

CICN PRESENTS

KNIFE SKILLS

TRAINING MANUAL

CICN PRESENTS KNIFE SKILLS

TRAINING MANUAL

EXECUTIVE DIRECTOR
Aleshia Hall-Campbell, PhD, MPH

Key Area:
2 – Operations

USDA Professional Standards Codes:
Food Production – 2100



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BACKGROUND INFORMATION FOR TRAINERS

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

INSTRUCTOR'S NOTE:

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

DEMONSTRATE/DISCUSS

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

KEY MESSAGES

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

CLASS DISCUSSION PROMPTS

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

ADDITIONAL INFORMATION

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

ACTIVITY INFORMATION

Participants will work together. At the beginning of the training, divide the participants into pairs. Depending on the total number of participants, there may be three participants that work together.

Here are a few suggestions for developing teams/pairs:

- Allow participants who are sitting next to each other to be in teams or pairs or have them number off by the desired number of lab teams based on space and total number of participants.
- Have child nutrition or culinary terms on one note card and the corresponding definition on another note card. Let participants circulate the room to find a match. The participants with matching cards are partners. For example, one card would have the word “food processor,” and the corresponding definition card would read, “This piece of equipment is used to shred, chop, and blend foods.”
- Place different colored dots on nametags, note cards, or on the outside of the workbooks. The participants with the same color are in a group or pair.

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

TRAINING-AT-A-GLANCE

EXPECTED TRAINING DURATION- 3.5 HOURS

TIME	TOPIC	TASK	MATERIALS
INTRODUCTION			
20 Minutes	Welcome and Overview	<ul style="list-style-type: none"> ○ Introduce topic ○ Introduce instructor ○ Participant introductions ○ Review training goals and objectives ○ Review USDA professional standards ○ Review culinary terms (see Appendix) 	<ul style="list-style-type: none"> ○ Sign-in sheet ○ Training Manual
KNIFE SKILLS – INTRODUCTION			
OBJECTIVE:			
○ Provide participants with a summary overview of the lessons.			
5 Minutes	Introduction	○ Introduce Lesson	○ Training Manual
PARTS OF THE KNIFE			
OBJECTIVE:			
○ Identify the components of a knife.			
5 Minutes	Parts of the knife	○ Review parts of the knife	<ul style="list-style-type: none"> ○ Training Manual ○ Handout: Knife Safety
KNIFE TYPES			
OBJECTIVE:			
○ Identify the types of knives used in school nutrition programs.			
5 Minutes	Knife Types	○ Review knife types	<ul style="list-style-type: none"> ○ Training Manual ○ Handout: Knife Types
KNIFE SAFETY			
OBJECTIVE:			
○ Identify key elements of knife safety, including posture, proper grips, and workstation setup.			
15 minutes	Knife Safety	<ul style="list-style-type: none"> ○ Review station setup ○ Review general knife safety ○ Review knife grips ○ Review food grips 	<ul style="list-style-type: none"> ○ Training Manual ○ Handout: Knife Grips

TIME	TOPIC	TASK	MATERIALS
KNIFE SHARPENING AND MAINTENANCE			
OBJECTIVES:			
<ul style="list-style-type: none"> ○ Identify methods used to sharpen knives. ○ Identify methods used to maintain sharp knife blades. 			
5 Minutes	Knife Maintenance	<ul style="list-style-type: none"> ○ Review how to sharpen knives ○ Review knife maintenance 	<ul style="list-style-type: none"> ○ Training Manual ○ Handouts: <ul style="list-style-type: none"> • Knife Care and Maintenance – Knife Sharpening Methods • Knife Care and Maintenance – Steps to Hone a Knife
ACTIVITY: KNIFE GRIP AND POSTURE			
OBJECTIVE:			
<ul style="list-style-type: none"> ○ Apply knife safety techniques, including proper posture and knife grips, for safe knife handling. 			
30 Minutes	Practice Knife Grip and Posture	<ul style="list-style-type: none"> ○ Peer review of Knife Grip and Posture 	<ul style="list-style-type: none"> ○ Training Manual ○ Handout: Knife Skills Peer Review Checklist
KNIFE CUTS – DEMONSTRATION			
OBJECTIVE:			
<ul style="list-style-type: none"> ○ Identify the basic knife cuts commonly used in school nutrition programs. 			
25 Minutes	Demonstration of knife cuts	<ul style="list-style-type: none"> ○ Demonstration of a variety of knife cuts 	<ul style="list-style-type: none"> ○ Training Manual ○ Handouts: <ul style="list-style-type: none"> • Basic Knife Cuts • How to Chiffonade Herbs • How to Dice Onions • How to Cut Bell Peppers • How to Cut Broccoli and Cauliflower • How to Mince Garlic and Make Garlic Paste • How to Cut Pineapple • How to Cut a Watermelon • How to Cut a Seeded Melon

TIME	TOPIC	TASK	MATERIALS
CULINARY LAB			
OBJECTIVES:			
<ul style="list-style-type: none"> ○ Identify the basic knife cuts commonly used in school nutrition programs. ○ Apply basic knife cuts for healthy meal preparation. 			
75 Minutes	Apply knife cuts	<ul style="list-style-type: none"> ○ Participants will apply and practice a variety of knife cuts 	<ul style="list-style-type: none"> ○ Training Manual ○ Handout: Knife Skills Peer Review Checklist ○ Handouts: <ul style="list-style-type: none"> • Food Safety Fact Sheets
WRAP UP			
10 minutes	Review the training	<ul style="list-style-type: none"> ○ Review the training ○ Discuss implementation of skills 	<ul style="list-style-type: none"> ○ Training Manual ○ Handout: Application Action Plan ○ Handout: Reflections
CONCLUSION			
10 Minutes	<ul style="list-style-type: none"> ○ Training Evaluation 	<ul style="list-style-type: none"> ○ Conduct Training Evaluation ○ Conclude the training 	<ul style="list-style-type: none"> ○ Training Manual ○ Training Evaluation QR code

CICN PRESENTS: KNIFE SKILLS – TRAINING INTRODUCTION

(5 MINUTES)

INTRODUCTION TALKING POINTS

- Welcome to *CICN Presents: Knife Skills*.
- 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. Today's training will focus specifically on knife skills. Sound knife skills are an important skill to possess when working in food production. We will review knife safety, knife maintenance, and knife cuts. We will also conduct a culinary lab, allowing you time to practice the knife cuts that will be demonstrated through the training.
- Introduce yourself and other special guests. You should state your name, title/credentials, and relevant experience.

INSTRUCTOR'S NOTE:

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

ICE BREAKER IDEAS

- Facilitate an ice breaker to provide participants with an opportunity to introduce themselves and identify their titles/credentials and relevant experience. Ideas may include asking participants to include a fun food fact about themselves in their introduction. Suggested examples include:
 - What's the strangest thing you've ever eaten?
 - If you could only eat one food for the rest of your life, what would it be, and why?
 - What's something that you regularly ate growing up?
 - What's your signature dish?
 - If you could go to dinner anywhere tonight, where would you go?
- Consider combining the ice-breaker and the pairs/team formation.
- After the ice breaker, instruct participants to form (or you may assign) twelve teams of two for the activity later in the training.

TRAINING OVERVIEW

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

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

INSTRUCTOR'S NOTE:

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

GROUND RULES

INSTRUCTOR'S NOTE:

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

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

SHOW UP ON TIME AND COME PREPARED

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

STAY MENTALLY AND PHYSICALLY PRESENT

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

LET EVERYONE PARTICIPATE

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

LISTEN WITH AN OPEN MIND

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

THINK BEFORE SPEAKING

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

ATTACK THE PROBLEM, NOT THE PERSON

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

FOCUS ON FOOD SAFETY

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

MAINTAIN PHYSICAL SAFETY

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

WEAR PROPER KITCHEN ATTIRE

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

PROFESSIONAL STANDARDS AND KEY AREA CODE

KEY AREA CODES

2 – Operations

PROFESSIONAL STANDARD

Food Production – 2100

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

2130 – Develop culinary skills necessary for school meal preparation.

