

CICN PRESENTS

MARKETING TO THE LINE

TRAINING MANUAL

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MARKETING TO

THE LINE

TRAINING MANUAL

EXECUTIVE DIRECTOR

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Key Area:

2 – Operations

4 – Communications & Marketing

USDA Professional Standards Codes:

Food Production – 2100

Serving Food – 2200

Communications and Marketing – 4100



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BACKGROUND INFORMATION FOR TRAINERS

WELCOME to *CICN Presents: Marketing to the line*. 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 twelve sets of paired participants. However, if there are fewer than 24 participants, the total number of participants will be divided as needed.
- 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 pairs. Depending on the total number of participants, there may be three participants that work together.

Here are a few suggestions for developing teams/pairs:

- Allow participants who are sitting next to each other to be in teams or pairs or have them number off by the desired number of lab teams.
- Have child nutrition or culinary terms on one note card and the corresponding definition on another note card. Let participants circulate the room to find a match. The participants with matching cards are partners. For example, one card would have the word “food processor,” and the corresponding definition card would 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. The participants with the same color are in a group or pair.

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

TRAINING-AT-A-GLANCE

EXPECTED TRAINING DURATION- 2 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
ELEVATING STUDENTS' EXPERIENCES USING BEHAVIORAL ECONOMICS			
OBJECTIVE:			
○ Define behavioral economics and its relevance to marketing the serving line in school nutrition programs.			
20 Minutes	Behavioral Economics	○ Review behavioral economics in school nutrition programs	○ Training Manual
CULINARY TECHNIQUES FOR FOOD PRESENTATION			
OBJECTIVE:			
○ Recognize standards of presentation and food quality.			
10 Minutes	Food presentation	○ Review strategies to present food in an appealing manner	○ Training Manual
DEMONSTRATION: GARNISHING			
OBJECTIVE:			
○ Demonstrate culinary techniques that enhance the visual appeal of menu items.			
10 Minutes	Demo	○ Demonstrate a variety of garnishing techniques	<ul style="list-style-type: none"> ○ Training Manual ○ Handout: Garnish Preparation: How to Rough-Cut, Mince, and Chiffonade ○ Handout: Garnish Preparation: Zest Citrus Fruit, Cut Scallions on a Bias, and Score Cucumbers ○ Handout: How to Score a Cucumber

TIME	TOPIC	TASK	MATERIALS
ACTIVITY: KNIFE SKILLS FOR GARNISHING			
OBJECTIVES:			
○ Demonstrate culinary techniques that aid in elevating food presentation.			
20 Minutes	Knife Skill Activity	○ Conduct the activity	○ Training Manual ○ Handout: Knife Safety ○ Handout: Knife Grips ○ Handout: Knife Skills Peer Review Checklist
WRAP UP			
10 minutes	Review the training	○ Review the training ○ Discuss implementation of skills	○ Training Manual ○ Handout: Application Action Plan ○ Handout: Reflections
CONCLUSION			
10 Minutes	○ Training Evaluation	○ Conduct Training Evaluation ○ Conclude the training	○ Training Manual ○ Training Evaluation QR code

CICN PRESENTS: MARKETING TO THE LINE – TRAINING INTRODUCTION

(5 MINUTES)

INTRODUCTION TALKING POINTS

- Welcome to *CICN Presents: Marketing to the Line*.
- 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 effectively market food items on the service line in school nutrition programs. This involves understanding behavioral economics and how it relates to marketing, recognizing presentation and food quality standards, and demonstrating culinary techniques that enhance the visual appeal and presentation of menu items.
- 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?
- Consider combining the ice-breaker and the pairs/team formation.
- After the ice breaker, instruct participants to form (or you may assign) twelve teams of two for the activity later in the training.

TRAINING OVERVIEW

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

- Ground Rules
- USDA Professional Standards
- ICN Competencies
- Training 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: **Chiffonade**, **Chef knife**, and **Garnish**. 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

2 – Operations

4 – Communications and Marketing

PROFESSIONAL STANDARD

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.

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.

Communications and Marketing – 4100

Employee will be able to develop plans that include involvement with school and community members, empower school nutrition leaders, and address excellent customer service.

4120 – Promote the Child Nutrition Program.

4130 – Empower school nutrition professionals to provide excellent customer service.

