

CICN PRESENTS

THE PRODUCE LAB

TRAINING MANUAL

CICN PRESENTS THE PRODUCE LAB

TRAINING MANUAL

EXECUTIVE DIRECTOR
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Key Area:
1 – Nutrition
2 – Operations

USDA Professional Standards Codes:
Menu Planning – 1100
Food Production – 2100
Serving Food – 2200



2024

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BACKGROUND INFORMATION FOR TRAINERS

WELCOME to *CICN Presents: The Produce Lab*.

This training manual is an instructional aid for you, the course instructor. The manual provides the content and educational tools needed to introduce school nutrition professionals to concepts and basic skills related to preparing and serving safe, high-quality meals to students. To assist you further in successfully conducting this training, the Training Manual includes the following prompts:

INSTRUCTOR'S NOTE:

The purpose of the background information is to help you become familiar with the content of the training. It is not a part of the training detail.

DEMONSTRATE/DISCUSS

This prompt will be followed by talking points or instructions to deliver to the participants. Use these talking points as a guide for the topic of discussion. Following the instructions provided will assist you in having a successful training.

KEY MESSAGES

This prompt will provide important information that child nutrition professionals should understand. Please ensure the participants have a good understanding of these key messages before continuing with the training.

CLASS DISCUSSION PROMPTS

This prompt will suggest questions to ask the participants to start a good discussion among the group. For some questions, answers may be provided to help guide the conversation if participants seem reluctant to answer.

ADDITIONAL INFORMATION

- This training is intended for 24 participants, including hands-on food production activities for six teams of four participants each. However, if there are fewer than 24 participants, the total number of participants will be divided as needed.
- Best practices are bolded to prompt the instructor to emphasize the topic area.
- The equipment list, shopping list, setup guide, and lesson preparation information can be found in the Appendix of the Training Manual.

ACTIVITY INFORMATION

Participants will work together. At the beginning of the training, divide the participants into six teams of four. (The recommended team size for this training is four participants; however, if there are fewer than 24 participants, the total number of participants will be divided into six teams.) Assign the recipes each team will be working with during the culinary lab. (For teams with fewer than four participants, consider adjusting the recipe assignments for teams with fewer than four participants.)

Here are a few suggestions for developing teams:

- Allow participants sitting next to each other to be in teams or have them number off by the desired number of teams.
- Have child nutrition or culinary terms on one note card and the corresponding definition on another note card. Explain that participants need to circulate the room to find a match. The participants with matching cards are partners. For example, one card may have the word “food processor,” and the corresponding definition card may read, “This piece of equipment is used to shred, chop, and blend foods.”
- Place different colored dots on nametags, note cards, or on the outside of the workbooks. Use the colors to create groups or pairs.

The above suggestions can serve two purposes: an ice-breaker and a way to form lab teams.

TRAINING-AT-A-GLANCE

EXPECTED TRAINING DURATION- 4 HOURS

TIME	TOPIC	TASK	MATERIALS
INTRODUCTION			
20 Minutes	Welcome and Overview	<ul style="list-style-type: none"> ○ Introduce topic ○ Introduce instructor ○ Participant introductions ○ Training overview ○ Ground rules ○ Review USDA professional standards ○ Review ICN Competencies ○ Review training goals and objectives ○ Review culinary terms 	<ul style="list-style-type: none"> ○ Sign-in sheet ○ Training Manual
PRODUCE PREPARATION			
<p>OBJECTIVES:</p> <ul style="list-style-type: none"> ○ Identify food safety practices for the preparation of produce items. ○ Review how to process produce items using a variety of tools and equipment. ○ Review blanching, shocking, and steaming techniques. ○ Recognize a variety of salad composition methods. ○ Review the method for roasting vegetables. ○ Review the methods of sautéing vegetables. 			
5 Minutes	Food Safety	<ul style="list-style-type: none"> ○ Discuss food safety practices 	<ul style="list-style-type: none"> ○ Training Manual ○ Handout: Food Safety Fact Sheet: The Process Approach ○ Handout: Handling Produce Safely

TIME	TOPIC	TASK	MATERIALS
25 Minutes	Vegetable Processing Equipment	<ul style="list-style-type: none"> ○ Discuss and demonstrate the use of equipment 	<ul style="list-style-type: none"> ○ Training Manual ○ Handout: How to Use a Food Processor to Puree Items ○ Handout: How to Use a Food Processor to Shred Items – Commercial Food Processor ○ Handout: How to use a Food Processor to Shred Items – Countertop Food Processor ○ Handout: How to Use a Food Processor to Slice Items
5 Minutes	Blanching and Steaming Vegetables	<ul style="list-style-type: none"> ○ Discuss and demonstrate methods of blanching and steaming vegetables 	<ul style="list-style-type: none"> ○ Training Manual
10 Minutes	Roasting Vegetables	<ul style="list-style-type: none"> ○ Discuss and demonstrate methods of roasting vegetables 	<ul style="list-style-type: none"> ○ Training Manual
20 Minutes	Sautéing Vegetables	<ul style="list-style-type: none"> ○ Discuss and demonstrate methods of sautéing vegetables 	<ul style="list-style-type: none"> ○ Training Manual
10 Minutes	Salad Composition	<ul style="list-style-type: none"> ○ Discuss and demonstrate methods of salad composition 	<ul style="list-style-type: none"> ○ Training Manual ○ Handout: How to Build a Boxed Grab-and-Go Salad

TIME	TOPIC	TASK	MATERIALS
CULINARY LAB			
OBJECTIVE:			
○ Prepare a variety of produce (fruit and vegetable) based recipes utilizing the culinary skills of blanching and shocking, steaming, salad composition, roasting, and sauté.			
105 Minutes	Culinary Lab	○ Prepare a variety of produce-based recipes	<ul style="list-style-type: none"> ○ Training Manual ○ Handout: Report – Out Template ○ Handout: Mise en Place ○ Handout: Mise en Place List (Template) ○ Food Safety Fact Sheets
REPORT OUT			
OBJECTIVES:			
○ Evaluate the quality, taste, and appearance of the prepared recipe.			
15 Minutes	<ul style="list-style-type: none"> ○ Report-Out ○ Marketing ○ Sampling Foods 	<ul style="list-style-type: none"> ○ Report on the following topics: <ul style="list-style-type: none"> • Description of recipes • Marketing (name/presentation) • Quality of recipe • Ease of production • Use in program ○ Evaluate the recipes 	<ul style="list-style-type: none"> ○ Training Manual ○ Recipe Evaluation Form
WRAP UP			
10 Minutes	Review the Training	<ul style="list-style-type: none"> ○ Review the lesson ○ Discuss implementation of skills 	<ul style="list-style-type: none"> ○ Training Manual ○ Handout: Application Action Plan ○ Handout: Reflections
CONCLUSION			
10 Minutes	○ Training Evaluation	<ul style="list-style-type: none"> ○ Conduct Training Evaluation ○ Conclude the training 	<ul style="list-style-type: none"> ○ Training Manual ○ Training Evaluation QR code

THE PRODUCE LAB - INTRODUCTION

(5 MINUTES)

INTRODUCTION TALKING POINTS

- Welcome to *CICN Presents: The Produce Lab*.
- You can say: This training is designed to be hands-on, inviting you, the participant, to be an active learner. Today, we will focus on developing culinary skills that will better enable you to prepare scratch and speed scratch recipes. The Produce Lab will provide the skills needed to begin or advance your program's preparation of fresh produce. We will cover food safety practices, the use of tools and equipment, and various food preparation techniques.
- Introduce yourself and other special guests. You should state your name, title, credentials, and relevant experience.

INSTRUCTOR'S NOTE:

Introduce yourself to the attendees using the following format and select an ice breaker from the list below. Confirm that participants have signed the sign-in sheet and that they all have a copy of the workbook and a pen or pencil.

ICE BREAKER IDEAS

- Facilitate an ice breaker to provide participants with an opportunity to introduce themselves and identify their titles/credentials and relevant experience. Ideas may include asking participants to include a fun food fact about themselves in their introduction. Suggested examples include:
 - What's the strangest thing you've ever eaten?
 - If you could only eat one food for the rest of your life, what would it be, and why?
 - What's something that you regularly ate growing up?
 - What's your signature dish?
 - If you could go to dinner anywhere tonight, where would you go?
- After the ice breaker, instruct participants to form (or you may assign) six lab teams of four. Assign each team a number from 1 to 6 to correspond with the team's recipes listed below. (The recommended team size for this training is 4 participants; however, if there are fewer than 24 participants, the total number of participants will be divided as needed.)
- When using recipes in a culinary lab, assign the recipes each team will work with during the culinary lab at the beginning of the training. (Consider adjusting the recipe assignments for teams with fewer than four participants.)
- Assigning recipes at the beginning of the training allows participants to review the recipes they will prepare. Participants will better understand how the discussed techniques during lectures and demonstrations will apply to the recipes they will use during the lab exercise.
- Consider combining the ice-breaker and lab team formation.

RECIPES FOR TRAINING						
TEAM	1	2	3	4	5	6
RECIPE 1	Peach Salsa	Spiced Fruit Relish	Broccoli Salad	Moroccan Carrot Salad	Melon, Citrus & Jicama Salad with Mint	Chili Lime Fruit Salad
RECIPE 2	Roasted Root Vegetable Hash	Zucchini Sticks w/ Red Sauce	Garlicky Green Beans	Mexicali Corn	Corn and Edamame Blend	Quick Baked Sweet Potatoes
RECIPE 2	Tangy Cucumber Salad	Sesame Ginger Slaw	Cowboy Caviar	Chickpea Waldorf Salad	Pizza Green Beans	Mediterranean Cucumber Salad

RECIPE DISCLAIMER

This collection of recipes includes flavors inspired by regional and global cuisines and may vary from what would be authentic to specific cultures.

TRAINING OVERVIEW

Refer participants to the following documents and briefly review each one:

- Ground Rules
- USDA Professional Standards
- ICN Competencies
- Training Goals and Objectives
- Culinary Terms

INSTRUCTOR'S NOTE:

Time does not allow for a review of all of the terms and definitions included in the Culinary Terms. Ask volunteers to read the definitions for the following terms: **Batch Cook**, **Blanching**, **Mise en Place**, and **Standardized Recipe**. Ask if any other culinary terms need clarification.

GROUND RULES

INSTRUCTOR'S NOTE:

Prior to the training, you can send the following ground rules to all training participants.

ICN developed ground rules to help the training run smoothly and allow all participants to benefit from the course instruction and information.

SHOW UP ON TIME AND COME PREPARED

Be prompt in arriving and returning from breaks. Come with a positive attitude.

STAY MENTALLY AND PHYSICALLY PRESENT

Be present and stay on task. Listen attentively to others and avoid disruptive side conversations.

LET EVERYONE PARTICIPATE

Be patient when listening to others speak. Treat all participants with the same respect that you would want from them.

LISTEN WITH AN OPEN MIND

Stay open to new ways of doing things and listen for understanding. You can respect another person's point of view without agreeing with them.

THINK BEFORE SPEAKING

Seek first to understand, then to be understood. Avoid using idioms and phrases that can be misunderstood.

ATTACK THE PROBLEM, NOT THE PERSON

Respectfully challenge the idea, not the person. Honest and constructive discussions are necessary to get the best results.

FOCUS ON FOOD SAFETY

Ensure proper food safety practices are adhered to at all times. Practice proper handwashing and glove use, avoid cross-contact and cross-contamination, follow cleaning and sanitation practices, and proper temperature controls.

MAINTAIN PHYSICAL SAFETY

Kitchen environments are filled with the potential for accidents. Safeguard yourself and others by following good workplace safety practices. Keep floors clean and free of debris and standing water, move safely with sharp items such as knives, and use equipment with caution to prevent burns, cuts, and other injuries. Immediately report any injuries to your instructor.

WEAR PROPER KITCHEN ATTIRE

Wear proper kitchen attire during culinary labs. Proper attire includes closed-toed shoes (slip-resistant are preferable), a clean apron, and a hair restraint. Remove jewelry (including rings—except for a single, plain band without stones), remove nail polish and artificial fingernails, and maintain good personal hygiene.

PROFESSIONAL STANDARDS AND KEY AREA CODE

KEY AREA CODES

1 – Nutrition

2 – Operations

PROFESSIONAL STANDARDS

Menu Planning – 1100

Employee will be able to effectively and efficiently plan and prepare standardized recipes, cycle menus, and meals, including the use of USDA Foods, to meet all Federal school nutrition program requirements, including the proper meal components.

1140 – Write standardized recipes and use Food Buying Guide.

Food Production – 2100

Employee will be able to effectively utilize food preparation principles, production records, kitchen equipment, and food crediting to prepare foods from standardized recipes, including those for special diets.

2110 – Understand and effectively prepare food using a standardized recipe.

2130 – Develop culinary skills necessary for school meal preparation.

2140 – Properly use and care for equipment.

Serving Food – 2200

Employee will be able to correctly and efficiently serve food portions to meet all USDA school meal pattern requirements and encourage healthy food selections including those for special diets.

2230 – Serve food to maintain quality and appearance standards.

ICN COMPETENCIES

COMPETENCIES, KNOWLEDGE, AND SKILLS OF EFFECTIVE SCHOOL NUTRITION ASSISTANTS AND TECHNICIANS

FUNCTIONAL AREA 1: EQUIPMENT USE AND CARE — This functional area is defined as the selection, operation, and maintenance of foodservice equipment.

CORE COMPETENCY 1.1

1.1a Demonstrates the ability to select the correct foodservice equipment for the food product being prepared.

FUNCTIONAL AREA 2: FOOD PRODUCTION — This functional area is defined as the production of high-quality food products using procedures for receiving, inventory, preparation, and service of safe, appetizing, nutritious meals to students.

CORE COMPETENCY 2.2

2.2a Knows and demonstrates basic food preparation techniques used in producing large quantities of food items.

2.2b Knows and demonstrates the ability to prepare food products following standardized recipes.

CORE COMPETENCY 2.3

2.3a Knows the importance of and demonstrates proper procedures for monitoring and evaluating all foods (received and produced) to ensure quality standards are achieved.

OVERALL TRAINING GOALS

- Identify a variety of produce items.
- Apply safe food handling practices to processing, cooking, and serving produce items.
- Identify proper ways to process and prepare produce items for further preparation or line service.
- Utilize kitchen tools and equipment to prepare a variety of produce items efficiently.

TRAINING OBJECTIVES

- Identify food safety practices for the preparation of produce items.
- Review how to process produce items using a variety of tools and equipment.
- Review blanching, shocking, and steaming techniques.
- Recognize various salad composition methods.
- Review the method for roasting vegetables.
- Review the methods of sautéing vegetables.
- Prepare a variety of produce-based recipes utilizing the culinary skills of blanching and shocking, steaming, salad composition, roasting, and sautéing.
- Describe how the recipes can be incorporated into school menus.

PRODUCE PREPARATION

– INTRODUCTION

(80 MINUTES)

TIME	TOPIC	TASK	MATERIALS
PRODUCE PREPARATION			
OBJECTIVES:			
<ul style="list-style-type: none"> ○ Identify food safety practices for the preparation of produce items. ○ Review how to process produce items using a variety of tools and equipment. ○ Review blanching, shocking, and steaming techniques. ○ Recognize a variety of salad composition methods. ○ Review the method for roasting vegetables. ○ Review the methods of sautéing vegetables. 			
5 Minutes	Food Safety	○ Discuss food safety practices	<ul style="list-style-type: none"> ○ Training Manual ○ Handout: Food Safety Fact Sheet – The Process Approach ○ Handout: Handling Produce Safely
30 Minutes	Vegetable Processing Equipment	○ Discuss and demonstrate the use of equipment	<ul style="list-style-type: none"> ○ Training Manual ○ Handout: How to Use a Food Processor to Puree Items ○ Handout: How to Use a Food Processor to Shred Items – Commercial Food Processor ○ Handout: How to use a Food Processor to Shred Items – Countertop Food Processor ○ Handout: How to Use a Food Processor to Slice Items

TIME	TOPIC	TASK	MATERIALS
5 Minutes	Blanching and Steaming Vegetables	○ Discuss and demonstrate methods of blanching and steaming vegetables	○ Training Manual
10 Minutes	Salad Composition	○ Discuss and demonstrate methods of salad composition	○ Training Manual ○ Handout: How to Build a Boxed Grab-and-Go Salad
15 Minutes	Roasting Vegetables	○ Discuss and demonstrate methods of roasting vegetables	○ Training Manual
15 Minutes	Sautéing Vegetables	○ Discuss and demonstrate methods of sautéing vegetables	○ Training Manual

OVERVIEW

In this informative chef demonstration, we will explore the essential practices and techniques involved in the safe handling, processing, and cooking of produce items. Throughout the demonstration, you will have the opportunity to observe and ask questions as our chef expertly showcases each technique. By the end of this session, you will be equipped with valuable knowledge and practical skills that will elevate your ability to prepare and cook produce items in a safe and delicious manner for school nutrition.

DISCUSS

- Produce refers to food items that are fruits and vegetables. The *Dietary Guidelines for Americans* (www.dietaryguidelines.gov) state that healthy eating patterns include a variety of vegetables from all five vegetable subgroups and a variety of fruits, especially whole fruits.
- Fruits and vegetables are important sources of many nutrients, including dietary fiber and an array of vitamins and minerals.
- Today's principal task is to develop your knowledge of how to process produce items and safely prepare quality, produce-based menu items.
- The culinary lab is designed to reinforce the topics discussed during the demonstration portion of the lesson.
- This lesson encourages hands-on participation—application and repetition are the best ways to increase your skill level.

- Throughout the training, you will also be introduced to various cooking methods. The methods can be broken down into three main categories: dry heat, moist heat, and combination.
 - **Dry-heat cooking** uses air or fat to transfer heat. This method is best for cooking tougher cuts of meat, poultry, and seafood and can also be used for many vegetables such as cauliflower, Brussels sprouts, and broccoli. Examples of dry-heat cooking methods include roasting, baking, grilling, broiling, sautéing, and frying.
 - **Moist-heat cooking** involves the use of water or a liquid to transfer heat. This method is best for cooking delicate foods such as fish, vegetables, and eggs. Examples of moist-heat cooking methods include boiling, steaming, simmering, poaching, blanching, and braising.
 - **Combination cooking** is a method of cooking that combines both moist and dry heat to achieve a desired result. This type of cooking is often used to tenderize tougher cuts of meat and to add flavor and moisture to vegetables and grains. Moist heat cooking methods, such as braising, poaching, and steaming, are used in combination with dry heat methods, such as baking, roasting, and grilling.
- As we progress through the demonstrations, we will identify the method used.

