CICN PRESENTS

THE GRAINS LAB

TRAINING MANUAL

CICN
CULINARY INSTITUTE OF CHILD NUTRITION

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THE GRAINS LAB

TRAINING MANUAL

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Key Area:
1 – Nutrition
2 – Operations
USDA Professional Standards Codes:
Menu Planning – 1100
Food Production – 2100
Serving Food – 2200

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Disclaimer

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BACKGROUND INFORMATION FOR TRAINERS

WELCOME to *CICN Presents: The Grains 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. There are suggested questions to ask participants for discussion purposes. 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.

INSTRUCTOR'S NOTE:
If possible, arrange participants into smaller groups of 4–5 people during training sessions. This can be done upon arrival or around the ice breaker. If some participants seem hesitant to participate in class discussions, you can encourage them to discuss questions in smaller groups and then share their group's answers with the larger group. This strategy helps to involve more people in the conversation and prevents only a few individuals from dominating the discussion.

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	○ 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	○ Sign-in sheet ○ Training Manual
INTRODUCTION TO WHOLE GRAINS			
OBJECTIVES: ○ Explain the difference between refined grains and whole grains, the three parts of the kernel, and the nutritional benefits of incorporating whole grains into the diet. ○ Identify a variety of commonly available whole grains. ○ Discuss how to incorporate whole grain items into menus.			
15 Minutes	○ Whole grain definition ○ Whole grain nutritional benefits ○ Menu planning	○ Define whole grain and the components of a whole grain ○ Discuss the nutritional benefits of whole grains ○ Explain how to read labels to determine whole grain foods ○ Provide ideas on how to incorporate whole grains into menus	○ Training Manual ○ Handout: All About Grains ○ Handout: Whole Grain Ingredients

TIME	TOPIC	TASK	MATERIALS
CHEF DEMO			
OBJECTIVE: ○ Discuss food safety practices when preparing whole grain foods.			
30 Minutes	○ Preparation techniques ○ Identify and sample whole grains	○ Discuss storage and food safety considerations ○ Discuss and demonstrate whole grain preparation techniques ○ Demonstrate • Pilaf cooking method with brown rice • Toasting quinoa ○ Discuss • Whole grain pasta • Oats (rolled, instant, steel cut)	○ Supplies ○ Equipment ○ Food Safety Fact Sheets: ○ Cooking Foods ○ Handwashing ○ Washing Fruits and Vegetables
TEAM COOKING LAB			
OBJECTIVE: ○ Apply healthy preparation techniques with whole grain recipes.			
15 Minutes	Intro to the lab	○ Assign teams/groups (6 teams of 4) ○ Review the recipe(s) for each group ○ Review food safety principles ○ Provide a brief kitchen tour – dish machine, pantry, equipment, small wares, pans, etc.	○ Supplies ○ Equipment
100 minutes	Team food production	○ Teams prepare assigned recipes	○ Supplies ○ Equipment
20 minutes	○ Sample foods ○ Clean kitchen	○ Participants sample food prepared by each team	○ Recipe Evaluation Form
REPORT OUT RECIPE EVALUATION			
15 minutes	Recipe evaluation	○ Rate the sampled foods using the Recipe Evaluation Form ○ Discuss recipe evaluations	○ Recipe Evaluation Form

TIME	TOPIC	TASK	MATERIALS
WRAP UP			
10 Minutes	Goal development	○ Review the training ○ Discuss implementation of skills	○ Training Manual ○ Handout: All About Grains ○ Handout: Whole Grain Ingredients
CONCLUSION			
10 Minutes	○ Training Evaluation	○ Conduct Training Evaluation ○ Conclude the training	○ Training Manual ○ Training Evaluation QR Code

CICN PRESENTS: THE GRAINS LAB

INTRODUCTION (5 MINUTES)

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.

INTRODUCTION TALKING POINTS

- Welcome to *CICN Presents: The Grains 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 Grains Lab will provide the tools needed to begin or advance your program's preparation of grain-based menu items. 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. Start the ice breaker.

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 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 four 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	Steamed Brown Rice	Brown Rice Pilaf	Fried Rice	Jollof Rice	Orange Rice Pilaf	Arroz con Queso (Rice with Cheese)
RECIPE 2	Peppy Quinoa	Fruity Oatmeal	Shine Bar: Pineapple, Coconut Oat Breakfast Bar	Orzo Pasta with Green Peas	Chic' Penne	Overnight Oats with Berries

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 Objectivess
- 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: **Moist heat cooking, Mise en Place, Toast,** 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

- Effectively incorporate whole grains in school meal programs.
- Learn about the nutritional benefits of whole grains.
- Identify commonly available whole grains
- Apply healthy preparation techniques.
- Develop an action plan to implement the skills learned during the training.

TRAINING OBJECTIVES

- Explain the nutritional benefits of incorporating whole grains into the diet.
- Identify a variety of commonly available whole grains.
- Discuss how to incorporate whole grain items into menus.
- Recall the importance of utilizing standardized recipes.
- Demonstrate the correct use of mise en place.
- Explain the benefits of proper measuring using weight and volume.
- Demonstrate how to measure properly using weight and volume.
- Discuss food safety practices when preparing whole grain foods.
- Apply healthy preparation techniques to whole grain recipes.
- Develop an action plan for implementing the skills learned during the training.

INTRODUCTION TO WHOLE GRAINS
(15 MINUTES)

TIME	TOPIC	TASK	MATERIALS
INTRODUCTION TO WHOLE GRAINS			
OBJECTIVES: ○ Explain the difference between refined grains and whole grains, the three parts of the kernel, and the nutritional benefits of incorporating whole grains into the diet. ○ Identify a variety of commonly available whole grains. ○ Discuss how to incorporate whole grain items into menus.			
15 Minutes	○ Whole grain definition ○ Whole grain nutritional benefits ○ Menu planning	○ Define whole grain and the components of a whole grain ○ Discuss the nutritionsl benefits of whole grains ○ Explain how to read labels to determine whole grain foods ○ Provide ideas on how to incorporate whole grains into menus	Handouts: ○ All About Grains ○ Whole Grain Ingredients

LESSON OVERVIEW

○ This lesson will teach you about whole grains, including what they are and their nutritional benefits. You'll learn about the different components that make up whole grains and how to identify them. We'll also cover various commonly available whole grains and ways to incorporate them into menus. By the end of the lesson, you should understand what whole grains are and how to use them in cooking and meals.

DISCUSS

○ Let's start by understanding what whole grains are.

INSTRUCTOR'S NOTE:
As an instructional aid, briefly review parts of a whole grain in the "What are Grains" section of the ***All About Grains*** handout.

○ A whole grain is a grain that contains all three parts of the kernel—the bran, germ, and endosperm. For a food item to be labeled whole grain, it must say 100% whole grain on the package.

- The bran is the outer layer that contains fiber, vitamins, and minerals.
- The germ is the nutrient-rich inner part that contains healthy fats, vitamins, and minerals.
- The endosperm is the starchy part that provides energy.

○ The process of refining grains removes the bran and germ and leaves only the endosperm, which reduces the nutritional value of the grain. These types of grains are referred to as refined grains.

- Whole grains are an excellent source of fiber, which helps keep us feeling full and aids in digestion.
- B vitamins, such as thiamin, niacin, and riboflavin, which help our bodies convert food into energy, are found in whole grains.
- Whole grains also contain minerals such as iron, zinc, and magnesium, essential for healthy bones, muscles, and overall health.

CLASS DISCUSSION PROMPTS

Question: What are some nutritional benefits of eating whole grains?

Possible Answers:

- Whole grains contain fiber, which can help us feel full and improve digestion. They help you feel satisfied and full, aid in digestion, maintain a healthy weight, and provide essential nutrients to help build muscles, bones, and cognitive skills.
  - Whole grains contain B vitamins like thiamin, niacin, and riboflavin, which can help our bodies convert food into energy.
  - Whole grains have minerals such as iron, zinc, and magnesium, which are necessary for healthy bones, muscles, and overall health.

