NOTE TO INSTRUCTOR: Skip the next slides on offer versus serve if there are no participants from at-risk afterschool programs or adult day care programs.

SHOW SLIDE: [Offer Versus Serve](#)

SAY:
The next meal service we will discuss is Offer Versus Serve (OVS). This meal service is distinctly different from family style meal service. Specifically, it is only allowed in adult day care centers and at-risk afterschool programs.

Child care centers or homes may not serve meals through OVS. Reason being, young children are learning about new tastes and textures and developing eating habits. They rely on those around them, including their providers, parents, and other children, to introduce them to new foods. OVS may limit their exposure to new foods. Therefore, this meal service is only allowed for adults and older children attending adult day care centers and at-risk afterschool programs.

SHOW SLIDE: [Benefits of Using OVS](#)

SAY:
There several reasons to implement OVS in your adult day care center or at-risk afterschool program. Specifically, it allows participants to decline some food items offered in a reimbursable meal, while choosing those that appeal to them. Giving adults and older children food choices, not only reduces food waste, but it also supports the idea that they are more likely to select and eat the foods they enjoy. In addition, you may serve meals pre-portioned or directly to the participant. Therefore, OVS is a great option for reducing food cost, while providing nutritious and reimbursable meals.

SHOW SLIDE: [OVS Key Terms](#)

SAY:
Before planning to incorporate OVS in your adult day care center or at-risk afterschool program, there are three key terms you should know to ensure your meals are reimbursable.

- **Food component:** A food component is one of the five food categories that make up a reimbursable meal. All meals must contain the minimum food components and in the minimum serving size for reimbursement.
- **Food item:** A food item is a specific food offered within the food components making up a reimbursable meal. For example, separate ½ cup servings of broccoli and carrots are two food items that make up the vegetable component.
- **Combination Food:** A combination food contains more than one food item from different food components that cannot be separated, such as soups, prepared sandwiches, burritos, and pizzas. For example, a vegetable pizza contains three food items from three different food components: a serving of grains (crust), a serving of vegetables (vegetable toppings), and a serving of meat alternate (cheese).

SHOW SLIDE: Serving Meals OVS

SAY:
When serving OVS meals, you may only serve them at breakfast, lunch, and supper. It is not allowed at snack because there are only two required components.

Let's review each meal to identify the basic requirements for OVS meals.

SHOW SLIDE: OVS at Breakfast

SAY:
When using OVS at breakfast, you must offer four different food items, in the minimum serving sizes. These items must come from the following components:

- Milk
- Vegetable and fruit
- Grain
- One food item from the meat/meat alternate component *or* one additional item from the fruit and vegetable component *or* grains component

SHOW SLIDE: Reimbursable OVS Breakfast

SAY:
Participants must take at least three different food items from any of those offered. For example, at breakfast you offered:

- ½ cup bananas,
- ½ cup strawberries,
- 1 serving whole grain pancakes, and
- 1 cup (8 oz) of fluid milk.

The child or adult participant selects bananas, pancakes, and milk; or bananas, strawberries, and milk. These selections will credit as a reimbursable breakfast meal because they selected three different items in the minimum serving sizes.

SHOW SLIDE: OVS at Lunch and Supper

SAY:
When using OVS at lunch and supper, you must offer at least one food item, in the minimum serving sizes, from each of the five food components. This means you must offer:

- Milk
- Meat/meat alternate
- Vegetable
- Fruit
- Grain

SHOW SLIDE: [Reimbursable OVS Lunch or Supper](#)**SAY:**

Participants must take at least three food components in the minimum serving sizes for a reimbursable meal. For example, at lunch you offered:

- 2 ounces Parmesan Chicken,
- ¼ cup fruit salad,
- ½ cup broccoli,
- 1 cup pasta, and
- 1 cup (8 oz) of fluid milk.

The child or adult participant may take 2 ounces of parmesan chicken, ½ cup of broccoli, and 1 cup of milk as a reimbursable meal. It is important to note that milk is optional for supper in adult day care centers, and it does not need to be offered when serving an OVS supper.

For additional information on OVS, refer to the policy memo, *CACFP 05-2017 Offer Versus Serve and Family Style Meals in the Child and Adult Care Food Program*. The link to this memo is included on the **Training Resource** handout in the reference section of your Participant's Workbook.

