CICN Presents:

CACFP Culinary Training

Fruits

Training Manual

CICN | CULINARY INSTITUTE OF CHILD NUTRITION

CICN Presents:

CACFP Culinary Training Fruits

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

PROJECT MANAGERS
Garrett Berdan
Molle Polzin

EXECUTIVE DIRECTOR
Aleshia Hall-Campbell, PhD, MPH

Key Area(s): 1 – Nutrition, 2 – Operations

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

2024

Disclaimer

This project has been funded at least in part with Federal funds from the U.S. Department of Agriculture, Food and Nutrition Service through an agreement with the Institute of Child Nutrition at the University of Mississippi. The content of this publication does not necessarily reflect the view or policies of the U.S. Department of Agriculture, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: https://www.usda.gov/sites/default/files/documents/ad-3027.pdf, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. Mail: U.S. Department of Agriculture
   Office of the Assistant Secretary for Civil Rights
   1400 Independence Avenue, SW
   Washington, D.C. 20250-9410; or
2. Fax: (833) 256-1665 or (202) 690-7442; or
3. Email: Program.Intake@usda.gov

The USDA is an equal opportunity provider.

The University of Mississippi is an EEO/AA/Title VI/Title IX/Section 504/ADA/ADEA Employer.

Suggested Reference Citation:
Institute of Child Nutrition. (2024). *CICN Presents: CACFP Culinary Training — Fruits*. University, MS: Author.

10/10 /2024

Table of Contents

Background Information for Trainers 9
Training-at-a-Glance 11
Introduction 15
Ground Rules 17
Overall Training Goals 18
Training Objectives 18
Introduction to Fruits 19
Culinary Basics 27
- Components of Standardized Recipes 27
- Mise en Place 33
- Unit of Measurement 37
- Weight vs. Volume Demonstration 39

Chef Demo 41
- Food Safety 43
- Knife Safety 45
- Basic Knife Cuts 51

Team Cooking Lab 59
Recipe Evaluation 69
Action Planning 73
Wrap Up 75
Course Evaluation 75
References 77
Appendix 79
- ICN Competencies 81
- Professional Standards and Key Area Codes 81
- Culinary Terms 83
- Instructor's Preparation Guide 89
  - Chef Demonstration Guide 89
  - Team Cooking Lab 91

Equipment Checklist 95
Shopping List 97
Recipes 101

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 Fruits*. 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: • Sign-in sheet • Introduce topic • Introductions • Ice breaker activity • Ground rules • Training goals and objectives • Culinary terms	• Sign-in Sheet • Training Manual • Training Goals and Objectives • Culinary Terms (Appendix)
Introduction to Fruits			
OBJECTIVES: • Identify a variety of fruits—fresh, frozen, canned, dried, and 100% fruit juices. • Explain the nutritional benefits of incorporating fruits into the diet. • Discuss how to incorporate different types and forms of fruits into menus.			
30 minutes	• Fruit definition • Nutritional benefits of fruits • Menu planning	• Define fruit. • Discuss the nutritional benefits of fruits. • Compare and contrast the forms of fruits—fresh, frozen, canned, dried, and 100% fruit juices. • Discuss when to use the different forms. • Explain how to read labels to identify added sugar. • Review the seasonality of fruits. • Provide ideas on how to incorporate a variety of fruits into menus.	Handouts: • Fruits and Vegetables in Color • Menu Activity

Time	Topic	Task	Materials
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	● Standardized recipes ● Mise en place ● Units of measure ● Weight vs. volume	● Identify key components of a standardized recipe. ● Develop a mise en place list. ● Discuss units of measure. ● Discuss and demonstrate weight vs. volume measuring.	● See Instructor's Preparation Guide in the Appendix for necessary supplies and equipment. ● Handout: CICN Mise en Place infographic
Chef Demo			
OBJECTIVES: ● Discuss storage and food safety practices when preparing fruits. ● Review culinary techniques used for the preparation of a variety of fruits.			
30 minutes	● Storage and food safety considerations ● Preparation techniques ● Identify and sample fruits	● Discuss storage and food safety considerations. ● Demonstrate knife skills needed for fruit preparation. ● Review fresh preparation and steps to avoid oxidation and textural changes in prepared fruit. ● Discuss cooking techniques for fruits.	● See Instructor's Preparation Guide in the Appendix for necessary supplies and equipment. ● Handouts: ▪ Knife Safety ▪ Knife Grips ▪ Knife Care and Maintenance ▪ How to Cut and Core an Apple ▪ How to Cut a Pineapple ▪ How to Zest and Cut Citrus ▪ How to Cut a Seeded Melon ▪ How to Cut a Watermelon

Time	Topic	Task	Materials
Team Cooking Lab			
OBJECTIVE: ● Apply preparation techniques with a variety of types and forms of fruits.			
15 minutes	Intro to the lab	● 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.	● See Team Food Preparation, Equipment Checklist, and Shopping List in the Appendix for necessary supplies and equipment. ● Food Safety Fact Sheets: ▪ Handwashing ▪ Washing Fruits and Vegetables ▪ Cooking Foods ▪ Handling Produce Safely
80 minutes	Team food production	Teams prepare assigned recipes.	
Recipe Evaluation			
OBJECTIVE: ● Evaluate the quality and usability of prepared fruit recipes.			
15 minutes	● Sample foods ● Recipe evaluation	● 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	● Team Share: Key takeaways and how they will be implemented in their program	Handout: Application Action Plan
10 minutes	Training evaluation	● Wrap up session with closing thoughts. ● Conduct training evaluation.	● 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 Fruits.
- 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	Honey Cinnamon Baked Pears	Peach Crumble	Baked Apples with Crumb Topping	Blueberry Crumble	Cranberry Applesauce	Blueberry Compote
Recipe 2	Any Berry Sauce	Minty Melon Salad	Strawberry Spinach Salad	Watermelon Salsa	Red, White, and Blue Fruit Salad	Peach, Tomato, and Basil Salad

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 explain the importance of serving fruits in the CACFP.
- Participants will identify a variety of fruits—fresh, frozen, canned, dried, and 100% fruit juices.
- Participants will apply preparation techniques for fruits.
- Participants will demonstrate how to incorporate fruits into CACFP menus.

Training Objectives

- Identify a variety of fruits—fresh, frozen, canned, dried, and 100% fruit juices.
- Explain the nutritional benefits of incorporating fruits into the diet.
- Discuss how to incorporate different types and forms of fruits into menus.
- Recall the importance of utilizing standardized recipes.
- Demonstrate the correct use of mise en place.
- Explain the benefits of proper measuring using weight and volume.
- Demonstrate how to properly measure using weight and volume.
- Discuss storage and food safety practices when preparing fruits.
- Review culinary techniques used for the preparation of a variety of fruits.
- Apply preparation techniques with a variety of types and forms of fruits.
- Evaluate the quality and usability of prepared fruit 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: **Oxidation** and **Zest**. 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 Fruits

Time: 30 minutes

Objectives:

- Identify a variety of fruits—fresh, frozen, canned, dried, and 100% fruit juices.
- Explain the nutritional benefits of incorporating fruits into the diet.
- Discuss how to incorporate different types and forms of fruits into menus.