HANDOUT: ALL ABOUT GRAINS

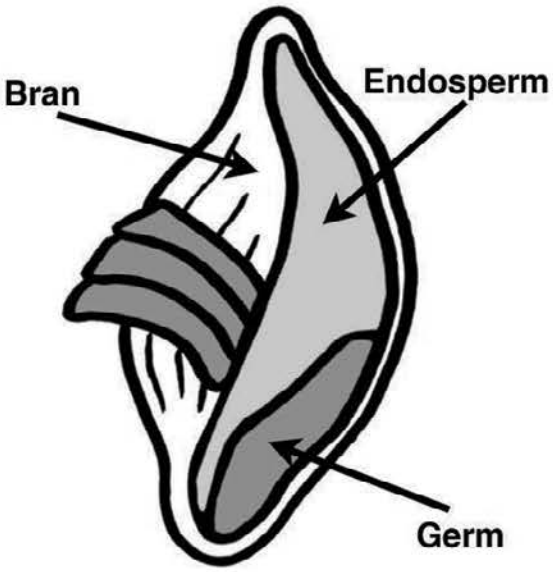
All About Grains

Grains, especially whole grains, are an essential part of a healthy diet. The healthiest kinds of grains are whole grains, as they are the best source of fiber and other nutrients. Naturally low in fat, whole grains are complex carbohydrates, which, because they take a long time to fully digest, provide the body with energy for hours. While the modern American diet includes a lot of grains, chances are that most people do not eat enough whole grains.

What are Grains?

Grains are the seeds of grasses that are cultivated for food. This seed (also called a kernel) is protected by a husk. Before a grain can be eaten, the husk must be removed.

Whole grains are the entire seed of a plant. The seeds include three key edible parts: the bran, the germ, and the endosperm.



The bran: the outer layer of the grain kernel. Rich in fiber, B vitamins, trace minerals, and phytochemicals.

The germ: the core of the kernel. Rich in vitamin E, the B vitamins, healthy fats, phytochemicals, and antioxidants.

The endosperm: the middle layer. Contains the carbohydrates and protein, and is the part of the grain that provides energy to our bodies.

CHOOSING GRAINS

There are two main types of grains available for purchase today: whole grains and refined grains.

Whole Grains: unrefined grains that keep the entire seed in place. Whole grains haven't had their bran and germ removed by milling.

- Examples: brown rice, whole wheat, oats, quinoa, wild rice.

Refined Grains: grains that are milled, a process that strips seeds of both the bran and germ. While this is done to create a finer texture and extended shelf life, it also removes many nutrients and fiber.

- Examples: white flour/bread, white rice, pasta, and many types of cereal and crackers.

Enriched Grains are refined gains that have had some of the nutrients (but not the fiber) added back in. Most refined grains (e.g., white flour, bread, and pasta) are enriched, and many are also fortified with additional vitamins and minerals.

Studies show that eating whole grains instead of refined grains lowers the risk of many chronic diseases.

http://wholegrainscouncil.org/whole-grains-101/

DISCUSS

- How to identify whole grains:
  - When it comes to identifying whole grain food items for child nutrition programs, here are a few things to keep in mind:
    - Look for the words "whole grain" on the label: Foods made with whole grains will often say so right on the packaging. Look for words like "whole wheat," "whole oats," "brown rice," or "whole grain corn" on the ingredient list.
    - Check the ingredients list: Ingredients are listed in the order of quantity from most to least. If the first ingredient is whole grain, it is a whole grain product, even if the packaging does not say "whole grain." You can still check the ingredients list to see if the food is made with whole grains. Look for words like whole wheat flour, whole oat flour, or brown rice.
    - Begin your whole grain food search with unprocessed or minimally processed foods: Less processed foods are more likely to contain whole grains. Examples include brown rice, quinoa, and whole oats.
    - Watch out for misleading labels: Sometimes food labels include terms such as "multigrain" or "made with wheat flour," but it does not necessarily mean the food is made with whole grains. Make sure to check the ingredient list.
- Understanding these tips, you should be able to identify whole grain food items for school nutrition programs.

For more in-depth information about the Grains Component, check out:

- *USDA Food Buying Guide for Child Nutrition Programs* Meal Components section titled Grains (www.foodbuyingguide.fns.usda.gov/FoodComponents/ResourceGrains)
- The Whole Grain Resource for the National School Lunch and Breakfast Programs | Food and Nutrition Service (usda.gov)
- Crediting Grains in Child Nutrition Programs Tip Sheets | Food and Nutrition Service (usda.gov)

CLASS DISCUSSION PROMPT

Question: What are some ways to identify whole grain foods for school nutrition programs?

Possible Answers:

- Look for the words "whole grain" on the label.
- Check the ingredients list for whole wheat flour, whole oat flour, or brown rice.
- Use unprocessed or minimally processed foods like brown rice, quinoa, and whole oats.

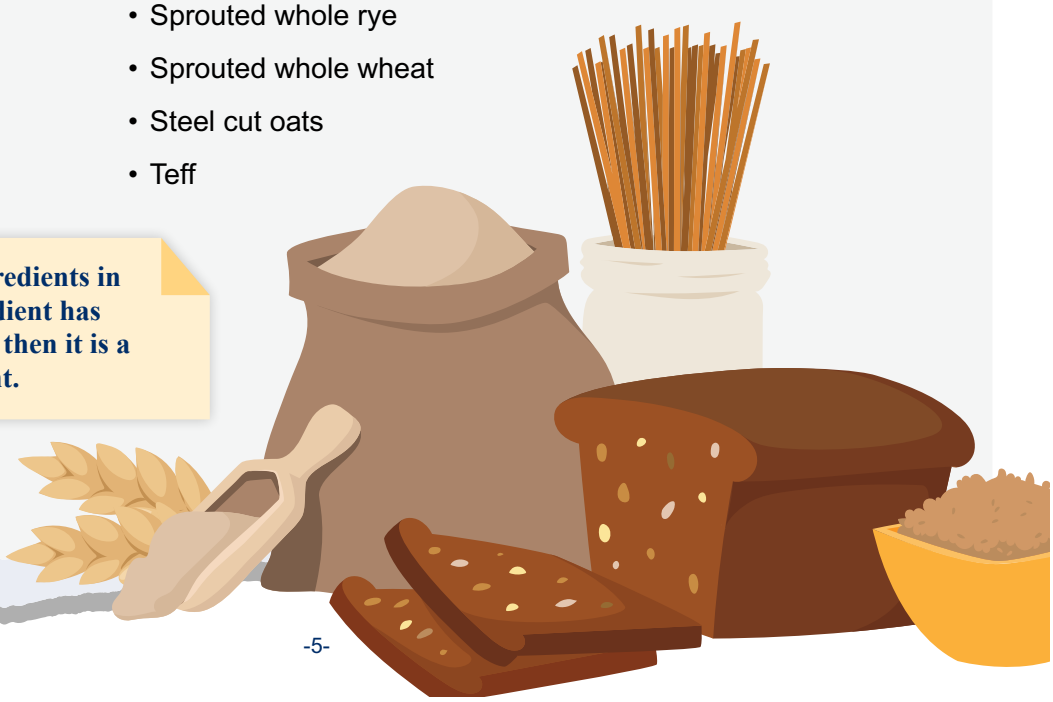
INSTRUCTOR'S NOTE:
Briefly review the Whole Grain Ingredients handout.

HANDOUT: WHOLE GRAIN INGREDIENTS

Whole-Grain Ingredients

- Amaranth
- Amaranth flour
- Brown rice
- Brown rice flour
- Buckwheat
- Buckwheat flour
- Buckwheat groats
- Bulgur
- Corn masa
- Corn treated with lime
- Cracked wheat
- Crushed wheat
- Dehulled barley
- Dehulled-barley flour
- Entire wheat flour
- Flaked rye
- Flaked wheat
- Graham flour
- Hominy
- Hominy grits
- Instant oatmeal
- Masa harina
- Millet
- Millet flour
- Nixtamalized corn flour/meal
- Oat groats
- Oats/oatmeal
- Old fashioned oats
- Popcorn
- Quick cooking oats
- Quinoa
- Rye berries
- Rye groats
- Sorghum
- Sorghum flour
- Spelt berries
- Sprouted brown rice
- Sprouted buckwheat
- Sprouted einkorn
- Sprouted spelt
- Sprouted wheat
- Sprouted whole rye
- Sprouted whole wheat
- Steel cut oats
- Teff
- Teff flour
- Triticale
- Triticale flour
- Wheat berries
- Wheat groats
- White whole wheat flour
- Whole corn
- Whole durum flour
- Whole grain corn
- Whole grain corn flour
- Whole grain oat flour
- Whole grain spelt flour
- Whole grain wheat
- Whole grain wheat flakes
- Whole grain wheat flour
- Whole rye flour
- Whole wheat flour
- Wild rice
- Wild rice flour

In addition to the ingredients in this chart, if an ingredient has "whole" in front of it, then it is a whole-grain ingredient.