2140 – Properly use and care for equipment.

ICN COMPETENCIES

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

FUNCTIONAL AREA 1: 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 1.1

Maintains high standards of control for quality food production and service.

CORE COMPETENCY 1.2

Follows operational procedures for efficient and effective food production and service.

FUNCTIONAL AREA 3: CUSTOMER SERVICE — This functional area is defined as demonstrating positive customer service skills in interactions with students, staff, administrators, parents, and visitors.

CORE COMPETENCY 3.1

Maintains quality standards for the presentation and service of food in a pleasant environment.

OVERALL TRAINING GOALS

- Identify the components of a knife and the types of knives used in school nutrition programs.
- Apply methods used to sharpen and maintain knife blades.
- Identify key elements to knife safety and basic knife cuts commonly used in school nutrition programs.
- Apply knife safety techniques for knife handling.

TRAINING OBJECTIVES

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

- Identify the components of a knife.
- Identify the types of knives used in school nutrition programs.
- Identify methods used to sharpen knives.
- Identify methods used to maintain sharp knife blades.
- Identify key elements of knife safety, including posture, proper grips, and workstation setup.
- Apply knife safety techniques, including proper posture and knife grips, for safe knife handling.
- Identify the basic knife cuts commonly used in school nutrition programs.
- Apply basic knife cuts for healthy meal preparation.

PARTS OF THE KNIFE – INSTRUCTION

(5 MINUTES)

TIME	TOPIC	TASK	MATERIALS
PARTS OF THE KNIFE			
OBJECTIVE:			
○ Identify the components of a knife.			
5 Minutes	Parts of the knife	○ Review parts of the knife	○ Training Manual ○ Handout: Knife Safety

DEMONSTRATE/DISCUSS

- Before using knives, it is important to understand the parts of a knife and how each part functions.
- Discuss and show each part of the knife.
 - Refer participants to the **Knife Safety** handout.
 - The knife has two main parts: the blade and the handle. The **blade** is made up of the spine, the tip, the edge, and the heel. The **handle** includes the bolster and the butt.
- The **spine** is the top of the blade, opposite the edge, and is the thickest part of the blade.
- The **tip** or point of the knife is where the spine and edge come together. The tip may be used for piercing into foods or for intricate, detailed work.
- The **edge** of the knife is the part of the knife used for cutting through food. The edge of the knife comprises microscopic teeth that need to be aligned to maintain a sharp edge.
- The **heel** of the knife is the rear part of the knife, opposite of the point. The heel of the blade is closest to your hand because that is where you have the most force to cut with ease.
- Behind the heel is the **bolster**; the bolster is the area that joins the blade and handle together. The bolster helps to balance the knife. Knives with even weight distribution perform better and reduce fatigue for the user. Balancing the knife from the bolster is a method to identify even weight distribution.
- The **butt** of the knife is the end of the handle.
- **Handles** can be made from various materials; the important things to look for are a comfortable grip, even weight distribution, and that the knife is National Sanitation Foundation (NSF)-approved. NSF-approved tools are certified safe to use in food service.

NSF International is a third-party company that does a complete check of various foodservice equipment and supplies to ensure they meet or exceed NSF's standards for cleanability, sanitation, and food protection
- Knives with wood handles are not recommended for use in commercial kitchens for food safety and sanitation reasons.

KEY MESSAGE

- Before using knives, it is important to understand the parts of a knife and how each part functions.

CLASS DISCUSSION PROMPT

Question: Which part of the knife is used to cut through food items?

Answer: The edge

INSTRUCTOR'S NOTE:

Ask if there are any questions.

HANDOUT: KNIFE SAFETY

Culinary Quick Bites

KNIFE SKILLS

KNIFE SAFETY



Securely hold the knife

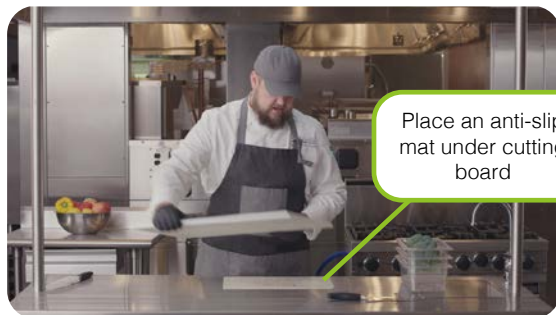
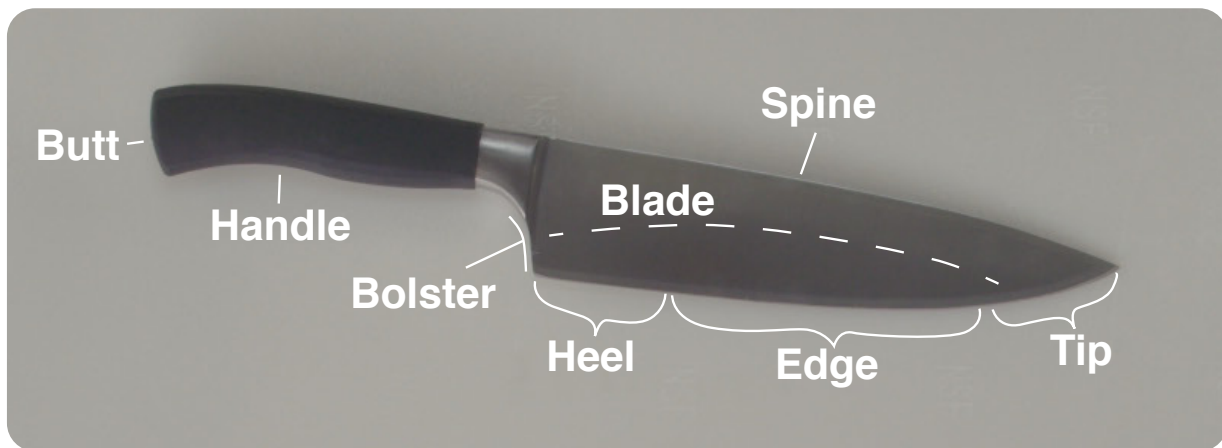
Anchor cutting boards

Fingertips curled back like a claw

Eyes on the knife

Take your time

Yield to falling knives



KNIFE TYPES – INSTRUCTION

[5 MINUTES]

TIME	TOPIC	TASK	MATERIALS
KNIFE TYPES			
OBJECTIVE:			
○ Identify the types of knives used in school nutrition programs.			
5 Minutes	Knife Types	○ Review knife types	○ Training Manual ○ Handouts: Knife Types

DISCUSS

- Discuss the most commonly used knives in school kitchens: chef, paring, and serrated.

CHEF KNIFE

- Primary knife used in most tasks
- May be referred to as a French knife
- All-purpose knife used for chopping, slicing, mincing, etc.
- Blade is curved to allow for rocking motion
- Common blade lengths are 8"–10" but can range from 5"–12"
- Select a blade length that is best or most comfortable for the user

PARING KNIFE

- Smaller knife
- Blade length average 2"–4"
- Used for small and intricate detail work (e.g., hulling tomatoes and strawberry stems)
- Never to be used for large jobs

SERRATED KNIFE

- Specialized knife with a pronounced tooth-like edge
- Used to cut through food items with a firm “crust” and a soft interior
- Use a back-and-forth motion to cut through the product
- Teeth of the knife gently slice through the softer food items minimizing the damage that may come from applying downward pressure from other types of knives
- Ideal for cutting tomatoes, loaves of bread, sandwiches, and wraps
- Should not be used for tasks such as cutting melons or standard chopping

KEY MESSAGES

- Using the wrong knife can result in injuries that may not be immediately noticeable. Beyond cutting oneself, using the incorrect knife can lead to muscle fatigue, which may increase your risk of serious injury.
- A best practice to ensure your knives meet industry standards is to only purchase NSF-approved knives for your operation.
- Knives from home should never be brought into your school kitchens. Providing staff with the proper equipment and tools to complete their tasks is the responsibility of the program leadership team.