Discuss

Fruits are an important part of a child's diet. They provide essential nutrients and fiber, a mixture of textures and colors, and an abundance of flavors. In addition, many children love fruits because they are naturally sweet.

What are Fruits?

- Fruits come from plants, trees, and vines. A fruit is the part of the plant that develops from the flower, contains seeds, and is generally sweet.
- You might be thinking—what about tomatoes, avocados, cucumbers, peppers, squash, and zucchini—they all have seeds but are considered vegetables.
- From a culinary perspective, fruits and vegetables are separated based on a taste and aroma standpoint. Fruits are considered sweet, and vegetables are considered savory.
- In addition, in the CACFP, USDA recognizes those seeded "fruits" mentioned above (tomatoes, cucumbers, etc.) as vegetables.

Nutritional Benefits of Fruits

Eating fruit provides many health benefits. People who eat more fruit as part of an overall healthy lifestyle are likely to have a reduced risk of some chronic diseases such as heart disease, stroke, certain cancers, diabetes, and obesity.

- Fruits provide essential nutrients, such as potassium, fiber, vitamins A, B, and C, and folate which are vital for health. These nutrients are needed to help children grow and develop.
- Eating fruits in a rainbow of colors (red, green, orange, yellow, purple, blue, etc.) helps ensure children get the essential nutrients they need.
    - See the **Fruits and Vegetables in Color** handout to spark your creativity when picking a variety of colorful fruits to include throughout your menus.

Seasonal Fruits

- Seasonal fruits are those grown and harvested during their natural growing season meaning they may be fresher, more flavorful, and often more affordable than out-of-season fruits.
- Seasonal fruits vary by area, depending on the climate of the region. Check with your local farmers' market or grocery store to see what fruits are currently in season in your area. The USDA Seasonal Produce Guide can help you explore when produce is in season.

Class Discussion Prompt

Question: What are some ways your program purchases fruits that are in season?

Possible Answers: Community Supported Agriculture (CSA), cooperative buying (partnering with other programs to buy bulk from farmers), farmer's market, local farms, grocery stores, community or program gardens.

FRUITS AND VEGETABLES IN COLOR

RED, PURPLE & BLUE


Beets


Blood Oranges


Cherries


Blueberries


Cranberries


Eggplants


Figs


Plums


Pomegranates


Radicchio


Radishes


Raspberries


Red Apples


Red Cabbage


Red Grapes


Red Leaf Lettuce


Red Onions


Red Pears


Red Peppers


Red Potatoes


Rhubarb


Strawberries


Tomatoes


Watermelons

ORANGE & YELLOW


Apricots


Butternut Squash


Cantaloupes


Carrots


Grapefruits


Lemons


Mangos


Nectarines


Oranges


Papayas


Peaches


Pineapples


Rutabagas


Sweet Corn


Sweet Potatoes


Tangerines


Yellow Apples


Yellow Beets


Yellow Pears


Yellow Potatoes


Yellow Summer Squash


Yellow Tomatoes


Yellow Watermelons


Yellow Winter Squash

GREEN


Artichokes


Asparagus


Avocados


Broccoli


Brussel Sprouts


Celery


Cucumbers


Green Apples


Green Beans


Green Cabbages


Green Grapes


Green Onions


Green Pears


Green Peppers


Honeydew Melons


Kiwi


Leafy Greens


Leeks


Lettuce


Limes


Okra


Peas


Spinach


Zucchini

WHITE & BEIGE


Bananas


Brown Pears


Cauliflower


Coconuts


Daikon Radishes


Dates


Garlic


Ginger


Jerusalem Artichokes


Jicamas


Kohlrabi


Mushrooms


Navy Beans


Onions


Parsnips


Plantains


Rutabagas


Shallots


Turnips


White Asparagus


White Corn


White Nectarines


White Peaches


Yuca Root

This project has been funded at least in part with Federal funds from the U.S. Department of Agriculture, Food and Nutrition Service through an agreement with the Institute of Child Nutrition at the University of Mississippi. The contents of this publication do not necessarily reflect the views or policies of the U.S. Department of Agriculture, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. government.
The University of Mississippi is an EEO/AA/Title VI/Title IX/Section 504/ADA/ADEA Employer.
In accordance with Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability.
To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, Room 326-W, Whitten Building, 1400 Independence Avenue, SW, Washington, DC 20250-9410 or call (202) 720-5964 (voice and TDD). USDA is an equal opportunity provider and employer.

07/01/2019

INSTITUTE OF child nutrition
RESOURCES • TRAINING • RESEARCH

Types of Fruits

- *Fresh fruit*s retain the full amount of nutritional value. Buy locally grown fresh fruits in season when they may be less expensive and are at peak flavor.
- *Frozen fruits* are a delicious and nutritious alternative to fresh. They are picked at the peak of freshness, and the rapid freezing process helps preserve their nutritional value and keeps the texture consistent and true to form.
    - Defrost frozen fruits as needed, making them a convenient ingredient.
    - Choose frozen fruits with no added sugar, syrups, or sauces.
- *Canned fruits* are a convenient and low-cost option; however, the canning process uses lower-quality fruit and may reduce some of the health benefits. Canned fruits may also include added sugar from the juice or syrup they are packed in. You can do one of the following to reduce added sugar:
    1. Look for canned fruits in water or 100% juice; or
    2. Drain the liquid from the canned fruit in a colander.
- *Dried fruits* have been dehydrated or dried to remove most of their water content, increasing their shelf life. Examples include raisins, apricots, figs, dates, prunes, and cranberries.
    - Like other fruits, dried fruits contain fiber, antioxidants, and other nutrients.
    - However, because water is removed from dried fruit, this concentrates the naturally occurring sugar and calories. Therefore, eat dried fruit in small amounts and choose ones with labels that say, “Reduced Sugar,” “Low Sugar,” or “No Sugar Added.”
- *One hundred percent (100%) fruit juice* is a drink made by blending or juicing a variety of fruits, such as apples, grapes, or oranges.
    - One hundred percent (100%) fruit juice should not replace whole fruits, which provide fiber.
    - Limit to serving 100% juice (fruit, vegetable, or a combination) one time per day.

When it comes to choosing fruits to include on your menus, focus on whole fruits that are fresh, frozen, or canned (in water or 100% juice). These options tend to be higher in fiber, vitamins, and minerals. The Dietary Guidelines for Americans (DGA) recommends that at least half of the recommended amount of fruit should come from whole fruit, rather than 100% juice.

Sugar in Fruit

You may have heard you should limit the amount of fruit you eat because it has a lot of sugar. It is true that fruit naturally contains sugar. However, whole fruit does not contain added sugars.