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DISCUSS

- Incorporate whole grains into menus.
  - You can easily add whole grains to menus, often using recipes you already make. If changes are made to an existing standardized recipe, the recipe needs to be standardized again.
  - Make easy substitutions:
    - Switch half the white flour to whole wheat or oat flour in recipes for muffins, quick breads, or pancakes.
    - Add cooked whole grains such as wheat or rye berries, wild rice, brown rice, sorghum, millet, quinoa, or bulgur to soups, stews, casseroles, or stir-fries.
    - Use whole corn meal for corn cakes, cornbreads, and corn muffins.
    - Use rolled oats or crushed, unsweetened cereal made with whole grain as breading.
  - Switch out the refined versions of grains on your menus with whole grain versions. Here are some suggested swaps:

CHOOSE …	INSTEAD OF …
Whole Grain Cereal	Cereal That Is Not Whole Grain
Whole Grain or Whole Wheat Bread	White or “Wheat” Bread
Brown or Wild Rice	White Rice
Whole Grain Crackers	Crackers That Are Not Whole Grain
Whole Grain Pasta	White Pasta
Popcorn	Pretzels
Whole Wheat or Whole Corn Tortilla	Flour Tortilla
Whole Grain Bagel or English Muffin	White Bagel or English Muffin

- Part of your role and responsibility is building excitement and confidence around serving whole grains. There is a wide variety of grains and recipes that students will love to eat. Check out the Child Nutrition Recipe Box (CNRB). It includes recipes that use whole grains.

CLASS DISCUSSION PROMPTS

Question: Would anyone like to share how they incorporated whole grains into their menus and strategies to help students accept the new foods?

Possible Answers: Answers will vary.

KEY MESSAGES

- Choose whole grains over refined grains.
- Whole grains are the more nutritious choice compared to refined grains because whole grains help you feel satisfied and full, aid in digestion, maintain a healthy weight, and provide essential nutrients to help build muscles, bones, and cognitive skills.
- You can incorporate many different types of whole grains into menus to help increase students’ acceptance of whole grain products.
- Beyond good nutrition, whole grains are tasty, satisfying, convenient, and easy to prepare.

CHEF DEMO
(30 MINUTES)

TIME	TOPIC	TASK	MATERIALS
		CHEF DEMO	
OBJECTIVE: ○ Discuss food safety practices when preparing whole grain foods.			
30 Minutes	○ Preparation techniques ○ Identify and sample whole grains	○ Discuss storage and food safety considerations ○ Discuss and demonstrate whole grain preparation techniques ○ Demonstrate: • Pilaf cooking method with brown rice • Toasting quinoa • Steaming rice	○ Supplies ○ Equipment ○ Food Safety Fact Sheets: • Cooking foods • Handwashing • Washing Fruits and Vegetables

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 Communication Skills for Trainers for additional assistance during culinary demonstrations.

○ Review the following Food Safety Fact Sheets as a group:
- Food Safety Fact Sheet: Cooking Foods
- Food Safety Fact Sheet: Handwashing
- Food Safety Fact Sheet: Washing Fruits and Vegetables

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.

Cooking Foods cont.

- 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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Suggested Reference Citation:
Institute of Child Nutrition. (2016). *Cooking foods*. University, MS: Author.

For more information, please contact helpdesk@theicn.org.

02/2016

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

Handwashing cont.

- ◊ 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

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.

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02/2016

DEMONSTRATION OVERVIEW

- This demonstration will review storage and safety considerations for whole grain food items. I will demonstrate how to make rice pilaf and toast grains and will review cookery methods for a variety of whole grains.

DISCUSS/DEMONSTRATE

- Storage and Safety
  - When storing whole grains for child nutrition programs, it's important to consider food safety.
  - First and foremost, it's important to ensure that the storage area for these foods is clean and dry. Like any other food, whole grain products can attract pests and bacteria if they are not stored properly. So, keeping the storage area clean and dry is essential to prevent any issues.
  - Whole grain products can spoil quickly, especially in warm or humid conditions. Store them in a cool, dry place.
  - When storing whole grain food items, it's important to ensure they are stored in airtight containers or packaging. This step prevents moisture from getting in, which can cause the food to spoil or become stale. Additionally, using clear containers or labeling the containers can help staff members identify the items easily.
  - Another important consideration regarding food safety is regularly checking expiration dates and use-by dates. Whole grain products can lose quality and flavor over time. Keep track of when they were purchased and the use-by date. If you transfer whole grain food items to airtight containers, make sure they are labeled with names and expiration dates.
  - When serving whole grain food items, it's important to ensure they are cooked or heated to the proper temperature. Cooking or heating to the proper temperature kills any harmful bacteria that may be present, making the food safe to eat. Additionally, serve whole grains with clean and sanitized utensils to prevent cross-contamination.
  - Overall, the key to safe and high-quality whole grain food items in school nutrition programs is proper storage, regular checks of expiration dates, proper preparation, and appropriate serving practices. By following these guidelines, schools provide their students safe and nutritious meals.
- Demonstrate whole grain preparation techniques
  - Pilaf method with brown rice
  - Toasting and cooking quinoa
- Demonstrate pilaf cooking method with brown rice
  - There are four main ways to cook rice (steaming, boiling, pilaf, and risotto), and techniques can vary across cultures. A common technique called the pilaf method uses aromatic ingredients to develop flavor in the final dish. The final rice dish can go in countless flavor directions with this basic method and varying the aromatics and seasonings.
  - The pilaf method begins by heating the oil or cooking fat in a pan over medium heat. Aromatic ingredients are added and sautéed until softened, and the flavor is released into the cooking oil. The now seasoned oil will help distribute the flavors throughout the final dish.
  - The dry rice grains and other spices or salt are added to the pan and sautéed along with aromatics. Stirring the rice grains into the hot flavored oil allows the rice to absorb some flavors and ensures that the final cooked grains remain separate.

- Once the rice grains have heated through in the pan, add the cooking liquid (water or stock). Bring the liquid to a boil, then reduce to a low simmer, cover, and cook for the indicated cooking time. Remove from heat. Cover and let stand for 10 minutes.
- When the rice is cooked, let stand at room temperature for five minutes, then use a fork to fluff the grains.
- Today we used long-grain brown rice, but the pilaf method can be applied to a variety of different grains.

BASIC BROWN RICE PILAF RECIPE

2 teaspoons vegetable oil

1/2 cup onion, small dice

1 teaspoon garlic, minced

1/4 teaspoon salt

1 cup long-grain brown rice

2 ½ cups hot water

1. Heat a saucepan over medium heat.
2. Add the vegetable oil; once the oil is hot, add the diced onions.
3. Stir onions into the oil and cook until softened and beginning to turn transparent.
4. Stir in the minced garlic and cook for 1 minute.
5. Add the salt and dry brown rice.
6. Stir rice into the onions and oil and cook for about 2 minutes.
7. Add the hot water and bring to a boil, then reduce to a simmer.
8. Cover with a lid and cook over low heat for 40 minutes.
9. Turn off the heat and let the rice rest for 10 minutes.
10. Remove the lid, let stand at room temperature for five minutes, and then fluff rice with a fork.

- Demonstrate: Toasting and cooking quinoa
  - Toasting dry grains, like quinoa, barley, or sorghum, is a chef's practice that adds a desirable depth of flavor to the final product.
  - To toast dry grains, add grains to a saucepan or sauté pan and heat over medium heat. Carefully stir the grains in the pan. Keep the grains moving when toasting over direct heat to prevent the grains from burning. Continue stirring the grains until they begin to smell toasted. The aroma will indicate that the toasting process is over. With some grains, like quinoa, this process will produce popping and crackling sounds from the grain.
  - Toasting can also be done in a 350 °F oven with the fan turned off, and the indirect heat from the oven is less likely to burn the grains.
  - A note about quinoa—most commercially available quinoa has been pre-rinsed to remove a soapy-tasting substance called saponin from the outside of the grain. When shopping for quinoa, look for products that are labeled as pre-rinsed.
  - Once the grains are toasted, carefully add the measured amount of cooking liquid to the pan. It will boil up slightly because the pan is hot. Stir in the salt, bring to a boil, reduce heat to a low simmer, cover, and cook for the indicated cooking time. Quinoa takes about 15–20 minutes to cook.
  - Remove from heat. Cover and let stand for 5 minutes.
  - Fluff grains with a fork.

BASIC QUINOA RECIPE

INGREDIENTS:

1 cup dry quinoa

1 ¾ cup water

¼ teaspoon salt

INSTRUCTIONS:

1. Heat a saucepan over medium heat.
2. Add the dry quinoa to the pan.
3. Stir grains periodically and listen for popping and crackling. These sounds indicate the grains are heating and toasting. Continue to stir the dry grains for another 1–2 minutes, or until the aroma is pleasantly toasty.
4. Immediately add the water and bring it to a boil.
5. Stir in the salt.
6. Reduce heat to a simmer and cook, covered, for about 15 minutes.
7. Turn off the heat. Cover and let stand for 5 minutes.
8. Fluff quinoa grains with a fork before serving.