SHOW SLIDE: [Activity: OVS: Is It Reimbursable?](#)**DO:****(Activity): OVS: Is It Reimbursable?**

The purpose of this activity is to ensure participants understand the basic requirements of OVS at breakfast, lunch, and supper.

Materials Needed: Offer Versus Serve in the Child and Adult Care Food Program handout and the OVS in the CACFP Review worksheet, pen or pencil

Time: 5 minutes

Instructions:

1. **SAY:** Now that we have reviewed the basics for serving meals OVS, let's complete an activity. Please turn to the **Offer Versus Serve in the Child and Adult Care Food Program** handout and **the OVS in the CACFP Review** worksheet in your Participant's Workbook. Take a few minutes to read the scenario to determine if each meal or snack is reimbursable.
2. **DO:** Allow 3–5 minutes for participants to complete this activity. Then, review the answers using the following **Answer Key: OVS in the CACFP Review**.




Offer Versus Serve in the Child and Adult Care Food Program

If your site serves meals to at-risk afterschool or adult participants in the Child and Adult Care Food Program (CACFP), you may use a type of meal service called Offer Versus Serve (OVS). OVS allows children and adults to decline some of the food offered in a reimbursable breakfast, lunch, or supper. OVS may not be used at snacks or in other CACFP settings. OVS can help reduce food waste and give children and adults more choices.

Understanding OVS: Know the Terms

- **Food component**—the name of a **group** of foods in a reimbursable meal. **Food components** include milk, vegetables, fruits, grains, and meats and meat alternates. At breakfast only, vegetables and fruits are one combined component. This means you can serve vegetables, fruits, or a combination of both to meet this requirement.
- **Food item**—foods that are part of a **food component**. For example, broccoli is a **food item** in the vegetables **food component**.
- **Combination Food** – a type of food that contains more than one food item from different food components, in which they cannot be separated. These items include prepared sandwiches, burritos, and pizzas.

How to Use OVS at Meals

<p>OVS at Breakfast</p> <ol style="list-style-type: none"> 1. Offer these 3 food components at breakfast: <ul style="list-style-type: none"> - Milk - Vegetables and/or Fruits - Grains 2. Offer at least 4 different food items at breakfast, at least 1 from each food component above. The 4th food item can come from the vegetables or fruits, grains, or meat/meat alternates component. 3. Ask the child or adult to choose at least 3 different food items. 	<p>OVS at Lunch and Supper</p> <ol style="list-style-type: none"> 1. Offer these 5 food components at lunch and supper: <ul style="list-style-type: none"> - Milk* - Vegetables - Fruits - Grains - Meat and meat alternates 2. Offer at least one food item from each component. 3. Ask the child or adult to choose food items from 3 or more food components.
	
 <p>Note: The 4th food item can be selected as well.</p>	 <p>Note: The child or adult can select food from all 5 components. Foods from at least 3 components are needed for a reimbursable meal.</p>
<p>*For Adult Participants Only: Milk is optional at supper. If milk is not offered, the adult still needs to select food items from 3 different food components to have a reimbursable meal.</p>	

Adapted Source: United States Department of Agriculture. (2017). *Offer versus serve in the Child and Adult Care Food Program*. <https://www.fns.usda.gov/tn/offer-versus-serve-cacfp>