Added sugars are different from naturally occurring sugars. Added sugars are added to foods during processing to enhance flavor. Some processed fruits—such as fruit juices or fruit canned in juice, light syrup, or heavy syrup—may contain added sugars.

It is important to understand the difference between Total Sugars and Added Sugars on the Nutrition Facts label.

- *Total Sugars* include both naturally occurring sugar and added sugar. All fruit products will have an amount in the Total Sugars line because all fruit contains naturally occurring sugar.

Total sugars = Added Sugars + Naturally Occurring Sugars

- *Added Sugars* include only the sugars that are added to the product during processing. Use this information to choose processed fruit products with little to no added sugars.
  - Canned fruit packed in light or heavy syrup will have an amount listed in the Added Sugars line. Canned fruit packed in 100% juice or water will not have added sugars.

Health Consequences of Too Much Sugar

Limiting children's consumption of added sugars will help children develop a taste preference for unsweetened fruit. Including food and drinks that are lower in added sugars can help children learn to love a variety of flavors, not just what is sweet.

The DGA recommends limiting added sugars to less than 10% of calories per day. Children ages 2–4 years should consume less than 35 grams (8 teaspoons) of added sugars per day. Children under the age of two years should not be served foods and beverages with added sugars. To put this into perspective, one 12-ounce can of soda, lemonade, or fruit drink has up to 60 grams of added sugars!

Many children consume an excessive amount of added sugars. For children ages 2–4 years, 57% of girls and 61% of boys consume excess added sugars each day. It's even higher for older children—77% of girls and 80% of boys aged 5-8 years, consume excess sugars each day.

Foods high in added sugars tend to be heavily processed, high in calories, and lacking essential nutrients. Including foods with added sugars in your menus should be limited and in small amounts. Eating too many added sugars can contribute to health problems such as obesity, insulin resistance, type 2 diabetes, high blood pressure, and heart disease.

Reading Nutrition Facts Labels

Look at the sample labels below to compare the amounts of Added Sugars in a serving of canned pears in heavy syrup and a serving of canned pears in water.

Canned Pears in Heavy Syrup

Nutrition Facts

3.5 servings per container

Serving size **1/2 cup (128g)**

Amount Per Serving

Calories **100**

	% Daily Value*
Total Fat 0g	0%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 0mg	0%
Total Carbohydrate 25g	9%
Dietary Fiber 1g	4%
Total Sugars 24g	
Includes 12g Added Sugars	24%
Protein 0g	0%

Canned Pears in Water

Nutrition Facts

3.5 servings per container

Serving size **1/2 cup (128g)**

Amount Per Serving

Calories **45**

	% Daily Value*
Total Fat 0g	0%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 0mg	0%
Total Carbohydrate 11g	4%
Dietary Fiber 1g	4%
Total Sugars 9g	
Includes 0g Added Sugars	0%
Protein 0g	0%

Keep in mind, when comparing different products, make sure the serving sizes are the same. If the serving sizes are different, you will need to calculate an adjusted serving size to compare the products. In this case, both labels list the same serving size, so a direct comparison can be made without the need to adjust the serving size.

As you can see, a ½ cup serving of canned pears in heavy syrup has 12 grams of added sugars compared to 0 grams of added sugars in the canned pears in water. It is essential to read the Nutrition Facts labels to purchase the healthiest options.

Class Discussion Prompts

Questions:

- Are you surprised by the amounts of added sugars in the different types of canned pears?
- Will knowing the difference in the amount of added sugars in different products change your purchasing decisions?

Allow participants to respond and thank them for sharing.

Incorporating Fruits Into Menus

Discuss

Serving an array of fruits in different colors is a great way to add variety, flavor, and nutrition to your menus. Here are some ideas for incorporating fruits into your menus:

- Add fresh berries, peaches, or sliced bananas to cereal, cottage cheese, oatmeal, or yogurt.
- Cook or puree canned fruits into sauces to put on top of pancakes or waffles.
- Make a fruit smoothie with your favorite frozen fruits or 100% juice.
- Make a fruit salad with a variety of fruits (apples, grapes, mandarin oranges, blackberries).
- Include orange sections, dried cranberries, strawberries, or grapes in a tossed salad.
- Serve mango fruit salsa as a topping for chicken or fish.
- Add sliced fruit like oranges or pineapple to stir-fry.
- Use applesauce instead of sugar to sweeten a recipe.
- Mix dried fruits into cereal, salads, rice dishes, yogurt, or trail mix.
- Include dried fruit as a handy snack on field trips when refrigeration is limited or not available.

Class Discussion Prompts

Questions:

- What are some ways you have incorporated a variety of fruits into your menus?
- What are some ways you would like to incorporate different types and forms of fruits into your menus based on these ideas?

Allow participants to respond and thank them for sharing.

Menu Activity

Instructor's Note: Suggest participants use the **Fruits and Vegetables in Color** handout if they need inspiration for this activity.

Break into small groups. Fill in the menu with a different fruit for each meal and snack. Include a variety of different fruits (i.e., a rainbow of colors). You can use any form of fruit (fresh, frozen, canned, or dried). You will have 5 minutes. Share ideas with the large group.

	Monday	Tuesday	Wednesday	Thursday	Friday
Breakfast	Eggs Fruit: _____ 1% Milk	English Muffin Fruit: _____ 1% Milk	Cottage Cheese Fruit:_____ 1% Milk	Oatmeal Fruit: _____ 1% Milk	Toast Fruit: _____ 1% Milk
Lunch	Ground Turkey Wrap with Tortilla Fruit: _____ Pea Pods 1% Milk	Spaghetti and Meat Sauce Fruit: _____ Carrots Coins 1% Milk	Split Pea Soup with Ham WG Crackers Fruit: _____ Cauliflower 1% Milk	Baked Chicken WG Roll Fruit: _____ Steamed Green Beans 1% Milk	Tuna Noodle Casserole Fruit: _____ Yellow Zucchini 1% Milk
Snack	String Cheese _____	Cucumbers _____	Yogurt _____	WG Pita Wedges _____	Cherry Tomatoes _____

Key Messages

Include a variety of fruits each week.

- Eating fruit provides many health benefits. People who eat more fruit as part of an overall healthy lifestyle are likely to have a reduced risk of some chronic diseases.
- Choose whole fruits that are fresh, frozen, or canned (in water or 100% juice) to include on menus. These options tend to be lower in added sugars and higher in fiber, vitamins, and minerals.
- Limit to serving 100% juice (fruit, vegetable, or a combination) one time per day.
- When serving canned fruits, purchase fruit canned in water or 100% fruit juice rather than syrup.
- Read the Nutrition Facts label of processed fruit products to check for added sugars and choose options with little to no added sugars.

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 **Easy Overnight Oats and Berries** 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 ½ 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 Easy Overnight Oats and Berries recipe's meal component(s) contribution?

Answer: One-half (½) cup Easy Overnight Oats and Berries provides ¼ cup fruit, ¼ oz equivalent meat alternate, and ½ ounce equivalent grains.

What questions do you have?