DISCUSS

- Whole Grain Pasta

Whole grain pasta is widely available and easy to prepare. Whole grain pastas have a nuttier flavor and pair well with bold, chunky sauces.

- Some tips for cooking whole grain pasta include:
  - Avoid overcooking whole grain pasta.
  - Start testing the pasta texture about 3 minutes before the manufacturer's cook time is up. The texture should be al dente, or "to the tooth", meaning there is a bite to the piece of pasta, and it hasn't become too soft.
  - Some whole grain pasta can break easier than white pasta, so be mindful not to overmix the final dish.
  - Shaped whole grain pastas like shells, spirals, or penne, may be less likely to break than spaghetti or linguini.

- Oats
  - Commonly available forms of oats are rolled, quick-cooking, and steel cut.
    - Rolled oats (old-fashioned oats) are made by steaming the whole grain and then flattening the grain with a roller.
    - Rolled oats are typically used for oatmeal, but they are also well suited to add texture on top of fruit crumbles and in granola.
    - Quick-cooking oats are processed the same way as rolled oats, but are in smaller pieces and rolled thinner, allowing quicker cooking. Quick-cooking oats are also used for oatmeal and baking.
    - Steel cut oats are made by cutting the whole grain into smaller pieces. When cooked, steel cut oats have a chewier texture than rolled oats. Steel cut oats are best suited for cooking into porridge because they are a denser grain and require a longer cooking time.

- Steaming Brown Rice
  - Brown rice can be cooked in the steamer, oven, tilt skillet/kettle/stove top.
  - Steam brown rice (in a steamer): place rice and water in a 2- or 4-inch hotel pan. Place without a lid into the steamer and cook for 45 minutes, or until all water/liquid is absorbed. Remove brown rice from steamer and let rice sit, covered, for 15 minutes before stirring.
  - Tilt Skillet/Kettle/Stove Top: Turn on tilt skillet (or kettle or place pot onto stove) to toast brown rice with a small amount of oil, and add liquid. Bring to a boil and turn down to medium-low to simmer, covered, for 40–45 minutes.
  - Cook brown rice in the oven: place in a solid hotel pan in 350 ˚F, cover with parchment and a lid (or foil). Heating water to 180 ˚F before adding to the hotel pan will decrease cooking time.
    - Par-boiled cook time = 30–35 mins
    - Non par-boiled cook time = 40–45 mins
- Food Safety
  - Refer to the Food Safety Fact Sheet: Cooking Foods handout.
  - Review food safety procedures for safely handling whole grains and whole grain foods.

KEY MESSAGES

- The pilaf method can be applied to a variety of different grains.
- Toasting dry grains, like quinoa, barley, or sorghum, is a chef's practice that adds a desirable depth of flavor to the final product.
- Avoid overcooking whole grain pasta.
- Rolled oats are typically used for oatmeal, but they are also well suited to add texture on top of fruit crumbles and in granola.

CLASS DISCUSSION PROMPT

Question: What other aromatics or seasonings could you include in a pilaf-style rice recipe?

Possible Answers: Answers may include diced tomato and paprika, carrots and thyme, curry powder and almonds, white onion, and poblano peppers.

Question: What ingredients could be used when cooking quinoa to impart more flavor in the cooked grain?

Possible Answers: Answers may include adding a cinnamon stick or bay leaf when cooking, using vegetable stock, or stirring minced herbs into the cooked grain.

INSTRUCTOR'S NOTE:

Ask if there are any questions.

TEAM COOKING LAB
(135 MINUTES)

TIME	TOPIC	TASK	MATERIALS
		TEAM COOKING LAB	
OBJECTIVE: ○ Apply healthy preparation techniques with whole grain recipes.			
15 minutes	Intro to the lab	○ Assign teams/groups (6 teams of 4) ○ Review the recipe(s) for each group ○ Provide a brief kitchen tour – dish machine, pantry, equipment, small wares, pans, etc.	○ Supplies ○ Equipment
100 minutes	Team food production	○ Teams prepare assigned recipes	○ Supplies ○ Equipment
20 minutes	○ Sample foods ○ Clean kitchen	○ Participants sample food prepared by each team	○ Supplies

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 whole grains and whole grain foods.
- We will sample the food prepared by each team and report out on our experiences.

DISCUSS

- Review recipes as a group and briefly describe the recipes.
- Team Instructions: The Team Cooking Lab is an opportunity to practice new skills, so prepare recipes without rushing. Be intentional with choices and movements. Most importantly, practice food safety, ask questions, build your skillset, and have fun.
  - Get into previously assigned teams.
  - Assign each team a number, 1 through 6, corresponding to the recipe assignments below.
  - Review assigned recipes as a team and divide the workload among team members.
  - Create a mise en place list and bring it to the instructor for review before preparing the recipes. Mise en place is the practice of gathering and preparing ingredients and tools before starting to assemble a dish. Your mise en place list should include:
    - Recipe title
    - Ingredients needed
    - Ingredient amounts
    - Equipment needed
    - Preparation steps and assignments (who will complete each task)
- Shared pantry ingredients are at a centralized weighing/measuring station. Please do not take shared bulk ingredients to your workstation.
- Teams may begin cooking after their mise en place list has been reviewed by the instructor.

TEAM COOKING LAB RECIPES

RECIPES FOR TRAINING						
TEAM	**1**	**2**	**3**	**4**	**5**	**6**
RECIPE 1	Steamed Brown Rice	Brown Rice Pilaf	Fried Rice	Jollof Rice	Orange Rice Pilaf	Arroz con Queso (Rice with Cheese)
RECIPE 2	Peppy Quinoa	Fruity Oatmeal	Shine Bar: Pineapple, Coconut Oat Breakfast Bar	Orzo Pasta with Green Peas	Chic' Penne	Overnight Oats with Berries

INSTRUCTOR'S NOTE:
Circulate the training space to observe and mentor participants as they prepare and execute their assigned recipes.

REPORT OUT
(15 MINUTES)

Set up a serving line with plates, forks, spoons, napkins, finished products, and serving utensils. Have participants sample the final dishes. Instruct them to complete the Recipe Evaluation form for each food item.

DISCUSS

- Each recipe should be rated based on appearance, taste, texture, and quality.
- Note whether you would incorporate this recipe on the menu, considering if the item would appeal to program participants. If not, indicate why not.
- Ask volunteers to share their feedback with the group.
- Submit completed evaluation forms.
- Clean workstations.

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	○ Review the training ○ Discuss implementation of skills	○ Training Manual ○ Handout: Application Action Plan ○ Handout: Reflections

DEMONSTRATE/DISCUSS

○ Today, we discussed important concepts related to culinary skills and the many benefits of choosing, preparing, and serving whole grains.

- Whole grains versus refined grains
- The components that make up the whole grain kernel
- Nutritional benefits of adding whole grains into the diet
- Ways to incorporate whole grains into the diet and recipes
- Food safety practices and preparation techniques when preparing whole grain foods
- Identifying the commonly available whole foods
- Development of an action plan to implement the knowledge and skills learned during the training

○ Thank you 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 PROMPTS

Now that we have concluded our 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?

REFLECTIONS

Instructions: Spend some time thinking through what you have learned in this lesson. Write some of your reflections here so you can come back to these thoughts later.

CONCLUSION
(10 MINUTES)

TIME	TOPIC	TASK	MATERIALS
WRAP UP			
10 Minutes	Training Evaluation	○ Conduct Training Evaluation ○ Conclude the training	○ 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 (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 beats

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, 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).

CHEF DEMONSTRATION GUIDE

Demo Name: Packed vs. Sifted Flour Example

PREPARATION NOTE

Gather the following equipment and ingredients. Follow the Demonstrate/Discuss list in Packed vs Sifted Flour Example.

- Electronic scale
- 1 cup measuring cups (2)
- Spoon
- Straight edge
- Flour – 12 oz or more

Demo Name: Weight vs. Volume Demonstration

PREPARATION NOTE

Gather the following equipment and ingredients. Follow the Demonstrate/Discuss list in Culinary Basics: Weight vs. Volume Demonstration.

- Electronic scale
- Spring scale
- Empty food preparation container
- 2-oz portion cup
- 8 ounces shredded cheese

Demo Name: Pilaf Cooking Method for Brown Rice

PREPARATION NOTE

Prepare mise en place to demonstrate the following recipe for Basic Brown Rice Pilaf. Have 2 ounce portion cups and spoons on hand to sample out the finished product.