KEY MESSAGE

- When developing culinary skills, safety and precision are necessary.
- Speed is less important than safety and precision. Speed comes with time and practice.

INSTRUCTOR'S NOTE:

Ask if there are any questions.

FOOD SAFETY — INSTRUCTION (5 MINUTES)

DISCUSS

- Direct participants to the **Food Safety Fact Sheet: The Process Approach** and the **Handling Produce Safely** handouts.
- Quickly review the **Food Safety Fact Sheet: The Process Approach** with participants, paying special attention to the “Follow Standard Operating Procedures” section for all menu items prepared in your school nutrition program.
- Facilitate a brief discussion (about 3 minutes) on any key food safety topics shared with the group.

KEY MESSAGES

- Food safety must be at the forefront of any foodservice operation.
- Practicing safe food handling is especially important when working with produce because produce items are often served raw.
- It is important to recognize the food safety steps required based on the selected produce preparation method. **ICN’s Food Safety Fact Sheets: The Process Approach and the Handling Produce Safely** identify best practices for maintaining a high level of food safety in your program.
- In the **Food Safety Fact Sheet: The Process Approach**, note that Standard Operating Procedures (SOPs) are needed for all of the steps in the foodservice cycle from receiving to serving and storing or disposal of leftovers. These steps include:
 - Purchasing foods from approved sources
 - Receiving foods properly
 - Storing foods properly
 - Preparing foods correctly
 - Cooking food to appropriate temperatures (verifying food temperatures and limiting time food is held in the temperature danger zone)
 - Serving food to students
 - Food storage and disposal.SOPs are a critical first step to ensuring food safety in your program and should always include instructions for proper personal hygiene and handwashing procedures.
- ***As we work through the lesson and culinary lab, safe food handling practices need to be at the forefront of your work.***

CLASS DISCUSSION PROMPT

- Would anyone be willing to share some key safety practices they have seen implemented?

HANDOUT: FOOD SAFETY FACT SHEET: THE PROCESS APPROACH

Food Safety Fact Sheet

The Process Approach

INTRODUCTION

The Process Approach to developing a food safety program categorizes menu items into three broad preparation processes based on the number of times the food passes through the temperature danger zone. School nutrition employees must monitor foods at various steps in the foodservice process and must control temperatures to ensure food safety.

HERE ARE THE FACTS

Menu items served must be categorized into three processes: no cook, same day service, and complex preparation. No cook menu items do not go through the temperature danger zone, same day service menu items go through the temperature danger zone one time, and complex menu items pass through the temperature danger zone three times.

APPLICATION

Sort menu items based on similarity of the preparation process. Menu items within the same group share the same potential hazards.

- No cooked menu items are kept cold from preparation through service.
- Same day menu items are prepared hot and served hot on the same day.
- Complex menu items are prepared hot, cooled, and possibly reheated.

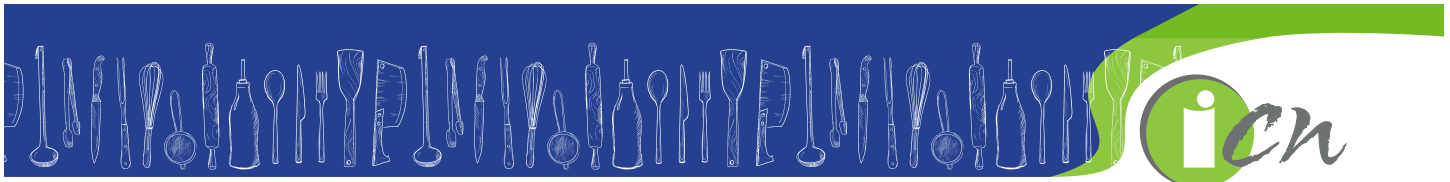
Indicate the menu groupings as part of your food safety plan.

- Use a menu grouping form to show categories.
- Write the category number on each recipe card or production record.

Follow Standard Operating Procedures for all menu items prepared in your school nutrition program.

- Purchase foods from approved sources.
- Store foods properly.
- Follow proper handwashing practices.
- Verify food temperatures.
- Receive foods properly.
- Use good personal hygiene.
- Limit time food is held in the temperature danger zone.





The Process Approach cont.

Monitor and record time and temperatures of food throughout the foodservice process.

- For no cook menu items, monitor temperatures at receiving, storing, and holding.
- For same day service menu items, monitor temperatures at receiving, storing, cooking, and hot holding.
- For complex menu items, monitor temperatures at receiving, storing, cooking, cooling, reheating, and hot holding.

Control time and temperature of food at appropriate steps in the foodservice process.

- For no cook menu items, control temperatures during cold holding.
- For same day service menu items, control temperatures during cooking and hot holding.
- For complex menu items, control temperatures during cooking, cooling, reheating, and hot holding.

Remember, follow state or local health department requirements.

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HANDOUT: HANDLING PRODUCE SAFELY



WASH HANDS BEFORE HANDLING



WEAR DISPOSABLE GLOVES



USE SEPARATE EQUIPMENT AND UTENSILS FOR RAW MEAT AND FRESH PRODUCE



STORE CUT, FRESH PRODUCE AT 41°F OR BELOW



LABEL, DATE AND REFRIGERATE FRESH-CUT ITEMS

SQUASH : 10/31/19 :

KEEP AT 41°



BEFORE AND AFTER EACH USE, WASH, RINSE, SANITIZE, AND AIR DRY ALL FOOD CONTACT SURFACES, EQUIPMENT, AND UTENSILS

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DEMONSTRATION: VEGETABLE PROCESSING EQUIPMENT

[25 MINUTES]

INSTRUCTOR'S NOTE:

With each demonstration, explain how using the correct tools and equipment makes the demonstrated task more efficient. Reference the correlating handouts as available. Utilize the handout: **Demonstration Skills for Trainers** for additional assistance during culinary demonstrations.

OBJECTIVE

- Review the process of preparing produce using a variety of tools and equipment.

DISCUSS

- There are many different equipment manufacturers in the food industry. Before using any new equipment, read the manufacturer's instructions to make sure you use it safely.
- The equipment we are using today is just for training purposes, and we are not endorsing any brand.
- Commercial food processors are important for quantity food preparation because they can process large amounts of food quickly and efficiently. Using commercial food processors saves time and labor costs, making it more cost-effective for programs to prepare meals in bulk. Food processors can chop, slice, grate, and blend ingredients, including produce, making it easier to prepare a variety of dishes.
- Commercial food processors also help ensure consistent results in terms of texture and quality, which is important for large-scale food production. Overall, they can increase productivity, save time, and improve food quality in quantity-food-preparation settings.

FOOD PROCESSING EQUIPMENT VS KNIVES FOR VEGETABLES:

- **Use food processing equipment for:**
 - Large quantities of food
 - Repetitive tasks, such as slicing, dicing, or mincing
 - Uniform cuts
 - Purees or sauces
- **Use knives for:**
 - Small quantities of food
 - More delicate tasks, such as peeling or coring
 - More precise cuts
 - More control over the texture of the food

EXAMPLE:

If you are making a large batch of vegetable soup, it is more efficient to use a food processor to chop the vegetables. For a small salad, it may be faster and easier to use a knife to cut the vegetables.

Use of a Wedger

DEMONSTRATE/DISCUSS

- **Demonstrate** how to wedge tomatoes.
 - Place tomato wedges in pan for use in the salad composition section of the training.
- **Demonstrate** how to wedge apples.
 - Place apples in salt water for 1 minute. Remove and place in pan.

To prevent apples from oxidizing (referenced in the culinary terms section), combine 1 gallon of cold water with 1/4 teaspoon of salt and stir. Place sliced/wedged apples in the water solution for at least 30 seconds or up to 3 minutes. The apples will not turn brown (oxidize) for up to two days. There are also commercial products that prevent oxidation.

- Wedgers are a useful tool to process a large amount of food items in a short amount of time. Wedgers are perfect for wedging apples, sectioning oranges, making zucchini sticks, wedging tomatoes, and other foods that can be cut into wedges. Wedgers are not the best option for hard foods such as butternut squash, russet potatoes, and beets.
 - **Quick and Even Slices:** Wedgers ensure evenly sliced food. Wedgers are especially beneficial when preparing dishes that require uniform sizes, such as salads and fruit platters, as it helps to achieve a professional and neat look.
 - **Reduced Waste:** Wedgers help reduce waste in the kitchen because they result in precise cuts and slices.
 - **Precise Cuts:** Wedgers are also great for making precise cuts for a variety of recipes, including pizza toppings, potato wedges, and more.
 - **Safety:** Since wedgers cut quickly, there is less risk of accidents, making them safer for amateur cooks than knives.
 - **Time-Saving:** Wedgers are a great time-saver in the kitchen, allowing you to quickly cut apples and other fruit.

Use of a Tomato Slicer

DEMONSTRATE/DISCUSS

- **Demonstrate** how to slice a tomato in the tomato slicer.
- **Demonstrate** dicing a portion of the sliced tomatoes to show how the slice can be used as a first step in dicing tomatoes.
- Tomato slicers are a useful tool to slice a large amount of tomatoes to be served as is or as a starting point to dicing tomatoes.
 - **Efficiency:** A tomato slicer allows for a more efficient way of slicing tomatoes compared to slicing by hand. Tomato slicers are especially helpful when making a large batch of tomatoes, as the slicing process can be sped up drastically.
 - **Uniform and Even Slices:** The blades on a tomato slicer ensure that the tomato is cut into uniform, even slices each time, making it much easier and faster to prepare a dish.
 - **Safety:** Tomato slicers are designed to be sharp and effective, which reduces the risk of injury when cutting through tough skin versus using a knife.
 - **Prevents Waste:** A tomato slicer can be adjusted to different thicknesses, ensuring that most of the tomato is used and reducing the amount of waste.

Use of a Food Processor to Chop Food Items

DEMONSTRATE/DISCUSS

- **Demonstrate** how to rough chop onions in a food processor. Use the pulse feature to ensure the food items are not over-processed. If the desired chop is medium or large, a food processor may not be useful.
- Food processors are useful tools to quickly rough chop a large amount of a food item in a short amount of time.
- For recipes that list a large amount of chopped product, chopping the items in a food processor will save time and yield good results.
- Make sure to not overload the food processor (the food will not be able to move evenly in the food bowl) and to not over chop the food. Use the pulse button, if available, to control the motor and reduce the risk of over-chopping.
 - **Efficiency:** Using a food processor means less time prepping food.
 - **Consistency:** Food processors can help you achieve more uniform results with every chop. You get nice, even pieces with less effort. Uniformed cuts allow even cooking of food because the food can cook at the same rate. Uniformed cuts also provide visual cues that the food being prepared has been made with a standard for quality.
 - **Variety:** Food processors can do more than just chop. With blades and discs becoming more specialized, they can now blend, juice, and even grind ingredients for you.
 - **Reduced Waste:** One of the great benefits of using a food processor is that it can help prevent food waste. By evenly cutting and blending ingredients, you will not end up with pieces that are too big or too small, and you are able to use more of the edible parts. When foods are cut accurately, it reduces the amount of items that may need to be discarded due to uneven cutting. Uneven cuts can affect the end product, especially when uneven cooking takes place due to poor cuts.

Use of a Food Processor to Puree Food Items

DEMONSTRATE/DISCUSS

- Let's make hummus. Hummus is a protein-rich spread made from blended chickpeas, olive oil, and spices. It can serve as a meat/meat alternate component or as a legume vegetable subgroup serving in your meal program.
- Review the process of using a food processor to puree foods by making hummus.
 - Add 1 can of drained (reserve liquid), rinsed chickpeas, 2 cloves of crushed garlic, 3 tablespoons of tahini, 2 tablespoons of lemon juice, 1 teaspoon of ground cumin, and a 1/8 teaspoon of salt to a food processor.
 - Blend the ingredients until they are well combined.
 - Slowly drizzle in up to 1/4 cup of the reserved chickpea can liquid while the food processor runs.
 - Add 2–3 tablespoons of water as needed to reach your desired consistency.

Benefits of pureeing ingredients like hummus in a food processor:

- Smoother texture - Blending chickpeas into a dip makes hummus creamy, smooth, and spreadable.
- Incorporates tahini - The food processor combines the chickpeas and tahini into one cohesive dip, blending the flavors.
- Quick preparation - A food processor can make hummus in minutes instead of lengthy stirring by hand.
- Consistent batch to batch - Machine blending gives reliable standardized hummus texture and taste every time.

HANDOUT: HOW TO USE A FOOD PROCESSOR TO PUREE ITEMS

Culinary Quick Bites

BASIC FOOD PREPARATION SKILLS

HOW TO USE A FOOD PROCESSOR TO PUREE FOOD ITEMS

1



Choose the appropriate blade for pureeing, and secure it into the food processor bowl.

2



Prepare items before placing into the food processor. For example, hard or dense food items may need to be cooked in advance to soften the foods.

3



Place the items to be pureed into the food processor bowl, but be careful not to overfill it. Secure the lid and place a towel over the top.

4



Use the “pulse” feature initially, then use continuous run until all the food pieces have been pureed to a smooth or desired consistency.

5



Add water or other liquid, listed in the recipe, if needed, to allow the blades to process and puree the food.

6



Remove the blade and then transfer the pureed ingredient into another container. Continue to puree the items in batches until you obtain the necessary amount.

Use a Food Processor to Shred Food Items

DEMONSTRATE/DISCUSS

- **Demonstrate** how to shred carrots using the food processor – use a standard grating disk.
- **Demonstrate** how to shred cabbage using the food processor – use a 6 mm (1/4”) slicing disk.

Note: Slicing disks are used to shred items such as cabbage and lettuce into thin ribbons.

- Review the process as the product is processed.
- Review the need to choose the correct disk and size to archive the correct size cut.
 - **Grating Disk** – A grating disk in a commercial food processor typically has the following qualities:
 - Made from stainless steel or other durable material
 - A variety of size holes to create different textures
 - Long-lasting and easy to clean
 - Sharp edges that allow for efficient grating
 - Can be used for both hard and soft foods

HANDOUT: HOW TO USE A FOOD PROCESSOR TO SHRED ITEMS – COMMERCIAL FOOD PROCESSOR

Culinary Quick Bites

BASIC FOOD PREPARATION SKILLS

HOW TO USE A FOOD PROCESSOR TO SHRED/GRATE FOOD ITEMS

Commercial Food Processor

1



Prepare food items before placing into the processor. For example, cabbage will need to be cut into smaller pieces to fit into the food processor.

2



When using a commercial food processor, choose the appropriate-sized shredding or slicing blade to obtain the necessary thickness of the final product, and secure it into the machine.

3



Carefully insert the food items one at a time into the opening that feeds into the shredding blade, and use medium pressure to push the food items through the opening.

4



Continue until you obtain the necessary amount of shredded food.

HANDOUT: HOW TO USE A FOOD PROCESSOR TO SHRED ITEMS – COUNTERTOP FOOD PROCESSOR

Culinary Quick Bites

BASIC FOOD PREPARATION SKILLS

HOW TO USE A FOOD PROCESSOR TO SHRED/GRATE FOOD ITEMS

Countertop Food Processor



Some food items may need to be prepped before shredding. For example, cut the ends off carrots.



If using a countertop food processor, choose the appropriate-sized shredding or slicing blade, and secure it into the insert in the processor bowl. Secure the lid and turn the processor on.



Insert the food items into the bowl one at a time, applying medium pressure, until you've obtained the appropriate amount of shredded ingredient.



Remove the blade and then transfer the shredded ingredient into another container. Continue to shred the items in batches until you obtain the necessary amount.

Use a Food Processor to Slice Food Items

DEMONSTRATE/DISCUSS

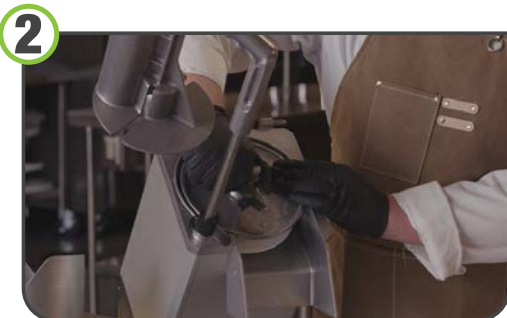
- **Demonstrate** how to slice cucumbers using the food processor – use a 4mm (5/32”) slicing disk.
- **Demonstrate** how to slice romaine lettuce using the food processor – use a 10mm (3/8”) slicing disk.
- Review the process as the product is being processed.
- Review the need to choose the correct disk and correct disk size to achieve the correct size cut.
 - **Slicing Disk** – Most slicing disks are made from hardened and tempered stainless steel, which is durable and resistant to corrosion.
 - Size – The size of a slicing disk depends on the size of the food processor bowl. Common sizes range from 4” to 14” in diameter.
 - Hole Pattern – The slicing disk hole pattern determines how thickly food is sliced.
 - Common hole patterns include fine (1/16” to 1/8”), medium (3/16” to 1/4”), and coarse (3/8” to 1/2”).
 - Teeth – Some slicing disks feature serrated or scalloped edges with closely-spaced saw teeth that gently slice through food.
 - **Other Disk** shapes are available, including:
 - Julienne
 - Dicing
 - Ripple cuts
 - Waffle cuts

HANDOUT: HOW TO USE A FOOD PROCESSOR TO SLICE ITEMS**Culinary Quick Bites**

BASIC FOOD PREPARATION SKILLS

**HOW TO USE A FOOD
PROCESSOR TO SLICE ITEMS**

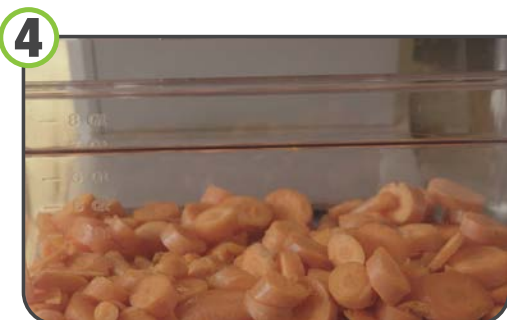
1 Prepare items before placing into the processor. For example, trim the ends off carrots.



