

Lesson Plan C

Course: Fruits and Vegetables Galore – Helping Kids Eat More

Module II: Tricks of the Trade – Preparing Fruits and Vegetables

Lesson C: Salad Bars – Preparation and Safety

Lesson Length: 90 minutes

Lesson Equipment and Materials

Equipment

Overhead projector or Power Point
Flip chart easel

Visual Aids

V-C1 *Guidelines for Salad Bars*
V-C2 *School Nutrition Program Guidelines*
V-C3 *Salad Bar Options*
V-C4 *Build Your Own Salad*

Supplies

Marker for flip chart
Unusual fresh fruit or vegetable
Optional: Various (size and type) serving containers, utensils, and serviceware
“Corny” Fruit and Vegetable Jokes! One handout per participant

Participant Materials

H-C1 *Salad Bar Etiquette*
H-C2 *Portion Control*
H-C3 *Salad Bars - Ingredients*
H-C4 *Salad Bar Production Record*
H-C5 *Build Your Own Salad*
H-C6 *Recipes - Salads-to-Go*
H-C7 *Recipes – Theme Bars*
H-C8 *Sample Salad Bar Set up*
H-C9 *SOPs for Fruits and Vegetables*
H-B6 *Increasing Fruits and Vegetables in Meals—
A Plan for My School*

Lesson Preparation

1. Read the entire Lesson Plan C.
2. Reproduce all Participant Materials for Lesson C.
3. Post performance standards for Lesson C. Use flip chart or blank transparency.
4. The term School Nutrition Program (SNP) will be used for school foodservice or Child Nutrition.

Lesson Outcome

On completion of the lesson, the learner will become actively involved in ensuring that the SNP increases the variety and consumption of fruits and vegetables based on the following **performance standards**:

- Evaluate salad bar serving options for SNPs.
- Review and summarize food safety and sanitation principles for salad bars.

Lesson Instruction

◆ **Setting the Stage**

Focus learner's attention.

- ▷ **What Is It?** Show an interesting or unusual fresh fruit (i.e. Pluots or Apriums) or vegetable. Ask the participants to identify it, pass it around or display it so that they can smell and feel it, cut it in half so they can see the interior flesh, suggest ways to use it at school, etc.
- ▷ OR – If desired, present some **“Corny” Fruit and Vegetable Jokes!** Tell participants that they could use these jokes with students. Copies of the jokes will be available for participants at the conclusion of the workshop.

◆ **Relate to Past Experience**

- ▷ Days of just serving the meal pattern are over. We have to entice our customers, beat the competition, and serve healthy nutritious meals.
- ▷ *How many schools currently have self-service salad bar? How many tried salad bars in the past but don't currently have a salad bar? Why was it discontinued (possible answers: cost, labor intensive)? Why should we start one up again (possible answers: provide more choices for students, compete with fast food, increase fruit and vegetable consumption)?*

◆ **Today's Lesson...**

- ▷ A salad bar is the perfect showcase for your colorful, mouth-watering array of delicious, nutritious fresh fruits and vegetables. This lesson will provide guidance on **preparing and serving** prepackaged salads as well as cooked, frozen, and canned vegetables. In addition, it provides information on **food safety** and kitchen and staffing requirements.

◆ **You Will Be Able To...**

- ▷ Evaluate salad bar serving options for SNPs.
- ▷ Review and summarize food safety and sanitation principles for salad bars.

◆ **Identify the Purpose**

- ▷ Healthy children

Performance Standard

The learner will:

- Evaluate salad bar serving options for SNPs.
- Review and summarize food safety and sanitation principles for salad bars.

◆ Lesson Content

- ▷ **Guidelines for Salad Bars.** A salad bar is a great way to add excitement to your lunch meals and increase consumption of fruits and vegetables. Children, even kindergarteners, love to create their own meal. They are more likely to eat unfamiliar foods if they can choose them. Display *V-C1 Guidelines for Salad Bars*. Here are several steps to make sure your salad bar is a success:
 1. **Inform** – Before opening the salad bar, meet with the following groups separately: School administration, faculty, school nurse, students, parents, custodial staff, and foodservice staff. Discuss the benefits of eating healthy and the importance of their support for students' acceptance of the salad bar.
 2. **Train** - Train the foodservice staff on how to receive, store, and prepare the foods for the salad bar. The National Food Service Management Institute has developed a helpful publication on CD-ROM, *Culinary Techniques: Cooking Fruits, Salads, and Vegetables with Flair (located in Fruits and Vegetables Galore)*.
 3. **Advertise** – Let students and staff know the day's delight! Announce the menu over the PA system and post the menu in highly visible locations in the school.
 4. **Monitor** – Get feedback from those groups you promoted your salad bar to. Track food usage to determine preferences, review the costs and benefits of the salad bar, and always monitor food temperatures and quality to ensure safety of your salad bar.
- ▷ Show *H-C1 Salad Bar Etiquette (Tricks of the Trade p.6)*. Excite the students and adults about the salad bar, and they will come! Include salad bar etiquette in your presentation.
- ▷ **Creating the Salad Bar. What kind of salad bar is right for your school?** Your choices will be guided by such factors as the *age groups you serve, preparation facilities, food safety, and staffing*. The following information will help you clarify your ideas and stimulate you to try new ones. What is important is to stretch your imagination and resources to help your students enjoy more fruits and vegetables