BASIC BROWN RICE PILAF

2 teaspoons vegetable oil

1/2 cup onion, small dice

1 teaspoon garlic, minced

1/4 teaspoon salt

1 cup long grain brown rice

2 ½ cups hot water

Heat a saucepan over medium heat. Add the vegetable oil and diced onions. Stir onions into the oil and cook until softened and beginning to turn transparent. Stir in the minced garlic and cook for 1 minute. Add the salt and dry brown rice. Stir rice into the onions and oil, and cook for about 2 minutes. Add the hot water and bring to a boil, then reduce to a simmer. Cover with a lid and cook over low heat for 40 minutes. Turn off heat and let rice rest for 10 minutes. Remove lid and fluff rice with a fork.

Demo Name: Toasting and Cooking Quinoa

PREPARATION NOTE

Prepare mise en place to demonstrate the following recipe for Basic Quinoa. Have 2 ounce portion cups and spoons on hand to sample out the finished product.

BASIC QUINOA

1 cup dry quinoa

1 ¾ cup water

1/4 teaspoon salt

Heat a saucepan over medium heat. Add the dry quinoa to the pan. Stir grains periodically and listen for popping and crackling. These sounds indicate the grains are heating and toasting. Continue to stir the dry grains for another 1–2 minutes or until the aroma is pleasantly toasty. Immediately add the water and bring to a boil. Stir in the salt. Reduce heat to a simmer and cook, covered, for about 15 minutes. Turn off the heat and let stand, covered, for 5 minutes. Fluff quinoa grains with a fork before serving.

Demo Name: Whole Grain Pasta

PREPARATION NOTE

For this discussion activity, pass around the following dry whole wheat pasta types. Follow the discussion notes in the Chef Demo section.

- Whole wheat shells, 1/2 cup
- Whole wheat penne, 1/2 cup

Demo Name: Oats

PREPARATION NOTE

For this discussion activity pass around the following dry oat types. Follow the discussion notes in the Chef Demo section.

- Rolled oats, 1/4 cup
- Quick-cooking oats, 1/4 cup
- Steel-cut oats, 1/4 cup

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: STEAMED BROWN RICE, PEPPY QUINOA

Equipment

- Chef knife
- Cutting board
- Measuring cups, full set
- Measuring spoons, full set
- Digital thermometer, instant-read
- 1 steam table pan, (12” x 12” x 4 1⁄2”)
- 1 steam table pan, (12” x 12” x 2 ½”)
- 1 quart liquid measure
- 2 rubber spatulas
- 1 mesh strainer
- 2 No. 8 scoops

TEAM 2: BROWN RICE PILAF, FRUITY OATMEAL

Equipment

- Chef knife
- Cutting board
- Measuring cups, full set
- Measuring spoons, full set
- Digital thermometer, instant-read
- 2 steam table pan, (12” x 12” x 2 ½”)
- Lid for half-size pan (or foil)
- 2 rubber spatulas
- 1 No. 8 scoop
- 1 6 fl oz spoodle

TEAM 3: FRIED RICE, SHINE BAR

Equipment:

- Chef knife
- Cutting board
- Measuring cups, full set
- Measuring spoons, full set
- Digital thermometer, instant-read
- 1 quart liquid measure
- 1 rubber spatula
- 2 medium mixing bowls
- 2 full size sheet pans
- 1 Whisk
- 1 No. 8 scoop

TEAM 4: JOLLOF RICE, ORZO PASTA WITH GREEN PEAS

Equipment:

- Chef knife
- Cutting board
- Measuring cups, full set
- Measuring spoons, full set
- Digital thermometer, instant-read
- 2 quart saucepan with lid
- 2 rubber spatulas
- 2 cup liquid measure
- Medium mixing bowl
- Whisk
- 2 steam table pans, (12” x 12” x 2 ½”)
- Can opener
- Kitchen rasp
- 2 No. 8 scoops

TEAM 5: ORANGE RICE PILAF, CHIC' PENNE

Equipment:

- Chef knife
- Cutting board
- Measuring cups, full set
- Measuring spoons, full set
- Digital thermometer, instant-read
- 1 quart liquid measure
- 2 rubber spatulas
- Metal mixing spoon
- Large mixing bowl
- Whisk
- 2 steam table pans, (12" x 12" x 2 ½")
- 1 half pan (4")
- 1 medium pot
- 1 No. 8 scoop
- 1 6 fl oz spoodle

TEAM 6: ARROZ CON QUESO, OVERNIGHT OATS WITH BERRIES

Equipment:

- Chef knife
- Cutting board
- Measuring cups, full set
- Measuring spoons, full set
- Digital thermometer, instant-read
- Medium mixing bowl
- Whisk
- Rubber spatula
- 2 steam table pan, (12" x 12" x 2 ½")
- Perforated pan, (12" x 20" x 2 ½")
- Mesh strainer
- 1 6 fl oz spoodle
- 1 No. 10 scoop
- 1 No. 16 scoop
- 1 No. 8 scoop

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			
Oven	2		
Range or countertop burner	1		
Steamer	1		
POTS & PANS			
4 quart saucepan with lid	2		
4-inch half size steamtable pan	2		
2-inch half size steamtable pan	12		
Lid for half-size pan (or foil)	2		
Full size sheet pan	2		

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			
No. 8 scoop	8		
No 10 scoop	1		
No 16 scoop	1		
6 fl oz spoodle	4		
Chef knife	6		
Cutting board	6		
Measuring cups, full set	6		
Measuring spoons, full set	6		
Digital thermometer	6		
1 quart liquid measure	3		
2 cup liquid measure	1		
Rubber spatula	9		
Metal mixing spoon	5		
Whisk	5		
Tongs	1		
Medium mixing bowl	5		
Large mixing bowl	1		
Tasting utensils and napkins			
2 oz souffle cups for tastings			
Mesh strainer	2		
Kitchen rasp	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			
Apple, Fuji or Gala	1 lb		
Basil	1 pack		
Cilantro	2 bunch		
Broccoli, floret	1 lb		
Garlic	2 head		
Lemon	4 ea		
Lime	6 ea		
Onion, green	2 bunch		
Onion, yellow	5 lb		
Pepper, bell, red	2 lb		
CONDIMENTS/OILS			
Canola oil	1 small unit		
Pan spray	2 small cans		
Soy sauce, low-sodium	1 small unit		
REFRIGERATOR			
Cheese, cheddar, shredded, low-fat	1 lb		
Cheese, mozzarella, shredded, part-skim	1 lb		
Cheese, Parmesan, grated	3 oz		
Eggs, large	6 pack		
Margarine, Trans-fat-free	5 oz		
Milk, low-fat 1%	1 gal		
Milk, nonfat	1/2 gal		
Orange juice	1/2 gal		
Sour cream, nonfat	12 oz		
Yogurt, nonfat, vanilla	2 lb		
DRY/CANNED GOODS			
Baking powder	1 small unit		
Brown rice, long grain	16 lb		
Brown sugar	3 oz		
Pinto beans, canned low-sodium	4 cans (15.5 oz)		

FOOD	TOTAL NEEDED	INVENTORY FROM PRIOR WORKSHOP	PURCHASED
Chicken base, low-sodium	2 oz		
Chicken stock	3 qt		
Coconut, shredded	4 oz		
Cranberry, dried	5 oz		
Flour	1 small unit		
Enriched white rice, long-grain, regular	1 lb		
Green chili, mild	1 lb		
Honey	4 oz		
Milk, evaporated, low-fat	8 oz		
Oats, old-fashioned, rolled	4 lb		
Pasta, penne, whole grain	2 lb		
Pasta, orzo, whole grain (if whole grain orzo is not available use your best judgment to find an alternative)	2 lb		
Pepitas	1 oz		
Pimento, chopped, jar 4oz	2 ea		
Pineapple tidbits	3 lb drained		
Quinoa, rinsed	3 lb		
Sugar, granulated	1 small unit		
Tomato sauce, canned, no-salt-added	8 oz		
Tomatoes, canned, no-salt-added, diced, undrained	8 oz		
Vanilla	1 small unit		
Vegetable stock	3 qt		
Whole wheat flour	1 small unit		
DRIED SPICES			
Ancho chili powder	1 small unit		
Bay leaf	1 small unit		
Cayenne	1 small unit		
Cinnamon	1 small unit		
Curry powder	1 small unit		
Garlic powder	1 small unit		
Ginger, ground	1 small unit		
Nutmeg, ground	1 small unit		
Paprika	1 small unit		
Pepper, black	1 small unit		
Salt, kosher	1 small unit		

FOOD	TOTAL NEEDED	INVENTORY FROM PRIOR WORKSHOP	PURCHASED
FREEZER			
Blueberry, IQF	2 lb		
Corn, kernel	1 lb		
Carrot, diced	1 lb		
Chicken, diced	1 lb		
Egg, whole (liquid) – check refrigerated section	1 lb		
Peas, green	1 lb		
Peas and carrots, frozen	1 lb		
Strawberries, sliced, IQF	2 lb		