2 Choose the appropriate blade to obtain the necessary thickness of slices, and secure it into the machine.



3 Carefully insert the food items one at a time into the opening that feeds into the slicing blade, using medium pressure.



4 Continue until you obtain the necessary amount of sliced product.

KEY MESSAGES

- Good knife skills and the use of vegetable processing equipment are essential for kitchen workers to maximize their productivity.
- Food processing equipment can save time during food production; a commercial countertop food processor can chop up to 500 pounds in an hour.
- Several tools and pieces of equipment can be used in foodservice kitchens to quickly process fruits and vegetables for further preparation. These range from simple hand-held slicers and graters to industrial-grade food processors and more complex machines. With the right tools, foodservice kitchens can keep up with demand while producing high-quality products.

CLASS DISCUSSION PROMPT

Question: What other foods can be cut with a wedger?

Possible Answers:

- Cucumber
- Lemons
- Limes
- Oranges
- Potatoes
- Summer Squash

INSTRUCTOR'S NOTE:

Ask if there are any questions.

DEMONSTRATION: STEAMING AND BLANCHING VEGETABLES

[5 MINUTES]

INSTRUCTOR'S NOTE:

Review Preparation Notes for details. Prior to the lesson, prepare a sample of blanched broccoli (2 lb) and a pan of raw broccoli (2 lb) to demonstrate the contrast of color between the products.

OBJECTIVE

- Review steaming and blanching/shocking techniques.

DEMONSTRATE/DISCUSS

- In this lesson I will demonstrate the steaming and blanching/shocking of vegetables. Both of these are moist-heat cooking methods.
 - **Moist-heat cooking** is a method of cooking that involves the use of water or a liquid to transfer heat. This method is best for cooking delicate foods such as fish, vegetables, and eggs. Examples of moist-heat cooking methods include boiling, steaming, simmering, poaching, and braising.
- Demonstrate the steaming of vegetables using broccoli.

INSTRUCTOR'S NOTE:

Use the broccoli that was prepared prior to the training (see Preparation Notes) as visual aids to review Steaming and Blanching.

STEAMING OVERVIEW

Steaming is a common method used in commercial kitchens to prepare food for cooking large batches of food quickly and efficiently while preserving vitamins and minerals.

- Preheat the steam cooking equipment according to the manufacturer's instructions.
- Prepare the vegetables by washing, trimming, and cutting them into uniform pieces.
- Place the vegetables in a perforated pan.
- Place the pan in the steam cooking equipment, close the door, and set the timer (if available).
- Steam the vegetables for the time specified in the recipe.
- Check the vegetables for doneness and adjust the cooking time if necessary (record changes to the recipe, as needed).
- When the vegetables are done, remove the pan from the steam cooking equipment, store them for service or serve them immediately.

BLANCHING OVERVIEW

INSTRUCTOR'S NOTE:

Serve up a visual comparison of blanched and raw broccoli by presenting two pans side-by-side, each with the same vegetable in different stages of preparation. The blanched broccoli's color will appear brighter, while the raw will maintain its deep green hue.

Blanching is a common method used in commercial kitchens to prepare food for immediate use, preservation, or further cooking.

- Food should be properly washed and cut into uniform sizes (if necessary) before blanching in a commercial kitchen.
- Blanching is a cooking technique wherein food is briefly submerged in rapidly boiling water or steamed and then placed in a cold environment (shocked), such as an ice bath or freezer, to halt the cooking process.
- Once cooled, the food should be drained and stored or used as needed.

Blanching and shocking are common methods used to par-cook food.

- Par-cooking is a method of partially cooking raw food so that it can be quickly finished later. This is often done in school nutrition kitchens to save time and energy when serving large numbers of people.

Some examples of how to use par-cooked produce in school nutrition kitchens:

- Broccoli florets can be blanched and shocked, then added to a cheese sauce for a broccoli mac and cheese dish.
- Carrots and potatoes can be blanched and shocked, then roasted with olive oil and herbs for a side dish.
- Green beans can be blanched and shocked, then added to a salad or stir-fry.
- Corn kernels can be blanched and shocked, then added to a salsa or cornbread.
- Spinach can be blanched and shocked, then added to a smoothie or quiche.

Par-cooking using blanching and shocking is a versatile and easy-to-use method for preparing produce. It is a good way to save time in the kitchen and to ensure that students are getting the nutrients they need.

KEY MESSAGES

- Steaming is a popular moist heat cooking method in many child nutrition programs as it can yield delicious, appealing, and vibrant vegetables. The process involves using steam to cook the vegetable, which can result in some of the best flavors and textures when done properly.
- Blanching helps maintain the product's texture and color. When blanching and shocking, the color is set and maintained better in the next cooking process.
- Steaming and blanching can also be used to cook vegetables partially, also known as par-cooking. To par-cook vegetables, you need to blanch and shock the items.

CLASS DISCUSSION PROMPT

Question: What other vegetables can be blanched or partially cooked and cooled for later preparation?

Possible Answers:

- Potatoes for roasting
- Carrots for a salad
- Green beans for roasting

HELPFUL TIPS

Frozen vegetables are a great choice for steaming because they have already been blanched by the manufacturer, which helps retain their color and nutrients. To ensure the vegetables are evenly cooked, it is best practice to defrost them overnight in the cooler. Place the vegetables in a perforated pan set over a non-perforated pan and position it in a speed rack for proper defrosting. Defrosting them will ensure that none of the vegetables become overcooked while waiting for the interior vegetables to reach the desired temperature.

Preparing large batches of vegetables in bulk helps schools save money, ensure consistent serving sizes, reduce waste, and streamline operations. To prepare vegetables for child nutrition programs in bulk, you can blanch then shock them using a speed rack in a walk-in freezer or blast chiller. Begin by steaming the pans of vegetables for 2–5 minutes, then place them in a single layer on a speed rack and allow them to cool for 10–15 minutes. Make sure not to let the vegetables freeze unless they are for use at a later date. Once cooled, remove the vegetables and store them in a pan for later use.

INSTRUCTOR'S NOTE:

Ask if there are any questions.

DEMONSTRATION: SALAD COMPOSITION

(10 MINUTES)

- Utilize products processed in the Vegetable Processing Equipment Demonstration.
- Prior to the lesson, portion the food items listed for the demonstration.
- Mise en place the vegetable and meat/meat alternate components.

INSTRUCTOR'S NOTE:

Review Preparation Notes for details.

OBJECTIVE

- Recognize a variety of salad composition methods.

DEMONSTRATE/DISCUSS

- Pre-made salads are a great way to give students a variety of nutritious and delicious vegetables. They are also a good source of fiber, which can help students feel full and satisfied after eating.
- Making salads visually appealing is an effective marketing technique. With the bright colors and variety of shapes and textures, they can encourage students to take and consume more fruits and vegetables.

INSTRUCTOR'S NOTE:

What salads are popular with students? What salads are at restaurants or locations that students frequent? Would it be a good idea to incorporate them on the menu?

- **Demonstrate** how to construct a Grab-and-Go style chef salad.
 - Gather all ingredients, tools, and containers needed to assemble the salad.
 - Layer the bottom of the serving container with the greens.
 - Start placing the ingredients on the greens in an appealing manner.
 - **Linear composition** – Create rows of each ingredient, alternating between colors and textures
 - **Circular composition** – Add ingredients in a “clockwise” fashion alternating between colors and textures
 - **Tossed composition** – Add all ingredients to a bowl, toss with tongs, and place into a container
- Salads are an increasingly popular choice on lunch menus in child nutrition programs because they are nutritious and visually appealing. Not only do they make a tasty meal, but they may also incorporate all vegetable subgroups (depending upon the recipe used), making them a great way to make sure you are offering students all of the subgroups.

Always follow your site's recipe as written. If the recipe needs adjustments, work with your site food production lead to recommend modifications to the recipe.

TIPS TO MAKE A SALAD VISUALLY APPEALING

- **Use colorful ingredients:** Include ingredients in a variety of colors, such as red tomatoes, green cucumbers, orange peppers, purple onions, and yellow corn, to create an eye-catching salad.
- **Use a variety of shapes and textures:** Using a variety of shapes and textures in salads can add visual interest and make for a more enjoyable and appetizing experience. Try adding diced or shredded veggies or using different cuts to add more shapes. Vegetables and fruits have varying textures and colors for visual appeal.
- **Make a pattern:** Arrange the ingredients in a deliberate pattern, such as alternating colors or putting all the cut-up vegetables at the edges of the bowl.
- **Add height:** Adding height to a salad enhances it visually. Doing so draws the eye to various salad components, making it appear more vibrant and exciting to eat. It also adds a sense of texture to the salad, with crunchy elements adding flavor, texture, and contrast to the more traditional vegetables and lettuces in the salad mix.

KEY MESSAGES

- Salads are ideal options for lunch, as they offer an easy way to consume vegetables from all sub-groups as well as other meal components such as grains and meats/meat alternates.
- Ensuring that salads appear colorful and attractive is an important aspect of their promotion and advertisement.
- Tip for salad bars: Creating a sample salad is a great way to draw attention to the food items available on your salad bar.
 - Before students get in line, they can see an illustrated version of the potential salad that they can make.
 - The visual aid can be helpful as it can be difficult for students to quickly select from the many options.
 - Sample trays are great for encouraging themed salad bars. For example, showcase a prepared Mexican Salad or a Southwest Chicken Salad for students to make or select.
 - Pictures of the tray can be used for future signage to help reduce food waste by showing students portion sizes and what their tray should look like.

CLASS DISCUSSION PROMPT

- Facilitate a brief discussion (3 minutes) around best practices for displaying salads and salad bars.

Question: Are there any salad-related best practices you have used or heard of that you want to share with the group?

Possible Answer: Answers will vary depending on the participant's experiences.

INSTRUCTOR'S NOTE:

Ask if there are any questions.

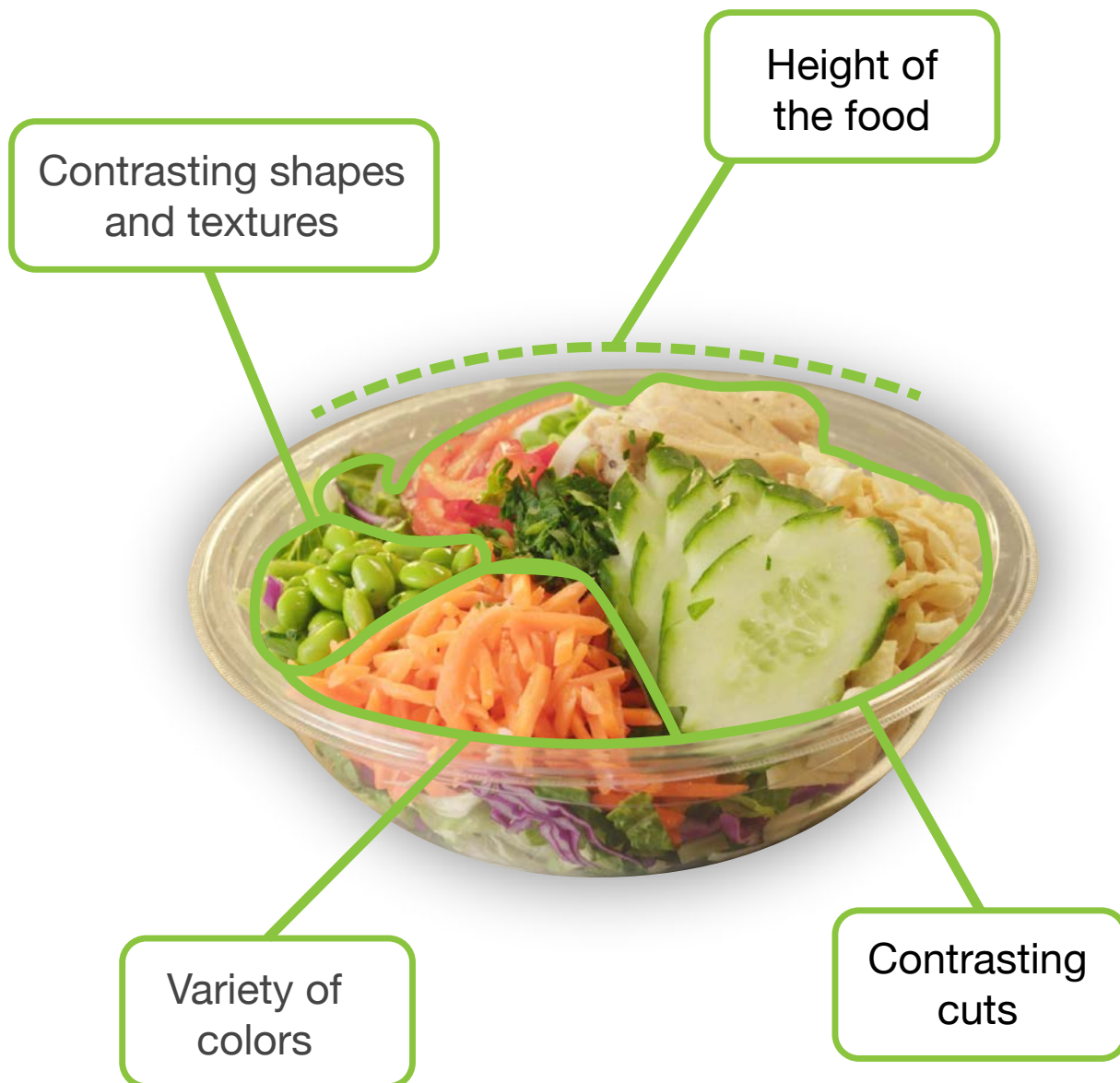
HANDOUT: HOW TO BUILD A BOXED GRAB-AND-GO SALAD

Culinary Quick Bites

BASIC FOOD PREPARATION SKILLS

HOW TO BUILD A GRAB-AND-GO SALAD

To create an appealing salad, keep all of these factors in mind, because visual counterpoints stimulate the brain.



DEMONSTRATION: ROASTING VEGETABLES

[10 MINUTES]

- Prepare carrots by washing, peeling, trimming ends, and cutting on a bias into 1½" pieces.
- Utilize blanched broccoli from the Blanching and Shocking Vegetables Demonstration.
- Prior to the lesson, preheat oven: Convection: 375 °F/
Conventional: 400 °F

INSTRUCTOR'S NOTE:
Review Preparation
Notes for details.

Place the carrots and broccoli in the preheated oven for 15 minutes. Timing depends on the training site. If needed, explain that the items will be roasted during the culinary lab and will be available for sampling.

OBJECTIVE

- Review the method for roasting vegetables.

DEMONSTRATE/DISCUSS

- Roasting is a dry-heat cooking method.

Dry-heat cooking uses air or fat to transfer heat. This method is best for cooking tougher cuts of meat, poultry, and seafood. Examples of dry-heat cooking methods include roasting, baking, grilling, broiling, sautéing, and frying.

- Heating food by surrounding it with hot air is referred to as roasting. Many school kitchens are equipped with convection ovens. These ovens contain a fan designed to distribute air evenly, ultimately creating a structural change in the food. As a result, the natural sugars are exposed and begin caramelizing.
- Vegetables transform into something worthy of admiration when roasted. These treats, caramelized to a golden and crispy brown, and deliver complex and delightful flavors that surpass vegetables that are steamed or sautéed.
- The key to successful roasting is to prepare the vegetables by cutting them into uniform sizes and ensure they are spread out on the pan to obtain maximum air circulation; overcrowding should be avoided. Crowding can inhibit airflow and lead to difficulties with moisture dissipation (which results in steaming rather than roasting). Ensure enough room for the food to be properly exposed to heat and airflow.

ROASTING CARROTS OVERVIEW

Now we are going to roast carrots. Carrots are great for roasting because their firm texture becomes tender and caramelized in the high heat of the oven.

Demonstrate preparing carrots for roasting. Discuss each step.

1. Show carrots cut into uniform (similar-sized) pieces.
2. Add carrots to mixing bowl with olive oil, and toss.
3. Add salt and pepper, and toss. The amount of salt added here should be minimal as it can affect the sodium content of the recipe and menu.
 - A. Discuss salt drawing moisture out of food items, pepper blooming in cooking fat, and other possible seasoning options.
4. Place carrots in a single layer on a sheet tray with space between the pieces.
5. Discuss why adequate airflow is important for roasting.

ROASTING BROCCOLI OVERVIEW

Now we are going to roast broccoli. Broccoli is great for roasting because of its color, texture, and flavor. Demonstrate preparing blanched broccoli for roasting. Discuss each step.

1. Show broccoli cut into uniform (similar-sized) pieces.
2. Add broccoli to mixing bowl with olive oil, and toss.

Add salt and pepper, and toss. The amount of salt added here should be minimal as it can affect the sodium content of the recipe and menu.

 - A. Discuss salt drawing moisture out of food items, pepper blooming in cooking fat, and other possible seasoning options.
3. Place broccoli in a single layer on a sheet tray with space between the pieces.

KEY MESSAGES

- Roasting vegetables is a great way to make ordinary food extraordinary. It is important to make sure the vegetables are all cut to the same size and spread out in the pan to promote good airflow and keep moisture from condensing. Doing so will help the vegetables roast rather than steam.

CLASS DISCUSSION PROMPT

Question: What other vegetables do you think your students may enjoy more if roasted?

Possible Answers:

- Asparagus
- Brussels Sprouts
- Cauliflower
- Chickpeas
- Parsnips
- Squash (summer and winter)

Note: **Roasting vegetables** is an easy way to make them more enjoyable for children. You can also roast legumes. Roasted chickpeas and black beans make a great crunchy topping for salads or a tasty snack.

INSTRUCTOR'S NOTE:

Ask if there are any questions.

DEMONSTRATION: SAUTÉING VEGETABLES (20 MINUTES)

- Prepare zucchini by washing, trimming ends, and cutting into 1/4" rounds or another shape if desired.
- Use onion and carrots from the equipment processing lesson.

INSTRUCTOR'S NOTE:

Review Preparation Notes for details.

If the training space allows, demonstrate sautéing the zucchini using an oven.

OBJECTIVE

- Review the methods of sautéing vegetables.