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

- Market food items on the serving line in school nutrition programs.
- Describe behavioral economics and its relation to marketing in the context of school nutrition programs.
- Apply acquired skills and knowledge to attract more students to choose healthier food options on the serving line.

TRAINING OBJECTIVES

By the end of the training, participants will be able to:

- Define behavioral economics and its relevance to marketing the serving line in school nutrition programs.
- Recognize standards of presentation and food quality.
- Demonstrate culinary techniques that enhance the visual appeal of menu items.
- Demonstrate culinary techniques that aid in elevating food presentation.
- Recognize presentation and food quality standards to ensure appealing visual presentation of menu items.
- Demonstrate culinary techniques that enhance the visual appeal and presentation of menu items.

ELEVATING STUDENTS' EXPERIENCES USING BEHAVIORAL ECONOMICS

(20 MINUTES)

TIME	TOPIC	TASK	MATERIALS
ELEVATING STUDENTS' EXPERIENCES USING BEHAVIORAL ECONOMICS			
OBJECTIVE:			
○ Define behavioral economics and its relevance to marketing the serving line in school nutrition programs.			
20 Minutes	Behavioral Economics	○ Review behavioral economics in school nutrition programs	○ Training Manual

LESSON OVERVIEW

- This lesson focuses on behavioral economics and its relevance to marketing the serving line in school nutrition programs. Behavioral economics is the study of how people make decisions and how they are influenced by their environment, emotions, and social norms. This field of study can be used to design marketing strategies that promote healthy food choices among students.

BEHAVIORAL ECONOMICS

DISCUSS

- Behavioral economics is a field of study that combines psychology and economics to understand how people make decisions. It can be applied to marketing serving lines in school nutrition programs to encourage students to be excited about healthy foods.
- For example, a behavioral economics approach might involve changing the way that food is presented to students. This could mean placing healthier options at eye level, making them more visible and accessible, or using appealing descriptions and images to make them more enticing.
- Behavioral economics can help schools design their serving lines to nudge students toward taking and consuming all of the healthy meal choices without being too restrictive or coercive. By understanding how students make decisions, schools can create an environment that supports healthy eating habits and improves student well-being.

INSTRUCTOR'S NOTE:

Discuss the key concepts (in bold) and engage participants in a conversation about the importance of using Behavioral Economics. Below each concept are discussion prompts to help guide the conversation. Take about 3 minutes to discuss each key concept.

Ask participants to reflect on each concept and share ideas on incorporating it into their program.

- Key concepts you should know (in bold):
Behavioral economics studies how people make decisions and how they can be “nudged” into making better choices. In school nutrition programs, there are several strategies grounded in behavioral economics that can promote healthier food selections among students.

1. Choice Architecture: Designing Decisions

Choice architecture deals with how options are presented. By strategically organizing and presenting food choices, we can guide students towards healthier options.

○ **Visibility and Placement:**

- Prioritize healthy options by placing them at the beginning of the serving line. This simple rearrangement encourages students to pick vegetables, fruits, or other nutritious foods.
- Use the principle of “eye-level is buy-level.” Place healthy foods at students’ eye level so they’re easily seen and reached.

○ **Signage and Naming:**

- Use colorful, prominent signs to highlight healthy dishes.
- Rename dishes to make them sound more appealing. Instead of “broccoli,” use “crispy roasted broccoli” or “seasoned broccoli bites.”

- **Variety:** Offer a wide range of fruits and vegetables, with various colors and textures, to pique students' interests.

2. Nudging: Subtle Encouragements

Nudging uses small changes in the environment to steer choices without being forceful.

- **Visual Cues:** Display vibrant images of fruits and vegetables to motivate students to choose these options.
- **Appealing Names:** Give healthy dishes catchy titles like “Rainbow Salad” or “Superfood Smoothie.”
- **Taste Testing & Education:** Organize events where students can try out new, healthy dishes and learn about their nutritional benefits. This is not just about choosing but also about consuming healthy foods.
- **Incentives:** Reward students with small tokens like stickers for consistently making healthy choices. However, ensure the reward system encourages genuine interest in healthy foods.

3. Default Options: Making Health the Standard

Set up the food line in a way that if a student doesn't specify their choice, they automatically get the healthier option.

- **Promotion of Defaults:** Clearly label and signpost the default (healthy) options. Make sure they're both visually appealing and convenient to pick up.
- **Social Reinforcement:** Showcase how many of their peers are selecting the default healthy options, but without shaming or negative comparisons.

