



CICN Presents:

CACFP Culinary Training

Flavor Development



Training Manual



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CACFP Culinary Training Flavor Development

Adapted from the *Healthier Meals Initiative Culinary Training Program*
Developed by the Colorado Department of Public Health and Environment
Child and Adult Care Food Program

Training Manual

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Background Information

for Trainers

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.

Welcome to the *CICN Presents: CACFP Culinary Training on Flavor Development*. This training manual was developed to serve as an instructional aid for you, the course instructor. The manual provides the content and educational tools needed to introduce child nutrition professionals to concepts and basic skills related to preparing and serving safe, high-quality meals. To assist in successfully conducting this training, the Training Manual includes the following prompts:



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 will assist you in having a successful training.

.....



Key Messages

This prompt will provide important information child nutrition professionals should understand. 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 discussion among the group. For some questions, answers may be provided to help guide the conversation if participants seem reluctant to answer or do not cover the whole topic.

.....



Activity Information

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

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.
- 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.



Additional Information

- This training is intended for 24 participants, including hands-on food production activities for six teams of four participants each.
- The equipment list, shopping list, setup guide, and lesson preparation information can be found in the Appendix of the Training Manual.
- Refer to the References section of the Training Manual for all associated resource links.
- If participants have questions about CACFP requirements, direct them to contact their State agency or sponsoring organization.
- Allow time for one or two 5-minute breaks throughout the 4-hour training.



Training-at-a-Glance

Time	Topic	Task	Materials
Introduction			
10 minutes	Overview	Provide an overview of the following: <ul style="list-style-type: none"> • Sign-in sheet • Introduce topic • Introductions • Ice breaker activity • Ground rules • Training goals and objectives • Culinary terms 	<ul style="list-style-type: none"> • Sign-in Sheet • Training Manual • Ground Rules • Training Goals and Objectives • Culinary Terms (Appendix)

Introduction to Flavor Development

OBJECTIVES:

- Identify the benefits of flavor development, including the use of herbs, spices, and culinary acids.
- Explain the nutritional benefits of using herbs, spices, and culinary acids, including the potential to reduce sodium.
- Discuss how to incorporate flavor development techniques into menu planning, including cultural flavor profiles.

30 minutes	<ul style="list-style-type: none"> • Define herbs, spices, culinary acids • Nutritional benefits • Menu planning 	<ul style="list-style-type: none"> • Discuss the nutritional benefits of using herbs, spices, and culinary acids. • Discuss the role of sodium in food and how to enhance flavor without adding salt. • Use the Nutrition Facts labels to compare the sodium and ingredients in a Taco Seasoning Packet and a Taco Seasoning Recipe. 	Handouts: Label Reading Activity
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Culinary Basics

OBJECTIVES:

- 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 properly measure using weight and volume.

30 minutes	<ul style="list-style-type: none"> • Standardized recipes • Mise en place • Weight vs. volume 	<ul style="list-style-type: none"> • Identify key components of a standardized recipe. • Develop a mise en place list. • Discuss units of measure. • Discuss and demonstrate weight vs. volume measuring. 	<ul style="list-style-type: none"> • See Instructor's Preparation Guide in the Appendix for necessary supplies and equipment. • Handout: CICN Mise en Place infographic
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Time	Topic	Task	Materials
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Chef Demo

OBJECTIVES:

- Review culinary techniques used for the preparation of a variety of herbs, spices, and culinary acids.
- Discuss food safety practices when using herbs and spices.

30 minutes	<ul style="list-style-type: none"> ● Herbs, spices, and culinary acids ● Global flavors ● Preparation techniques ● Discuss spice blends ● Storage and safety considerations 	<ul style="list-style-type: none"> ● Discuss aromatic vegetables and their role in flavor development. ● Discuss global and regional flavor profiles. ● Identify a variety of common herbs (fresh and dried), spices, and culinary acids. ● Discuss how to incorporate herbs, spices, and culinary acids on CACFP menus. ● Demonstrate knife skills for preparing fresh herbs. ● Demonstrate techniques for using herbs, spices, and culinary acids to enhance flavor (Chicken Tortilla Soup). ● Discuss bulk preparation of spice blends. ● Discuss proper purchasing and storage of herbs, spices, and culinary acids. 	<ul style="list-style-type: none"> ● C1CN Herb and Spice Posters: Dried Spices, Dried Herbs, Fresh Herbs, and Spice Blends. ● See the Instructor's Preparation Guide in the Appendix for necessary supplies and equipment. ● Handouts: <ul style="list-style-type: none"> ▪ Culinary Acids ▪ Knife Safety ▪ Knife Grips ▪ Knife Care and Maintenance ▪ How to Chiffonade Herbs
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Team Cooking Lab

OBJECTIVE:

- Apply preparation techniques utilizing herbs, spices, and culinary acids to enhance flavor.

15 minutes	Intro to the lab	<ul style="list-style-type: none"> ● Assign teams/groups (6 teams of 4). ● Review recipe(s) for each group. ● Review food safety principles. ● Provide a brief kitchen tour – dish machine, pantry, equipment, small wares, pans, etc. 	<ul style="list-style-type: none"> ● See Team Food Preparation, Equipment Checklist, and Shopping List in the Appendix for necessary supplies and equipment. ● Food Safety Fact Sheets: <ul style="list-style-type: none"> ▪ Handwashing ▪ Washing Fruits and Vegetables ▪ Cooking Foods
80 minutes	Team food production	Teams prepare assigned recipes.	

Time	Topic	Task	Materials
Recipe Evaluation			

OBJECTIVE:

- Evaluate the quality and usability of prepared recipes.

15 minutes	<ul style="list-style-type: none"> • Sample foods • Recipe evaluation 	<ul style="list-style-type: none"> • Participants sample food prepared by each team. • Rate the sampled foods using the Recipe Evaluation Form. • Discuss recipe evaluations. 	Handout: Recipe Evaluation Form
10 minutes	Clean kitchen		

Action Plan / Wrap Up

OBJECTIVE:

- Develop an action plan for implementing the skills learned during the training.

10 minutes	Key takeaways	<ul style="list-style-type: none"> • Team Share: Key takeaways and how they will be implemented in their program 	Handout: Application Action Plan
10 minutes	Training evaluation	<ul style="list-style-type: none"> • Wrap up session with closing thoughts. • Conduct training evaluation. 	<ul style="list-style-type: none"> • Training Evaluation QR Code • Smartphone (each participant)





Introduction

Time: 10 minutes

Instructor's Note: Introduce yourself and other guests. State your name, title/credentials, and relevant experience. 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.

Introductions

- Welcome to the CACFP Culinary Training on Flavor Development.
- 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.
- This training does not include information on CACFP Meal Pattern crediting; however, here are some resources from the USDA Food and Nutrition Service where you can find trainings and information on crediting:
 - [Crediting Tip Sheets in Child Nutrition Programs](#)
 - [Crediting Handbook for CACFP](#)
 - [Crediting Updates for Child Nutrition Programs: Be in the Know! Webinar Series](#)

Ice Breaker Activity

Facilitate an ice breaker to allow participants to introduce themselves and identify their title/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?

Team Cooking Lab Assignments

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. (The recommended team size is four participants; however, if there are fewer than 24 participants, divide the total number of participants as needed).

When using recipes in a culinary lab, assign the recipes each team will work with during the culinary lab based on the team's number from 1 to 6. (For teams with fewer than four participants, consider adjusting the recipe assignments).

This allows the participants to review the recipes in advance so they understand how the techniques discussed during the lectures and demonstrations will apply to the recipes they will prepare.

Team Cooking Lab Recipes

Team	1	2	3	4	5	6
Recipe 1	Spinach Salad with Apple Cider Vinaigrette	Cranberry Applesauce	Vegetable Chili	Cucumber Tzatziki	Sautéed Spinach and Tomatoes	Pizza Green Beans
Recipe 2	Tuscan Grilled Cheese Sandwich	Local Harvest Bake	Turkey Breakfast Sausage	Chicken Shawarma	Kati-Kati Baked Chicken	Jollof Rice



Ground Rules

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 people's points 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.

Always adhere to proper food safety practices. 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 the 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.



Overall Training Goals

- Participants will be able to explain the importance of flavor development, including the use of herbs, spices, and culinary acids in CACFP.
- Participants will apply culinary techniques for developing flavor using herbs, spices, and culinary acids.
- Participants will demonstrate how to incorporate these ingredients and techniques into CACFP menus.



Training Objectives

- Identify the benefits of flavor development, including the use of herbs, spices, and culinary acids.
- Explain the nutritional benefits of using herbs, spices, and culinary acids, including the potential to reduce sodium.
- Discuss how to incorporate flavor development techniques into menu planning, including cultural flavor profiles.
- 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 properly measure using weight and volume.
- Review culinary techniques used for the preparation of a variety of herbs, spices, and culinary acids.
- Discuss food safety practices when using herbs and spices.
- Apply preparation techniques utilizing herbs, spices, and culinary acids to enhance flavor.
- Evaluate the quality and usability of prepared recipes.
- Develop an action plan for implementing the skills learned during the training.



Culinary Terms

There are a variety of culinary terms in the Appendix in the Culinary Terms section. Time does not allow for a review of all the terms and definitions. Let's briefly review the definitions for the following terms: **Caramelize** and **Mirepoix**. Do other culinary terms need clarification?

As we go through the training, please let me know if other terms are unfamiliar, and I will be happy to stop and provide further explanation.



Introduction

to Flavor Development

Time: 30 minutes

Objectives:

- Identify the benefits of flavor development, including the use of herbs, spices, and culinary acids.
- Explain the nutritional benefits of using herbs, spices, and culinary acids, including the potential to reduce sodium.
- Discuss how to incorporate flavor development techniques into menu planning, including cultural flavor profiles.

Discuss:

Culinary Acids

- As child care professionals, we want to create delicious and healthy meals for children. One way to do this is to use culinary acids to brighten the dish and highlight the other flavors.
- Culinary acids have a tart, tangy, or sour taste. Some examples are citrus juice, vinegar, and fermented and cultured dairy products.
- If a dish tastes flat (lacks flavor), consider balancing the dish with a low-calorie, low-sodium acid before reaching for salt.
- In this training, we'll learn how to use culinary acids to enhance the flavor of our dishes and reduce the need for salt.

Herbs and Spices

- Incorporating herbs and spices into recipes enhances the flavor, aroma, and color of food while reducing the need for excess salt, sugar, and fat.
- Lower-sodium seasonings and spice blends are a fantastic way to add flavorful variety to your menu while using many of the same core ingredients.
 - For example, seasonings can help transform the rice on your menu into Spanish or Mexican-inspired rice, cilantro-lime rice, or Asian-inspired stir-fried rice.

Fresh Versus Dried Herbs and Spices

- Fresh herbs and spices have a stronger flavor and aroma, while dried herbs and spices are shelf-stable and can be stored longer.
- Dried herbs and spices are more concentrated in flavor, so you need a smaller amount to achieve the same flavor as fresh herbs and spices.
- Add fresh herbs and spices toward the end of the cooking process to preserve their flavor and aroma.
- Add dried herbs and spices earlier in the cooking process to allow their flavors to fully infuse into the dish.
- Substitute dried herbs for fresh herbs at a ratio of one to three due to their more intense concentrated flavor.
- The Culinary Institute of Child Nutrition (CICN) provides a set of [Herb and Spice](#) posters that illustrate methods for using dried spices, dried and fresh herbs, and spice blends.

Nutritional Benefits of Utilizing Herbs and Spices in Place of Salt

Herbs and spices can help flavor foods when reducing added sugars, saturated fat, and sodium. Adding herbs and spices to recipes not only reduces the risk for hypertension and cardiovascular disease but also reduces the need for excessive salt. The Dietary Guidelines for Americans (DGA) recommends the following limits for daily sodium intake:

Age	Daily Sodium Intake Limit
Children 1-3 years old	1,200 mg
Children 4-8 years old	1,500 mg
Children 9-13 years old	1,800 mg
Adults and children 14 years and older	2,300 mg

1 tsp of salt =
2,300 mg

To put sodium intake levels into perspective, 2,300 mg of sodium is equal to only one teaspoon of table salt! Therefore, it may not be surprising that, on average, sodium intakes in the United States are much higher than recommended at about 3,400 mg/day—more than double the recommended limit for children under the age of 9.

Diets higher in sodium are associated with an increased risk of developing high blood pressure. Uncontrolled high blood pressure can raise the risk of heart attacks, strokes, and kidney disease. These health concerns affect not only adults but also children. Consuming less sodium can help reduce the risk of developing these health conditions, and replacing salt with herbs and spices can decrease the amount of sodium in your program's meals.

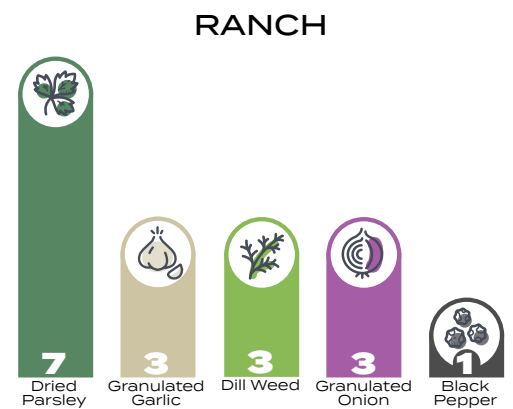
Seasonings and Spice Blends

People often purchase high-sodium seasonings to flavor foods, such as garlic or onion salt and taco or chili seasoning packets. Consider the ideas below to help reduce sodium:

- Purchase low-sodium or sodium-free versions of seasonings.
- Replace garlic salt with chopped or granulated garlic, or garlic powder.
- Replace onion salt with fresh or frozen chopped onions, onion powder, or dried onions.
- Purchase or make your own spice blends*—spices and/or herbs with no added salt.

*The CIGN's [Spice Blends](#) poster features 12 different spice blend recipes. Each spice blend recipe consists of ingredients with amounts presented as a ratio (i.e., one part garlic powder to two parts cumin). This allows you to easily adjust the recipe for the amount you need.

For example, the ranch spice blend recipe calls for seven parts dried parsley; three parts granulated garlic, dill weed, and granulated onion; and one part black pepper. You determine the measure you want one part to represent. If one part = 1 Tbsp, multiply the number of parts for each ingredient by 1 Tbsp to determine the yield for each ingredient.



Class Discussion Prompt

Question: Would anyone like to share scratch-prepared seasonings or spice blends used in your program?

Allow participants to respond and thank them for sharing.

Label Reading Activity

Break into small groups. Use the Nutrition Facts labels to compare the sodium and ingredients in the Taco Seasoning Packet and the Taco Seasoning Recipe. Fill in the blanks and answer the questions below. You will have 5 minutes to complete this activity.