- ▷ A valuable resource for menu planning is *A Menu Planner for Healthy School Meals*.
- ▷ In order for salad bar meals to be reimbursable under the NSLP, they have to meet the same meal pattern requirements as other served meals. *Tricks of the Trade pp. 63 to 66*.
- ▷ **Serving Counters, Equipment, and Utensils** – When considering different types of salad bars, determine your needs. Consider the following in making your decision.
 - 1. Traffic Flow.** This is a key element to the success of your salad bar. There are three basic patterns:
 - Single Line:** It can be placed against the wall. (This can slow service.)
 - Two-Sided:** This allows faster service but has certain space and pattern flow restrictions.
 - Free-Standing:** It can be placed away from the serving line and wall, which allows for many creative and dramatic displays.
 - 2. Equipment To Keep Foods Chilled.** Three general methods for keeping foods chilled on the salad bar are:
 - Ice chilled:** Ice is placed in serving pans or other containers on the bar, and the food containers are placed in the ice. This is the least costly but requires daily maintenance. Access to a sanitary source of ice is needed. Other options include freezable serving containers that last for hours or freezable plastic (ice cube) sheets to place under serving containers. Check restaurant supply catalogs for ideas.
 - Frost top:** Refrigerated piping running underneath the top surface. This provides a more maintenance-free and cost-effective setup. Food freezes to the top difficult to wipe off.
 - Chilled:** Items are kept cold by blowing air over a refrigerated coil in a compressor located in the bottom of the unit. This is the most costly type of salad bar to operate.
- ▷ **Utensils and Containers**
 - 1. Serving utensils** should match their use. **Optional Activity:** Have a display of serving utensils. Have group identify each utensil and a salad bar item that would require that type of utensil for serving.
 - Tongs – lettuce, pickles, fruit slices
 - Slotted measuring-serving spoons – items that need to be drained, such as beans and beets.
 - Tablespoon – small dry ingredients, such as croutons and bacon bits.

--Distribute *H-C2 Portion Control. Tricks of the Trade* page 78. Other utensils include: Scoops (dishers size 6-100), Cooking or Serving spoon (solid, perforated and slotted), Ladles 1-10 ounces, and Portion Servers 1-8 ounces. (Instructors read --Always use long-handled utensils to prevent the utensils from sliding into the food. (Example: using tablespoon to spoon cheese.)

2. Food Containers should be easy to remove and easy to clean. Some examples of food containers are (**Optional-** have examples of actual serving containers provided by the school participating in the workshop):

--Steamtable pans with straight sides, either stainless steel or hard plastic. Full-size may be used, but smaller 1/3 or 1/4 sizes are preferable because pans will be replaced more often. More foods can be offered on the salad bar, and the food will be fresher.

--Crocks

--Plastic food containers, such as round plastic bowls

--Wooden baskets for whole fresh fruit, breads, and individually packed items

--Salad dressing containers (pump containers)

--Specialty soup containers, such as kettles. Soups and other hot foods must not be kept on the salad bar (cold foods only).

▷ Disposable serveware will be discussed as each salad bar option is reviewed.

▷ **Salad Bar Options.** All salad bar options should have the same objective: *to increase the variety and consumption of fruits and vegetables among students.* Show *V-C3 Salad Bar Options.*

1. **Build Your Own Salad** - this bar offers portioned choices that are individually packaged to ensure food safety but provide students a range of choices to build their own salad.
2. **Salads To Go** – prepared (prepackaged or preplated) salads are a great option for schools that can't offer a self-serve salad bar. Healthy, tasty, and attractive vegetables and fruits can be offered as full meals or components under any meal planning option.
3. **Specialty Bars** – Examples of specialty bars are: Sandwich bars, salad and sandwich bars, salad and soup bars, and Salad, soup and sandwich bars.
4. **Self-service Salad Bars** – There are many interesting ways to combine fresh fruits and vegetables.