4. Social Norms: Harnessing Peer Pressure

Leverage the power of peer influence to establish and promote healthy eating norms.

- **Social Proof:** Use posters or digital displays that show students opting for healthier choices.
- **Role Modeling:** Encourage staff and teachers to exhibit healthy eating behaviors. Their example can influence student choices.
- **Normative Feedback:** Highlight positive group behaviors, like “80% of students chose our nutritious local vegetable today.” However, be cautious not to make any student feel singled out or shamed.

Remember, the goal is not just about making students choose healthier options but ensuring they consume and enjoy them. By understanding and applying the principles of behavioral economics in the context of school nutrition, we can create an environment where making healthy choices becomes second nature.

Elevate the student experience

- Many restaurants and cafes create plans to attract customers to their business, but child nutrition programs are not required to do so since their customers are already there. However, just because their customers are present does not mean they automatically become regulars. Child nutrition programs must always work on keeping their current customers and finding new ones.
- We will discuss ways to improve student experiences in your program by incorporating Behavioral Economics and culinary techniques on your service lines.

Elevate the overall perception of the food item

- The statement, “we eat with our eyes first,” is accurate as we see our food before consuming it. If a food item is visually appealing, it is more likely to be taken and consumed.
- A free marketing tool at your disposal is a service line set up to draw the eye in by highlighting the colors, textures, freshness, and variety of food.
- You may not have control over the cafeteria space’s appearance, but you do have control over how your service lines look.
- A best practice to ensure your lines are set up in a visually appealing way is to view them from the customer’s perspective.

KEY MESSAGE

- Behavioral Economics offers useful tools for promoting healthier food choices among students. School nutrition programs can create an environment that encourages students to make healthier choices by using choice architecture, nudging, default options, and social norms. By combining Behavioral Economics with culinary techniques, you can enhance the appeal of your service lines.

INSTRUCTOR’S NOTE:

Ask if there are any questions.

CULINARY TECHNIQUES FOR FOOD PRESENTATION

(10 MINUTES)

TIME	TOPIC	TASK	MATERIALS
CULINARY TECHNIQUES FOR FOOD PRESENTATION			
OBJECTIVE:			
○ Recognize standards of presentation and food quality.			
10 Minutes	Food presentation	○ Review strategies to present food in an appealing manner	○ Training Manual

LESSON OVERVIEW

- This lesson explores how to use culinary techniques to make the food served in schools look more visually appealing and enticing, which can encourage students to try new foods and eat healthier.

DEMONSTRATE/DISCUSS

- Using a few culinary techniques, you can make the food served in schools look more visually appealing and enticing, encouraging students to try new foods and eat healthier.

Here are a few tips:

- Keep the food items looking fresh and appealing.
- Garnish the food items.
- Arrange the food items on the serving lines in an appealing manner.
- Select the correct service trays and pans.

INSTRUCTOR'S NOTE:

Discuss the key concepts and engage participants in a conversation about the importance of using Behavioral Economics. Below each concept are discussion prompts to help guide the conversation. Take about 2 minutes to discuss each key concept.

Ask participants to reflect on each concept and share ideas on how to incorporate it in their program.

Keep the food items looking fresh and appealing

- To market your food program successfully, it is crucial to prepare and cook food items with care and attention to detail. Ensure the food is fresh, properly cooked, visually appealing, and has a good texture.
- Creating a visually appealing rainbow of colors on the service line can increase the eye appeal of the food and help market your program.
- Batch cooking is a helpful technique for making cooked foods look their best.

INSTRUCTOR'S NOTE

Ask if participants are familiar with batch cooking. Use the following narrative to explain the concept:

Batch cooking means preparing a menu item in small amounts so it is fresh and of high quality when put on the serving line. This technique helps to maintain the texture and appearance of many food items, ensuring that they look and taste their best for students. By cooking in smaller batches, the food is less likely to sit out for long periods, which can cause it to lose its overall appeal.

Ultimately, batch cooking helps to ensure that the food served in schools is fresh and of the highest quality possible.

- When food items sit on the service line too long, they can become “tired” looking, losing their overall appeal. Using smaller pans for batch cooking helps maintain the texture and appearance of many food items.