Taco Seasoning Packet

Nutrition Facts	
9 servings per container	
Serving size	3 tsp (7.5g)
Amount Per Serving	
Calories	20
% Daily Value*	
Total Fat 0g	0%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 560mg	24%
Total Carbohydrate 6g	2%
Dietary Fiber 2g	7%
Total Sugars 0g	
Includes 0g Added Sugars	0%
Protein 0g	0%

INGREDIENTS: MALTODEXTRIN, CHILI PEPPER, ONION POWDER, SPICE, SALT, YELLOW CORN FLOUR, CORN STARCH. CONTAINS LESS THAN 2% OF: SILICON DIOXIDE (ANTICAKING AGENT), SUNFLOWER OIL, SUGAR, CITRIC ACID, NATURAL FLAVOR, EXTRACTIVES OF PAPRIKA, WHEAT STARCH, WHEY, SOY FLOUR.
CONTAINS: WHEAT, MILK, SOY

Taco Seasoning Recipe

Nutrition Facts	
9 servings per container	
Serving size	3 tsp (7.5g)
Amount Per Serving	
Calories	25
% Daily Value*	
Total Fat 0g	0%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 40mg	2%
Total Carbohydrate 4g	1%
Dietary Fiber 2g	7%
Total Sugars 0g	
Includes 0g Added Sugars	0%
Protein 0g	0%

INGREDIENTS: CHILI POWDER, GROUND CUMIN, ONION POWDER, PAPRIKA

Compare the amount of **sodium**.

- Amount of sodium in the Taco Seasoning **Packet**: _____ mg
- Amount of sodium in the Taco Seasoning **Recipe**: _____ mg

The Taco Seasoning Packet has _____ times more sodium than the Taco Seasoning Recipe. (Divide the amount of sodium in the packet by the amount of sodium in the recipe)

Compare the **ingredients** in the Taco Seasoning Packet and Taco Seasoning Recipe.

- How many ingredients are in the Taco Seasoning **Packet**? _____
- How many ingredients are in the Taco Seasoning **Recipe**? _____
- List some of the added ingredients in the Taco Seasoning **Packet**: _____

Label Reading Activity Answers

Taco Seasoning Packet

Nutrition Facts	
9 servings per container	
Serving size	3 tsp (7.5g)
Amount Per Serving	
Calories	20
<small>% Daily Value*</small>	
Total Fat 0g	0%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 560mg	24%
Total Carbonydrate 6g	2%
Dietary Fiber 2g	7%
Total Sugars 0g	
Includes 0g Added Sugars	0%
Protein 0g	0%

INGREDIENTS: MALTODEXTRIN, CHILI PEPPER, ONION POWDER, SPICE, SALT, YELLOW CORN FLOUR, CORN STARCH. CONTAINS LESS THAN 2% OF: SILICON DIOXIDE (ANTICAKING AGENT), SUNFLOWER OIL, SUGAR, CITRIC ACID, NATURAL FLAVOR, EXTRACTIVES OF PAPRIKA, WHEAT STARCH, WHEY, SOY FLOUR.
CONTAINS: WHEAT, MILK, SOY

Taco Seasoning Recipe

Nutrition Facts	
9 servings per container	
Serving size	3 tsp (7.5g)
Amount Per Serving	
Calories	25
<small>% Daily Value*</small>	
Total Fat 0g	0%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 40mg	2%
Total Carbonydrate 4g	1%
Dietary Fiber 2g	7%
Total Sugars 0g	
Includes 0g Added Sugars	0%
Protein 0g	0%

INGREDIENTS: CHILI POWDER, GROUND CUMIN, ONION POWDER, PAPRIKA

Compare the amount of **sodium**.

- Amount of sodium in the Taco Seasoning **Packet**: 560 mg
- Amount of sodium in the Taco Seasoning **Recipe**: 40 mg

The packet has 14 times more sodium than the recipe (560 mg divided by 40 mg)!

Compare the **ingredients** in the Taco Seasoning Packet and Taco Seasoning Recipe.

- How many ingredients are in the Taco Seasoning **Packet**? 16
- How many ingredients are in the Taco Seasoning **Recipe**? 4
- List some of the added ingredients in the Taco Seasoning **Packet**: Maltodextrin, salt, yellow corn flour, corn starch, silicon dioxide, sunflower oil, sugar, citric acid, wheat starch, whey, soy flour

Class Discussion Prompt

Question: Does knowing the difference in sodium amounts and added ingredients make you want to try making spice blend seasonings from scratch?

Allow participants to respond and thank them for sharing.

Discuss

Cultural Flavor Profiles

Flavor development can help you be adventurous in your cooking and explore different cuisines that will help children gain an appreciation for other cultures. Menus with cultural flavor profiles can reflect the diverse food cultures and traditions of children's communities and promote a sense of belonging. They can expand menu offerings and increase participation and community engagement. Cooking with diverse herbs and spices can help to create flavor profiles from cultures around the world. Even within one culture or region, there can be a lot of diversity. Each cuisine has unique combinations of flavors and techniques that make it distinct and delicious.

For more recipes and ideas that will add a variety of flavors from around the globe to menus, check out Team Nutrition's [Multicultural Child Care Recipes](#). There are 40 recipes available in yields of 6, 25, and 50 servings.

Class Discussion Prompt

Question: Would anyone like to share a favorite cultural recipe or dish the children in your program enjoy?

Allow participants to respond and thank them for sharing.

Incorporating Flavor into Menus

Use the following ideas to enhance flavor in your menus.

- Spice up unseasoned baked potato wedges with scratch-prepared ranch or Cajun spice blends.
- Use a mixture of cut vegetables, herbs, and spices to flavor soups, stews, and other types of dishes.
- Mix in fresh chopped herbs once a grain or vegetable is cooked to add color, flavor, and texture. Adding minced parsley, for example, creates a fresh flavor.
- Use a blend of fresh or dried herbs in marinades or rubs to enhance the taste of grilled or roasted meats.

Class Discussion Prompt

Question: Would anyone like to share other ideas on how to enhance flavor development in program menus and how the children accepted them?

Allow participants to respond and thank them for sharing.

Resources

Check out CIGN's [resources and trainings](#) on flavor enhancement, such as made-from-scratch salad dressings and condiments, fresh herbs, and spice blends. Also, check out the ICN [iBites Recipe Videos](#) featuring how to use spices, herbs, and culinary acids.

The [Child Nutrition Recipe Box \(CNRB\)](#) provides many delicious, standardized recipes that are lower-sodium alternatives to prepackaged items. Many of the recipes feature the use of herbs, spices, and other low-sodium seasonings.

Key Messages

- Incorporating herbs and spices into recipes enhances the flavor, aroma, and color of food while reducing the need for excess salt, sugar, and fat.
- Cooking with a variety of herbs and spices can help to create flavor profiles from cultures around the world that reflect the diverse food traditions of children's communities, promote a sense of belonging, and increase participation.

What questions do you have?





Culinary Basics

Components of Standardized Recipes

Time: 30 minutes

Objective:

- Recall the importance of utilizing standardized recipes.

Demonstrate/Discuss

- Food production begins with the standardized recipe, which provides the kitchen staff with all the steps and procedures necessary for consistent, quality food production.
- **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.
- Standardized recipes are important because they:
 - Ensure consistency.
 - Simplify the food preparation process for employees.
 - Provide a time standard (the amount of time required to produce a recipe).
 - Yield the same amount each time.
 - Provide safe cooking and holding temperatures.
 - Help determine how much food to order and help control costs.
 - Ensure participants receive a high-quality and consistent product.
 - Ensure CACFP meal pattern requirements and dietary specifications are met.
- Think of a standardized recipe as your blueprint or guide for preparing menu items.

Key Message

- Use standardized recipes for any food items that require more than one ingredient.

Class Discussion Prompt

Question: Why is it important to read the recipe before starting food production?

Possible Answers:

- An ingredient may be listed only once but used in two or more steps throughout the recipe.
- Ensure you have the correct food items in stock.
- Ensure you have the correct equipment and small wares available for use.
- Ensure the recipe is scaled to the right number of servings.

What questions do you have?

Demonstrate/Discuss

- Refer to the **Savory Rice Pilaf** recipe in the workbook.
- You can find standardized recipes developed by the USDA and Child Nutrition agencies by visiting the ICN's [Child Nutrition Recipe Box](#).

To use a recipe, it is important to understand the components of a recipe. The components of a standardized recipe include:

- Recipe title and description
- Recipe category
- Ingredients
- Weight/volume of each ingredient
- Units of measure for each ingredient
- Preparation directions
- Cooking temperature, cooking time, and preparation time
- Serving size
- Recipe yield
- Equipment and utensils needed
- Crediting information
- Nutrient analysis
- Marketing guide
- Food safety guidelines/critical control points

More about each of the components of a recipe:

Ingredients

- Pay close attention to the ingredients.
- The ingredient name is usually clear and includes the type of ingredient—fresh, frozen, or canned, for example.
- If the preparation technique (e.g., carrots, sliced or onions, diced) is listed with the ingredient, weigh or measure the ingredient after it has been sliced or diced.
- Ingredients are usually listed in order of use.

Weights/Volume of Each Ingredient

- Note the weights and volumes when reviewing a standardized recipe.
- Weights and volumes are not interchangeable. It is important to decide when weights and/or volumes will be used in food production.
- You may see volume referred to as “measure,” which can be confusing. What is important is to identify if the recipe calls for weight or capacity. Capacity is volume and nearly always references a liquid product.
- Weigh dry ingredients for better accuracy, and always use volume to measure liquid ingredients.
- Weigh and measure all ingredients before starting to cook or mix.

Preparation Directions

- Directions, or detailed instructions, are included with each standardized recipe.
- The directions are listed in sequential order when preparing the recipe.
- The directions tell how and when the ingredients should be combined.
- The directions may also include how to prepare a whole ingredient. For example, directions may include removing the rind and seeds of a whole cantaloupe and cutting the melon into 1-inch pieces.

Equipment & Utensils Needed

- Standardized recipes include the equipment and utensils needed for production.

Food Safety Guidelines & HACCP

- Standardized recipes include food safety guidelines and critical control points (CCP).
- CCPs, such as cooking and holding temperatures, ensure that the final product will be safe to eat.

Serving Size & Recipe Yield

- Serving size refers to the standardized amount each serving should be, which may be reflected in terms of volume (such as $\frac{1}{2}$ cup), weight (such as 2.5 ounces), or dimensions (such as 2-inch x 2-inch piece).
- Recipe yield refers to the number of servings that will result when the recipe has been prepared correctly.
- Look for the serving size and recipe yield as you review a standardized recipe.
- Determine whether the serving size is appropriate for the ages served.

Crediting Information

- Crediting information is provided to inform the menu planner, cook, and/or server how a serving of the recipe credits toward a component (or components) of the meal pattern.

Key Messages

- The first step in any food preparation is to review the standardized recipe. Review the recipe from beginning to end before you begin the preparation.
- Reviewing the recipe will help to prevent problems that could arise during food preparation and production.
- Weigh dry ingredients for better accuracy, and always use volume to measure liquid ingredients.
- Weigh and measure all ingredients before starting to cook or mix.

Class Discussion Prompt

Question: Can anyone identify the Savory Rice Pilaf recipe's meal component(s) contribution?

Answer: One-quarter ($\frac{1}{4}$) cup Savory Rice Pilaf provides $\frac{1}{2}$ ounce equivalent grains.

What questions do you have?



Savory Rice Pilaf

In India, rice pilaf called *pulao* is cooked in flavored broth and seasoned with cooked onions and a mix of spices. Rice pilaf is a common dish in the Middle East, Central and South Asia, Latin America, and East Africa. In many parts of the world it is prepared with vegetables, meat, fish, or dried fruit.

CACFP CREDITING INFORMATION

¼ cup (No. 16 scoop) provides ½ oz equivalent grains.

SOURCE

Team Nutrition CACFP Multicultural Recipe Project.

<https://teamnutrition.usda.gov>

INGREDIENTS	25 SERVINGS		50 SERVINGS		DIRECTIONS
	Weight	Measure	Weight	Measure	
					1 Preheat oven to 350 °F.
Canola oil		1 Tbsp 1 tsp		2 Tbsp 2 tsp	2 In a tilted skillet or skillets, heat oil on medium–high heat. For 25 servings, use 2 extra-large skillets. For 50 servings, use 4 extra-large skillets.
*Onions, fresh, peeled, ¼" diced	4 oz	1 cup	8 oz	2 cup	3 Add onions and sauté until tender, about 5 minutes. Reduce heat to medium.
Enriched rice, parboiled, uncooked	14½ oz	3 cup 2 Tbsp	1 lb 13 oz	1 qt 2¼ cup	4 Add uncooked rice, almonds, salt, allspice, turmeric, curry powder, and black pepper.



INGREDIENTS	25 SERVINGS		50 SERVINGS		DIRECTIONS
	Weight	Measure	Weight	Measure	
Almonds, chopped	2 oz	½ cup	4 oz	1 cup	<p>5 Stir constantly until rice is yellow and almonds and seasoning are lightly toasted, 1–2 minutes. Do not burn.</p>
Salt, table		½ tsp		1 tsp	
Allspice, dry, ground		½ tsp		1 tsp	
Turmeric, dry, ground		1 tsp		2 tsp	
Curry powder, dry, ground		1 tsp		2 tsp	
Black pepper, ground		2 tsp		1 Tbsp 1 tsp	
Chicken broth, low-sodium	32 fl oz (2 lb)	1 qt	64 fl oz (4 lb)	2 qt	<p>6 Stir in chicken broth. Increase heat to medium–high and bring to a boil. Remove from heat.</p>
Nonstick cooking spray		1 spray		1 spray	<p>7 Lightly coat a half steam table pan (10³/₈" x 12³/₄" x 2") with nonstick cooking spray.</p> <p>For 25 servings, use 1 steam table pan. For 50 servings, use 2 steam table pans.</p>
					<p>8 Transfer rice mixture to steam table pan. Cover with foil, and bake 45 minutes to 1 hour or until liquid is fully absorbed. Fluff the rice gently with a fork.</p> <p>Critical Control Point: Heat to 140 °F or higher for at least 15 seconds.</p>
					<p>9 Serve ¼ cup packed (No. 16 scoop).</p> <p>Critical Control Point: Hold at 140 °F or higher.</p>



NUTRITION INFORMATION

For ¼ cup packed.

