NATIONAL FOOD SERVICE MANAGEMENT INSTITUTE
The University of Mississippi

Building the Future Through Child Nutrition

The National Food Service Management Institute (NFSMI) was authorized by Congress in 1989 and established in 1990 at The University of Mississippi in Oxford. The Institute operates under a grant agreement with the United States Department of Agriculture, Food and Nutrition Service.

PURPOSE
The purpose of the NFSMI is to improve the operation of Child Nutrition Programs through research, education and training, and information dissemination. The Administrative Offices and Divisions of Technology Transfer and Education and Training are located in Oxford. The Division of Applied Research is located at The University of Southern Mississippi in Hattiesburg.

MISSION
The mission of the NFSMI is to provide information and services that promote the continuous improvement of Child Nutrition Programs.

VISION
The vision of the NFSMI is to be the leader in providing education, research, and resources to promote excellence in Child Nutrition Programs.

CONTACT INFORMATION

Headquarters
The University of Mississippi
Phone: 800-321-3054
Fax: 800-321-3061
www.nfsmi.org

Education and Training Division
Technology Transfer Division
The University of Mississippi
6 Jeanette Phillips Drive
P.O. Drawer 188
University, MS 38677-0188

Applied Research Division
The University of Southern Mississippi
118 College Drive #10077
Hattiesburg, MS 33406-0001
Phone: 601-266-5773
Fax: 888-262-9631
ACKNOWLEDGMENTS

CONTENT
Mary Litchford, PhD, RD, LDN
Greensboro, NC

DESIGN
Sandra Flores, PhD
Chalfont, PA

EDITING
Lisa Van Wagner
Arlington, VA

Sincere appreciation is expressed to the following people who contributed their time and expertise in the development of this project.

TASK FORCE MEMBERS
Norma Ball
Program Analyst
Child Nutrition Division
Policy and Program Development Branch
USDA Food and Nutrition Service
Alexandria, VA

Jody Becker
Mother Earth Adult Day Care
San Antonio, TX

Holly Greuling, RD, LD/N
Former Adult Care Food Program Manager
Department of Elder Affairs
Tallahassee, FL

Jan Hickey
Adult Day Service/CACFP Consultant
Illinois Department on Aging
Springfield, IL

Carol Islam, MS, RD
Child Nutrition Specialist
CACFP, Oregon Department of Education
Salem, OR

Debbie Ludington
Long Term Care Coordinator
Office of Aging & Adult Services
Alexandria, VA

Sheila B. Terry
Child Nutrition Consultant
Hoover, AL
Former Chief, Nutrition & Transportation Service
Maryland State Department of Education

REVIEWERS
Holly Greuling, RD, LD/N
Former Adult Care Food Program Manager
Department of Elder Affairs
Tallahassee, FL

Ginny Huntington, MS, RD, LD
Iowa Department of Education
Des Moines, IA

Carol Islam, MS, RD
Child Nutrition Specialist
CACFP, Oregon Department of Education
Salem, OR

Debbie Ludington
Long Term Care Coordinator
Office of Aging & Adult Services
Alexandria, VA

Jo Ann O’Quin, PhD
Gerontologist
Associate Professor of Social Work
The University of Mississippi
Oxford, MS

Carlene Russell, MS, RD, LD, FADA
Consulting Nutritionist
Department of Elder Affairs
Des Moines, IA

Suzanne Secor-Parker, MS, CFCS
Consultant, Bureau of Food & Nutrition
Iowa Dept of Education
Des Moines, IA

NFSMI PROJECT COORDINATOR
Beverly Cross

NFSMI EXECUTIVE DIRECTOR
Charlotte B. Oakley, PhD, RD, FADA

National Food Service Management Institute
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1: Nutrition Needs of Adult Day Care Participants</td>
<td>1</td>
</tr>
<tr>
<td>Lesson 2: The Aging Process and Feeding Techniques</td>
<td>17</td>
</tr>
<tr>
<td>Lesson 3: USDA Meal Plans for the Adult Care Food Program</td>
<td>39</td>
</tr>
<tr>
<td>Lesson 4: Fluid Needs</td>
<td>51</td>
</tr>
<tr>
<td>Lesson 5: Focus on Fiber</td>
<td>65</td>
</tr>
<tr>
<td>Lesson 6: Menu Substitutions for the CACFP</td>
<td>83</td>
</tr>
<tr>
<td>Lesson 7: Standardized Recipes and Portion Control</td>
<td>103</td>
</tr>
<tr>
<td>Lesson 8: Using Cycle Menus</td>
<td>115</td>
</tr>
<tr>
<td>Lesson 9: Food Safety in Adult Day Care</td>
<td>125</td>
</tr>
<tr>
<td>Lesson 10: Receiving and Storage</td>
<td>141</td>
</tr>
<tr>
<td>Lesson 11: Sanitizing the Kitchen</td>
<td>153</td>
</tr>
<tr>
<td>Lesson 12: Handwashing and Personal Hygiene</td>
<td>167</td>
</tr>
</tbody>
</table>
# Nutrition Needs of Adult Day Care Participants

## Lesson 1 Overview

<table>
<thead>
<tr>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 minutes</td>
</tr>
</tbody>
</table>

## Purpose

To discuss nutrition needs of adult day care participants

## Objectives

At the conclusion of this lesson, employees will be able to:

- Discuss the role of nutrition and the health and well-being of adult day care participants
- Describe ways to increase food intake of adult day care participants

## Definitions

- **Dementia**: Progressive disease that attacks the brain
- **Developmental Disability**: Disability present at birth
- **Traumatic Brain Injury**: Disability due to a significant injury to the brain causing permanent limitations

## Materials

- Large box of crayons for Activity 1
- Flipchart and markers
- Handout 1: Icebreaker
- Handout 2: Special Nutrition Needs of Individuals With Disabilities
- Handout 3: Master List of Special Nutrition Needs of Individuals With Disabilities
- Lesson Evaluation
- Answer key for Lesson Evaluation

---

*National Food Service Management Institute*
Lesson 1 Overview (cont.)

**Activities**

**Activity 1:** Icebreaker. The purpose of the icebreaker is to help employees think about how they interact with adult day care participants. Ask the employees to choose a color for themselves and for three center participants, including those with disabilities. Have them blend the color they choose for themselves with those of the participants. Discuss how their personality blends with the personalities of the participants. Use Handout 1.

**Activity 2:** Ask employees to think about the participants who have dementia and make a list of the ways the adult day care center meets the special nutrition needs of participants with dementia. Use Handout 2.

**Activity 3:** Ask employees to think about the participants who have developmental disabilities and make a list of the special nutrition needs required by these participants. Be sure to include consistency-modified diets and special adaptive equipment. Use Handout 2.

**Activity 4:** Ask employees to think about the participants who have traumatic brain injuries and make a list of the special nutrition needs required by these participants. Use Handout 2.

**Activity 5:** Ask employees to compare the lists from Activities 2, 3, and 4 and make a master list. Discuss the different needs of each group and the needs that overlap. Also, discuss the role of other health care providers working with adults with disabilities at the adult day care center. Use Handout 3.

**Evaluation**

Use the Lesson Evaluation to assess the employees’ knowledge of the concepts presented in this lesson.
Lesson 1 Overview (cont.)

References


Lesson 1 Content

Activity 1: Icebreaker

Tell: Meeting the nutrition needs of adult day care participants may be challenging because they might have difficulty communicating their needs. You are going to do an activity that will help you think about how you interact with participants.

Note: The materials needed for Activity 1 are a large box of crayons and Handout 1. The purpose of Activity 1 is to help employees think about how they interact with adult day care participants, including those with disabilities.

Note: Give a copy of Handout 1 to each employee. Place the box of crayons so that each employee has access to it. Make sure each employee understands the directions to Handout 1 before starting this activity.

Discuss: Employees’ responses.

Introduction

Tell: Adult day care centers serve both older participants and participants with disabilities. Think about the adults served at the center where you work.

Ask: What proportion of the participants in your center are adults with disabilities?

Ask: Do all of the participants have the same nutrition needs?

Tell: Participants in adult day care programs have multiple special needs. One of the main reasons older adults and adults with disabilities participate in adult day care is because nutritious meals are served. It is important that employees understand that providing nutritious meals to program participants is vital to maintaining their health and well-being.

As in other population groups in the U.S., participants in adult day care programs may be eating enough food, but not eating the right foods to give the body the necessary nutrients to be healthy.
Lesson 1 Content (cont.)

Introduction (cont.)

Tell: The key principles of the 2005 Dietary Guidelines for Americans provide sound advice for adult day care programs:

- Make smart choices from every food group.
- Find balance between food and physical activity.
- Get the most nutrition out of calories.

The best way to obtain balanced nutrition is to eat a variety of nutrient-packed foods every day, while staying within daily calorie needs. According to the 2005 Dietary Guidelines for Americans, a healthy eating plan is one that:

- Emphasizes fruits, vegetables, whole grains, and fat-free or low-fat milk and milk products
- Includes lean meats, poultry, fish, beans, eggs, and nuts
- Is low in saturated fats, trans fats, cholesterol, salt (sodium), and added sugars

To understand the nutrition needs of adult day care participants, it is important to understand the most common types of disabilities. They include:

- Dementia
- Developmental disabilities
- Traumatic brain injury

This lesson looks at these disabilities in more detail.

Dementia

Tell: Dementia is a progressive disease that attacks the brain. Characteristics of dementia include loss of:

- Memory
- Language skills
- Reasoning skills
- Ability to focus on tasks such as eating

Dementia occurs slowly over time.

- It can occur as early as age 30, but usually is diagnosed after age 60.
- It is described in three stages. The nutrition needs vary with each stage.

In the early stage of dementia:

- There is loss of interest in lifelong hobbies and activities because the person has forgotten how to do these tasks.
- There is a decreased tolerance for changes in the routine.
- The person may forget how to cook, use the microwave oven, or perform other routine tasks.
Lesson 1 Content (cont.)

Dementia (cont.)

Tell: The end result of the early stage of dementia can be poor nutrition because the person is unable to follow lifelong patterns of purchasing food, preparing food, and cleaning up the house.

In the intermediate stage of dementia:
- Individuals become more confused, forgetful, lost, and unable to communicate their needs.
- They may ask the same questions over and over.
- The dining area may be a confusing environment and meal time a frustrating experience because they have forgotten what to do.
- The use of eating utensils may be forgotten.
- Food preferences may change from day to day.

Some individuals with dementia are called wanderers.
- They are in constant motion and may be unable to sit still at a meal.
- Weight loss is a problem due to high energy needs and poor dietary intake.

In the late stages of dementia, total care is required. Adult day care centers are not designed to meet the needs of adults in the late stages of dementia.

Activity 2

Note: The materials needed for Activity 2 are a copy of Handout 2 for each employee, a flipchart, and markers. This activity can be done individually or in groups of two or three.

Tell: Think about the participants who have dementia. In the first column of Handout 2, make a list of ways the adult day care center meets the special nutrition needs of participants with dementia.

Discuss: Employees’ responses.

Note: Use the flipchart and markers to write down the employees’ responses.
Lesson 1 Content (cont.)

Developmental Disabilities

Tell: Developmental disabilities are those that have been present since birth. There are over 4 million Americans with developmental disabilities. These individuals have limitations in at least three of the following areas:

- Self-care
- Language
- Learning
- Mobility
- Self-direction
- Capacity for independent living
- Economic sufficiency

According to the Report of the Surgeon General’s Conference on Health Disparities and Mental Retardation (U.S. Public Health Service, 2001), compared to the rest of the U.S. population, these individuals experience:

- Poorer health
- Shorter lifespans
- Less access to healthcare

Individuals with developmental disabilities tend to be younger than other adult day care participants.

Be sure the menus reflect the preferences of these participants.

Activity 3

Note: The materials needed for Activity 3 are a copy of Handout 2 for each employee, a flipchart, and markers. This activity can be done individually or in groups of two or three.

Tell: Think about the participants who have developmental disabilities. In the second column of Handout 2, make a list of the special nutrition needs of participants with developmental disabilities. Be sure to include consistency-modified diets and special adaptive equipment. Use Handout 2.

Discuss: Employees’ responses.

Note: Use the flipchart and markers to write down the employees’ responses.
Tell: The Centers for Disease Control and Prevention (2002) estimate that there are over 5 million Americans living with a disability resulting from a traumatic brain injury. These individuals can experience limitations in:

- Thinking and reasoning abilities
- Movement
- Sensation

The ability to eat can be negatively impacted by these limitations. These individuals may become confused in the dining area or unable to tolerate any changes in the mealtime routine.

Adaptive feeding equipment may be helpful for those with movement limitations and losses of sensation.

Like the individuals with developmental disabilities, these participants may be younger than other adult day care participants.

Be sure the menus reflect the preferences of these participants.

Note: The materials needed for Activity 4 are a copy of Handout 2 for each employee, a flipchart, and markers. This activity can be done individually or in groups of two or three.

Tell: Think about the participants who have traumatic brain injuries. In the third column of Handout 2, make a list of the special nutrition needs of participants with traumatic brain injuries.

Discuss: Employees’ responses.

Note: Use the flipchart and markers to write down the employees’ responses.
Lesson 1 Content (cont.)

Activity 5

Tell: Put Handout 2 in front of you. Look over the lists from Activities 2, 3, and 4 and find the needs that are the same for all three groups. Write the needs that are the same on Handout 3. This will be your master list of needs.

Discuss: The different needs of each group and the needs that overlap.

Note: Use the flipchart and markers to write down the needs that overlap (the master list).

Ask: What is the role of other health care providers working with adults with disabilities at the adult day care center?

Discuss: Employees’ responses.

Common Nutrition Problems of Adults With Disabilities

Tell: Common nutrition problems of adults with disabilities include:
- Poor appetite
- Consumption of smaller volumes of food
- Constipation or diarrhea
- Weight loss

Role of the Employees

Tell: As employees of an adult day care center, you play an important role in:
- Providing food that participants can eat
- Encouraging participants to eat
Lesson 1 Content (cont.)

Role of the Employees (cont.)

**Ask:** What are some ways that you as employees of an adult day care center can improve the dietary intake of participants with disabilities?

**Note:** Use a flipchart and markers to write down the employees' responses. Make sure the following key points are covered:
- Greet participants by name at meal times.
- Maintain eye contact when speaking to participants.
- Refrain from arguing.
- Honor changes in food preferences, cultural food preferences, and religious dietary requirements.
- Prepare and serve diets as ordered.
- Serve meals and snacks on time.
- Observe participants eating and report any concerns to the supervisor.
- Be calm and speak in low, soothing tones.

Lesson Evaluation

**Note:** The material needed is a copy of the Lesson Evaluation for each employee. Go over the directions with the employees before having them answer the questions.

**Discuss:** Employees’ responses.
Nutrition Needs of Adult Day Care Participants

Handout 1

Icebreaker

1. If you could be a crayon, what color would you be? Color Box 1 the color that best describes your personality. For example: yellow = warm, blue = cool, hot pink = cheerful. There are no “right” or “wrong” answers. We all perceive colors differently.

2. Below Box 1, list two or three words that best describe your personality.

3. Think about three different center participants, including a couple with disabilities. If each participant were a crayon, what color would he/she be? Color Boxes 2, 3, and 4 the color that best describes each participant’s personality.

4. Below each box, list two or three words that best describe each participant’s personality.

<table>
<thead>
<tr>
<th>Box 1: Me</th>
<th>Box 2: Participant</th>
<th>Box 3: Participant</th>
<th>Box 4: Participant</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. _______</td>
<td>1. _______</td>
<td>1. _______</td>
<td>1. _______</td>
</tr>
<tr>
<td>2. _______</td>
<td>2. _______</td>
<td>2. _______</td>
<td>2. _______</td>
</tr>
<tr>
<td>3. _______</td>
<td>3. _______</td>
<td>3. _______</td>
<td>3. _______</td>
</tr>
</tbody>
</table>

5. Now, create three new colors in Boxes 2, 3, and 4 by blending the color you chose for yourself with the colors of your participants. Describe the way your personality blends with the personality of the participant. Do you feel the same toward every participant? Do you feel differently toward participants with disabilities?
# Handout 2

Special Nutrition Needs of Individuals With Disabilities

Use for Activities 2, 3, and 4.

<table>
<thead>
<tr>
<th>Dementia</th>
<th>Developmental Disabilities</th>
<th>Traumatic Brain Injury</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
<td>4.</td>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
<td>5.</td>
<td>5.</td>
</tr>
<tr>
<td>6.</td>
<td>6.</td>
<td>6.</td>
</tr>
<tr>
<td>7.</td>
<td>7.</td>
<td>7.</td>
</tr>
<tr>
<td>8.</td>
<td>8.</td>
<td>8.</td>
</tr>
<tr>
<td>9.</td>
<td>9.</td>
<td>9.</td>
</tr>
<tr>
<td>10.</td>
<td>10.</td>
<td>10.</td>
</tr>
</tbody>
</table>
Handout 3
Master List of Special Nutrition Needs
of Individuals With Disabilities

<table>
<thead>
<tr>
<th>Dementia, Developmental Disabilities, and Traumatic Brain Injury</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
</tr>
<tr>
<td>6.</td>
</tr>
<tr>
<td>7.</td>
</tr>
<tr>
<td>8.</td>
</tr>
<tr>
<td>9.</td>
</tr>
<tr>
<td>10.</td>
</tr>
</tbody>
</table>
Lesson Evaluation

Directions: Write short answers for each question.

1. List at least one special nutrition-related consideration for a participant with dementia.

2. List at least one special nutrition-related consideration for a participant with a developmental disability.

3. List at least one special nutrition-related consideration for a participant with a traumatic brain injury.

4. List three things employees can do to encourage participants with disabilities to eat.
Lesson Evaluation: Answer Key

Directions: Write short answers for each question.

1. List at least one special nutrition-related consideration for a participant with dementia.
   - Participants may forget how to use forks and spoons to eat.
   - Participants may like to wander around the center at meal times.
   - Participants cannot sit down long enough to eat a meal.

2. List at least one special nutrition-related consideration for a participant with a developmental disability.
   - Participants may not clearly communicate food preferences.
   - Participants may need special eating aids to feed themselves.

3. List at least one special nutrition-related consideration for a participant with a traumatic brain injury.
   - Participants may have limited movement abilities making it difficult to self-feed.
   - Participants may be unable to sense hot beverages and get burned easily with a hot beverage.

4. List three things employees can do to encourage participants with disabilities to eat.
   - Greet participants by name at meal times.
   - Maintain eye contact when speaking to participants.
   - Refrain from arguing.
   - Honor changes in food preferences, cultural food preferences, and religious dietary requirements.
   - Prepare and serve diets as ordered.
   - Serve meals and snacks on time.
   - Observe participants eating and report any concerns to the supervisor.
   - Be calm and speak in low, soothing tones.
The Aging Process and Feeding Techniques

Lesson 2 Overview

**Time**

45 minutes

**Purpose**

To discuss the aging process and feeding techniques to increase the dietary intake of adult day care participants

**Objectives**

At the conclusion of this lesson, employees will be able to:

- State the factors that influence the rate of aging
- Identify three types of physical changes affecting food intake that occur with aging
- Discuss the components of a restorative feeding program
- Demonstrate the use of verbal and physical cues to increase the dietary intake of adult day care participants

**Definitions**

*Consistency-Modified Diet:* Diet in which food textures have been changed to make chewing easier and to promote normal swallowing

*Finger Foods Diet:* Diet which consists of foods that can be eaten without utensils

*Reflux:* Backward flow of stomach contents into the esophagus resulting in a burning feeling in the chest

*Restorative Feeding Program:* System of training participants to feed themselves independently or with assistance
Lesson 2 Overview (cont.)

Materials

- A plate of food, eating utensils, beverage, straw, bib, mittens, arm sling, glasses with foggy or coated lenses (one of each for employees who volunteer to “age” in Activities 2 and 3)
- Masking tape, cotton balls, vapo-rub
- Flipchart and markers
- Copies of center menus (for a regular diet)
- Handout 1: Icebreaker
- Handout 2: Physical and Cognitive Changes With Aging
- Handout 3: Effective Verbal Cues Role Play
- Handout 4: Effective Physical Cues Role Play
- Lesson Evaluation
- Answer keys for Handout 1 and Lesson Evaluation
- Lesson Enrichment Suggestion: Invite a rehabilitation therapist to speak about adaptive feeding equipment.

Activities

**Activity 1:** Icebreaker. The purpose of the icebreaker is to help employees think about the aging process and participants who have difficulty eating. Ask the employees to answer the true/false questions on Handout 1. Discuss the answers to the questions.

**Activity 2:** The purpose of this activity is to have the employees practice using verbal cues in a role play. Discuss the questions on Handout 3. Emphasize the importance of preserving the dignity of the participant.

**Activity 3:** The purpose of this activity is to have the employees practice using the verbal and physical cues in a role play. Discuss the questions on Handout 4. Emphasize the relationship between independent eating and feelings of self-worth.

Evaluation

Use the Lesson Evaluation to assess the employees’ knowledge of the concepts presented in this lesson.
The Aging Process and Feeding Techniques

Lesson 2 Overview (cont.)

References


Lesson 2 Content

Activity 1: Icebreaker

Note: The materials needed for Activity 1 are a copy of Handout 1 for each employee, a flipchart, and markers. The purpose of Activity 1 is to help employees think about the aging process and the needs of participants who have difficulty eating.

Tell: Read each statement on Handout 1 and then circle if it is true or false. The statements focus on the aging process and the needs of participants who have difficulty eating.

Discuss: Employees’ responses.

Note: If necessary, use the flipchart and markers to write down the answers.

Introduction

Tell: Eating is one of the joys of life.

Older adults and those with disabilities will strive to retain the ability to feed themselves when other self-care skills have been lost.

The ability to feed oneself is basic to feelings of self-control, independence, and self-worth. However, the changes that occur with aging can affect the ability of older adults to feed themselves.

Process of Aging

Tell: The body ages in two ways:

- Chronologically—age measured by years
- Biologically—age measured by health

Three factors influence the rate of aging:

- Genetics
- Nutrition
- Physical exercise
Physical Changes with Aging

**Tell:** Everyone experiences the aging process, but it occurs at different rates.

**Note:** Make sure each employee has a copy of Handout 2. The following information is outlined in Handout 2. Have the employees refer to Handout 2 as you discuss the information.

**Tell:** Physical changes in the body occur in three areas:
- Body composition
- Senses
- Organ systems

Changes in Body Composition

**Tell:** The human body is made up of:
- Muscle tissue
- Water
- Fat tissue
- Mineral matter

With aging, there is a decrease in muscle mass, a decrease in bone mass, and an increase in fat.
- Muscle strength is lost.
- Bones become fragile.
- Reaction rates are slower.
- Falls and injuries are more likely.
- Fewer calories are needed to maintain body weight.

Changes in Senses

**Tell:** There are five senses:
- Taste
- Smell
- Vision
- Hearing
- Touch
Lesson 2 Content (cont.)

Changes in Senses (cont.)

Tell: All of the senses decline with aging. Diseases and medications can also alter the senses. Loss of senses may result in decreased appetite.

Note: When talking about aging and food, refer to the copies you have of the regular menus served at the center. Ask the employees to look over the menus and consider how the loss of a particular sense, physical ability, etc. would affect a participant’s ability or desire to eat the foods on the menu.

Tell: Common changes in taste perception include:
- Sweet foods tasting bitter
- Sour foods tasting metallic
- Salty foods tasting bland

The sense of smell influences appetite.
- Pleasant food aromas increase appetite.
- No sense of smell or unpleasant food aromas decrease appetite.

Vision and hearing also decline with age.
- Poor sight and poor hearing may contribute to the participant’s lack of interest in eating or the ability to follow verbal cues.
- Remember that everyone eats with their eyes!

Ask: What does it mean to “eat with your eyes”?

Discuss: Employees’ responses. There are no right or wrong answers. The appearance of food influences appetite.

Loss of touch impacts the participant’s ability to:
- Pick up food or eating utensils
- Sense food temperatures

The sense of touch is needed to feel and hold eating utensils, glasses, or mugs. Participants may have difficulty self-feeding or may spill food if the sense of touch is lost.

Participants may not be able to sense food temperatures. Burns can result from eating or spilling hot foods or beverages.
Lesson 2 Content (cont.)

### Changes in Organ Systems

**Tell:** All organ systems decline with age, but the rate of decline varies for each organ system and for each person.

The organ systems that have the greatest impact on food intake are:
- Mouth and throat
- Gastrointestinal tract

### Mouth and Throat

**Tell:** Eating is more difficult with missing teeth, poor-fitting dentures, or no teeth at all.

Swallowing may be difficult due to disease or medications.