Garnish the food items

- The garnish must be edible.
- Garnishes should look simple, natural, fresh, and complement the food's texture and size.
- Arrange the garnish to enhance the food's presentation.
- Use the garnish sparingly and in small groupings.
- Include the garnish ingredients in the recipe, especially if they have nutritional value.
- Use the garnish to enhance the variety of colors and textures in the dish.
- Arrange the food items on the serving lines in an appealing manner.
- Start with a clean, organized serving area: Make sure the serving area is tidy, with clean utensils and plates, and organized so that students can easily access each food item.
- Use different heights and levels: Use different height levels, such as risers, trays, or bowls, to display food items. Create an appealing display that makes it easier for students to see and reach the food items.
- Add signage: Use signs to label food items and highlight special menu items. Signage helps students know what food choices are available and creates excitement around new or unique menu items.
- Keep hot and cold foods separate: Use separate serving lines or display areas for hot and cold foods to prevent cross-contamination and ensure food safety.
- Consider the flow of traffic: Arrange food items in a logical order so that students can easily move through the serving area without getting stuck or creating line congestion.

INSTRUCTOR'S NOTE:

Notify participants that garnishes will be reviewed in more detail during the demonstration portion of the training, but to keep the following concepts in mind.

Select the correct service trays and pans

- Use the right-sized pan or tray to maintain a high level of food quality and avoid leaving food sitting on the service line for too long. Smaller, shallower pans are useful for batch cooking and maintaining the texture of many food items.
- Using matching service pans and trays that are in good condition and visually appealing can convey a message of pride in your program's quality.
- Do not pre-plate trays for students and place on top of the serving line in an effort to expedite the processing of the students through the line. Students should be asked what they prefer from the serving line, which will ensure contact with the student (customer service) and ensure the best quality selections for the meal.

KEY MESSAGES

- Using culinary techniques to enhance the presentation of food served in schools can make it more visually appealing and enticing for students, encouraging them to try new foods and eat healthier.
- Some tips for achieving this include keeping the food items looking fresh and appealing, garnishing the food items, arranging the food items on the serving lines in an appealing manner, and selecting the correct service trays and pans.
- Creating a visually appealing rainbow of colors, using different heights and levels to display food items, and updating signage to label food items are some ways to arrange food items on the serving lines in an appealing manner.
- Using the right-sized pan or tray to maintain a high level of food quality and matching service pans and visually appealing trays can convey a message of pride in the program's quality.

INSTRUCTOR'S NOTE:

Ask if there are any questions.

DEMONSTRATION: GARNISHING

(10 MINUTES)

TIME	TOPIC	TASK	MATERIALS
DEMONSTRATION: GARNISHING			
OBJECTIVES:			
○ Demonstrate culinary techniques that enhance the visual appeal of menu items.			
10 Minutes	Demo	○ Demonstrate a variety of garnishing techniques	<ul style="list-style-type: none"> ○ Training Manual ○ Handout: Garnish Preparation: How to Rough-Cut, Mince, and Chiffonade ○ Handout: Garnish Preparation: Zest Citrus Fruit, Cut Scallions on a Bias, and Score Cucumbers ○ Handout: How to Score a Cucumber

LESSON OVERVIEW

- The instructor will demonstrate various garnishing techniques utilizing knives and small equipment.

DEMONSTRATE/DISCUSS

- You must adhere to food safety procedures when working with foods you plan to use for garnishing. Herbs must be properly rinsed and dried before processing.
- We will now explore techniques you can use to garnish foods in your program.
 - Herb Preparation
 - Refer participants to the **Garnish Preparation: How to Rough-Cut, Mince, and Chiffonade** handout.
 - Zesting Citrus Fruits
 - Refer participants to the **Garnish Preparation: Zest Citrus Fruit, Cut Scallions on a Bias, and Score Cucumbers and Cut on a Bias** handout.
 - Slicing Scallions
 - Refer participants to the **Garnish Preparation: Zest Citrus Fruit, Cut Scallions on a Bias, and Score Cucumbers and Cut on a Bias** handout.
 - Score and Slice Cucumbers
 - Refer participants to the **Garnish Preparation: Zest Citrus Fruit, Cut Scallions on a Bias, and Score Cucumbers and Cut on a Bias, and How to Score a Cucumber** handouts.

KEY MESSAGES

- There are a variety of ways you can garnish your menu items.
- Explore the benefits of garnishing foods in your program.