NUTRIENTS	AMOUNT
Calories	87
Total Fat	2 g
Saturated Fat	0 g
Cholesterol	1 mg
Sodium	66 mg
Total Carbohydrate	14 g
Dietary Fiber	1 g
Total Sugars	N/A
Added Sugars included	N/A
Protein	2 g
Vitamin D	N/A
Calcium	13 mg
Iron	0 mg
Potassium	N/A

N/A=data not available.

MARKETING GUIDE

Food as Purchased for	25 Servings	50 Servings
Mature onions	5 oz	10 oz

NOTES

*See Marketing Guide for purchasing information on foods that will change during preparation or when a variation of the ingredients is available.

Variations

To make dish whole grain-rich, brown rice may be substituted for the enriched rice.

Caution! Almonds are a common allergen. Avoid using almonds if someone in your care is allergic.

YIELD/VOLUME

25 Servings	50 Servings
2 lb 11¾ oz 1 qt 2¼ cup	5 lb 7½ oz 3 qt ½ cup





Culinary Basics

Mise en Place

Objective

- Demonstrate the correct use of mise en place.

Demonstrate/Discuss

- Organizing yourself and your workspace is an essential skill. This will make kitchen tasks easier to complete and more efficient.
- Discuss *mise en place*, the French phrase that means “everything in place” or “to put in place.” This phrase is used to describe the steps needed to prepare for the production process of a dish or menu item.
- Mise en place is a collection of good work habits; it takes planning, effort, and practice to develop any habit. Once these good habits are established, you will be more organized and efficient.
- Mise en place requires a series of six steps.
 - Review the **Mise en Place** handout in the workbook.

MISE EN PLACE

" T O P U T I N P L A C E "



Step 1: Review Recipes & Production Records

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

Step 2: Prioritize Your Work

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



Step 3: Collect Tools & Prepare Equipment

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

Step 4: Gather Recipe Ingredients

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



Step 5: Prepare Ingredients

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

Step 6: Set Up Your Workstation

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



Key Messages

- Plan ahead by reviewing recipes and quantities to prepare several days in advance to identify the foods and equipment needed. This step is especially useful for:
 - Combining similar tasks such as dicing onions for several recipes.
 - Identifying foods that may require extra time or steps, such as time to defrost or to rest in a marinade.
 - Checking inventory levels to ensure you have enough product on hand.
 - Developing a production schedule to prioritize meal preparation steps.
- Identify and gather all of the foods needed for production and place the items in appropriate storage locations.
- Find opportunities to combine tasks.

Class Discussion Prompts

Question: Why is it important to have all of your tools and equipment gathered and prepared for production?

Possible Answers: Gathering all of your equipment beforehand not only ensures a more efficient workflow but also ensures that all of the equipment is present and in working condition before production begins.

Question: Does the step “gather all of your ingredients” require you to bring all of the food items to your workstation before production?

Possible Answers: Not always. This step is to ensure you have all of the ingredients you will need for production, but you do not need to have them all at your workstation. A best practice is to have the items organized and staged for use in temperature-appropriate storage areas.

Question: Why would you not bring all of your ingredients to your workstation before production?

Possible Answers: A few reasons may be preventing time-temperature abuse of items not needed during prep, not overcrowding or cluttering the workstation, or staging foods for batch cooking.

What questions do you have?





Culinary Basics

Unit of Measurement

Objectives

- Explain the benefits of proper measuring using weight and volume.
- Demonstrate how to properly measure using weight and volume.

Demonstrate/Discuss

- A critical culinary skill is to use the correct “weight” or “volume” listed on a standardized recipe.
- Weigh and measure ingredients correctly to produce the desired recipe results.
- In the U.S. system, the word “ounce” refers to both volume (capacity) and weight. There are “weight ounces” (oz), and there are “fluid ounces” (fl oz).

Volume

- Volume refers to the **amount of space** an ingredient occupies in a measuring **container**.
- Volume is expressed in terms such as **teaspoons**, **cups**, and **gallons**.
- You may see volume referred to as “measure,” which can be confusing. What is important is to identify if the recipe calls for weight or capacity. Capacity is volume and nearly always references a liquid product.
- Dried herbs and spices should be measured using volume amounts for best accuracy. However, if the amount is greater than $\frac{1}{2}$ cup, weighing the dried herb or spice will be more accurate.

Weight

- Weight refers to the **heaviness of an ingredient**.
- Weight is expressed in terms such as **ounces** and **pounds**.

Packed vs Aerated Flour Example

- Weight differs from volume.
- We will use an example of packed versus aerated flour to help explain the difference. First, let's define packing and aerating.
 - **Packing** involves gently pressing the flour to eliminate air pockets, resulting in a denser, heavier weight. This is typically done when filling a measuring cup with flour.
 - Packed flour is ideal for recipes that will result in a compact and chewy texture.
 - **Aerating** refers to gently stirring flour with a spoon, fork, or whisk to fluff it up. This process introduces air into the flour, increasing its volume, and yielding a lighter weight. Before measuring, aerate the flour, then use a spoon or scoop to transfer the aerated flour into the measuring cup.
 - Aerated flour is typically used for recipes that require a fine and tender crumb resulting in a lighter, delicate texture.

- Let's compare 1 cup of packed flour with 1 cup of aerated flour. Both have 1 cup worth of volume, but the resulting weight is different based on how the flour takes up space.
- One cup of packed flour can weigh as much as 5.3 oz, whereas one cup of aerated flour weighs approximately 4.5 oz. This is a 1.2 oz difference between 1 cup of aerated and 1 cup of packed flour.
- Weighing flour will always be more accurate.

Key Messages

- Weighing ingredients is the most accurate measurement of the ingredient.
 - You do not have to worry if you leveled the flour correctly, packed the brown sugar, or did not put enough shredded cheese on your chef salad because weighing ingredients eliminates measurement errors and speeds up production.
- Volume measurements are best used for liquid ingredients.

Class Discussion Prompt

Question: Would you use a volume or weight measurement for:

- Sugar?
- Cinnamon?
- Oil?
- Peanut butter?

Possible Answers: Volume is best used for liquid ingredients. Weight is best used for solid, semisolid, powdered, or granular ingredients.

What questions do you have?



Culinary Basics

Weight vs. Volume Demonstration

Demonstrate/Discuss

The instructor will complete the following demonstration.

- If possible, place an electronic and spring scale on the demonstration table.
- Use electronic and spring scales to weigh ingredients and determine correct portion sizes, such as portioned meats and cheeses.
 - Electronic scales are powered by electricity or battery and will tare (or zero out) with the press of a button.
 - Spring scales, such as a dial spring scale, operate without electricity or battery and require turning the adjustment mechanism to tare (or zero out).
- Demonstrate tare by placing a food-grade container or barrier on the scale and either press the tare button on an electric scale or turn the dial to zero on a spring scale.
- Demonstrate how to pick up spring scales by the base. This is important because picking up spring scales by the platform will damage the unit.
- Place a 2-oz portion cup on the scale and tare the scale.
- Ask participants how much they think the 2-oz portion cup of shredded cheese will weigh.
- Fill the portion cup with cheese and show the participants the result.
- The 2-oz portion cup contains about 1 oz of shredded cheese. It is very important to remember that volume and weight are not interchangeable.

Key Message

- When weighing a product, be sure to tare (or zero out) the scale before using it.

What questions do you have regarding standardized recipes, mise en place, or units of measure?





Chef Demo

Time: 30 minutes

Objectives:

- Review culinary techniques used for the preparation of a variety of herbs, spices, and culinary acids.
- Discuss food safety practices when using herbs and spices.

Demonstrate/Discuss

- Discuss aromatic vegetables and their role in flavor development.
- Discuss global and regional flavor profiles.
- Identify a variety of common herbs (fresh and dried), spices, and culinary acids.
- Discuss how to incorporate herbs, spices, and culinary acids on CACFP menus.
- Demonstrate knife skills for preparing fresh herbs.
- Demonstrate techniques for using herbs, spices, and culinary acids to enhance flavor (Chicken Tortilla Soup).
- Discuss bulk preparation of spice blends.
- Discuss proper purchasing and storage of herbs, spices, and culinary acids.





Chef Demo

Aromatic Vegetables

Discuss

Aromatic vegetables are vegetables that have a strong, pleasant aroma and flavor. They are often used as a base for soups, stews, sauces, and other dishes to add depth and richness to the overall flavor.

Examples of aromatic vegetables include onions, garlic, celery, carrots, and bell peppers. These vegetables contain natural compounds that add an earthy, sweet, or pungent flavor to food and are essential ingredients in many cuisines around the world.

When aromatic vegetables are heated or cooked, their cell walls break down, and enzymes are activated, releasing flavorful compounds. These compounds infuse the dish with their unique taste and aroma.

For example, when onions are cooked, they release a compound called sulfenic acid, which gives them their characteristic sweet and savory flavor. Similarly, garlic releases a compound called allicin, which gives it its pungent and slightly bitter taste.

Aromatic vegetables also help to build layers of flavor in dishes. For example, you might start by sautéing onions, carrots, and celery in oil or butter when making a soup or stew. This process, called sweating, helps to soften the vegetables and release their flavors into the dish. As the soup or stew simmers, the flavors of the aromatic vegetables meld with the other ingredients, creating a rich and complex flavor profile.

Aromatic Vegetable Combinations

As child care menus become more diverse, it's helpful to understand some of the global aromatic vegetable combinations that can add flavor to your recipes.

One popular combination is mirepoix, a mix of chopped onions, carrots, and celery. This is commonly used as a base for soups, stews, and sauces and can add a savory, slightly sweet flavor to your dishes.

Another combination is trinity, often used in Cajun and Creole cooking. This mix includes onions, bell peppers, and celery and can add a slightly spicy and sweet flavor to your dishes.

Sofrito is a combination of onions, garlic, and tomatoes and is commonly used in Spanish, Latin American, and Caribbean cooking. It can add a bold, slightly sweet flavor to your dishes.

Curry is a blend of aromatic spices and herbs, typically including turmeric, cumin, coriander, ginger, and fresh or dried chilies, used in South Asian, Southeast Asian, and other regional cuisines around the world. This mixture can impart a warm, robust, and complex flavor profile to your dishes, ranging from mildly spicy to intensely hot.

Remember, using aromatic spices, herbs, and vegetables can help enhance the flavor of your dishes, making them more appealing to children. Work with your recipe development team and menu planner to experiment with different combinations.

Key Messages

There are different combinations of aromatic vegetables used in various cuisines around the world, such as mirepoix, trinity, sofrito, and curry. These combinations can add different flavors and enhance the taste of dishes. It is important to experiment with different combinations to find the ones that work best in your programs.

Class Discussion Prompt

Question: What recipes do you use at home or in your program that use aromatic vegetables to add layers of flavor to the dish?

Possible Answers: Answers will vary but may include:

- Chicken noodle soup
- Spaghetti/Marinara sauce
- Chili
- Stir-fry
- Curry



Chef Demo

Herbs and Spices

Discuss

Fresh Herbs

Let's start by identifying a variety of fresh herbs that may commonly be used in child care programs.

There are two kinds of fresh herbs used in cooking: leafy or tender and woody or hard.

Leafy herbs, as the name suggests, have leaves as their main edible part. Examples of leafy herbs include basil, cilantro, parsley, and mint. These herbs are typically soft, have a tender texture, and are often used fresh in cooking or as a garnish.

Fresh leafy herbs are usually added to dishes towards the end of the cooking process, as their delicate flavors can be easily lost if they are cooked for too long.

Woody herbs, on the other hand, have woody stems and tougher leaves. Examples of woody herbs include rosemary, thyme, sage, and oregano.

Fresh woody herbs can be added to soups, stews, marinades, or roasts. They can also be used to finish dishes, but the stems should be removed before use, and the leaves should be chopped finely.

Class Discussion Prompt

Question: By a show of hands, how many of you are using fresh leafy or woody herbs in your recipes? Would anyone care to share a few examples of how your program uses fresh herbs?

Possible Answer: Allow participants to respond and thank them for sharing.

Discuss

Dried Herbs

Dried herbs are a great addition to any menu as they add flavor and nutrition to dishes. They are also less expensive and shelf stable. Here are some tips on how to use dried herbs effectively:

- Choose high-quality dried herbs: Look for fresh herbs with a strong aroma. Avoid herbs that are dull or discolored.
- Use in moderation: Dried herbs are more concentrated than fresh herbs, so a little goes a long way. Start with small amounts and add more as needed.
- Store properly: Keep dried herbs in a cool, dark, and dry place to maintain freshness.

Choose dried herbs over fresh herbs when:

- You want a longer shelf life: Dried herbs can last up to a year if stored properly, while fresh herbs only last a few days.

- You want a stronger flavor: Dried herbs have a more concentrated flavor than fresh herbs, which makes them a good choice for dishes that need a stronger taste, such as soups and stews, marinades, slow-cooked dishes, and roasted vegetables.
- You want to save money: Dried herbs are often more affordable than fresh herbs and can be used in larger quantities.

Overall, dried herbs can be a great addition to your program. By following these tips, you can use them effectively to enhance the flavor and nutrition of your dishes.

Class Discussion Prompt

Question: Would anyone care to share a few examples of how your program uses dried herbs in recipes?

Possible Answer: Allow participants to respond and thank them for sharing.

Discuss

Dried Spices

Dried spices are made from plant-based ingredients, such as leaves, seeds, and roots, which have been dried and ground into a powder or flakes. These spices add flavor, aroma, and color to food.

Dried spices can be used to make healthy, tasty meals that appeal to children. They can be used to enhance the flavor of vegetables, whole grains, and lean proteins without adding extra salt, sugar, or fat. Using dried spices can also help children develop a taste for different flavors and expand their culinary horizons.

Some common dried spices include:

- Cumin
- Paprika
- Garlic powder
- Onion powder
- Chili powder
- Black pepper
- Cinnamon
- Ginger
- Nutmeg

Using dried spices can add flavor and variety to meals while providing some nutritional benefits. Here are some tips for using dried spices:

- When using spices during recipe development, starting with small amounts and gradually increasing as needed is best. This can help prevent overpowering the dish with too much of one flavor.
- Dried spices should be stored in a cool, dry place away from direct sunlight. This will help preserve their flavor and nutritional value.
- Using a variety of spices can help add flavor and nutrition to meals. Some good options include cinnamon, garlic powder, paprika, and turmeric.
- When selecting spices, consider the cultural preferences of the children you serve. Some spices may be more familiar or preferred in certain cultures.
- Using dried spices in combination with other healthy ingredients, such as vegetables and whole grains, can help create flavorful and nutritious meals for children.

Cooking with Spices

The flavor of some spices can be significantly enhanced by “blooming” them as an early step in a recipe. “Blooming” is the process of adding fragrant spices, such as ground cumin, chili powder, and red pepper flakes, to a pot or pan with a small amount of oil (or fat) before adding other ingredients. Cooking spices gently in hot oil releases their essential oils which infuse the oil with flavor, providing a deeper and more complex flavor and aroma to the final dish.