- ▷ Let's take a look at each one of these salad bar options:
- ▷ **1. Build Your Own Salad.** This method can be used in schools for students to choose a variety of **pre-portioned and prepackaged** fruits, vegetables, proteins, and breads to make a reimbursable salad lunch. Students begin their selection with the cup of mixed greens then proceed to select other items. Bread choices and milk are available on the service line with other menu items.
- ▷ Show *V-C4 Build Your Own Salad Students May Take*. Distribute *H-C3 Salad Bars - Ingredients*. The handout gives suggestions on the minimum number of choices that a school can offer daily. From these choices students may choose to take the following: **4 choices each of ¼-cup portioned vegetables and fruits (students may choose any combination of 4), a portioned salad cup (students may choose 1), 3 varieties of 1-oz. portioned proteins (students may choose 2), bread, and milk.**
- ▷ **Suggested tips for Build Your Own Salad Bar:**
 1. Vegetables and fruits are prepared for the salad bar, weighed, and prepackaged into ¼ cup servings. A 3- x 5-inch clear Ziploc bags can be used, but other packaging options are available. This option lets the students select the individual items they want in their salad while ensuring the safety and sanitation of those items. However, it is more labor intensive than a regular salad bar or prepared salads.
 2. Equipment, serviceware, and utensils required: #16 (1/4 cup) scoop for canned fruits, 10.5 oz. Styrofoam bowls without lip and with lids, 2 oz. clear portion cups with lids, 5 ½ oz. squat cups, 3"x 5" re-closeable bags, 6.5"X 7" clear bags.
 3. Prepare fresh product daily. Mark leftover packages with a dot system. For example, packages that are leftover on Monday get one dot. If any of the same packages are leftover on Tuesday they get a second dot, etc. Discard packages when they are no longer of good, wholesome, quality.
 4. Mix different vegetables together. For example, cut green peppers into julienne strips and mix with cucumber slices: slice zucchini and yellow squash and mix together.
 5. Use cherry tomatoes or grape tomatoes. Labor saving.
 6. Refrigerate vegetables after cutting.
 7. Maintain temperatures of 41 degrees F and below for potentially hazardous foods such as cut melon and all cooked

vegetables (even those from a can) that can support rapid and progressive growth of microorganisms.

8. Assure proper hand washing before preparing or handling food times and when switching tasks.
9. Use USDA commodities whenever possible.
10. Monitor usage and maintain food costs by using a production sheet. Distribute *H-C4 Salad Bar Production Record*. **If the salad bar is a separate serving line, the food production record must document that reimbursable meals were offered. Food items, quantity of food items, and daily participation numbers must be recorded as required by state regulations.**

- ▷ **Activity (5-10 minutes) – Build Your Own Salad:** Have participants complete *H-C5 Build Your Own Salad*. Instruct participants to write suggestions for fruit or vegetable offering under each category. Choose three protein choices, four fruit choices, and four vegetable choices to offer customers.
- ▷ **2. Salads To Go.** A “salad-to-go” is a fresh prepackaged salad meal for a quick grab-and-go lunch. It is a full meal that helps customer in a hurry pick a well-balanced, lowfat item that, when combined with a bread and lowfat milk, provides a reimbursable meal (includes 2 fruit/vegetable components and a meat/meat alternate (1 to 2 oz. as required); offer a bread serving (8 individual crackers, 1 slice bread 1 bun, ½ bagel, or 1 oz. bread stick); and 8 oz. milk). Salads-to-go can be offered outside the regular service line at a kiosk or at the a la cart window to better serve customers. Review *H-C6 Recipes - Salads-to-Go. Tricks of the Trade pp.46-50*.
- ▷ **Guidelines for Salads-to-Go: Tricks of the Trade page 28.**
 1. Use colored trays for salad or fruits soufflé cups or 2-inch clear steamtable pans in a refrigerated unit (single layer).
 2. Do not stack trays; place trays next to each other.
 3. Use plastic platters or bowls with lids for salads.
 4. Cut fresh cauliflower and broccoli into 1-inch florets.
 5. Cut fresh green, yellow, and red peppers into rings not strips.
 6. Slice zucchini and yellow squash.
 7. Refrigerate vegetables after cutting.
 8. Place packets of salad dressing on the serving line in wicker baskets. If you use homemade ranch dressing you may consider doing a nutrient and cost analysis of your recipe.
 9. Refrigerate salads-to-go and serve as an entrée, that includes 2 fruits/vegetable components and a meat/meat alternate (1 to 2

ounces as required); offer a bread serving (or 8 individual crackers) and milk to count as a reimbursable meal.