CLASS DISCUSSION PROMPT

Question: What are some other names you have heard for a serrated knife?

Possible Answers:

- Bread knife
- Slicer
- Scalloped edge
- Carver

INSTRUCTOR'S NOTE:

Ask if there are any questions.

HANDOUT: KNIFE TYPES

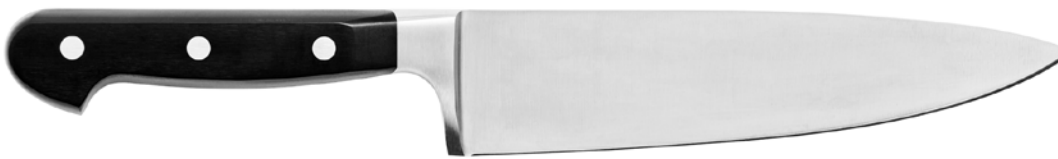
Culinary Quick Bites
KNIFE SKILLS

KNIFE TYPES

Chef's Knife

Primary all-purpose knife used for most tasks including chopping, slicing and mincing.

Can be used for almost every cutting task in the kitchen, from cutting chicken to chopping carrots.

**Paring Knife**

Knife with 2" to 4" blade used for small, intricate detail work, NOT large jobs.

Paring knives are used for small, detailed work such as hulling tomato and strawberry stems.

Can be used for cutting and peeling fruits and vegetables, and trimming excess fat with great precision.

**Serrated Knife**

Knife with tooth-like edge to help cut through foods with soft interiors by using a back-and-forth motion.

A specialized knife with a tooth-like edge.

Ideal for cutting tomatoes, soft fruits like peaches, loaves of bread, sandwiches, and wraps.



KNIFE SAFETY – INSTRUCTION

[15 MINUTES]

TIME	TOPIC	TASK	MATERIALS
KNIFE SAFETY			
OBJECTIVES:			
<ul style="list-style-type: none"> ○ Identify key elements of knife safety, including posture, proper grips, and workstation setup. ○ Apply knife safety techniques, including proper posture and knife grips, for safe knife handling. 			
15 Minutes	Knife Safety	<ul style="list-style-type: none"> ○ Review station setup ○ Review general knife safety ○ Review knife grips ○ Review food grips 	<ul style="list-style-type: none"> ○ Training Manual ○ Handout: Knife Grips

DEMONSTRATE/DISCUSS

- Set up a workstation for knife use demo, describing your steps:
 - Start with a work surface that is near waist level
 - Use an Anti-Slip Mat or damp side towel placed flat on the work surface
 - Place an NSF-approved cutting board on top of the mat/cloth
 - Place both hands on board to check for security
 - Place pans on the station to show the workflow
 - Food to be processed
 - Scrap pan
 - Processed food pan
- Demonstrate how to properly stand and safely position yourself and the knife near the cutting board on your (the instructor's) comfort level. This means having proper form, posture, positioning, and focus when beginning to use a knife on a cutting board. It sets up for safe, effective knife skills. If more than one instructor is present, have the additional instructor demo and discuss their stances.

INSTRUCTOR'S NOTE:

Refer participants to the **Knife Safety handout** to use as an additional visual aid.

- Demonstrate holding a Chef knife by gripping the top of the blade (near the heel) with the forefinger and thumb, placing your middle finger just behind the heel.

- Explain that each site should have designated storage locations for knives and sharp tools—a few things to consider when selecting storage locations.
 - The storage area should be close to workstations, minimizing movement with sharp objects
 - Storage locations should be marked accordingly
 - Sharp objects, including knives, should not be loosely stored in drawers
 - Knife holders should be NSF-approved
 - Knife blocks made of wood do not meet food safety standards in a commercial setting
- Instruct the participants to refer to the **Knife Grips** handout.
- Demonstrate the claw and tunnel grips, describing the uses and benefits of each.
- Demonstrate the cutting motion, describing how the power of motion begins in the shoulder and works down through the arm. The wrist should have minimal movement. Show a rocking motion, pushing the knife through the food, with the tip of the blade rarely leaving the cutting board.

REVIEW

- Safe knife handling requires us to look beyond the use and care of the knife and evaluate how we move through a kitchen with knives.
- Knife safety should become part of your team's safety culture. An easy way to remember the key points to knife safety is by using the acronym **S.A.F.E.T.Y.**
 - S**ecurely hold the knife
 - A**nchor cutting boards
 - F**ingertips curled back like a claw
 - E**yes on the knife
 - T**ake your time
 - Y**ield to falling knives
- Knives should never be washed in the dish machine.
 - The heat from a final rinse cycle can weaken the blade causing it to dull faster. Knives have also been known to escape from the dishwashing racks and become lodged in the conveyor system, creating a dangerous situation to resolve.
- Knives should only be hand washed in warm soapy water using a mildly abrasive scrubber that aids in removing debris but does not harm the blade.
 - After washing the knife, sanitize and air dry the tool in a specified area for drying sharp tools.
 - Never leave a knife in the sink.
 - Proper storage of knives and sharp objects is an important part of maintaining a safe work environment and the tool's integrity.
- Use only NSF-approved cutting boards and place a barrier between the work surface and the board to prevent the board from slipping or moving while we work. You may be able to find cutting boards that have rubber grips on the corners to prevent slipping.

KEY MESSAGES

- A sharp knife is much safer to use than a dull knife. Following that understanding, we also recognize that sharp objects are dangerous when not used and cared for properly. [Culinary-Quick-Bites-Knife-Skills-Knife-Care-and-Maintenance.pdf](#)
- Knives should never be left in a sink or dish area that has not been identified as a safe location for sharps (objects such as knives, graters, rasps, etc.).
- The proper way to hold a knife is by gripping the blade, near the heel, with your forefinger and thumb, followed by wrapping your other fingers around the handle behind the bolster. This hold provides you with a commanding grip on the tool, essentially making the knife an extension of your arm.

CLASS DISCUSSION PROMPTS

Question: What are the best practices for knife safety?

Possible Answers:

- Sanitation – wash knives after tasks and between tasks
- Storage – store in a safe location
- Safe handling practices
- Securing cutting boards
- Proper knife/food grips

Question: What are some important safety measures we can take when handling knives?

Possible Answers:

- Always walk through the kitchen when handling a knife; never run
- Alert those around you that you are carrying a knife by saying “sharp”
- Don’t leave a knife in a sink
- Put the knife down to talk
- Don’t reach on other people’s cutting boards while they’re cutting
- Lay the knife securely on board when passing to another person
- Don’t try to catch a falling knife
- Carry knives by your side, with the tip pointed downward
- Use the proper grip

INSTRUCTOR’S NOTE:

Ask if there are any questions.

HANDOUT: KNIFE GRIPS

Culinary Quick Bites
KNIFE SKILLS

KNIFE GRIPS

S

Securely hold
the knife

A

Anchor
cutting boards

F

Fingertips
curled back
like a claw

E

Eyes on the
knife

T

Take your time

Y

Yield to
falling knives**How to Hold the Knife**

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

**Claw Grip**

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

**How to Cut Using the "Tunnel Grip"**

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

KNIFE SHARPENING AND MAINTENANCE – INSTRUCTION

[5 MINUTES]

TIME	TOPIC	TASK	MATERIALS
KNIFE SHARPENING AND MAINTENANCE			
OBJECTIVES:			
<ul style="list-style-type: none"> ○ Identify methods used to sharpen knives. ○ Identify methods used to maintain sharp knife blades. 			
5 Minutes	Knife Maintenance	<ul style="list-style-type: none"> ○ Review how to sharpen knives ○ Review knife maintenance 	<ul style="list-style-type: none"> ○ Training Manual ○ Handout: Knife Care and Maintenance – Knife Sharpening Methods ○ Handout: Knife Care and Maintenance – Steps to Hone a Knife

DEMONSTRATE/DISCUSS

- As your knife is used, the teeth begin to fall out of alignment, causing the blade to become dull. If the knife is not properly cared for and honed (we'll discuss this later in the lesson), the knife will need to be sharpened. Knife sharpening is the act of removing materials from the blade to produce a new, sharp edge. When the knife is sharpened, a new edge is created by grinding down the broken teeth and forming a new edge.
- There are three primary ways to sharpen your knife. We will discuss each method and the advantages and disadvantages of each one.