RECIPES

TEAM 1	TEAM 2	TEAM 3	TEAM 4	TEAM 5	TEAM 6
Steamed Brown Rice	Brown Rice Pilaf	Fried Rice	Jollof Rice	Orange Rice Pilaf	Arroz con Queso (Rice with Cheese)
Peppy Quinoa	Fruity Oatmeal	Shine Bar: Pineapple, Coconut Oat Breakfast Bar	Orzo Pasta with Green Peas	Chic' Penne	Overnight Oats with Berries

Steamed Brown Rice

Cooking Process: #2 Same Day or #3 Complex based on use

NSLP/SBP CREDITING INFORMATION	
SERVING SIZE	1 SERVING PROVIDES
1/2 cup (No. 8 scoop)	1 oz eq grains

	25 SERVINGS	
INGREDIENTS	WEIGHT	MEASURE
Water		1 qt + 2 cups
OR		
Vegetable broth/stock, low-sodium		1 qt + 2 cups
Brown rice, long-grain, regular, dry, parboiled	1 lb + 13 oz	1 qt + 1/2 cup
OR		
Brown rice, medium-grain, regular, dry	1 lb + 14 oz	1 qt
OR		
Brown rice, long-grain, regular, dry	1 lb + 11 oz	1 qt + 1/8 cup

Instructions:

Measure the rice and water: For every 1 cup of brown rice (approximately 6.5 oz per cup), you will need 2 1/2 cups of water (20 fl oz). Measure out the appropriate amount of rice and water according to your recipe, and adjust as necessary for the number of servings you need.

USING AN OVEN:

1. Preheat the oven to 375 °F (190 °C).
2. In a 4” steam table pan, combine the rice, salt, and water or broth.
3. Cover the dish tightly with aluminum foil or a lid.
4. Bake in the preheated oven for 50–60 minutes or until the rice is tender and the liquid has been absorbed.
5. Remove the dish from the oven and let it rest for 5–10 minutes before fluffing the rice with a fork and serving.

USING A STEAMER:

1. Preheat the commercial convection steamer to 212 °F (100 °C).
2. Add the brown rice to a 4” steam table pan.
3. Add rice, salt, and water or broth to the pan.
4. Cover the steam table pan tightly with a lid or film.
5. Once the steamer is preheated, place the steam table pan with the rice on the shelf or rack inside the steamer.
6. Set the timer for 45–50 minutes.
7. After the cooking time is up, turn off the steamer and let the rice sit in the covered pan for 10–15 minutes to allow for steam absorption and further cooking.
8. Fluff the rice with a fork and serve hot or use as needed.
   CCP: Heat to 165 °F or higher for at least 15 seconds.
   CCP: Hold for hot service at 135 °F or higher.

Recipe adapted from Cooking Rice – USDA Recipe for Schools

NUTRIENTS PER SERVING			
Calories	125	Total Carbohydrates	30 g
Total Fat	1 g	Dietary Fiber	3 g
Saturated Fat	0 g	Total Sugars	0 g
Sodium	133 mg	Protein	4 g

Peppy Quinoa

Cooking Process: #2 Same Day

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

	12 SERVINGS	
INGREDIENTS	WEIGHT	MEASURE
Pepitas (pumpkin seeds), dried	1 oz	
Quinoa, dry	1 lb	
Water		1 qt + 3/4 cup + 2 Tbsp
Chicken base, low-sodium	1.2 oz	
Onions, fresh, diced	4 oz	
Green chilies, canned, diced	9 oz	
Garlic, fresh, minced	1 oz	
Cilantro, fresh, chopped	1 oz	
Green onions, fresh, diced	1 oz	
Lime juice, fresh		2 fl oz

Instructions:

1. Roast pepitas in oven until light brown and aromatic:
   - Conventional oven: 350 °F for 10 minutes
   - Convection oven: 350 °F for 7 minutes
2. Rinse quinoa in a fine-mesh strainer until water runs clear, not cloudy.
3. Combine quinoa, water, and base in a steam table pan (12” x 20” x 2 ½”) and place in oven for 15 minutes or until water is completely absorbed. When done, quinoa will be soft, and a white ring will pop out of the kernel. The white ring will appear only when it is fully cooked.
4. Add onions, chilies, and garlic. Mix well.
5. Cover pan with parchment paper and seal with a sheet of aluminum foil.
6. Bake:
   - Conventional oven: 350 °F for 40 minutes
   - Convection oven: 350 °F for 30 minutes
7. Toss in cilantro, green onions, pepitas, and optional lime juice to taste.
8. Portion with No. 8 scoop (1/2 cup).
   CCP: Heat to 165 or higher for at least 15 seconds.
   CCP: Hold for hot service at 135 °F or higher.

Recipe adapted from USDA Recipes for Healthy Kids.

NUTRIENTS PER SERVING			
Calories	175	Total Carbohydrates	29 g
Total Fat	3.85 g	Dietary Fiber	3.4 g
Saturated Fat	0.5 g	Total Sugars	N/A
Sodium	93 mg	Protein	6.4 g

Brown Rice Pilaf

Cooking Process: #2 Same Day

NSLP/SBP CREDITING INFORMATION	
SERVING SIZE	1 SERVING PROVIDES
1/2 cup (No. 8 scoop)	1 oz eq grains

	25 SERVINGS	
INGREDIENTS	WEIGHT	MEASURE
Onions, fresh, diced	4 oz	
Pan Spray		5 second spray
Enriched white rice, long-grain, regular	14 oz	
Brown rice, long-grain, regular	1 lb + 7 oz	
OR		
Brown rice, long-grain, parboiled	1 lb + 7 oz	
Chicken stock, non-MSG, low-sodium		2 qt + 1 cup
Pepper, black, ground		1/4 tsp

Instructions:

1. Spray pan spray in a pot or steam table pan and sauté onions for about 5 minutes or until tender.
2. Add rice and sauté for 3–5 minutes
   - Place 14 oz of White Rice
     AND
   - Place 1 lb 7 oz of regular brown rice
     OR
   - Place 1 lb 7 oz of parboiled brown rice
3. Place onions and rice in a steam table pan (12” x 20” x 2½”) once sautéed.
4. Heat the chicken stock and pepper, in a pot or steam table pan in oven. Bring to a boil.
5. Add 2 qt 1 cup of hot chicken stock mixture to each pan. Cover with foil or metal lid.
6. Bake:
   - Conventional oven: 350 °F for 50 minutes
   - Convection oven: 350 °F for 40 minutes
   - Steamer: 40 minutes
7. Portion with No. 8 scoop (1⁄2 cup).
   CCP: Heat to 165 °F or higher for at least 15 seconds.
   CCP: Hold for hot service at 135 °F or higher.

Recipe adapted from *USDA Standardized Recipes*

NUTRIENTS PER SERVING			
Calories	146	Total Carbohydrates	31 g
Total Fat	1 g	Dietary Fiber	1.6 g
Saturated Fat	0 g	Total Sugars	N/A
Sodium	55 mg	Protein	3.5 g

Fruity Oatmeal

Cooking Process: #2 Same Day

NSLP/SBP CREDITING INFORMATION	
SERVING SIZE	1 SERVING PROVIDES
3/4 cup (6 fl oz spoodle)	¼ cup fruit 1 oz eq grains

	12 SERVINGS	
INGREDIENTS	WEIGHT	MEASURE
Low-fat (1%) milk		1 qt + 1 1/2 cups
Water		2 cups
Margarine, Trans-fat free	1.5 oz	
Brown sugar	3 oz	
Ground cinnamon		1/4 tsp
Ground nutmeg		1/4 tsp
Salt		1/2 tsp
Oats, rolled, dry	1 lb	
Apples, fresh, diced	6 oz	
Dried cranberries	5 oz	

Instructions:

1. Bring milk and water to a boil.
2. Add margarine, sugar, cinnamon, nutmeg, and salt, stirring constantly.
3. Add oats. Reduce heat to medium.
4. Stir constantly for 5–8 minutes until oatmeal slightly thickens.
5. Reduce heat to low to prevent burning. Fold in apples and cranberries.
6. Pour oatmeal into a steam table pan (12” x 20” x 2 ½”).
7. Portion with 6 fl oz spoodle (¾ cup).
   Critical Control Point: Heat to 135 °F or higher.
   Critical Control Point: Hold for hot service at 135 °F or higher.