Consistency-modified diets are designed to help participants who have difficulty chewing or swallowing.

### Gastrointestinal Tract

**Tell:** Changes in the gastrointestinal tract can cause digestion difficulties.
- Food may be more difficult to digest due to changes in the stomach.
- Poor muscle tone in the esophagus may allow the food from the stomach to reflux, causing heartburn or indigestion.
- Slow movement of food through the intestines can result in constipation.
- Indigestion, heartburn, and constipation contribute to poor appetite.

### Cognitive Changes with Aging

**Tell:** Intellectual capabilities decline at varying rates with aging. Changes may occur slowly or dramatically after a period of illness or a change in medications.

Meal time may increase confusion and agitation. Some participants may have difficulty focusing their attention long enough to eat the meal.
Lesson 2 Content (cont.)

Aging, Disabilities, and Eating

Tell: Aging and the effects of debilitating conditions can dramatically change meal time from a pleasurable experience to a frustrating and exhausting one.

Loss of independence in eating occurs with many older adults and those with disabilities.

The participants are dependent on others to meet their nutrition needs.

Some participants will be able to regain feeding skills through a restorative feeding program. Others will always need assistance at meal times.

Components of a restorative feeding program include:
- Dining room atmosphere
- Positioning
- Foods served
- Feeding assistance provided

A successful restorative feeding program can have a positive impact on participants’ quality of life.

Restorative Feeding Program

Tell: Adult day care employees have an important role in helping participants reach or maintain the highest level of feeding skills.

All participants who are unable to feed themselves should be considered for a restorative feeding program. A rehabilitation therapist will assess participants who are unable to feed themselves and make recommendations.

Food service employees play an important role in making the restorative feeding program a success.

Restorative Feeding Program: Dining Room

Note: The purpose of this section is to point out the recommended characteristics of the dining room for a restorative feeding program.
Tell: Think about the appearance of the dining area in our center. Compare the dining room to the following recommendations:
- Paint the dining area in light tones to heighten vision.
- Use soft lighting without glare or shadows.
- Use solid colors in the dining area for the floor and wall treatments. Patterns tend to be visually confusing.
- Use contrasting solid colors for place mats, napkins, and dishes.
- Use a simple center piece to create a home-like setting.
- Avoid clutter.
- Use plates rather than trays on the table.

Tell: Now, think about the noise level in the kitchen and dining area during meal times. Compare the noise in the kitchen and dining room to the following recommendations:
- Keep noise from the kitchen to a minimum.
- Turn off the television and radio in the dining area. Soft background music is pleasant for those with good hearing, but it may sound like noise or static to the hearing impaired.

Tell: Think about the temperature in the dining area. Compare the temperature in the dining area to the following recommendations:
- Maintain a room temperature that is comfortable to the participants.
- Be aware of drafts and blowing air vents.
- Watch for non-verbal signs of being too cool or too hot.
- If the room is hot or stuffy, look for ways to increase air flow or move the participants to a cooler part of the room. Removing a hat or sweater may also help if a participant is too warm.

Note: As you mention each of the following characteristics, take time to discuss how the employees’ adult day care center meets or does not meet the characteristic.
Restorative Feeding Program: Positioning

Tell: Correct positioning is essential for all participants with impaired motor control or swallowing. A standard dining chair with arm rests for support provides the best position for the participant.

Tell: Think about the chairs (including wheelchairs) participants use in your center. Compare the chairs used for dining to the following recommendations:

- Use chairs that allow the participant to move closer to the table by sliding the arm rests under the table.
- If wheelchairs are used in the dining area, be sure the arm rests will slide under the table. Table height may need to be adjusted to accommodate wheelchairs.
- Participants should be seated so that the trunk is upright, the hips are bent at a 90° angle at the back of the chair, and the head is upright and tilted slightly forward. The knees and ankles should form a 90° angle with the feet planted squarely on the floor.
- Foot supports should be provided if needed.
- All wheelchairs should be locked in position at meals.

Restorative Feeding Program: Foods Served

Tell: All food served should be according to the diets ordered.

Watch for plate waste of foods that appear to be chewed but not eaten. Consult the registered dietitian or rehabilitative therapist to evaluate the need for a change in food consistency.

Some individuals may benefit from a finger foods diet if the ability to use eating utensils has been lost.

Consult the registered dietitian or physician for all diet order changes.
Restorative Feeding Program: Verbal Cues

**Tell:** Independent eating requires the participant to make a series of decisions.

Some participants will need verbal cues or physical assistance in order to self-feed.

Verbal cues are used to help the participant overcome eating difficulties and feed themselves with minimal difficulty.

Also, they are helpful for participants who are confused or have difficulty focusing on eating.

**Ask:** Who can give an example of a verbal cue?

**Note:** Some examples might be “Mrs. Gomez, pick up your milk” or “Mrs. Gomez, scoop your potatoes.”

**Note:** When going over the following recommendations, you might ask employees for an example of each. These recommendations also can be found in Handout 2.

**Tell:** Here are some recommendations for verbal cues:
- Address the participant using his/her name and title, such as “Mrs. Lyon.”
- Use brief, simple directions.
- Talk the participants through each step.
- Repeat directions at each meal time.
- Speak in calm, soothing tones.
- Be patient and do not expect immediate results. Progress may be slow, but the benefits are worth the wait.
- Redirect or restate the verbal cue if the participant does not understand what to do.
- Give praise generously.
Lesson 2 Content (cont.)

Activity 2

**Note:** The materials needed for Activity 2 are a copy of Handout 3 for each employee, masking tape, cotton balls, vapo-rub, and the following for the employees playing the participants: an arm sling, mittens, glasses with foggy or coated lenses, a plate of food, eating utensils, a beverage, a straw, and a bib. The purpose of this activity is to have the employees practice using verbal cues in a role play.

**Tell:** You are going to do an activity in which you will practice verbal cues. This activity is a role play in which some of you will play the role of an adult day care center participant and others will play the role of the restorative feeding assistant.

**Note:** Divide the employees into two groups. One group will play center participants who require assistance at meals, and the other group will play restorative feeding assistants. Ask the employees who are participants to “age” prematurely by wearing glasses that they cannot see through clearly, putting cotton in their ears, holding a piece of cotton with vapo-rub on it under their noses for a couple of minutes, taping their fingers together or putting on mittens, taping their fingers in a bent position, or putting an arm in a sling. They may act confused or disoriented. Once the employees are “aged,” have them put on a bib and eat using the plate of food, beverage, straw, and eating utensils provided. Ask the employees who are the restorative feeding assistants to direct the participants to eat using only verbal cues. Allow them to review the recommendations for verbal cues on Handout 3 before starting the role play.

**Compare:** The verbal cues the employees used in the role play to the recommendations for verbal cues on Handout 3.

**Discuss:** The questions on Handout 3.

**Emphasize:** The importance of preserving the dignity of each participant.
The Aging Process and Feeding Techniques

Lesson 2 Content (cont.)

Restorative Feeding Program: Physical Cues

**Tell:** Physical cues offer support to the participant who is unsteady or in a restorative feeding program.

Physical cues allow the participant to go through the motions of eating with some assistance.

The goal is to gradually decrease the physical support while the participant is increasing strength and improving eating skills.

**Ask:** Who can give an example of a physical cue?

**Note:** An example might be hand-over-hand assistance in which a staff member places a hand over the participant’s hand and offers support.

**Note:** When going over the following steps in hand-over-hand assistance, you might ask an employee to volunteer to be a participant so that you can demonstrate the steps as you explain them.

**Tell:** Hand-over-hand assistance helps participants with the step-by-step motions of eating. The steps in hand-over-hand assistance include the following:

- Sit on the participant’s dominant side (right side if the person is right-handed) or the side of the body with the greatest physical strength.
- Place the utensil in the participant’s hand. Help hold the utensil with your hand.
- Assist the participant in all steps of eating. Start with scooping the food with the utensil, guiding the food to the mouth, and returning the utensil to the table. If the participant can hold the utensil, provide assistance at the wrist or elbow. Allow the participant to use existing feeding skills.
- For drinking from a cup, follow the same steps. Some participants may be able to pick up the cup and drink from it but are unable to bring the cup back to the table without releasing it too soon. Provide support as needed.
Lesson 2 Content (cont.)

Restorative Feeding Program: Physical Cues (cont.)

Ask: What happens if the participant is provided with more assistance than is needed?

Tell: The participant becomes dependent on the physical cues and is never able to eat independently.

Tell: Use verbal cues at the same time as physical cues to reinforce the steps in eating. Progress may be slow, but participants can gain eating skills with practice and encouragement.

Remember that independent eating is crucial to feelings of self-worth.

Activity 3

Note: The materials needed for Activity 3 are a copy of Handout 4 for each employee, masking tape, cotton balls, and the following for the employees playing the participants: an arm sling, glasses with foggy or coated lenses, a plate of food, eating utensils, a beverage, a straw, and a bib. The purpose of this activity is to have the employees practice using physical and verbal cues in a role play.

Tell: You are going to do an activity in which you will practice physical and verbal cues. This activity is a role play in which some of you will play the role of an adult day care center participant and others will play the role of the restorative feeding assistant.

Note: Divide the employees into two groups. One group will play center participants who require assistance at meals, and the other group will play restorative feeding assistants. Ask the employees who are participants to “age” prematurely by wearing glasses that they cannot see through clearly, putting cotton in their ears, taping their fingers together, taping their fingers in a bent position, or putting an arm in a sling. They may act confused or disoriented. Once the employees are “aged,” have them put on a bib and eat using the plate of food, beverage, straw, and eating utensils provided. Ask the employees who are the restorative feeding assistants to direct the participants to eat using both verbal and physical cues. Have them review the recommendations for verbal and physical cues on Handout 4 before starting the role play.
Lesson 2 Content (cont.)

Activity 3 (cont.)

Discuss: The questions on Handout 4.


Lesson Enrichment Suggestion

Note: Invite a rehabilitation therapist to speak to the employees about adaptive feeding equipment.

Lesson Evaluation

Note: The material needed is a copy of the Lesson Evaluation for each employee. Go over the directions with the employees before having them answer the questions.

Discuss: Employees’ responses.
Handout 1
Icebreaker

Directions: Circle True or False for each statement.

True False 1. The rate of aging is determined only by genetics.

True False 2. When a person ages, physical changes occur in body composition, the senses, and the organ systems.

True False 3. Older adults and those with disabilities will strive to feed themselves even when other self-care skills have been lost.

True False 4. All restorative feeding programs are designed for individuals who have lost the use of an arm, shoulder, or hand due to injury.

True False 5. Adult day care participants with dementia or Alzheimer’s disease may eat more at meal times if verbal cues are used.

True False 6. The appearance of the dining room makes a difference in how much adult day care participants eat at meals.

True False 7. The hand-over-hand assistance technique provides minimal aid to teach a participant the motions of eating.
The Aging Process and Feeding Techniques

Handout 1: Answer Key

Icebreaker

Directions: Circle True or False for each statement.

True (False) 1. The rate of aging is determined only by genetics.
   *Three factors influence the rate of aging: genetics, nutrition, and physical exercise.*

True False 2. When a person ages, physical changes occur in body composition, the senses, and the organ systems.
   *With the aging process, physical changes in the body occur in three areas: body composition, the senses, and the organ systems.*

True False 3. Older adults and those with disabilities will strive to feed themselves even when other self-care skills have been lost.
   *The ability to feed oneself is basic to feelings of self-control, independence, and self-worth.*

True False 4. All restorative feeding programs are designed for individuals who have lost the use of an arm, shoulder, or hand due to injury.
   *Restorative feeding programs are for individuals with a range of feeding needs including developmental disabilities due to illness, injury, or dementia.*

True False 5. Adult day care participants with dementia or Alzheimer’s disease may eat more at meal times if verbal cues are used.
   *Verbal cues are helpful to individuals with dementia to help them focus on eating at meal times.*

True False 6. The appearance of the dining room makes a difference in how much adult day care participants eat at meals.
   *The appearance of the dining room can have a positive or negative impact on how much adult day care participants eat at meals.*

True (False) 7. The hand-over-hand assistance technique provides minimal aid to teach a participant the motions of eating.
   *The hand-over-hand assistance technique provides maximal aid to teach a participant the step-by-step motions of eating.*
Handout 2

Physical and Cognitive Changes With Aging

1. Changes in Body Composition
   - Decrease in muscle mass → muscle strength is lost, reaction rates slower, more falls and injuries
   - Decrease in bone mass → bones become fragile
   - Increase in fat → fewer calories needed to maintain body weight

2. Changes in Senses
   - Taste. Common changes in taste perception include:
     - Sweet foods tasting bitter
     - Sour foods tasting metallic
     - Salty foods tasting bland
   - Smell
     - Pleasant food aromas → increase appetite
     - No sense of smell or unpleasant aromas → decrease appetite
   - Vision
     - Poor sight → lack of interest in eating
   - Hearing
     - Poor hearing → decreased ability to follow verbal cues
   - Touch. Loss of touch impacts the participant’s ability to:
     - Pick up food or eating utensils → difficulty eating
     - Sense food temperatures → food spills and burns

3. Changes in Organ Systems
   - Mouth and Throat
     - Problems chewing
     - Problems swallowing
   - Gastrointestinal tract
     - Heartburn/indigestion
     - Constipation

4. Cognitive Changes
   - Confusion
   - Agitation
Handout 3
Effective Verbal Cues Role Play

**Directions:** You will be divided into two groups for the role play. One group will play center participants who require assistance at meals and the other group will play restorative feeding assistants. Those who play participants should “age” prematurely by wearing glasses they cannot see through clearly, putting cotton in their ears, holding a piece of cotton with vapo-rub on it under their noses for a couple of minutes, taping their fingers together or putting on mittens, taping their fingers in a bent position, or putting an arm in a sling. They may act confused or disoriented. Once the participants are “aged,” the restorative feeding assistants will direct the participants to eat using only verbal cues.

**Recommendations for verbal cues:**
- Address the participant using his/her name and title.
- Use brief, simple directions.
- Talk the participant through each step.
- Repeat directions.
- Speak in calm, soothing tones.
- Be patient and do not expect immediate results.
- Redirect or restate the verbal cue if the participant does not understand what to do.
- Give praise generously.

**Questions for those who played the role of the participant:**
1. What was your first thought after you were “aged”?
2. Describe any difficulties you had in eating.
3. Did you understand the verbal cues?
4. Did you feel like the restorative feeding assistant was helpful and kind to you?
5. Were you treated in a dignified manner?

**Questions for those who played the role of the restorative feeding assistant:**
1. What was the most difficult part of this role play?
2. How did you feel when the participant did not respond immediately or appropriately?
3. What would you do differently the next time you assisted a participant at a meal?
Handout 4
Effective Physical Cues Role Play

Directions: You will be divided into two groups for the role play. One group will play center participants who require assistance at meals and the other group will play restorative feeding assistants. Those playing participants should “age” prematurely by wearing glasses they cannot see through clearly, putting cotton in their ears, taping their fingers together, taping their fingers in a bent position, or putting an arm in a sling. They may act confused or disoriented. Once the participants are “aged,” the restorative feeding assistants will direct the participants to eat using both verbal and physical cues.

Recommendations for verbal cues:
- Address the participant using his/her name and title.
- Use brief, simple directions.
- Talk the participant through each step.
- Repeat directions.
- Speak in calm, soothing tones.
- Be patient and do not expect immediate results.
- Redirect or restate the verbal cue if the participant does not understand what to do.
- Give praise generously.

Steps for hand-over-hand assistance:
- Sit on the participant’s dominant side.
- Place the utensil in the participant’s hand.
- Help hold the utensil with your hand.
- Assist the participant in all steps of eating.
- Allow the participant to use existing feeding skills.
- Provide support as needed.

Questions for those who played the role of the participant:
1. Did you understand the verbal and physical cues?
2. Did you feel like the restorative feeding assistant was helpful to you—or did he/she provide too much assistance?
3. Were you treated in a dignified manner?

Questions for those who played the role of the restorative feeding assistant:
1. What was the most difficult part of this role play?
2. How did you feel when the participant did not respond immediately or appropriately?
3. Was it easier to use both verbal and physical cues to feed a participant?
Lesson Evaluation

Directions: Write short answers for each question.

1. Identify three types of physical changes affecting food intake that occur with aging.

2. List three components of a restorative feeding program.

3. Give at least one example of a verbal cue for a participant who seems unsure how to eat a meal.

4. Mr. Fox is able to pick up his fork, but does not always have the strength to raise his hand to his mouth. What type of assistance might help him eat?
Lesson Evaluation: Answer Key

Directions: Write short answers for each question.

1. Identify three types of physical changes affecting food intake that occur with aging.
   Changes in body composition including decrease in muscle mass, decrease in bone density and increase in fat.
   Changes in senses including loss of taste, loss of smell, loss of touch, loss of sight, and loss of hearing.
   Changes in organ systems such as the mouth, throat, and gastrointestinal tract.

2. List three components of a restorative feeding program.
   - Dining room
   - Positioning
   - Foods served
   - Feeding assistance provided

3. Give at least one example of a verbal cue for a participant who seems unsure how to eat a meal.
   - “Mr. Li, pick up your spoon.”
   - “Mr. Li, scoop up your potatoes.”

4. Mr. Fox is able to pick up his fork, but does not always have the strength to raise his hand to his mouth. What type of assistance might help him eat?
   - Hand-over-hand assistance is not needed because Mr. Fox can pick up his fork.
   - Offer assistance or support at the wrist or elbow to bring the fork to the mouth.
### Purpose
To have a working knowledge of the USDA meal plans for the Adult Day Care Food Program (CACFP)

### Objectives
At the conclusion of this lesson, employees will be able to:

- State the CACFP meal components for breakfast, lunch, supper, and supplemental food
- Identify if meals served follow the CACFP meal plans

### Definitions

**CACFP**: Child and Adult Care Food Program

### Materials
- Current copy of CACFP regulations
- Trays of meals served at the adult day care center. (Use actual food, food models, or photos of food. One or two trays should include all the meal components and correct portion sizes of the CACFP meal plans. One or two trays should omit some of the meal components, and one or two trays should contain incorrect portion sizes.)
- Flipchart and markers
- Handout 1: Icebreaker
- Lesson Evaluation
- Answer key for Lesson Evaluation
Lesson 3 Overview (cont.)

Activities

**Activity 1:** Icebreaker. The purpose of the icebreaker is to determine if employees know the components and portion sizes of the USDA meal plans for the Adult Care Food Program. Set up a display of trays of meals that would be served at the adult day care center. Use actual food, food models, or photos of food. Display one or two trays that include all of the meal components and correct portion sizes of the CACFP meal plans, one or two trays that omit some of the meal components, and one or two trays that include incorrect portion sizes of the meal components. Number each tray. If food models or photos are used, write the portion sizes of each food on a card and place it on the tray. Ask the employees to use Handout 1 to identify the type of meal (breakfast, lunch, supper, or supplemental food) and determine if all the components and portion sizes are correct. Discuss the results.

Evaluation

Use the Lesson Evaluation to assess the employees’ knowledge of the concepts presented in this lesson.

References

Lesson 3 Content

Activity 1: Icebreaker

**Note:** The materials needed for Activity 1 are a copy of Handout 1 for each employee, and trays of meals served at the adult day care center. Use actual food, food models, or photos of food.

**Display:**
- One or two trays that include all of the meal components and correct portion sizes of the CACFP meal plans
- One or two trays that omit some of the meal components
- One or two trays that include incorrect portion sizes of the meal components

Number each tray. If food models or photos are used, write the portion sizes of each food on a card and place it on the tray. Set up the trays as a display. The purpose of Activity 1 is to determine if employees know the components and portion sizes of the USDA meal plans for the Adult Care Food Program.

**Tell:** Look at each tray of food and write down the type of meal it is (breakfast, lunch, supper, or supplemental food) on Handout 1. Next, determine if the meal components and portion sizes are correct or incorrect and check the appropriate box on Handout 1. If the components or portion sizes are incorrect, write down the problem.

**Discuss:** The employees’ responses.

Introduction

**Tell:** CACFP meal plans include a list of food components from which to plan a menu.

The required food components are different for each meal.
Meal Plan for Breakfast

<table>
<thead>
<tr>
<th>Food Component</th>
<th>Portion</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Milk</td>
<td>1 cup</td>
<td>Milk, fluid</td>
</tr>
<tr>
<td>Vegetables, Fruit, or Juice</td>
<td>½ cup or ½ cup</td>
<td>Vegetable(s) and/or fruit(s) or Full-strength vegetable or fruit juice or an equivalent quantity of any combination of vegetables(s), fruits(s), and juice</td>
</tr>
<tr>
<td>Grains/ Breads</td>
<td>2 slices (servings)</td>
<td>Bread or Cornbread, biscuits, rolls, muffins, etc. or Cold dry cereal or Cooked cereal or Cooked pasta or noodle products or Cooked cereal grains or an equivalent quantity of any combination of bread/bread alternates</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Portion</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 oz</td>
<td>1 cup</td>
</tr>
<tr>
<td>1 cup</td>
<td>1 cup</td>
</tr>
</tbody>
</table>

Note: Have a current copy of the CACFP regulations available when going over the meal components for breakfast, lunch, supper, and supplemental food. Also, use a flipchart, if necessary.

Tell: The meal plan for breakfast includes:

- Milk: 1 cup
- Vegetables, Fruit, or Juice: ½ cup or ½ cup
- Grains/ Breads: 2 slices (servings), 2 servings, 1½ cups or 2 oz, 1 cup, 1 cup, 1 cup

Tell: All three components must be served if the meal is to count as a reimbursable breakfast meal.

Note: Under the Offer versus Serve meal service option, adult participants may decline one of the four food items (one serving of milk, one serving of vegetable and/or fruit, and two servings of bread or bread alternate) required at breakfast (7 CFR, part 226.21, page 242).
Lesson 3 Content (cont.)

Meal Plan for Lunch 7 CFR, part 226.20, p. 236

Tell: The meal plan for lunch includes:

<table>
<thead>
<tr>
<th>Food Component</th>
<th>Portion</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Milk</td>
<td>1 cup⁰</td>
<td>Milk, fluid</td>
</tr>
<tr>
<td>Vegetables, Fruit, or Juice</td>
<td>1 cup total</td>
<td>Vegetable(s) and/or fruit(s)</td>
</tr>
<tr>
<td>Grains/ Breads²</td>
<td>2 slices (servings)</td>
<td>Bread or</td>
</tr>
<tr>
<td></td>
<td>2 servings</td>
<td>Cornbread, biscuits, rolls, muffins, etc.³ or</td>
</tr>
<tr>
<td></td>
<td>1 cup</td>
<td>Cooked pasta or noodle products or</td>
</tr>
<tr>
<td></td>
<td>1 cup</td>
<td>Cooked cereal grains or an equivalent quantity of any combination of bread/bread alternates</td>
</tr>
<tr>
<td>Meat or Meat Alternate</td>
<td>2 oz</td>
<td>Lean meat or poultry or fish⁴ or</td>
</tr>
<tr>
<td></td>
<td>2 oz</td>
<td>Alternate protein products⁵ or</td>
</tr>
<tr>
<td></td>
<td>1 oz</td>
<td>Cheese or</td>
</tr>
<tr>
<td></td>
<td>½ cup</td>
<td>Egg (large) or</td>
</tr>
<tr>
<td></td>
<td>4 Tbsp</td>
<td>Cooked dry beans or peas or</td>
</tr>
<tr>
<td></td>
<td>1 oz</td>
<td>Peanut butter or soynut butter or other nut or seed butters or</td>
</tr>
<tr>
<td></td>
<td>8 oz or</td>
<td>Peanuts or soynuts or tree nuts or seeds⁶,⁷ or</td>
</tr>
<tr>
<td></td>
<td>1 cup</td>
<td>Yogurt, plain or flavored, unsweetened or sweetened, or an equivalent quantity of any combination of meat/meat alternates</td>
</tr>
</tbody>
</table>

¹A cup means a standard measuring cup.
²Bread, pasta, or noodle products, and cereal grains shall be whole-grain or enriched; cornbread, biscuits, rolls, muffins, etc. shall be made with whole-grain or enriched meal or flour; cereal shall be whole-grain or enriched or fortified.
³Serving size and equivalents are published in guidance materials by FNS.
⁴This means the edible portion of cooked lean meat or poultry or fish.
⁵They must meet the requirements in appendix A of 7 CFR, part 226.20.
⁶Nuts and seeds may meet only one-half of the total meat/meat alternate serving and must be combined with another meat/meat alternate to fulfill the lunch requirement.
⁷Tree nuts and seeds that may be used as meat alternates are listed in program guidance.