WHETSTONE

- Show the participants a whetstone and, without actually sharpening the blade, show the motions involved in using a whetstone to sharpen.
- Explain that a whetstone is a fine-grained stone that sharpens knives when the blade is drawn across the coarse surface of the stone at a 22° angle.
- The level of grit on whetstones may vary. Grit refers to the degree of coarseness on the stone's surface. When sharpening a knife, always start the process by using the area of the stone with the coarsest grit and working down to the finest grit throughout the process.
- Whetstones are relatively inexpensive and can be an efficient way to sharpen your knives at a low cost. However, they can also be dangerous if the person using the stone does not know how to do the task properly. The blade must pass over the stone at a 22° angle with even pressure applied on each pass. If the proper angle or pressure is not applied, it can damage the blade. Additionally, injuries may occur if the stone is not properly secured or the person sharpening the blade does not have command of the tool.
- Using a stone is a skill that takes practice to master.

ELECTRIC KNIFE SHARPENER

- Another option is an electric knife sharpener, but only purchase units rated for use in commercial kitchens. Commercial electric sharpeners vary in cost. However, an electric sharpener is an efficient tool for sharpening knives, especially for programs with many knives.
- When using an electric sharpener, be careful to apply consistent pressure and speed as the knife is drawn through the unit. Inconsistencies in speed and pressure can cause inconsistencies in the sharpness of the blade, which may result in injury. Injuries may also occur when care is not taken when drawing the blade through the unit, as it may “kick” the blade out.
- Take your time because a safety-first mindset is critical when handling knives, regardless of the task.

KNIFE SHARPENING COMPANY

- Another method for ensuring your knives are kept sharp is to contract with a knife sharpening company. There are various service models; some may come to your location and sharpen on-site, whereas others send your knives off-site to be sharpened.
- When looking into this option, things to consider include price, the reputation of the vendor, and frequency of use. If the knives need to leave your site at any time, this may create a need to purchase additional knives.

HANDOUT: KNIFE CARE AND MAINTENANCE – KNIFE SHARPENING METHODS

Culinary Quick Bites

KNIFE SKILLS

KNIFE CARE AND MAINTENANCE

Knife Sharpening Methods:



Whetstone

- A fine-grained stone used for sharpening knives
- Economical for long-term use
- Requires staff training
- Manual application
- Requires precision and practice as there are no guards to guide the hand



Electric Sharpener

- Draw the blade through a guided slot that has a spinning stone wheel
- Economical for long term use
- Requires consistent application of pressure when drawing the blade through
- Requires staff training



Sharpening Service

- Professional service requires a procurement process
- Price is a consideration – the service can be costly
- Vendor may be able to service knives on-site or off-site
- Sharpening can be done on a set schedule
- Best option for staff safety

DEMONSTRATE/DISCUSS

Honing knives with a steel

- A honing steel is a kitchen tool that is mounted on the handle and 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.
- A common misconception is that this tool is used for sharpening knives; however, it is used to straighten the edge of a knife.
- Using a honing steel to realign your knife's teeth helps maintain a sharp blade and prolongs the amount of time needed between sharpening.
- Demonstrate the steps to hone a knife. Discuss each step in the process using the following prompts:
 - Place a towel on your work surface to prevent the steel from slipping.
 - Hold the steel vertically, with the tip resting on your work surface.
 - The knife should pass across the steel at a 22° angle. A good way to identify what 22° looks like is to address the steel with your knife at a 90° angle; from this 90°, cut the angle in half to 45°, and then cut that 45° in half again, arriving at an approximately 22° angle.
 - Begin by placing the heel of the blade near the top of the steel and swiping the blade across the steel in a motion similar to closing a pair of scissors.
 - Alternate sides of the blade, applying even pressure and making smooth, consistent strokes.
 - After you're done honing your knife, it is important to properly wash the knife due to small shards of metal that may be present but not noticeable by the naked eye.

KEY MESSAGES

- Your knife is perhaps the most important tool you use when preparing food. The proper care of your knife increases the tool's effectiveness, ultimately increasing your efficiency. The saying that a sharp knife is safer than a dull knife is true.
- All knives, in essence, are serrated. You may not notice this because the teeth are microscopic. A blade becomes dull when the teeth get out of alignment.
- Regardless of the method you choose, the important thing is to implement a process to keep your knives sharp to have the right tools for the job.
- Maintaining a sharp edge on your knives is important. **Honing the knife between uses is best to maintain a sharp edge.** Setting up a schedule to have your knives sharpened is a good idea. The ideal schedule is based on how often your knives are used.

CLASS DISCUSSION PROMPT

Question: Would some of you be willing to share why using a sharp knife is safer than using a dull knife?

Possible Answers:

- A sharp blade allows the knife to glide through the food with minimal effort, allowing the operator to have control over the blade.
- A sharp blade easily penetrates food items, reducing the risk of the blade slipping, which increases control.
- A sharp blade requires less pressure to be applied by the operator, reducing fatigue.
- A sharp knife will nearly always cut exactly where you want the blade to penetrate the food item, and a dull blade may slip or “bounce” as pressure is applied.

INSTRUCTOR'S NOTE:

Ask if there are any questions.

HANDOUT: KNIFE CARE AND MAINTENANCE – STEPS TO HONE A KNIFE**Culinary Quick Bites**
KNIFE SKILLSKNIFE CARE AND
MAINTENANCE**Steps to Hone a Knife:**

- Place a towel on your work surface to prevent the steel from slipping.
- Hold the steel vertically, with the tip resting on your work surface.
- The knife should pass across the steel at a 22 degree angle. A good way to identify what a 22 degree angle looks like is to address the steel with your knife at a 90 degree angle. From 90 degrees, cut the angle in half to 45 degrees, and then cut that 45 degrees in half again, arriving at an approximately 22 degree angle.
- Begin by placing the heel of the blade near the top of the steel and swiping the blade across the steel in a motion similar to closing a pair of scissors.
- Alternate sides of the blade, applying even pressure and making smooth, consistent strokes.

1

Begin at the heel of the blade, high on the steel.

2

Pull towards you as you slide down.

3

Finish at the tip.

4

Switch to the other side.

5

Pull as you slide.

6

Finish up. (repeat approximately 6 times on each side)

ACTIVITY: KNIFE GRIP AND POSTURE

(30 MINUTES)

TIME	TOPIC	TASK	MATERIALS
ACTIVITY: KNIFE GRIP AND POSTURE			
OBJECTIVE: ○ Apply knife safety techniques, including proper posture and knife grips, for safe knife handling.			
30 Minutes	Knife Maintenance	○ Peer review of Knife Grip and Posture	○ Training Manual ○ Handout: Knife Skills Peer Review Checklist

DISCUSS

- Direct participants to get into their lab pairs.
- Direct participants to the **Activity: Knife Grip and Posture** and the **Knife Skills Peer Review Checklist** handout.
- Review the activity with the participants and ask if there are any questions.

INSTRUCTOR'S NOTE:

Instruct participants to wash their hands and ensure they are practicing food safety; even though food will not be used for the activity, the equipment will be used to cut foods in another activity later in the lesson.

ACTIVITY

- You will break into pairs for this activity, alternating which partner demonstrates knife grips and posture while the other partner uses the **Knife Skills Peer Review Checklist** to assess their partner.
- Practice setting up your cutting station, your knife grips, and your posture while simulating cutting for approximately 5 minutes each.
- This activity is designed to help you become familiar with body positioning and gripping your knife.
- Be kind to one another when providing feedback.

