



TEACH IT FORWARD

SAMPLING TECHNIQUES

<i>PLAN IT</i>	<i>Completed/ Comments</i>
Supplies/Materials	
<ol style="list-style-type: none"> 1. Trays 2. 1 ounce portion cups filled with various new recipe samples (or plates, spoons, napkins, or toothpicks, depending on the items) 3. Litter container 4. Selected new recipes 	
Location	
<ul style="list-style-type: none"> • Cafeteria Service Lines 	
Date, Time, Duration	
Day: _____; Time: _____; Duration: 15 minutes	
Resources and Talking Points	
<ol style="list-style-type: none"> 1. Overcoming unknowns 2. Samples allow for “just a taste” 3. Encourages interaction with students 4. Recipe talking points 	
Demonstration and Activities	
Role play offering samples of new products	
NOTES:	
<i>The In-Service TIF Chef Ambassador can identify 2 or 3 new products for sampling and insert into script as noted below.</i>	



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<i>PRESENT IT</i>	<i>Comments</i>
<p>KNOW – 3 minutes Knowledge Transfer</p> <ol style="list-style-type: none"> 1. Introduction of New Menu Items- SAY: <i>We all know students may be reluctant to try a new food. You have all been asked “What is it?”, “What’s in it?”, “Is it good?” “Do <u>you</u> like it?” more times than you can count. Today we are going to try out the technique of offering samples of some of the new recipes to students. Recipes have suggested communication scripts to encourage student selection.</i> 2. Sampling Techniques - SAY: <ul style="list-style-type: none"> <i>We want to present each new recipe at its best – and communicate ingredients while encouraging students to sample.</i> <i>We also want to ensure the safety of the food is not compromised. So, we have prepared and portioned some of the new Chef Recipes into these small serving cups/plates/etc. Today, we are going to practice on each other by taking turns as the “student sampler” and the “staff sample giver”. It can be hard to approach a group of students and encourage them to try something new. Practicing on each other will be helpful.</i> <i>When you are the “student” – feel free to channel student behavior and conversations of what you see and hear. When you are the “sample giver” be sure you are prepared and know ingredients and other key points about the recipe.</i> <p>ASK: – any questions? Who would like to portray a student as I demonstrate how to offer a sample?</p>	
<p>SHOW – 2 minutes</p> <p>Role Play Demonstration –</p> <ul style="list-style-type: none"> Walk up to the “student” and SAY: Script on recipe – something like “Hi, how would you like to sample this new Chef recipe of INSERT NAME”? “Student” responds with “What’s in it?” SAY: INSERT KEY INGREDIENTS PRESENT tray with samples (one end to student) and monitor as they select one. Watch as they take a bite and ask their opinion (Students LOVE to be asked opinions!). Hold out small container for litter. <p>Summarize – SAY: See, it can be that easy!</p>	
<p>DO – 9 minutes</p> <p>SAY: Now, let’s break into groups of 2.</p> <ul style="list-style-type: none"> Rotate roles so you are the “Sampler” and “Sample Giver” Review script on back of recipe Learn ingredients At “GO”, Begin role play. After 1 minute, SWITCH roles After 3 minutes – SAY “STOP” <p>ASK: How many students were encouraged to sample the item?</p>	



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SWITCH to different product.

REPEAT activity

LISTEN to comments -- **WATCH** and **COACH**

RECAP – 1 minute

SAY:

- Today you have had an opportunity to see different ways new foods can be sampled and practice approaching students to encourage them to taste something new.
- **CONGRATULATIONS!** You have earned a Certificate of Completion for .25 hours in the Learning Topic of Communications and Marketing.