Recipe adapted from Fruity Oatmeal – USDA Recipe for Schools

NUTRIENTS PER SERVING			
Calories	201	Total Carbohydrates	36 g
Total Fat	4 g	Dietary Fiber	3 g
Saturated Fat	1 g	Total Sugars	21 g
Sodium	175 mg	Protein	6 g

Fried Rice

Cooking Process: #3 Complex

NSLP/SBP CREDITING INFORMATION	
SERVING SIZE	1 SERVING PROVIDES
3/4 cup (6 oz portioning spoon)	1 oz eq meat/meat alternate 1/8 cup additional vegetable 1 oz eq grains

	12 SERVINGS	
INGREDIENTS	WEIGHT	MEASURE
Vegetable oil		1 fl oz
Onions, fresh, chopped	2 oz	
Frozen whole eggs, thawed	11 oz	
Cooked brown rice	2 lb + 14 oz	
Frozen peas	5 oz	
Low-sodium soy sauce		1/3 cup
Frozen diced carrots	5 oz	

Instructions:

1. Preheat oven (see Step 6), once heated, place a sheet tray in the oven to get hot.
2. Add oil to sheet tray. Add onions. Cook for 3–5 minutes.
3. Add eggs. Cook in oven, stirring every 4–5 minutes, for 10–15 minutes or until set.
4. For cooked rice, use pre-cooked rice.
5. Combine rice, peas, soy sauce, and carrots with the onions and eggs.
6. Bake:
   - Convection oven: 325 °F for 25 minutes
   - Conventional oven: 350 °F for 35 minutes
7. Portion with 6 oz portioning spoon (3/4 cup).
   CCP: Heat to 165 °F or higher for at least 15 seconds.
   CCP: Hold for hot service at 135 °F or higher.

Recipe adapted from USDA Standardized Recipes.

NUTRIENTS PER SERVING			
Calories	184	Total Carbohydrates	30 g
Total Fat	4 g	Dietary Fiber	1.4 g
Saturated Fat	1 g	Total Sugars	N/A
Sodium	409 mg	Protein	6.73 g

Shine Bar: Pineapple, Coconut Oat Breakfast Bar

Cooking Process: #2 Same Day

NSLP/SBP CREDITING INFORMATION	
SERVING SIZE	1 SERVING PROVIDES
1 ea	1 oz eq grains

	25 SERVINGS	
INGREDIENTS	WEIGHT	MEASURE
Pan Spray		5 second spray
Oats, rolled	14 oz	
Baking Powder		2 tsp
Salt, kosher		1 tsp
Pineapple, tidbits, canned, drained	2 lb + 8 oz	
Coconut, shredded	3.5 oz	1 cup
Vanilla		1 Tbsp + 1 tsp
Eggs, whole		4 ea (1 cup)

Instructions:

1. Spray and line a 2” hotel pan with parchment paper.
2. In a large mixing bowl, combine all ingredients.
3. Pour the oatmeal mixture into the prepared pan and evenly spread.
4. Bake at 350°F for 35–40 minutes or until edges are brown.
5. Let cool at room temperature and cut into squares.

NOTE: Each hotel pan is cut 5x10 – 50 serving.

CCP: Heat to 165 °F or higher for at least 15 seconds.

Recipe adapted from Chef Rachel Petraglia (HealthySchoolRecipes.com).

NUTRIENTS PER SERVING			
Calories	160	Total Carbohydrates	29 g
Total Fat	3.2 g	Dietary Fiber	3.7 g
Saturated Fat	0.67 g	Total Sugars	7.4
Sodium	87 mg	Protein	5.4 g

Jollof Rice

Cooking Process: #2 Same Day

NSLP/SBP CREDITING INFORMATION	
SERVING SIZE	1 SERVING PROVIDES
1/2 cup (No. 8 scoop)	1/8 cup red/orange vegetable 1/8 cup additional vegetable 1 oz eq grains

	12 SERVINGS	
INGREDIENTS	WEIGHT	MEASURE
Canola oil		2 Tbsp
Onions, fresh, diced	4.5 oz	
Ginger, ground		1/2 tsp
Garlic, minced		1/2 Tbsp
Red bell peppers, fresh	4 oz	
Tomatoes, canned, no-salt-added, diced, undrained	4 oz	2/3 cup
Tomato sauce, canned, no-salt-added	4 oz	2/3 cup
Salt		1/2 tsp
Cayenne pepper		1/8 tsp
Paprika		1/8 tsp
Curry powder, ground		1/2 Tbsp
Vegetable stock		2 cups
Brown rice, long-grain, regular, dry, parboil	13 oz	
Peas and carrots, frozen, thawed, drained	6 oz	
Cilantro, fresh, finely chopped	1 oz	

Instructions:

1. Preheat oven (see step 7).
2. Add oil to a steam table pan (12” x 12” 2 ½”) and heat in oven.
3. Add onions, ginger, garlic, and bell peppers. Sauté in oven for about 3–5 minutes or until translucent.
4. Add diced tomatoes, tomato sauce, salt, pepper, paprika, and curry powder. Heat uncovered for 5 minutes, or until liquid is reduced and tomatoes begin to soften, stirring at least once.
5. Add stock. Stir well.
6. Add rice to vegetable and liquid mixture. Cover pan tightly.

7. Bake:
   - Conventional oven: 350 °F for 45 minutes.
   - Convection oven: 350 °F for 40 minutes.
8. Remove from oven. Fluff rice. Set aside for step 10.
9. Steam vegetables for 1 minute to ensure that peas are bright in color.
10. Fold vegetables in rice mixture.
11. Garnish with cilantro.
12. Portion with No. 8 scoop (1/2 cup).
    Critical Control Point: Heat to 135 °F or higher.
    Critical Control point: Hold for hot service at 135 °F or higher.

Recipe adapted from Jollof Rice – USDA Recipe for Schools.

NUTRIENTS PER SERVING			
Calories	153	Total Carbohydrates	28 g
Total Fat	3 g	Dietary Fiber	3 g
Saturated Fat	0 g	Total Sugars	3 g
Sodium	191 mg	Protein	4 g

Orzo Pasta with Green Peas

Cooking Process: #2 Same Day

NSLP/SBP CREDITING INFORMATION	
SERVING SIZE	1 SERVING PROVIDES
1/2 cup (No. 8 scoop)	1 oz eq grains

	12 SERVINGS	
INGREDIENTS	WEIGHT	MEASURE
Oil, canola		1/4 cup
Onions, fresh, diced	4 oz	
Orzo pasta, whole wheat	12 oz	
Water		1 qt
Milk, evaporated, low-fat, canned		1/4 cup
Chicken base, low-sodium		1 Tbsp
Cheese, parmesan, low-fat, grated	3 oz	
Pimentos, chopped	2.5 oz	
Peas, baby, green, frozen	2 oz	
Basil, leaves, fresh, julienne		1 Tbsp
Lemon zest		1/4 Tbsp

Instructions:

1. Preheat oven to 375 °F.
2. Place a steam table pan (12” x 12” x 2 ½”) in the oven. Heat oil in a pan.
3. Add onions. Cook uncovered over high heat for 4–6 minutes or until onions are translucent.
4. Add pasta and 7 fl oz (3/4 cup + 2 Tbsp) water. Cook uncovered for 3–5 minutes or until water has almost been absorbed by pasta. **Set remaining water aside for step 5**.
5. Add remaining water, milk, and chicken base. Cook uncovered over medium heat for 6–8 minutes, or until a sauce is formed.
6. Add cheese, pimentos, and peas. Cook uncovered for 4–6 minutes.
7. Fold in basil and lemon zest.
8. Portion with No. 8 scoop (1/2 cup).
   Critical Control Point: Heat to 135 °F or higher.
   Critical Control point: Hold for hot service at 135 °F or higher.

Note: Orzo reaches a safe minimum temperature compared to other whole grains because of its small size and smoothness.