It is important to note that not all dried spices need to be bloomed. Be sure to check the instructions or recipe to determine the best method for your spices.

The following dried spices generally taste better when they are bloomed as a first step in the recipe:

- Cumin: Enhances the nutty and earthy flavor.
- Coriander: Enhances the citrusy and slightly sweet flavor.
- Fennel: Brings out a sweet and licorice-like flavor.
- Chili Powder: Often a blend of ground chili peppers, cumin, garlic, and oregano, chili powder adds a warm, earthy, and slightly spicy flavor to dishes. The process of blooming chili powder can help create a smooth and even texture in your dish.

On the other hand, some dried spices are better added later in the recipe to prevent their flavor from overpowering the dish or becoming bitter:

- Paprika can become bitter if overcooked.
- Turmeric can turn bitter if cooked for too long.
- Ground cinnamon can become strong and overwhelming if overcooked.
- Ground cloves develop a strong and pungent flavor that can easily overpower a dish.

We will demonstrate how to bloom spices later in today’s training.

Instructor’s Note: Review the **Herb and Spice** posters with the participants.

Key Messages

- Knowing the difference between leafy and woody herbs and how to use them properly can enhance your program’s meals.
- Dried spices are a great way to add flavor without adding salt, sugar, or fat; blooming them can intensify their flavors. However, not all spices need to be bloomed, and some should be added towards the end of the cooking process to prevent bitterness or overpowering the dish.
- Using a variety of spices can help create flavorful and nutritious meals for children, and considering cultural preferences can help make meals more appealing.

Class Discussion Prompt

Question: Can you think of a recipe you use at home or in your program that includes a step to bloom the spices?

Possible Answers: Chili, marinara sauce, or curry.

What questions do you have?

Handouts: Herb and Spice Posters

CULINARY INSTITUTE OF CHILD NUTRITION

DRIED SPICES

ALLSPICE

Earthy, Sweet



Best Used In
Baked Goods, Marinades, Sauces,
Soups, Spice Blends, Stews

Produce
Apples, Cabbage, Carrot, Cauliflower, Chickpeas,
Root Vegetables, Sweet Potato, Winter Squash

Meat/Meat Alternates
Beef, Chicken, Legumes, Pork, Yogurt

CAYENNE

Spicy, Earthy



Best Used In
Chili, Condiments, Curry, Marinades, Salad Dressing,
Salsa, Sauces, Soups, Spice Blends, Stews

Produce
Bell Peppers, Black Beans, Cabbage, Cauliflower,
Chickpeas, Corn, Potato, Root Vegetables,
Summer Squash, White Beans

Meat/Meat Alternates
Beef, Chicken, Fish, Legumes, Pork, Tofu

CHILI POWDER

Sweet, Spicy, Smokey, Earthy, Savory



Best Used In
Chili, Condiments, Curry, Fresh Fruit, Fruit Salads,
Marinades, Salad Dressing, Salsa, Sauces, Soups,
Spice Blends, Tomato Sauce

Produce
Bell Peppers, Black Beans, Cabbage, Carrot,
Cauliflower, Chickpeas, Corn, Melon, Pineapple,
Root Vegetables, Summer Squash, Tomato

Meat/Meat Alternates
Beef, Chicken, Legumes, Pork, Tofu

CINNAMON

Earthy, Sweet, Spicy, Woody



Best Used In
Baked Goods, Chili, Condiments, Curry, Fruit Salads,
Marinades, Sauces, Spice Blends, Stews

Produce
Apples, Carrot, Root Vegetables,
Sweet Potato, Winter Squash

Meat/Meat Alternates
Chicken, Legumes, Pork, Tofu

CORIANDER

Citrusy, Earthy, Peppery



Best Used In
Chili, Curry, Marinades, Salad Dressing,
Sauces, Soups, Spice Blends, Stews

Produce
Bell Peppers, Black Beans, Cabbage, Carrot,
Cauliflower, Chickpeas, Potato, Tomato

Meat/Meat Alternates
Beef, Chicken, Fish, Legumes, Pork, Tofu, Yogurt

CUMIN

Earthy, Nutty, Mild-Spice



Best Used In
Chili, Curry, Marinades, Salsa,
Sauces, Soups, Spice Blends

Produce
Bell Peppers, Black Beans, Cabbage, Carrot,
Cauliflower, Chickpeas, Corn, Green Beans,
Summer Squash, Tomato

Meat/Meat Alternates
Beef, Chicken, Fish, Legumes, Pork, Tofu, Turkey, Yogurt

GARLIC

Savory, Spicy



Best Used In
Chili, Condiments, Curry, Marinades, Salad Dressing,
Salsa, Sauces, Soups, Spice Blends

Produce
Bell Peppers, Black Beans, Broccoli, Cabbage, Carrot,
Cauliflower, Chickpeas, Corn, Mushrooms, Peas,
Potato, Tomato, White Beans

Meat/Meat Alternates
Beef, Chicken, Legumes, Pork, Yogurt

GINGER

Mild-Spice, Sweet, Warm



Best Used In
Baked Goods, Condiments, Curry, Marinades,
Spice Blends, Stir-fry

Produce
Carrot, Root Vegetables, Summer Squash,
Sweet Potato, Winter Squash

Meat/Meat Alternates
Beef, Chicken, Fish, Legumes, Pork, Tofu

NUTMEG

Earthy, Nutty, Sweet



Best Used In
Baked Goods, Sauces, Soups

Produce
Broccoli, Cabbage, Cauliflower,
Root Vegetables, Sweet Potato

Meat/Meat Alternates
Chicken, Egg, Fish, Yogurt

ONION POWDER

Sweet, Savory



Best Used In
Chili, Condiments, Curry, Marinades, Salad Dressing,
Sauces, Soups, Spice Blends, Stews

Produce
Bell Peppers, Black Beans, Broccoli, Cabbage, Carrot,
Cauliflower, Chickpeas, Corn, Green Beans, Mushrooms,
Peas, Potato, Root Vegetables, Summer Squash, Sweet Potato,
Tomato, White Beans, Winter Squash

Meat/Meat Alternates
Beef, Chicken, Egg, Fish, Legumes,
Pork, Tofu, Turkey, Yogurt

PAPRIKA

Mild-Sweetness



Best Used In
Chili, Condiments, Curry, Marinades, Salad Dressing,
Sauces, Soups, Spice Blends, Stews

Produce
Bell Peppers, Black Beans, Broccoli, Cabbage, Carrot,
Cauliflower, Chickpeas, Corn, Cucumber, Green Beans,
Mushrooms, Potato, Summer Squash, Tomato, White Beans

Meat/Meat Alternates
Beef, Chicken, Egg, Fish, Legumes,
Pork, Tofu, Turkey, Yogurt

RED CHILI FLAKES

Spicy, Mild Sweetness



Best Used In
Chili, Condiments, Curry, Marinades, Salad Dressing, Salsa,
Sauces, Soups, Spice Blends, Stews, Stir-fry, Tomato Sauce

Produce
Bell Peppers, Black Beans, Broccoli, Cabbage, Carrot,
Cauliflower, Chickpeas, Corn, Cucumber, Green Beans,
Mushrooms, Potato, Root Vegetables, Summer Squash,
Tomato, White Beans

Meat/Meat Alternates
Beef, Chicken, Egg, Fish, Legumes,
Pork, Tofu, Turkey, Yogurt

TURMERIC

Mild-Aromatic, Bitter Mild Citrus



Best Used In
Condiments, Curry, Marinades, Sauces

Produce
Cabbage, Carrot, Cauliflower, Chickpeas, Potato,
Sweet Potato, Winter Squash

Meat/Meat Alternates
Chicken, Fish, Legumes, Tofu, Turkey, Yogurt

PURCHASING TIP



Only buy in quantities
that you can use
within three months.

PRO TIP



Creating your own
spice blends allows
you to customize
flavors to meet your
student's needs.

STORAGE TIP



Keep in a dry cool
place in a tightly
sealed container.
Moisture will quickly
ruin your spices.

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DRIED HERBS

BASIL

Sweet, Peppery, Earthy



Best Used In

Condiments, Curry, Fresh Fruit, Fruit Salads, Marinades, Salad Dressing, Soups, Spice Blends, Tomato Sauces

Produce

Cauliflower, Chickpeas, Green Beans, Peas, Potato, Summer Squash, Tomato, White Beans

Meat/Meat Alternates

Chicken, Egg, Fish, Legumes, Pork, Tofu, Turkey, Yogurt

BAY LEAF

Pungent, Bitter, Aromatic



Best Used In

Sauces, Soups, Stews, Tomato Sauces

Produce

Chickpeas, Mushrooms, Potato, Tomato, White Beans

Meat/Meat Alternates

Beef, Legumes

DILL

Lemony, Sweet, Grassy, Floral



Best Used In

Condiments, Salad Dressing, Salads, Sauces, Spice Blends

Produce

Broccoli, Cabbage, Carrot, Cauliflower, Chickpeas, Cucumber, Green Beans, Peas, Potato, Summer Squash, Tomato, White Beans

Meat/Meat Alternates

Chicken, Egg, Fish, Legumes, Tofu, Yogurt

MARJORAM

Lightly-Sweet, Earthy, Mild-Bitter



Best Used In

Marinades, Salad Dressing, Sauces, Spice Blends

Produce

Cauliflower, Chickpeas, Green Beans, Mushrooms, Peas, Potato, Summer Squash, Tomato, White Beans, Winter Squash

Meat/Meat Alternates

Chicken, Fish, Legumes, Pork, Tofu, Turkey, Yogurt

OREGANO

Pungent, Peppery, Earthy, Bitter



Best Used In

Chili, Marinades, Salsa, Sauces, Spice Blends, Tomato Sauce

Produce

Bell Peppers, Black Beans, Cabbage, Carrot, Mushrooms, Potato, Root Vegetables, Summer Squash, Tomato, White Beans

Meat/Meat Alternates

Beef, Chicken, Legumes, Pork, Tofu

ROSEMARY

Woody, Pungent, Lemon-Pine



Best Used In

Marinades, Sauces, Soups, Spice Blends, Stews, Roasted Meats, Roasted Vegetables

Produce

Carrot, Mushrooms, Potato, Root Vegetables, Tomato, White Beans, Winter Squash

Meat/Meat Alternates

Beef, Legumes, Pork

SAGE

Mild-Sweetness, Earthy, Mild-Citrus, Light-Pine



Best Used In

Sauces, Soups, Spice Blends, Roasted Meats, Roasted Vegetables

Produce

Cabbage, Carrot, Cauliflower, Chickpeas, Mushrooms, Potato, Root Vegetables, White Beans, Winter Squash

Meat/Meat Alternates

Legumes, Pork, Turkey

THYME

Earthy, Sweet, Mild-Mint



Best Used In

Marinades, Sauces, Soups, Spice Blends, Stews, Roasted Meats, Roasted Vegetables

Produce

Citrus, Cabbage, Carrot, Cauliflower, Green Beans, Mushrooms, Potato, Root Vegetables, Summer Squash, Sweet Potato, Tomato, White Beans, Winter Squash

Meat/Meat Alternates

Chicken, Fish, Legumes, Pork, Tofu, Turkey

PURCHASING TIP



Only buy in quantities that you can use within three months.

PRO TIP



Adding dried herbs is a great way to add a boost to custom spice.

STORAGE TIP



Keep in a dry cool place in a tightly sealed container. Moisture will quickly ruin your dried herbs.

FRESH HERBS

BASIL

Sweet, Peppery, Light Licorice Flavor



Best Used In

Condiments, Curry, Fresh Fruit, Fruit Salads, Marinades, Salad Dressing, Salads, Sauces, Soups, Stir-fry, Tomato Sauce

Produce

Bell Peppers, Broccoli, Chickpeas, Cucumber, Green Beans, Lettuce, Melon, Peas, Pineapple, Summer Squash, Tomato

Meat/Meat Alternates

Chicken, Egg, Fish, Legumes, Tofu, Turkey, Yogurt

CILANTRO

Bright, Citrusy



Best Used In

Chili, Condiments, Curry, Fruit Salads, Marinades, Salad Dressing, Salads, Salsa, Sauces, Soups, Stir-fry

Produce

Bell Peppers, Black Beans, Cabbage, Carrot, Cauliflower, Chickpeas, Corn, Lettuce, Melon, Pineapple, Summer Squash, Sweet Potato, Tomato

Meat/Meat Alternates

Beef, Chicken, Egg, Fish, Legumes, Pork, Tofu

DILL

Lemony, Sweet, Grassy, Floral



Best Used In

Condiments, Marinades, Salad Dressing, Salads, Sauces, Soups

Produce

Bell Peppers, Broccoli, Cabbage, Carrot, Cauliflower, Chickpeas, Cucumber, Green Beans, Lettuce, Peas, Potato, Summer Squash, Tomato, White Beans

Meat/Meat Alternates

Chicken, Egg, Fish, Legumes, Pork, Tofu, Turkey, Yogurt

MINT

Sweet and Cool



Best Used In

Condiments, Curry, Fresh Fruit, Fruit Salads, Marinades, Salad Dressing, Salads, Sauces

Produce

Cabbage, Carrot, Cauliflower, Chickpeas, Cucumber, Lettuce, Melon, Peas, Pineapple, Potato, Summer Squash, White Beans

Meat/Meat Alternates

Legumes, Tofu, Yogurt

OREGANO

Pungent, Peppery, Earthy, Bitter



Best Used In

Chili, Marinades, Salad Dressing, Sauces, Soups, Tomato Sauce

Produce

Bell Peppers, Black Beans, Cauliflower, Chickpeas, Mushrooms, Potato, Root Vegetables, Summer Squash, Tomato, White Beans, Winter Squash

Meat/Meat Alternates

Beef, Chicken, Fish, Legumes, Tofu, Yogurt

PARSLEY

Fresh, Bright, Grassy, Mild-Bitter



Best Used In

Condiments, Fruit Salads, Marinades, Salad Dressing, Salads, Sauces, Soups, Stews

Produce

Bell Peppers, Broccoli, Cabbage, Carrot, Cauliflower, Cucumber, Melon, Mushrooms, Peas, Potato, Summer Squash, Sweet Potato, Tomato, White Beans

Meat/Meat Alternates

Beef, Chicken, Fish, Legumes, Tofu, Turkey, Yogurt

ROSEMARY

Woody, Pungent, Lemon-Pine



Best Used In

Condiments, Marinades, Sauces, Soups, Stews, Tomato Sauce

Produce

Carrot, Cauliflower, Mushrooms, Peas, Potato, Root Vegetables, Sweet Potato, Tomato, White Beans, Winter Squash

Meat/Meat Alternates

Chicken, Legumes, Pork, Tofu

THYME

Earthy, Sweet, Mild-Mint



Best Used In

Fresh Fruit, Fruit Salads, Marinades, Salad Dressing, Sauces, Soups, Tomato Sauce

Produce

Carrot, Cauliflower, Chickpeas, Mushrooms, Peas, Root Vegetables, Summer Squash, White Beans, Winter Squash

Meat/Meat Alternates

Chicken, Legumes, Pork, Tofu, Turkey, Yogurt

PURCHASING TIP



Work with your vendor to see if you can purchase herbs by the bunch versus by the case.