CLASS DISCUSSION PROMPT

Question: How would you apply some techniques demonstrated to garnish menu items in your program?

Possible Answer: Answers will vary. Offer suggestions based on your own experience to help stimulate the conversation.

INSTRUCTOR'S NOTE:

Ask if there are any questions.

HANDOUT: GARNISH PREPARATION: HOW TO ROUGH-CUT, MINCE, AND CHIFFONADE

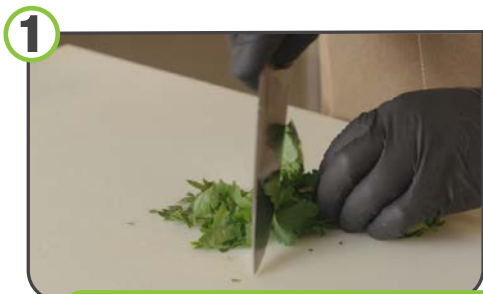
Culinary Quick Bites

BASIC FOOD PREPARATION SKILLS

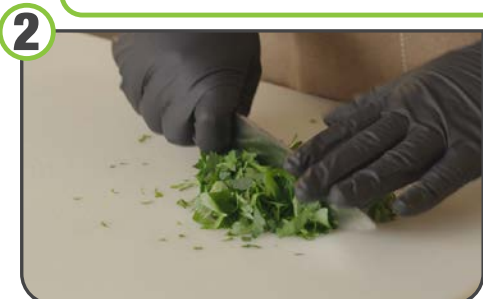
GARNISH PREPARATION

HOW TO ROUGH-CUT, MINCE AND CHIFFONADE

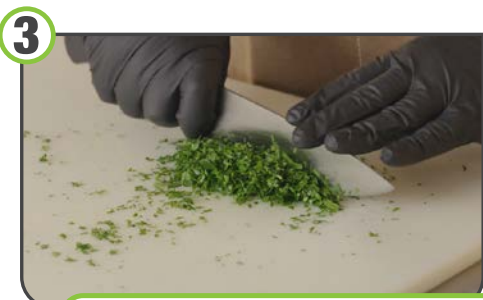
ROUGH AND MINCE CUT HERBS



1 Using a chef knife, place the herbs in a pile on the cutting board. Run the chef knife through the herbs.

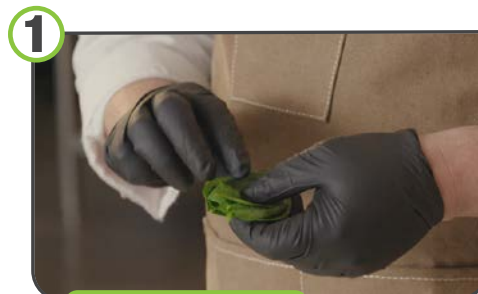


2 Continue to run the chef knife through the herbs until the desired size is achieved. Store for use during meal service.

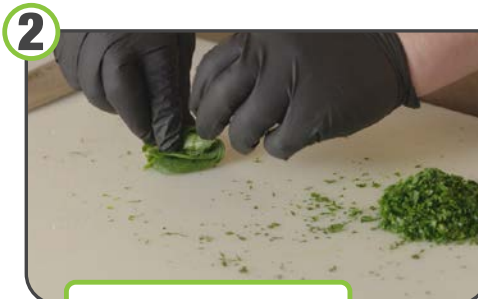


3 To mince herbs, continue from the rough chop size by continuing to run a chef knife through the herbs until the herbs are cut into very small pieces. Store for use during meal service.

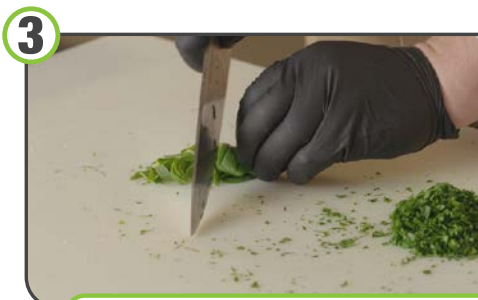
CHIFFONADE HERBS



1 Stack the leaves.



2 Roll the leaves tightly.



3 Thinly slices the leaves perpendicular to the roll. Unroll and separate the ribbons. Store for use during meal service.