Recipe adapted from USDA Standardized Recipes

NUTRIENTS PER SERVING			
Calories	169	Total Carbohydrates	23 g
Total Fat	6 g	Dietary Fiber	5 g
Saturated Fat	1 g	Total Sugars	2 g
Sodium	203 mg	Protein	6 g

Orange Rice Pilaf

Cooking Process: #2 Same Day

NSLP/SBP CREDITING INFORMATION	
SERVING SIZE	1 SERVING PROVIDES
1/2 cup (No. 8 scoop)	1 oz eq grains

	25 SERVINGS	
INGREDIENTS	WEIGHT	MEASURE
Rice, brown, long-grain	1 lb + 11 oz	
Onion, fresh, diced	4 oz	
Pan spray		5 second spray
Water		1 cup + 3/4 cup
Orange Juice		1 qt + 1/4 cup
Salt, kosher		1 tsp
Pepper, ground, black		1/2 tsp
Bay leaf, dried		2 ea

Instructions:

1. Preheat oven (see step 5).
2. Weigh out 1 lb 11 oz of rice
3. Spray a 4” half pan with pan spray; place onions in pan. Cook in oven for 5 minutes or until tender.
4. Add rice, stir to combine with onions, and place in the oven for 3 minutes to slightly toast the grain.
5. Add water, orange juice, seasonings, and bay leaves; cover with lid or parchment and foil (or film for steamer).
6. Bake:
   - Conventional oven: 350 °F for 45 minutes
   - Convection oven: 350 °F for 30 minutes
   - Steamer: 30 minutes
7. Remove from oven, remove cover, and allow to rest on countertop for 5 minutes.
8. Fluff with a fork.
9. Portion with No. 8 scoop (1/2 cup).
   CCP: Heat to 165 °F or higher for at least 15 seconds.
   CCP: Hold for hot service at 135 °F or higher.

Recipe adapted from USDA Standardized Recipes.

NUTRIENTS PER SERVING			
Calories	126	Total Carbohydrates	27.5 g
Total Fat	0.27 g	Dietary Fiber	0.5 g
Saturated Fat	0.07 g	Total Sugars	N/A
Sodium	94 mg	Protein	2.5 g

Chic' Penne

Cooking Process: #2 Same Day

NSLP/SBP CREDITING INFORMATION	
SERVING SIZE	1 SERVING PROVIDES
1 ½ cups (two 6 fl oz spoodles)	**1 oz eq meat/meat alternates** **1/8 cup dark green vegetables** **1 ¾ oz eq grains**

	12 SERVINGS	
INGREDIENTS	WEIGHT	MEASURE
Water		3 qt
Penne pasta, whole grain, dry	1 lb + 7 oz	
Granulated garlic		1/2 Tbsp
Broccoli florets, fresh, chopped 1"	12 oz	
Frozen, cooked diced chicken, thawed, 1/2" pieces	8 oz	
Low-sodium chicken broth		1/4 cup
Salt		1/2 Tbsp
Ground black pepper		1/3 Tbsp
Nonfat milk		2.5 cups + 1 Tbsp
Enriched all-purpose flour		2 Tbsp
Reduced-fat cheddar cheese, shredded	4 oz	
Low-fat mozzarella cheese, low moisture, part-skim, shredded	4 oz	

Instructions:

1. Heat water to a rolling boil.
2. Slowly add pasta. Stir constantly, until water boils again. Cook about 8 minutes or until al dente; stir occasionally. DO NOT OVERCOOK. Drain well.
3. Toss cooked pasta with half of the garlic.
4. Transfer pasta to steam table pan (12” x 12” x 2 ½”). For 50 servings, use 2 pans.
5. Cook broccoli for 5 minutes in boiling water. Drain broccoli and toss with remaining garlic.
6. Add broccoli and chicken to pasta. Mix well.
7. Sauce: Combine broth, salt, pepper, and milk. Bring to a boil, stir constantly.
8. Combine remaining milk with flour and add to broth mixture. Reduce heat to low. Stir constantly for 5 minutes until sauce thickens.
9. Add cheese. Continue to stir until cheese melts.
10. Pour over pasta mixture.
11. Cover with foil and bake:
    - Conventional oven: 350 °F for 8 minutes
    - Convection oven: 350 °F for 4 minutes
12. Portion two 6 fl oz spoodles (1 ½ cups).
    CCP: Heat to 165 °F or higher for at least 15 seconds.
    CCP: Hold for hot service at 135 °F or higher.

Recipe adapted from USDA Recipes for Healthy Kids.

NUTRIENTS PER SERVING			
Calories	300	Total Carbohydrates	44.43 g
Total Fat	5.5 g	Dietary Fiber	5.53 g
Saturated Fat	2.16 g	Total Sugars	N/A
Sodium	417.5 mg	Protein	18.64 g

Arroz con Queso (Rice with Cheese)

Cooking Process: #2 Same Day

NSLP/SBP CREDITING INFORMATION	
SERVING SIZE	1 SERVING PROVIDES
3/4 cup (6 fl oz spoodle)	2 oz eq meats/meat alternates 1/8 cup red/orange vegetable 1/8 cup additional vegetable 3/4 oz eq grains

	12 SERVINGS	
INGREDIENTS	WEIGHT	MEASURE
Brown rice, long grain, parboiled	8 oz	
Water		3 cups
Onion, green, fresh, sliced	1 oz	
Onion, fresh, diced	6 oz	
Green chilies, mild, canned, chopped	3 oz	
Peppers, jalapeno, fresh, seeded, chopped	1 oz	
Fresh red bell peppers, diced		
Frozen corn, thawed, drained	6 oz	
Canned low-sodium pinto beans, drained, rinsed	1 lb + 1 oz	
Nonfat sour cream	11 oz	
Low-fat,1% milk		1 cup + 4 Tbsp
Low-fat cheddar cheese, shredded	8 oz	
Fresh cilantro, chopped		1/4 cup
Whole wheat flour		2 Tbsp
Fresh garlic, minced		1/2 Tbsp
Ancho chili powder		1 Tbsp
Garlic powder		1 tsp
Salt		1/2 tsp
Sugar		1/2 Tbsp

Instructions:

1. Boil water.
2. Place brown rice in a steam table pan (12” x 12” x 2 ½”).
3. Pour boiling water over brown rice. Stir. Cover pans tightly.
4. Bake:
   - Conventional oven: 350 °F for 40 minutes
   - Convection oven: 325 °F for 40 minutes
   - Steamer: 5 lb pressure for 25 minutes
5. Remove cooked rice from oven and let stand covered for 5 minutes. Stir rice.
6. Set aside for step 11.
7. Combine onions, jalapeños, peppers, corn, chilies, pinto beans, sour cream, and milk, half of the cheese, cilantro, flour, minced garlic, ancho chili powder, garlic powder, salt, and sugar in a large bowl. Stir well.
8. Pour vegetable mixture over each pan of rice. Stir well.
9. Sprinkle remaining cheese over each pan.
10. Bake:
    - Conventional oven: 350 °F for 25–30 minutes
    - Convection oven: 325 °F for 25–30 minutes
11. Portion with 6 fl oz spoodle (¾ cup).
    Critical Control Point: Heat to 140 °F or higher for at least 15 seconds.
    CCP: Hold for hot service at 135 °F or higher.

Recipe adapted from USDA Standardized Recipes.

NUTRIENTS PER SERVING			
Calories	208	Total Carbohydrates	34 g
Total Fat	5 g	Dietary Fiber	4 g
Saturated Fat	2 g	Total Sugars	6 g
Sodium	407 mg	Protein	12 g

Overnight Oats with Berries

Cooking Process: #3 Complex

NSLP/SBP CREDITING INFORMATION	
SERVING SIZE	1 SERVING PROVIDES
1 Portion	**1/2 oz eq meats/meat alternates** **2.25 oz eq grains** **1/2 cup fruit**

	12 SERVINGS	
INGREDIENTS	WEIGHT	MEASURE
Strawberries, sliced, IQF	1 lb + 5 oz	
Blueberries, frozen, wild, IQF	1 lb + 2 oz	
Milk, fluid, nonfat		3 cups + 2 1/2 Tbsp
Honey	2 oz	
Cinnamon, ground		2 tsp
Oats, rolled (old-fashioned), dry	1 lb + 3 oz	
Yogurt, vanilla, nonfat	1 lb + 12 oz	

Instructions:

1. Thaw strawberries and blueberries in perforated pans, under refrigeration, at least 24 hours prior to use. Once thawed, discard juice and combine the berries.
   CCP: Hold for cold service at 41 °F or lower.
2. Combine milk, honey, and cinnamon. Whisk until smooth. Stir the oats into the milk and honey mixture. Place in a nonreactive pan (e.g., stainless steel, plastic foodservice pan). Cover and refrigerate overnight, allowing the oats to absorb the milk mixture.
   CCP: Hold for cold service at 41 °F or lower.
3. In a 12 oz portion container, layer ingredients in the following order:
   - Oat mixture – Use a No. 10 scoop (3/8 cup).
   - Nonfat yogurt – Use a No. 16 scoop or a 2 oz spoodle.
   - Berries mixture – Use a No. 8 scoop or a 4 oz spoodle.

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

Recipe adapted from Culinary Institute of Child Nutrition Grab-and-Go Recipes.

NUTRIENTS PER SERVING			
Calories	297	Total Carbohydrates	58.9 g
Total Fat	3.5 g	Dietary Fiber	6.8 g
Saturated Fat	0.6 g	Total Sugars	15 g
Sodium	59 mg	Protein	10 g

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