INSTRUCTOR'S NOTE:

Circulate the training area to provide coaching and feedback, demonstrating technique as needed.

POST ACTIVITY

- Review the activity experience with participants.
- Ask if the participants are more comfortable with knife safety and how to properly set up their stations and correctly hold knives.
- Ask if there are any questions.

KNIFE SKILLS PEER REVIEW CHECKLIST

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

KNIFE CUTS – DEMONSTRATION

[25 MINUTES]

TIME	TOPIC	TASK	MATERIALS
KNIFE CUTS – DEMONSTRATION			
OBJECTIVES:			
○ Identify the basic knife cuts commonly used in school nutrition programs.			
25 Minutes	Demonstration of knife cuts	○ Demonstration of a variety of knife cuts	○ Training Manual ○ Handouts: <ul style="list-style-type: none"> • Basic Knife Cuts • How to Chiffonade Herbs • How to Dice Onions • How to Cut Bell Peppers • How to Cut Broccoli and Cauliflower • How to Mince Garlic and Make Garlic Paste • How to Cut Pineapple • How to Cut a Watermelon • How to Cut a Seeded Melon

INSTRUCTOR'S NOTE:

The majority of this portion of the lesson is demonstration-based. Handouts illustrating each cut are included in the training manual. Please demonstrate how to properly prepare each food using the corresponding handout as a guide. Before the demonstrations, ensure all food items have been properly cleaned. Your station is clean, sanitized, and ready for demonstration. Use safe food handling practices at all times during the demonstration. Use the **Culinary Quick Bites Knife Skills: Basic Knife Cuts** video for reference.

During the demonstrations, you may help fill the downtime between demonstrating cuts by asking participants how to apply the specific cut to an item in their program. The key is to keep the topic light and keep the participants thinking about how to apply the knowledge in their daily work.

DEMONSTRATE/DISCUSS

- Now that we have had the opportunity to practice our grips and posture, it's time to discuss the various knife cuts and practice making those cuts.
- Refer the participants to the **Basic Knife Cuts** handout.

DEMONSTRATE AND EXPLAIN:

- Using a potato, demonstrate and explain the process of making the following cuts:
 - Batonnet
 - Julienne
 - Dice
- Using a carrot, demonstrate and explain the process of making the rondelle cut—straight, on the bias, or at an angle.
- The process of chiffonading spinach or herbs. Refer the participants to the **How to Chiffonade Herbs** handout.
- The process for dicing an onion. Refer the participants to the **How to Dice Onions** handout.
- The process for cutting bell peppers. Refer the participants to the **How to Cut Bell Peppers** handout.
- The process for cutting broccoli and cauliflower. Refer the participants to the **How to Cut Broccoli and Cauliflower** handout.
- The process for mincing garlic and making garlic paste. Refer the participants to the **How to Mince Garlic and Make Garlic Paste** handout.
- The process for peeling and cutting a pineapple. Refer the participants to the **How to Cut Pineapple** handout.
- The process for cutting watermelons. Refer the participants to the **How to Cut a Watermelon** handout.
- The process for cutting seeded melons. Refer the participants to the **How to Cut a Seeded Melon** handout.

KEY MESSAGES

- Taking the time to develop your knife skills will go a long way in increasing the eye appeal and mouthfeel of your foods, conveying a message of professionalism and care for your craft.
- Students notice when the foods we serve are prepared with care, which leads to customer acceptance.
- The most common cuts used in child nutrition programs are the dice, julienne, batonnet, rondelle, mince, and chiffonade.
 - Diced foods are cut into cubes and can range from 1/8" to 5/8".
 - Julienne and batonnet are rectangular cuts referred to as matchstick cuts or "fajita pepper" cuts.
 - Rondelle is a slice cut, or cross-sectional cut, of round foods like carrot coins or cucumber slices.
 - Chiffonade is used for slicing foods like basil and spinach into long thin strips that resemble ribbons.

INSTRUCTOR'S NOTE:

Safety should always be at the forefront of your mind when cutting food items. A best practice step that reduces risk is to "square-off" foods when you begin working with them. The term "squaring-off" refers to making a cut that creates a flat surface on the food, limiting the food's chances to roll when cutting.

HANDOUT: BASIC KNIFE CUTS

Culinary Quick Bites
KNIFE SKILLS

BASIC KNIFE CUTS

Fine Julienne



Julienne



Batonnet



Small Dice



Medium Dice



Large Dice



Brunoise



Rondelle (Round)



Chiffonade



HANDOUT: HOW TO CHIFFONADE HERBS

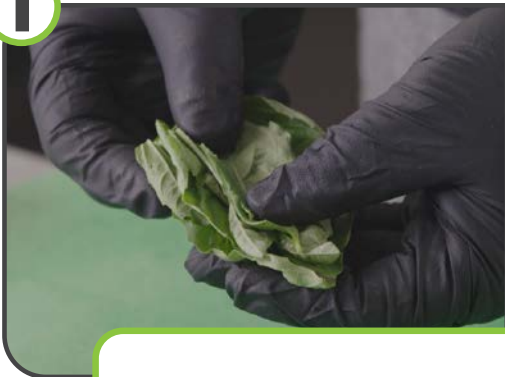
Culinary Quick Bites
KNIFE SKILLS

HOW TO CHIFFONADE HERBS



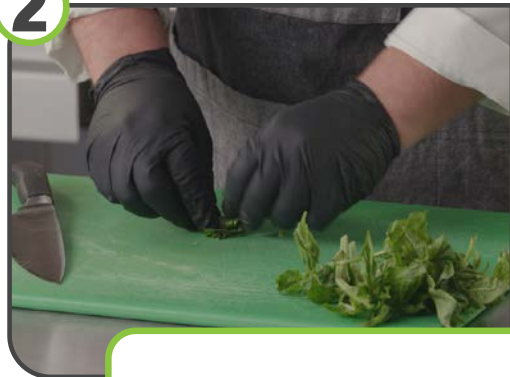
Rinse and dry the leaves.

1



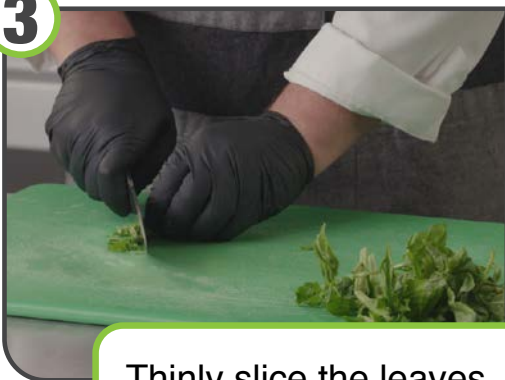
Stack the leaves.

2



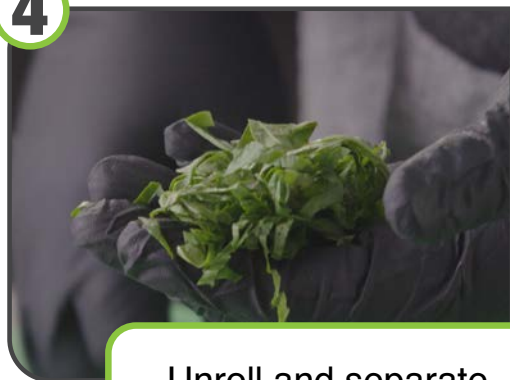
Roll the leaves tightly.

3



Thinly slice the leaves perpendicular to the roll.

4



Unroll and separate the ribbons.

HANDOUT: HOW TO DICE ONIONS

Culinary Quick Bites
KNIFE SKILLS

HOW TO DICE ONIONS



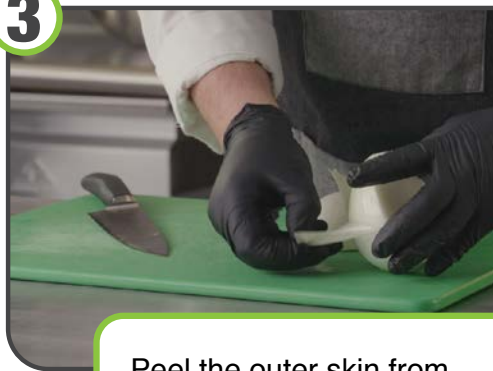
1

Cut off the stem end of each onion, leaving the root end intact.