DEMONSTRATE/DISCUSS

- This training will cover two cooking techniques: combination cooking and sautéing (a dry-heat cooking method). We will begin by reviewing combination cooking and creating a vegetable stock. We will then move on to sautéing as a dry-heat cooking method and practice by cooking zucchini.
 - **Combination cooking** combines both moist and dry heat to achieve the desired result. Moist-heat cooking methods, such as braising, poaching, and steaming, are used in combination with dry-heat methods, such as baking, roasting, and grilling. Combination cooking is often used to tenderize tougher cuts of meat and add flavor and moisture to vegetables and grains.
 - **Dry-heat cooking** uses air or fat to transfer heat. This method is best for cooking tougher cuts of meat, poultry, and seafood. Examples of dry-heat cooking methods include roasting, baking, grilling, broiling, sautéing, and frying.
- Sound mise en place (meaning "everything in place" and referring to the preparation and organization of ingredients and equipment) practices are important when sautéing because the cooking time is short, not allowing a cook to leave the workstation to gather a missing item. Leaving a sauté in the middle of cooking often leads to overcooked or burned foods.

○ **Demonstrate** how to make vegetable stock—overview.

- We are demonstrating vegetable stock to show how combination cooking begins with the dry-heat cooking method, sauté. Here we are sautéing vegetables to make stock. You can also use this process to braise and stew other vegetables, such as beets, carrots, parsnips, and other firm vegetables. Vegetable stock is a great way to create a flavored cooking liquid that can be used to cook grains, vegetables, and protein-based foods without adding extra salt.
 1. Gather your ingredients. You will need a selection of vegetables and dried herbs, such as onions, celery, carrots, garlic, mushrooms, parsley, and bay leaves.
 2. Chop all the vegetables into similar-sized pieces.
 3. Heat a large pot over medium heat.
 4. Add the chopped vegetables to the pot and sauté for five minutes.
 5. Add 2 quarts of water to the pot and bring to a boil.
 6. Reduce the heat to low and simmer for 30 minutes.
 7. Add any additional herbs or spices (refer to your site's recipe).
 8. Strain the liquid into a bowl and discard the vegetables.
 9. Allow the stock to cool before storing it in an airtight container in the refrigerator for up to five days or in the freezer for up to three months.

- **Demonstrate** how to sauté zucchini.
 - Sautéing is considered a dry-heat cooking method because it does not involve adding liquid to the cooking process.
 - The food is cooked in a skillet, pan, or flattop surface over direct heat, usually with a small amount of fat or oil. This rapid cooking method seals in the flavors and juices of the food while ensuring a crisp, golden-brown exterior.
 - Tender foods are best for sauté due to the short cooking time. To sauté more dense vegetables such as potatoes or winter squash, par-cooking is highly recommended. Par-cooking is a preparation step in which the food item is partially cooked and then cooled for later use. Par-cooking allows the cook to sauté dense food items that otherwise would not be a good choice to sauté.
 - It is important not to have the temperature too high or food will burn.
- Sautéing time should be short so as not to overcook the vegetables and make them soggy.
 - Cutting food into rounds, sticks, or on a bias can create more surface area, facilitating even browning when sautéing.
 1. Begin by heating the cooking vessel over medium-high heat.
 2. Once the pan or skillet is hot, add the listed amount of cooking oil.
 3. Add the zucchini and season with the listed quantity of seasoning.
 4. Cook the zucchini, stirring as needed, for about 5 minutes or until it starts to become tender.
 5. Add one clove of minced garlic and stir for approximately 30 seconds.
 6. Add additional garlic, if desired, and cook for an additional minute.
 7. Remove the product from the heat and enjoy!
- The sauté processes can also be achieved using an oven.
 - Begin by preheating a sheet tray in the oven at 400 °F or hotter. Once the pan is preheated, add the cooking fat to the pan and place it back in the oven for 30–60 seconds, allowing the cooking fat to get hot. Remove the pan from the oven and add the food items and any seasonings to the pan, being careful not to overcrowd the pan. Return the pan to the oven for 3–5 minutes, then remove the pan and stir or flip the ingredients to ensure even cooking. Return the pan to the oven for another 3–5 minutes. Repeat the process until the desired color and temperature are achieved.
- Sauté vs. Stir-Fry
 - Sauté and stir-fry are both high-heat cooking techniques that involve moving food around in a hot pan. The major difference between the two is the amount of fat used: sautéing uses less fat than stir-frying. Stir-frying is also traditionally done with some aromatics, such as garlic or ginger, while sautéing often involves seasonings more typical in western cuisine, such as herbs and spices in addition to aromatics such as garlic and onions.

KEY MESSAGES

- Using the sauté and stir-fry methods, cooking food quickly by directly applying high heat is the key. Be careful to not overheat the cooking vessel; too hot of a pan will burn the cooking fat and the food being cooked.
- Par-cooking (blanching and shocking) dense vegetables such as butternut squash is a great way to produce a tender interior and crispy exterior for sauté applications. This method quickly cooks the vegetables, making them tender and ready for use. Par-cooked foods can be used in a sauté because the food will cook quicker due to the initial raw state being altered, making the food more tender.
- Preparing the necessary ingredients, tools, pans, and supplies at your cooking station is essential for successful sautéing. Being able to quickly add and remove food is crucial for the process.

CLASS DISCUSSION PROMPTS

Question: What are some food items that are good for sautéing?

Possible Answer:

- Bell Peppers
- Green Beans
- Mushrooms
- Many Others

Question: What factors play a role in food items overcooking when roasting and sautéing?

Possible Answer:

- Overcrowding a pan
- Not having mise en place ready so the cook is not ready to complete the next step
- Cooking food at too high of a heat

INSTRUCTOR'S NOTE:

Ask if there are any questions.

TEAM COOKING LAB

(105 MINUTES)

TIME	TOPIC	TASK	MATERIALS
CULINARY LAB			
OBJECTIVES:			
<ul style="list-style-type: none"> ○ Prepare a variety of produce (fruit and vegetable) based recipes utilizing the culinary skills of blanching and shocking, steaming, salad composition, roasting, and sauté. 			
105 Minutes	Culinary Lab	<ul style="list-style-type: none"> ○ Prepare a variety of produce-based recipes ○ Evaluate the recipes 	<ul style="list-style-type: none"> ○ Training Manual ○ Handout: Report – Out Template ○ Handout: Mise en Place ○ Handout: Mise en Place List (Template) ○ Food Safety Fact Sheets

LESSON OVERVIEW

- Today we will be going into the kitchen lab for some hands-on experience preparing whole grain recipes. Teams will prepare assigned recipes.
- During the Team Cooking Lab, participants will apply the skills and knowledge presented in this training for preparing produced based recipes.
- We will sample the food prepared by each team and report out on our experiences.

DISCUSS

- The purpose of this lab is to provide you with the opportunity to apply the skills and knowledge we have discussed.
- Today we have discussed a variety of preparation and cooking techniques; now you get to put those techniques into action.
- Briefly describe the recipes. Instruct participants to get into previously assigned teams. Assign participants to teams 1–6. The corresponding recipes are listed below.
- The lab is an opportunity for you to learn the skills; this is not a competition, nor is it site-level production. Take your time and be intentional with your choices and movements. Most importantly, practice food safety, ask questions, build your skillset, and have fun!
- Ensure participants know what team they are in and review the **Report-Out Template** handout.

TEAM ORGANIZATION

- Each team will select a team manager and a team spokesperson.

MANAGER RESPONSIBILITIES

- Ensuring adherence to food and workplace safety practices by the team
- Working with the team to develop a mise en place list and production schedule
- Keeping the team on schedule and on task
- Communicating any equipment and/or food needs to the team's assigned chef instructor
- Ensuring the group has left the workstation clean and ready for the next lab (including sweeping the floors of the workstation area, cleaning all dishes, and ensuring that all parts of the station tool kit are at the station and cleaned)

SPOKESPERSON RESPONSIBILITIES

- Working with team members to complete the Report-Out Template for each recipe
- Filling out the Report-Out Template
- Presenting the team's report-out to the training group

REPORT-OUT TEMPLATE

Complete for each recipe produced.

ORIGINAL NAME OF RECIPE PRODUCED:	NEW NAME (IF APPLICABLE):
Service Line Display How will it be displayed on your service line? (Garnish, pan size, etc.)	
Service Method How will you serve the recipe at your site(s)?	
Batch Cooking How can the recipe be batch cooked?	
Ease of Execution How difficult was the recipe to produce?	
Scalability Is the recipe easy to scale up or down?	
Use in Program Would you use this recipe in your school meal program?	
Changes Would you make any changes to the recipe to meet your site(s) needs better?	

- Review your recipes and develop your mise en place list as a team. Work together to divide the workload among team members.
- Mise en place is a French term meaning “to everything in place.” This phrase describes the steps needed to prepare for the production process of a dish or menu item.
- Mise en place is a collection of good work habits that has six steps included.
- Review the six steps using the **Mise en Place** handout and ask if there are any questions.

INSTRUCTOR'S NOTE:

Briefly review mise en place.

DISCUSS

- Direct participants to the **Mise en Place List (Template)** handout
- Once you develop your mise en place list, bring it up to review before preparing the recipes. Your mise en place list should include the following:
 - Ingredients needed
 - Ingredient amounts
 - Equipment needed
 - Preparation steps and assignments (who will complete each task)
 - Production schedule
- You will find shared pantry ingredients at a centralized weighing/measuring station. Please do not take shared bulk ingredients to your workstation.

LAB RECIPES

RECIPES FOR TRAINING						
TEAM	1	2	3	4	5	6
RECIPE 1	Peach Salsa	Spiced Fruit Relish	Broccoli Salad	Moroccan Carrot Salad	Melon, Citrus & Jicama Salad with Mint	Chili Lime Fruit Salad
RECIPE 2	Roasted Root Vegetable Hash	Zucchini Sticks w/ Red Sauce	Garlicky Green Beans	Mexicali Corn	Corn and Edamame Blend	Quick Baked Sweet Potatoes
RECIPE 3	Tangy Cucumber Salad	Sesame Ginger Slaw	Cowboy Caviar	Chickpea Waldorf Salad	Pizza Green Beans	Mediterranean Cucumber Salad

- Direct participants to the following handouts in the Training Manual:
 - **Food Safety Fact Sheet: Handwashing**
 - **Food Safety Fact Sheet: Washing Fruits and Vegetables**
 - **Food Safety Fact Sheet: Cooking Foods**
- Next, instruct participants to do the following:
 - Wash hands and put on aprons and gloves.
 - Using the **Food Safety Fact Sheet: Washing Fruits Vegetables**, describe how to wash produce properly.

INSTRUCTOR'S NOTE:

Circulate around the training space to observe and mentor participants as they prepare and execute their assigned recipes.

HANDOUT: MISE EN PLACE

Culinary Quick Bites

BASIC FOOD PREPARATION SKILLS

MISE EN PLACE (TO PUT IN PLACE)

MISE EN PLACE (TO PUT IN PLACE)



Step 1: Review Recipes & Production Records

- Review recipes several days in advance to identify needed food and equipment
- Look for ways to combine like tasks, identify foods that require time to defrost, and check inventory to ensure you have enough product on hand

Step 2: Prioritize Your Work

- List the sequence of activities needed to complete the recipe
- Pay attention to cook and cool times of food items
- Start with the meal service time and work backwards



Step 3: Collect Tools & Prepare Equipment

- While gathering and collecting equipment and tools, make sure what you need is in good operating condition
- If equipment is malfunctioning, you can adjust the menu and schedule

Step 4: Gather Recipe Ingredients

- Gather ingredients and place them in the proper storage location
- Make sure your production plan includes time for retrieving items throughout the production process



Step 5: Prepare Ingredients

- Double-check the type of cut and the quantity associated with each item
- Ensure food safety by only having foods you are actively working with at your workstation

Step 6: Set Up Your Workstation

- Ensure your workstation coincides with steps one through five
- Limit unnecessary movements by keeping items easily accessible and build an economy of motion



MISE EN PLACE LIST TEMPLATE

RECIPE NAME/SERVINGS:			
INGREDIENTS AND PREPARATION STEPS	QUANTITY NEEDED	EQUIPMENT NEEDED	TEAM MEMBER

*Mise en place: Participants can plan their recipe preparation method and ingredients efficiently.

HANDOUT: FOOD SAFETY FACT SHEET: HANDWASHING

Food Safety Fact Sheet

Handwashing

INTRODUCTION

Handwashing is the single most important practice in any school nutrition program. School nutrition employees can improve the safety of the food they serve by washing their hands frequently, correctly, and at the appropriate times.

HERE ARE THE FACTS

Foodborne illnesses are transmitted by food handlers that contaminate food and food contact surfaces. Individuals who handle food when they have a foodborne illness, gastrointestinal illness, infected lesion, or are around someone who is ill can pass along those illnesses. Individuals can simply touch a surface that is contaminated with a bacteria or virus and pass that along to others. Handwashing minimizes the risk of passing along bacteria or viruses that can cause foodborne illnesses. Follow state or local health department requirements.

APPLICATION

It is important to know how and when to wash hands and exposed areas of the arms.

How?

- Wet hands and forearms with warm running water at least 100 °F and apply soap.
- Scrub lathered hands and forearms, under fingernails, and between fingers for at least 10–15 seconds. Rinse thoroughly under warm running water for 5–10 seconds.
- Dry hands and forearms thoroughly with single-use paper towels.
- Dry hands using a warm air hand dryer.
- Turn off water using paper towels.
- Use paper towel to open door when exiting the restroom.

When?

- Beginning to work, either at the beginning of shift or after breaks.

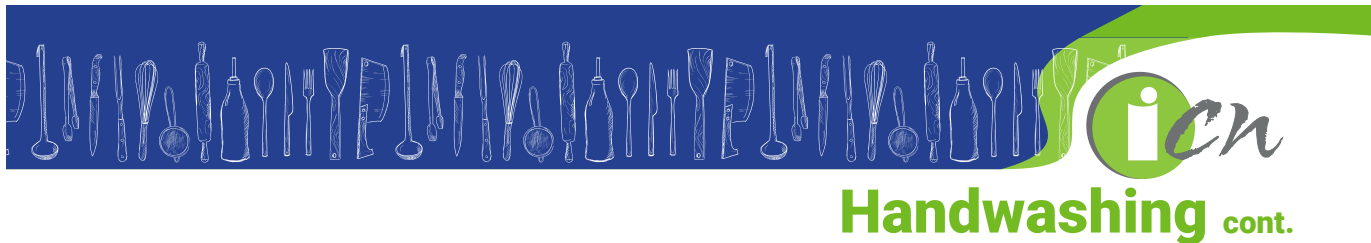
Before

- ◊ Moving from one food preparation area to another
- ◊ Putting on or changing disposable gloves

After

- ◊ Using the toilet
- ◊ Sneezing, coughing, or using a handkerchief or tissue
- ◊ Touching hair, face, or body
- ◊ Handling raw meats, poultry, or fish





- ◇ Eating, drinking, or chewing gum
- ◇ Clean up activity such as sweeping, mopping, or wiping counters
- ◇ Touching dirty dishes, equipment, or utensils
- ◇ Handling trash
- ◇ Handling money
- ◇ Any time that hands may have become contaminated

Remember, follow state or local health department requirements.

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02/2016

HANDOUT: FOOD SAFETY FACT SHEET: WASHING FRUITS AND VEGETABLES

Food Safety Fact Sheet

Washing Fruits and Vegetables

INTRODUCTION

Fresh fruits and vegetables can be contaminated either when they are purchased or if they are handled incorrectly. Thorough washing of fruits and vegetables will minimize the risk of serving a contaminated product to customers.

HERE ARE THE FACTS

Fresh fruits and vegetables can be exposed to harmful bacteria because of growing conditions and handling by humans. Some fruits such as cantaloupes have a very rough rind that can trap dirt and bacteria. Because these products are not cooked, they can cause foodborne illness if not handled properly.

APPLICATION

Follow safe practices when handling fresh fruits and vegetables.

- Wash hands using the proper procedure before handling fresh fruits and vegetables.
- Wash, rinse, sanitize, and air dry all food contact surfaces, equipment, and utensils that will be in contact with fresh produce. This includes cutting boards, knives, and sinks. Always use sinks designated for food preparation.
- Follow manufacturer's instructions for proper use of chemicals. For example, using sanitizers at too high a concentration may cause contamination of the produce.
- Wash all raw fruits and vegetables thoroughly before combining with other ingredients, including the following:
 - ◊ Unpeeled fresh fruit and vegetables that are served whole or cut into pieces, and
 - ◊ Fruits and vegetables that are peeled and cut to use in cooking or served ready-to-eat.
- Wash fresh produce vigorously under cold running water or by using chemicals that comply with the FDA *Food Code* or your state or local health department. It is not recommended to rewash packaged fruits and vegetables labeled as being previously washed and ready-to-eat.
- Remove any damaged or bruised areas of the fruits and vegetables.
- Label, date, and refrigerate fresh-cut items.
- Serve cut melons within 7 days if held at 41 °F or below.
- Do NOT serve raw seed sprouts to highly susceptible populations such as preschool-age children.

Monitor handling procedures for fresh fruits and vegetables.

- Check fruits and vegetables visually to make sure they are properly washed, labeled, and dated.
- Check daily the quality of fruits and vegetables in cold storage.
- Check labels and use-by dates.





Washing Fruits and Vegetables cont.

Take corrective action if fresh fruits and vegetables are not handled properly.

- Remove unwashed fruits and vegetables and wash them before they are served.
- Label and date fresh cut fruits and vegetables.
- Discard cut melons after 7 days.

Remember, follow state or local health department requirements.

References

- U.S. Department of Agriculture, Food and Nutrition Service, & Institute of Child Nutrition. (2006). *Developing a school food safety program*. University, MS. Author.
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HANDOUT: FOOD SAFETY FACT SHEET: COOKING FOODS

Food Safety Fact Sheet

Cooking Foods

INTRODUCTION

Cooking is a critical control point, or a point at which reaching proper internal temperatures can help ensure that a food is safe to eat. Cooks must know the proper temperatures for cooking food, monitor internal cooking temperatures, and record cooking temperatures.