Tell: All four components must be served if the meal is to count as a reimbursable lunch meal.

Note: Under the Offer versus Serve meal service option, adult participants may decline two of the six food items (one serving of milk, two servings of vegetable and/or fruit, two servings of bread or bread alternate, and one serving of meat or meat alternate) required at lunch (7 CFR, part 226.21, page 242).
Lesson 3 Content (cont.)

Meal Plan for Supper

Tell: The meal plan for supper includes:

<table>
<thead>
<tr>
<th>Food Component</th>
<th>Portion</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vegetables, Fruit, or Juice</td>
<td>1 cup 1 total</td>
<td>Vegetable(s) and/or fruit(s)</td>
</tr>
<tr>
<td>Grains/Breads</td>
<td>2 slices (servings)</td>
<td>Bread or</td>
</tr>
<tr>
<td></td>
<td>2 servings</td>
<td>Cornbread, biscuits, rolls, muffins, etc. or</td>
</tr>
<tr>
<td></td>
<td>1 cup</td>
<td>Cooked pasta or noodle products or</td>
</tr>
<tr>
<td></td>
<td>1 cup</td>
<td>Cooked cereal grains or an equivalent quantity of any combination of bread/bread alternates</td>
</tr>
<tr>
<td>Meat or Meat Alternate</td>
<td>2 oz</td>
<td>Lean meat or poultry or fish or</td>
</tr>
<tr>
<td></td>
<td>2 oz</td>
<td>Alternate protein products or</td>
</tr>
<tr>
<td></td>
<td>2 oz</td>
<td>Cheese or</td>
</tr>
<tr>
<td></td>
<td>½ cup</td>
<td>Egg (large) or</td>
</tr>
<tr>
<td></td>
<td>4 Tbsp</td>
<td>Cooked dry beans or peas or</td>
</tr>
<tr>
<td></td>
<td>1 oz</td>
<td>Peanut butter or soynut butter or other nut or</td>
</tr>
<tr>
<td></td>
<td>8 oz or 1 cup</td>
<td>Seed butters or</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Peanuts or soynuts or tree nuts or seeds or</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Yogurt, plain or flavored, unsweetened or</td>
</tr>
<tr>
<td></td>
<td></td>
<td>sweetened, or an equivalent quantity of any combination of meat/meat alternates</td>
</tr>
</tbody>
</table>

1A cup means a standard measuring cup.
2Bread, pasta, or noodle products, and cereal grains shall be whole-grain or enriched; cornbread, biscuits, rolls, muffins, etc. shall be made with whole-grain or enriched meal or flour; cereal shall be whole-grain or enriched or fortified.
3Serving size and equivalents are published in guidance materials by FNS.
4This means the edible portion of cooked lean meat or poultry or fish.
5They must meet the requirements in appendix A of 7 CFR, part 226.20.
6Nuts and seeds may meet only one-half of the total meat/meat alternate serving and must be combined with another meat/meat alternate to fulfill the lunch requirement.
7Tree nuts and seeds that may be used as meat alternates are listed in program guidance.

Tell: All three components must be served if the meal is to count as a reimbursable supper meal. Notice that milk is not a required component, but centers are encouraged to offer it.

Note: Under the Offer versus Serve meal service option, adult participants may decline two of the five food items (two servings of vegetables and/or fruit, two servings of bread or bread alternate, and one serving of meat or meat alternate) required at supper (7 CFR, part 226.21, page 242).
**USDA Meal Plans for the Adult Care Food Program**

**Lesson 3 Content (cont.)**

**Meal Plan for Supplemental Food**  
7 CFR, part 226.20, p. 240

**Tell:** The meal plan for supplemental food (snack) includes:

<table>
<thead>
<tr>
<th>Food Component (Serve Two Required Components)</th>
<th>Portion</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Milk</td>
<td>1 cup</td>
<td>Milk, fluid</td>
</tr>
<tr>
<td>Vegetables, Fruit, or Juice</td>
<td>½ cup</td>
<td>Vegetable(s) and/or fruit(s) or Full-strength vegetable or fruit juice or an equivalent quantity of any combination of vegetables(s), fruits(s), and juice</td>
</tr>
<tr>
<td></td>
<td>½ cup</td>
<td>Bread or</td>
</tr>
<tr>
<td>Grains/Breads²</td>
<td>1 slice (serving)</td>
<td>Cornbread, biscuits, rolls, muffins, etc.³ or Cold dry cereal⁴ or Cooked pasta or noodle products or Cooked cereal grains or an equivalent quantity of any combination of bread/bread alternates</td>
</tr>
<tr>
<td></td>
<td>¾ cup or 1 oz</td>
<td></td>
</tr>
<tr>
<td></td>
<td>½ cup</td>
<td></td>
</tr>
<tr>
<td></td>
<td>½ cup</td>
<td></td>
</tr>
<tr>
<td>Meat or Meat Alternate</td>
<td>1 oz</td>
<td>Lean meat or poultry or fish⁵ or Alternate protein products⁶ or Cheese or Egg (large)⁷ or Cooked dry beans or peas or Peanut butter or soynut butter or other nut or seed butters or Peanuts or soynuts or tree nuts or seeds⁸ or Yogurt, plain or flavored, unsweetened or sweetened, or an equivalent quantity of any combination of meat/meat alternates</td>
</tr>
<tr>
<td></td>
<td>1 oz</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 oz</td>
<td></td>
</tr>
<tr>
<td></td>
<td>½ egg</td>
<td></td>
</tr>
<tr>
<td></td>
<td>¼ cup</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 Tbsp</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 oz</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4 oz or</td>
<td></td>
</tr>
<tr>
<td></td>
<td>½ cup</td>
<td></td>
</tr>
</tbody>
</table>

¹A cup means a standard measuring cup.  
²Bread, pasta, or noodle products, and cereal grains shall be whole-grain or enriched; cornbread, biscuits, rolls, muffins, etc. shall be made with whole-grain or enriched meal or flour; cereal shall be whole-grain or enriched or fortified.  
³Serving size and equivalents are published in guidance materials by FNS.  
⁴The portion can be either volume (cup) or weight (oz), whichever is less.  
⁵This means the edible portion of cooked lean meat or poultry or fish.  
⁶They must meet the requirements in appendix A of 7 CFR, part 226.20.  
⁷One-half egg meets the required minimum amount (1 oz or less) of meat alternate.  
⁸Tree nuts and seeds that may be used as meat alternates are listed in program guidance.

**Tell:** Select two of four components for a reimbursable supplemental food or snack.
Lesson 3 Content (cont.)

Food Groupings

Note: Have a current copy of the CACFP regulations available when going over the food groups. Also, use a flipchart if necessary.

Tell: The following is some information about the food groups for CACFP meals.

Milk
- All fluid milk is allowed.
- Participants are encouraged to drink milk for protein, calcium, and B vitamins.
- Milk also provides fluid.
- Milk is a required meal component for the breakfast meal and the lunch meal.
- Milk is not a required component at the supper meal.
- The portion size is 1 cup.

Fruits and Vegetables
- Cooked or raw fruits, vegetables, or juices are allowed in this group.
- Starchy vegetables, such as potatoes, are included in this grouping.
- Juices must be served full strength.
- Remember that some participants may have difficulty chewing raw fruits and vegetables, those with skins, or hard seeds.
- Fruits and vegetables provide vitamin A, vitamin C, and fiber.
- Fruit and vegetable juices provide fluid to the diet.
- Fruits and/or vegetables are a required food component for the breakfast, lunch, and supper meals.
- Fruits and/or vegetables may be served as one of the two meal components for a snack.
- The portion sizes for fruits and vegetables are ½ cup at breakfast, 1 cup at lunch, 1 cup at supper, and ½ cup at snack.
Lesson Evaluation

Note: The material needed is a copy of the Lesson Evaluation for each employee. Go over the directions with the employees before having them answer the questions.

Discuss: Employees’ responses.
Handout 1
Icebreaker

Directions: Look at each tray of food and write down the type of meal it is. Next, determine if the meal components are served correctly or incorrectly and check the appropriate box. If served incorrectly, state the problem.

Tray 1
Meal:
☐ Meal components are served correctly.
☐ Meal components are not served correctly.
The problem with the tray is:

Tray 2
Meal:
☐ Meal components are served correctly.
☐ Meal components are not served correctly.
The problem with the tray is:

Tray 3
Meal:
☐ Meal components are served correctly.
☐ Meal components are not served correctly.
The problem with the tray is:

Tray 4
Meal:
☐ Meal components are served correctly.
☐ Meal components are not served correctly.
The problem with the tray is:
Lesson Evaluation

Directions: Select “T” if a statement is true and “F” if it is false.

1. Milk is a required food component for breakfast, lunch, and supper.  T  F

2. Fruit punch counts as a serving of fruit juice if it contains 25% real fruit juice.  T  F

3. The correct portion for meat or meat alternate at lunch is 2 oz.  T  F

4. The correct portion for milk served at breakfast is 1 cup.  T  F
Lesson Evaluation: Answer Key

**Directions:** Select “T” if a statement is true and “F” if it is false.

1. **T** Milk is a required food component for breakfast, lunch, and supper.
   
   **Reason:** *Milk is a required component for breakfast and lunch. Milk may be served as one of the components for supplemental food.*

2. **F** Fruit punch counts as a serving of fruit juice if it contains 25% real fruit juice.
   
   **Reason:** *All fruit and vegetable juice must be full-strength 100% juice.*

3. **T** The correct portion for meat or meat alternate at lunch is 2 oz.

4. **T** The correct portion for milk served at breakfast is 1 cup.
# Fluid Needs

## Lesson 4 Overview

### Purpose
To discuss fluid needs of adult day care participants

### Objectives
At the conclusion of this lesson, employees will be able to:
- Discuss the role of fluid in the diet
- Describe ways to increase the fluid intake of adult day care participants

### Definitions
*Fluid*: Any moisture found in food or beverages

### Materials
- Display of foods, food pictures, food packages or food models for Activity 1
- Flipchart and markers
- Handout 1: Can You Guess the Fluid Content?
- Handout 2: Can You Guess the Fluid Content?
- Handout 3: Fluid Recall
- Lesson Evaluation
- Answer keys for Handout 1, Handout 2, and Lesson Evaluation
- Lesson Enrichment Suggestion: Invite a rehabilitation therapist to speak about adaptive cups, mugs, or other equipment used to facilitate consumption of fluid.
## Lesson 4 Overview (cont.)

### Activities

**Activity 1:** Icebreaker. The purpose of the icebreaker is to help employees think about the sources of fluid in the diet. Set up a display of five to seven food items using actual food, food pictures, food packages, or food models. Label each item by name and portion size. You can either choose your own foods or use the foods listed in Handout 1. If you choose your own foods, include a variety of foods served at the adult day care center and use Handout 2. Ask employees to estimate the amount of fluid in each item.

**Activity 2:** Ask employees to make a list of all the beverages and the approximate amounts of these beverages that they have consumed in the last 24 hours. Use Handout 3.

**Activity 3:** Ask employees to look at a week of the adult day care center’s menus and circle primary sources of fluid (beverages and foods such as yogurt, pudding, frozen juice bars, soup, or gelatin). Estimate the amount of fluid served each day. Compare the total to the recommendation of at least 6 cups of fluid per day. Discuss ways to increase the total amount of fluid consumed by participants each day.

### Evaluation

Use the Lesson Evaluation to assess the employees’ knowledge of the concepts presented in this lesson.

### References


Lesson 4 Content

Activity 1: Icebreaker

Tell: Fluid or water is essential for life.
- All of the body processes take place in fluid.
- Water makes up about 70% of an adult’s body weight.

Ask: Where is water found in the body?

Tell: Blood and muscle tissue contain the greatest percentages of water in the body.

Even fat and bone are about 25% water.
Introduction (cont.)

**Tell:** The body is not able to store water for a long time because water is actively involved in:

- Digestion of food
- Transporting nutrients to cells
- Regulating body temperature
- Removing wastes from the body

Fresh water is needed every day to replace the water that is lost.

Dehydration

**Tell:** Not drinking enough fluids results in dehydration.

Dehydration is a serious medical problem for older adults and those with disabilities.

- The sense of thirst can be decreased due to age, medication, traumatic brain injury, or dementia.
- The participant will not feel thirsty even though the body needs fluid.

It is the responsibility of the adult day care employees to encourage fluid consumption at every meal, snack, or activity in which beverages are served.

Sources of Fluid

**Tell:** Water is the best source of fluids for the body. It is the primary ingredient of all beverages.

Nearly all foods contain some water. Fruits and vegetables contain the most water. The following foods have a high fluid content:

- Broccoli
- Celery
- Iceberg lettuce
- Oranges
- Peaches
- Pears
- Squash
- Tomatoes
- Watermelon
Lesson 4 Content (cont.)

Sources of Fluid (cont.)

**Tell:** Foods like gelatin are sources of fluid because gelatin will melt in the mouth to fluid. Other foods such as soup, yogurt, cottage cheese, frozen juice bars, or pudding are also naturally high in fluid.

Foods like bread, meat, fats, and oils contain very little fluid.

Activity 2

**Note:** The material needed for Activity 2 is a copy of Handout 3 for each employee. This activity should be done individually. You will refer to the employees’ answers on Handout 3 when discussing “Fluid Recommendations.”

**Tell:** Take a minute and think about the beverages you have consumed in the last 24 hours. Write them down in the first column on Handout 3. Then, estimate how much of each beverage you consumed. Write that estimate in the second column on Handout 3. When you are finished, keep Handout 3 in front of you so that you can refer to it easily.

Fluid Recommendations

**Tell:** Experts recommend that adults drink at least 6 cups of fluid each day.

- Adults who are physically active or have significant fluid losses may need more than 6 cups of fluid per day.
- Some adults may have to limit their total fluid intake due to kidney disease or congestive heart disease. Fluid restrictions are part of a therapeutic diet order.

**Tell:** Take Handout 3 again.

- In the second column, you wrote down the amount you consumed of each beverage. Take a minute and total this amount.
- It is recommended that adults drink at least 6 cups of fluid each day. If you drank 6 cups or more, you are meeting this recommendation. If not, you need to drink more fluid each day.
Lesson 4 Content (cont.)

Fluid Recommendations (cont.)

**Tell:** Fluid needs can be met from beverages and foods. The best source of fluid for adults is plain water.
- Tap water and plain bottled water are the two most common forms of water.
- There are a variety of bottled water products on the market including flavored water, carbonated water, caffeinated water, and bottle water fortified with vitamins and minerals.

Many adults prefer beverages that contain more than just water. These beverages usually provide calories and other key nutrients to the diet.

**Tell:** Take Handout 3 once more. Look at the types of beverages you consumed in the last 24 hours. Determine if you consumed mostly:
- Tap water
- Plain bottled water
- Bottled water products
- Beverages containing more than just water

Meeting Fluid Needs

**Tell:** The meals and snacks provided at the adult day care center provide a portion of the fluid needed each day. In the next activity, you will look at the menus served in our center to see how much fluid is served to participants each day.

Activity 3

**Note:** The materials needed for Activity 3 are a copy of the center’s menus for a week for each employee, a flipchart, and markers. This activity can be done individually or in groups. When discussing the answers, write them on the flipchart.

**Tell:** Look at the adult day care center menus and circle the primary sources of fluid such as beverages and foods such as yogurt, pudding, frozen juice bars, soup, or gelatin. Then, estimate the total amount of fluid served each day.

**Discuss:** Employees’ answers.
Lesson 4 Content (cont.)

Activity 3 (cont.)

Tell: Now compare the total amount of fluid served each day to participants to the recommendation of at least 6 cups of fluid per day.

Discuss: Employees’ answers.

Discuss: Ways to increase the total amount of fluid consumed by participants each day.

Lesson Enrichment Suggestion

Note: Invite a rehabilitation therapist to speak to the employees about adaptive cups, mugs, or other equipment used to facilitate consumption of fluid.

Lesson Evaluation

Note: The material needed is a copy of the Lesson Evaluation for each employee. Go over the directions with the employees before having them answer the questions.

Discuss: Employees’ responses.
Handout 1
Can You Guess the Fluid Content?

**Directions:** Guess the amount of fluid in each food item.

<table>
<thead>
<tr>
<th>Food Item and Portion Size</th>
<th>Approximate Amount of Fluid in the Portion Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 cup milk</td>
<td></td>
</tr>
<tr>
<td>1 slice white bread</td>
<td></td>
</tr>
<tr>
<td>½ cup applesauce</td>
<td></td>
</tr>
<tr>
<td>1 cup tomato soup</td>
<td></td>
</tr>
<tr>
<td>½ cup gelatin</td>
<td></td>
</tr>
<tr>
<td>1 cup plain yogurt</td>
<td></td>
</tr>
<tr>
<td>½ cup green beans</td>
<td></td>
</tr>
<tr>
<td>1 cup orange juice</td>
<td></td>
</tr>
<tr>
<td>2 Tbsp peanut butter</td>
<td></td>
</tr>
<tr>
<td>2 oz cottage cheese</td>
<td></td>
</tr>
</tbody>
</table>
### Handout 1: Answer Key

#### Can You Guess the Fluid Content?

**Directions:** Guess the amount of fluid in each food item.

<table>
<thead>
<tr>
<th>Food Item and Portion Size</th>
<th>Approximate Amount of Fluid in the Portion Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 cup milk</td>
<td>About 7 oz are fluid. About 1 oz is from milk solids.</td>
</tr>
<tr>
<td>1 slice white bread</td>
<td>Very small amount of moisture.</td>
</tr>
<tr>
<td>½ cup applesauce</td>
<td>About 3 oz are fluid. About 1 oz is from apple solids.</td>
</tr>
<tr>
<td>1 cup tomato soup</td>
<td>About 7 oz are fluid. About 1 oz is from tomato solids.</td>
</tr>
<tr>
<td>½ cup gelatin</td>
<td>Gelatin melts to fluid. One-half cup gelatin equals about ½ cup fluid.</td>
</tr>
<tr>
<td>1 cup plain yogurt</td>
<td>About 6 oz are fluid. About 2 oz are from milk solids.</td>
</tr>
<tr>
<td>½ cup green beans</td>
<td>About 1.5 oz are fluid and 2.5 oz are green bean solids.</td>
</tr>
<tr>
<td>1 cup orange juice</td>
<td>About 7 oz are fluid. About 1 oz is from orange solids/pulp.</td>
</tr>
<tr>
<td>2 Tbsp peanut butter</td>
<td>Very small amount of moisture.</td>
</tr>
<tr>
<td>2 oz cottage cheese</td>
<td>About 1 oz is fluid and 1 oz is milk solids.</td>
</tr>
</tbody>
</table>
### Handout 2

**Can You Guess the Fluid Content?**

**Directions:** Guess the amount of fluid in each food item.

<table>
<thead>
<tr>
<th>Food Item and Portion Size</th>
<th>Approximate Amount of Fluid in the Portion Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Handout 2: Answer Key
Can You Guess the Fluid Content?

Directions: Guess the amount of fluid in each food item.

<table>
<thead>
<tr>
<th>Food Item and Portion Size</th>
<th>Approximate Amount of Fluid in the Portion Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The actual foods used will determine the answers. Refer to the USDA National Nutrient Database for Standard Reference for the moisture/fluid content of foods.</td>
</tr>
</tbody>
</table>
**Handout 3**  
**Fluid Recall**

**Directions:** Make a list of the beverages you have consumed in the last 24 hours. Estimate the volume of liquid consumed.

<table>
<thead>
<tr>
<th>Beverage</th>
<th>Estimated Portion Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Fluid Intake**
Lesson Evaluation

Directions: Read each question carefully before answering.

1. Circle the two items that are highest in fluid on the following lunch menu:
   - Chicken Filet on Bun
   - Slaw
   - Baked Beans
   - Milk
   - Chocolate Cookie

2. Suggest alternate menu choices to increase the fluid served in the lunch menu in Question 1.

3. List one way to increase the fluid served to adult day care participants at your center.
Lesson Evaluation: Answer Key

Directions: Read each question carefully before answering.

1. Circle the two items that are highest in fluid on the following lunch menu:

   Chicken Filet on Bun
   Slaw
   Baked Beans
   Milk
   Chocolate Cookie

2. Suggest alternate menu choices to increase the fluid served in the lunch menu in Question 1.
   
   Serve pudding instead of the cookie or with the cookie.
   Serve gelatin with fruit instead of the cookie.

3. List one way to increase the fluid served to adult day care participants at your center.

   Serve soup or broth at the noon and evening meals.
   Encourage participants to drink water.
   Talk with the Activities Director about serving beverages at more activities.
Focus on Fiber
Lesson 5 Overview

<table>
<thead>
<tr>
<th>Time</th>
<th>30 minutes</th>
</tr>
</thead>
</table>

**Purpose**
To discuss the role of fiber in the diet

**Objectives**
At the conclusion of this lesson, employees will be able to:
- Discuss the role of fiber in the diet
- Identify high fiber food choices appropriate for adult day care participants

**Definitions**
*Dietary Fiber*: Any part of a plant that cannot be broken down by the human digestive enzymes
*Soluble Fiber*: Fiber that forms a gel when it comes in contact with water
*Insoluble Fiber*: Fiber that remains intact as it passes through the digestive tract

**Materials**
- Display of cereals or bread products typically served at the adult day care center
- Food ingredient labels or food packages of the foods in the above display
- Flipchart and markers
- Handout 1: Icebreaker
- Handout 2: High Fiber Foods
- Handout 3: Food Sources of Dietary Fiber
- Lesson Evaluation
- Answer keys for Handout 2 and Lesson Evaluation
Lesson 5 Overview (cont.)

Activities

Activity 1: Icebreaker. The purpose of the icebreaker is to help employees think about the fiber content of foods. Set up a display of cereals or bread products typically served at the adult day care center. If unitized meals are purchased, ask the vendor to provide samples for this lesson. Label the food products. Ask the employees to choose two products and determine which product is higher in fiber from reading the food labels. Ask the employees to taste the two products and complete Handout 1.

Activity 2: Ask employees to identify high fiber foods that may not be appropriate for an adult day care participant who has difficulty chewing and suggest ways to modify the foods for the adult day care menu. Use Handout 2.

Evaluation

Use the Lesson Evaluation to assess the employees’ knowledge of the concepts presented in this lesson.

References


Lesson 5 Content

Activity 1: Icebreaker

Note: The materials needed for Activity 1 are a copy of Handout 1 for each employee, cereals or bread products typically served at the adult day care center, and the food labels or food packages of these products. If unitized meals are purchased, ask the vendor to provide samples for this lesson. The purpose of Activity 1 is to help employees think about the fiber content of foods. Set up a display of the cereals or bread products. Label the food products.

Tell: Choose two foods from the display. Read the labels for the foods and decide which one is higher in fiber. Then, taste the two products and complete Handout 1.

Discuss: Employees’ responses. Answers will vary.

Emphasize: Food tastes differently to each person. There are no right or wrong answers.

Introduction

Tell: Dietary fiber is any part of a plant that cannot be broken down by the human digestive enzymes. Fiber gives plants its shape, structure, and strength.

The 2005 Dietary Guidelines for Americans recommend that adults eat three or more ounces of whole-grain products daily. In general, half of the grains eaten every day should be whole grains. Also, adults are encouraged to eat a variety of fruits and vegetables daily.

- Eating a diet with whole grains, fruits, and vegetables daily provides fiber in the diet.
- These foods are all part of a healthy diet.

The importance of fiber in the diet has been recognized by the Food and Drug Administration (FDA). The Nutrition Facts panel of food labels must list dietary fiber.
Lesson 5 Content (cont.)

Fiber and the American Diet

**Tell:** The average American diet contains 12–17 grams of fiber each day. The National Cancer Institute recommends 20–35 grams of fiber daily.

Fiber-rich diets have positive health benefits for all adults.
- However, with age, many adults decrease the amount of fiber in the diet because of difficulty chewing high fiber foods.
- High fiber foods may cause gas, bloating, or other uncomfortable side effects.

Role of Fiber

**Tell:** There are many scientifically based health claims about the role of fiber in the diet. A high fiber diet may play a role in reducing the risk for heart disease and the risk for some cancers.

For the adult day care participant, the most important role of fiber is its promotion of normal bowel function.
- Constipation and diarrhea are two conditions commonly seen in adult day care participants.
- Constipation is often due to inactivity, inadequate dietary fluid, medications, and a low fiber diet.
- Diarrhea is often due to medications or acute illness.
- Medication side effects of constipation and diarrhea can often be resolved with a higher fiber diet.
- Always consult a physician or registered dietitian for assistance with participants with chronic constipation or diarrhea.