Easy Overnight Oats and Berries

A new twist on an old favorite. Try this no-cook, make-ahead whole grain-rich breakfast.

AGES: 3–5 years
PREP TIME: 30 minutes
COOK TIME: 0 minutes

CACFP CREDITING INFORMATION
¼ cup fruit
¼ oz eq meat alternate
½ oz eq grains

SOURCE
Team Nutrition CACFP Easy Recipe Project
TeamNutrition.USDA.gov

INGREDIENTS	25 SERVINGS		50 SERVINGS		DIRECTIONS
	Weight	Measure	Weight	Measure	
					1 Wash hands with soap and water for at least 20 seconds.
Milk, low-fat (1%)	8 fl oz	1 cup	16 fl oz	2 cups	2 In a steam table pan, combine milk, Greek yogurt, honey, and vanilla extract. Stir. **For 25 servings,** use a half pan (10⅜" x 12¾" x 4"). **For 50 servings,** use 1 pan (12" x 20" x 4").
Greek yogurt, vanilla, non-fat	1 lb 9 oz	3⅛ cup	3 lb 2 oz	1 qt + 2¼ cups	
Honey, pasteurized		3 Tbsp		¼ cup + 2 Tbsp	

INGREDIENTS	25 SERVINGS		50 SERVINGS		DIRECTIONS
	Weight	Measure	Weight	Measure	
Vanilla extract		1 tsp		2 tsp	
Oats, quick	13½ oz	1 qt	1 lb 11 oz	2 qt	**3** Add oats. Mix well.
Blueberries, blackberries, and raspberries, whole, frozen, unsweetened	3 lb 8 oz	3 qt + ½ cup	7 lb	1 gal + 2 qt + 1 cup	**4** Add berries. Stir.
					5 Cover and refrigerate for 8–12 hours at 40 °F or lower.
					6 Remove from the refrigerator and stir.
					7 Serve ½ cup (#8 scoop). Serve immediately, or keep cold at 40 °F or lower.

NUTRITION INFORMATION

½ cup Easy Overnight Oats and Berries

Nutrients	Amount
Calories	**127**
Total Fat	**1 g**
Saturated Fat	0 g
Cholesterol	0 mg
Sodium	**15 mg**
Total Carbohydrate	**24 g**
Dietary Fiber	5 g
Total Sugars	10 g
Includes Added Sugars	N/A
Protein	**6 g**
Vitamin D	N/A
Calcium	66 mg
Iron	1 mg
Potassium	N/A

N/A = Data not available

NOTES

- **Contains milk (milk and yogurt).** Some oats may be grown/processed with other wheat products.
- Yogurt must not contain more than 23 grams of total sugars per 6 ounces.
- For breakfast, you can credit the grains or meats/meat alternates in this recipe toward the reimbursable meal.
- Meats/meat alternates may be served in place of the entire grains component up to 3 times per week at breakfast in the CACFP.
- Meals as Teaching Moments: The yogurt in this recipe may not be easy for kids to recognize (visible) as a meat alternate component of the meal. Adding a visible meat/meat alternate, such as finely chopped nuts or a spoonful of additional yogurt on top, may help kids learn about meats/meat alternates as part of a balanced meal.
- The symbol indicates the recipe is whole grain-rich.
- Creditable grains contribution calculated using the Recipe Analysis Workbook, Method A.

YIELD/VOLUME

25 Servings	50 Servings
Weight: 6 lb 14 oz Yield: 3 qt ½ cup	Weight: 13 lb 7 oz Yield: 1 gal 2 qt 1 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

"TO PUT IN PLACE"

Step 1: Review Recipes & Production Records

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

Step 2: Prioritize Your Work

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

Step 3: Collect Tools & Prepare Equipment

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

Step 4: Gather Recipe Ingredients

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

Step 5: Prepare Ingredients

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

Step 6: Set Up Your Workstation

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

CICN | CULINARY INSTITUTE OF CHILD NUTRITION

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 ½ 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:

- Discuss storage and food safety practices when preparing fruits.
- Review culinary techniques used for the preparation of a variety of fruits.

Demonstrate/Discuss

- Discuss food safety overview.
- Demonstrate knife skills needed for fruit preparation.
- Discuss baking fruit.
- Review advanced preparation, avoiding oxidation, and textural changes in prepared fruit.

Chef Demo

Food Safety

Discuss

Here are some storage and food safety practices to follow when preparing fruit for CACFP programs:

1. Storage:
    - Store fresh fruit in a cool and dry place to maintain their quality and freshness.

2. Cleaning:
    - Wash fruit thoroughly before use to remove any dirt, debris, or harmful bacteria.
    - Use a vegetable brush to scrub the surface of fruits that have tough skin.
    - Rinse the fruit under running water, making sure to cover all parts of the fruit.

3. Cutting and preparing:
    - Use clean and sanitized utensils and cutting boards to prepare fruit.
    - Avoid cross-contamination by using separate utensils and cutting boards for different types of fruit.
    - Cut fruit into bite-sized pieces to make it easier for children to eat.

4. Serving:
    - Keep fruit at a safe temperature (below 40 °F or above 140 °F) to prevent the growth of harmful bacteria.
    - Discard any cut fruit that has been left out at room temperature for more than two hours.
    - Follow state and local health and safety standards.

By following these storage and food safety practices, you can help ensure the fruits served in CACFP programs are safe and healthy for children to eat.

Food Safety and Temperature Control

- Follow the CCPs.
- Keep hot foods above 140 °F and cold foods below 40 °F.
- Use a two-stage cooling method for chilling cooked fruit.
    - 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: Cooking Foods** Fact Sheet.

Chef Demo

Knife 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

- Set up a workstation for the knife use demo, using the following steps:
  - Start with a work surface that is near waist level.
  - Use an anti-slip mat or damp side towel placed flat on the work surface.
  - Place a National Sanitation Foundation (NSF) approved cutting board on top of the mat/cloth.
    - You may also use a cutting board with rubber grips already attached.
  - Place both hands on the board to check for security.
  - Place pans on the station to show the workflow.
    - Food to be processed
    - Scrap pan
    - Processed food pan
- Demonstrate how to properly stand and safely position yourself and the knife near the cutting board on your (the instructor's) comfort level. This means having proper form, posture, positioning, and focus when beginning to use a knife on a cutting board. It sets up for safe, effective knife skills.
- Demonstrate holding a Chef knife by gripping the top of the blade (near the heel) with the forefinger and thumb, placing your middle finger just behind the heel.
- Discuss: Each site should have designated storage locations for knives and sharp tools. Here are a few things to consider when selecting storage locations.
  - The storage area should be close to workstations, minimizing movement with sharp objects.
  - Storage locations should be marked accordingly.
  - Sharp objects, including knives, should not be loosely stored in drawers.
  - Knife holders should be NSF-approved.
    - Knife blocks made of wood do not meet food safety standards in a commercial setting.
- Demonstrate the claw and tunnel grips, describing the uses and benefits of each.
- Demonstrate the cutting motion, describing how the power of motion begins in the shoulder and works down through the arm. The wrist should have minimal movement. Show a rocking motion, pushing the knife through the food, with the tip of the blade rarely leaving the cutting board.