2

Place onion cut-side down on the cutting board. Cut onion in half from the root end to the stem end.



3

Peel the outer skin from each onion half.



4

Place onion half cut-side down on the cutting board. Make a few horizontal cuts into the stem end, but do not cut through the root end of the onion.



5

Make evenly-spaced vertical slices from one side to the other, but do not cut through the root end of the onion.



6

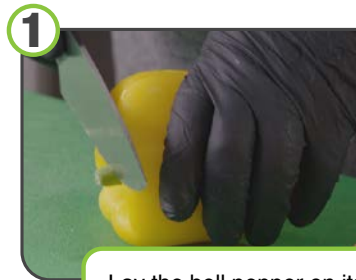
Turn and make evenly-spaced slices from the stem end to the root end, resulting in diced onion with each slice. Discard the root end.

HANDOUT: HOW TO CUT BELL PEPPERS

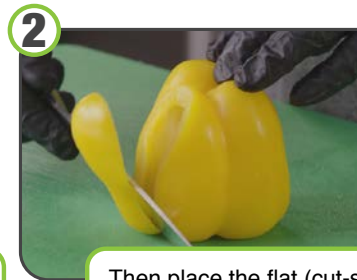
Culinary Quick Bites
KNIFE SKILLS

HOW TO CUT BELL PEPPERS

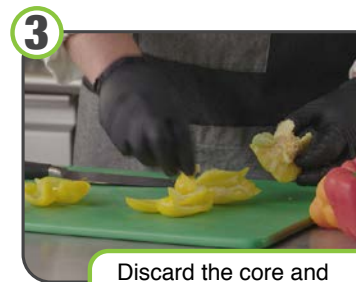
**Julienne
(Thin-Sliced)**



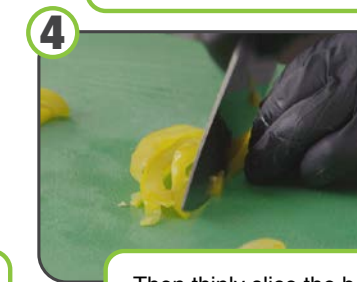
1 Lay the bell pepper on its side on a cutting board. Use a knife to slice off the top (stem-end) of the bell pepper.



2 Then place the flat (cut-side) end of the bell pepper flat on the cutting board, and make four downward cuts, separating the pepper flesh from the white inner core.



3 Discard the core and remove any remaining white core slivers.



4 Then thinly slice the bell pepper into long strips.

Diced



After cutting the bell pepper into julienne, make evenly-spaced cuts across the julienne to produce dice.

**Rings
(Rounds)**



After slicing off the stem end (as shown in Fig. 1), run the knife around the inside of the flesh to cut away and discard the core.



Lay the bell pepper on its side and thinly slice it into rings.

HANDOUT: HOW TO CUT BROCCOLI AND CAULIFLOWER

Culinary Quick Bites KNIFE SKILLS

HOW TO CUT BROCCOLI AND CAULIFLOWER

Cut broccoli into florets



1 Hold broccoli with the stem facing up on your cutting board. Use your knife to make downward cuts, separating the florets from the thick center stem, leaving about 1 inch of the stem intact.



2 Carefully cut down through the center of the stem and top.

Cut cauliflower into florets



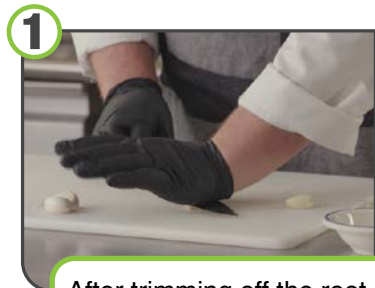
1 Remove and discard large leaves from the base of the cauliflower so the stem is exposed.



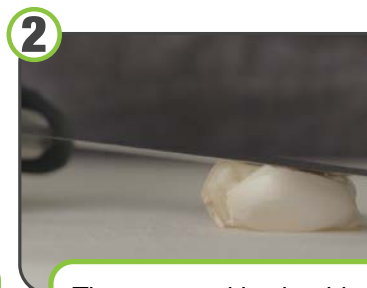
2 With a chef's knife, cut around the stem of the cauliflower. Cut the cauliflower into large florets.



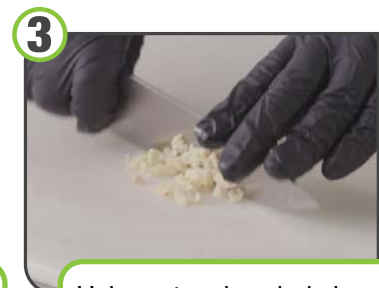
3 With a chef's knife, cut around the stem of the cauliflower. Cut the cauliflower into large florets.

HANDOUT: HOW TO MINCE GARLIC AND MAKE GARLIC PASTE**Culinary Quick Bites**
KNIFE SKILLS**HOW TO MINCE GARLIC AND
MAKE GARLIC PASTE****Mincing Garlic**

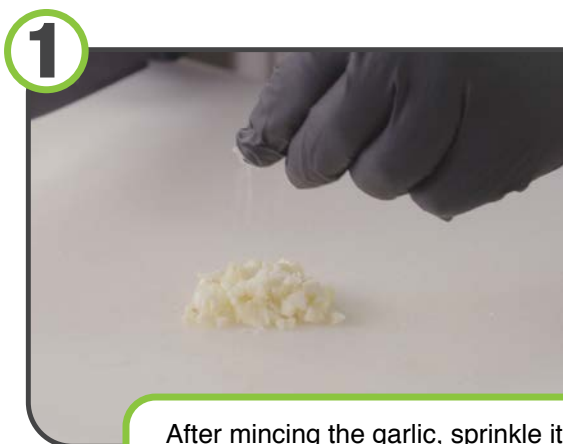
1 After trimming off the root end of the clove, crush the clove gently between the side of a chef's knife and cutting board.



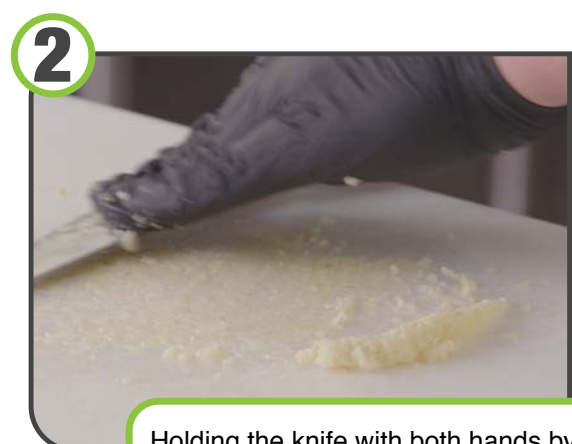
2 The papery skin should loosen and fall away from the garlic.



3 Using a two-handed chopping motion, run the knife over garlic repeatedly to mince it.

Making Garlic Paste

1 After mincing the garlic, sprinkle it with kosher salt. Do not use any more salt than called for in the recipe.



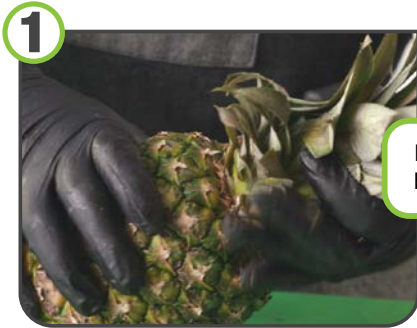
2 Holding the knife with both hands by the spine and the handle, press and scrape the knife's sharp edge against the pile of garlic at an angle to flatten the garlic into paste. Repeat until the desired consistency has been achieved.