10. Do not use lettuce that has turned brown.

11. When serving leftover cauliflower, trim brown spots.

12. Peel carrots before cutting for salads.

13. Label each salad entrée so students know what they are selecting.

14. Use USDA commodities whenever possible.

- ▷ **Fruit Salads-to-Go.** Offering fresh fruits in an attractive and appealing manner will encourage your customers to choose a nutritious selection to accompany their main entrée. Use 4-oz. plastic soufflé cups with lids for canned fruits. Use 4-oz. plastic soufflé cups without lids for fresh fruit. Use a 3/8-cup measuring-serving spoon or #10 scoop (3/8 cup) for canned fruit. Instructors for other tips for fruits salads refer to Tricks of the Trade page 30.
- ▷ **Meal Pattern requirement-** Large combination vegetable/fruit salads, containing at least ¾ cup or more of 2 or more different vegetables/fruit with a meat/meat alternate such as a chef's salad or a fruit plate with cottage cheese are considered as 2 or more servings of the vegetable/fruit component and will meet the full requirement. If only two vegetables/fruits are included in the salad, the second must contain a minimum of 1/8 cup vegetable/fruit.
- ▷ **Garden Side Salads.** A simple garden salad – without meat, egg, or cheese – can be a standard offering in your meal program. Stack them two-deep in a 4-inch pan on your regular line or on specialty lines. Offer 2-oz. portions of three different salad dressings in 2-1/2 oz. Plastic soufflé cups stacked two-high in a 4-inch pan, or 2oz. individual packets in three 1/3 pans. Garden salads must be kept over ice (using 6-inch pans as liners) or in a refrigerated unit. For Garden Salad-to-Go recipe see Tricks of the Trade p.31.
- ▷ **3. Specialty bars.** Specialty bars can offer full reimbursable meals or components to customers, as well as accompaniments to hot-food-line items such as burgers, tacos, pasta, or chili. Distribute ***H-C7 Recipes -Theme Bars***. Here are some possibilities for exciting theme bars taken from Fresh-2-U The Florida Way. Review recipes and layout diagrams with participants. Encourage suggestions for improving or adapting the theme bars to their school.
- ▷ **4. Self-service Salad Bars.** We are all familiar with self-service salad bars (name area restaurants that have salad bars). Refer to ***H-C3 Salad Bars – Ingredients. Tricks of the Trade pp 10-11***. This suggests **minimum** choices offered daily (**8 vegetables, 3 fruits, 2**

cold salads, 2 proteins, croutons, and bread). Two salad dressings should be offered daily. Lemon and lime wedges can be offered as an alternative to salad dressing. All prepared dressing selections should be from standardized recipes.

- ▷ Dressings/toppings can be placed together at the end of the salad bar. Commodity products should be first choice. Note: Salad dressings and cold salads add extra fat to the menus.
- ▷ For ease in menu planning, production, and service, you may want to use a base menu and offer some new food items every day. A good suggestion is to offer one-third new items, one-third convenient or prepared foods, and one-third repeat food items. Sample salad bar menus in *Tricks of the Trade pp. 8-9*.
- ▷ The repeat food items could be your base menu. An example would be to offer salad greens, broccoli, carrots, and tomatoes every day. Then add variety by using other food items.
- ▷ Encourage children to “Mix and Match to Make Your Portion”.
- ▷ The salad bar can be self-service reimbursable lunch and/or a la carte.
- ▷ The protein items should be pre-portioned. (This helps to control cost of the high price food products.)
- ▷ Other tips include:
 - Plan for a wide variety of color and texture.
 - Set up salad bar so students can self serve from **both sides**.
 - Rearrange the prep-work area for salad bar preparation.
 - Reassign staff for salad bar preparation, set up, maintenance, and restocking.
 - Refrigerate vegetables after cutting.
 - Ensure that the height of the salad bar sneeze guard is appropriate for age of children.
 - All containers should be easily removable and easy to clean.
 - Make sure ice is within ½” of the top rim of each container to keep temperatures within 32-38 degrees F. (HACCP principle)
 - Check salad bar frequently to keep it clean, neat, and fresh. (It will get messy, think of how careful you are at a salad bar. Kids do not have the motor skills adults do so the salad bar will get very messy – relax and accept it and keep it clean).
 - Monitor usage and maintain food costs by completing a production sheet daily.
- ▷ **Activity (5-10 minutes)**– Look at *H-C8 Sample Salad Bar Set Up and H-C3 Salad Bar – Ingredients. Tricks of the Trade pp. 10-11*. Have participants break into groups and create a sample salad bar.