Discuss

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

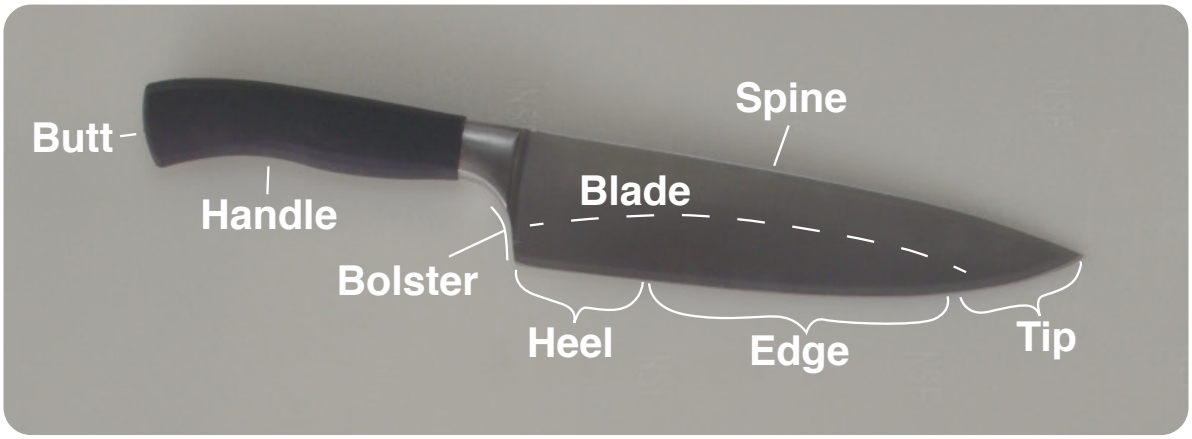
Key Messages

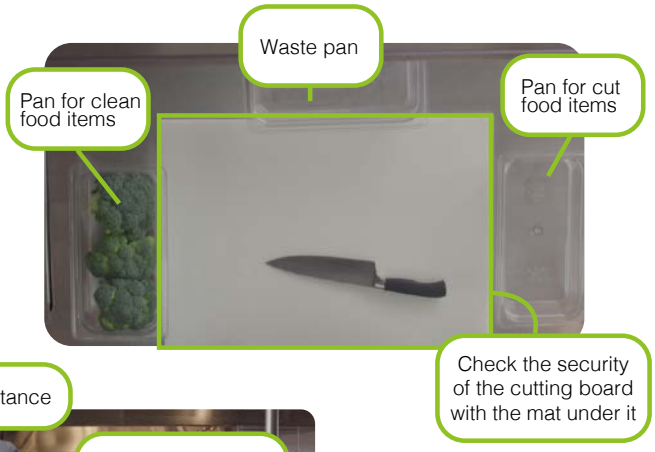
- The proper way to hold a knife is by gripping the blade, near the heel, with your forefinger and thumb, followed by wrapping your other fingers around the handle behind the bolster. This hold provides a commanding grip on the tool, essentially making the knife an extension of your arm.
- Taking the time to develop your knife skills will go a long way in increasing the eye appeal and mouthfeel of your foods, conveying a message of professionalism and care for your craft.
- Children notice when the foods we serve are prepared with care, which leads to customer acceptance.

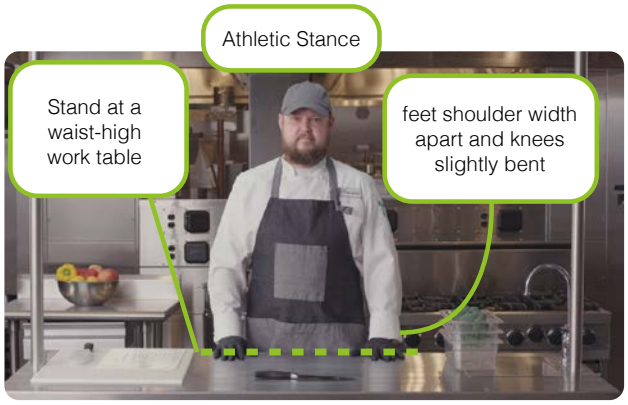
Culinary Quick Bites
KNIFE SKILLS

KNIFE SAFETY

S	A	F	E	T	Y
Securely hold the knife	Anchor cutting boards	Fingertips curled back like a claw	Eyes on the knife	Take your time	Yield to falling knives







CiCN CULINARY INSTITUTE OF CHILD NUTRITION

Culinary Quick Bites
KNIFE SKILLS

KNIFE GRIPS

S	A	F	E	T	Y
Securely hold the knife	Anchor cutting boards	Fingertips curled back like a claw	Eyes on the knife	Take your time	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.

CICN Culinary Institute of Child Nutrition

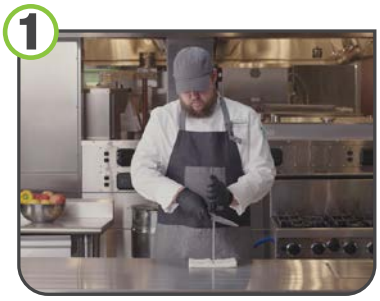
Culinary Quick Bites
KNIFE SKILLS

KNIFE CARE AND MAINTENANCE

Steps to Hone a Knife:

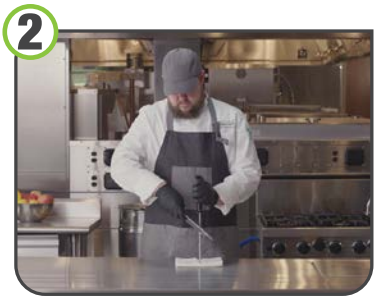
- Place a towel on your work surface to prevent the steel from slipping.
- Hold the steel vertically, with the tip resting on your work surface.
- The knife should pass across the steel at a 22 degree angle. A good way to identify what a 22 degree angle looks like is to address the steel with your knife 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



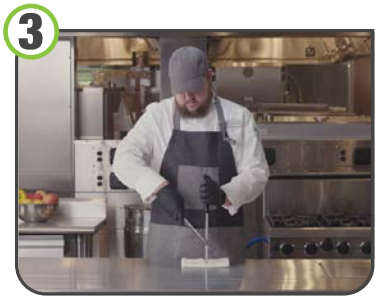
Begin at the heel of the blade, high on the steel.

2



Pull towards you as you slide down.

3

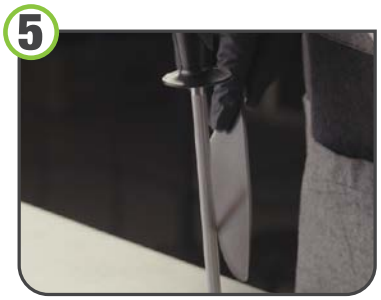


Finish at the tip.

4

Switch to the other side.