PRO TIP



If you have access fresh herbs, puree them with a little water and freeze the mixture for later use as a flavor booster.

STORAGE TIP



Trim the stem ends and either wrap in a damp paper towel or stand upright in a plastic hotel pan with a little water at the base.

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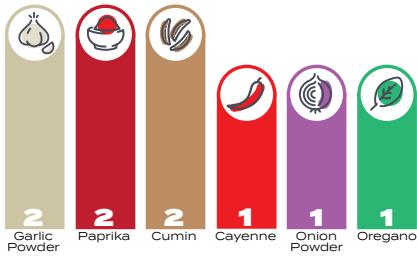
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SPICE BLENDS

The numbers referenced in each ingredient represent a ratio part.

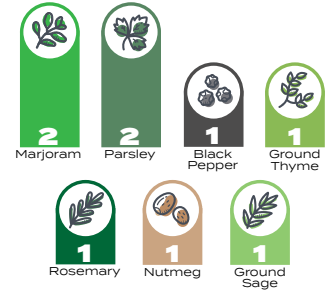
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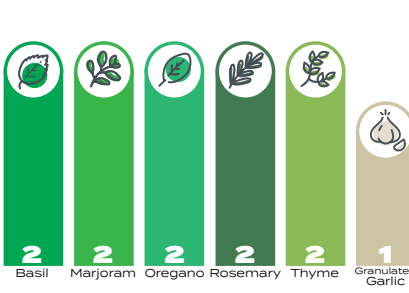
POULTRY



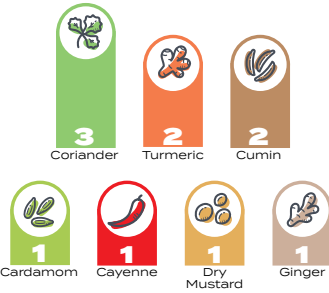
BASIC BBQ RUB



ITALIAN



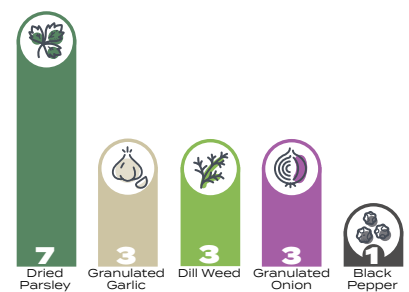
BASIC CURRY



SOUTHWEST



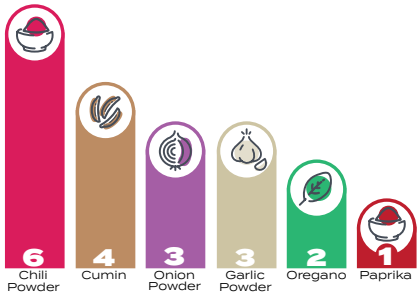
RANCH



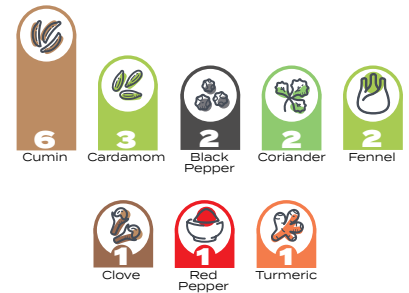
CAJUN



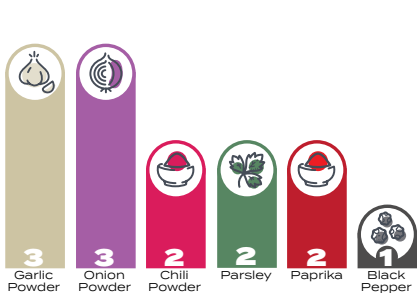
TACO



GARAM MASALA



ALL PURPOSE







Chef Demo

Culinary Acids

Discuss

How Culinary Acids Work

Culinary acids are used to enliven the sweet and salty aspects of the food, cut through the fat, and counterbalance bitter qualities.

When to Add Culinary Acids

Culinary acid is added to a dish either at the beginning to build a foundation or at the end to add a bright note and enhance the freshness of the meal.

Types of Culinary Acids

Culinary acids are commonly used in cooking and food preparation to enhance flavors, balance sweetness, preserve foods, and add acidity to dishes. Some common culinary acids include:

- *Citric acid (juices from lemons, limes, grapefruits, pineapples, oranges, apples)*: Used to add a tart, tangy flavor to dishes. Used in marinades, salad dressings, and as a flavoring agent.
- *Tomatoes (tomato juice, tomato paste, sundried tomatoes, tomato sauce)*: Used to flavor soups and braised dishes with a balance of tartness and sweetness.
- *Fermented Foods (kimchi, sauerkraut, pickles)*: Used to add a tangy and sour flavor to dishes.
- *Lactic acid (buttermilk, yogurt, sour cream)*: Used as a flavoring agent and to add tang and richness to foods. Buttermilk and yogurt are good in marinades, and sour cream is used to create toppings and sauces for foods.
- *Acetic acid (white vinegar, cider vinegar, rice vinegar, balsamic vinegar)*: Used to add a sour and acidic taste to foods and as a preservative in many foods including salad dressings, pickles, and condiments.

For more information on the types of vinegars and their uses, refer to the **Culinary Acid** handout.

Using these culinary acids can help create flavorful and healthy meals for children that are low in sodium.

Key Messages

- Incorporating culinary acids into your cooking can create flavorful and nutritious meals that everyone will enjoy. Remember, before reaching for the salt, consider adding an acid to balance the flavors of your dish.
- Use culinary acids to enhance the sweetness and saltiness, cut through the fat, and counterbalance the bitterness in your meals.

Class Discussion Prompt

Question: How do you use culinary acids in your recipes at home or in your program?

Possible Answer: Allow participants to respond and thank them for sharing.

Culinary Quick Bites

FLAVOR ENHANCEMENT

CULINARY ACIDS

Citrus Juice



The acid in citrus juice works well to add a fresh taste to foods. Citrus zest, while not an acid, adds the fruit's true flavor and aroma to food.

Types of Vinegar



Distilled or White:

Most common, high acidity. Used for making pickles, salad dressings, ketchup, and sloppy joes.



White Wine:

Low acidity with a slight sweetness. Lighter flavor than distilled. Used for salad dressings.



Red Wine:

Low acidity with a slight sweetness. Lighter flavor than distilled vinegar. Used for salad dressings.



Cider:

Tart and sweeter than many. Used for salad dressings, braised meat (pork) dishes, marinades.



Rice:

Low acid, sweet flavor. Used for salad dressings, dipping sauces, and marinades. May also be used for making sushi rice.



Balsamic:

Wide range of styles and acidity levels. Vinegar that has sweet and almost syrupy-like qualities. Popular for making salad dressings and some marinades.



Chef Demo

Knife Grips and Safety

Instructor's Note: Refer participants to the **Knife Safety, Knife Grips, and Knife Care and Maintenance** handouts to use as an additional visual aid.

Demonstrate/Discuss

- How to properly hold a Chef knife
- How to hold the produce to avoid accidents and injuries (flat edges on board, rocking the knife, curling fingers, etc.)
- How to properly care for and maintain a knife

Handout: Knife Safety

Culinary Quick Bites KNIFE SKILLS

KNIFE SAFETY

S

Securely hold the knife

A

Anchor cutting boards

F

Fingertips curled back like a claw

E

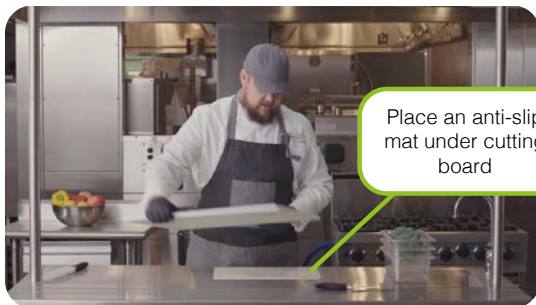
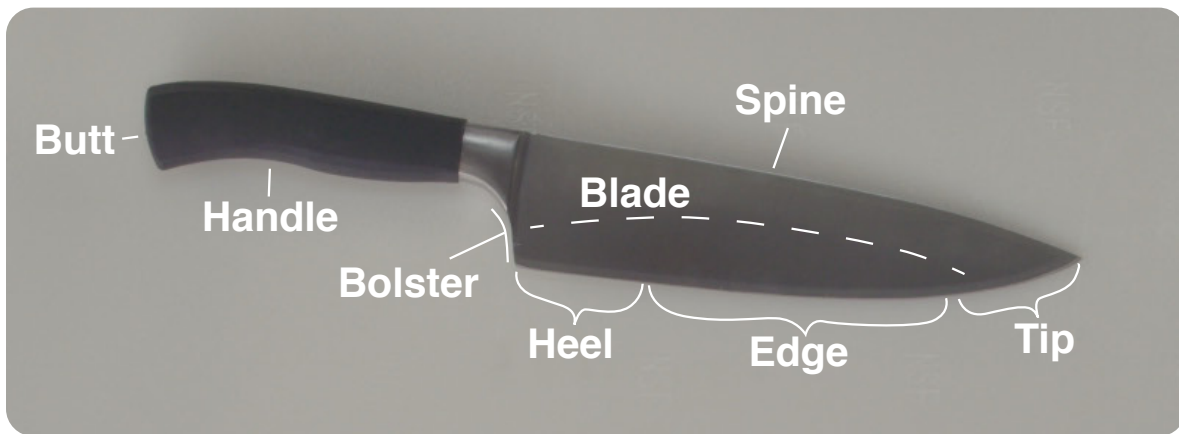
Eyes on the knife

T

Take your time

Y

Yield to falling knives



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.

Culinary Quick Bites

KNIFE SKILLS

KNIFE 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)

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





Chef Demo

Cutting Herbs

Discuss

- Fresh herbs should be washed before cutting them.
- Fresh herbs bruise easily, so chop them gently.
- You can keep fresh herbs in the refrigerator for up to three weeks. Simply trim the stem ends and either wrap them in a damp paper towel or stand upright in a plastic bag with a little water at the base.

Demonstrate

- How to chop and chiffonade fresh herbs.
- Refer to the **How to Chiffonade Herbs** handout.
- Chop:
 - Place the herbs on a cutting surface.
 - Using a rocking motion from the tip to the heel of the knife, chop the herbs to the desired size.
 - You may place your non-grip hand on the back of the spine, near the tip, to help control the rocking motion.

Culinary Quick Bites

KNIFE SKILLS

HOW TO CHIFFONADE



Rinse and dry the leaves.



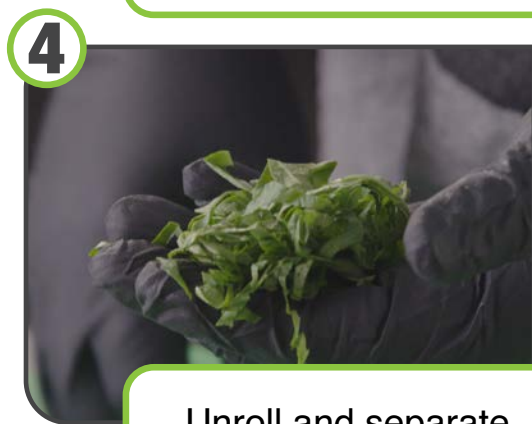
Stack the leaves.



Roll the leaves tightly.



Thinly slice the leaves perpendicular to the roll.



Unroll and separate the ribbons.



Chef Demo

Chicken Tortilla Soup

The instructor will cook a small batch of chicken tortilla soup to demonstrate how to build flavors using aromatic vegetables, herbs and spices, and culinary acid.

Instructor's Note: Before the demonstration, the instructor will prepare all ingredients and gather all equipment needed to complete the demonstration, highlighting sound mise en place practices. (See Chicken Tortilla Soup Recipe and Demo Checklist for ingredients and supplies.) During the demonstration, describe how flavors are developed throughout the process.

Demonstrate/Discuss

The purpose of the demonstration is to work through the process of layering flavors.

Layering flavors is the process of combining different ingredients or seasonings so that each component contributes a distinct taste and aroma to create a complex and balanced overall flavor.

Flavors are built gradually, starting with the foundation or base flavor and adding complementary or contrasting flavors to enhance the taste and create depth. The result is a harmonious blend of flavors that can make the dish more enjoyable and satisfying to eat.

We will do this by cooking a small batch of Chicken Tortilla Soup.

Chicken Tortilla Soup Recipe

2 Tbsp vegetable oil	2 quarts chicken broth, no salt added
4 oz yellow onion, diced	1 lb 4 oz unseasoned chicken strips, thawed
1 oz garlic, minced	11 oz corn kernels, canned, no salt added, drained, rinsed
$\frac{3}{4}$ tsp chili powder	10 oz black beans, canned, no salt added, drained, rinsed
$\frac{1}{2}$ tsp paprika	3 Tbsp water
$\frac{1}{2}$ tsp onion powder	2 Tbsp cornmeal
$\frac{1}{2}$ tsp dried oregano	2 oz lime juice
$\frac{1}{4}$ tsp cumin, ground	$\frac{1}{4}$ cup cilantro leaves, fresh, chopped
$\frac{1}{4}$ tsp garlic powder	4 oz low-fat sour cream
$\frac{1}{4}$ tsp salt	
$\frac{1}{8}$ tsp black pepper, ground	
1 $\frac{1}{2}$ Tbsp tomato paste	
12 oz diced tomatoes, canned, no salt added, undrained	

Heat a stockpot over medium heat. Add the oil and heat until the oil shimmers. Add the onions and stir into the hot oil. Cover and sweat the onions for 3-5 minutes or until translucent. Stir in the minced garlic and cook until the garlic becomes fragrant. Add the spices, salt, and pepper, and stir into

the oil and onions. Cook for 1-2 minutes to bloom the spices. Stir in tomato paste and cook for 2-3 minutes to cook out the raw tomato paste flavor. Add the chicken broth, canned diced tomatoes, and their juice. Bring to a simmer. Add the chicken, corn, and black beans and bring to a simmer. Create a slurry by combining the water and cornmeal. Stir the cornmeal slurry into the soup. Continue to simmer for 10 minutes.