Answer Key: OVS in the CACFP Review

1. Your adult day care center uses OVS at breakfast and offers low-fat (1%) milk, apple slices, oatmeal, and bananas. Karen is a participant who chooses milk, oatmeal, and apple slices, and took the full minimum serving size of each item. Is Karen's breakfast reimbursable? Why or why not?
Yes, Karen's breakfast is reimbursable. For OVS at breakfast, the operator is required to offer at least 4 food items that include: 1 item from the milk component (low-fat (1%) milk), 1 item from the vegetable/fruits component (apple slices), 1 item from the grains component (oatmeal), and 1 additional food item from grains, meats/meat alternates, or vegetables/fruit component (bananas). To make a reimbursable breakfast, a participant must choose 3 or more of the items offered and must take at least the full minimum serving size of each item. Because Karen chose 3 of the items offered (milk, oatmeal, and apple slices), and took the full minimum serving size of each item, this breakfast is reimbursable.
2. Your at-risk afterschool site uses OVS at supper and offers non-fat (skim) milk, roasted turkey, roasted broccoli, steamed carrots, fruit salad, and whole-wheat rolls. David is a participant who chooses the turkey, broccoli, and carrots, and took the full minimum serving size of each item. Is this supper reimbursable? Why or why not?
No, David's supper is not reimbursable. For OVS at supper for at-risk afterschool sites, the operator is required to offer at least 1 food item from the following 5 components: milk (non-fat (skim) milk), meat and meat alternates (roasted turkey), vegetables (roasted broccoli and steamed carrots), fruits (fruit salad), and grains (whole-wheat rolls). In all cases, the participant must choose food items from at least 3 different components in order to make a reimbursable supper and must take at least the minimum serving size of each. Because the roasted broccoli and the steamed carrots are both in the vegetables component, David's supper only has 2 components (meats/meat alternates and vegetables) and needs food from another component to make up a reimbursable supper. He should add the minimum serving size of fruit salad, whole-wheat rolls, and/or milk, to make a reimbursable supper. **Please note:** Since the meal pattern allows operators to serve a second vegetable in place of a fruit at supper, states may allow this OVS supper to be reimbursable. Check with your State agency for clarification.
3. Your at-risk afterschool site uses OVS at supper, and offers tuna salad, sliced tomatoes, peaches, pita bread, and low-fat (1%) milk. Your participant Anna would like all the food offered, but only wants half of the minimum serving size of each food. Would this supper be reimbursable? Why or why not?
If Anna takes only half of the minimum serving size of each food offered, her supper would not be reimbursable. The full minimum serving size of items from at least three different components must be taken in order to make up a reimbursable supper.

OBJECTIVE 3: Participants will be able to identify at least three strategies for creating positive mealtime experiences.**SHOW SLIDE: Reward and Punishment****SAY:**

The last update for meal services focuses on rewarding and punishment. Using food as a reward for good behavior or punishment for less pleasing behaviors may have a negative effect on children's development and socialization. For example, providing children sweet treats after they put away their toys may cause them to develop unhealthy eating habits, and these habits may cause cavities, weight gain, and other health problems.

SHOW SLIDE: Forcing Children to Eat**SAY:**

Another example is forcing children to eat all of their food before they can leave the table. This method can cause children to eat more than they need and not listen to their hunger cues, increasing their risk of becoming overweight or obese. Therefore, the updated meal pattern requirements do not allow the use of food and beverage as a punishment or reward.

SHOW SLIDE: Activity: Meal Service Tips**DO:****(Activity): Meal Service Tips**

The purpose of this activity is to identify ways for creating positive mealtime experiences for all participants.

Materials Needed: Chart paper, markers, and pen or pencil

Time: 10 minutes

Instructions:

1. **SAY:** Think about mealtimes and the importance of positive mealtime experiences, free of rewarding and punishing participants. In small groups of three or four, create a list of tips for creating positive mealtimes for all participants.
2. **DO:** Allow 5–10 minutes for participants to complete this activity. Then, ask each group to share their responses.

FEEDBACK: Some potential responses may include the following examples.

- Serve meals family style so participants can choose the amount of food they want to eat.
- Food and beverages are at the table at the start of each meal.
- Supervising adults eat lunch with participants.
- Supervising adults make positive remarks about the food and show enjoyment in eating.
- Meal areas are away from major walkways to reduce distractions.

CONCLUSION:**SHOW SLIDE:** Lesson Review

SAY:
In this lesson, we discussed some strategies for preparing and serving nutritious foods in CACFP settings. We focused on key ways for preparing nutritious foods and on strategies for serving meals through family style meal service and offer versus serve.

ASK:
At this time, are there any questions before we move to the last activity in this lesson?

DO:
Answer any questions, and then begin the next activity.

NOTE TO INSTRUCTOR: If there are questions that you are unable to answer, refer the participant(s) to their State agency or the ICN Help Desk.