Fiber also gives a feeling of fullness after eating. Fiber is not digested and it takes time for the fiber to travel through the digestive tract.

Dietary Sources of Fiber

The best sources of fiber come from food. There are two types of fiber:
- Soluble fiber
- Insoluble fiber
Lesson 5 Content (cont.)

**Dietary Sources of Fiber (cont.)**

**Tell:** Soluble fiber includes gums and pectins.
- These fibers form a gel when they come in contact with water.
- Soluble fibers increase the viscosity and stickiness of the stomach contents.
- They slow down the passage of food from the stomach.

Examples of soluble fibers are:
- Oat bran
- Barley bran
- Apples
- Oranges
- Some dried beans and peas

**Insoluble fiber includes cellulose and lignin.**
- These fibers remain intact as they pass through the digestive tract.
- Insoluble fiber provides bulk and helps to move food through the digestive tract.

Examples of insoluble fibers are:
- Wheat bran
- Corn bran
- Fruits
- Vegetables
- Nuts

Fiber is only found in plant and grain products.
- Whole-grain products contain the highest amount of fiber.
- The outer layer of the grain—the bran—contains the most fiber.

Vegetables and fruits tend to have less fiber than grain products because they are higher in water. Dried beans, peas, and lentils are the richest sources of dietary fiber among fruits and vegetables.

Nuts and seeds are another source of dietary fiber. However, these foods tend to be high in fat.
Lesson 5 Content (cont.)

Dietary Sources of Fiber (cont.)

Tell: While food is the best source of fiber in the diet, dietary supplements of fiber are available. Incorporating a fiber supplement into the diet should be by physician or registered dietitian recommendation only.

Fiber Sources for Adult Day Care Participants

Tell: Not all sources of dietary fiber are appropriate for adult day care participants. For example, the skin of an apple is an excellent source of fiber, but many participants would not be able to chew the skin.

Cooking does not destroy fiber, but it does break it down into a form that participants can usually chew.

- Cooking may reduce the uncomfortable gastrointestinal side effects of high fiber foods as well.
- The more food is processed, the more fiber is lost.

Ask: What is an example of a food that in its raw state has more fiber than in its processed state?

Note: An example is a raw apple versus a baked apple versus applesauce. The amount of fiber decreases with each change in the product.

Activity 2

Note: The materials needed for Activity 2 are a copy of Handout 2 for each employee, a flipchart, and markers. This activity can be done individually or in groups of two or three.

Tell: Look over the foods listed in the second column in Handout 2. Circle the foods you think would not be appropriate for the daily menu because the participants would have difficulty chewing them. Then, in column 3, suggest a way to modify the food for the adult day care menu.
Lesson 5 Content (cont.)

Activity 2 (cont.)

Discuss: Employees’ responses.

Note: Use the flipchart and markers to write down the employees’ responses.

Lesson Evaluation

Note: The material needed is a copy of the Lesson Evaluation for each employee. Go over the directions with the employees before having them answer the questions.

Discuss: Employees’ responses.
Handout 1
Icebreaker

Part 1. Look at two foods. Write their names below. Review the Nutrition Facts Label. Circle the food that is higher in fiber.

Sample Food A       Sample Food B
_____________________ _____________________

Part 2. Taste both food samples.
Y = Yes, the food is acceptable. N = No, the food is not acceptable.

<table>
<thead>
<tr>
<th>Food Item</th>
<th>Temperature</th>
<th>Texture</th>
<th>Taste</th>
<th>Appearance</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample A</td>
<td></td>
<td>Y</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sample B</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Which food product looks more appetizing to you?

2. Describe how each food product tastes.
   
   Sample A:
   
   Sample B:

3. Describe how each food product feels in your mouth.
   
   Sample A:
   
   Sample B:

4. In your opinion, would these foods be acceptable to adult day care participants?
   Why or why not?
**Focus on Fiber**

**Handout 2**

**High Fiber Foods**

**Directions:** Listed below are high fiber foods. Some of these foods may not be appropriate for an adult day care participant who has difficulty chewing. Circle the foods that you think would **NOT** be appropriate for the daily menu. Suggest a way to modify the food for the adult day care menu.

<table>
<thead>
<tr>
<th>Food Group</th>
<th>High Fiber Food</th>
<th>Modified High Fiber Food</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Breads/Bread</strong></td>
<td><strong>Whole wheat bun with sesame seeds</strong></td>
<td><strong>Serve whole wheat bun without the sesame seeds.</strong></td>
</tr>
<tr>
<td><strong>Alternates</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>High bran cereal</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Brown rice</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Peanuts</td>
<td></td>
</tr>
<tr>
<td><strong>Fruits</strong></td>
<td>Raisins in oatmeal</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dried apricots and prunes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Apple wedges with skin</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Melon wedges</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Blueberries, fresh</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Peach with skin</td>
<td></td>
</tr>
<tr>
<td><strong>Vegetables</strong></td>
<td>Corn on the cob</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Raw carrots</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Broccoli spears</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Baked sweet potato</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Baked beans</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fresh spinach (raw)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sliced tomatoes</td>
<td></td>
</tr>
</tbody>
</table>
**Handout 2: Answer Key**

**High Fiber Foods**

Directions: Listed below are high fiber foods. Some of these foods may not be appropriate for an adult day care participant who has difficulty chewing. Circle the foods that you think would NOT be appropriate for the daily menu. Suggest a way to modify the food for the adult day care menu.

<table>
<thead>
<tr>
<th>Food Group</th>
<th>High Fiber Food</th>
<th>Modified High Fiber Food</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breads/Bread</td>
<td>Whole wheat bun with sesame seeds</td>
<td>Serve whole wheat bun without the sesame seeds.</td>
</tr>
<tr>
<td>Alternates</td>
<td>High bran cereal</td>
<td>Soak in milk to soften.</td>
</tr>
<tr>
<td></td>
<td>Brown rice</td>
<td>Serve with gravy.</td>
</tr>
<tr>
<td></td>
<td>Peanuts</td>
<td>Serve peanut butter or use peanut butter as an ingredient for a baked product.</td>
</tr>
<tr>
<td>Fruits</td>
<td>Raisins in oatmeal</td>
<td>Cook raisins with oatmeal to break down fiber.</td>
</tr>
<tr>
<td></td>
<td>Dried apricots and prunes</td>
<td>Stew apricots and prunes together and serve hot.</td>
</tr>
<tr>
<td></td>
<td>Apple wedges with skin</td>
<td>Remove skin of apple. Serve applesauce or baked apples.</td>
</tr>
<tr>
<td></td>
<td>Melon wedges</td>
<td>Cut in bite-sized pieces.</td>
</tr>
<tr>
<td></td>
<td>Blueberries, fresh</td>
<td>Bake blueberries into muffins.</td>
</tr>
<tr>
<td></td>
<td>Peach with skin</td>
<td>Remove skin from peach.</td>
</tr>
<tr>
<td>Vegetables</td>
<td>Corn on the cob</td>
<td>Cut corn off the cob. Serve cream style.</td>
</tr>
<tr>
<td></td>
<td>Raw carrots</td>
<td>Cook carrots until soft enough to cut with a fork.</td>
</tr>
<tr>
<td></td>
<td>Broccoli spears</td>
<td>Chop broccoli spears and cook until soft enough to cut with a fork.</td>
</tr>
<tr>
<td></td>
<td>Baked sweet potato</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Baked beans</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fresh spinach (raw)</td>
<td>Cook fresh spinach.</td>
</tr>
<tr>
<td></td>
<td>Sliced tomatoes</td>
<td>Remove skin; may need to serve only cooked tomatoes.</td>
</tr>
</tbody>
</table>
# Handout 3

## Food Sources of Dietary Fiber

**Good Food Sources of Dietary Fiber—Contain 2.5 Grams or More of Dietary Fiber:** All foods listed in the following chart contain 10% (2.5 grams) or more of the Daily Value (DV) of 25 grams of dietary fiber. The DVs are used on the Nutrition Facts Label and are based on a 2000 calorie diet. A food with 2.5 grams of dietary fiber contributes a substantial amount of dietary fiber to the diet and is used here to define a good source.

<table>
<thead>
<tr>
<th>Food Item</th>
<th>Serving Size</th>
<th>Dietary Fiber (grams)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peas, split, mature seeds, cooked, boiled</td>
<td>½ cup</td>
<td>8.2</td>
</tr>
<tr>
<td>Refried beans, canned (includes USDA commodity)</td>
<td>½ cup</td>
<td>6.7</td>
</tr>
<tr>
<td>Soup, bean with ham, canned, chunky, ready-to-serve, commercial</td>
<td>½ cup</td>
<td>5.6</td>
</tr>
<tr>
<td>Raspberries, frozen, red, sweetened</td>
<td>½ cup</td>
<td>5.5</td>
</tr>
<tr>
<td>Papayas, raw</td>
<td>1 papaya</td>
<td>5.5</td>
</tr>
<tr>
<td>Sweet potato, cooked, baked in skin</td>
<td>1 potato (5 oz)</td>
<td>4.8</td>
</tr>
<tr>
<td>Artichokes, cooked, boiled, drained</td>
<td>½ cup</td>
<td>4.5</td>
</tr>
<tr>
<td>Potato, baked flesh and skin</td>
<td>1 potato (7 oz)</td>
<td>4.4</td>
</tr>
<tr>
<td>Pear, asian, raw</td>
<td>1 pear (small)</td>
<td>4.4</td>
</tr>
<tr>
<td>Bulgur, cooked</td>
<td>½ cup</td>
<td>4.1</td>
</tr>
<tr>
<td>Beans, kidney, red, mature seeds, canned</td>
<td>¼ cup</td>
<td>4.1</td>
</tr>
<tr>
<td>Raspberries, raw</td>
<td>½ cup</td>
<td>4.0</td>
</tr>
<tr>
<td>Cowpeas, blackeyes, crowder, southern, mature seeds, cooked, boiled</td>
<td>½ cup</td>
<td>4.0</td>
</tr>
<tr>
<td>Lentils, mature seeds, cooked, boiled</td>
<td>¼ cup</td>
<td>3.9</td>
</tr>
</tbody>
</table>
## Food Sources of Dietary Fiber

<table>
<thead>
<tr>
<th>Food Item</th>
<th>Serving Size</th>
<th>Dietary Fiber (grams)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beans, pinto, mature seeds, cooked, boiled</td>
<td>¼ cup</td>
<td>3.9</td>
</tr>
<tr>
<td>Blackberries, raw</td>
<td>½ cup</td>
<td>3.8</td>
</tr>
<tr>
<td>Beans, black, mature seeds, cooked, boiled</td>
<td>¼ cup</td>
<td>3.8</td>
</tr>
<tr>
<td>Figs, dried</td>
<td>2 figs</td>
<td>3.7</td>
</tr>
<tr>
<td>Pumpkin, canned</td>
<td>½ cup</td>
<td>3.6</td>
</tr>
<tr>
<td>Peas, green, canned, regular pack, drained</td>
<td>½ cup</td>
<td>3.5</td>
</tr>
<tr>
<td>Nuts, almonds</td>
<td>1 oz (24 nuts)</td>
<td>3.3</td>
</tr>
<tr>
<td>Dates, deglet noor</td>
<td>5 dates</td>
<td>3.3</td>
</tr>
<tr>
<td>Beans, kidney, red, mature seeds, cooked, boiled</td>
<td>¼ cup</td>
<td>3.3</td>
</tr>
<tr>
<td>Apple, raw, with skin</td>
<td>1 medium</td>
<td>3.3</td>
</tr>
<tr>
<td>Peaches, dried, sulfured, uncooked</td>
<td>3 halves</td>
<td>3.2</td>
</tr>
<tr>
<td>Brussels sprouts, frozen, cooked, boiled, drained</td>
<td>½ cup</td>
<td>3.2</td>
</tr>
<tr>
<td>Beans, white, mature seeds, canned</td>
<td>¼ cup</td>
<td>3.2</td>
</tr>
<tr>
<td>Banana, raw</td>
<td>1 medium</td>
<td>3.1</td>
</tr>
<tr>
<td>Beans, great northern, mature seeds, cooked, boiled</td>
<td>¼ cup</td>
<td>3.1</td>
</tr>
<tr>
<td>Sauerkraut, canned, solids and liquids</td>
<td>½ cup</td>
<td>3.0</td>
</tr>
<tr>
<td>Prunes (dried plums), uncooked</td>
<td>5 prunes</td>
<td>3.0</td>
</tr>
<tr>
<td>Lima beans, large mature seeds, canned</td>
<td>¼ cup</td>
<td>3.0</td>
</tr>
<tr>
<td>Food Item</td>
<td>Serving Size</td>
<td>Dietary Fiber (grams)</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>--------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>Sweet potato, canned, syrup packed, drained solids</td>
<td>½ cup</td>
<td>3.0</td>
</tr>
<tr>
<td>Seeds, sunflower seed kernels, dry roasted</td>
<td>¼ cup</td>
<td>2.9</td>
</tr>
<tr>
<td>Nuts, pistachio nuts, dry roasted</td>
<td>1 oz (47 nuts)</td>
<td>2.9</td>
</tr>
<tr>
<td>Apples, dried, sulfured, uncooked</td>
<td>5 rings</td>
<td>2.8</td>
</tr>
<tr>
<td>Peanuts, all types, oil-roasted</td>
<td>1 oz</td>
<td>2.7</td>
</tr>
<tr>
<td>Nuts, pecans</td>
<td>1 oz (20 halves)</td>
<td>2.7</td>
</tr>
<tr>
<td>Nuts, hazelnuts or filberts</td>
<td>1 oz</td>
<td>2.7</td>
</tr>
<tr>
<td>Collards, frozen, chopped, cooked, boiled</td>
<td>½ cup</td>
<td>2.7</td>
</tr>
<tr>
<td>Chickpeas (garbanzo beans), mature seeds, canned</td>
<td>¼ cup</td>
<td>2.7</td>
</tr>
<tr>
<td>Peanut butter, chunk style</td>
<td>2 Tbsp</td>
<td>2.6</td>
</tr>
<tr>
<td>Okra, frozen, cooked, boiled, drained</td>
<td>½ cup</td>
<td>2.6</td>
</tr>
<tr>
<td>Nuts, mixed dry or oil roasted, with peanuts</td>
<td>1 oz</td>
<td>2.6</td>
</tr>
<tr>
<td>Cereal, oat, regular, quick, and instant, cooked with water</td>
<td>¾ cup</td>
<td>2.6</td>
</tr>
<tr>
<td>Broccoli, cooked boiled, drained</td>
<td>½ cup</td>
<td>2.6</td>
</tr>
<tr>
<td>Blueberries, frozen, sweetened</td>
<td>½ cup</td>
<td>2.6</td>
</tr>
<tr>
<td>Beans, baked, canned, plain or vegetarian</td>
<td>¼ cup</td>
<td>2.6</td>
</tr>
<tr>
<td>Apricots, dried, sulfured, uncooked</td>
<td>10 halves</td>
<td>2.6</td>
</tr>
</tbody>
</table>
### Handout 3 (cont.)

**Food Sources of Dietary Fiber**

<table>
<thead>
<tr>
<th>Food Item</th>
<th>Serving Size</th>
<th>Dietary Fiber (grams)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lima beans, immature seeds, frozen, fordhook, cooked, boiled</td>
<td>¼ cup</td>
<td>2.5</td>
</tr>
<tr>
<td>Crackers, rye, wafers, plain</td>
<td>1 wafer</td>
<td>2.5</td>
</tr>
<tr>
<td>Cauliflower, frozen, cooked, boiled, drained</td>
<td>½ cup</td>
<td>2.5</td>
</tr>
<tr>
<td>Carambola (starfruit), raw</td>
<td>1 fruit</td>
<td>2.5</td>
</tr>
<tr>
<td>Carrots, cooked, boiled, drained</td>
<td>½ cup</td>
<td>2.4</td>
</tr>
<tr>
<td>Cereal, ready-to-eat, bran and/or whole grain</td>
<td>1 oz</td>
<td>2.2–8.0</td>
</tr>
</tbody>
</table>

**Other Food Sources of Dietary Fiber—Contain Less Than 2.5 Grams of Dietary Fiber:** All foods listed in the following chart contain less than 2.5 grams of dietary fiber but can contribute substantial dietary fiber when used in combination with other such foods.

<table>
<thead>
<tr>
<th>Food Item</th>
<th>Serving Size</th>
<th>Dietary Fiber (grams)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pears, canned, drained</td>
<td>2 halves</td>
<td>2.4</td>
</tr>
<tr>
<td>Nectarines, raw</td>
<td>1 nectarine (136 g)</td>
<td>2.3</td>
</tr>
<tr>
<td>Nuts, macadamia nuts, dry roasted</td>
<td>1 oz (10-12 nuts)</td>
<td>2.3</td>
</tr>
<tr>
<td>Peanuts, all types, dry-roasted</td>
<td>1 oz (approx 28)</td>
<td>2.3</td>
</tr>
<tr>
<td>Sweet potato, canned, vacuum pack</td>
<td>½ cup</td>
<td>2.3</td>
</tr>
<tr>
<td>Bread, pumpernickel</td>
<td>1 slice (32 g)</td>
<td>2.1</td>
</tr>
<tr>
<td>Apricots, canned</td>
<td>½ cup</td>
<td>2.0</td>
</tr>
<tr>
<td>Bagels, cinnamon-raisin</td>
<td>1 bagel (4&quot;)</td>
<td>2.0</td>
</tr>
<tr>
<td>Beans, snap, green, frozen, cooked, boiled, drained</td>
<td>½ cup</td>
<td>2.0</td>
</tr>
</tbody>
</table>
### Handout 3 (cont.)

**Food Sources of Dietary Fiber**

<table>
<thead>
<tr>
<th>Food Item</th>
<th>Serving Size</th>
<th>Dietary Fiber (grams)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bread, rye</td>
<td>1 slice (32 g)</td>
<td>1.9</td>
</tr>
<tr>
<td>Bread, whole-wheat, commercial</td>
<td>1 slice (28 g)</td>
<td>1.9</td>
</tr>
<tr>
<td>Mushrooms, canned, drained solids</td>
<td>½ cup</td>
<td>1.9</td>
</tr>
<tr>
<td>Noodles, egg, spinach, cooked, enriched</td>
<td>½ cup</td>
<td>1.9</td>
</tr>
<tr>
<td>Blueberries, raw</td>
<td>½ cup</td>
<td>1.8</td>
</tr>
<tr>
<td>Plantains, cooked</td>
<td>½ cup</td>
<td>1.8</td>
</tr>
<tr>
<td>Rice, brown, cooked</td>
<td>½ cup</td>
<td>1.8</td>
</tr>
<tr>
<td>Bread, mixed-grain (includes whole-grain, 7-grain)</td>
<td>1 slice (26g)</td>
<td>1.7</td>
</tr>
<tr>
<td>Crackers, whole-wheat</td>
<td>4 crackers (16 g)</td>
<td>1.7</td>
</tr>
<tr>
<td>Strawberries, raw</td>
<td>½ cup</td>
<td>1.6</td>
</tr>
<tr>
<td>Tortillas, ready-to-cook, corn</td>
<td>1 tortilla (32 g)</td>
<td>1.6</td>
</tr>
<tr>
<td>Apple sauce, canned,</td>
<td>½ cup</td>
<td>1.5</td>
</tr>
<tr>
<td>Dandelion greens, cooked, boiled, drained</td>
<td>½ cup</td>
<td>1.5</td>
</tr>
<tr>
<td>English muffin, plain, enriched, with calcium propionate</td>
<td>1 muffin</td>
<td>1.5</td>
</tr>
<tr>
<td>Mangos, raw</td>
<td>½ cup</td>
<td>1.5</td>
</tr>
<tr>
<td>Tangerines (mandarin oranges), raw</td>
<td>1 tangerine (84 g)</td>
<td>1.5</td>
</tr>
<tr>
<td>Wild rice, cooked</td>
<td>½ cup</td>
<td>1.5</td>
</tr>
</tbody>
</table>

**Source:** Adapted from the Agricultural Research Service (ARS) Nutrient Database for Standard Reference, Release 17.
**Lesson Evaluation**

**Directions:** Look at the menu below. Circle the foods that are high in fiber.

<table>
<thead>
<tr>
<th>Regular Diet Day 1</th>
<th>Regular Diet Day 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Milk, whole</td>
<td>Milk, whole</td>
</tr>
<tr>
<td>½ cup Turnip Greens with Ham</td>
<td>½ cup Green Peas</td>
</tr>
<tr>
<td>½ cup Mashed Potatoes with Gravy</td>
<td>½ cup Sweet Potatoes</td>
</tr>
<tr>
<td>1 square Cornbread</td>
<td>1 Whole Wheat Roll</td>
</tr>
<tr>
<td>4 oz Chocolate Cake with Icing</td>
<td>4 oz Carrot Cake</td>
</tr>
<tr>
<td>3 oz Baked Pork Chop</td>
<td>3 oz Roasted Chicken Leg</td>
</tr>
</tbody>
</table>
Lesson Evaluation: Answer Key

**Directions:** Look at the menu below. Circle the foods that are high in fiber.

<table>
<thead>
<tr>
<th>Regular Diet Day 1</th>
<th>Regular Diet Day 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Milk, whole</td>
<td>Milk, whole</td>
</tr>
<tr>
<td>½ cup Turnip Greens with Ham</td>
<td>½ cup Green Peas</td>
</tr>
<tr>
<td>½ cup Mashed Potatoes with Gravy</td>
<td>½ cup Sweet Potatoes</td>
</tr>
<tr>
<td>1 square Cornbread</td>
<td>1 Whole Wheat Roll</td>
</tr>
<tr>
<td>4 oz Chocolate Cake with Icing</td>
<td>4 oz Carrot Cake</td>
</tr>
<tr>
<td>3 oz Baked Pork Chop</td>
<td>3 oz Roasted Chicken Leg</td>
</tr>
</tbody>
</table>

- Milk and meat do not contain dietary fiber.
- Turnip greens and green peas are all good sources of fiber.
- Mashed potatoes contain some fiber, but much less than the sweet potato.
- The amount of fiber in the cornbread will vary based on the recipe. It may include bits of kernel corn and coarsely ground corn meal.
- The whole wheat roll is high in fiber due to the whole grain flour.
- The chocolate cake is most likely made with refined flour and would contain very small amounts of fiber.
- The carrot cake is a higher fiber dessert. It is made with bits of carrots, chopped nuts, and raisins (depending upon the recipe).
Menu Substitutions for the CACFP

Lesson 6 Overview

<table>
<thead>
<tr>
<th>Time</th>
<th>30 minutes</th>
</tr>
</thead>
</table>

**Purpose**
To give the employees a working knowledge of appropriate food substitutions

**Objectives**
At the conclusion of this lesson, employees will be able to:
- Verbalize the adult day care center’s policy and protocol for making menu substitutions
- Describe ways to increase the fluid intake of adult day care participants

**Definitions**
*Therapeutic Diet:* Diet in which a specific food component(s) has been reduced or increased
*Consistency-Modified Diet:* Diet in which the texture of foods or beverages has been changed

**Materials**
- Current copy of CACFP regulations
- Flipchart and markers
- Two or three adult day care center menus
- Handout 1: Icebreaker
- Handout 2: Meat Alternates for CACFP Meal Components
- Handout 3: Foods That Contain Vitamin A
- Handout 4: Foods That Contain Vitamin C
- Lesson Evaluation
- Answer key for Lesson Evaluation
Lesson 6 Overview (cont.)

Activities

Activity 1: Icebreaker. The purpose of the icebreaker is to use humor to demonstrate the importance adults place on food preferences and how they feel if their requests are denied. The skit is called “Eating at the No-Subs Cafe.” Three people are required for the skit. One plays a server and the other two play the customers. The customers try to order a meal using the menu from the No-Subs Cafe. See Handout 1. The menu has unusual combinations of food. The customers must try to convince the server to allow menu substitutions. The server is responsible for insisting that no substitutions are allowed. After the skit, discuss the questions at the bottom of Handout 1.

Evaluation

Use the Lesson Evaluation to assess the employees’ knowledge of the concepts presented in this lesson.

References


Lesson 6 Content

Activity 1: Icebreaker

Tell: You are going to see a skit called “Eating at the No-Subs Cafe.” The menu for the No-Subs Cafe is on Handout 1. Listen carefully to the skit and be prepared to discuss it when it is finished.