Just before service, add lime juice and stir. Portion samples into 4-oz portion cups or small soup bowls. Garnish with chopped cilantro and sour cream.

Flavor-developing steps

Instructor's Note: Emphasize and recap these flavor-developing steps throughout the demo.

Sweat the aromatic vegetables

- To sweat the onion, add diced onion to the heated oil in the stockpot and stir. Cover and cook for 3-5 minutes or until translucent, allowing onions to cook and create steam.
- The goal is to break down the cell walls and allow the flavors to release.
- Cooking the onion also draws out the natural sugars.
- For some foods, you may want to caramelize the onion, developing a deep, sweet, and rich flavor.
- For this recipe, we are only sweating the onions, cooking them until they turn translucent, and not allowing them to brown.
- Add garlic after the onions have become translucent.

Bloom the spices

- To bloom spices, add them to the hot oil in the pan so the spices release their flavors into the fat.
- Bloom the spices until they become aromatic, about 30 seconds to 1 minute.
- Avoid burning the spices, as they will become bitter.

Cook the tomato paste

- Add tomato paste and stir into the hot oil to caramelize slightly and to distribute sweet tomato flavor into the soup. This step helps to cook out the raw tomato paste flavor through caramelization.
- Do not brown the tomato paste in this recipe. For some recipes, like a chili or beef stew, you may want to let it brown and caramelize, developing another layer of deep, rich flavor.

Deglaze the pan

- Deglazing is the process of adding liquid to the pan after you have cooked down the aromatics. The process releases the flavorful bits that have stuck to the pan, adding the concentrated flavor back into the finished product.
- The flavorful bits of food and spices that stick to the cooking surface are called fond.
 - To remove the fond, start with a small addition of liquid, scraping all of the fond off the bottom and sides of the vessel and reducing the liquid down, allowing the flavor to incorporate or combine.

Instructor's Note: Before adding the lime juice in the next step, have some of the participants taste the product before the juice is added. Then add the lime juice and have them try it again, asking them to describe the difference in flavor.

Balance with lime juice

- Add fresh lime juice to brighten the flavor.

Garnish with flavorful ingredients

- To serve, garnish the soup with cilantro and a small dollop of sour cream.
 - The cilantro will add another bright, citrusy flavor to the dish, and the sour cream will add a slight tang and help mellow the spice in the soup.

Taste the tortilla soup

- Portion a small serving of soup for each participant, garnish with cilantro and sour cream.
- Facilitate a group discussion about the flavors.
 - Advise participants as they take their first bite to avoid getting cilantro or sour cream on the spoon; just focus on tasting the soup's flavor. On their subsequent bites, incorporate the cilantro and then the sour cream.
- Take a few moments to focus on the flavors and how each component adds or detracts from the others.





Chef Demo

Bulk Spice Blends

Discuss

- It is easy and cost-effective to create your own spice blends to use in recipes.
- Refer to the **CICN Spice Blends** handout for additional examples.

Demonstrate

Taco Spice Blend

- ¼ cup 2 Tbsp chili powder
- ¼ cup cumin, ground
- 3 Tbsp onion powder
- 3 Tbsp garlic powder
- 2 Tbsp oregano, dried
- 1 Tbsp paprika

Combine all spices and store them in an airtight container for up to three months.

Purchasing and storage of herbs, spices, and culinary acids

- Buy quantities of dried herbs and spices you can use within three months as the flavor of dried herbs and spices deteriorates over time.
- Keep herbs and spices in a dry, cool place in a tightly sealed container. Moisture will quickly ruin your dried herbs and spices. For fresh herbs, purchase small quantities by the bunch versus by the case.
- To store fresh herbs, trim the stem ends and either wrap them in a damp paper towel or stand them upright in a container in a small amount of water.
- If you have access to fresh herbs that you can't use immediately, puree them with a little water and freeze the mixture for later use. You may freeze in smaller amounts needed in recipes, rather than in one large container.
- Store whole, fresh citrus fruits in the refrigerator. Fresh juice from citrus fruits can be frozen. Freezing citrus juice is a great way to preserve its fresh flavor for later use.
- Store vinegar in a cool, dark place such as the pantry or dry storage room.

Food Safety

- Follow the CCPs.
- Keep hot foods above 140 °F and cold foods below 40 °F.
- Use a two-stage cooling method.
 - Stage 1: Cool food from 140 °F to 70 °F in two hours.
 - Stage 2: Then cool food from 70 °F to 40 °F in four hours.
- Use foodservice gloves when handling ready-to-eat food.
- For more information, refer to the **Food Safety Fact Sheet: Cooking Foods** handout.

Key Messages

- Applying the techniques used during the demonstration will aid you in developing flavorful recipes for your children.
- Work with your team's recipe developer(s) and menu planner(s) to identify ways you can enhance flavor by modifying or creating recipes that are high in flavor.

Class Discussion Prompts

Question: What did you notice when you tasted the soup without the cilantro or sour cream?

Possible Answers: The soup tasted flavorful and complex.

Question: How did the cilantro and sour cream change the taste?

Possible Answers: The cilantro and sour cream added a layer of bright flavor, balancing the soup and mellowing the spiciness of the chili powder.

What questions do you have?



Team Cooking Lab

Time: 95 minutes

Objective:

- Apply preparation techniques utilizing herbs, spices, and culinary acids to enhance flavor.

Discuss

- During the Team Cooking Lab, you will apply the skills and knowledge presented in this training for preparing recipes using flavor-developing ingredients and techniques.
- Review recipes as a group and briefly describe the recipes.
- For more information, refer to the following Food Safety Fact Sheets:
 - **Handwashing**
 - **Washing Fruits and Vegetables**
 - **Cooking Foods**

Team Instructions

The Team Cooking Lab is an opportunity to practice new skills, so take care in preparing recipes without rushing through. Be intentional with choices and movements. Most of all, practice food safety, ask questions, build your skillset, and have fun.

- Break into previously assigned teams.
- Each team is assigned a number, 1 through 6, that corresponds with the recipe assignments.
- 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. Your mise en place list should include:
 - Recipe titles
 - Ingredients needed
 - Ingredient amounts
 - Equipment needed
 - Preparation steps and assignments (who will complete each task)
- You will find shared pantry ingredients at a centralized weighing/measuring station. Please do not take shared bulk ingredients to your workstation.
- Teams may begin preparing the recipes after the instructor reviews your mise en place list.

Team Cooking Lab Recipes

Team	1	2	3	4	5	6
Recipe 1	Spinach Salad with Apple Cider Vinaigrette	Cranberry Applesauce	Vegetable Chili	Cucumber Tzatziki	Sautéed Spinach and Tomatoes	Pizza Green Beans
Recipe 2	Tuscan Grilled Cheese Sandwich	Local Harvest Bake	Turkey Breakfast Sausage	Chicken Shawarma	Kati-Kati Baked Chicken	Jollof Rice

Instructor's Note: Circulate around the training space to observe and mentor participants as they prepare their assigned recipes.

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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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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Recipe Evaluation

Time: 25 minutes

Objective:

- Evaluate the quality and usability of prepared recipes.

Discuss/Evaluation

- Set up a serving line with plates, forks/spoons, napkins, and all of the finished products and serving utensils.
- Participants may sample the final dishes.
- Complete the **Recipe Evaluation Form** as you try the food items.
- Rate each recipe based on appearance, taste, texture, and overall 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.
- Volunteers will be asked to share their feedback with the group.
- Turn in evaluation forms once complete.
- Clean up 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?						
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	YES/NO	EXPLAIN
Spinach Salad with Apple Cider Vinaigrette	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5		
Tuscan Grilled Cheese Sandwich	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5		
Cranberry Applesauce	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5		
Local Harvest Bake	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5		
Vegetable Chili	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5		
Turkey Breakfast Sausage	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5		
Cucumber Tzatziki	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5		
Chicken Shawarma	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5		
Sautéed Spinach and Tomatoes	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5		
Kati-Kati Baked Chicken	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5		
Pizza Green Beans	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5		
Jollof Rice	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5		

Comments/Recommendations:





Action Planning

Time: 10 minutes

Objective:

- Develop an action plan for implementing the skills learned during the training.

Application Action Plan

Complete this worksheet. When complete:

- Share what you wrote, and as a group, offer suggestions for eliminating any perceived barriers mentioned.
- Share a key takeaway and how it will be implemented in your program.

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?





Wrap Up

Time: 10 minutes

Discuss

- Today, we have discussed important concepts related to culinary skills and the many benefits associated with flavor development, and using herbs, spices, and culinary acids.
- 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 children in your program.
- We know that learning is enhanced if we are given a chance to personally relate to the material and how we might apply it.

Additional Resources

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.



Course Evaluation

Instructor's Note: Share the Course Evaluation link and QR code with the participants.

Please take about 5 minutes to complete the course evaluation. We thank you for helping us evaluate and improve the ICN CACFP Culinary Trainings. Complete the course evaluation using the following instructions:

- Using your smartphone, open the camera app.
- Point your camera at the QR code. Your browser should open with the ICN course evaluation.
- Read the instructions on the screen. Then, read each question carefully and select the best answer.

End of Class Prompts

- Please make sure you have signed the sign-in sheets to receive the training certificates.
- Thank you for attending and participating in this training on flavor development.





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Appendix





ICN Competencies

Competencies, Knowledge, and Skills for Child Care Providers in CACFP Operations

Functional Area 1: Administration

This functional area is defined as the process of providing organizational leadership through the management of financial and human resources (including accountable management of finances and the provision of policy and procedures guidance).

Core Competencies

- 1.8 Manages all operations associated with menu development and meal preparation.



Professional Standards and Key Area Codes

The following USDA Professional Standards are for school nutrition professionals who also operate CACFP programs.

Key Area Codes

- 1 – Nutrition
- 2 – Operations

Professional Standards Codes

Menu Planning – 1100

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

- 1110 – Plan menus that meet USDA nutrition requirements for reimbursable meals, including calculating meal components.

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 meal preparation.

Serving Food – 2200

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

- 2230 – Serve food to maintain quality and appearance standards.





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 and 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 before 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 before 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 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 to destroy harmful microorganisms

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 child-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 it apart into strips using forks

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

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

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

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

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

Speed-scratch food preparation – Incorporates value-added food products with additional ingredients, utilizing minimal production steps, to produce child-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.

Chef Demonstration Guide

Activity/Demo Name: Weight vs. Volume Demonstration

Preparation Note(s): 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

Activity/Demo Name: Knife Skills Demonstration

Preparation Note(s): Gather the following equipment and ingredients. Follow the Demonstrate/Discuss list in the Chef Demo.

- 1 bunch cilantro
- Chef knife
- Cutting board
- Anti-slip mat or damp towel
- Container for trim
- Container for the finished product

Activity/Demo Name: Chicken Tortilla Soup

Preparation Note(s): Prepare mise en place to demonstrate the recipe for Chicken Tortilla Soup. Have 4-oz portion cups and spoons on hand to sample out the finished product.

- Stock pot with lid
- Rubber spatula
- 4-oz ladle
- 4-oz portion cups
- Tasting spoons

Chicken Tortilla Soup Recipe

- 2 Tbsp vegetable oil
- 4 oz yellow onion, diced
- 1 oz garlic, minced
- $\frac{3}{4}$ tsp chili powder
- $\frac{1}{2}$ tsp paprika
- $\frac{1}{2}$ tsp onion powder
- $\frac{1}{2}$ tsp dried oregano
- $\frac{1}{4}$ tsp cumin, ground

- ¼ tsp garlic powder
- ¼ tsp salt
- ⅛ tsp black pepper, ground
- 1 ½ Tbsp tomato paste
- 12 oz diced tomatoes, canned, no salt added, undrained
- 2 quarts chicken broth, no salt added
- 1 lb 4 oz unseasoned chicken strips, thawed
- 11 oz corn kernels, canned, no salt added, drained, rinsed
- 10 oz black beans, canned, no salt added, drained, rinsed
- 3 Tbsp water
- 2 Tbsp cornmeal
- 2 oz lime juice
- ¼ cup cilantro leaves, fresh, chopped
- 4 oz low-fat sour cream

Heat a stockpot over medium heat. Add the oil and heat until the oil shimmers. Add the onions and stir into the hot oil. Cover and sweat the onions for 3-5 minutes or until translucent. Stir in the minced garlic and cook until the garlic becomes fragrant. Add the spices, salt, and pepper, and stir into the oil and onions. Cook for 1-2 minutes to bloom the spices. Stir in tomato paste and cook for 2-3 minutes to cook out the raw tomato paste flavor. Add the chicken broth, canned diced tomatoes, and their juice. Bring to a simmer. Add the chicken, corn, and black beans and bring to a simmer. Create a slurry by combining the water and cornmeal. Stir the cornmeal slurry into the soup. Continue to simmer for 10 minutes.

Just before service, add lime juice and stir. Portion samples into 4-oz portion cups or small soup bowls. Garnish with chopped cilantro and sour cream.

Activity/Demo Name: Taco Spice Blend

Preparation Note(s): Prepare mise en place for the Taco Spice Blend demonstration.

- Clear foodservice container (2 cups or 1 quart container)
- Spoon to combine spices
- Masking tape
- Black marker

Taco Spice Blend

- ¼ cup 2 Tbsp chili powder
- ¼ cup cumin, ground
- 3 Tbsp onion powder
- 3 Tbsp garlic powder
- 2 Tbsp oregano, dried
- 1 Tbsp paprika

Combine all spices and store them in an airtight container for up to three months.

Team Cooking Lab

- Set up team stations with the listed equipment.
- Alternatively, 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 take only what they need back to their station.

Assign teams: (See recipes for lists of ingredients.)