SHOW SLIDE: Activity: Apply in Three

DO:
(Activity): Apply in Three
The purpose of this activity is to ensure participants identify an action plan for implementing meal service requirements for children and adults.
Materials Needed: Apply in Three worksheet and pen or pencil
Time: 5–10 minutes

Instructions:

1. **SAY:** Turn to the **Apply in Three** worksheet in your Participant's Workbook. Write at least three things you learned about the latest requirements for meal services, how you will apply this information, and the estimated date in which you would like to have completed each action item. Once you have finished, stand up and find someone from a different group, and share your responses.
2. **DO:** Allow 3–5 minutes for participants to complete this activity. Then, request volunteers to share their responses.

FEEDBACK: There are no right or wrong answers for this activity. However, some potential responses might include those noted in the following **Answer Key: Apply in Three**.

Answer Key: Apply in Three

Instructions: Write at least three things you learned about the requirements for serving meals in the CACFP, how you will apply this information, and the estimated date in which you would like to have completed each action item.

What did you learn?	How will you apply it?	When will you apply it?
<ul style="list-style-type: none"> Family style meal service is optional, but highly encouraged. 	<ul style="list-style-type: none"> Train staff, using the policy requirements for serving meals family style. 	<ul style="list-style-type: none"> Over the next three months
<ul style="list-style-type: none"> OVS allows children and adults to decline some of the food offered in a reimbursable breakfast, lunch, or supper. 	<ul style="list-style-type: none"> Ensure that my current practices align with the latest requirements, utilizing the policy handout. 	<ul style="list-style-type: none"> Immediately
<ul style="list-style-type: none"> Never reward and punish children for their meal preferences. 	<ul style="list-style-type: none"> Train staff on the importance of not rewarding or punishing children for their meal preferences. 	<ul style="list-style-type: none"> Immediately

NOTE TO INSTRUCTOR: If this training is offered in the comprehensive 6-hour version, complete the comprehensive Post-Assessment. However, if this training is offered in individual lesson-form, complete the lesson Post-Assessment.

SHOW SLIDE: [Post-Assessment](#)

Post-Assessment

The purpose of the Post-Assessment is to determine what the participants learned throughout the training.

Materials Needed: Post-Assessment, Training Evaluation, and pen or pencil

Time: 5–10 minutes

Instructions:

- DO:** Distribute the **Post-Assessment** and the **Training Evaluation**.
- SAY:** The Post-Assessment is designed to assess what you have learned during this training. Begin by placing a four-digit number in the box at the top of your assessment. Then, complete the Post-Assessment by reading each question carefully and selecting the best answer. Upon completion, please complete the training evaluation.
- DO:** Allow a minimum of 10 minutes for participants to complete the Post-Assessment. Remind them to list the identifier they used on the Pre-Assessment. Following, collect the Post-Assessments and the Training Evaluations, and return them to the ICN. Then, dismiss the participants from the training.

NOTE TO INSTRUCTOR: If this training is not sponsored by the ICN, allow the participants to keep their assessments. Review the answers with them using the Answer Key in the Appendix section. Then, dismiss the participants from the training.

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Training Conclusion

Lesson-at-a-Glance			
Time	Topic	Activity	Materials
Introduction			
5 minutes	<ul style="list-style-type: none"> • Training Summary 		<ul style="list-style-type: none"> • PowerPoint Presentation
Conclusion			
15 minutes	<ul style="list-style-type: none"> • Comprehensive Post-Assessment 	<ul style="list-style-type: none"> • Comprehensive Post-Assessment 	<ul style="list-style-type: none"> • PowerPoint Presentation • Training Evaluations • Training Certificates • Pens or Pencils • Comprehensive Post-Assessments
Total Time: 20 minutes			

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TRAINING SCRIPT

Lesson Plan:

INTRODUCTION:

SHOW SLIDE: [Training Conclusion](#)

DO:

To begin this lesson, advance to the next slide.

SHOW SLIDE: [Training Summary](#)

SAY:

In today's training, we explored the updated CACFP meal pattern requirements. We focused on each of the meal component updates as well as the requirements for serving meals in CACFP settings. Most importantly, we identified ways to use this information when you return to your facility through a variety of different activities, such as the Apply in Three.

ASK:

Are there any questions that we have not covered today?

DO:

Answer any posing questions and check the "bike rack" to confirm there are no posing questions there.