Note: Make sure each employee has a copy of Handout 1 before the skit begins.

Discuss: The questions at the bottom of Handout 1.

Emphasize: The importance of honoring participants’ food preferences.

Introduction

Tell: Food preferences are based on:
- Cultural background
- Religious beliefs
- Family traditions
Lesson 6 Content (cont.)

Reasons for Menu Substitutions

**Ask:** Why do participants refuse to eat foods served at the adult day care center?

**Note:** Write employees’ responses on a flipchart. The following are some possible responses:

- Not hungry
- Food dislikes
- Unfamiliar foods
- Food too difficult to chew
- Food too difficult to swallow
- Food not allowed by religious dietary laws
- Food not allowed on therapeutic diet
- Food culturally unacceptable
- Food allergies or intolerance to certain foods

**Tell:** There are many reasons for menu substitutions including food preferences, cultural food habits, religious dietary laws, and medical needs.

According to Child and Adult Care Food Program regulations (7 CFR, part 226h), “substitutions because of medical needs shall be made only when supported by a statement from a recognized medical authority which includes recommended alternate foods.”

Medical needs would include:

- A therapeutic diet
- A consistency-modified diet
- A combination therapeutic and consistency-modified diet
- Food allergies
- Food intolerances

Honoring participants’ food preferences, cultural food habits, and religious dietary laws is important to making participants’ feel content at the adult day care center.
Lesson 6 Content (cont.)

Reasons for Menu Substitutions (cont.)

Tell: Always substitute foods from the same food group that have similar nutrients. Handouts 2, 3, and 4 show acceptable substitutions for:
- Meat
- Foods that contain vitamin A
- Foods that contain vitamin C

Note: Make sure each employee has a copy of Handouts 2, 3, and 4. Discuss how these handouts can be used in making menu substitutions.

You might want to give the participants a copy of two or three menus from the adult day care center. Using Handouts 2, 3, and 4, discuss appropriate substitutions to these menus for meat and for foods containing vitamins A and C.

Food Allergies or Food Intolerance

Tell: The goal of the adult day care center is to avoid serving any food that would trigger an allergic or food intolerance reaction.

Note: Write the following foods on a flipchart as you explain each one.

Tell: The foods to which older adults most commonly have allergies are:
- Milk
- Citrus foods
- Fish
- Eggs
- Nuts
- Wheat
Lesson 6 Content (cont.)

Food Allergies or Food Intolerance (cont.)

Older adults commonly have intolerances to foods containing:
- Caffeine
- Milk
- Some food additives

Tell: Food allergies and food intolerances produce different reactions in the body. Some food allergies (peanuts, etc.) can be fatal and should not be treated lightly. Food intolerances can make people ill.

Cooking a food will not destroy the component in the food that causes an allergic or food intolerance reaction in the body.

Emphasize: Food allergies and food intolerances must be documented by an authorized medical professional. This documentation must include a list of allowed foods.

Religious Dietary Laws

Ask: Do any of the participants follow religious dietary laws?

Tell: There are numerous religious practices related to food. The Jewish dietary laws and the Islamic dietary laws are often practiced by adults.

Jewish Dietary Laws

Tell: Jewish dietary laws group foods as “kosher” (fit to eat) and “treyf” or “not kosher” (prohibited).

The list of prohibited foods includes:
- Pork
- Shellfish
- Certain combinations of food, such as dairy foods and meat

There are also laws that regulate:
- How animals are to be slaughtered
- How foods are to be prepared
- When foods can be eaten

Special dietary laws are in place during religious observances, such as Passover.
Lesson 6 Content (cont.)

**Islamic Dietary Laws**

Tell: Islamic dietary laws group food as “halal” (allowed) and “haram” (prohibited).

Foods considered “halal” (allowed) include:
- Meats from animals slaughtered according to certain procedures
- Marine animals and seafood
- Fruits
- Vegetables
- Grains
- Dairy products

Foods that are “haram” (prohibited) include:
- Pork and pork by-products
- Animal fats or gelatin
- Birds of prey
- Alcoholic beverages
- Coffee
- Caffeinated beverages
- Tea

Tell: Special dietary laws and fasting are in place during religious observances, such as Ramadan.

Work with the social services professionals at the adult day care center to identify participants who may have religious dietary requirements. Please observe participants’ religious dietary laws as specified in the CACFP Instructions for compliance for an eligible reimbursable meal.

**Planning Ahead for Menu Substitutions**

Tell: It is the responsibility of the adult day care center to provide acceptable meals to participants.

Some menu substitutions cannot be avoided. “Unkosher” and “haram” foods should never be served to participants who observe Jewish or Islamic dietary laws. Also, foods that cause allergies should never be served to allergic participants.
Lesson 6 Content (cont.)

Planning Ahead for Menu Substitutions (cont.)

Tell: Remember that food preferences change over time.

Show respect to participants by trying to honor menu substitution requests.

Lesson Evaluation

Note: The material needed is a copy of the Lesson Evaluation for each employee. Go over the directions with the employees before having them answer the questions.

Discuss: Employees’ responses.
Handout 1
Icebreaker

Directions: Watch the skit called “Eating at the No-Subs Cafe.” See what you would order from the No-Subs Cafe.

Welcome to the No-Subs Cafe
Home Cooked Meals for Healthy Folks

Daily Specials
#1. Meatloaf on cornbread, mashed potatoes, corn on the cob
#2. Fried flounder, three-bean salad, baked beans
#3. Cheeseburger patty, macaroni and cheese, cheese grits
#4. Fried chicken with bun, fried onion rings, french fries
#5. Baked chicken with fried squash, fried onion rings
#6. Pork roast, applesauce, cinnamon baked apples

Beverages: Sweetened Tea or Diet Cola

Our cooks prepare the foods as described on the menu.
NO substitutions allowed!

Discussion Questions

1. Would you like to eat at the No-Subs Cafe? Why or why not?

2. Think about the places you like to eat. Are menu substitutions welcomed or a wide variety of choices of foods served?

3. How does it make you feel when your food choices are limited?

4. How does it make you feel when your food preferences, cultural food needs, or religious dietary requirements are not honored?
Handout 2
Meat Alternates for CACFP Meal Components

<table>
<thead>
<tr>
<th>Meat Alternate</th>
<th>Portion Equivalent (for a 2-oz serving of meat or meat alternate)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beans, all types of cooked, dry</td>
<td>½ cup</td>
</tr>
<tr>
<td>Cheese, cottage</td>
<td>½ cup</td>
</tr>
<tr>
<td>Cheese, all types</td>
<td>2 oz</td>
</tr>
<tr>
<td>Egg, whole</td>
<td>1</td>
</tr>
<tr>
<td>Lima beans, cooked</td>
<td>½ cup</td>
</tr>
<tr>
<td>Nuts¹, all types</td>
<td>1 oz = 50% (choking risk)</td>
</tr>
<tr>
<td>Peanut or other nut or seed butter</td>
<td>4 Tbsp (choking risk)</td>
</tr>
<tr>
<td>Peas, all types of cooked, dry</td>
<td>½ cup</td>
</tr>
<tr>
<td>Seeds¹, all types</td>
<td>1 oz = 50% (choking risk)</td>
</tr>
<tr>
<td>Soybeans, cooked</td>
<td>½ cup</td>
</tr>
<tr>
<td>Yogurt</td>
<td>8 oz</td>
</tr>
</tbody>
</table>

¹Nuts and seeds may meet only one-half of the total meat/meat alternate serving and must be combined with another meat/meat alternate to fulfill the lunch or supper requirement.
## Foods That Contain Vitamin A

The following are food sources of vitamin A ranked by International Units (IU). All foods are equal to or more than 20% (1000 IU) of the Daily Value (DV) of 5000 IU for vitamin A. The DVs are used on the Nutrition Facts Label and are based on a 2000 diet.

<table>
<thead>
<tr>
<th>Food Item</th>
<th>Serving Size</th>
<th>Vitamin A (IU)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sweet potato, cooked, baked in skin</td>
<td>1 potato (146 grams)</td>
<td>28,058</td>
</tr>
<tr>
<td>Sweet potato, cooked, boiled, without skin</td>
<td>1 potato (156 grams)</td>
<td>24,554</td>
</tr>
<tr>
<td>Carrots, frozen, cooked, drained</td>
<td>½ cup</td>
<td>12,137</td>
</tr>
<tr>
<td>Sweet potato, canned, vacuum pack</td>
<td>½ cup</td>
<td>10,179</td>
</tr>
<tr>
<td>Pumpkin, canned</td>
<td>¼ cup</td>
<td>9,532</td>
</tr>
<tr>
<td>Kale, cooked, drained</td>
<td>½ cup</td>
<td>8,854</td>
</tr>
<tr>
<td>Carrots, canned, drained</td>
<td>½ cup</td>
<td>8,154</td>
</tr>
<tr>
<td>Collards, cooked, boiled, drained</td>
<td>½ cup</td>
<td>7,709</td>
</tr>
<tr>
<td>Carrots, raw</td>
<td>½ cup</td>
<td>6,620</td>
</tr>
<tr>
<td>Dandelion greens, cooked, boiled, drained</td>
<td>½ cup</td>
<td>5,207</td>
</tr>
<tr>
<td>Vegetables, mixed, canned, drained</td>
<td>¼ cup</td>
<td>4,746</td>
</tr>
<tr>
<td>Spinach, cooked, boiled, drained</td>
<td>¼ cup</td>
<td>4,717</td>
</tr>
<tr>
<td>Mustard greens, cooked, boiled, drained</td>
<td>½ cup</td>
<td>4,426</td>
</tr>
<tr>
<td>Cabbage, Chinese (pak-choi), cooked, boiled, drained</td>
<td>½ cup</td>
<td>3,612</td>
</tr>
<tr>
<td>Turnip greens, cooked, boiled, drained</td>
<td>¼ cup</td>
<td>2,745</td>
</tr>
<tr>
<td>Cantaloupe, raw</td>
<td>½ cup</td>
<td>2,706</td>
</tr>
</tbody>
</table>
Handout 3 (cont.)
Foods That Contain Vitamin A

<table>
<thead>
<tr>
<th>Food Item</th>
<th>Serving Size</th>
<th>Vitamin A (IU)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Squash, winter, all varieties, cooked, baked</td>
<td>¼ cup</td>
<td>2,677</td>
</tr>
<tr>
<td>Cantaloupe, raw</td>
<td>¼ melon</td>
<td>2,334</td>
</tr>
<tr>
<td>Lettuce, green leaf, raw</td>
<td>½ cup</td>
<td>2,074</td>
</tr>
<tr>
<td>Apricots, canned juice pack, with skin, solids and liquids</td>
<td>½ cup</td>
<td>2,063</td>
</tr>
<tr>
<td>Vegetable juice cocktail, canned</td>
<td>4 fl oz</td>
<td>1,885</td>
</tr>
<tr>
<td>Peas, green, frozen, cooked, drained</td>
<td>½ cup</td>
<td>1,680</td>
</tr>
<tr>
<td>Lettuce, cos or romaine, raw</td>
<td>½ cup</td>
<td>1,626</td>
</tr>
<tr>
<td>Apricots, canned, heavy syrup pack, solids and liquids</td>
<td>½ cup</td>
<td>1,587</td>
</tr>
<tr>
<td>Broccoli, cooked, boiled, drained</td>
<td>½ cup</td>
<td>1,535</td>
</tr>
<tr>
<td>Grapefruit, raw, pink and red</td>
<td>½ grapefruit</td>
<td>1,415</td>
</tr>
<tr>
<td>Spinach, raw</td>
<td>½ cup</td>
<td>1,407</td>
</tr>
<tr>
<td>Plums, canned purple, juice pack, solids and liquids</td>
<td>½ cup</td>
<td>1,272</td>
</tr>
<tr>
<td>Apricots, dried, sulfured, uncooked</td>
<td>10 halves</td>
<td>1,261</td>
</tr>
<tr>
<td>Peppers, sweet, red, raw</td>
<td>¼ cup</td>
<td>1,167</td>
</tr>
<tr>
<td>Tangerines (mandarin oranges), canned, light syrup pack</td>
<td>½ cup</td>
<td>1,059</td>
</tr>
</tbody>
</table>

Source: Adapted from the Agricultural Research Service (ARS) Nutrient Database for Standard Reference, Release 17.
Menu Substitutions for the CACFP

Handout 4

Foods That Contain Vitamin C

All foods in the following chart contain 8 milligrams (mg) or more of vitamin C.

<table>
<thead>
<tr>
<th>Food Item</th>
<th>Serving Size</th>
<th>Vitamin C (mg)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asparagus, frozen, cooked, boiled</td>
<td>½ cup</td>
<td>22</td>
</tr>
<tr>
<td>Asparagus, frozen, cooked, boiled</td>
<td>4 spears</td>
<td>15</td>
</tr>
<tr>
<td>Banana</td>
<td>1 medium</td>
<td>10</td>
</tr>
<tr>
<td>Broccoli, frozen, chopped, boiled</td>
<td>½ cup</td>
<td>37</td>
</tr>
<tr>
<td>Broccoli, raw</td>
<td>¼ cup</td>
<td>20</td>
</tr>
<tr>
<td>Brussels sprouts, frozen, cooked, boiled</td>
<td>¼ cup</td>
<td>18</td>
</tr>
<tr>
<td>Cabbage, Chinese (pak-choi), cooked, boiled</td>
<td>¼ cup</td>
<td>22</td>
</tr>
<tr>
<td>Cabbage, cooked, boiled</td>
<td>½ cup</td>
<td>15</td>
</tr>
<tr>
<td>Cabbage, red, raw</td>
<td>¼ cup</td>
<td>10</td>
</tr>
<tr>
<td>Carambola (starfruit), raw</td>
<td>¼ cup</td>
<td>9</td>
</tr>
<tr>
<td>Cauliflower, frozen, cooked, boiled</td>
<td>¼ cup</td>
<td>14</td>
</tr>
<tr>
<td>Cauliflower, raw</td>
<td>¼ cup</td>
<td>12</td>
</tr>
<tr>
<td>Coleslaw, school-prepared</td>
<td>¼ cup</td>
<td>10</td>
</tr>
<tr>
<td>Collards, frozen, chopped, boiled</td>
<td>½ cup</td>
<td>22</td>
</tr>
<tr>
<td>Corn, sweet, yellow, canned</td>
<td>½ cup</td>
<td>9</td>
</tr>
<tr>
<td>Cranberry juice cocktail, bottled</td>
<td>4 fl oz</td>
<td>45</td>
</tr>
<tr>
<td>Dandelion greens, cooked, boiled, drained</td>
<td>½ cup</td>
<td>10</td>
</tr>
</tbody>
</table>
### Foods That Contain Vitamin C

<table>
<thead>
<tr>
<th>Food Item</th>
<th>Serving Size</th>
<th>Vitamin C (mg)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grapefruit sections, canned, light syrup pack, solids and liquid</td>
<td>¼ cup</td>
<td>14</td>
</tr>
<tr>
<td>Grapefruit, raw, white</td>
<td>¼ grapefruit</td>
<td>20</td>
</tr>
<tr>
<td>Grapes, red or green (such as Thompson seedless), raw</td>
<td>½ cup</td>
<td>9</td>
</tr>
<tr>
<td>Kale, cooked, boiled, drained</td>
<td>½ cup</td>
<td>27</td>
</tr>
<tr>
<td>Kiwi fruit (Chinese gooseberries), fresh</td>
<td>½ medium</td>
<td>35</td>
</tr>
<tr>
<td>Kohlrabi, cooked, boiled, drained</td>
<td>½ cup</td>
<td>45</td>
</tr>
<tr>
<td>Lemon juice, canned or bottled</td>
<td>2 Tbsp</td>
<td>8</td>
</tr>
<tr>
<td>Limas beans, immature seeds, frozen, cooked</td>
<td>½ cup</td>
<td>11</td>
</tr>
<tr>
<td>Mangos, raw</td>
<td>¼ cup</td>
<td>12</td>
</tr>
<tr>
<td>Melons, cantaloupe, raw</td>
<td>⅛ melon</td>
<td>25</td>
</tr>
<tr>
<td>Melons, cantaloupe, raw</td>
<td>½ cup</td>
<td>29</td>
</tr>
<tr>
<td>Melons, honeydew, raw</td>
<td>⅛ melon</td>
<td>28</td>
</tr>
<tr>
<td>Melons, honeydew, raw</td>
<td>½ cup</td>
<td>15</td>
</tr>
<tr>
<td>Mustard greens, cooked, boiled</td>
<td>½ cup</td>
<td>18</td>
</tr>
<tr>
<td>Orange juice, canned, unsweetened</td>
<td>4 fl oz</td>
<td>43</td>
</tr>
<tr>
<td>Orange juice, chilled, includes from concentrate</td>
<td>4 fl oz</td>
<td>41</td>
</tr>
<tr>
<td>Oranges, raw, all commercial varieties</td>
<td>1 medium</td>
<td>70</td>
</tr>
<tr>
<td>Food Item</td>
<td>Serving Size</td>
<td>Vitamin C (mg)</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Papayas, raw</td>
<td>¼ papaya</td>
<td>47</td>
</tr>
<tr>
<td>Peaches, frozen, sliced, sweetened</td>
<td>¼ cup</td>
<td>59</td>
</tr>
<tr>
<td>Peas, green, canned, regular pack</td>
<td>½ cup</td>
<td>8</td>
</tr>
<tr>
<td>Peas, green, frozen, cooked, boiled</td>
<td>¼ cup</td>
<td>8</td>
</tr>
<tr>
<td>Peppers, hot chili, green, raw</td>
<td>¼ pepper</td>
<td>27</td>
</tr>
<tr>
<td>Peppers, hot chili, red, raw</td>
<td>¼ pepper</td>
<td>16</td>
</tr>
<tr>
<td>Peppers, sweet, green, raw</td>
<td>¼ cup</td>
<td>30</td>
</tr>
<tr>
<td>Peppers, sweet, green, cooked, boiled, drained</td>
<td>¼ cup</td>
<td>25</td>
</tr>
<tr>
<td>Peppers, sweet, red, raw</td>
<td>¼ cup</td>
<td>71</td>
</tr>
<tr>
<td>Peppers, sweet, red, cooked, boiled, drained</td>
<td>¼ cup</td>
<td>58</td>
</tr>
<tr>
<td>Pimento, canned</td>
<td>1 Tbsp</td>
<td>10</td>
</tr>
<tr>
<td>Pineapple juice, canned, unsweetened</td>
<td>4 fl oz</td>
<td>13</td>
</tr>
<tr>
<td>Pineapple, canned, juice pack, solids and liquids</td>
<td>½ cup</td>
<td>12</td>
</tr>
<tr>
<td>Pineapple, raw, all varieties</td>
<td>¼ cup</td>
<td>14</td>
</tr>
<tr>
<td>Potato salad, school-prepared</td>
<td>½ cup</td>
<td>12</td>
</tr>
<tr>
<td>Potato wedges, frozen, commodity</td>
<td>½ cup</td>
<td>8</td>
</tr>
<tr>
<td>Potatoes, white, flesh and skin, baked</td>
<td>1 potato (7 oz)</td>
<td>19</td>
</tr>
</tbody>
</table>
### Foods That Contain Vitamin C

<table>
<thead>
<tr>
<th>Food Item</th>
<th>Serving Size</th>
<th>Vitamin C (mg)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Potatoes, hash-brown, school-prepared</td>
<td>½ cup</td>
<td>10</td>
</tr>
<tr>
<td>Potatoes, white, mashed, dehydrated, prepared from flakes without milk, whole milk and butter added</td>
<td>½ cup</td>
<td>11</td>
</tr>
<tr>
<td>Potatoes, white, mashed, school-prepared</td>
<td>½ cup</td>
<td>11</td>
</tr>
<tr>
<td>Raspberries, frozen, red, sweetened</td>
<td>½ cup</td>
<td>21</td>
</tr>
<tr>
<td>Refried beans, canned (includes commodity)</td>
<td>½ cup</td>
<td>8</td>
</tr>
<tr>
<td>Rutabagas, cooked, boiled</td>
<td>¼ cup</td>
<td>8</td>
</tr>
<tr>
<td>Sauerkraut, canned, solids and liquids</td>
<td>¼ cup</td>
<td>9</td>
</tr>
<tr>
<td>Soybeans, green, cooked, boiled</td>
<td>½ cup</td>
<td>15</td>
</tr>
<tr>
<td>Spinach, canned, drained solids</td>
<td>¼ cup</td>
<td>15</td>
</tr>
<tr>
<td>Squash, summer, all varieties, raw</td>
<td>½ cup</td>
<td>10</td>
</tr>
<tr>
<td>Squash, winter, all varieties, cooked, baked</td>
<td>½ cup</td>
<td>10</td>
</tr>
<tr>
<td>Strawberries, frozen, sweetened, sliced</td>
<td>½ cup</td>
<td>53</td>
</tr>
<tr>
<td>Strawberries, raw</td>
<td>½ cup</td>
<td>49</td>
</tr>
<tr>
<td>Sweet potato, canned, syrup pack, drained solids</td>
<td>½ cup</td>
<td>11</td>
</tr>
<tr>
<td>Sweet potato, cooked, baked in skin</td>
<td>1 potato</td>
<td>29</td>
</tr>
<tr>
<td>Tangerines (mandarin oranges), canned</td>
<td>¼ cup</td>
<td>12</td>
</tr>
</tbody>
</table>
## Handout 4 (cont.)
### Foods That Contain Vitamin C

<table>
<thead>
<tr>
<th>Food Item</th>
<th>Serving Size</th>
<th>Vitamin C (mg)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tangerines (mandarin oranges), raw</td>
<td>1 tangerine</td>
<td>22</td>
</tr>
<tr>
<td>Tomato juice, canned</td>
<td>4 fl oz</td>
<td>22</td>
</tr>
<tr>
<td>Tomato products, canned, puree</td>
<td>¼ cup</td>
<td>13</td>
</tr>
<tr>
<td>Tomato products, canned, sauce</td>
<td>½ cup</td>
<td>9</td>
</tr>
<tr>
<td>Tomatoes, cherry, red, ripe, raw</td>
<td>4 cherry tomatoes</td>
<td>9</td>
</tr>
<tr>
<td>Tomatoes, red, ripe, raw, chopped</td>
<td>½ cup</td>
<td>11</td>
</tr>
<tr>
<td>Tomato soup, canned, prepared with equal amount of water</td>
<td>½ cup</td>
<td>33</td>
</tr>
<tr>
<td>Turnip greens, frozen, cooked, boiled</td>
<td>½ cup</td>
<td>20</td>
</tr>
<tr>
<td>Turnip greens, frozen, cooked, boiled</td>
<td>½ cup</td>
<td>18</td>
</tr>
<tr>
<td>Vegetable juice cocktail, canned</td>
<td>4 fl. oz.</td>
<td>34</td>
</tr>
<tr>
<td>Watermelon, raw</td>
<td>1 wedge (10 oz)</td>
<td>23</td>
</tr>
</tbody>
</table>

**Source:** Adapted from the Agricultural Research Service (ARS) Nutrient Database for Standard Reference, Release 17.
Lesson Evaluation

**Directions:** Mrs. W is a new participant at the AAA adult day care center. She is allergic to citrus and high acid foods. Her doctor has sent an order for no citrus foods or tomato products. Look at Monday’s menu. Circle the foods that Mrs. W cannot eat. Write an appropriate substitution for these food items.

### Sample Menu: Week 1

<table>
<thead>
<tr>
<th>Monday—Day 1</th>
<th>Substitution</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Breakfast</strong></td>
<td></td>
</tr>
<tr>
<td>Milk</td>
<td></td>
</tr>
<tr>
<td>English Muffin and Jelly</td>
<td></td>
</tr>
<tr>
<td>Orange Juice</td>
<td></td>
</tr>
<tr>
<td>Coffee</td>
<td></td>
</tr>
<tr>
<td><strong>Lunch</strong></td>
<td></td>
</tr>
<tr>
<td>Ham</td>
<td></td>
</tr>
<tr>
<td>Scalloped Tomatoes</td>
<td></td>
</tr>
<tr>
<td>Green Peas</td>
<td></td>
</tr>
<tr>
<td>Cornbread</td>
<td></td>
</tr>
<tr>
<td>Cookie</td>
<td></td>
</tr>
<tr>
<td>Milk</td>
<td></td>
</tr>
</tbody>
</table>
Lesson Evaluation: Answer Key

Directions: Mrs. W is a new participant at the AAA adult day care center. She is allergic to citrus and high acid foods. Her doctor has sent an order for no citrus foods or tomato products. Look at Monday’s menu. Circle the foods that Mrs. W cannot eat. Write an appropriate substitution for these food items.