TEAM 1: Spinach Salad with Apple Cider Vinaigrette, Tuscan Grilled Cheese Sandwich

Equipment:

- Chef knife
- Cutting board
- Measuring cups, full set
- Measuring spoons, full set
- Digital thermometer, instant-read
- 3-4 quart saucepan or stockpot
- Large mixing bowl
- Small mixing bowl
- Slotted spoon
- Whisk
- Tongs
- 1 full-size or 2 half-size sheet pans
- Pastry brush

TEAM 2: Cranberry Applesauce, Local Harvest Bake

Equipment:

- Chef knife
- Cutting board
- Measuring cups, full set
- Measuring spoons, full set
- Digital thermometer, instant-read
- 3-4 quart saucepan or stockpot
- Rasp grater for zesting
- 1-quart liquid measure
- 2 Rubber spatulas
- Vegetable peeler
- Large mixing bowl
- 1 full-size or 2 half-size sheet pans
- Parchment paper
- Spatula
- 2-inch half-size steamtable pan, or other pan for serving

TEAM 3: Vegetable Chili, Turkey Breakfast Sausage

Equipment:

- Chef knife
- Cutting board
- Measuring cups, full set
- Measuring spoons, full set
- Digital thermometer, instant-read
- Large stockpot
- Mixing spoon
- 1-quart liquid measure
- 2-cup liquid measure
- 4-ounce spoodle or ladle
- Stand mixer with bowl and paddle attachment
- Rubber spatula
- No. 20 scoop
- 2 half-size sheet pans
- Tongs

TEAM 4: Cucumber Tzatziki, Chicken Shawarma

Equipment:

- Chef knife
- Cutting board
- Measuring cups, full set
- Measuring spoons, full set
- Digital thermometer, instant-read
- Medium mixing bowl
- Box grater
- Colander
- Rubber spatula
- Large mixing bowl
- Whisk
- 2 Tongs
- 1 full-size or 2 half-size sheet pans
- Parchment paper

TEAM 5: Sautéed Spinach and Tomatoes, Kati-Kati Baked Chicken

Equipment:

- Chef knife
- Cutting board
- Measuring cups, full set
- Measuring spoons, full set
- Digital thermometer, instant-read
- Large stockpot
- 2 Tongs
- Rubber spatula
- 2-inch half-size steamtable pan, or other pan for serving
- Large mixing bowl
- Small mixing bowl
- Half-size sheet pan
- Parchment paper

TEAM 6: Pizza Green Beans, Jollof Rice

Equipment:

- Chef knife
- Cutting board
- Measuring cups, full set
- Measuring spoons, full set
- Digital thermometer, instant-read
- 3-4 quart saucepan
- 2 Rubber spatulas
- 2-cup liquid measure
- 2 x 2-inch half-size steamtable pan
- Foil
- Large stockpot
- Mixing spoon
- Fork



Equipment Checklist

Instructor's Note: At least 4 weeks before the training, contact the site coordinator to ensure the equipment is available. If any equipment is not available 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 ICN to ship the 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 cooktop burner	6		
Microwave	1		
Stand mixer with bowl and paddle attachment	1		
Pots & Pans			
3–4-quart saucepan	3		
Large stockpot	3		
2-inch half-size steamtable pan	4		
Half-size sheet pan	9		
Small Kitchen Tools			
Chef knife	6		
Cutting board	6		
Measuring cups, full set	6		
Measuring spoons, full set	6		
Digital thermometer	6		
1-quart liquid measure	4		
2-cup liquid measure	4		
Rubber spatula	8		
Slotted spoon	1		
Mixing spoon	2		
Whisk	2		
Tongs	6		

Equipment	Total	Confirm Equipment Is Present	Use This Space To Add Comments If Equipment/Supplies Are Not Available. Please Include Any Equipment Substitutions Used.
Pastry brush	1		
4-ounce spoodle or ladle	1		
Rasp grater for zesting	1		
No. 20 scoop	1		
Box grater	1		
Fork	1		
Vegetable peeler	1		
Small mixing bowl	2		
Medium mixing bowl	1		
Large mixing bowl	4		
Colander	1		
Can opener	2		
Electronic scale	2		
Spring scale	1		
Potholders	12		



Shopping List

Instructor's Note: If certain ingredients are not available where you are training, use your best culinary judgment to find an alternative.

Food	Total Needed	Inventory From Prior Workshop	Purchased
Produce			
Beets, fresh	1 lb		
Bell pepper, green, fresh	5 oz		
Bell pepper, red, fresh	10 oz		
Butternut squash, fresh	1 lb		
Cilantro, fresh	2 bunches		
Cucumber, fresh	10 oz		
Dill weed, fresh	1 bunch		
Garlic, fresh	4 heads		
Ginger, fresh	1 Tbsp		
Jalapeño pepper, fresh	2 Tbsp		
Lemon, fresh	2 each		
Lime, fresh	3 each		
Onions, yellow, fresh	1 lb 8 oz		
Orange, fresh	1 each		
Parsley, fresh	1 bunch		
Spinach, fresh	5 lb		
Sweet potatoes, fresh	1 lb		
Tomatoes, fresh	1 lb 8 oz		
Condiments/Oils			
Butter-flavored nonstick spray	1 each		
Honey, pasteurized	¼ cup		
Nonstick spray	2 each		
Olive oil, extra virgin	1 ¼ cups		
Vegetable oil	10 oz		
Vinegar, apple cider	½ cup		

Food	Total Needed	Inventory From Prior Workshop	Purchased
Refrigerator			
Butter, unsalted	4 oz		
Chicken breast, boneless, skinless, raw	2 lb		
Eggs, fresh, large	1 doz		
Ground turkey, raw, no more than 15% fat	1 lb 12 oz		
Low-fat mozzarella cheese, grated	20 oz		
Parmesan cheese, grated	1 Tbsp		
Sour cream, low-fat	21 oz		
Yogurt, Greek-style, plain, low-fat	1 lb		
Dry/Canned Goods			
Applesauce, unsweetened	5 cups		
Beans, black, canned, low-sodium	1 15-oz can		
Brown rice, long-grain, parboiled, dry	13 oz		
Brown sugar	1 oz		
Bulgur wheat, dry	4 oz		
Corn, kernel, canned, low-sodium	1 15-oz can		
Cornmeal	Small container		
Cranberries, dried	10 oz		
Green beans, canned, no salt added	3 lb 6 oz		
Kidney beans, canned, low-sodium	1 lb 6 oz		
Stock, chicken, low-sodium	2 qt		
Sugar	1 Tbsp		
Sunflower seeds, unsalted	½ cup		
Tomato paste, no salt added	8 oz		
Tomato sauce, canned, no salt added	4 oz		
Tomatoes, canned, crushed, no salt added	3 15-oz cans		
Tomatoes, canned, diced, no salt added	5 15-oz cans		
Vegetable broth, low-sodium	2 ½ cup		
Whole-grain bread, sliced	24 slices		

Food	Total Needed	Inventory From Prior Workshop	Purchased
Dried Spices			
Allspice, ground	3 Tbsp		
Basil, dried	½ tsp		
Black pepper, ground	2 Tbsp		
Cayenne pepper, ground	1 tsp		
Chili powder	½ cup		
Cinnamon, ground	1 Tbsp 1 tsp		
Coriander, ground	1 tsp		
Cumin, ground	3 Tbsp		
Curry powder, ground	1 ½ tsp		
Garlic powder	3 Tbsp		
Ginger, ground	½ tsp		
Onion powder	2 tsp		
Oregano, dried	3 Tbsp		
Paprika, ground	2 Tbsp		
Parsley, dried	1 pinch		
Red pepper flakes	1 ½ tsp		
Sage, ground	½ tsp		
Salt, table	1 container		
Turmeric, ground	2 tsp		
Vanilla extract	2 tsp		
Freezer			
Chicken breast, frozen, cooked	1 lb 8 oz		
Chicken breast, frozen, cooked, strips	1 bag (1 lb 4 oz)		
Cranberries, frozen (or fresh if frozen not available) <i>Substitute frozen cherries if cranberries are unavailable</i>	12 oz		
Peas and carrots, frozen	6 oz		

Food	Total Needed	Inventory From Prior Workshop	Purchased
Paper Goods			
2-ounce portion cups	100 each		
4-ounce portion cups or soup cups	100 each		
Aluminum foil	1 box		
Butter knives	50 each		
Foodservice gloves, all sizes	1 box each size		
Forks	50 each		
Napkins	50 each		
Paper plates	50 each		
Paper towels	1 roll		
Parchment paper	12 sheets		
Plastic wrap	1 box		



Spinach Salad with Apple Cider Vinaigrette

Cooking Process: #1 No Cook

CACFP Crediting Information	
Serving Size	1 Serving Provides
1 salad	½ cup vegetable, ½ cup fruit, 2 oz equivalent meat/meat alternate

Ingredients	12 Servings	
	Weight	Measure
Eggs, fresh, large		12
Olive oil, extra virgin		¼ cup
Vinegar, apple cider		½ cup
Honey, pasteurized		¼ cup
Salt, table		½ tsp
Spinach, fresh	2 lb 8 oz	3 qts
Cranberries, dried	10 oz	3 cups
Sunflower seeds, unsalted		½ cup
Parmesan cheese, grated		1 Tbsp

Instructions

1. Place eggs in a saucepan or stockpot. Add water until there is 1 inch of water above the eggs. Place on the stove on medium-high heat. Bring to a boil. Remove from heat. Cover and let eggs stand in hot water for 12 minutes to hard-boil the eggs.
2. While eggs are cooking, prepare an ice bath. Place ice and water in a bowl. Set aside.
3. When eggs are done cooking, carefully remove eggs from the water with a slotted spoon. Place eggs in the ice bath for 10 minutes.
4. Peel eggs. Cut into quarters. Set aside.
5. To make salad dressing: in a small bowl, combine oil, vinegar, honey, and salt. Whisk to blend.
6. In a large bowl, combine spinach, cranberries, and sunflower seeds. Add dressing. Toss. If not serving immediately, store salad, eggs, and dressing separately in the refrigerator at 40 °F or lower to prevent the salad from wilting. CCP: Hold for cold service at 40 °F or lower.
7. Sprinkle with parmesan cheese.
8. Serve 1 ⅓ cup salad with 4 egg quarters. Serve immediately.

Recipe adapted from Team Nutrition CACFP Easy Recipe Project.

Nutrients Per Serving			
Calories	310	Total Carbohydrates	42 g
Total Fat	14 g	Dietary Fiber	4 g
Saturated Fat	3 g	Total Sugars	9 g
Cholesterol	187 mg	Protein	10 g
Sodium	240 mg		

Tuscan Grilled Cheese Sandwich

Cooking Process: #2 Same-Day Service

CACFP Crediting Information	
Serving Size	1 Serving Provides
1 Sandwich	½ cup vegetable, 1 oz equivalent meat/meat alternate, and 2 oz equivalent grains

Ingredients	12 Servings	
	Weight	Measure
Butter, unsalted	2 oz	
Garlic powder		½ tsp
Basil, dried		½ tsp
Oregano, dried		½ tsp
Butter-flavored nonstick spray		
Whole-grain bread, sliced		24 slices
Low-fat mozzarella cheese, grated	12 oz	
Spinach, fresh	1 lb	
Tomatoes, fresh, sliced ¼ inch thick	1 lb 8 oz	

Instructions

1. Preheat oven to 400 °F for a conventional oven or 350 °F for a convection oven.
2. Melt butter in a small saucepan or microwave. Add garlic powder, dried basil, and dried oregano. Stir well. Set aside.
3. To prevent sticking, evenly coat a baking sheet with butter-flavored nonstick spray.
4. Place 12 bread slices on a baking sheet.
5. Place 1 oz mozzarella on top of each slice of bread.
6. Place ⅔ cup spinach (about 10 leaves) on top of cheese.
7. Place 2 slices of tomato on top of spinach.
8. Place 1 slice of bread on top of each sandwich.
9. Brush the top of each sandwich with seasoned butter.
10. Bake until lightly browned, about 15-20 minutes in a conventional oven or 10-15 minutes in a convection oven. CCP: Cook to 140 °F or higher for at least 15 seconds.
11. CCP: Hold for hot service at 140 °F or higher.
12. Serve 1 sandwich per person.

Recipe adapted from USDA Recipes for Family Child Care Homes.

Nutrients Per Serving			
Calories	281	Total Carbohydrates	30 g
Total Fat	11 g	Dietary Fiber	4 g
Saturated Fat	5 g	Total Sugars	5 g
Cholesterol	8 mg	Protein	16 g
Sodium	526 mg		

Cranberry Applesauce

Cooking Process: #2 Same-Day Service

CACFP Crediting Information	
Serving Size	1 Serving Provides
¼ cup	¼ cup fruit

Ingredients	16 Servings	
	Weight	Measure
Cranberries, fresh or frozen	12 oz	
Applesauce, unsweetened		4 cups
Orange, fresh, zested and juiced		1 each
Cinnamon, ground		1 tsp
Vanilla extract		2 tsp

Instructions

1. Place all ingredients in a medium saucepan, including the orange zest.
2. Cook ingredients over medium heat. If it starts to boil, lower the heat. Stir frequently until cranberries are soft and have broken down. CCP: Cook to 140 °F or higher for at least 15 seconds.
3. CCP: Hold for hot service at 140 °F or higher.
4. Serve warm, ¼ cup per person.

Recipe adapted from the National CACFP Sponsors Association.

Nutrients Per Serving			
Calories	37	Total Carbohydrates	10 g
Total Fat	0 g	Dietary Fiber	5 g
Saturated Fat	0 g	Total Sugars	7 g
Cholesterol	0 mg	Protein	0 g
Sodium	2 mg		



Local Harvest Bake

Cooking Process: #2 Same-Day Service

CACFP Crediting Information	
Serving Size	1 Serving Provides
½ cup (4 fl oz spoodle)	½ cup vegetable

Ingredients	12 Servings	
	Weight	Measure
Butternut squash, fresh, peeled, cubed ½ inch	1 lb	3 ¾ cups
Beets, fresh, peeled, cubed ½ inch	1 lb	3 ¾ cups
Sweet potatoes, fresh, peeled, cubed ½ inch	1 lb	3 cups
Olive oil, extra virgin		⅓ cup
Salt, table		¼ tsp
Garlic, fresh, minced		1 ½ tsp
Parsley, dried		1 pinch
Nonstick spray		

Instructions

1. Combine all ingredients in a large bowl. Mix well. Transfer the mixture to a sheet pan lined with parchment paper and lightly coated with nonstick spray.
2. Bake at 350 °F for 20-25 minutes. CCP: Heat to 140 °F or higher for at least 15 seconds.
3. Transfer to a serving pan.
4. Garnish with dried parsley. CCP: Hold for hot service at 140 °F or higher.
5. Serve ½ cup portions using a 4 fl oz spoodle.

Recipe adapted from USDA Recipes for Child Care Centers.