CONCLUSION:

SHOW SLIDE: [Post-Assessments, Evaluations, and Certificates](#)

SAY:

I would like to thank you for attending this training and actively participating in the learning activities. Before we end today, the last activities involve the assessment, course evaluation, and training certificates.

DO:

Post-Assessment

The purpose of the Post-Assessment is to determine what the participants learned throughout the training.

Materials Needed: Post-Assessment, Training Evaluation, Training Certificates, and pen or pencil

Time: 10–15 minutes

Instructions:

1. **DO:** Distribute the **Post-Assessment** and the **Training Evaluation**.

2. **SAY:** The Post-Assessment is designed to assess what you have learned during this training. Begin by placing the same four-digit number used on the Pre-Assessment in the box at the top of your assessment. Then, complete the Post-Assessment by reading each question carefully and selecting the best answer. Upon completion, please complete the training evaluation.
3. **DO:** Allow a minimum of 10–15 minutes for participants to complete the Post-Assessment. Remind them to list the identifier they used on the Pre-Assessment. Following, collect the Post-Assessments and the Training Evaluations and set them aside to be returned to ICN. Distribute Training Certificates, and dismiss the participants from the training.

Appendix

Training Resources 147

Key Terms 148

Answer Key 149

References 1500

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Training Resources

USDA REGULATIONS AND POLICY MEMOS*

7 CFR Parts 210, 215, 220, and 226	Child Nutrition Programs: Flexibilities for Milk, Whole Grains, and Sodium Requirements
SP 18-2018, CACFP 13-2018	Child Nutrition Programs' Flexibilities for School Year 2018-2019
CACFP02-2018	Feeding Infants and Meal Pattern Requirements in the Child and Adult Care Food Program; Questions and Answers
CACFP 09-2018	Grain Requirements in the Child and Adult Care Food Program; Questions and Answers
CACFP 09-2017	Vegetable and Fruit Requirements in CACFP: Q&As
CACFP 17-2017	Documenting Meals in the Child and Adult Care Food Program
CACFP05-2017	Offer Versus Serve and Family Style Meals in the Child and Adult Care Food Program
CACFP08-2017	Questions and Answers on the Updated Meal Pattern Requirements for the Child and Adult Care Food Program
CACFP 13-2017	Transition Period for the Updated Child and Adult Care Food Program Meal Patterns and the Updated Meal National School Lunch Program and School Breakfast Program Infant and Preschool Meal Patterns
CACFP 14-2017	Modifications to Accommodate Disabilities in the Child and Adult Care Food Program and Summer Food Service Program
CACFP 16-2017	Grain-Based Desserts in the Child and Adult Care Food Program
CACFP 15-2016	Optional Best Practices to Further Improve Nutrition in the Child and Adult Care Food Program Meal Pattern Requirements
CACFP 17-2016	Nutrition Requirements for Fluid Milk and Fluid Milk Substitutions in the Child and Adult Care Food Program
CACFP 20-2016	Water Availability in the Child and Adult Care Food Program
SP 53-2016, CACFP 21-2016	Crediting Tofu and Soy Yogurt Products in the School Meal Programs and the Child and Adult Care Food Program

*All policy memos can be found at the following website: <https://www.fns.usda.gov/cacfp/policy>

RESOURCES

CACFP Training Tools: Infographics, Posters, Training Worksheets	https://bit.ly/2tnIsRp
FDA Exempt Infant Formula, refer to the Exempt Infant Formulas Marketed in the United States By Manufacturer and Category	http://bit.ly/2bUSCVw-ICN
Feeding Infants: A Guide for Use in the Child Nutrition Programs	http://bit.ly/2ciIGWf_ICN
Food Buying Guide for Child Nutrition Program Exhibit A	https://bit.ly/3z31K3n-ICN
Food Buying Guide for Child Nutrition Program Section 1- Meats/Meat Alternates – Cheeses	http://bit.ly/2bZhBlr-ICN
Child Nutrition Sharing Site	https://theicn.org/cnss/
ICN Education and Training Resources	https://theicn.org/cacfp
MyPlate	http://bit.ly/2cH2VOd-ICN
Procuring Local Foods	https://bit.ly/3P8a2wv-ICN
Team Nutrition Resource Library	http://bit.ly/2bZfTnz-ICN
Ten Steps to Breastfeeding Friendly Child Care Centers Resource Kit	http://bit.ly/2bZmluE-ICN
Using Ounce Equivalents for Grains in the CACFP	https://icn.ms/cacfpTW