Sample Menu: Week 1

<table>
<thead>
<tr>
<th>Monday—Day 1</th>
<th>Substitution</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Breakfast</strong></td>
<td></td>
</tr>
<tr>
<td>Milk</td>
<td></td>
</tr>
<tr>
<td>English Muffin and Jelly</td>
<td></td>
</tr>
<tr>
<td><strong>Orange Juice</strong></td>
<td><em>Vitamin C fortified apple juice</em></td>
</tr>
<tr>
<td>Coffee</td>
<td></td>
</tr>
<tr>
<td><strong>Lunch</strong></td>
<td></td>
</tr>
<tr>
<td>Ham</td>
<td></td>
</tr>
<tr>
<td><strong>Scalloped Tomatoes</strong></td>
<td><em>Green beans or other vegetable</em></td>
</tr>
<tr>
<td>Green Peas</td>
<td></td>
</tr>
<tr>
<td>Cornbread</td>
<td></td>
</tr>
<tr>
<td>Cookie</td>
<td></td>
</tr>
<tr>
<td>Milk</td>
<td></td>
</tr>
</tbody>
</table>
Standardized Recipes and Portion Control
Lesson 7 Overview

<table>
<thead>
<tr>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 minutes</td>
</tr>
</tbody>
</table>

Purpose
To help employees understand the importance of using standardized recipes and accurate portion control

Objectives
At the conclusion of this lesson, employees will be able to:
- Define “standardized recipe”
- State the advantages of using a standardized recipe
- Define portion control
- Discuss the relationship between portion control and cost containment

Definitions
- CACFP: Child and Adult Care Food Program
- Standardized Recipe: A recipe that has been tested for consistency of product and yield
- Portion Control: Exact process of serving food

Materials
- Two or three samples of each of the following: foods and beverages served at the center and ingredients used in center recipes
- Four or five recipes used by the center
- A food scale
- A variety of portion control tools (scoop, ladles, etc.) and tools of measurement (cups, pints, quarts, etc.)
- Flipchart and markers
- Handout 1: Icebreaker
- Handout 2: Components of a Standardized Recipe
- Handout 3: Recipe Comparison
- Lesson Evaluation
- Answer key for Lesson Evaluation
Lesson 7 Overview (cont.)

Activities

Activity 1: Icebreaker. The purpose of the icebreaker is to help employees think about the difference between “eyeballing” and measuring portion sizes. Set up a display of two or three of each of the following: foods and beverages on the center menu and ingredients from recipes used by the center. Ask the employees to estimate the size of the portions by “eyeballing” each item. Next, measure each item and compare the actual portions to the estimated ones. Answers will vary based on the actual foods used. Use Handout 1. Discuss the results.

Activity 2: Compare four or five recipes currently used at the adult day care center to the criteria for standardized recipes. Lead the employees in a discussion about how standardized recipes are different from “home” recipes. Use Handout 3.

Evaluation

Use the Lesson Evaluation to assess the employees’ knowledge of the concepts presented in this lesson.

References


Lesson 7 Content

Activity 1: Icebreaker

Tell: Look at each food, beverage, or recipe ingredient and estimate the portion size by “eyeballing” it. Write your estimated portion size on Handout 1.

Note: When the employees are finished, measure each portion on the display. Write the answers on the flipchart.

Discuss: The difference between the employees’ “eyeballed” portion sizes and the measured portion sizes.

Introduction

Tell: A standardized recipe is one that has been tested for consistency of product and yield.

In other words, every time the recipe is prepared, the same food product is produced—in taste, consistency, yield, nutritional value, and cost.

Advantages of Standardized Recipes

Ask: What are some advantages of using standardized recipes in adult day care?
Lesson 7 Content (cont.)

Advantages of Standardized Recipes (cont.)

Note: Use a flipchart and markers to write down the employees’ responses. Make sure the following key points are covered:
- Consistent amount of food prepared
- Product taste and appearance same from cook to cook
- Elimination of guesswork
- Control over food costs
- Consistent nutrient content
- Participant satisfaction
- Efficient purchasing procedures
- Inventory control
- Labor cost control
- Increased employee confidence
- Reduced recordkeeping
- Successful completion of State/Federal reviews
(National Food Service Management Institute, 2002)

Components of a Standardized Recipe

Note: The components of a standardized recipe can be found on Handout 2. Make sure each employee has a copy of Handout 2.

Tell: Standardized recipes should include the following information:
- Recipe title
- Recipe category
- Ingredients
- Weight/volume of each ingredient
- Preparation instructions (directions)
- Cooking temperature and time
- Serving size
- Recipe yield
- Equipment and utensils to be used
(National Food Service Management Institute, 2002).

Some standardized recipes also include:
- Food safety guidelines
- Food costs
- Nutrient analysis data
Lesson 7 Content (cont.)

Activity 2

Tell: You have been given some recipes currently used in the adult day care center. Handout 3 contains the components of a standardized recipe. You should have a copy of Handout 3 for each recipe. For each recipe, write the recipe number on Handout 3. Then, check the components that it contains.

Discuss: The reasons why or why not the recipes are standardized recipes.

Discuss: The differences between standardized recipes and “home” recipes.

Ask: Do any of the recipes currently in use at the adult day care center produce different products or yields based on who prepared the recipe?

Discuss: How “home” recipes can produce different products or yields based on who prepared the recipe.

Ask: Can two different cooks prepare the same standardized recipe and produce very different products?

Tell: Yes, they can. If there are two different products, the cooks did not accurately measure the ingredients or follow the directions.
Lesson 7 Content (cont.)

Methods of Measurement

**Tell:** There are three ways to measure ingredients:
- Number by count
- Volume measure
- Weight measure

Number by count means ingredients are identified by count.

Volume measure means using measuring spoons, cups, pints, quarts, and gallons.

Weight measure means using a scale to weigh in ounce or pound amounts.

**Eyeballing vs. Measuring Ingredients**

**Ask:** How accurate is eyeballing ingredients?

**Discuss:** The outcomes of eyeballing ingredients.

**Note:** Use a flipchart and markers to write down the employees' responses. Make sure the following key points are covered:
- Often inaccurate
- More likely to have a different product taste and quality
- More likely to have a different product yield
- More likely to change the nutrient content of a product

**Portion Control**

**Tell:** Portion control is an exact process of serving food.

Accurately serving CACFP meal components includes serving correct portions as well as serving correct foods.
Lesson 7 Content (cont.)

Portion Control (cont.)

Ask: What happens when the recipe yields 50 ½-cup portions and the employee serves ¾-cup portions?

Discuss: The problems with inaccurate portions.

Note: Use a flipchart and markers to write down the employees’ responses. Make sure the following key points are covered:
- Running out of food
- Wasting food
- Cost containment

Outcomes of Inaccurate Portion Control

Tell: There are two outcomes of inaccurate portion control:
- Financial outcomes
- Medical outcomes

Financial Outcomes
- CACFP meals must be served in correct portions to be counted as a reimbursable meal.
- Also, serving portions that are larger than planned for will result in food shortage and increased cost.

Medical Outcomes
- Some adult day care participants will be on therapeutic diets. Portion control is essential for the diet to be served as ordered.
- Remember that the therapeutic diet is a part of the participant’s medical care. Serving the diet correctly is just as important as giving medicines correctly.

Lesson Evaluation

Note: The material needed is a copy of the Lesson Evaluation for each employee. Go over the directions with the employees before having them answer the questions.

Discuss: Employees’ responses.
Handout 1

Icebreaker

**Directions:** Look at each food, beverage, or recipe ingredient and estimate the portion size by “eyeballing” it.

Food #1:
Estimated portion:

Food #2:
Estimated portion:

Food #3:
Estimated portion:

Beverage #1:
Estimated portion:

Beverage #2:
Estimated portion:

Beverage #3:
Estimated portion:

Recipe ingredient #1:
Estimated portion:

Recipe ingredient #2:
Estimated portion:

Recipe ingredient #3:
Estimated portion:
Handout 2
Components of a Standardized Recipe

Standardized recipes should include the following information:

- Recipe title
- Recipe category
- Ingredients
- Weight/volume of each ingredient
- Preparation instructions (directions)
- Cooking temperature and time
- Serving size
- Recipe yield
- Equipment and utensils to be used
Handout 3
Recipe Comparison

Directions: Check all that apply for the recipe.

Recipe # _____

_____ Recipe title
_____ Recipe category
_____ Ingredients
_____ Weight/volume of each ingredient
_____ Preparation instructions (directions)
_____ Cooking temperature and time
_____ Serving size
_____ Recipe yield
_____ Equipment and utensils to be used
Lesson Evaluation

Directions: Write short answers to each question.

1. List three advantages of using standardized recipes.

2. List one financial outcome of inaccurate portion control.

3. List one medical outcome of inaccurate portion control.
Lesson Evaluation: Answer Key

**Directions:** Write short answers to each question.

1. List three advantages of using standardized recipes.
   - Amount of food prepared is consistent.
   - Product taste and appearance are the same from cook to cook.
   - Elimination of guesswork.
   - Food cost controls.
   - Consistent nutrient content.
   - Participant satisfaction.
   - Efficient purchasing procedures.
   - Inventory control.
   - Labor cost control.
   - Increased employee confidence.
   - Reduced recordkeeping.
   - Successful completion of State/Federal review.

2. List one financial outcome of inaccurate portion control.
   - Meal may not be counted as a reimbursable meal.
   - Serving portions that are larger than planned for will result in food shortage.
   - Serving portions that are larger than planned for will result in increased cost.

3. List one medical outcome of inaccurate portion control.
   - Diets will not be served as ordered.
   - Too much food or too little food will be unhealthy for the participant.
# Using Cycle Menus

## Lesson 8 Overview

<table>
<thead>
<tr>
<th>Time</th>
<th>30 minutes</th>
</tr>
</thead>
</table>

## Purpose

To introduce the concept of a cycle menu for the Adult Day Care Food Program (CACFP)

## Objectives

At the conclusion of this lesson, employees will be able to:

- State the advantages of a cycle menu
- Describe how a cycle menu is incorporated into a food service operation

## Definitions

*Cycle Menu:* A menu that is different every day and repeats itself after a number of days or weeks

## Materials

- Menus of the adult day care center (one cycle menu and one menu that repeats every day)
- Flipchart and markers
- Handout 1: Icebreaker
- Handout 2: Menu A
- Handout 3: Menu B
- Lesson Evaluation
- Answer key for Lesson Evaluation
Lesson 8 Overview (cont.)

Activities
Activity 1: Icebreaker. The purpose of the icebreaker is to introduce the concept of a cycle menu. A 1-week menu that repeats every day and a 1-week cycle menu are included in this lesson plan in Handouts 2 and 3. Use either the menus in Handouts 2 and 3, adult day care center menus, or other sample menus. If using adult day care center or other menus, include one cycle menu and one menu that repeats every day. Ask employees to review the menus and answer the questions on Handout 1.

Evaluation
Use the Lesson Evaluation to assess the employees’ knowledge of the concepts presented in this lesson.

References


Lesson 8 Content

Activity 1: Icebreaker

Note: The materials needed for Activity 1 are copies of Handouts 1, 2, and 3 for every employee. Copies of adult day care center or other menus may be used instead of Handouts 2 and 3. If adult day care center or other menus are used, they must include one cycle menu and one menu that repeats every day. The purpose of Activity 1 is to introduce the concept of a cycle menu.

Tell: Review the menus and then answer the questions on Handout 1.

Discuss: The employees’ responses. Answers will vary.

Introduction

Ask: What is a cycle menu?

Tell: A cycle menu is one which is planned for a specified period of time.
  - A short cycle would be 1 to 2 weeks.
  - A longer cycle would be 3 to 4 weeks.
  - Then the menus are repeated.
  - The menus can be used over and over.

Short Cycle Menus

Tell: Short cycle menus are usually designed for food service operations that serve individuals for a short period of time.
  - For example, hospital food service might use a 1 to 2 week cycle menu.
  - Patients typically stay in the hospital for a week or less.

Longer Cycle Menus

Tell: Longer cycle menus are designed for food service operations that serve individuals for an extended period of time.
  - For example, a residential facility might use a 3 to 4 week cycle.
  - Residents who live at the residential facility eat most meals in the dining room.
Lesson 8 Content (cont.)

Longer Cycle Menus (cont.)

Tell: The length of the cycle menu depends on the food service operation.

- While children may enjoy a shorter cycle of fewer foods, adults usually like more variety.
- One of the problems facing adult day care is encouraging participants to eat. Offering a wide variety of foods each day is one way to increase food intake.

Advantages of a Cycle Menu

Note: if necessary, use a flipchart and markers when covering the following points.

Tell: The advantages of a cycle menu are:

- It reduces menu planning time.
- It streamlines purchasing procedures.
- It helps standardize food production.
- It helps the food service become more efficient.
- It serves as a training tool.
- It aids in evaluating food service.

The adult day care operator must control the cycle menu to ensure that quality foods are served and that the meal components meet CACFP requirements.

Advantages of a Cycle Menu for Unitized Meals

Note: if necessary, use a flipchart and markers when covering the following points.

Tell: The advantages of a cycle menu for unitized meals are:

- It gives the control of menu planning to the adult day care provider.
- It reduces menu planning time.
- It streamlines purchasing procedures.
- It aids in evaluating food service.
Lesson 8 Content (cont.)

Lesson Evaluation

Note: The material needed is a copy of the Lesson Evaluation for each employee. Go over the directions with the employees before having them answer the questions.

Discuss: Employees’ responses.
Handout 1
Icebreaker

Directions: Review Menu A in Handout 2 and Menu B in Handout 3 or menus that your instructor gives you. Then, answer the following.

1. Identify features you like about each menu.

2. Identify features you do not like about each menu.

3. Identify features participants would like about each menu.

4. Identify features participants would not like about each menu.

5. Would a cycle menu or a menu that is the same daily be best for adult day care?
# Handout 2

## Menu A

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breakfast</td>
<td>Breakfast</td>
<td>Breakfast</td>
<td>Breakfast</td>
<td>Breakfast</td>
</tr>
<tr>
<td>Milk</td>
<td>Milk</td>
<td>Milk</td>
<td>Milk</td>
<td>Milk</td>
</tr>
<tr>
<td>Toast and Jelly</td>
<td>Toast and Jelly</td>
<td>Toast and Jelly</td>
<td>Toast and Jelly</td>
<td>Toast and Jelly</td>
</tr>
<tr>
<td>Orange Juice</td>
<td>Orange Juice</td>
<td>Orange Juice</td>
<td>Orange Juice</td>
<td>Orange Juice</td>
</tr>
<tr>
<td>Coffee</td>
<td>Coffee</td>
<td>Coffee</td>
<td>Coffee</td>
<td>Coffee</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lunch</th>
<th>Lunch</th>
<th>Lunch</th>
<th>Lunch</th>
<th>Lunch</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salad Bar</td>
<td>Salad Bar</td>
<td>Salad Bar</td>
<td>Salad Bar</td>
<td>Salad Bar</td>
</tr>
<tr>
<td>Lettuce/ Tomato</td>
<td>Lettuce/ Tomato</td>
<td>Lettuce/ Tomato</td>
<td>Lettuce/ Tomato</td>
<td>Lettuce/ Tomato</td>
</tr>
<tr>
<td>Fruit Cocktail</td>
<td>Fruit Cocktail</td>
<td>Fruit Cocktail</td>
<td>Fruit Cocktail</td>
<td>Fruit Cocktail</td>
</tr>
<tr>
<td>Milk</td>
<td>Milk</td>
<td>Milk</td>
<td>Milk</td>
<td>Milk</td>
</tr>
</tbody>
</table>
# Handout 3
## Menu B

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Breakfast</strong></td>
<td>Milk</td>
<td>Milk</td>
<td>Milk</td>
<td>Milk</td>
<td>Milk</td>
</tr>
<tr>
<td><strong>Toast and Jelly</strong></td>
<td>Pancake with Syrup</td>
<td>Muffin</td>
<td>Hot cereal</td>
<td>Biscuit and Jelly</td>
<td></td>
</tr>
<tr>
<td><strong>Orange Juice</strong></td>
<td>Apple Juice</td>
<td>Cranapple Juice</td>
<td>Orange Juice</td>
<td>Apple Juice</td>
<td></td>
</tr>
<tr>
<td><strong>Coffee</strong></td>
<td>Coffee</td>
<td>Coffee</td>
<td>Coffee</td>
<td>Coffee</td>
<td>Coffee</td>
</tr>
<tr>
<td><strong>Lunch</strong></td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td><strong>Chicken Filet</strong></td>
<td>Beef Patty</td>
<td>Meat Sauce</td>
<td>Macaroni and Cheese</td>
<td>Fish Filet</td>
<td></td>
</tr>
<tr>
<td><strong>Mashed Potatoes</strong></td>
<td>Hamburger Bun</td>
<td>Spaghetti Noodles</td>
<td>Pinto Beans</td>
<td>Hush Puppies</td>
<td></td>
</tr>
<tr>
<td><strong>Green Beans</strong></td>
<td>Lettuce/ Tomato</td>
<td>Lettuce/ Tomato salad</td>
<td>Turnip Greens</td>
<td>Slaw</td>
<td></td>
</tr>
<tr>
<td><strong>Roll</strong></td>
<td>Potato Wedges</td>
<td>Melon Wedge</td>
<td>Carrots</td>
<td>Seasonal Fruit</td>
<td></td>
</tr>
<tr>
<td><strong>Fruited Gelatin</strong></td>
<td>Roll</td>
<td>Roll</td>
<td>Roll</td>
<td>Roll</td>
<td></td>
</tr>
<tr>
<td><strong>Milk</strong></td>
<td>Milk</td>
<td>Milk</td>
<td>Milk</td>
<td>Milk</td>
<td>Milk</td>
</tr>
</tbody>
</table>
Lesson Evaluation

Directions: Answer the following question with a short answer.

1. List three advantages of a cycle menu.

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
Lesson Evaluation: Answer Key

Directions: Answer the following question with a short answer.

1. List three advantages of a cycle menu.

- Reduces menu planning time.
- Streamlines purchasing procedures.
- Helps standardize food production.
- Helps the food service become more efficient.
- Serves as a training tool.
- Gives the control of menu planning to the adult day care provider.
- Aids in evaluating food service.
Food Safety in Adult Day Care
Lesson 9 Overview

Purpose
To discuss how to handle food items in the safest way possible during food storage and preparation

Objectives
At the conclusion of this lesson, employees will be able to:

- Describe ways to keep food safe during preparation and service
- Identify food safety strategies to be used at the adult day care center

Definitions
*Calibrated Thermometer:* A thermometer that has been adjusted to ensure that it will record temperatures within plus or minus 2 °F of the actual temperature

*CDC:* Centers for Disease Control and Prevention

*Cross-Contamination:* Transfer of harmful substances or disease-causing microorganisms to food by hands, food-contact surfaces, or cleaning cloths that touch raw food. It can occur when contaminated food or stored raw food touches or drips fluids on cooked or ready-to-eat food.

*Danger Zone:* The temperature zone in which bacteria multiply rapidly; between 41 °F and 135 °F

*FIFO:* First In, First Out

*Foodborne Illness:* Any illness that is carried or transmitted to people by a food or beverage

*FSIS:* Food Safety and Inspection Service

*Pathogen:* A microorganism that causes illness
Lesson 9 Overview (cont.)

Materials
- Local Food Code or FDA Food Code
- Flipchart and markers or blank transparencies, transparency pen, and overhead projector
- Mini Poster: Keep Hot Foods Hot! Keep Cold Foods Cold!
- Handout 1: Icebreaker
- Handout 2: Safe Handling Practices for In-House Meal Production
- Handout 3: Safe Handling Practices for Meals from Vendors
- Lesson Evaluation
- Answer key for Lesson Evaluation

Activities
Activity 1: Icebreaker. The purpose of the icebreaker is to help employees reevaluate the current food handling practices in the adult day care center. Ask the employees to look at Handout 1 and identify which foods have been stored too long, which foods are safe to serve, and which foods are potentially unsafe and should be discarded.

Evaluation
Use the Lesson Evaluation to assess the employees’ knowledge of the concepts presented in this lesson.

References
Lesson 9 Content

Activity 1: Icebreaker

Tell: Handout 1 is about Fifo. Fifo is a food service employee. She is an excellent employee because she uses her name to remember an important food safety practice.

The chart on Handout 1 refers to the storage areas at Home Town Adult Day Care Center. Look over this chart and decide if Fifo has been working at the Center.

To do this, identify which foods have been stored too long, which foods are safe to use, and which foods are potentially unsafe and should be discarded.

Be sure to answer the bonus question at the end.

Discuss: Employees’ responses using the answer key.

Introduction

Tell: The Centers for Disease Control and Prevention (CDC) estimate that:

- There are 76 million cases of foodborne illness every year
- About 325,000 people are hospitalized each year from a foodborne illness
- About 5,000 people die each year from a foodborne illness
Lesson 9 Content (cont.)

Contributing Factors

**Note:** When discussing the following, write down the main points using a flipchart or blank transparency.

**Ask:** Why are there foodborne illnesses?

**Tell:** There are many factors that contribute to foodborne illnesses:
- More people eating out
- More uncooked fruits and vegetables eaten
- Food coming from all over the world
- Food prepared in advance, more than 24 hours prior to serving
- The overuse of antibiotics
- The decrease in the levels of preservatives, sugar, fat, and salt in foods
- Emerging pathogens

High Risk Persons

**Note:** When discussing the following, write down the main points using a flipchart or blank transparency.

**Tell:** Persons who are high risk for becoming sick from a foodborne illness are:
- The young
- The old
- Pregnant women
- The ill
- The injured
- The immune compromised
- Anyone who has taken antibiotics in the past few months

All adult day care participants are at high risk for becoming sick from a foodborne illness.

That is why steps need to be taken to prevent foodborne illnesses.
Lesson 9 Content (cont.)

Common Pathogens

**Note:** When discussing the following, write down the main points using a flipchart or blank transparency.

**Tell:** The five most common pathogens causing foodborne illnesses are:
- *Campylobacter jejuni*
- *Salmonella*
- *Escherichia coli (E. coli) O157:H7*
- Norwalk virus
- *E. coli* non-O157:H7

Symptoms of a Foodborne Illness

**Note:** When discussing the following, write down the main points using a flipchart or blank transparency.

**Ask:** What are the symptoms of a foodborne illness?

**Tell:** The symptoms of a foodborne illness include:
- Diarrhea
- Nausea
- Vomiting
- Severe headache
- Stiff neck
- Fever

The symptoms of a foodborne illness may occur 2 hours to several weeks after exposure to foodborne pathogens.
- Most healthy individuals recover in a few days.
- In high risk groups, a foodborne illness can result in long-term health problems and death.

Common Causes of Foodborne Illnesses

**Note:** When discussing the following, write down the main points using a flipchart or blank transparency.
Lesson 9 Content (cont.)

Common Causes of Foodborne Illnesses (cont.)

Tell: Some of the most common causes of foodborne illnesses are:
- Improper cooling of hot foods
- Improper cooking and holding temperatures
- Improper handwashing
- Infected workers
- Cross-contamination

Flow of Food and Food Safety

Tell: The flow of food is the route food takes from when it arrives at the adult day care center to its final destination as part of a meal or snack.
- All food is potentially unsafe to eat.
- A food safety program prevents, eliminates, or reduces the risk of food contamination at each point in the food flow.

Ask: What is the flow of food in the adult day care center?

Note: Map out the flow of food in the adult day care center on a flipchart or blank transparency. For example, for in-house production, the flow of food is:
- Purchasing
- Receiving
- Storing
- Preparing
- Cooking
- Holding
- Serving

Discuss: The points in food handling at which the foods may become unsafe to eat.

Safe Food Handling Practices: In-House Production

Note: Make sure each employee has a copy of Handout 2. The safe food handling practices discussed in this section are found on Handout 2.
Lesson 9 Content (cont.)

Safe Food Handling Practices: In-House Production (cont.)

Tell: Employees of a center with in-house food production should observe the following safe food handling practices in the food flow.

Receiving
- Check labels to confirm the food delivered is the food ordered.
- Check use-by dates, temperature monitors, or other labels that indicate the freshness of the product.
- Check product temperature:
  - Fresh products received at 41 °F or below.
  - Frozen products received at 0 °F or below.
- Check packaging for signs of damage, thawing, or spoilage.
- Reject all foods that do not meet the standards.