5



Pull as you slide.

6

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

CICN CULINARY INSTITUTE OF CHILD NUTRITION

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

Basic Knife Cuts

Instructor's Note: The majority of this lesson is demonstration-based. Handouts illustrating each cut are included in the training manual. Demonstrate how to properly prepare each food using the corresponding handout as a guide. Before the demonstrations, clean all food items and ensure your station is clean, sanitized, and ready for demonstration. Use safe food handling practices at all times.

During the demonstrations, help fill the downtime between demonstrating cuts by asking participants how to apply the specific cut to an item in their program. The key is to keep the topic light and keep the participants thinking about how to apply the knowledge in their daily work. Review the Instructor's Preparation Guide for details.

Demonstrate/Discuss

Now that you have seen how to hold the knife, it is time to discuss the various knife cuts and practice making those cuts.

- Refer to the **How to Cut and Core an Apple** handout and demonstrate the task.
- Refer to the **How to Cut Pineapple** handout and demonstrate the task.
- Refer to the **How to Zest and Cut Citrus** handout and demonstrate the task.
- Refer to the **How to Cut a Seeded Melon** handout and demonstrate the task.
- Refer to the **How to Cut a Watermelon** handout and discuss the task.

Class Discussion Prompt

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

Possible Answers:

- Uniformly cut foods cook at the same rate, aiding in the consistency of texture.
- Uniformly cut foods improve visual presentation.

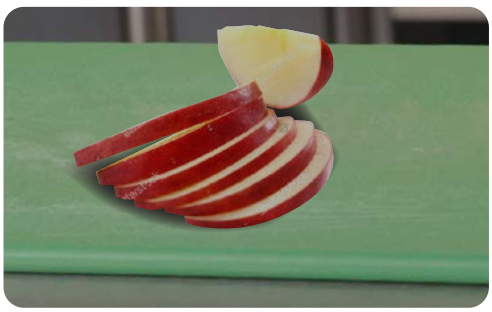
Culinary Quick Bites
KNIFE SKILLS

HOW TO CUT AND CORE AN APPLE

1. Using a tunnel grip, cut the apple in half from top to bottom through the core.

2. Lay each half cut-side-down on the cutting board. Cut in half lengthwise

3. Cut at a 45-degree angle to remove the core from each quarter apple.



4. Then slice each quarter into thin slices.

Handout: How to Cut Pineapple

Culinary Quick Bites
KNIFE SKILLS

HOW TO CUT PINEAPPLE

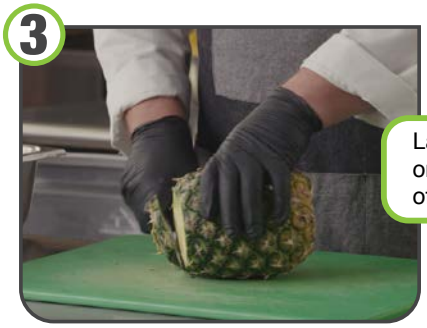
1

Remove the stem by twisting.

2

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

3



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

4

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

5

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

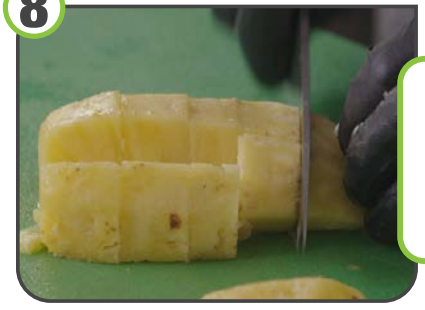
6

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

7

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

8



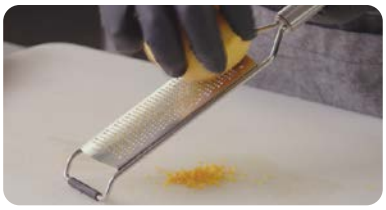
Repeat with the remaining quarters, discarding the cores. Slice quarters into desired sizes.

CICN CULINARY INSTITUTE OF CHILD NUTRITION

Culinary Quick Bites
KNIFE SKILLS

HOW TO ZEST AND CUT CITRUS FRUIT

How to Zest

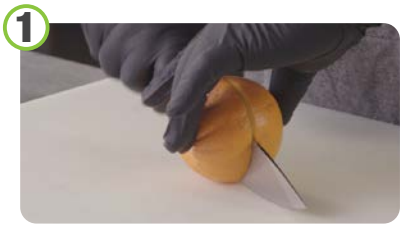


Using a citrus zester: Use moderate pressure to move your citrus fruit through the citrus zester. This tool produces long, thin, curly strips of zest that are ideal for garnishes.

Using a box grater: Use moderate pressure to drag the fruit down the side of the tool to create coarse zest that are commonly used in baking.

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

How to Cut Citrus Fruit



Place the orange on the cutting board so the two ends are horizontal rather than vertical. Cut the orange in half through the equator.

Place the orange halves cut-side down on the cutting board and cut in half again to make wedges.

Cutting citrus fruits in this manner creates an appealing and easy-to-eat end product.

Handout: How to Cut a Seeded Melon

Culinary Quick Bites
KNIFE SKILLS

HOW TO CUT A SEEDED MELON

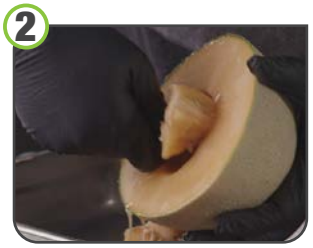
Remove Seeds

1

Cut the melon in half.

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

2



Remove Rind

1

Remove each end of the melon.

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

2

Slice

1

Place melon halves cut-side down on cutting board.

Cut each half into even slices of the desired width.

2

Cube

1

Cut each half into 1-inch thick slices.

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

2

CICN CULINARY INSTITUTE OF CHILD NUTRITION

Handout: How to Cut a Watermelon

Culinary Quick Bites
KNIFE SKILLS

HOW TO CUT A WATERMELON

CUBE

1

Lay the melon on its side and remove each end.

2

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

3

Slice watermelon in half around the “equator”.

4

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

5

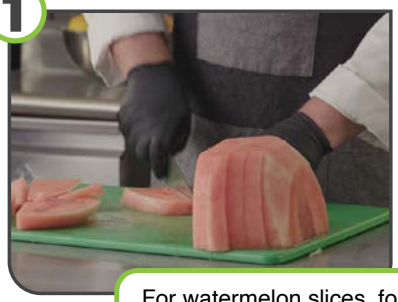
Cut evenly-spaced slices down through the horizontal layers.

6

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

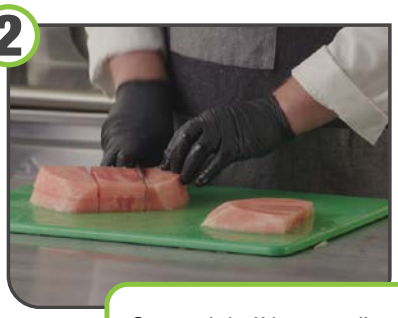
SLICE

1



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

2



Cut each half into smaller slices as desired.