They should select several food items from each group, use the 1/3 rule – **1/3 new items, 1/3 convenient or prepared items, and 1/3 repeat food items.**

- ▷ **Garnishing the Salad Bar.** Customers eat with their eyes. Food in school cafeterias should be fresh and colorful, be presented attractively, and taste good. This will encourage customers to try it.
- ▷ Here are some rules to follow when garnishing the salad bar:
 - Use inexpensive, easily and quickly prepared garnishes.
 - Don't over garnish.
 - Use a garnish that will enhance food.
 - Some suggestions for garnishing the salad bar:
 - Fresh kale – This has dark green color, it can be washed and reused, and will last about one week.
 - Replica kale – This is a plastic product that can be washed and reused many times. (Not easy to find in ND and cost about \$25 per foot.)
 - Leaf lettuce, parsley, red or Napa cabbage – These offer color and eye appeal. Not as durable as kale.
 - Baskets of arrangements of fresh fruits and vegetables.
- ▷ **Staff Requirements.** At a minimum, the number of staff should be two people to prepare the salad bar and two people (they can be the same people) to monitor the salad bar during the meal service. In schools with 350 or fewer students, one person should be able to handle salad bar responsibilities.
 - 1. Cashier responsibilities** – cashier is stationed at the point of service to ensure an accurate count of students receiving reimbursable meals. Cashier counts meals served by category (Free, Reduced, or Paid) and checks meal compliance to ensure students take the required number of food items based on menu planning options (traditional or enhanced). The cashier should verify portion size for the component planned and request that the student return to the salad bar for additional food if the student's plate does not meet the requirements.
- ▷ Suggestions to help the cashier recognize a **reimbursable meal from a salad bar are:**
 - Plan consistent portions of similar foods.
 - Know the planned portion sizes.
 - Preportion some foods.
 - Use portion control serving utensils.
 - Display sample portions for students and cashier.

--If the salad bar is planned as the entrée, the menu planner must determine what is the portion size of the salad (entrée), such as 1 cup of salad.

--Educate students and adults.

2. Monitor responsibilities – You know what it is like to be the last in line and see a salad bar empty. The monitor should keep the salad bar clean, monitor food temperatures, and replenish food items. They should have adequate backup items and know appropriate substitutions for foods on the salad bar. Students should be encouraged to use proper salad bar etiquette, try a variety of menu items, and to take only what they will eat. If volunteers (parents and students) and non-foodservice staff are used to help at the salad bar, they **must be trained in Food Safety and Sanitation**. (Use *H-C9 SOPs for Salad Bars* to assist in training.)

- ▷ **SOPs for Salad Bars** –The SOPs (Standard Operating Procedures) for foodservice operations are those practices and procedures in the food production process (receiving, storing, preparing, cooking, holding, serving, reheating, cleaning and sanitizing, etc.) that are basic to producing safe food in a facility. SOPs need to be in place in a facility for a HACCP program to be effective. SOPs need to be written down. These written SOPs need to be placed in areas in a facility where employees can find them easily. Employees need to know what SOPs they are responsible for performing. Also, employees need to receive training on carrying out the SOPs so that they perform them correctly.
- ▷ **SOPs Activity –SOPs for Fruits and Vegetables (15-20 minutes):** Food safety and sanitation must be the main emphasis when operating a salad bar. Operating a safe and attractive salad bar begins with preparation and ends with cleanup and storage of ingredients.
 - Divide participants into four (or eight) equal small groups.Depending on the number of groups post flip chart pages around the room prior to beginning of the five hour course. Distribute copies of *H-C9 SOPs for Fruits and Vegetables* to each participant. Assign each group one of the four topics (if you have eight groups, divide each topic in two sections). Each group should select a reporter. The group should summarize the content of their assigned section on the flip chart page. They should **select SOPs that are applicable to their foodservice** and be prepared to **give at least one example of how they can use these SOPs in their foodservice**. Each group reporter will be required to summarize the content to the entire group.

- ▷ Circulate around the room as the small groups are working to provide coaching. As the groups are making their presentations, fill in key points they may have overlooked.

◆ **Performance Check**

- ▷ ***H-B6 Increasing Fruits and Vegetables in Meals-A Plan for My School.*** Focus on the 5P's – Preparing (Lesson C-Salad Bar section only).

◆ **Closure**

- ▷ Presentation will make a big difference in promoting the various salad bar options. Part of the challenge is to showcase the natural appeal of fruits and vegetables, allowing the rich colors to shine throughout the packaging. Clear cups and lids, transparent plastic bags, good lighting is a must. Garnishing the bar attractively will draw your customer's eyes and appetites. As with all fruits and vegetables, if salads are part of the reimbursable serving line, placing them at the beginning of the line will promote their selection.