Dry Storage
- Store dry foods in a well-ventilated room, at least 6 inches off the floor, and away from the walls.
- The temperature of the dry storage area should be maintained between 50 °F and 70 °F.
- Use FIFO (First In, First Out).

Refrigerated Storage
- Store foods at 41 °F or below.
- Separate raw foods from ready-to-eat foods. Watch for cross-contamination.
- Use FIFO (First In, First Out).

Frozen Storage
- Store foods at 0 °F or below.
- Use FIFO (First In, First Out).

Preparation
- Wash hands before and after preparation of different foods.
- Clean and sanitize all food-contact surfaces after food preparation.
- Prepare foods in small batches so that foods are at room temperature for a minimal amount of time.
- Label and date any products placed in storage prior to cooking or service.
Lesson 9 Content (cont.)

Safe Food Handling Practices: In-House Production (cont.)

**Cooking**
- Cook food to the required internal temperatures. Use a calibrated thermometer to determine internal temperature. Refer to the FDA *Food Code* (2001) for internal temperature standards.

**Holding**
- Hold hot foods for service at 135 °F or above.
- Hold cold foods for service at 41 °F or below.

**Serving**
- Serve hot foods at 135 °F or above and cold foods at 41 °F or below.
- Use gloves, tongs, or other utensils to serve foods. Avoid using bare hands to serve food.

*Note:* Review the mini poster “Keep Hot Foods Hot! Keep Cold Foods Cold!”

Safe Food Handling Practices: Meals From Vendors

*Note:* Make sure each employee has a copy of Handout 3. The safe food handling practices discussed in this section are found on Handout 3.

**Tell:** Employees of a center that serves meals from vendors should observe the following safe food handling practices in the food flow.

**Receiving**
- Check shipments to confirm the meals delivered are the meals ordered.
- Check use-by dates, temperature monitors, or other labels that indicate the freshness of the product.
- Check product temperature:
  - Fresh products received at 41 °F or below.
  - Frozen products received at 0 °F or below.
  - Hot foods received at 135 °F or above.
- Check packaging for signs of damage.
- Reject all meal components that do not meet the standards.
Lesson 9 Content (cont.)

Safe Food Handling Practices: Meals from Vendors (cont.)

Serving
- Wash hands before serving meals.
- Use gloves, tongs, or other utensils to serve all meals.
  Avoid using bare hands to serve food.

Summary

Tell: Think food safety:
- For every meal
- For every snack
- Every day

Lesson Evaluation

Note: The material needed is a copy of the Lesson Evaluation for each employee. Go over the directions with the employees before having them answer the questions.

Discuss: Employees’ responses.
**Handout 1**  
**Icebreaker**

**Directions:** Fifo is a food service employee. Fifo is an excellent employee because she uses her name to remember an important food safety practice. Look in the food storage areas for the Home Town Adult Day Care Center and see if Fifo has been working there. Identify which foods have been stored too long, which foods are safe to use, and which foods are potentially unsafe and should be discarded.

<table>
<thead>
<tr>
<th>Item</th>
<th>Packaging</th>
<th>Time in Storage</th>
<th>Safe or Potentially Unsafe or Too Long in Storage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dry Storage</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spaghetti</td>
<td>Intact</td>
<td>4 months</td>
<td></td>
</tr>
<tr>
<td>Stewed tomatoes</td>
<td>Dented cans</td>
<td>3 days</td>
<td></td>
</tr>
<tr>
<td>Cereal</td>
<td>Box dented, hole in package and cereal spilling on floor</td>
<td>1 week</td>
<td></td>
</tr>
<tr>
<td><strong>Cold Storage</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lettuce</td>
<td>In open box under hamburger thawing</td>
<td>2 days</td>
<td></td>
</tr>
<tr>
<td>Eggs, shell</td>
<td>Intact</td>
<td>7 weeks</td>
<td></td>
</tr>
<tr>
<td>Frankfurters</td>
<td>Opened package</td>
<td>10 days</td>
<td></td>
</tr>
<tr>
<td><strong>Frozen Storage</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chicken breast</td>
<td>Opened package, but wrapped tightly</td>
<td>1 week</td>
<td></td>
</tr>
<tr>
<td>Corn</td>
<td>Intact, many ice crystals on corn kernels</td>
<td>7 months</td>
<td></td>
</tr>
<tr>
<td>Pancakes</td>
<td>Opened package, freezer burned</td>
<td>8 months</td>
<td></td>
</tr>
</tbody>
</table>

**Bonus Question:** What food safety practice does Fifo remember using her name?
### Handout 1: Answer Key

**Icebreaker**

**Directions:** Fifo is a food service employee. Fifo is an excellent employee because she uses her name to remember an important food safety practice. Look in the food storage areas for the Home Town Adult Day Care Center and see if Fifo has been working there. Identify which foods have been stored too long, which foods are safe to use, and which foods are potentially unsafe and should be discarded.

<table>
<thead>
<tr>
<th>Item</th>
<th>Packaging</th>
<th>Time in Storage</th>
<th>Safe or Potentially Unsafe or Too Long in Storage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dry Storage</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spaghetti</td>
<td>Intact</td>
<td>4 months</td>
<td>Safe</td>
</tr>
<tr>
<td>Stewed tomatoes</td>
<td>Dented cans</td>
<td>3 days</td>
<td>Potentially unsafe</td>
</tr>
<tr>
<td>Cereal</td>
<td>Box dented, hole in package and cereal spilling on floor</td>
<td>1 week</td>
<td>Potentially unsafe, possible pest infestation</td>
</tr>
<tr>
<td><strong>Cold Storage</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lettuce</td>
<td>In open box under hamburger thawing</td>
<td>2 days</td>
<td>Potentially unsafe, cross-contamination</td>
</tr>
<tr>
<td>Eggs, shell</td>
<td>Intact</td>
<td>7 weeks</td>
<td>Potentially unsafe</td>
</tr>
<tr>
<td>Frankfurters</td>
<td>Opened package</td>
<td>10 days</td>
<td>Potentially unsafe</td>
</tr>
<tr>
<td><strong>Frozen Storage</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chicken breast</td>
<td>Opened package, but wrapped tightly</td>
<td>1 week</td>
<td>Safe</td>
</tr>
<tr>
<td>Corn</td>
<td>Intact, many ice crystals on corn kernels</td>
<td>7 months</td>
<td>Too long in storage</td>
</tr>
<tr>
<td>Pancakes</td>
<td>Opened package, freezer burned</td>
<td>8 months</td>
<td>Too long in storage</td>
</tr>
</tbody>
</table>

**Bonus Question:** What food safety practice does Fifo remember using her name? 

*FIFO (First In, First Out)*
## Handout 2
### Safe Food Handling Practices for In-House Meal Production

<table>
<thead>
<tr>
<th>Flow of Food</th>
<th>Sample Food Handling Practices: In-House Meal Production</th>
</tr>
</thead>
</table>
| Receiving    | 1. Check labels to confirm the food delivered is the food ordered.  
               2. Check use-by dates, temperature monitors, or other labels that indicate the freshness of the product.  
               3. Check product temperature:  
                   a. Fresh products received at 41 °F or below.  
                   b. Frozen products received at 0 °F or below.  
               4. Check packaging for signs of damage, thawing, or spoilage.  
               5. Reject all foods that do not meet the standards. |
| Dry Storage  | 1. Store dry foods in a well-ventilated room, at least 6 inches off the floor, and away from the walls.  
               2. The temperature of the dry storage area should be maintained between 50 °F and 70 °F.  
               3. Use FIFO (First In, First Out). |
| Refrigerated Storage | 1. Store foods at 41 °F or below.  
                               2. Separate raw foods from ready-to-eat foods. Watch for cross-contamination.  
                               3. Use FIFO (First In, First Out). |
| Frozen Storage | 1. Store foods at 0 °F or below.  
                          2. Use FIFO (First In, First Out). |
| Preparation   | 1. Wash hands before and after preparation of different foods.  
                          2. Clean and sanitize all food-contact surfaces after food preparation.  
                          3. Prepare foods in small batches so that foods are at room temperature for a minimal amount of time.  
                          4. Label and date any products placed in storage prior to cooking or service. |
| Cooking       | Cook food to the required internal temperatures. Use a calibrated thermometer to determine internal temperature. Refer to the FDA Food Code (2001) for internal temperature standards. |
| Holding       | 1. Hold hot foods for service at 135 °F or above.  
                          2. Hold cold foods for service at 41 °F or below. |
| Serving       | 1. Serve hot foods at 135 °F or above and cold foods at 41 °F or below.  
                          2. Use gloves, tongs, or other utensils to serve all foods. Avoid using bare hands to serve food. |
## Handout 3
### Safe Food Handling Practices for Meals From Vendors

<table>
<thead>
<tr>
<th>Flow of Food</th>
<th>Sample Food Handling Practices: Meals from Vendors</th>
</tr>
</thead>
</table>
| **Receiving** | 1. Check shipment to confirm the meals delivered are the meals ordered.  
2. Check use-by dates, temperature monitors, or other labels that indicate the freshness of the product.  
3. Check product temperature:  
   a. Fresh products received at 41 °F or below.  
   b. Frozen products received at 0 °F or below.  
   c. Hot foods received at 135 °F or above.  
4. Check packaging for signs of damage.  
5. Reject all meal components that do not meet the standards. |
| **Serving**   | 1. Wash hands before serving meals.  
2. Use gloves, tongs, or other utensils to serve all meals. Avoid using bare hands to serve food. |
**Lesson Evaluation**

**Directions:** Circle “T” if the statement is true and “F” if the statement is false.

T  F  1. All adult day care center participants are at high risk for foodborne illness.

T  F  2. Fresh chicken should be received at 50 °F or below.

T  F  3. Frozen ground beef should be received at 0 °F or below.

T  F  4. The use-by date on the milk is tomorrow. The milk has a sour taste and smell. It is acceptable to serve the milk today.

T  F  5. Joe is preparing chicken salad sandwiches. One way to keep the chicken salad at 41 °F or below is to prepare small batches at a time.
Lesson Evaluation: Answer Key

Directions: Circle “T” if the statement is true and “F” if the statement is false.

1. All adult day care center participants are at high risk for foodborne illness.
   T  F

2. Fresh chicken should be received at 50 °F or below.
   T  F
   Reason: Fresh meats should be received at 41 °F or below.

3. Frozen ground beef should be received at 0 °F or below.
   T  F

4. The use-by date on the milk is tomorrow. The milk has a sour taste and smell. It is acceptable to serve the milk today.
   T  F
   Reason: Even though the use-by date has not expired, the taste and smell of the milk suggest that it has spoiled. The center should contact the milk provider for credit for milk that has spoiled prior to the use-by date.

5. Joe is preparing chicken salad sandwiches. One way to keep the chicken salad at 41 °F or below is to prepare small batches at a time.
   T  F
Receiving and Storage
Lesson 10 Overview

Purpose
To explain the relationship between receiving, food storage, and food safety

Objectives
At the conclusion of this lesson, employees will be able to:
- Inspect incoming food using correct procedures
- Store foods in dry, cold, and frozen storage using correct procedures
- Use FIFO (First In, First Out) procedures

Definitions
FIFO: A method of stock rotation in which new supplies are shelved behind old supplies, so that the old supplies are used first. FIFO stands for First In, First Out.
IQF: Individually quick frozen.

Materials
- Two or three examples of acceptable products to serve and two or three examples of unacceptable products to serve (due to damage upon receiving, damage in storage, or lengthy storage)
- Flipchart and markers
- Thermometers to check food temperatures
- Sample receiving logs or temperature logs
- Sample invoice
- Mini Poster: Food Storage Basics
- Handout 1: Icebreaker
- Handout 2: Receiving Process and Storage Practices
- Lesson Evaluation
- Answer keys for Handout 1 and Lesson Evaluation
Lesson 10 Overview (cont.)

Activities

Activity 1: Icebreaker. The purpose of the icebreaker is to help employees identify the relationship between receiving, proper storage, and cost containment. Set up a table of products. Include two or three products that are acceptable to serve and two or three products that are unacceptable to serve (due to damage upon receiving, damage in storage, or lengthy storage). Include items that are potentially unsafe to eat among the unacceptable products. If actual products are not readily available, use pictures of products with a written description of the age of the product, damage, or potential for foodborne illness. Number each item. Ask the employees to determine if each product is acceptable or unacceptable. For unacceptable products, have them identify the problem and estimate the cost of the item. Use Handout 1.

Evaluation

Use the Lesson Evaluation to assess the employees’ knowledge of the concepts presented in this lesson.

References


Lesson 10 Content

Activity 1: Icebreaker

**Note:** The materials needed for Activity 1 are a copy of Handout 1 for each employee, two or three acceptable products to serve, and two or three unacceptable products to serve (due to damage upon receiving, damage in storage, or lengthy storage). Include products that are potentially unsafe to eat among the unacceptable products. (See the answer key to Handout 1 for some suggested unacceptable products.) Set the products up on a table. Number each item. If actual products are not readily available, use pictures of products with a written description of the age of the product, damage, or potential for foodborne illness. The purpose of Activity 1 is to help employees identify the relationship between receiving, proper storage, and cost containment.

**Tell:** Look at each product on the display. Decide if it is acceptable or unacceptable to serve. If a product is unacceptable, explain why. Then, estimate the cost of each unacceptable product. Write your answers on Handout 1.

**Discuss:** Employees’ responses.

**Discuss:** Food safety concerns with unacceptable products.

**Emphasize:** The relationship between receiving, proper storage, and cost containment.

**Note:** See the answer key for Handout 1 for suggested answers to this activity.

Introduction

**Tell:** Receiving and storage procedures are designed to keep food safe and contain food costs.

Not following standard procedures can result in:

- Unsafe food
- Increased food costs
Lesson 10 Content (cont.)

**Principles of Receiving**

**Tell:** Receiving means checking foods or meals delivered from vendors for:
- Correct item
- Specified quantity
- Quality
- Food safety criteria

Accept or reject food based on receiving criteria.

**Steps in the Receiving Process**

**Note:** Make sure the employees have a copy of Handout 2. Go over the steps in the receiving process and refer to the steps listed on Handout 2. If necessary, use a flipchart to write down the points. Make sure the mini poster “Food Storage Basics” is available for the employees to see. Also, have a sample invoice ready to show employees when referring to invoices.

**Tell:** The steps in the receiving process are:
- Plan for delivery and have tools for receiving ready.
- Visually inspect all items and look for signs of container damage.
- Check and record temperatures of frozen and refrigerated items.
- Check off items on invoice.
- Check for substituted products.
- Reject unacceptable goods and note this rejection on the invoice.
- Sign the invoice (meaning you agree to pay the bill).
- Date the food packages.

**Tools for Receiving**

**Tell:** The tools for receiving are:
- Thermometers
- Temperature logs

**Ask:** How do you take the temperature of foods received?
Lesson 10 Content (cont.)

Tools for Receiving (cont.)

**Note:** Take a thermometer and demonstrate as you explain how to take the temperature of foods received.

**Tell:** You can take the temperature of foods received by:
- Placing the thermometer under the top layer of goods
- Placing the thermometer through a hole in an unopened case
- Placing the thermometer inside the package
- Placing the thermometer between the folds of a folded package

**Note:** Go over how to record temperatures on a temperature log.

**Ask:** What are the signs of food spoilage?

**Note:** If necessary, write the following answers on a flipchart.

**Tell:** Signs of food spoilage are:
- The color of the food
- The odor of the food
- Dented or bulging cans
- Freezer burn
- Melted products
- Products frozen together that should be frozen individually (IQF)

Principles of Storage

**Note:** As you go over the principles of storage, write the main points on a flipchart.
Lesson 10 Content (cont.)

Principles of Storage (cont.)

Tell: Storage means placing the products in the proper storage area.
- Store items using FIFO (First In, First Out). To do this, store new supplies behind old supplies so that the old supplies are used first.
- Store food and chemicals in separate areas.
- Date foods and place new foods behind current stock.
- Keep food in clean, sturdy containers to prevent pest and rodent infestation.
- Keep food off the floor and away from the walls.
- Keep the shelving and floor clean.

Types of Storage

Dry Storage Practices
- Store dry foods in a well-ventilated room, at least six inches off the floor and away from the walls.
- The temperature of the dry storage area should be maintained between 50 °F and 70 °F.
- Use FIFO (First In, First Out).
- Avoid storing food under exposed waste or sewer lines.
- Store opened packages in closed, sturdy, labeled containers.
- Store chemicals, cleaners, and pesticides away from food products.
- Keep the shelving and floor clean.

Frozen Storage Practices
- Store foods between 0 °F and -10 °F.
- Use FIFO (First In, First Out).
- Properly wrap food to prevent freezer burn.
- Defrost the freezer as needed.
- Keep the shelving and floor clean.
Lesson 10 Content (cont.)

Principles of Storage (cont.)

Refrigerated Storage Practices
- Store foods at 41 °F or below.
- Store raw meat on the bottom shelf in a leak-proof dish away from other foods.
- Store dairy products away from strong odor foods, if possible.
- Use FIFO (First In, First Out).
- Store foods to allow cool air circulation on all surfaces.
- Prevent condensation from dripping on food.
- Check and record temperatures frequently.
- Keep refrigerator and freezer doors closed.
- Keep the shelving and floor clean.

Outcomes of Using Proper Receiving and Storage Practices

Tell: Proper receiving and storage practices impact:
- Food quality
- Food safety
- Cost containment

Discuss: How proper receiving and storage practices impact:
- Food quality
- Food safety
- Cost containment

Lesson Evaluation

Note: The material needed is a copy of the Lesson Evaluation for each employee. Go over the directions with the employees before having them answer the questions.

Discuss: Employees’ responses.
Handout 1
Icebreaker

**Directions:** Look at the products on display. Circle or underline if each product is “acceptable” or “unacceptable.” If “unacceptable,” identify the problem and estimate the cost of the product.

1. Acceptable or unacceptable product:
   
   Estimated cost of product:

2. Acceptable or unacceptable product:
   
   Estimated cost of product:

3. Acceptable or unacceptable product:
   
   Estimated cost of product:

4. Acceptable or unacceptable product:
   
   Estimated cost of product:

5. Acceptable or unacceptable product:
   
   Estimated cost of product:
Handout 1: Answer Key

Icebreaker

Directions: Look at the products on display. Circle or underline if each product is “acceptable” or “unacceptable.” If “unacceptable,” identify the problem and estimate the cost of the product.

Answers will vary depending on the products used for the display. The following are possible answers for unacceptable products.

1. Acceptable or unacceptable product: Canned green beans with can dented and bulging. Dented cans suggest food spoilage, possibly botulism or other foodborne pathogen.

   Estimated cost of product: $2.12

2. Acceptable or unacceptable product: Frozen ground beef appearing to be freezer-burned with whitish, gray spots on the meat. The meat appears to have thawed and refrozen. The freezer-burned areas also may be due to broken packaging. The product will have an “old” flavor and may be unsafe to eat.

   Estimated cost of product: $27.39

3. Acceptable or unacceptable product: Frozen IQF chicken with individual pieces frozen in one lump. IQF chicken is chicken that is individually quick frozen. Each item should be separate in the package. If the pieces are frozen together in one lump, the chicken has thawed and refrozen.

   Estimated cost of product: $37.99

4. Acceptable or unacceptable product: Milk with use-by date that expired the day before. Either too much milk was ordered or received, or FIFO was not in place.

   Estimated cost of product: $1.99

5. Acceptable or unacceptable product: Canned ham with receiving date from the previous year. FIFO was not in place or the item was ordered but never put on the menu for use. If the can is intact, the product may be safe to eat; however, it may have an “old” flavor.

   Estimated cost of product: $19.88
Handout 2
Receiving Process and Storage Practices

Receiving
Steps in the Receiving Process:
- Plan for delivery and have tools for receiving ready.
- Visually inspect all items and look for signs of container damage.
- Check and record temperatures of frozen and refrigerated items.
- Check off items on invoice.
- Check for substituted products.
- Reject unacceptable goods and note this rejection on the invoice.
- Sign the invoice (meaning you agree to pay the bill).
- Date the food packages.

Storage
Dry Storage Practices:
- Store dry foods in a well-ventilated room, at least six inches off the floor and away from the walls.
- The temperature of the dry storage area should be maintained between 50 °F and 70 °F.
- Use FIFO (First In, First Out).
- Avoid storing food under exposed waste or sewer lines.
- Store opened packages in closed, sturdy, labeled containers.
- Store chemicals, cleaners, and pesticides away from food products.
- Keep the shelving and floor clean.

Refrigerated Storage Practices:
- Store foods at 41 °F or below.
- Store raw meat on the bottom shelf in a leak-proof dish away from other foods.
- Store dairy products away from strong odor foods, if possible.
- Use FIFO (First In, First Out).
- Store foods to allow cool air circulation on all surfaces.
- Prevent condensation from dripping on food.
- Check and record temperatures frequently.
- Keep refrigerator and freezer doors closed.
- Keep the shelving and floor clean.

Frozen Storage Practices:
- Store foods between 0 °F and -10 °F.
- Use FIFO (First In, First Out).
- Properly wrap food to prevent freezer burn.
- Defrost the freezer as needed.
- Keep the shelving and floor clean.
Lesson Evaluation

Directions: Give short answers for each question.

1. Juan is putting up stock in the dry storage area. He is told to remember to use FIFO. Describe how Juan will put the stock on the shelves using FIFO.

2. Adele is checking in the food order. One case of canned vegetables is damaged. The cans are dented and bulging. What should she do?
Lesson Evaluation: Answer Key

Directions: Give short answers for each question.

1. Juan is putting up stock in the dry storage area. He is told to remember to use FIFO. Describe how Juan will put the stock on the shelves using FIFO.

   Juan will move the stock on the shelves to the front and put the new stock behind the older stock.

2. Adele is checking in the food order. One case of canned vegetables is damaged. The cans are dented and bulging. What should she do?

   She should speak with her supervisor if she does not have the authority to make a decision about the damaged food. The adult day care center should refuse to accept the damaged vegetables. Adele should be sure a credit is written before signing the invoice.
Sanitizing the Kitchen
Lesson 11 Overview

<table>
<thead>
<tr>
<th>Time</th>
<th>30 minutes</th>
</tr>
</thead>
</table>

**Purpose**
To explain how to properly clean and sanitize the kitchen

**Objectives**
At the conclusion of this lesson, employees will be able to:
- Explain the difference between cleaning and sanitizing
- State the responsibilities of the manager and employees for cleaning and sanitizing the kitchen
- List the steps for cleaning and sanitizing items in the kitchen

**Definitions**
- **Clean**: Free from soil or dust
- **Degreaser**: Substance that dissolves grease
- **Detergent**: Substance that loosens soil from the surface
- **Foodborne Illness**: Any illness that is carried or transmitted to people by a food or beverage
- **Sanitary**: Free of harmful levels of contamination equal to 99.999% reduction
- **Sanitizer**: Substance that kills harmful microorganisms

**Materials**
- Samples of a cleaning solution, a dishwashing detergent, a chemical sanitizer used for hand-washed items, a degreaser, and a quaternary ammonium compound
- Temperature logs, cleaning schedule, sanitation checklists
- Most recent health department sanitation/inspection report
- Flipchart and markers
- Handout 1: Icebreaker
- Handout 2: How to Sanitize
- Handout 3: Sample Dishmachine Temperature Log
- Lesson Evaluation
- Answer key for Handout 1
Lesson 11 Overview (cont.)

Activities

**Activity 1:** Icebreaker. Set up a display of the following products used in the center and number each product as follows:
- Product 1: Cleaning solution
- Product 2: Dishwashing detergent
- Product 3: Chemical sanitizer for hand-washed items
- Product 4: Degreaser
- Product 5: Quaternary Ammonium Compounds (Quats)

Ask the employees to identify the best use for each product on Handout 1. Discuss the results using the answer key.

**Activity 2:** Mystery Cleaners. Take two greasy pans and put a small amount of different “mystery” cleaners in the pan. Use one sanitizer and one degreaser for the “mystery” cleaners. Ask the employees to clean the pan within a time limit. Show the results. Ask, “Which pan is clean?” Discuss the importance of selecting the correct cleaning products. Emphasize that using more of the wrong product will not get the job done!

Evaluation

Use the Lesson Evaluation to assess the employees’ knowledge of the concepts presented in this lesson.

References


Lesson 11 Content

Activity 1: Icebreaker

Note: The materials needed for Activity 1 are a copy of Handout 1 for each employee and a display of the following products used in the center numbered as follows:
- Product 1: Cleaning solution
- Product 2: Dishwashing detergent
- Product 3: Chemical sanitizer for hand-washed items
- Product 4: Degreaser
- Product 5: Quaternary Ammonium Compounds (Quats)

The purpose of Activity 1 is to acquaint the employees with the cleaning and sanitizing products used in the adult day care center.