HERE ARE THE FACTS

The appropriate temperature for cooking foods is based on temperatures that will kill bacteria associated with that specific food. That is why, for example, poultry products have a higher cooking temperature than beef. It is important to know the temperature requirements for menu items used in your school nutrition program.

APPLICATION

Cook foods to the appropriate internal temperature.

- 135 °F for 15 seconds
 - ◊ Fresh, frozen, or canned fruits and vegetables cooked for hot holding
 - ◊ Ready-to-eat food that has been commercially processed
- 145 °F for 15 seconds
 - ◊ Beef, pork, and seafood
- 155 °F for 15 seconds
 - ◊ Ground products containing beef, pork, or fish
 - ◊ Fish nuggets or sticks
 - ◊ Cubed or Salisbury steaks
 - ◊ Eggs cooked for hot holding
- 165 °F for 15 seconds
 - ◊ Poultry
 - ◊ Stuffed beef, pork, or seafood
 - ◊ Pasta stuffed with beef, eggs, pork, or seafood such as lasagna or manicotti

Monitor cooking temperatures.

- Check food temperatures with clean, sanitized, and calibrated thermometer.
- Avoid inserting the thermometer into pockets of fat or near bones when taking internal temperatures.
- Take at least two internal temperatures from each batch of food.





- Insert thermometer into the thickest part of the food, which usually is in the center.
- Record the temperature and the time the temperature was checked.

Take corrective action if appropriate temperatures are not met, which usually means that cooking is continued until the temperature at the thickest part of the food is appropriate.

Remember, follow state or local health department requirements.

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REPORT OUT

(15 MINUTES)

TIME	TOPIC	TASK	MATERIALS
REPORT OUT			
OBJECTIVES:			
<ul style="list-style-type: none"> ○ Evaluate the quality, taste, and appearance of the prepared recipe. 			
15 Minutes	<ul style="list-style-type: none"> ○ Report-Out ○ Marketing ○ Sampling Foods 	<ul style="list-style-type: none"> ○ Report on the following topics: <ul style="list-style-type: none"> • Description of recipes • Marketing (name/presentation) • Quality of recipe • Ease of production • Use in program 	<ul style="list-style-type: none"> ○ Training Manual ○ Recipe Evaluation Form

DEMONSTRATE/DISCUSS

- Instruct participants to place finished products in the appropriate size pans and set the pans up as a station for participants to sample the items that were prepared.
- Discuss any garnishes (e.g., chopped parsley, fresh lemon slices).
- Direct the participants to the **Recipe Evaluation Form** handout in the Training Manual and ask them to complete the form as they try the food items.

EVALUATION

- Using the recipe evaluation form in your Training Manual, rate each recipe based on appearance, taste, texture, and overall quality.
- Instruct them to note whether they would incorporate this recipe in their school menu, considering if the item would appeal to their student population. If not, ask them to please indicate why.
- Gather evaluation forms once complete.
- Instruct participants to clean their stations.

INSTRUCTOR'S NOTE:
Overall Quality is subjective and will depend upon the person's own preferences. Ask the participants to "step outside themselves" and rate the Overall Quality through the lens of their students.

RECIPE EVALUATION FORM

Instructions: Rate the following recipes on a scale of 1 to 5 (1 = did not like at all; 5 = enjoyed very much).

RECIPE	APPEARANCE	TASTE	TEXTURE	OVERALL QUALITY	WOULD YOU INCORPORATE THIS RECIPE INTO YOUR MENU? WHY OR WHY NOT?	
					YES/NO	EXPLAIN

Comments/Recommendations:

WRAP UP

(10 MINUTES)

TIME	TOPIC	TASK	MATERIALS
WRAP UP			
10 Minutes	Review the training	<ul style="list-style-type: none"> ○ Review the training ○ Discuss implementation of skills 	<ul style="list-style-type: none"> ○ Training Manual ○ Handout: Application Action Plan ○ Handout: Reflections

DEMONSTRATE/DISCUSS

- Today, we have discussed important concepts related to culinary skills and the many benefits associated with the proper preparation and cookery of produce-based food items.
- We've discussed and demonstrated the following:
 - Food safety practices for the preparation of produce items
 - How to process produce items using a variety of tools and equipment
 - Blanching, shocking, and steaming techniques
 - Salad composition methods
 - The method for roasting vegetables
 - Methods of sautéing vegetables
 - How to prepare various produce-based recipes
- Thank you all for your participation during the training today. I hope you found it beneficial and gained knowledge and skills that will assist you in preparing and serving meals for the students in your program.
- We know that learning is always enhanced if we are given a chance to personally relate to the material and how we might apply it.

APPLICATION ACTION PLANNING

- Direct participants to the **Application Action Plan** worksheet. Give participants about 5 minutes to fill in the answers for the three sections on the worksheet:
 - List the most useful knowledge and/or skills you gained during this training.
 - What are some steps you can take to apply what you have learned?
 - What barriers do you think you might face when trying to apply what you have learned at your job?

CLASS DISCUSSION PROMPTS

Now that we have concluded our final lesson, are there any questions?

- Spend 5 minutes (more if time allows) allowing participants to share what they wrote in their **Application Action Plan**, and as a group, offer suggestions for eliminating any perceived barriers they mention.
- Encourage participants to jot down ideas they may want to “borrow” from each other as they share their thoughts.
- Encourage participants to network and stay connected to share success stories and offer support.
- Encourage participants to spend some time thinking through what they have learned in this lesson. They can write some of their reflections in the **Reflections** page so they can come back to these thoughts later.

The ICN has numerous other training resources available online at www.theicn.org, including access to the Child Nutrition Recipe Box, Child Nutrition Sharing Site, Culinary Institute of Child Nutrition resources, and the ICN Help Desk for further technical assistance.

APPLICATION ACTION PLAN

List the most useful knowledge and/or skills you gained during this training.

What are some steps you can take to apply what you have learned?

What barriers do you think you might face at your job when trying to apply what you have learned at this training?

CONCLUSION

(10 MINUTES)

TIME	TOPIC	TASK	MATERIALS
CONCLUSION			
10 Minutes	Training Evaluation	<ul style="list-style-type: none"> ○ Conduct Training Evaluation ○ Conclude the training 	<ul style="list-style-type: none"> ○ Training Manual ○ Training Evaluation QR code

DISCUSS

- Congratulate participants for completing the training.
- Remind the participants to implement their new knowledge and skills through their action plans.
- Ask participants to complete an evaluation of the training.

DEMONSTRATE/DISCUSS

- Facilitate a question-and-answer session.
- Allow participants to ask questions and provide answers.
- If a question is state-specific, direct participants to their State agency.
- If a question needs further attention, direct participants to the ICN Help Desk.
- Thank you for your participation today. Please visit the [ICN website](http://www.theicn.org) (www.theicn.org) for future training needs. ICN has several online trainings available through the ICN iLearn system.

INSTRUCTOR'S NOTE:

Thank the participants and the host site (if applicable) and conclude the training.

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APPENDIX

CULINARY TERMS

A la carte – Food items that can be purchased as separate items rather than part of a reimbursable meal

Acidulation – The process of adding citric or acetic acid to water, used to preserve color, to clean aluminum, or to soak kidneys and game.

Additives – Substances added to many foods to prevent spoilage or to improve appearance, texture, flavor, or nutrition; they might be synthetic materials copied from nature or naturally occurring substances

Aerate – To incorporate air into a mixture by sifting or mixing

Al Dente – Italian term meaning “to the tooth”; used to describe mainly pasta that is cooked until a slight resistance when bitten into

Aroma – The sensations of smell as interpreted by the brain

Aromatics – Plant ingredients, such as onion, garlic, herbs, and spices, used to enhance the flavor and fragrance of food

Back-loading spices – Adding seasoning and spice at or near the end of the cooking process

Bake/Roast – Dry-heat cooking method in which foods are surrounded by hot, dry air in a closed environment

Baste – To moisten foods using their natural juices periodically during cooking

Batch cook – Prepare a menu item in small amounts, so it will be at its peak quality when placed on the service line

Blanching – To briefly submerge in simmering water, boiling water, or fat to assist in the preparation of foods

Blend – The process of combining two or more ingredients so that they lose their individual characteristics and become smooth and uniform

Blooming – A cooking technique where spices are gently heated in oil or fat to intensify their flavors and aromas

Boil – The cooking of food by immersion in water that has been heated to near its boiling point (212 °F or 100 °C)

Bound salad – A salad comprised of cooked meats, poultry, fish, shellfish, pasta, or potatoes combined with a dressing

Braise – A combination-cooking method that first sears the food at a high temperature then finishes it in a covered pot at a low temperature while sitting in some amount of liquid

Broil – A method of cooking using direct heat, which is much like grilling except that the heat source is over the food instead of under it

Brown – The process of partially cooking the surface of meat to help remove excess fat and give the meat a brown color crust and flavor through various browning reactions; ground meat will frequently be browned prior to adding other ingredients and completing the cooking process

Brunoise – The finest dice and is derived from the julienne

Calorie – A measure of energy

Caramelize – The process of browning sugar in the presence of heat

Carryover cooking – When food retains heat and continues to cook even after being removed from the source of heat

Chef knife – A large, general-purpose kitchen knife, usually 8” to 10” long, that has a blade curving upward along its length and ending in a narrow point

Chiffonade – A preparation of finely sliced or shredded leafy vegetables or herbs

Chop – To cut into pieces of roughly the same size

Coagulation – The irreversible transformation of proteins from a liquid or semi-liquid state to a drier, solid state

Coring – The process of removing the seeds or pit from fruit or vegetable

Cross-contact – Occurs when an allergen accidentally transfers from one food to another food or from a food contact surface to a food that does not contain the allergen

Cross-contamination – The transfer of pathogens such as bacteria, viruses, and parasites from hand-to-food, food-to-food, or equipment and contact surfaces-to-food (You are probably most familiar with this type of contamination.)

Culinary acid – A substance that neutralizes a base (alkaline) in a liquid solution; includes foods like citrus juice, vinegar, and wine that have a sour or sharp flavor; acids have a P.H. of less than 7

Danger zone – The temperature range in which bacteria grow rapidly—41 °F to 135 °F; bacteria can double in number in as little as 20 minutes

Degrease – To remove the fat from the surface of a hot liquid such as a sauce, soup, or stew, also known as defatting or fat trimming

Dice – To cut ingredients into small cubes (1/8” for small or fine, 1/4” for medium, 3/4” for large is standard)

Dietary Guidelines for Americans – Provides information to help Americans make healthy food choices; based on the current body of nutrition science, the Dietary Guidelines is a go-to resource for policymakers, public health professionals, and other experts working to improve the health of individuals, families, and communities across the nation

Dredging – To coat a food item in flour or ground crumbs prior to frying or sautéing

Dry heat cooking – Cooking with the circulation of hot air or direct contact to transfer heat to food without the use of moisture, steam, broth, water, or any type of liquid; methods include grilling, pan-frying, broiling, baking, and deep-fat frying

Emulsion – A uniform mixture of two unmixable liquids, such as oil and water, are forced into a uniform distribution

Enzymatic browning – An oxidation (see Oxidation) reaction that takes place in some foods, mostly fruit and vegetables, causing the food to turn brown

Evaporation – Heated water that is turned into a gas and vaporizes

Fabrication – The process of slicing and dicing food, often used to describe slicing or dicing fresh fruits and vegetables

Fat – One of the basic nutrients used by the body to provide energy; also provides flavor to food and gives a feeling of fullness

Fiber – A plant-based nutrient that is sometimes called roughage or bulk; a type of carbohydrate but, unlike other carbs, cannot be broken down into digestible sugar molecules

FIFO – An inventory system that ensures that items that are purchased first are used first. When new items arrive, they must be placed behind the older items on the storage shelves, cooler, or freezer

Flavonoids – Plant pigments that dissolve readily in water, found in red, purple, and white vegetables such as blueberries, red cabbage, and beets

Flavor – The sensory impression of a food or other substance, determined mainly by the chemical senses of taste and smell

Fold – The process of blending a light ingredient, such as beaten egg whites, into a heavier ingredient by lifting from underneath with a spatula or spoon

Front-loading spices – Adding seasoning and spice at or near the beginning of the cooking process

Garnish – An edible decoration or accompaniment to a prepared dish to increase eye appeal

Grate – The process of transforming solid, firm food items into small pieces by rubbing the item against a grating instrument.

Honing Steel – A kitchen tool that is mounted on the handle is a rounded stick-like rod—typically made from steel, ceramic, or diamond-coated steel. They are commonly used to straighten the edge of a knife as it is dragged along the rod from heel to tip in a downward slicing motion.

Julienne – A culinary knife cut in which the food item is cut into long thin strips, similar to matchsticks

Knead – A method of mixing pliable dough by stretching, folding, and pushing in order to form gluten in the flour

Maillard reaction – A chemical reaction between an amino acid and a reducing sugar, usually requiring the addition of heat; like caramelization, it is a form of non-enzymatic browning

Marinade – A liquid, such as vinegar or oil, with spices or other flavorings added to it that is made for the purpose of soaking a food in it to add flavor or to tenderize

Marinate – The process of soaking foods in seasoned and acidic liquid before cooking for hours or days, adding flavor to the food

Melt – To become altered from a solid to a liquid state, usually by heat

Mince – To cut into very small pieces where uniformity or shape is not important

Mirepoix – A French term used to describe a combination of chopped flavorful vegetables used to flavor stocks, soups, braises, and stews; contains two parts onion to one part each of celery and carrot

Mise en place – Meaning “everything in place”; refers to the preparation and organization of ingredients and equipment

Mix – To combine, join, blend, or put together two or more things

Moist heat cooking – Cooking with water, other liquid, or steam to transfer heat to food; methods include poaching, simmering, boiling, braising, stewing, pot roasting, and steaming

Nutrient analysis – Calculated nutrient content of foods, recipes, and/or menus

Nutrient dense – Food that is high in nutrients but relatively low in calories; contains vitamins, minerals, complex carbohydrates, lean protein, and healthy fats

Nutrients – A substance used by an organism to survive, grow, and reproduce

Oxidation – A chemical reaction that takes place in some foods, mostly fruit and vegetables, causing the food to turn brown

Parboiling – To partially cook a portion of food in simmering/boiling water; similar to blanching but cooked for longer

Parcooking – Partially cooking food by any cooking method

Paring knife – A thin-bladed knife intended for coring and paring (peeling) fruit such as apples as well as slicing small ingredients; it is majorly used for detailed and controlled cutting

Pasteurization – The process of heating foods, such as milk, cheese, yogurt, beer, fruit ciders, wine, and other foods to a temperature high enough and for a sufficient period of time to destroy harmful micro-organisms

Peel – The outer skin or rind of a fruit and vegetable; this outer skin will generally be removed and discarded before the vegetable is used, but there are occasions when it is left on; the peel on a fruit is also often removed, but depending on its use, it may be required to remain on the flesh of the fruit

Pilaf – A savory rice dish in which the rice is browned in oil or butter before it is cooked in liquid; cooked in just enough liquid so that all of the liquid is absorbed; contains various seasonings and generally includes chopped vegetables

Poach – A method in which items are cooked gently in liquid at 160 °F to 180 °F

Portion – Also known as serving size; a standardized amount of food served

Purée – Cooked food, usually vegetables, fruits, or legumes that has been ground, pressed, blended, or sieved to the consistency of a creamy paste or liquid

Reduce – The process of thickening and intensifying the flavor of a liquid mixture such as a soup, sauce, wine, or juice by simmering or boiling; as the food cooks, the liquid evaporates, leaving the cooking vessel and decreasing the total volume of liquid

Render – To transform solid fat into liquid form by use of heat

Rondelle – A type of cut that creates round or oval, flat pieces by cutting a cylindrical vegetable crosswise

Roux – A mixture of fat (especially butter) and flour used as a thickening agent in the making of sauces

Sauté – To cook food quickly over relatively high heat, literally meaning “to jump” as the food does when placed in a hot pan

Score – To make shallow cuts in the surface of meat, fish, bread, or cakes; has several purposes, such as decorating the food, tenderizing, aiding in the absorption of flavor when marinating, and allowing fat to drain from meat while cooking; trays of baked items such as cornbread may be scored to indicate where the item should be cut without actually cutting it

Scratch-based food preparation – Utilizes multiple culinary techniques within a recipe while prioritizing the incorporation of ingredients as close to their original state as possible to produce student-approved menu items

Seasoning – An ingredient added to a dish that intensifies the flavors of other ingredients

Shred – A method of cutting food into thin slices or pieces using a sharp knife, food processor, or grater. Shred cooked meat by pulling apart into strips using forks

Simmer – To maintain the temperature of a liquid just below boiling; also a cooking method in which items are cooked in a simmering liquid

Slice – To cut, generally across the grain, into thin pieces that are consistent in thickness; will most often range from 1/16” to 3/8” in thickness

Slurry – A thickening mixture that is made up of equal parts flour and water that is prepared for use in making soups, stews, and sauces

Sofritto – In Italy, soffritto is called soffritto (or, if raw, battuto) and is a combination of three ingredients: onion, carrot, and celery, with a ratio of two parts onion to one part carrot and celery

Spatula – A hand-held tool that is used for lifting, flipping, or spreading

Speed-scratch food preparation – Incorporates value-added food products with additional ingredients, utilizing minimal production steps, to produce student-approved menu items

Spice – A seed, fruit, root, bark, or other plant substance primarily used for flavoring, coloring, or preserving food

Standardized recipe – A recipe that has been tried, adapted, and retried several times for use by a given foodservice operation, and it has been found to produce the same quality results and yield every time the exact procedures are used

Steam – A cooking process that places foods above, not in, water that is boiling or hot enough to produce steam that cooks the foods with moist hot air (vapors)

Stew – A cooking technique that calls for the main ingredient to be cut into bite-sized pieces, either stewed or blanched, and then cooked in a flavorful liquid that may be thickened with flour or roux

Stir-fry – A cooking method traditionally performed in a wok; foods are cut into small pieces and stirred or tossed frequently as they cook

Stock – A flavorful liquid prepared by simmering bones and/or vegetables in water with aromatics until their flavor is extracted; used as a base for soups, sauces, and other preparations

Strain – To remove undesirable particles from a liquid, to separate liquid from other solids, or to separate various contents from other contents, such as removing smaller particles from larger particles

Sweat – To cook, usually covered, without browning over low heat to encourage flavors to be extracted from vegetables and spices

Tare – Reset an electronic or spring-style scale to zero, also known as “zero the scale,” and may be used to weigh ingredients without weighing the container

Time standard – A recipe that has been tried, adapted, and retried several times for use by a given foodservice operation, and it has been found to produce the same quality results and yield every time the exact procedures are used

Toast – Browning food by exposure to dry heat

Toss – To mix the ingredients of a food dish, such as salads and pasta, by using a light lift and drop method

Trinity – A combination of aromatic vegetables, including onion, celery, and green bell pepper.