Key Terms

Key Terms	Definition
Dietary Guidelines for Americans	The nation's trusted resource for evidence-based nutrition recommendations. This resource provides policy makers and professionals with the information they need to help the public make informed choices about their diets at home, school, work, and within their communities.
Expressed milk	Milk that is produced and expelled from the breast, bottled, and served to the infant.
Deep-fat frying	To cook a food by submerging it in hot oil or other fat.
Enriched Grains	Enriched is a process that adds nutrients back to a refined grain product. The nutrients that are usually added back in the process are iron and four B vitamins (thiamin, riboflavin, niacin, and folic acid).
Family style meal service	A type of meal service that allows children and adults to serve themselves from common platters of food with assistance of supervising adults.
Grain-based desserts	Grain-based desserts are those items in USDA's <i>Food Buying Guide for Child Nutrition Programs</i> that are denoted as desserts with superscripts 3 and 4. This definition of grain-based desserts includes cakes, cookies, sweet piecrusts, fruit turnovers, doughnuts, cereal, breakfast, and granola bars, toaster pastries, sweet rolls, and brownies.
Food components	Food categories that make up a reimbursable meal, including fluid milk, vegetables, fruits, grains, and meats/meat alternates.
Fortified Grains	Fortified means vitamins and minerals were added to a food that were not originally in the food.
Meal pattern	A specific template with meal components and minimum serving sizes for different age groups that must be followed in order for the meal to be reimbursed. The template is customized for breakfast, lunch, supper, and snacks.
Offer Versus Serve (OVS)	OVS is a concept that applies to menu planning and the menu service. OVS allows participants to decline some of the food offered in a reimbursable breakfast, lunch, or supper. OVS is not allowed for snacks and can only be used in at-risk afterschool programs and adult day care centers.
Refined Grains	Refined grains have been processed to remove the bran and germ, which removes dietary fiber, iron, and other nutrients.
Reimbursable meal	Meals that meet all applicable meal pattern requirements.
Whole grains	Whole grains consist of the entire cereal grain seed or kernel.
Whole grain-rich	Foods that contain 100% whole grains, or at least 50% whole grains and any remaining grains are enriched.

Answer Key

Comprehensive Assessment

1. C. whole, reduced-fat (2%), low-fat (1%), fat-free, and breast milk
2. B. False
3. A. more than one food item, from different food components that cannot be separated
4. C. two different types of vegetables, such as roasted asparagus and baked sweet potato slices
5. A. four different food items
6. B. Commercially prepared, easily recognized as a meat substitute, and it contains five grams of protein
7. B. three
8. C. 23 grams, 6 ounces
9. C. No, operators may not serve juice at two different meals or snacks in a single day.
10. D. 6–12
11. A. one
12. D. No, central kitchens may not deep-fat fry foods and then deliver them to any CACFP site.
13. A. one
14. C. six
15. B. False

Milk Component Updates

1. C. whole, reduced-fat (2%), low-fat (1%), fat-free, and breast milk
2. B. False
3. D. 6–12
4. B. one
5. A. True

Meat and Meat Alternates Component Update

1. C. 23 grams, 6 ounces
2. A. Commercially prepared, easily recognized as a meat substitute, and it contains five grams of protein
3. D. All of the above
4. C. one

Vegetable and Fruit Component(s) Updates

1. C. two different types of vegetables, such as roasted asparagus and baked sweet potato slices
2. B. False
3. A. breakfast
4. C. No, operators may not serve juice at two different meals or snacks.
5. D. The meal or snack with the lowest reimbursement rate that contains juice

Grains Component Updates

1. C. English muffin
2. A. one
3. C. six
4. C. 3 and 4
5. A. True

Child and Adult Meal Service Updates

1. B. False
2. D. four different food components
3. A. True
4. D. No, central kitchens may not deep-fat fry foods and then deliver them to any CACFP site.

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