Tell: Look at each cleaning product on the display. Then, select the best use of this product on Handout 1.

Discuss: Employees’ responses.

Note: Use the answer key to discuss the employees' responses.

Introduction

Tell: All food needs to be prepared and served under clean and sanitary conditions. A kitchen may look clean, but it is an unsafe area if it is not sanitary.

Clean vs. Sanitary

Note: Review the difference between “clean” and “sanitary.” If necessary, write the important points on a flipchart.

Tell: “Clean” means free from soil or dust or grease. Cleaners remove soil and grease.

“Sanitary” means free of harmful levels of contamination equal to 99.999% reduction. Sanitizers kill bacteria.
Lesson 11 Content (cont.)

<table>
<thead>
<tr>
<th>Clean vs. Sanitary (cont.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tell:</strong> A sanitary kitchen is a place where the food prepared is safe to eat. That means all food contact surfaces, all equipment, and all utensils are cleaned and sanitized after use.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Importance of Sanitizing the Kitchen</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tell:</strong> All food must be prepared in a sanitary kitchen.</td>
</tr>
<tr>
<td>▪ Adult day care serves elderly and disabled adults who are at risk of getting a foodborne illness because of weakened immune systems.</td>
</tr>
<tr>
<td>▪ Adult day care providers do not want to do anything in the kitchen that might result in one of the participants getting sick.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Responsibilities for Sanitizing the Kitchen</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tell:</strong> Everyone has a job when it comes to sanitizing the kitchen. In other words, everyone is responsible for sanitizing the kitchen.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A Manager’s Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Note:</strong> Go over a manager’s responsibilities for sanitizing the kitchen. If necessary, use a flipchart to write down the points.</td>
</tr>
<tr>
<td><strong>Tell:</strong> A manager’s responsibilities for sanitizing the kitchen are to:</td>
</tr>
<tr>
<td>▪ Set sanitation standards</td>
</tr>
<tr>
<td>▪ Prepare the cleaning schedule</td>
</tr>
<tr>
<td>▪ Train employees</td>
</tr>
<tr>
<td>▪ Provide cleaning supplies</td>
</tr>
<tr>
<td>▪ Make sure the job is done correctly</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A Food Service Employee’s Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Note:</strong> Go over a food service employee's responsibilities for sanitizing the kitchen. If necessary, use a flipchart to write down the points.</td>
</tr>
</tbody>
</table>
Lesson 11 Content (cont.)

A Food Service Employee’s Responsibilities (cont.)

Tell: A food service employee’s responsibilities for sanitizing the kitchen are to:
- Follow standards
- Follow the cleaning schedule
- Follow procedures for cleaning and sanitizing
- Ask questions if they do not know
- Use cleaning supplies correctly

Review of the Cleaning Schedule

Tell: The purpose of the cleaning schedule is to be sure that each cleaning and sanitizing job is completed routinely. Proper cleaning and sanitizing usually do not happen without a schedule.

Note: Show a copy of the cleaning schedule and the sanitation checklist to the employees. Review the schedule and the procedures to indicate that cleaning and sanitizing have been completed.

Principles of Cleaning

Tell: Cleaning agents are chemicals that remove soil or mineral deposits.
- Detergents loosen soil from the surface.
- Degreasers dissolve grease.


Activity 2

Note: The materials needed for Activity 2 are two greasy pans, a sanitizer, and a degreaser. The purpose of this activity is to demonstrate that the correct cleaning product must be selected for the best results. Take two greasy pans. In one, put a small amount of a sanitizer. In the other, put a small amount of a degreaser. These are the “mystery” cleaners.
Activity 2 (cont.)

Tell: Here are two greasy pans. Each pan contains a “mystery” cleaner. I would like two volunteers to clean the pans.

Note: Have the volunteers clean the pans while the other employees watch. Give them a certain time limit. When the time is up, show both pans to the employees.

Ask: Which pan is clean?
Tell: One pan contained a degreaser and the other contained a sanitizer. Only the degreaser completely removed the grease.
Discuss: The importance of selecting the correct cleaning product for the best results.

Principles of Sanitizing

Tell: There are two methods for sanitizing utensils and equipment: the heat method and the chemical method.
  - With the heat method, a clean object is exposed to enough heat to kill bacteria.
  - With the chemical method, a clean object is immersed in or sprayed with a sanitizing solution.

How to Sanitize Using a Three-Compartment Sink

Note: Using plates or utensils, demonstrate how to sanitize using a three-compartment sink as you explain each step.

Tell: The method for sanitizing using a three-compartment sink is as follows:
  - Scrape and pre-rinse.
  - Scrub and wash in the first compartment.
  - Rinse in the second compartment.
  - Sanitize in the third compartment by using a chemical sanitizer or by heating the water to 170 °F.
  - Air dry.
  - Change the water frequently. For the chemical method, use a chemical test kit to confirm that the sanitizer is active. For the heat method, use a thermometer to check the temperature of the water.
Lesson 11 Content (cont.)

How to Sanitize Equipment

Tell: The method for sanitizing equipment is as follows:
- Unplug the equipment.
- Disassemble the equipment.
- Wash, rinse, and sanitize the removable parts in a three-compartment sink.
- Wash and rinse the stationary parts.
- Sanitize any areas that touch food.
- Air dry.

Note: Using a piece of equipment in the kitchen, demonstrate how to sanitize equipment as you explain each step.

How to Sanitize Using a Dishmachine

Tell: The method for sanitizing using a dishmachine is as follows:
- Scrape, separate, and pre-rinse.
- Place cups, bowls, and plates on the rack.
- Make sure the spray arms, soap trays, and curtains are clean.
- Shut the drain valves and fill the tank.
- Check the detergent, rinse dispenser, and sanitizer.
- Turn the heat and the machine on.
- Check the temperatures and gauges. Record the temperatures in the log.
- Prewash (80–100 °F).
- Wash (140–180 °F).
- Rinse (170–180 °F). FDA requires a minimum of 171 °F for heat sanitizing. States may have different standards.
- The temperature range for most chemical sanitizers to be effective is 75–120 °F. Always follow the manufacturer’s instructions. Test the solution with a test kit.

Note: Demonstrate how to sanitize using a dishmachine as you explain each step.
Lesson 11 Content (cont.)

Temperature/Chemical pH Logs

**Tell:** The purpose of the dishmachine temperature log is to confirm that the machine is working properly.
- If temperatures are too low, the dishes will not get clean or be sanitized.
- For low-temperature machines that sanitize with chemicals, keep a log of pH levels of chemicals.

**Note:** Have copies of the temperature logs used at the center available for the employees to review. Handout 3 contains a sample log that employees can use.

**Review:** The temperature logs used at the center and the procedures employees should use if temperatures are too high or too low.

Regulatory Agencies

**Note:** Have a copy of the most recent health department sanitation/inspection report available for the employees to review.

**Discuss:** The regulatory agencies that inspect your food service.

**Review:** The results of the most recent sanitation inspection.

**Praise:** Good work.

**Discuss:** Any concerns.

Lesson Evaluation

**Note:** The material needed is a copy of the Lesson Evaluation for each employee. Go over the directions with the employees before having them answer the questions.

**Discuss:** Employees’ responses.
Handout 1
Icebreaker

Directions: Look at each cleaning product and select the best use of this product by checking the best choice.

1. Name of product: ____________________
The best use of this product is to:
   a.  Clean the food preparation table
   b.  Sanitize the food preparation table
   c.  Wash dishes in the dishmachine
   d.  Clean the grease off the grill

2. Name of product: ____________________
The best use of this product is to:
   a. Clean the food preparation table
   b. Sanitize the food preparation table
   c. Wash dishes in the dishmachine
   d. Clean the grease off the grill

3. Name of product: ____________________
The best use of this product is to:
   a. Clean the mixer
   b. Clean the grease off the floor
   c. Wash flatware in the dishmachine
   d. Sanitize knives

4. Name of product: ____________________
The best use of this product is to:
   a. Clean the grease off the grill
   b. Clean the food preparation table
   c. Sanitize scoops
   d. Wash dishes in the dishmachine

5. Name of product: ____________________
The best use of this product is to:
   a. Clean the food preparation table
   b. Sanitize the food preparation table
   c. Wash pans in the sink
   d. Clean the grease off the floor
Handout 1: Answer Key

Icebreaker

Directions: Look at each cleaning product and select the best use of this product by checking the best choice.

1. Name of product: Cleaning solution
   The best use of this product is to:
   a. Clean the food preparation table
   b. Sanitize the food preparation table
   c. Wash dishes in the dishmachine
   d. Clean the grease off the grill
   Cleaning solutions remove dirt and soil. They are designed for food contact surfaces like the food preparation table.

2. Name of product: Dishwashing detergent
   The best use of this product is to:
   a. Clean the food preparation table
   b. Sanitize the food preparation table
   c. Wash dishes in the dishmachine
   d. Clean the grease off the grill
   Dishwashing detergents remove food and grease. They are designed to be used in a dishmachine.

3. Name of product: Chemical sanitizer used for hand-washed items
   The best use of this product is to:
   a. Clean the mixer
   b. Clean the grease off the floor
   c. Wash flatware in the dishmachine
   d. Sanitize knives
   Chemical sanitizers kill microorganisms. They are designed for sanitizing hand-washed items like knives.

4. Name of product: Degreaser
   The best use of this product is to:
   a. Clean the grease off the grill
   b. Clean the food preparation table
   c. Sanitize scoops
   d. Wash dishes in the dishmachine
   Degreasers remove grease. They are designed for food contact surfaces like the grill.

5. Name of product: Quaternary Ammonium Compounds (Quats)
   The best use of this product is to:
   a. Clean the food preparation table
   b. Sanitize the food preparation table
   c. Wash pans in the sink
   d. Clean the grease off the floor
   Quats are sanitizers that kill microorganisms. They are designed to sanitize food contact surfaces like the food preparation table.
Handout 2
How to Sanitize

A. How to Sanitize Using a Three-Compartment Sink
- Scrape and pre-rinse.
- Scrub and wash in the first compartment.
- Rinse in the second compartment.
- Sanitize in the third compartment by using a chemical sanitizer or by heating the water to 170 °F.
- Air dry.
- Change water frequently. For the chemical method, use a chemical test kit to confirm that the sanitizer is active. For the heat method, use a thermometer to check the temperature of the water.

B. How to Sanitize Equipment
- Unplug the equipment.
- Disassemble the equipment.
- Wash, rinse and sanitize the removable parts in a three-compartment sink.
- Wash and rinse the stationary parts.
- Sanitize any areas that touch food.
- Air dry.

C. How to Sanitize Using a Dishmachine
- Scrap, separate, and pre-rinse.
- Place cups, bowls, and plates on the rack.
- Make sure the spray arms, soap trays, and curtains are clean.
- Shut the drain valves and fill the tank.
- Check the detergent, rinse dispenser, and sanitizer.
- Turn the heat and the machine on.
- Check the temperatures and gauges. Record the temperatures in the log.
- Prewash (80-100 °F).
- Wash (140-180 °F).
- Rinse (170-180 °F). FDA requires a minimum of 171 °F for heat sanitizing. States may have different standards.
- The temperature range for most chemical sanitizers to be effective is 75–120 °F. Always follow the manufacturer’s instructions. Test the solution with a test kit.
**Handout 3**

**Sample Dishmachine Temperature Log**

**Directions:** Record the temperature of the wash and final rinse or pH level for chemical sanitizers. Report any abnormal temperatures to your supervisor.

<table>
<thead>
<tr>
<th>Date/Time</th>
<th>Temperature for Wash</th>
<th>Temperature for Final Rinse</th>
<th>pH Level for Chemical Sanitizers</th>
<th>Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date/Time</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AM</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Noon</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date/Time</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AM</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Noon</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date/Time</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AM</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Noon</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date/Time</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AM</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Noon</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson Evaluation

Select one area of the kitchen and ask employees to describe or demonstrate the following:
  ▪ How to sanitize a food preparation table
  ▪ How to sanitize small equipment
  ▪ How to check the sanitizer

*Answers will vary based on the demonstration.*
Handwashing and Personal Hygiene

Lesson 12 Overview

Time
30 minutes

Purpose
To explain the relationship between handwashing, personal hygiene, and food safety

Objectives
At the conclusion of this lesson, employees will be able to:
- Demonstrate correct handwashing procedures
- State their responsibility for infection control

Definitions
Foodborne Illness: Any illness that is carried or transmitted to people by a food or beverage

Materials
- The following props for the skit: disposable gloves, apron, cleaning rag, jewelry, tub of water, hand soap, paper towels, hair net or cap
- Flipchart and markers or blank transparencies, transparency pen, and overhead projector
- Mini Poster: When to Wash Your Hands
- Mini Poster: How to Wash Your Hands
- Policies and procedures manual
- Handout 1: Icebreaker
- Handout 2: When to Wash Your Hands
- Handout 3: How to Wash Your Hands
- Lesson Evaluation
- Answer key for Lesson Evaluation
Lesson 12 Overview (cont.)

Activities

Activity 1: Icebreaker. The purpose of the icebreaker is to use humor to communicate the seriousness of handwashing and personal hygiene. Present a short skit called “Eating at the Corner Cafe.” Ask for volunteers to play a food handler and a customer. The food handler will serve food to the customer. The food handler in the skit demonstrates poor personal hygiene, such as sneezing on the food, wearing jewelry, using gloves improperly, or serving food after brushing hair away from the face (no hair restraint or cap). Include poor handwashing techniques, such as rinsing hands off with only water or drying hands on the apron or cleaning rag. When the skit is finished, have the employees answer the questions on Handout 1. Discuss their answers.

Activity 2: Demonstrate the correct procedure for handwashing. Then, have the employees wash their hands in teams. Assign one employee to monitor the 20 second rule. Discuss the results of the handwashing activity.

Evaluation

Use the Lesson Evaluation to assess the employees’ knowledge of the concepts presented in this lesson.

References


Lesson 12 Content

Activity 1: Icebreaker

**Tell:** You are going to see a skit called “Eating at the Corner Cafe.” The food handler in the skit has poor personal hygiene practices and poor handwashing techniques. As you watch the skit, list the poor personal hygiene practices and poor handwashing techniques you observe on Handout 1. When the skit is finished, answer the question at the bottom of Handout 1.

**Discuss:** The poor personal hygiene practices and poor handwashing techniques demonstrated in the skit.

**Ask:** Would you want to eat at the Corner Cafe?

**Discuss:** Employees’ answers and reasons for the answers.

**Note:** The materials needed for Activity 1 are a copy of Handout 1 for each employee, an apron, disposable gloves, jewelry, a tub of water, paper towels, and hand soap. The purpose of Activity 1 is to use humor to communicate the seriousness of handwashing and personal hygiene. Present a short skit called “Eating at the Corner Cafe.” Have two employees volunteer to be a food handler and a customer. The food handler will serve the customer. There is no script for this skit. Before the skit, you might need to give suggestions to the person playing the food handler as to what to do. Have the food handler demonstrate poor personal hygiene, such as sneezing on the food, using gloves improperly, wearing jewelry, or serving food after brushing hair away from the face (no hair restraint or cap). Include poor handwashing techniques, such as rinsing hands off with only water or drying hands on the apron or cleaning rag.

**Note:** Using a flipchart or blank overhead transparency, make a master list of the poor personal hygiene practices and poor handwashing techniques demonstrated in the skit.
Introduction

Tell: Frequent handwashing and good personal hygiene practices are the best ways to prevent the spread of infectious diseases.

Most foodborne illness is caused by biological contamination resulting from poor personal hygiene.
- Individuals at high risk are more likely to become sick from food contaminated with bacteria or viruses from employee hands.
- All adult day care participants are at high risk for contracting a foodborne illness.

Ways Diseases Are Spread by Hands

Tell: There are five ways diseases are transmitted by contaminated hands:
- Hand to food
- Infected hands to other hands
- Food to hands to ready-to-eat food
- Nose, mouth, or eyes to hands
- Food to hands to person

Ask: What is an example of how a disease can be transmitted from hand to food?

Note: If necessary, write employees’ responses on a flipchart or blank transparency. A possible example is “not washing hands after using the restroom and then handling ready-to-eat food.”

Ask: What is an example of how a disease can be transmitted from infected hands to other hands?

Note: If necessary, write employees’ responses on a flipchart or blank transparency. A possible example is “An employee does not wash the hands after using the restroom and then touches the hands of an adult day care participant who is in the dining room waiting to eat a meal. The participant does not have the opportunity to wash his/her hands again. The meal is served. The participant puts a hand in his/her mouth or eats with the hands.”
Lesson 12 Content (cont.)

Ways Diseases Are Spread by Hands (cont.)

Ask: What is an example of how a disease can be transmitted from food to hands to ready-to-eat food?

Note: If necessary, write employees' responses on a flipchart or blank transparency. A possible example is “A food handler coughs on his/her hands, and then handles ready-to-eat food.”

Ask: What is an example of how a disease can be transmitted from nose, mouth, or eyes to hands?

Note: If necessary, write employees' responses on a flipchart or blank transparency. A possible example is “A food handler handles raw food and wipes his/her hands on a towel rather than washing the hands. The food handler touches the hand of an adult day care participant right before eating. The adult day care participant uses the hands to eat or puts fingers in the mouth.”

Ask: What is an example of how a disease can be transmitted from food to hands to person?

Relationship Between Handwashing and Personal Hygiene

Note: If necessary, write the following points on a flipchart or blank transparency.

Tell: Handwashing is one part of personal hygiene. In order to serve safe food, employees must do the following:

- Shower or bathe daily
- Wear a clean uniform and apron when dealing with food
- Wear a hair restraint
- Remove all jewelry
- Report illnesses or injuries to the supervisor
- Wash hands frequently
Lesson 12 content (cont.)

Center Policies Related to Personal Hygiene

Tell: All employees must follow the adult day care center’s policies related to personal hygiene.

Note: Using the center’s policies and procedures manual, review the center’s policies on personal hygiene.

Handwashing

Note: When going over the following points, refer the employees to Handout 2 and also to the mini poster “When to Wash Your Hands.”

Tell: Employees should wash hands before and after:
- Using disposable gloves
- Food preparation and service
- Feeding a participant
- Eating meals or snacks
- Handling medication

Tell: Employees should wash hands after:
- Arriving at work and taking breaks
- Handling raw meats, poultry, or fish
- Touching dirty dishes, equipment, or utensils
- Handling unclean objects (garbage, money, phone, etc.)
- Using cleaning chemicals
- Coming in contact with body fluids
- Changing a participant’s clothing
- Helping a participant in the restroom
- Using the restroom
- Eating, drinking, chewing gum, or using tobacco
- Touching or scratching hair, face, or body
- Coughing, sneezing, or using a handkerchief or tissue
Lesson 12 Content (cont.)

Handwashing (cont.)

Tell: Of course, employees should wash their hands whenever their hands are visibly dirty!

Emphasize: Adult day care center staff should facilitate frequent handwashing by participants.

How to Wash Hands

Note: When going over the following points, refer the employees to Handout 3 and also to the mini poster “How to Wash Your Hands.”

Tell: Employees must be sure to wash their hands correctly.

Proper Handwashing Method

- Wash hands with liquid soap under warm running water for at least 20 seconds.
- Wash hands thoroughly, paying special attention to germs that may be trapped under nails and in crevices.
- Rinse well to remove all traces of soap.
- Dry hands with paper towels.
- Use a paper towel to turn off the faucet after washing hands.
- Allow hands to dry thoroughly after cleansing (before contact with anything).

Areas Most Frequently Missed During Handwashing

Note: When going over the following points, refer the employees to Handout 3.

Ask: Look at your hands. What are the areas most frequently missed during handwashing?

Tell: The areas most frequently missed during handwashing include:

- The fingertips
- Under the fingernails
- The crease between the fingers
- The crease between the thumb and the index finger
Lesson 12 content (cont.)

Center Policies Related to Handwashing

**Tell:** All employees must follow the adult day care center’s policies related to handwashing.

**Note:** Using the center’s policies and procedures manual, review the center’s policies on handwashing.

Activity 2

**Note:** The material needed for Activity 2 is a copy of Handout 3 for each employee. Demonstrate the correct procedure for handwashing. Have the employees follow along on Handout 3 as you demonstrate the procedure. Then, have the employees wash their hands in teams. Assign one employee to monitor the 20 second rule by singing two choruses of “Happy Birthday” or by using a watch with a second hand to measure 20 seconds.

**Ask:** Did 20 seconds seem like a long time?

**Discuss:** Employees’ responses.

**Ask:** Did you think about the areas that are most often missed in handwashing?

**Discuss:** Employees’ responses.

**Remind:** Employees to wash the areas most often missed.

**Ask:** What good handwashing habits did you observe?

**Discuss:** Employees’ responses.

**Ask:** How could handwashing be improved?

**Discuss:** Employees’ responses.
Lesson 12 Content (cont.)

Lesson Evaluation

Note: Make sure each employee has a copy of the Lesson Evaluation. Then, replay the skit “Eating at the Corner Cafe.” However, this time have the food handler demonstrate good personal hygiene and proper handwashing techniques.

Tell: You are going to watch the revised skit “Eating at the Corner Cafe.” The food handler in the skit has good personal hygiene practices and good handwashing techniques. As you watch the skit, list the good personal hygiene practices and good handwashing techniques you observe on the Lesson Evaluation. When the skit is finished, answer the question at the bottom of the Lesson Evaluation.

Discuss: The good personal hygiene practices and good handwashing techniques demonstrated in the skit.

Note: Using a flipchart or blank overhead transparency, make a master list of the good personal hygiene practices and good handwashing techniques demonstrated in the skit. Compare this list to the one made after the first skit.

Ask: Would you want to eat at the Corner Cafe now?

Discuss: Employees’ answers and reasons for the answers.
Handout 1
Icebreaker

Directions: Watch the skit “Eating at the Corner Cafe.” In the space below, write down all of the examples of poor personal hygiene practices and poor handwashing techniques you observe.

Examples of Poor Personal Hygiene or Poor Handwashing Techniques

1.

2.

3.

4.

5.

Would you want to eat at the Corner Cafe? _____ Yes _____ No

Give a reason for your answer.
Handwashing and Personal Hygiene

Handout 2

When to Wash Your Hands

Wash Hands Before and After:

- Using disposable gloves
- Food preparation and service
- Feeding a participant
- Eating meals or snacks
- Handling medication

Wash Hands After:

- Arriving at work and taking breaks
- Handling raw meats, poultry, or fish
- Touching dirty dishes, equipment, or utensils
- Handling unclean objects (garbage, money, phone, etc.)
- Using cleaning chemicals
- Coming in contact with body fluids
- Changing a participant’s clothing
- Helping a participant in the restroom
- Using the restroom
- Eating, drinking, chewing gum, or using tobacco
- Touching or scratching hair, face, or body
- Coughing, sneezing, or using a handkerchief or tissue

Note: Staff should facilitate frequent handwashing by participants.
Handout 3
How to Wash Your Hands

Proper Handwashing Method

- Wash hands with liquid soap under warm running water for at least 20 seconds.
- Wash hands thoroughly, paying special attention to germs that may be trapped under nails and in crevices.
- Rinse well to remove all traces of soap.
- Dry hands with paper towels.
- Use a paper towel to turn off the faucet after washing hands.
- Allow hands to dry thoroughly after cleansing (before contact with anything).

Areas Most Frequently Missed During Handwashing

The areas most frequently missed during handwashing include:

- The fingertips
- Under the fingernails
- The crease between the fingers
- The crease between the thumb and index finger
Lesson Evaluation

**Directions:** Watch the revised skit “Eating at the Corner Cafe.” In the space below, write down all of the examples of **good** personal hygiene practices and **good** handwashing techniques you observe.

**Examples of Good Personal Hygiene or Good Handwashing Techniques**

1. 
2. 
3. 
4. 
5. 

Would you want to eat at the Corner Cafe? _____ Yes _____ No

Give a reason for your answer.
Lesson Evaluation: Answer Key

Directions: Watch the revised skit “Eating at the Corner Cafe.” In the space below, write down all of the examples of good personal hygiene practices and good handwashing techniques you observe.

Examples of Good Personal Hygiene or Good Handwashing Techniques

1. Wearing hair restraint
2. Wearing gloves
3. Using gloves properly
4. Washing hands properly for 20 seconds
5. Wearing no jewelry

Would you want to eat at the Corner Cafe? _____ Yes _____ No (Answers will vary.)

Give a reason for your answer. (Answers will vary.)