HANDOUT: GARNISH PREPARATION: ZEST CITRUS FRUIT, CUT SCALLIONS ON A BIAS, AND SCORE CUCUMBERS AND CUT ON A BIAS**Culinary Quick Bites**

BASIC FOOD PREPARATION SKILLS

GARNISH PREPARATION**ZEST CITRUS FRUIT**

Using a kitchen rasp:



Use moderate pressure to drag the fruit across the coarse indentations. This tool produces, thin, curly strips of zest that are ideal for garnishes.

Using a box grater:



Use moderate pressure to drag the fruit down the side of the tool to create coarse zest.

Using a vegetable peeler:



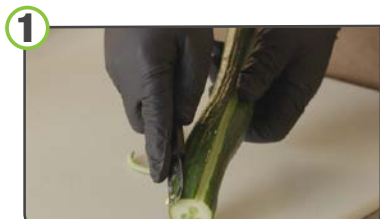
Using moderate pressure so as not to remove any pith, drag the peeler down the citrus fruit, from top to bottom, or around the fruit. This makes large pieces of zest perfect for garnishing. For smaller pieces of zest, slice into thin strips or mince into pieces with a knife.

CUT SCALLIONS ON A BIAS

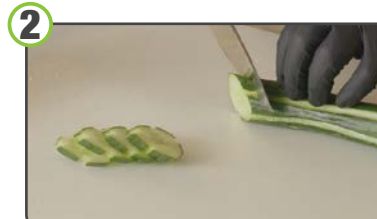
Place scallions on the cutting board in a manageable quantity. Remove the root ends of the scallions, cutting at a 45-degree angle. Discard the root ends.



Continue to slice the scallions at a 45-degree angle, moving up the vegetable from the white part through the dark green. Store for use during meal service.

SCORE CUCUMBERS AND CUT ON A BIAS

Trim off the ends of the cucumber. Using a channel knife or fork, score the skin of the cucumber from one end to the other. Discard any waste.



Slice the cucumber at an angle, 35 to 45 degrees is the most desirable. Store for use during meal service.

HANDOUT: HOW TO SCORE A CUCUMBER

Culinary Quick Bites KNIFE SKILLS

HOW TO SCORE A CUCUMBER

1



After washing and drying cucumber thoroughly, take a fork or channel knife and begin scoring your cucumber. To do this with a channel knife, place the knife at one of the tips of the cucumber and exert enough pressure to puncture the skin of the gourd.

2



Then drag the channel knife to the opposite end. Repeat this process until you have scored the entire skin of the cucumber all the way around.

3



When using a fork, insert the fork at one of the tips of the cucumber and pull the fork to the opposite end. Repeat the action 5-6 times.

4



Once the cucumber has been scored all around, select one end of the cucumber and place the sharp end of the knife somewhere between 1/8 of an inch and 1/4 of an inch, and cut down. Repeat this process until you have cut as many cucumber slices as you would like.

ACTIVITY: KNIFE SKILLS FOR GARNISHING

(40 MINUTES)

TIME	TOPIC	TASK	MATERIALS
ACTIVITY: KNIFE SKILLS FOR GARNISHING			
OBJECTIVE:			
○ Demonstrate culinary techniques that aid in elevating food presentation.			
20 Minutes	Knife Skill Activity	○ Conduct the activity	<ul style="list-style-type: none"> ○ Training Manual ○ Handout: Knife Safety ○ Handout: Knife Grips ○ Handout: Knife Skills Peer Review Checklist

ACTIVITY OVERVIEW

- This activity involves having participants work in pairs to practice and improve their garnishing skills. One partner will demonstrate a series of knife cuts using proper safety techniques while the other partner observes and provides constructive feedback using a provided checklist. After completing the demonstration, the partners will switch roles and repeat the activity to ensure both partners can practice and receive feedback. This activity aims to improve participants' knife skills and promote safe and effective food preparation techniques.

INSTRUCTIONS

- Place participants in pairs. If there is an odd number, create a group of three.
- In this activity, you and a partner will take turns using a knife to cut food, herbs, and vegetables safely. One person will show how to cut using different techniques while the other checks to ensure they do it safely and well. Then, you will switch roles and do it again.
- If there are three people, two will use knives simultaneously but on different cutting boards, while the third person watches and checks on both. Then, they will switch roles so everyone gets a turn.
- Each participant will demonstrate the following knife cuts:
 - Flat Leaf Parsley
 - One bunch each, rough chop, and then mince
 - Spinach
 - Small handful each, cut into chiffonade
 - Scallion
 - One bunch each, slice on a bias
 - Cucumber
 - One cucumber each, score and slice

DISCUSS PRIOR TO THE ACTIVITY

- Review knife safety using the **Knife Safety** and **Knife Grips** handouts.
- Review the **Knife Skills Peer Review Checklist** handout.