HANDOUT: HOW TO CUT PINEAPPLE

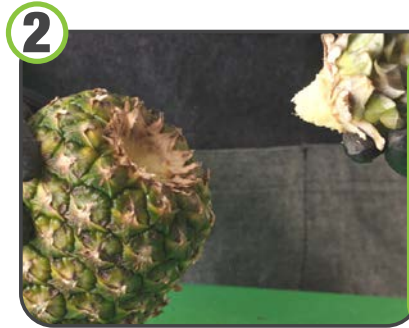
Culinary Quick Bites

KNIFE SKILLS

HOW TO CUT PINEAPPLE



1 Remove the stem by twisting.



2 If the stem comes off with little effort and the fruit is very fragrant, the pineapple is ripe. If the stem is difficult to remove, the fruit is not yet ripe.



3 Lay the pineapple on its side and cut off both ends.



4 Stand the fruit on one of the cut ends to prevent it from rolling. Remove the skin by running the blade from top to bottom, following the natural curvature of the pineapple.



5 Cut from top to bottom down the middle of the fruit to create two halves.



6 Cut lengthwise down the middle of each half to create quarters.



7 Remove the core: lay one quarter on the cutting board like a wedge. Cut into the wedge at a 45-degree angle to slice out the tough inner core.



8 Repeat with the remaining quarters, discarding the cores. Slice quarters into desired sizes.

HANDOUT: HOW TO CUT A WATERMELON

Culinary Quick Bites
KNIFE SKILLS

HOW TO CUT A WATERMELON

CUBE



1 Lay the melon on its side and remove each end.



2 Stand the fruit on one of the cut ends to prevent it from rolling. Remove the skin by running the blade from top to bottom, following the natural curvature of the melon.



3 Slice watermelon in half around the "equator".



4 Working with one half at a time, place cut-side down on the cutting board. Make evenly-spaced horizontal slices through the melon.

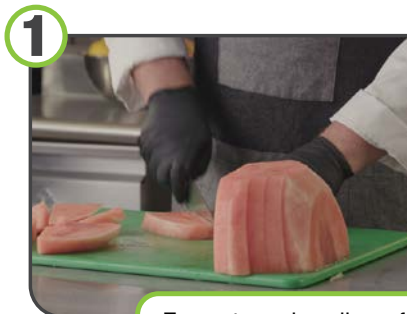


5 Cut evenly-spaced slices down through the horizontal layers.



6 Rotate watermelon 90 degrees and cut across previous slices to create watermelon cubes.

SLICE



1 For watermelon slices, follow steps 1-3 above. Then cut each half vertically only,



2 and then cut each half into smaller slices as desired

HANDOUT: HOW TO CUT A SEEDED MELON

Culinary Quick Bites

KNIFE SKILLS

HOW TO CUT A SEEDED MELON

Remove Seeds

Cut the melon in half.



Place the melon halves so the cut sides are facing upward. Use a spoon to scrape out the seeds from the center of each half. Take care to remove as little fruit with the seeds as possible because that's where you'll find the juiciest and sweetest flesh.



Remove Rind

Remove each end of the melon.



Stand the fruit on one of the cut ends to prevent it from rolling. Remove the skin by running the blade from top to bottom in motion that follows the natural curvature of the melon.



Slice

Place melon halves cut-side down on cutting board.



Cut each half into even slices of the desired width.



Cube

Cut each half into 1-inch thick slices.



Stack two slices together and then cut across the slices to make 1-inch cubes.



CLASS DISCUSSION PROMPT

Question: Why is it important to have uniform cuts when preparing food items?

Possible Answers:

- Uniformly cut foods cook at the same rate, aiding in the consistency of texture.
- Uniformly cut foods improve visual presentation.
- Uniformly cut food provides a similar mouthfeel to the same food type items.
- Uniformly cut foods can help ensure proper food sizes for age groups, for example, sliced grapes for young children.

CULINARY LAB

(75 MINUTES)

TIME	TOPIC	TASK	MATERIALS
CULINARY LAB			
OBJECTIVES:			
<ul style="list-style-type: none"> ○ Identify the basic knife cuts commonly used in school nutrition programs. ○ Apply basic knife cuts for healthy meal preparation. 			
75 Minutes	Apply knife cuts	<ul style="list-style-type: none"> ○ Participants will apply and practice a variety of knife cuts 	<ul style="list-style-type: none"> ○ Training Manual ○ Handout: Knife Skills Peer Review Checklist ○ Handouts: <ul style="list-style-type: none"> • Food Safety Fact Sheets

DISCUSS

- Direct participants to get into their lab teams and apply **Food Safety Fact Sheet, Handwashing and Food Safety Fact Sheet, Washing Fruits and Vegetables**
- Direct participants to the **Activity: Knife Skills Lab** and the **Knife Skills Peer Review Checklist handout** located in the Appendix.
- Review the activity with the participants, and ask if there are any questions.
- Instruct participants to wash their hands and ensure they adhere to appropriate food safety practices at all times.

INSTRUCTOR'S NOTE:

Instruct participants to wash their hands and ensure they are practicing food safety.

ACTIVITY

- Practice your knife skills by applying cutting techniques.
- Break into pairs for this activity, alternating which partner demonstrates the knife cuts while the other partner uses the **Knife Skills Peer Review Checklist** to assess their partner.
- This activity is designed to help you become familiar with using a knife, making slow, steady intentional movements, and practicing knife safety at all times.
- Please remember, safety and accuracy are more important than speed. Be careful!
- Be kind to one another when providing feedback.

INSTRUCTOR'S NOTE:

Circulate the training area to provide coaching and feedback, demonstrating technique as needed.

Each participant will practice the following knife cuts:

- Julienne – Potato
- Dice – Potato (use the same potato used for Julienne cut)
- Chiffonade – Spinach
- Dice – Yellow onion
- Cut – Bell pepper
- Cut – Pineapple
- Cut – Cantaloupe or honeydew melon

POST ACTIVITY

- Review the activity experience with participants.
- Ask if the participants are more comfortable with the various types of knife cuts. Which ones were more/less challenging?
- Ask if there are any questions.

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.

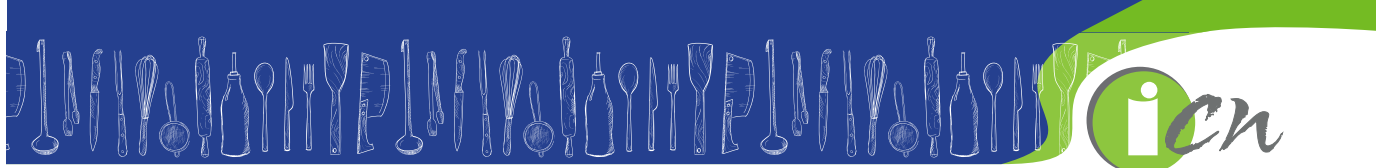
Before

- ◊ 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

Food Safety Fact Sheet

Washing Fruits and Vegetables

INTRODUCTION

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

HERE ARE THE FACTS

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

APPLICATION

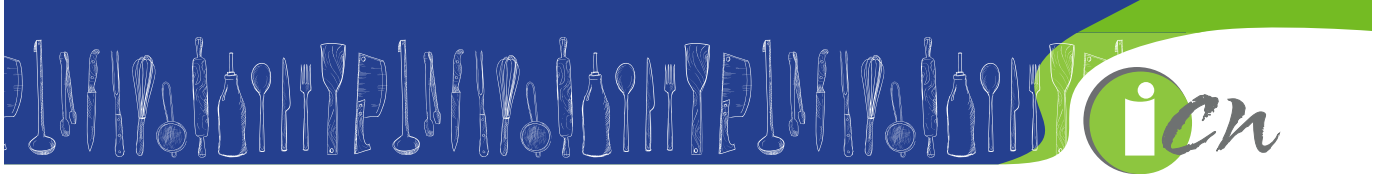
Follow safe practices when handling fresh fruits and vegetables.

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

Monitor handling procedures for fresh fruits and vegetables.