CICN CULINARY INSTITUTE OF CHILD NUTRITION

Preparing Fruit

- Always wash fresh fruits thoroughly under running water. Use a vegetable brush to scrub the surface of fruits that have tough skin.
- Use a vegetable peeler to remove skin from mangoes, kiwi, papaya, and other fruits with similar skin. Use a sharp knife to remove skin from fruits like pineapple, melons, and other fruits with similar skin.
- To remove skin from fruits like peaches or tomatoes, blanch in boiling water, then transfer to an ice bath. This makes peeling easier and helps retain color.
- To zest citrus fruits like lemons and oranges, use a fine grater to get the outer layer without the bitter white pith.
- Always prepare fresh fruit as close to service as possible to avoid browning or loss of texture.
- Apply citrus juice (lemon, lime, or orange) to cut fruits like apples and pears. The citric acid helps prevent browning by slowing down oxidation.
- Store cut fruits in the refrigerator to maintain their crispness and slow down textural changes.
- Overripe fruits can become mushy. Ensure fruits are at their peak ripeness when preparing to maintain optimal texture.

Fruit Cookery

You can also cook fruits, adding additional layers of flavor and texture. When it comes to cooked fruit recipes for CACFP programs, here are some ideas:

- **Baked Apples**: Core and slice apples, and place them in a baking dish. Sprinkle with cinnamon and bake in the oven until the apples are soft.
- **Poached Pears**: Peel and core pears, and place them in a pot with water, a small amount of sugar, and cinnamon. Simmer until the pears are tender.
- **Fruit Crumble**: Top cut fruit with a crumbly topping made from flour, a small amount of sugar, butter, and cinnamon. Bake in the oven until the topping is golden brown.
- **Fruit Compote**: Mix a variety of fruits, such as apples, pears, and berries, with a small amount of sugar and water. Simmer until the fruit is soft, and the liquid has thickened.

Key Messages

- Always wash fresh fruits thoroughly under running water. Use a vegetable brush for fruits with thicker skins.
- Use a sharp knife to remove tough skin or rind on pineapples and melons.
- Use citrus juice to prevent browning on cut apples and pears.
- Cooking fruit enhances the flavor and results in a tender product.

Class Discussion Prompts

Question: What kinds of fruit or berries would be suitable for making a fruit compote?

Possible Answers: Apples, pears, peaches, cherries, blueberries, strawberries, and raspberries.

Question: When might you use cooked fruit on your menu?

Possible Answers: As a topping for pancakes or waffles, or as a fruit side dish or snack.

What questions do you have?

Team Cooking Lab

Time: 95 minutes

Objective:

- Apply preparation techniques with a variety of types and forms of fruits.

Discuss

- During the Team Cooking Lab, you will apply the skills and knowledge presented in this training for preparing recipes using fruits.
- 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**
  - **Handling Produce Safely**

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	Honey Cinnamon Baked Pears	Peach Crumble	Baked Apples with Crumb Topping	Blueberry Crumble	Cranberry Applesauce	Blueberry Compote
Recipe 2	Any Berry Sauce	Minty Melon Salad	Strawberry Spinach Salad	Watermelon Salsa	Red, White, and Blue Fruit Salad	Peach, Tomato, and Basil Salad

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?

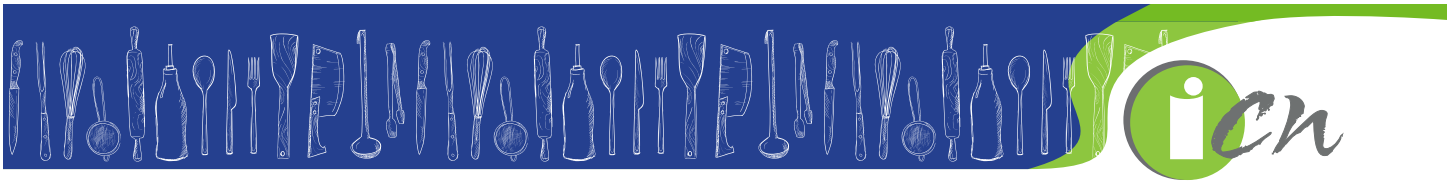
- Beginning to work, either at the beginning of shift or after breaks.

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.

References

U.S. Department of Agriculture, Food and Nutrition Service, & Institute of Child Nutrition. (2015). *Food safety in schools*. University, MS. Author.

U.S. Department of Agriculture, Food and Nutrition Service, & Institute of Child Nutrition. (2016). *HACCP-based standard operating procedures: Washing hands*. Retrieved from http://www.nfsmi.org/ResourceOverview.aspx?ID=75

U.S. Department of Agriculture, Food and Nutrition Service, & Institute of Child Nutrition. (2004). *Wash your hands: Educating the school community*. University, MS. Author.

U.S. Department of Health and Human Services Public Health Services, Food and Drug Administration. (2013). *FDA food code*. Retrieved from http://www.fda.gov/food/guidanceregulation/retailfoodprotection/foodcode/ucm374275.htm

This project has been funded at least in part with Federal funds from the U.S. Department of Agriculture, Food and Nutrition Service through an agreement with Institute of Child Nutrition at The University of Mississippi. The contents of this publication do not necessarily reflect the views or policies of the U.S. Department of Agriculture, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. government.

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

Food Safety Fact Sheet

Washing Fruits and Vegetables

Introduction

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

Here Are the Facts

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

Application

Follow safe practices when handling fresh fruits and vegetables.

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

Monitor handling procedures for fresh fruits and vegetables.

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

Washing Fruits and Vegetables cont.

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

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

Remember, follow state or local health department requirements.

References

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

U.S. Department of Agriculture, Food and Nutrition Service, & Institute of Child Nutrition. (2015). *Food safety in schools*. University, MS. Author.

U.S. Department of Agriculture, Food and Nutrition Service, & Institute of Child Nutrition. (2016). *HACCP-based standard operating procedures: Washing fruits and vegetables.* Retrieved from http://www.nfsmi.org/ResourceOverview.aspx?ID=75

U.S. Department of Health and Human Services Public Health Services, Food and Drug Administration. (2013). *FDA food code*. Retrieved from http://www.fda.gov/food/guidanceregulation/retailfoodprotection/foodcode/ucm374275.htm

This project has been funded at least in part with Federal funds from the U.S. Department of Agriculture, Food and Nutrition Service through an agreement with Institute of Child Nutrition at The University of Mississippi. The contents of this publication do not necessarily reflect the views or policies of the U.S. Department of Agriculture, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. government.

Suggested Reference Citation:
Institute of Child Nutrition. (2016). *Washing fruits and vegetables*. University, MS: Author.

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.

References

U.S. Department of Agriculture, Food and Nutrition Service, & Institute of Child Nutrition. (2015). *Food safety in schools*. University, MS. Author.