Umami – The name for the taste sensation produced by the free glutamates commonly found in fermented and aged foods

Whetstone – A fine-grained stone that sharpens knives when the blade is drawn across the coarse surface of the stone at a 22° angle

Whip – To beat food with a mixer to incorporate air and produce volume, often used to create heavy or whipping cream, salad dressings, or sauces

Work simplification – The process of finding the easiest and most efficient way to do a job

Yield – The amount of product resulting in the completion of the preparation process

Zest – To cut the zest, or the colorful part of the skin that contains oils and provides aroma and flavor, away from the fruit

INSTRUCTOR'S PREPARATION GUIDE

The preparation guide is designed to help the instructor prepare for each food/cooking activity. The narrative in the training manual provides more detail.

For all demonstrations, please have your mise en place staged for quick access as you work through the various demonstrations. Time is limited, so being fully prepared before beginning the demos is essential.

NOTE: Please use the same knife and cutting board (as appropriate) throughout the training. A chef knife and cutting board are listed in most of the demo prep guides; using a new knife and board each time is not required. Clean, as appropriate, between tasks.

Emphasize the need to follow the site's recipes upon returning to work throughout the demos. Recommend the participants work with their menu planners and recipe developers to adjust the site's recipes (if needed) based on the lessons learned during the demonstrations.

The recipes used during the demos are for demonstration purposes only. They are not nutritionally analyzed nor credited for use in the National School Lunch Program (NSLP)/ School Breakfast Program (SBP)/Child and Adult Food Care Program (CACFP).

CHEF DEMONSTRATION GUIDE**Demo Name: Use of a Wedger****PREPARATION NOTES**

- Demonstrate how to use a wedger to prepare produce in bulk.
- Make a saltwater mixture (1/2 tsp per gallon of cold water). Place cut apples in salted water for at least 60 seconds. Remove and allow to drain.
 - Wash 2–3 tomatoes in advance
 - Wash 2–3 apples in advance
 - Prep saltwater – 1/2 tsp per gallon of water
- Save tomatoes for the Salad Composition Demo
- Save apples for use in the Culinary Lab

INGREDIENTS

- Apples – 2–3
- Tomatoes – 2–3
- Salt, kosher – 1/2 tsp

EQUIPMENT

- Colander or perforated pan (for apples) – 1 ea
- Container, clear, 4 qt or larger – 1 ea
- Cutting board – 1 ea
- Food pans – as needed
- Tongs or a strainer with handle (for apples) – 1 ea
- Wedger – 1 ea
- Whisk – 1 ea

Demo Name: Use of a Tomato Slicer

PREPARATION NOTES

- Demonstrate how to use a tomato slicer to slice and dice tomatoes in bulk.
- After demonstrating how to slice tomatoes, stack the sliced tomatoes and dice.
 - Clean 2–3 tomatoes in advance.
- Save tomatoes for use in the Culinary Lab.

INGREDIENTS

- Tomatoes – 2–3

EQUIPMENT

- Chef knife – 1 ea
- Cutting board – 1 ea
- Food pans – as needed
- Tomato slicer – 1 ea

Demo Name: Use of a Food Processor to Chop Produce

PREPARATION NOTES

- Demonstrate how to chop produce in a food processor by chopping onions in the food processor.
- Clean, peel, and quarter 2–3 yellow onions in advance.
- Use the food bowl and center blade to chop onions using the pulse feature on the machine. Do not overcrowd the processor bowl. The demo highlights how to quickly and effectively chop produce for use in recipes. Demo chopping twice to show how quickly chopping can be achieved versus cutting by knife.
- Save onions for use in the Sautéing Vegetables Demo and Culinary Lab.

INGREDIENTS

- Yellow onion, peeled, quartered – 2–3 ea

EQUIPMENT

- Chef knife – 1 ea
- Cutting board – 1 ea
- Food processor with food bowl and center blade
- Food pans – as needed

Demo Name: Use of a Food Processor to Puree Produce**PREPARATION NOTES**

- Prep the hummus mise en place in advance.
- Review the process of using a food processor to puree produce by making hummus.
 - Add 1 can of drained (reserve liquid), rinsed chickpeas, 2 cloves of crushed garlic, 3 tablespoons of tahini, 2 tablespoons of lemon juice, 1 teaspoon of ground cumin, and a 1/8 teaspoon of salt to a food processor.
 - Blend the ingredients until they are well combined.
 - Slowly drizzle in up to 1/4 cup of the reserved chickpea can liquid while the food processor runs.
 - Add 2–3 tablespoons of water as needed to reach your desired consistency.

INGREDIENTS

- Chickpeas and liquid – 1 can
- Cumin – 1/2 tsp
- Garlic – 1–2 cloves
- Lemon juice – 2 Tbsp
- Salt, kosher – 1/8 tsp
- Tahini – 3 Tbsp

EQUIPMENT

- Bowl, mixing – 1 ea
- Can opener – 1 ea
- Colander – 1 ea
- Food pans – as needed
- Food processor with food bowl and center blade – 1 ea
- Liquid measure – 1 ea
- Spatula – 1 ea

Demo Name: Use a Food Processor to Shred Produce

PREPARATION NOTES

- Clean and prep cabbage and carrots in advance.
- Review the process of shredding produce.
- Shred carrots using the food processor – use a standard grating disk
- Shred cabbage using the food processor – use a 6 mm (1/4") slicing disk

Note: Slicing disks are used to shred items such as cabbage and lettuce into thin ribbons.

INSTRUCTOR'S NOTE:

Save carrots for the Sautéing Vegetables Demo.

INGREDIENTS

- Cabbage, head, cut into sections to fit in feeding tube of food processor
- Carrots, topped

INSTRUCTOR'S NOTE:

Save shredded cabbage and carrots for the Salad Composition Demo.

EQUIPMENT

- Chef knife – 1 ea
- Cutting board – 1 ea
- Food pans – as needed
- Food processor with 1/4" slicing disk and grating disk – 1 ea

Demo Name: Use a Food Processor to Slice Produce**PREPARATION NOTES**

- Review the process of slicing produce.
- Slice cucumbers using the food processor – use a 4mm (5/32”) slicing disk
- Slice romaine lettuce using the food processor – use a 10mm (3/8”) slicing disk

INGREDIENTS

- Cucumber, ends removed – 2–3 ea
- Lettuce, romaine, cut into sections, end removed – 2 heads

INSTRUCTOR'S NOTE:

Save sliced cucumbers and lettuce for the Salad Composition Demo.

EQUIPMENT

- Chef knife – 1ea
- Cutting board – 1 ea
- Food pans – as needed
- Food processor with 5/32” slicing disk and 3/8” slicing disk – 1 ea

Demo Name: Steaming and Blanching Vegetables

PREPARATION NOTES

- During this demo, the instructor will show broccoli in two forms, fresh/raw and blanched and shocked. To save time, blanch and shock one pan of broccoli before the demo. Discuss the color contrast of the two products. Discuss the visual appeal of the blanched/shocked product.
- Wash, trim, and cut broccoli into 4 lb of florets. Place 2 lb of florets into each perforated pan. Place one pan in the cooler for the demo. Steam the other pan for approximately 2 minutes, and shock in cooler or ice bath.

INGREDIENTS

- Broccoli, florets – 4 lb

INSTRUCTOR'S NOTE:

Save raw broccoli for use in the Culinary Lab. Save blanched broccoli for Roasting Vegetables Demo.

EQUIPMENT

- Chef knife – 1 ea
- Cutting board – 1 ea
- Food pans – as needed
- Perforated hotel pan, 2" – 2 ea
- Steamer

Demo Name: Salad Composition

PREPARATION NOTES

The instructor will show how to compose a salad, utilizing products from the previous demonstrations.

- Utilize products processed in the prior demonstrations.
- Prior to the lesson, portion the food items listed for the demonstration.
- Have mise en place set up with the vegetable and meat/meat alternate components ready.

DEMONSTRATE AND DISCUSS

- Toss the lettuce and cabbage together and compose the salad in a visually appealing manner, explaining why each item has been placed in a specific area.
- Talking points should include:
 - Contrasting colors
 - Variety of colors
 - Contrasting shapes and textures
 - Visual counterpoints stimulate the brain
 - Height of the food
 - Cuts of the food (i.e., shredded carrot/carrot coin/baby carrot)

INGREDIENTS

- Cabbage, shredded – 1 oz
- Carrot, shredded – 1/2 oz
- Cheese, shredded cheddar – 1 oz
- Cucumber, sliced – 3/4 oz
- Lettuce, romaine, chopped – 1.5 oz
- Tomato, wedge – 2 wedges
- Turkey, sliced – 2 oz

EQUIPMENT

- Bowl, mixing – 1 ea
- Chef knife – 1 ea
- Cutting board – 1 ea
- Food pans – as needed
- Grab-and-Go container or plate – 1 ea

Demo Name: Roasting Vegetables

PREPARATION NOTES

- Prepare carrots by washing, peeling, trimming ends, and cutting on a bias into 1½” pieces.
- Utilize blanched broccoli from the Blanching and Shocking Vegetables Demonstration.
- Prior to the lesson, preheat oven:
 - Convection: 375 °F
 - Conventional: 400 °F
- Place the carrots and broccoli in the preheated oven for 15 minutes (or more if needed). This depends on the training site.
- If needed, explain that the items will be roasted during the Culinary Lab and will be available for sampling.

INGREDIENTS

- Carrot, sliced on a bias – 2 lb
- Broccoli, florets, blanched – 2 lb
- Salt and pepper mix
- Olive oil – 4 fl oz

EQUIPMENT

- Bowl, mixing – 2 ea
- Chef knife – 1 ea
- Cutting board – 1 ea
- Food pans – as needed
- Sheet tray – 2 ea

Demo Name(s): Stock and Sautéing Vegetables**PREPARATION NOTES**

- You will demo how to make vegetable stock and how to sauté. The vegetable stock demo is included in the sauté section to highlight the fact that vegetables produce more flavor when sautéed first rather than just boiled and simmered.
- Use onion and carrots from the Equipment Processing lesson and the celery end (core) from the Culinary Lab supplies.
- Prepare zucchini by washing, trimming ends, and cutting into 1/4" rounds or another shape if desired.

INSTRUCTOR'S NOTE:

If the training space allows, demonstrate sautéing the zucchini using an oven.

STOCK INGREDIENTS

- Carrot, shredded – from Roasting Vegetables Demo
- Celery, end – from Culinary Lab
- Water – 1 gallon
- Onion, chopped – from Vegetable Processing Equipment Demo

SAUTÉ INGREDIENTS

- Garlic, clove, minced – 1 ea
- Olive oil – 4 fl oz
- Salt and pepper mixed together – 1/8 tsp
- Zucchini, sliced 1/4" rounds – 1 lb

EQUIPMENT

- Burners – 1 ea
- Chef knife – 1 ea
- Cutting board – 1 ea
- Food pans – as needed
- Liquid measure, 4 qt – 1 ea
- Sauté pan, 12" – 1 ea
- Sheet tray – 1 ea
- Stockpot, 6 qt – 1 ea

TEAM FOOD PREPARATION

- Set up team stations with the listed equipment.
- Alternately, if the training space allows, you may set up a centralized tool and equipment staging area and require teams to gather their equipment after completing their mise en place list.
- Set up a centralized shared pantry ingredients (oils, spices, etc.) station along with scales and measures. Instruct participants to weigh/measure what they need from those ingredients and only take what they need back to their station.

ASSIGN TEAMS: (SEE RECIPES FOR LISTS OF INGREDIENTS.)

TEAM 1: RECIPE NAMES

- Peach Salsa
- Roasted Root Vegetable Hash
- Tangy Cucumber Salad

EQUIPMENT

- Anti-slip mat (or damp cloth) – 2 ea
- Can opener – 1 ea
- Chef knife – 2 ea
- Cutting board – 2 ea
- Food pan, assorted – as needed
- Mixing bowl – 2 ea
- Paring knife – 2 ea
- Sheet tray – 1 ea
- Turner, offset – 1 ea
- Vegetable peeler – 1 ea
- Whisk – 2 ea

TEAM 2: RECIPE NAMES

- Spiced Fruit Relish
- Zucchini Sticks w/ Red Sauce
- Sesame Ginger Slaw

EQUIPMENT

- Anti-slip mat (or damp cloth) – 2 ea
- Chef knife – 2 ea
- Cutting board – 2 ea
- Food pan, assorted – as needed
- Grater, box – 1 ea
- Ladle (or spoodle), 1 fl oz – 1 ea
- Mixing bowl – 2 ea
- Parchment paper – 3 sheets
- Paring knife – 2 ea
- Sheet tray – 1 ea
- Soufflé cups (or portion cup) 2 oz – 12 ea
- Turner, offset – 1 ea
- Vegetable peeler – 1 ea
- Whisk – 2 ea

TEAM 3: RECIPE NAMES

- Broccoli Salad
- Garlicky Green Beans
- Cowboy Caviar

EQUIPMENT

- Anti-slip mat (or damp cloth) – 2 ea
- Chef knife – 2 ea
- Colander – 1 ea
- Cutting board – 2 ea
- Food pan, assorted – as needed
- Grater, box – 1 ea
- Mixing bowl – 2 ea
- Parchment paper – 3 sheets
- Paring knife – 2 ea
- Sheet tray – 1 ea
- Turner, offset – 1 ea
- Vegetable peeler – 1 ea
- Whisk – 2 ea

TEAM 4: RECIPE NAMES

- Moroccan Carrot Salad
- Mexicali Corn
- Chickpea Waldorf Salad

EQUIPMENT

- Anti-slip mat (or damp cloth) – 2 ea
- Chef knife – 2 ea
- Colander – 1 ea
- Cutting board – 2 ea
- Food pan, assorted – as needed
- Grater, box – 1 ea
- Ladle (or spoodle), 1 fl oz – 1 ea
- Mixing bowl – 2 ea
- Parchment paper – 3 sheets
- Paring knife – 2 ea
- Sheet tray – 1 ea
- Soufflé cups (or portion cup) 2 oz – 12 ea
- Turner, offset – 1 ea
- Vegetable peeler – 1 ea
- Whisk – 2 ea

TEAM 5: RECIPE NAMES

- Melon, Citrus & Jicama Salad with Mint
- Corn and Edamame Blend
- Pizza Green Beans

EQUIPMENT

- Anti-slip mat (or damp cloth) – 2 ea
- Chef knife – 2 ea
- Colander – 1 ea
- Cutting board – 2 ea
- Food pan assorted – as needed
- Grater, box – 1 ea
- Ladle (or spoodle), 1 fl oz – 1 ea
- Mixing bowl – 2 ea
- Parchment paper – 3 sheets
- Paring knife – 2 ea
- Sauté pan, 12" – 2 ea
- Sheet tray – 1 ea
- Soufflé cups (or portion cup) 2 oz – 12 ea
- Spatula, high-heat – 1 ea
- Turner, offset – 1 ea
- Vegetable peeler – 1 ea
- Whisk – 2 ea

TEAM 6: RECIPE NAMES

- Chili Lime Fruit Salad
- Quick Baked Sweet Potatoes
- Mediterranean Cucumber Salad

EQUIPMENT

- Anti-slip mat (or damp cloth) – 2 ea
- Chef knife – 2 ea
- Colander – 1 ea
- Cutting board – 2 ea
- Food pan assorted – as needed
- Grater, box – 1 ea
- Ladle (or spoodle), 1 fl oz – 1 ea
- Mixing bowl – 2 ea
- Parchment paper – 3 sheets
- Paring knife – 2 ea
- Sauté pan, 12" – 2 ea
- Sheet tray – 1 ea
- Soufflé cups (or portion cup) 2 oz – 12 ea
- Spatula, high-heat – 1 ea
- Turner, offset – 1 ea
- Vegetable peeler – 1 ea
- Whisk – 2 ea

EQUIPMENT CHECKLIST

INSTRUCTOR'S NOTE:

At least 4 weeks prior to the training, contact the site coordinator to ensure the equipment is available. If any equipment is unavailable on-site, ask the site coordinator if it is possible to borrow equipment from another kitchen. Then, if any equipment is still unavailable, coordinate with the Institute of Child Nutrition to ship missing equipment as needed. Clean and return the ICN's equipment after the training using the shipping label provided with the equipment.

EQUIPMENT	TOTAL	CONFIRM EQUIPMENT IS PRESENT	USE THIS SPACE TO ADD COMMENTS IF EQUIPMENT/SUPPLIES ARE NOT AVAILABLE. PLEASE INCLUDE ANY EQUIPMENT SUBSTITUTIONS USED.
APPLIANCES AND FOOD PROCESSING EQUIPMENT			
Oven	2		
Steamer	1		
Food processor	1		
Grating disk – food processor	1		
Center blade – food processor	1		
4mm (5/32”) slicing disk – food processor	1		
10mm (3/8”) slicing disk – food processor	1		
6 mm (1/4”) slicing disk – food processor	1		
Tomato slicer	1		
Wedger (sectioning device)	1		
POTS & PANS			
Sauté pan, 12”	3		
Sheet tray, full	12		
Assorted steam table pans	30		
Assorted food pans	30		
Perforated pan, 2” full	2		
Mixing bowl	12		

EQUIPMENT	TOTAL	CONFIRM EQUIPMENT IS PRESENT	USE THIS SPACE TO ADD COMMENTS IF EQUIPMENT/ SUPPLIES ARE NOT AVAILABLE. PLEASE INCLUDE ANY EQUIPMENT SUBSTITUTIONS USED.
SMALL KITCHEN TOOLS			
Whisk	12		
Chef knife	13		
Cutting board	13		
Box grater	6		
Paring knife	13		
Anti-slip mat	13		
Vegetable peeler	6		
Can opener One centrally located electric can opener is also acceptable	6		
Ladle, 1 fl oz	6		
Turner	6		
Spatula, high-heat	4		
Colander	1		
SUPPLIES			
Parchment Paper	12		
Souffle cups (2 oz)	72		
Tasting utensils			

SHOPPING LIST

INSTRUCTOR'S NOTE:

If certain ingredients are unavailable where you are training, use your best culinary judgment to find an alternative.