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





Washing Fruits and Vegetables cont.

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

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

Remember, follow state or local health department requirements.

References

- U.S. Department of Agriculture, Food and Nutrition Service, & Institute of Child Nutrition. (2006). *Developing a school food safety program*. University, MS. Author.
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02/2016

KNIFE SKILLS PEER REVIEW CHECKLIST

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

WRAP UP

[10 MINUTES]

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

DEMONSTRATE/DISCUSS

- Today, we discussed important concepts related to knife skills and the many benefits of proper knife skills.
- We've discussed the following:
 - The components of a knife
 - The types of knives used in school nutrition programs
 - Methods used to sharpen knives
 - Methods used to maintain sharp knife blades
 - Key elements to knife safety, including posture, proper grips, and workstation setup
 - Knife safety techniques, including proper posture and knife grips for safe knife handling
 - The basic knife cuts commonly used in school nutrition programs
 - Basic knife cuts for healthy meal preparation
- Thank you all for your participation during the training today. I hope you found it beneficial and gained knowledge and skills that will assist you in preparing and serving meals for the students in your program.
- We know that learning is always enhanced if we are given a chance to personally relate to the material and how we might apply it.

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 trying to apply what you have learned at your job?
- Encourage participants to network and stay connected to share success stories and offer support.

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.

CLASS DISCUSSION PROMPT

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

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

APPLICATION ACTION PLAN

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

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

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

CONCLUSION

(10 MINUTES)

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

DISCUSS

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

DEMONSTRATE/DISCUSS

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

INSTRUCTOR'S NOTE:

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

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APPENDIX

BEST PRACTICES

KNIFE SAFETY

- Designate a special bucket or hotel pan where sharp objects may be placed until washed.
- For knife safety, use a blade guard. Blade guards come in a few styles. The benefit of using a blade guard is that the guard protects people and the blade itself.
- To prevent cutting boards from slipping, use an anti-slip mat. These can be purchased commercially; they are nonporous, which aids in preventing cross-contamination/cross-contact issues, and they are dishwasher safe.
- When using knives, focus on safety and precision, not speed.
- When cutting, allow the blade to move in a rocking motion, pushing through the food as if gliding with the tip of the knife, rarely leaving the cutting board.
- It's important to keep your eye focused on the blade as you are cutting. You are not on a competition television show. Remember, safety and accuracy are the keys to efficiency.

CULINARY TERMS

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

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

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

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

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

Aroma – The sensations of smell as interpreted by the brain

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

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

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

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

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

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

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

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

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

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

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

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

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

Brunoise – The finest dice and is derived from the julienne

Calorie – A measure of energy

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

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

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

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

Chop – To cut into pieces of roughly the same size

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Parcooking – Partially cooking food by any cooking method

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Toast – Browning food by exposure to dry heat

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

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

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

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

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

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

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

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

INSTRUCTOR'S PREPARATION GUIDE

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

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

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

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

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

CHEF DEMONSTRATION GUIDE

In this training, the instructor will demonstrate cutting station setup, knife and food grips, knife safety and maintenance, and a variety of knife cuts. The following items need to be gathered, cleaned, and prepared for the demonstration prior to the start of the training.

DEMONSTRATION EQUIPMENT LIST

- Anti-slip mat (or damp towel) – 1 ea
- Chef knife – 1ea
- Cutting board – 3 ea
- Food pans (1/3 pans are recommended) – 13 ea
- Honing steel – 1 each
- Paring knife – 1 ea
- Sanitation bucket – 1 ea
- Serrated knife – 1 ea
- Side towel – 3 ea

DEMONSTRATION FOOD ITEMS

- Bell pepper – 2 ea
- Broccoli – 1 ea
- Carrot – 2 ea
- Cauliflower – 1 ea
- Garlic, whole head – 1 ea
- Onion, yellow – 2 ea
- Pineapple – 1 ea
- Russet potato – 3 ea
- Seeded melon (cantaloupe or honeydew) – 2 ea
- Spinach – 1 handful
- Watermelon – 1 ea

Demo: Set up a Workstation for Knife Use**PREPARATION NOTES**

In this demo, the instructor will demonstrate how to set up a proper cutting station.

EQUIPMENT NEEDED

- Anti-slip mat or damp towel – 1 ea
- Chef Knife
- Cutting board – 1 ea
- Food pans – 3 ea

Demo: Knife and Food Grips**PREPARATION NOTES**

In this demo, the instructor will demonstrate how to properly hold a knife and how to hold food items for cutting.

EQUIPMENT NEEDED

- Chef Knife – 1 ea
- Russet potato – 1 ea

Demo: Honing Knives With a Steel

PREPARATION NOTES

In this demo, the instructor will demonstrate how to hone a knife.

EQUIPMENT NEEDED

- Chef Knife
- Honing steel
- Side towel

Demo: Knife Cuts

PREPARATION NOTES

In this demo, the instructor will demonstrate a variety of knife cuts and how to process a variety of produce items using a knife. Be sure to use new pans to place the cut version of each food item.

EQUIPMENT NEEDED

- Anti-slip mat (or damp towel) – 1 ea
- Chef knife – 1ea
- Cutting board – 3 ea
- Food pans – 13 ea
- Honing steel – 1 each
- Paring knife – 1 ea
- Sanitation bucket – 1 ea
- Serrated knife – 1 ea
- Side towel – 3 ea

DEMONSTRATION FOOD ITEMS

- Bell pepper – 2 ea
- Broccoli – 1 ea
- Carrot – 2 ea
- Cauliflower – 1 ea
- Garlic, whole head – 1 ea
- Onion, yellow – 2 ea
- Pineapple – 1 ea
- Russet potato – 3 ea
- Seeded melon – 2 ea
- Spinach – 1 handful
- Watermelon – 1 ea

Culinary Lab Preparation

- Set up team stations with the listed equipment and food items.
- Properly clean food items prior to training.
- Set up a collection point for all of the cut food items to be comingled, by food type, for use in other trainings or by the host site. Use one large food-grade container per food item type to hold and store the cut food.

Workstation(s) Setup

Set up 12 stations for participants, with each station having the following items:

EQUIPMENT NEEDED

- Anti-slip mat (or damp towel) – 1 ea
- Chef knife – 1ea
- Cutting board – 1 ea
- Food pans – 3 ea
- Honing steel – 1 each
- Paring knife – 1 ea
- Sanitation bucket – 1 ea
- Serrated knife – 1 ea
- Side towel – 3 ea

SUPPLIES

- Writing utensil – 2 ea
- Knife Skills Peer Review Checklist – 2 ea

FOOD ITEMS

- Bell pepper – 2 ea
- Onion, yellow – 2 ea
- Pineapple – 2 ea
- Russet potato – 4 ea
- Seeded melon – 2 ea
- Spinach – 2 handfuls

EQUIPMENT CHECKLIST**INSTRUCTOR'S NOTE:**

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

EQUIPMENT	TOTAL	CONFIRM EQUIPMENT IS PRESENT	USE THIS SPACE TO ADD COMMENTS IF EQUIPMENT/ SUPPLIES ARE NOT AVAILABLE. PLEASE INCLUDE ANY EQUIPMENT SUBSTITUTIONS USED.
SMALL KITCHEN TOOLS			
Anti-slip mat (or damp towel)	13		
Chef knife	13		
Cutting board	15		
Food pans (ideally 1/3 pan)	48		
Honing steel	13		
Paring knife	13		
Serrated knife	1		
Side towel(s)	20		
Sanitation bucket	12		

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			
Bell pepper	26 ea		
Broccoli, whole head	1 ea		
Carrot, bulk	2 ea		
Cauliflower, whole head	1 ea		
Garlic, whole head	2 ea		
Onion (ideally yellow)	26 ea		
Pineapple	25 ea		
Seeded melon	26 ea		
Spinach	2 lb		
Watermelon	1 ea		



The University of Mississippi
School of Applied Sciences
800-321-3054
www.theicn.org