POST ACTIVITY

- Review the activity with the participants.
- Ask if they feel comfortable with the techniques they practiced.
- Ask if they can utilize the techniques in their program.

HANDOUT: KNIFE SAFETY

Culinary Quick Bites
KNIFE SKILLS

KNIFE SAFETY

S

Securely hold the knife

A

Anchor cutting boards

F

Fingertips curled back like a claw

E

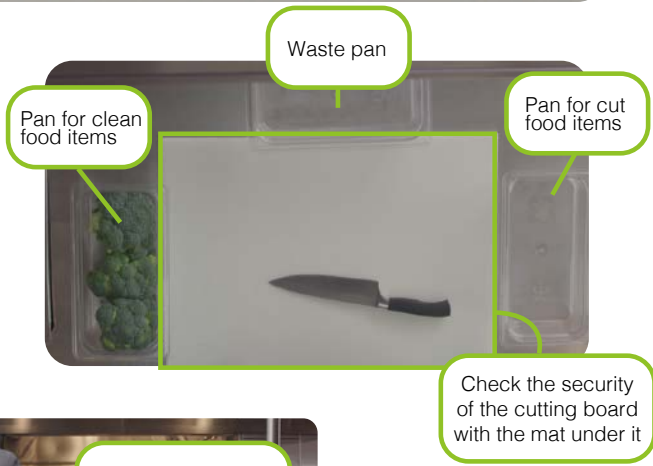
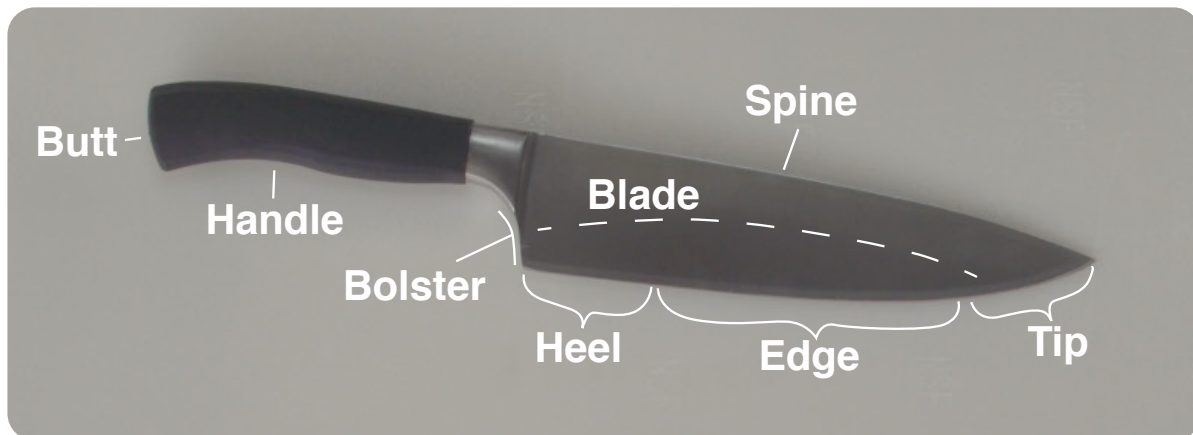
Eyes on the knife

T

Take your time

Y

Yield to falling knives



HANDOUT: KNIFE GRIPS

Culinary Quick Bites
KNIFE SKILLS

KNIFE GRIPS

S

Securely hold
the knife

A

Anchor
cutting boards

F

Fingertips
curled back
like a claw

E

Eyes on the
knife

T

Take your time

Y

Yield to
falling knives



How to Hold the Knife

The proper way to hold a chef's knife is by gripping the top of the blade (near the heel) with the forefinger and thumb, placing your middle finger just behind the heel.



Claw Grip

Shape your hand like a claw to grip the food. Hold down the food with your little finger and thumb; your other fingers should act as stability and control while you cut.



How to Cut Using the "Tunnel Grip"

Place your index finger, middle finger and thumb on the sides of the food and arch your palm up to form a "tunnel". Guide the knife into the tunnel, then cut the food item.