FOOD	TOTAL NEEDED	INVENTORY FROM PRIOR WORK-SHOP	PURCHASED
PRODUCE			
Apple, fresh (Gala, Fuji, or other)	3 lb		
Beans, green, fresh	4 lb		
Beets, raw	1 lb		
Broccoli, head	6 lb		
Cabbage, green	2 head		
Cabbage, red	1 head		
Cantaloupe	2 ea		
Carrot, fresh	8 lb		
Celery, fresh	1 lb		
Cucumber, fresh	6 lb		
Garlic, head	3 ea		
Ginger root, fresh	2" piece		
Grapes, fresh, red or green	2 lb		
Jicama	2 ea		
Lemon	5 ea		
Lettuce, romaine, head	5 head		
Lime	3.5 lb		
Melon, honeydew	2 ea		
Onion, yellow	4 lb		
Onion, green	4 bunch		
Onion, red	1.5 lb		
Orange, fresh	4 ea		
Parsnip, fresh	1 lb		
Pepper, bell, green	2 lb		
Pepper, bell, red	3 lb		
Pepper, jalapeno	3 ea		
Pineapple, fresh	1 ea		
Potato, russet	1 lb		
Spinach, baby, fresh	1 lb		
Sweet potato	5 lb		

FOOD	TOTAL NEEDED	INVENTORY FROM PRIOR WORK-SHOP	PURCHASED
Tomato, fresh	6 lb		
Watermelon	1 ea		
Zucchini, fresh	7 lb		
FRESH HERBS			
Basil, fresh	Small container		
Chives, fresh	Small container		
Cilantro, fresh	3 bunch		
Dill weed, fresh	1 bunch		
Mint, fresh	1 bunch		
Parsley, fresh	2 bunch		
CONDIMENTS/OILS			
Honey	Small bottle		
Mayonnaise, reduced calorie	Small bottle		
Mustard, Dijon	Small bottle		
Oil, canola	Small bottle		
Oil, olive	Small bottle		
Oil, sesame	Small bottle		
Oil, vegetable	Small bottle		
Rice vinegar, unseasoned	Small bottle		
Soy sauce, low-sodium	Small bottle		
Tahini	Small bottle		
Vinegar, apple cider	Small bottle		
Vinegar, red wine	Small bottle		
White vinegar	Small bottle		
DRY/CANNED			
Beans, black (turtle), low-sodium, canned	4 cans		
Beans, black-eyed pea, low-sodium, canned	4 cans		
Beans, garbanzo, low-sodium, canned	6 cans		
Brown sugar	Small package		
Corn, whole kernel, low-sodium, canned	4 cans		
Cranberries, dried	1 lb		
Green beans, canned, no-salt-added	8 cans or (1 #10 can)		

FOOD	TOTAL NEEDED	INVENTORY FROM PRIOR WORK-SHOP	PURCHASED
Panko bread crumb	1.5 lb		
Peaches, diced, canned, packed in 100% juice, drained	4 cans		
Pimentos, canned	Small package		
Pineapple, canned, chunks	4 cans		
Raisins	8 oz		
Sugar, granulated	Small package		
Sugar, brown	Small package		
Sunflower seed kernels, dried	Small package		
Tomato paste, low-sodium	3 oz		
Tomatoes, canned, diced, low-sodium, undrained	5 cans		
Walnuts, chopped	4 oz		
DRY/CANNED			
Cheese, cheddar, yellow, reduced-fat, shredded	8 oz		
Cheese, Parmesan, grated	8 oz		
Egg whites	12 fl oz		
Margarine, trans-fat-free	Small unit		
Milk 1%	1 pint		
Yogurt, Greek, plain, nonfat	2 lb		
Turkey, deli, sliced	3 oz		
DRIED SPICES ***PURCHASE IN SMALLEST QUANTITIES AVAILABLE***			
Allspice, ground			
Basil, dried			
Chili lime seasoning			
Chili powder, Ancho			
Cinnamon, ground			
Coriander seeds, ground			
Cumin, ground			
Garlic powder			
Nutmeg, ground			
Onion powder			
Oregano, dried			
Paprika			

FOOD	TOTAL NEEDED	INVENTORY FROM PRIOR WORK-SHOP	PURCHASED
Parsley, dried			
Pepper, black			
Pepper, cayenne			
Pepper, red chili flakes			
Salt, kosher			
Sesame seeds, toasted			
Thyme, dried			
Vegetable base			
FROZEN			
Corn, whole kernel	4 lb		
Edamame, shelled	1 lb		
Mango, diced	10 oz		

*If basil is not available or cost-prohibitive, substitute 3 lb of spinach.

RECIPES

TEAM 1

- Peach Salsa
- Roasted Root Vegetable Hash
- Tangy Cucumber Salad

TEAM 2

- Spiced Fruit Relish
- Zucchini Sticks with Red Sauce
- Sesame Ginger Slaw

TEAM 3

- Broccoli Salad
- Garlicky Green Beans
- Cowboy Caviar

TEAM 4

- Moroccan Carrot Salad
- Mexicali Corn
- Chickpea Waldorf Salad

TEAM 5

- Melon, Citrus & Jicama Salad with Mint
- Corn and Edamame Blend
- Pizza Green Beans

TEAM 6

- Chili Lime Fruit Salad
- Quick Baked Sweet Potatoes
- Mediterranean Cucumber Salad

Peach Salsa

Cooking Process: #1 No Cook

NSLP/SBP CREDITING INFORMATION	
SERVING SIZE	1 SERVING PROVIDES
3/8 cup (3 oz spoodle)	1/8 cup red/orange vegetable 1/4 cup fruit

12 SERVINGS		
INGREDIENTS	WEIGHT	MEASURE
Peaches, diced, canned, packed in 100% juice, drained	1 lb 6 oz	3 cups
Peppers, sweet, red, raw, finely diced		1½ cups
Jalapeño pepper, raw, finely diced		1/4 cup
Vinegar, red wine		1 Tbsp

Instructions:

1. In a large bowl, combine all ingredients and mix well.

CCP: Refrigerate until served.**CCP: Hold for cold service at 41 °F or lower.**Recipe adapted from *What's Cooking? USDA Mixing Bowl*.

NUTRIENTS PER SERVING			
Calories	34	Total Carbohydrates	8 g
Total Fat	0 g	Dietary Fiber	1 g
Saturated Fat	0 g	Total Sugars	7 g
Sodium	3 mg	Protein	0 g

Roasted Root Vegetable Hash

Cooking Process: #3 Complex

NSLP/SBP CREDITING INFORMATION	
SERVING SIZE	1 SERVING PROVIDES
1/2 cup (No. 8 scoop)	1/2 cup additional vegetable

12 SERVINGS		
INGREDIENTS	WEIGHT	MEASURE
Beets, raw, peeled, diced	8 oz	
Carrot, raw, peeled, diced	8 oz	
Parsnip, raw, peeled, diced	8 oz	
Potato, russet, peeled, diced	8 oz	
Sweet potato, peeled, diced	8 oz	
Onion, yellow, small dice	4 oz	
Oil, vegetable		2 fl oz
Coriander, ground		1 Tbsp + 1 tsp
Cumin, ground		1 Tbsp + 1 tsp
Onion powder		1.5 tsp
Paprika		1.5 tsp
Garlic powder		1.5 tsp
Salt, kosher		1.5 tsp

Instructions:

1. Preheat convection oven to 425 °F.
2. Preheat steamer (as applicable).
3. Trim and peel beets, carrots, and other root vegetables. Cut into 1/2" dice.
4. Cut potatoes and sweet potatoes into 1/2" dice.
5. Trim and peel onions. Cut into 1/4" dice.
6. Combine coriander, cumin, onion powder, paprika, garlic powder, and salt in a small bowl.
7. Steam beets for 10 minutes or until tender, remove from heat, drain cooking liquid, and cool.
8. On a sheet tray, combine carrots, potatoes, sweet potatoes, parsnips, onions, and beets. Toss with oil and add the spice mixture; stir to coat. Divide between multiple full sheet pans (as needed) and spread evenly to avoid overcrowding the pan.
9. Roast, stirring once, until the vegetables are fork tender and beginning to brown and crisp on the edges, 40-45 minutes.

CCP: Heat to 135 °F or higher.

CCP: Hold for hot service at 135 °F or higher.

Recipe adapted from *Vermont Feed*.

Roasted Root Vegetable Hash (Continued)

NUTRIENTS PER SERVING			
Calories	105	Total Carbohydrates	15.4 g
Total Fat	4.5 g	Dietary Fiber	3.2 g
Saturated Fat	0 g	Total Sugars	8.6 g
Sodium	170 mg	Protein	1.9 g

Tangy Cucumber Salad

Cooking Process: #1 No Cook

NSLP/SBP CREDITING INFORMATION	
SERVING SIZE	1 SERVING PROVIDES
1/2 cup (4 oz spoodle or a No. 8 scoop)	1/2 cup dark green vegetable

INGREDIENTS	12 SERVINGS	
	WEIGHT	MEASURE
Vinegar, apple cider		2 fl oz
Oil, olive		1 fl oz
Sugar		2 tsp
Salt, kosher		3/4 tsp
Pepper, black		1/2 tsp
Cucumber, fresh, sliced	2 lb	
Chives, fresh, minced		1/2 Tbsp

Instructions:

1. Combine in a blender (or use a whisk and bowl for small amounts of dressing) vinegar, oil, sugar, salt, and pepper. Blend until a smooth dressing has formed.
2. Optional: score cucumbers lengthwise with a channel knife or fork before slicing.
3. Combine sliced cucumbers, chives, and dressing in a non-reactive food-safe storage container.
4. Portion using a 4 oz spoodle or a No. 8 scoop.

CCP: Refrigerate until served.

CCP: Hold for cold service at 41 °F or lower.

Recipe adapted from CICN *Grab-and-Go Recipes*

NUTRIENTS PER SERVING			
Calories	34	Total Carbohydrates	3.4 g
Total Fat	2.3 g	Dietary Fiber	0.4 g
Saturated Fat	0 g	Total Sugars	1.8 g
Sodium	95 mg	Protein	0.5 g

Spiced Fruit Relish

Cooking Process: #1 No Cook

NSLP/SBP CREDITING INFORMATION	
SERVING SIZE	1 SERVING PROVIDES
1/4 cup (No. 16 scoop)	1/4 cup fruit

INGREDIENTS	12 SERVINGS	
	WEIGHT	MEASURE
Mango, frozen, diced	6 oz	
Pineapple, fresh, diced	6 oz	
Cantaloupe, fresh, diced	6 oz	
Cilantro, fresh, chopped		1/4 cup
Lime juice, fresh		1 fl oz
Sugar, brown		3/4 tsp
Salt, kosher		1/4 tsp
Red pepper, crushed		1/4 tsp

Instructions:

1. Combine lime juice, brown sugar, salt, and crushed red pepper to make a dressing.
2. Combine mango, pineapple, cantaloupe, and cilantro.
3. Combine cut fruit with dressing,

CCP: Refrigerate until served.

CCP: Hold for cold service at 41 °F or lower.

Recipe adapted from Chef Rachel Petraglia, Gwinnett County Public Schools

NUTRIENTS PER SERVING			
Calories	26	Total Carbohydrates	6.7 g
Total Fat	0 g	Dietary Fiber	0.5 g
Saturated Fat	0 g	Total Sugars	6 g
Sodium	73 mg	Protein	0.35 g

Zucchini Sticks w/ Red Sauce

Cooking Process: #2 Same Day

NSLP/SBP CREDITING INFORMATION	
SERVING SIZE	1 SERVING PROVIDES
3/8 cup zucchini sticks (a rounded 3 fl oz spoodle/about 2–3 zucchini sticks) and 2 Tbsp tomato sauce	1/8 cup red/orange vegetable and 3/8 cup other vegetable

12 SERVINGS		
INGREDIENTS	WEIGHT	MEASURE
Zucchini, fresh, cut 1/2" x 3"	2 lb 2 oz	
Egg whites	8 oz	1 cup
Breadcrumbs, Panko	7 oz	
Cheese, Parmesan, grated	4 oz	
Oil, canola		1 tsp
Onions, fresh, diced	2 oz	
Tomato paste, low-sodium	2.4 oz	1/4 cup
Tomatoes, canned, diced, low-sodium, undrained	7 oz	3/4 cup
Water		1 fl oz
Pepper, black, ground		1/4 tsp
Parsley, dried		1/2 Tbsp
Garlic powder		3/4 tsp
Basil, dried		1/4 tsp
Oregano, dried		1/4 tsp
Thyme, dried		1/4 tsp
Vegetable base		1/2 tsp
Salt, kosher		1/4 tsp

Instructions:

1. Cut zucchini into 1/2" x 3" sticks. It is recommended to cook in batches of 25.
2. Combine zucchini and egg whites in a large bowl. Toss well. Set aside for step 4.
3. Combine breadcrumbs and parmesan cheese in a large bowl. Stir well. Set aside for step 4.
4. Coat zucchini sticks with the breadcrumb and Parmesan mixture.
5. Place zucchini sticks on each sheet pan (18" x 26" x 1") lightly coated with pan release spray and lined with parchment paper.
6. Bake:
 - Conventional oven: 400 °F for 35 minutes.
 - Convection oven: 375 °F for 35 minutes.

Zucchini Sticks w/ Red Sauce

7. Remove from oven. Set aside for step 12.
8. Heat oil in a small pot.
9. Add onions, tomato paste, diced tomatoes, water, pepper, parsley, garlic powder, basil, oregano, thyme, vegetable base, and salt. Simmer uncovered over medium heat for 5 minutes. Set aside for step 12.
10. Place individual soufflé cups on a sheet pan.
11. Pour 2 Tbsp (about 1 ounce) tomato sauce into each soufflé cup.
12. Portion 3/8 cup zucchini sticks (approx. 2-3 zucchini sticks per serving) and 1 souffle cup.

CCP: Heat to 135 °F or higher.

CCP: Hold for hot service at 135 °F or higher.

Recipe adapted from *USDA Recipe for Schools*

NUTRIENTS PER SERVING			
Calories	127	Total Carbohydrates	19 g
Total Fat	3 g	Dietary Fiber	2 g
Saturated Fat	1 g	Total Sugars	4 g
Sodium	284 mg	Protein	7 g

Sesame Ginger Slaw

Cooking Process: #1 No Cook

NSLP/SBP CREDITING INFORMATION	
SERVING SIZE 12	1 SERVING PROVIDES
1 cup (8 oz spoodle or a No. 4 scoop)	1/8 cup dark green vegetable 1/8 cup red/orange vegetable 1 cup other vegetable

INGREDIENTS	12 SERVINGS	
	WEIGHT	MEASURE
Garlic, fresh, minced	1 oz	1 Tbsp
Ginger root, fresh, finely grate	1 oz	3 Tbsp
Rice vinegar, unseasoned		5¼ fl oz
Honey	1½ oz	2 Tbsp
Soy sauce, low-sodium		2 Tbsp
Salt, kosher		¾ tsp
Black pepper		¾ tsp
Cabbage, fresh, green, shredded	11 oz	
Cabbage, fresh, red, shredded	12 oz	
Carrots, fresh, peeled, grated	8 oz	
Onions, fresh, green, sliced 1/8" on a bias	4 oz	
Cilantro, fresh, minced	4 oz	
Basil, fresh, cut into chiffonade (thin ribbons)	2 oz	
Sesame seeds	1 oz	3 Tbsp

Instructions:

1. In a blender (or use a bowl and whisk for small amounts), combine the garlic, ginger, unseasoned rice vinegar, honey, soy sauce, salt, and pepper. Blend until smooth.
2. In a large mixing bowl, combine the green cabbage, red cabbage, carrots, and green onions. Add dressing and gently mix with gloved hands. Add cilantro and basil and continue to mix. Garnish with sesame seeds.
3. Portion into individual serving containers using a lightly packed 8 oz spoodle or a No. 4 scoop.

CCP: Refrigerate until served.

CCP: Hold for cold service at 41 °F or lower.

Recipe adapted from CICN Grab-and-Go Recipes

NUTRIENTS PER SERVING			
Calories	64	Total Carbohydrates	11.8 g
Total Fat	1.6 g	Dietary Fiber	3 g
Saturated Fat	0.2 g	Total Sugars	6.6 g
Sodium	167 mg	Protein	2.3 g

Broccoli Salad

Cooking Process: #1 No Cook

NSLP/SBP CREDITING INFORMATION	
SERVING SIZE 12	1 SERVING PROVIDES
1/2 cup (No. 8 scoop)	1/2 cup dark green vegetable 1/4 cup fruit

INGREDIENTS	12 SERVINGS	
	WEIGHT	MEASURE
Mayonnaise, reduced calorie	8 oz	
Sugar	4 oz	
White vinegar		1 Tbsp
Milk, low-fat 1%		1 Tbsp
Broccoli, fresh, florets	1 lb	
Raisins	8 oz	
Walnuts, chopped (optional)	4 oz	
Onions, red, fresh, sliced (optional)	1½ oz	

Instructions:

1. For dressing: Combine salad dressing or mayonnaise, sugar, vinegar, and milk. Mix well.
2. Cut broccoli into bite-size pieces. Add dressing.
3. Add raisins, walnuts (optional), and onions (optional) to broccoli mixture. Stir to coat all pieces with dressing.
4. Cover. Refrigerate until service. Portion with No. 8 scoop (1/2 cup).