Nutrients Per Serving			
Calories	84	Total Carbohydrates	12 g
Total Fat	4 g	Dietary Fiber	3 g
Saturated Fat	1 g	Total Sugars	5 g
Cholesterol	0 mg	Protein	1 g
Sodium	129 mg		



Vegetable Chili

Cooking Process: #2 Same-Day Service

CACFP Crediting Information	
Serving Size	1 Serving Provides
¾ cup (6 fl oz spoodle)	1 oz equivalent meat/meat alternate and ⅜ cup vegetable

Ingredients	12 Servings	
	Weight	Measure
Vegetable oil		2 Tbsp
Onions, yellow, fresh, diced	6 oz	1 cup 2 Tbsp
Bell pepper, green, fresh, diced	4 oz	¾ cup
Jalapeño pepper, fresh, seeded, diced		2 Tbsp
Chili powder		¼ cup 2 Tbsp
Cumin, ground		1 Tbsp
Garlic powder		1 tsp
Onion powder		½ tsp
Tomatoes, canned, crushed, no salt added	1 lb 9 oz	3 cups
Tomatoes, canned, diced, no salt added	10 oz	1 cup 3 Tbsp
Kidney beans, canned, low-sodium, drained, rinsed	1 lb 6 oz	3 cups
Water		1 ¾ cups
Bulgur wheat, dry	4 oz	¼ cup 2 Tbsp
Vegetable broth, low-sodium		½ cup
Brown sugar	1 oz	2 Tbsp
Sour cream, low-fat	9 oz	¾ cup 2 Tbsp

Instructions

1. Heat oil in a large stockpot uncovered over medium-high heat.
2. Add onions, bell peppers, and jalapeños. Sauté uncovered for 5 minutes or until tender. Stir well.
3. Add chili powder, cumin, garlic powder, and onion powder. Bloom the spices for about 1 minute.
4. Add the crushed tomatoes, diced tomatoes, kidney beans, water, bulgur wheat, vegetable broth, and brown sugar. Simmer uncovered for 15 minutes over medium-low heat. Stir well. CCP: Cook to 140 °F or higher for at least 15 seconds.
5. Transfer chili to a serving container and hold hot for service. CCP: Hold for hot service at 140 °F or higher.
6. Serve ¾ cup (6 fl oz spoodle) of chili per person. Top with 1 tablespoon sour cream.

Recipe adapted from USDA Recipes for Child Care Centers

Nutrients Per Serving			
Calories	142	Total Carbohydrates	21 g
Total Fat	4 g	Dietary Fiber	5 g
Saturated Fat	2 g	Total Sugars	7 g
Cholesterol	10 mg	Protein	6 g
Sodium	266 mg		

Turkey Breakfast Sausage

Cooking Process: #2 Same-Day Service

CACFP Crediting Information	
Serving Size	1 Serving Provides
1 patty	1.5 oz equivalent meat/meat alternate

Ingredients	12 Servings	
	Weight	Measure
Ground turkey, raw, no more than 15% fat	1 lb 12 oz	
Applesauce, unsweetened	3 oz	¼ cup 2 Tbsp
Vegetable oil		1 Tbsp
Salt, table		1 ¼ tsp
Coriander, ground		1 tsp
Garlic powder		½ tsp
Onion powder		½ tsp
Sage, ground		½ tsp
Cayenne pepper, ground		¼ tsp
Red pepper flakes		¼ tsp
Nonstick spray		

Instructions

1. Place ground turkey, applesauce, vegetable oil, salt, coriander, garlic powder, onion powder, sage, cayenne pepper, and red pepper flakes in the bowl of a stand mixer. Use the paddle attachment to mix on low speed for about 1 minute. Do not overmix.
2. Using a No. 20 scoop, portion 3 Tbsp 1 ½ tsp (about 1 ½ ounces) meat onto a sheet pan lightly coated with nonstick spray. Flatten into patties.
3. Bake in a conventional oven at 350 °F for 25-30 minutes or a convection oven at 300 °F for 15-25 minutes. CCP: Cook to 165 °F or higher for at least 15 seconds.
4. CCP: Hold for hot service at 140 °F or higher.
5. Serve 1 patty.

Recipe adapted from USDA Recipes for Child Care Centers.

Nutrients Per Serving			
Calories	62	Total Carbohydrates	2 g
Total Fat	2 g	Dietary Fiber	0 g
Saturated Fat	N/A	Total Sugars	1 g
Cholesterol	21 mg	Protein	10 g
Sodium	254 mg		



Cucumber Tzatziki

Cooking Process: #1 No Cook

CACFP Crediting Information	
Serving Size	1 Serving Provides
2 oz (No. 16 scoop)	0.25 oz equivalent meat/meat alternate

Ingredients	12 Servings	
	Weight	Measure
Cucumber, fresh, with peel	8 oz	
Salt, table		1 tsp
Garlic, fresh, minced		3 cloves
Dill weed, fresh, minced		1 Tbsp
Lemon juice, fresh		2 Tbsp
Black pepper, ground		¼ tsp
Yogurt, Greek-style, plain, low-fat	1 lb	1 ½ cups 2 Tbsp

Instructions

1. Wash cucumber.
2. Over a bowl, grate cucumber. Sprinkle salt over grated cucumber and let sit for 5 minutes.
3. Place grated cucumber in a colander. Use gloved hands to squeeze and press the cucumber to remove excess liquid. Discard liquid.
4. Place cucumber in a clean bowl and set aside. Add the minced garlic, dill weed, lemon juice, black pepper, and yogurt. Mix until combined.
5. Place in refrigerator. CCP: Cool to 40 °F or lower within 4 hours. Hold for cold service at 40 °F or lower.
6. Portion 2 oz with a No. 16 scoop.

Recipe adapted from the John C. Stalker Institute.

Nutrients Per Serving			
Calories	43	Total Carbohydrates	3 g
Total Fat	1 g	Dietary Fiber	0 g
Saturated Fat	0 g	Total Sugars	2 g
Cholesterol	4 mg	Protein	4 g
Sodium	207 mg		



Chicken Shawarma

Cooking Process: #2 Same-Day Service

CACFP Crediting Information	
Serving Size	1 Serving Provides
2 ounces	2 oz equivalent meat/meat alternate

Ingredients	12 Servings	
	Weight	Measure
Olive oil, extra virgin		1/3 cup
Lemon juice, fresh		2 Tbsp
Paprika, ground		2 tsp
Allspice, ground		1 tsp
Garlic powder		1 tsp
Cumin, ground		1 tsp
Turmeric, ground		1 tsp
Cinnamon, ground		1 tsp
Salt, table		1 tsp
Chicken breast, boneless, skinless, raw	2 lb	

Instructions

1. In a bowl, whisk together olive oil, lemon juice, and all other dry ingredients.
2. Set marinade aside.
3. Place chicken in a shallow pan. Pour marinade over chicken and coat evenly. Cover the pan with plastic wrap and place in the refrigerator for at least 30 minutes.
4. Preheat oven to 375 °F.
5. Line a sheet pan with parchment paper. Remove chicken from marinade, place on parchment, and bake until chicken reaches 165 °F. CCP: Heat to 165 °F or higher for at least 15 seconds.
6. Cut chicken into thin strips to fill pita pockets with 2 oz. CCP: Hold for hot service at 140 °F or higher.

Recipe adapted from the John C. Stalker Institute.

Nutrients Per Serving			
Calories	113	Total Carbohydrates	1 g
Total Fat	8 g	Dietary Fiber	0 g
Saturated Fat	2 g	Total Sugars	0 g
Cholesterol	23 mg	Protein	9 g
Sodium	208 mg		



Sautéed Spinach and Tomatoes

Cooking Process: #2 Same-Day Service

CACFP Crediting Information	
Serving Size	1 Serving Provides
1/3 cup (No. 12 scoop)	1/4 cup vegetable

Ingredients	12 Servings	
	Weight	Measure
Butter, unsalted		1 1/2 Tbsp
Onions, yellow, fresh, diced	4 oz	3/4 cup
Bell peppers, red, fresh, diced	4 oz	3/4 cup
Garlic, fresh, minced		1 Tbsp
Ginger, fresh, minced		1 Tbsp
Red pepper flakes		1 tsp
Spinach, fresh	1 lb 8 oz	2 qts 1 1/2 cups
Tomato paste, no salt added	4 oz	1/4 cup 2 Tbsp
Salt, table		3/4 tsp

Instructions

1. Heat butter over medium heat in a large stock pot.
2. Add onions, bell peppers, garlic, ginger, and red pepper flakes. Sauté uncovered for 3 minutes over medium heat until tender and translucent. Stir frequently.
3. Add half the spinach and stir.
4. Add the tomato paste and salt. Stir well.
5. Add the remaining spinach and stir. Continue cooking for about 5 minutes. CCP: Cook to 165 °F or higher for at least 15 seconds.
6. Transfer to a serving container. CCP: Hold for hot service at 140 °F or higher.
7. Serve 1/3 cup portions using a No. 12 scoop.

Recipe adapted from USDA Recipes for Child Care Centers.

Nutrients Per Serving			
Calories	35	Total Carbohydrates	5 g
Total Fat	1 g	Dietary Fiber	2 g
Saturated Fat	0 g	Total Sugars	2 g
Cholesterol	0 mg	Protein	2 g
Sodium	189 mg		



Kati-Kati Baked Chicken

Cooking Process: #2 Same-Day Service

CACFP Crediting Information	
Serving Size	1 Serving Provides
1 chicken breast	2 oz equivalent meat/meat alternate

Ingredients	12 Servings	
	Weight	Measure
Chicken breasts, frozen, cooked, thawed	1 lb 8 oz	12 pieces (2 oz portions)
Vegetable oil		1 ½ Tbsp
Sugar		1 Tbsp
Garlic powder		1 Tbsp
Cumin, ground		1 Tbsp
Cinnamon, ground		1 ½ tsp
Allspice, ground		1 ½ tsp
Paprika, ground		1 ½ tsp
Salt, table		1 ⅛ tsp
Turmeric, ground		¾ tsp
Black pepper, ground		½ tsp
Cayenne pepper, ground		¼ tsp
Red pepper flakes		¼ tsp
Parsley, fresh, minced		⅓ cup
Nonstick spray		

Instructions

1. Place chicken in a large mixing bowl. Add the vegetable oil and stir to coat the chicken with oil. Set aside.
2. In a small bowl, combine sugar, garlic powder, cumin, cinnamon, allspice, paprika, salt, turmeric, black pepper, cayenne pepper, and red pepper flakes. Mix together and pour over the oiled chicken.
3. Toss the chicken with the spice blend. Cover and marinate, refrigerated, for at least 30 minutes.
4. Place chicken portions on a sheet pan lined with parchment paper lightly coated with nonstick spray.
5. Bake in a conventional oven at 350 °F for 10-15 minutes or in a convection oven at 325 °F for 8-12 minutes. CCP: Cook to 165 °F or higher for at least 15 seconds.
6. Remove from oven and garnish with minced parsley. CCP: Hold for hot service at 140 °F or higher.
7. Serve 1 chicken breast (2 oz). Serve with Jollof Rice and Sautéed Spinach and Tomatoes. (optional)

Recipe adapted from USDA Recipes for Child Care Centers.

Nutrients Per Serving			
Calories	109	Total Carbohydrates	3 g
Total Fat	4 g	Dietary Fiber	1 g
Saturated Fat	1 g	Total Sugars	1 g
Cholesterol	45 mg	Protein	16 g
Sodium	432 mg		

Pizza Green Beans

Cooking Process: #2 Same-Day Service

CACFP Crediting Information	
Serving Size	1 Serving Provides
½ cup (4 oz slotted spoodle)	½ cup vegetable

Ingredients	12 Servings	
	Weight	Measure
Tomatoes, canned, diced, no salt added, drained	1 lb	4 cups
Green beans, canned, no salt added, with liquid	3 lb 6 oz	2 qts
Oregano, dried		2 Tbsp
Garlic, fresh, minced		1 Tbsp
Black pepper, ground		¼ tsp
Salt, table		½ tsp

Instructions

1. Combine tomatoes and green beans in a medium saucepan.
2. Add oregano, garlic, black pepper, and salt. Stir well.
3. Bring to a boil uncovered over medium-high heat for 5-10 minutes. Reduce heat and simmer uncovered for 5 minutes. CCP: Cook to 140 °F or higher for at least 15 seconds.
4. Transfer to a serving dish. CCP: Hold for hot service at 140 °F or higher.
5. Serve ½ cup (portion with a 4 oz slotted spoodle).

Recipe adapted from USDA Recipes for Family Child Care Homes.

Nutrients Per Serving			
Calories	35	Total Carbohydrates	7 g
Total Fat	0 g	Dietary Fiber	3 g
Saturated Fat	0 g	Total Sugars	1 g
Cholesterol	0 mg	Protein	1 g
Sodium	183 mg		



Jollof Rice

Cooking Process: #2 Same-Day Service

CACFP Crediting Information	
Serving Size	1 Serving Provides
½ cup (No. 8 scoop)	¼ cup vegetable and 1 oz equivalent grains

Ingredients	12 Servings	
	Weight	Measure
Vegetable oil		2 Tbsp
Onions, yellow, fresh, diced	4.5 oz	¾ cup 2 Tbsp
Bell peppers, red, fresh, diced	3.25 oz	½ cup 2 Tbsp
Garlic, fresh, minced		1 ½ tsp
Salt, table		½ tsp
Curry powder, ground		1 ½ tsp
Paprika, ground		1 tsp
Ginger, ground		½ tsp
Cayenne pepper, ground		⅛ tsp
Tomatoes, canned, diced, no salt added, with liquid	4 oz	½ cup
Tomato sauce, canned, no salt added	4 oz	½ cup
Vegetable broth, low sodium		2 cups
Brown rice, long-grain, parboiled, dry	13 oz	2 cups 2 Tbsp
Peas and carrots, frozen, thawed, drained	6 oz	1 ¼ cups
Cilantro, fresh, finely chopped	0.5 oz	¾ cup 2 Tbsp
Nonstick spray		

Instructions

1. Heat oil in a large stockpot.
2. Add onions, bell peppers, garlic, and salt. Sauté uncovered over medium heat for about three minutes or until translucent.
3. Add the curry powder, paprika, ginger, and cayenne pepper and stir to combine ingredients. Bloom the spices for 1 minute.
4. Add the diced tomatoes and tomato sauce. Heat uncovered over medium heat for 5 minutes, or until liquid is reduced and tomatoes begin to soften, stirring frequently.
5. Add the vegetable broth and brown rice. Stir well.
6. Transfer to a half-size steamtable pan lightly coated with nonstick spray. Cover tightly with foil.
7. Bake in a conventional oven at 350 °F for 45 minutes or in a convection oven at 350 °F for 40 minutes.

8. Remove the rice from the oven, carefully remove foil, and scatter the peas and carrots over the top of the rice. Cover tightly with foil and place back into the oven for 3-5 minutes. CCP: Cook to 140 °F or higher for at least 15 seconds.
9. Remove from oven. Fluff rice with a fork. CCP: Hold for hot service at 140 °F or higher.
10. Garnish with chopped cilantro. Portion ½ cup with No. 8 scoop.

Recipe adapted from USDA Recipes for Child Care Centers.

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
Cholesterol	0 mg	Protein	4 g
Sodium	191 mg		



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