KNIFE SKILLS PEER REVIEW CHECKLIST

#	TASK	NEVER	SOMETIMES	ALWAYS	COMMENT
WORKSTATION SETUP					
1	Cutting board is secured				
2	Station is clean and sanitized				
3	Food items have been properly washed before beginning task				
4	Station is set up with a waste pan for trim				
5	Selects the correct knife for the task				
APPLICATION					
1	Addresses board at a slight angle with feet hip-width apart				
2	Maintains a confident stance while performing cutting tasks				
3	Uses the correct knife grip on the knife				
4	Uses the correct grip to hold items with the guide hand				
5	No bare-hand contact with Ready to Eat Foods				
6	Uses major muscle groups to apply pressure instead of using wrist motions				
7	Uses a rocking motion when cutting, blade rarely leaves the board.				
8	Cuts are consistent and uniform				
9	Workstation is organized and uncluttered				
10	Cleans and sanitizes, as appropriate, between tasks.				
11	Follows S.A.F.E.T.Y. at all times				

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 Marketing to the Line.
- We've discussed the following:
 - Marketing food items on the service line.
 - Understanding behavioral economics and how it relates to marketing.
 - Recognizing presentation and food quality standards.
 - Practicing culinary techniques that enhance menu items' visual appeal and presentation.
- I hope you can apply these skills and knowledge to attract more students to choose healthier food options on the service line.
- 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 relate personally 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 PROMPT

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

- Afterward, spend 5 minutes (more if time allows) to allow 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

Sofrito – In Italy, sofrito 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).

- Prior to the training, wash all produce items and store appropriately.
- Set up twelve cutting stations for the participant's activity with each station having:
 - Cutting Board – 1 ea
 - Anti-slip mat or damp towel – 1 ea
 - Chef knife – 1 ea
 - Food pans – 3 ea
- Set up a chef demonstration area with:
 - Cutting Board – 1 ea
 - Anti-slip mat or damp towel – 1 ea
 - Chef knife – 1 ea
 - Food pans – 3 ea (or more if needed)
 - Kitchen rasp and/or box grater
 - Chanel knife and/or dinner fork

Demo Name: Herb Preparation**PREPARATION NOTES**

- Clean produce prior to training.
- Discuss applications in which each cut may be used, based on your experience.
- Demo rough-chop and mince with parsley.
- Demo chiffonade with basil.

EQUIPMENT

- Cutting board
- Anti-slip mat or damp towel
- Chef knife
- Food pans

INGREDIENT(S)

- Flat leaf parsley - 1 bunch
- Basil (or spinach, if basil is not available or cost-prohibitive) – 1 package

Demo Name: Zesting Citrus Fruits

PREPARATION NOTES

- Clean produce prior to training.
- Discuss applications in which each cut may be used, based on your experience.
- Demo how to zest and then zest each of the three fruits- discuss the difference in aroma between each fruit.

EQUIPMENT

- Cutting board
- Anti-slip mat or damp towel
- Kitchen rasp and/or box grater
- Food pans

INGREDIENTS

- Orange 1–2 ea
- Lemon 1–2 ea
- Lime 1–2 ea

Demo Name: Slicing Scallions

PREPARATION NOTES

- Clean produce prior to training.
- Discuss applications in which each cut may be used, based on your experience.

EQUIPMENT

- Cutting board
- Anti-slip mat or damp towel
- Chef knife
- Food pans

INGREDIENT

- Scallions – 1 bunch

Demo Name: Score and Slice Cucumbers

PREPARATION NOTES

- Clean produce prior to training.
- Discuss applications in which each cut may be used, based on your experience.

EQUIPMENT

- Cutting board
- Anti-slip mat or damp towel
- Chef knife
- Food pans
- Chanel knife and/or dinner fork

INGREDIENT

- Cucumber – 3 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.
SMALL KITCHEN TOOLS			
Anti-slip mat or damp towel	13		
Chef knife	13		
Cutting board	13		
Food pans	39		
Channel knife and/or fork	1		
Kitchen rasp and/or box grater	1		

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 WORKSHOP	PURCHASED
PRODUCE			
Cucumber	30 ea		
Lime	3 ea		
Lemon	3 ea		
Orange	3 ea		
Scallion	27 bunches		
Parsley, flat leaf	27 bunches		
Basil*	1 container		

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



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