CCP: Refrigerate until served.**CCP: Hold for cold service at 41 °F or lower.**

Recipe adapted from USDA Recipe for Schools

NUTRIENTS PER SERVING			
Calories	154	Total Carbohydrates	31 g
Total Fat	3.67 g	Dietary Fiber	2 g
Saturated Fat	0.61 g	Total Sugars	18 g
Sodium	172 mg	Protein	1.77 g

Garlicky Green Beans

Cooking Process: #2 Same Day

NSLP/SBP CREDITING INFORMATION	
SERVING SIZE 12	1 SERVING PROVIDES
1/2 cup (No. 8 scoop)	1/2 cup other vegetable

INGREDIENTS	12 SERVINGS	
	WEIGHT	MEASURE
Green beans, fresh	2 lb + 3 oz	
Oil, olive		2 Tbsp
Garlic cloves, minced		1 clove
Lemon zest		1/2 Tbsp

Instructions:

1. If using fresh green beans, steam green beans for 8-10 minutes until just cooked.
2. If using frozen green beans, thaw.
3. In a tilt skillet on medium heat, add oil. When the oil is hot, add the garlic. Be careful not to burn the garlic. Add the green beans and toss.
4. Place green beans in service pan. Sprinkle with lemon zest.

CCP: Heat to 135 °F or higher.

CCP: Hold for hot service at 135 °F or higher.

Recipe adapted from Danville Public Schools

NUTRIENTS PER SERVING			
Calories	48	Total Carbohydrates	6.4 g
Total Fat	2 g	Dietary Fiber	2.6 g
Saturated Fat	0 g	Total Sugars	NA
Sodium	3 mg	Protein	1.5 g

Cowboy Caviar

Cooking Process: #1 No Cook

NSLP/SBP CREDITING INFORMATION	
SERVING SIZE 12	1 SERVING PROVIDES
1 cup (8 oz spoodle)	2 oz equivalent meat/meat alternate 1/8 cup starchy vegetable 1/8 cup other vegetable

INGREDIENTS	12 SERVINGS	
	WEIGHT	MEASURE
Oil, olive		4 fl oz
Lime juice, fresh		2 fl oz
Honey		2 tsp + 1/2 tsp
Garlic cloves, fresh		1 each
Salt, kosher		1/4 tsp
Pepper, black		1/4 tsp
Beans, black-eyed pea, low-sodium, canned, drained, rinsed	1 lb + 12 oz	
Beans, black (Turtle), low-sodium, canned, drained, rinsed	1 lb + 11 oz	
Corn, whole kernel, low-sodium, canned, drained, rinsed	1 lb + 11 oz	
Tomatoes, fresh, red, ripe, 1/2" dice	1 lb + 6 oz	
Peppers, bell, fresh, red, 1/2" dice	10 oz	
Onions, green, fresh, including tops and bulbs, cut on a bias 1/8"	7 oz	
Cilantro, fresh, minced	1 oz + 4 oz	
Cheese, cheddar, yellow, reduced-fat, shredded	6 oz	

Instructions:

1. Combine oil, lime juice, honey, garlic, salt, and pepper in a blender (or use an immersion blender) and blend until the ingredients come together into a smooth dressing.
2. In a large container, combine black-eyed peas, black beans, corn, tomatoes, bell peppers, green onions, and cilantro. Add dressing and gently fold to incorporate the dressing.
3. For individual portions, place 1 cup of mixture into an individual serving container and top with 1/2 oz of cheese using a 1 fl oz spoodle or a No. 30 scoop.

CCP: Refrigerate until served.**CCP: Hold for cold service at 41 °F or lower.**Recipe adapted from CICN *Grab-and-Go Recipes*

Cowboy Caviar (Continued)

NUTRIENTS PER SERVING			
Calories	300	Total Carbohydrates	37 g
Total Fat	13.7 g	Dietary Fiber	9.4 g
Saturated Fat	3.24 g	Total Sugars	6.1 g
Sodium	299 mg	Protein	13 g

Moroccan Carrot Salad

Cooking Process: #1 No Cook

NSLP/SBP CREDITING INFORMATION	
SERVING SIZE 12	1 SERVING PROVIDES
1/4 cup (No. 16 scoop)	1/4 cup red/orange vegetable

INGREDIENTS	12 SERVINGS	
	WEIGHT	MEASURE
Carrots, peeled and grated	3 lb + 2 oz	
Raisins or dried cherries	8 oz	
Juice, orange, fresh		3/8 cup
Juice, lemon, fresh		1/4 cup
Orange Zest		1 Tbsp + 1 tsp
Brown Sugar		2 Tbsp
Salt, kosher		1 tsp
Cinnamon, ground		1 tsp
Oil, vegetable		1 cup

Instructions:

1. Combine grated carrots and dried raisins or cherries in a large mixing bowl and set aside.
2. Combine orange juice, lemon juice, orange zest, brown sugar, salt, and cinnamon in the bowl of a mixer. Mix on medium speed, using a wire whip, until well blended. Or, with a whisk, mix by hand in a mixing bowl.
3. Slowly add the olive oil while mixing; whisk until well combined.
4. Pour the citrus cinnamon dressing over the grated carrot mixture and mix until carrots are well coated with dressing.
5. Serve chilled.

CCP: Refrigerate until served.**CCP: Hold for cold service at 41 °F or lower.**Recipe adapted from *Washington State Schools "Scratch Cooking" Recipe Book*

NUTRIENTS PER SERVING			
Calories	236	Total Carbohydrates	18 g
Total Fat	13.7 g	Dietary Fiber	3.9 g
Saturated Fat	0 g	Total Sugars	11 g
Sodium	276 mg	Protein	1.4 g

Mexicali Corn

Cooking Process: #2 Same Day

NSLP/SBP CREDITING INFORMATION	
SERVING SIZE 12	1 SERVING PROVIDES
1/2 cup (No. 8 scoop)	1/4 cup starchy vegetable 1/4 cup additional vegetable

INGREDIENTS	12 SERVINGS	
	WEIGHT	MEASURE
Onions fresh, diced	4 oz	
Peppers, green, bell, fresh, diced	4 oz	
Peppers, red, bell, fresh, diced	4 oz	
Chili powder, Ancho		1 Tbsp
Margarine, trans-fat-free	1 oz	
Corn, frozen, thawed, and drained	2 lb	
Pimentos, canned, chopped, and drained	2 oz	

Instructions:

1. In a large stockpot, add onions, green bell peppers, red bell peppers, Ancho chili powder, margarine, and cumin. Sauté uncovered over medium-high heat for 2-3 minutes or until onions are translucent, stirring occasionally.
2. Add corn and pimentos. Sauté uncovered over medium heat for 2 minutes. Stir well.
3. Place in a 2" deep steam table pan.

CCP: Heat to 135 °F or higher.

CCP: Hold for hot service at 135 °F or higher.

Recipe adapted from *USDA Standardized Recipes*

NUTRIENTS PER SERVING			
Calories	40	Total Carbohydrates	7.72g
Total Fat	1.3 g	Dietary Fiber	0.9 g
Saturated Fat	0.25 g	Total Sugars	N/A
Sodium	132 mg	Protein	1 g

Chickpea Waldorf Salad

Cooking Process: #1 No Cook

NSLP/SBP CREDITING INFORMATION	
SERVING SIZE 12	1 SERVING PROVIDES
1/2 cup spinach 9.5 oz salad mixture (8 fl oz spoodle)	2.25 oz equivalent meat/meat alternate 1/2 cup fruit 1/4 cup dark green vegetable 1/4 cup other vegetable

12 SERVINGS		
INGREDIENTS	WEIGHT	MEASURE
Yogurt, Greek, plain, nonfat	1 lb + 10 oz	
Vinegar, cider		1/3 cup
Mustard, Dijon	2 oz	
Honey	3 oz	
Salt, kosher		1/2 tsp
Pepper, black		1/4 tsp
Pepper, cayenne		1/8 tsp
Apples, fresh, with skin, 1/2" dice	1 lb + 3 oz	
Water		1 quart
Salt, kosher		1 + 1/8 tsp
Beans, garbanzo, canned, low-sodium, drained, rinsed	1 lb + 15 oz	
Celery, fresh, 1/2" dice	3 oz	
Onions, fresh, red, 1/4" dice	3 oz	
Parsley, fresh, minced	2 oz	3/4 cup
Grapes, fresh, red or green, halved lengthwise	1 lb + 3oz	
Sunflower seed kernels, dried	4 oz	
Cranberries, dried	8 oz	
Spinach, fresh	13 oz	

Instructions:

1. Combine yogurt, cider vinegar, mustard, honey, salt (1/8 tsp), black pepper, and cayenne pepper in a bowl. Whisk until well combined.

CCP: Hold for cold service at 41 °F or lower.

2. Add cold water to an 8-quart (or larger) plastic food storage container. For every gallon of cold water, add 1/2 tsp of salt to the water and stir until dissolved. Place the cut apples in the water to prevent oxidization (browning). Store under refrigeration until ready for use.
3. Remove apples from water and drain. In a large container, combine the garbanzo beans, celery, onions, parsley, grapes, apples, sunflower seeds, and dried cranberries. Fold together.

Chickpea Waldorf Salad (Continued)

4. Add dressing and continue to gently fold, incorporating the dressing. For grab-and-go service, place 1/2 cup of spinach in the bottom of the serving container. Top with 9.5 oz of the salad mixture.

CCP: Refrigerate until served.

CCP: Hold for cold service at 41 °F or lower.

Recipe adapted from CICN *Grab-and-Go Recipes*

NUTRIENTS PER SERVING			
Calories	366	Total Carbohydrates	56.3 g
Total Fat	11.5 g	Dietary Fiber	10.5 g
Saturated Fat	1.3 g	Total Sugars	28.8 g
Sodium	671 mg	Protein	15.2 g

Melon, Citrus & Jicama Salad with Mint

Cooking Process: #1 No Cook

NSLP/SBP CREDITING INFORMATION	
SERVING SIZE 12	1 SERVING PROVIDES
1/2 cup (No. 8 scoop)	1/8 cup other vegetable 1/4 cup fruit

INGREDIENTS	12 SERVINGS	
	WEIGHT	MEASURE
Melon, honeydew, peeled, cubed	1 lb + 12 oz	
Oranges, peeled, segments	2 lb + 2 oz	
Jicama, peeled, julienne	9 oz	
Mint, fresh, minced		1/8 cup
Lime juice		2 fl oz

Instructions:

1. Combine the melon, oranges, jicama, mint, and lime juice in a large bowl. Chill for 30 minutes before serving.

CCP: Refrigerate until served.**CCP: Hold for cold service at 41 °F or lower.**

Recipe adapted from Vermont FEED

NUTRIENTS PER SERVING			
Calories	57	Total Carbohydrates	14 g
Total Fat	0.2 g	Dietary Fiber	2.13 g
Saturated Fat	0.1 g	Total Sugars	N/A
Sodium	6.31 mg	Protein	1 g

Corn and Edamame Blend

Cooking Process: #2 Same Day

NSLP/SBP CREDITING INFORMATION	
SERVING SIZE 12	1 SERVING PROVIDES
1/2 cup (4 oz spoodle)	1/2 oz equivalent meat/meat alternate 1/8 cup beans and peas (legumes) 1/8 cup starchy vegetable 1/8 cup additional vegetable

INGREDIENTS	12 SERVINGS	
	WEIGHT	MEASURE
Oil, sesame		1 tsp
Onions, fresh, chopped	6 oz	
Garlic, fresh, minced		1/2 Tbsp
Corn, frozen, thawed, drained	14 oz	
Edamame, frozen, thawed, drained	12 oz	
Carrots, fresh, shredded	6 oz	
Coriander seeds, ground		1/4 tsp
Sesame seeds, toasted		1/2 Tbsp
Salt, kosher		1/4 tsp
Red chili flakes		1/8 tsp
Cilantro, fresh		1/3 cup

Instructions:

1. Heat oil in selected cooking vessel.
2. Add onions. Cook uncovered over high heat for 3-5 minutes. Add garlic and cook for 30-60 seconds.
3. Add corn. Cook uncovered over high heat for 2-4 minutes.
4. Add edamame. Cook uncovered over high heat for 2-4 minutes.
5. Add carrots, coriander, sesame seeds, salt, chili flakes, and cilantro. Cook uncovered over high heat for 3 minutes, stirring frequently.
6. Transfer mixture to a steam table pan.
7. Portion with 4 oz spoodle (1/2 cup).

CCP: Heat to 140 °F or higher.

CCP: Hold for hot service at 140 °F or higher.

Recipe adapted from *USDA Standardized Recipes*

Corn and Edamame Blend (Continued)

NUTRIENTS PER SERVING			
Calories	57	Total Carbohydrates	10 g
Total Fat	3 g	Dietary Fiber	2 g
Saturated Fat	0 g	Total Sugars	2 g
Sodium	149 mg	Protein	4 g

Pizza Green Beans

Cooking Process: #2 Same Day

NSLP/SBP CREDITING INFORMATION	
SERVING SIZE 12	1 SERVING PROVIDES
1/2 cup (4 oz slotted spoodle)	1/8 cup red/orange vegetable 3/8 cup other vegetable

INGREDIENTS	12 SERVINGS	
	WEIGHT	MEASURE
Tomatoes, canned, no-salt-added, diced, drained	1 lb + 1 oz	
Green beans, canned, no-salt-added, with liquid	3 lb + 6 oz	
Oregano, dried		2 Tbsp
Garlic, fresh, minced		1 Tbsp
Pepper, black, ground		1/4 tsp

Instructions:

1. Combine tomatoes and green beans in a large pot or sauté pan.
2. Add spices. Stir well.
3. Bring to a boil over medium-high heat for 8-10 minutes. Reduce heat. Simmer uncovered for 5 minutes.
4. Transfer to steam table pan.
5. Portion with 4 fluid oz slotted spoodle (1/2 cup).

CCP: Heat to 140 °F or higher.

CCP: Hold for hot service at 140 °F or higher.

Recipe adapted from *USDA Standardized Recipes*

NUTRIENTS PER SERVING			
Calories	35	Total Carbohydrates	7 g
Total Fat	0 g	Dietary Fiber	3 g
Saturated Fat	0 g	Total Sugars	3 g
Sodium	15 mg	Protein	1 g

Chili Lime Fruit Salad

Cooking Process: #1 No Cook

NSLP/SBP CREDITING INFORMATION	
SERVING SIZE 12	1 SERVING PROVIDES
1/2 cup (No. 8 scoop)	1/2 cup fruit

INGREDIENTS	12 SERVINGS	
	WEIGHT	MEASURE
Watermelon, fresh, diced	2 lb	
Cantaloupe, fresh, diced	12 oz	
Pineapple, canned, chunks, drained	1 lb + 2 oz	
Mint, fresh		1/4 cup
Lime juice		1/2 fl oz
Spice, chili lime		1/2 tsp

Instructions:

1. Add all fruit to a bowl. Toss with lime juice and mix.
2. Sprinkle chili lime spice on top of fruit. Gently mix. Serve immediately. Add the chili lime spice seasoning just before service.

CCP: Hold cold for service, below 41 °F.

Recipe adapted from National Watermelon Promotion Board

NUTRIENTS PER SERVING			
Calories	50	Total Carbohydrates	13 g
Total Fat	0 g	Dietary Fiber	1 g
Saturated Fat	0 g	Total Sugars	N/A
Sodium	35 mg	Protein	1 g

Quick Baked Sweet Potatoes

Cooking Process: #2 Same Day

NSLP/SBP CREDITING INFORMATION	
SERVING SIZE 12	1 SERVING PROVIDES
1/2 cup (approx. 3 potato wedges)	1/2 cup red/orange vegetable

INGREDIENTS	12 SERVINGS	
	WEIGHT	MEASURE
Sweet potatoes, fresh, unpeeled	3 lb + 10 oz	
Oil, canola		2 Tbsp
Cinnamon, ground		1/2 tsp
Sugar, granulated	2 oz	
Nutmeg, ground		1 Tbsp
Allspice, ground		1/2 tsp

Instructions:

1. Cut sweet potatoes in half, and then cut into quarter wedges.
2. Combine sweet potato wedges, oil, cinnamon, sugar, nutmeg, and allspice in a large bowl. Spread evenly.
3. Place spiced sweet potato wedges on a sheet pan (18" x 26" x 1").
4. Bake:
 - Conventional oven: 450 °F for 35 minutes.
 - Convection oven: 425 °F for 25 minutes.
5. Serve 1 portion (approx. 3 potato wedges per serving).

CCP: Heat to 140 °F or higher.

CCP: Hold for hot service at 140 °F or higher.

Recipe adapted from *USDA Standardized Recipes*

NUTRIENTS PER SERVING			
Calories	111	Total Carbohydrates	21 g
Total Fat	2 g	Dietary Fiber	3 g
Saturated Fat	0 g	Total Sugars	9 g
Sodium	29 mg	Protein	2 g

Mediterranean Cucumber Salad

Cooking Process: #1 No Cook

NSLP/SBP CREDITING INFORMATION	
SERVING SIZE 12	1 SERVING PROVIDES
3/4 cup (6 oz spoodle)	1/8 cup red/orange vegetable 5/8 cup other vegetable

INGREDIENTS	12 SERVINGS	
	WEIGHT	MEASURE
Oil, olive		2 Tbsp + 1 tsp
Vinegar, red wine		1 Tbsp
Mustard, Dijon		1 tsp
Salt, kosher		1/4 tsp
Pepper, black, ground		1/2 tsp
Oregano leaves, dried		1 tsp
Cucumber, fresh, with peel, 1/2" dice	3 lb + 1 oz	
Tomatoes, fresh, red, 1/2" dice	1 lb + 11 oz	
Peppers, fresh, bell, green, 1/2" dice	10 oz	
Onions, fresh, red, thinly sliced	2 oz	
Parsley, fresh, roughly chopped		1 Tbsp
Dill weed, fresh, roughly chopped		1 Tbsp
Chives, fresh, roughly chopped		1 Tbsp

Instructions:

DRESSING

- Place the olive oil, red wine vinegar, mustard, salt, pepper, and dried oregano in a blender (or use a bowl and whisk) and blend to emulsify.

SALAD

- In a large mixing bowl, combine cucumbers, tomatoes, peppers, onions, parsley, dill, and chives. Add dressing to vegetable mixture and gently fold to incorporate the dressing. Use a 6 oz spoodle to portion the salad into portion cups.

CCP: Refrigerate until served.**CCP: Hold cold for service, below 41 °F.**Recipe adapted from CICN *Grab-and-Go-Recipes*

NUTRIENTS PER SERVING			
Calories	50	Total Carbohydrates	5.8 g
Total Fat	3 g	Dietary Fiber	1.4 g
Saturated Fat	0 g	Total Sugars	14.5 g
Sodium	73 mg	Protein	2.7 g



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