U.S. Department of Agriculture, Food and Nutrition Service, & Institute of Child Nutrition. (2016). *HACCP-based standard operating procedures: Cooking time/temperature control for safety foods.* Retrieved from http://www.nfsmi.org/ResourceOverview.aspx?ID=75

U.S. Department of Agriculture, Food and Nutrition Service, & Institute of Child Nutrition. (2005). *Thermometer information resource.* University, MS. Author.

U.S. Department of Health and Human Services Public Health Services, Food and Drug Administration. (2013). *FDA food code.* Retrieved from http://www.fda.gov/food/guidanceregulation/retailfoodprotection/foodcode/ucm374275.htm

This project has been funded at least in part with Federal funds from the U.S. Department of Agriculture, Food and Nutrition Service through an agreement with Institute of Child Nutrition at The University of Mississippi. The contents of this publication do not necessarily reflect the views or policies of the U.S. Department of Agriculture, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. government.

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

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

02/2016

HANDLING PRODUCE SAFELY

WASH HANDS BEFORE HANDLING

WEAR DISPOSABLE GLOVES

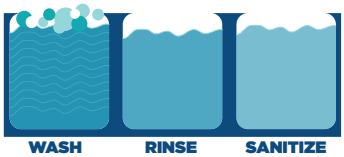
USE SEPARATE EQUIPMENT AND UTENSILS FOR RAW MEAT AND FRESH PRODUCE

STORE CUT, FRESH PRODUCE AT 41ºF OR BELOW

LABEL, DATE AND REFRIGERATE FRESH-CUT ITEMS

SQUASH : 10/31/19 :

KEEP AT 41º



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

This project has been funded at least in part with Federal funds from the U.S. Department of Agriculture, Food and Nutrition Service through an agreement with the Institute of Child Nutrition at The University of Mississippi. The contents of this publication do not necessarily reflect the views or policies of the U.S. Department of Agriculture, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. government.

12/2017

Recipe Evaluation

Time: 25 minutes

Objective:

- Evaluate the quality and usability of prepared fruit 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?	
					YES/NO	**EXPLAIN**
Honey Cinnamon Baked Pears	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5		
Peach Crumble	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5		
Baked Apples with Crumb Topping	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5		
Blueberry Crumble	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		
Blueberry Compote	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5		
Any Berry Sauce	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5		
Minty Melon Salad	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5		
Strawberry Spinach Salad	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5		
Watermelon Salsa	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5		
Red, White, and Blue Fruit Salad	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5		
Peach, Tomato, and Basil Salad	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 choosing, preparing, and serving fruits.
- 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 fruits.

References

American Heart Association. (2020). *Tracking down added sugar*. https://www.heart.org/en/healthy-living/healthy-eating/eat-smart/sugar/tracking-down-added-sugars-infographic

Colorado Department of Public Health and Environment Child and Adult Care Food Program (2022, July 27). *Healthier Meals Initiative Culinary Training Program*. https://cdphe.colorado.gov/child-and-adult-care-food-program-cacfp/colorados-healthier-meals-initiative

Culinary Institute of America. (2011). *The professional chef* (9th ed.). New Jersey: John Wiley & Sons, Inc.

Gisslen, W. (2018). *Professional cooking* (9th ed.). New Jersey: John Wiley & Sons, Inc.

Institute of Child Nutrition. (n.d.). *Child nutrition recipe box*. https://theicn.org/cnrb/

Institute of Child Nutrition. (n.d.). *Culinary quick bites: Knife skills*. https://theicn.org/cicn/culinary-quick-bites-knife-skills/

Institute of Child Nutrition. (2019, July 1). *Fruits and vegetables in color*. https://theicn.org/wpfd_file/fruit-and-vegetables-in-color/

Institute of Child Nutrition. (2016). *Cooking foods*. https://theicn.org/icn-resources-a-z/food-safety-fact-sheets/

Institute of Child Nutrition. (2016). *Handwashing*. https://theicn.org/icn-resources-a-z/food-safety-fact-sheets/

Institute of Child Nutrition. (2016). *Washing fruits and vegetables*. https://theicn.org/icn-resources-a-z/food-safety-fact-sheets/

Institute of Child Nutrition. (2015). *Competencies, knowledge, and skills for child care providers in CACFP operations*. University, MS: Author. https://theicn.org/icn-resources-a-z/competencies-knowledge-and-skills-for-child-care-providers-in-cacfp-operations/

Jaworski, S. (2019). *Weight vs. volume measurement video*. Joy of Baking. https://www.joyofbaking.com/WeightvsVolumeMeasurement.html

U.S. Department of Agriculture, Food and Nutrition Service. (2019). *Professional standards*. https://www.fns.usda.gov/school-meals/professional-standards

U.S. Department of Agriculture, Food and Nutrition Service. (2023). *Crediting tip sheets in child nutrition programs*. https://www.fns.usda.gov/tn/crediting-tip-sheets-child-nutrition-programs

U.S. Department of Agriculture, Food and Nutrition Service. (2023). *Crediting updates for child nutrition programs: Be in the know! Webinar series*. https://www.fns.usda.gov/tn/crediting-updates-child-nutrition-programs-be-know-webinar-series

U.S. Department of Agriculture, Food and Nutrition Service. (2018, September). *Nibbles for health: Nutrition newsletters for parents of young children*. https://www.fns.usda.gov/tn/nibbles

U.S. Department of Agriculture, Food and Nutrition Service. (2022, April 18). *Crediting handbook for CACFP*. https://www.fns.usda.gov/tn/crediting-handbook-child-and-adult-care-food-program

U.S. Department of Agriculture, Food and Nutrition Service. (2022, July 11). *Food buying guide for child nutrition programs*. https://www.fns.usda.gov/tn/food-buying-guide-for-child-nutrition-programs

U.S. Department of Agriculture, Food Safety and Inspection Service. (2006). *Keep food safe! Food safety basics*. https://www.fsis.usda.gov/food-safety/safe-food-handling-and-preparation/food-safety-basics/steps-keep-food-safe

U.S. Department of Agriculture, SNAP-Ed Connection. (n.d.). *Seasonal produce guide*. https://snaped.fns.usda.gov/resources/nutrition-education-materials/seasonal-produce-guide

U.S. Department of Agriculture and U.S. Department of Health and Human Services. (2020, December). *Dietary Guidelines for Americans, 2020-2025*. 9th Edition. https://www.dietaryguidelines.gov/

Utah State University Cooperative Extension. (2015). *Tips for teaching knife skills*. https://digitalcommons.usu.edu/extension_curall/177/

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 micro-organisms

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

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

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

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

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

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

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

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

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

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

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

Scratch-based food preparation – Utilizes multiple culinary techniques within a recipe while prioritizing the incorporation of ingredients as close to their original state as possible to produce 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 soffrito (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 Chef Demo.

- 1 apple
- 1 pineapple
- 1 orange
- 1 cantaloupe
- 1 seedless watermelon
- Chef knife
- Cutting board
- Anti-slip mat or damp towel
- Waste pan container for trim
- 5 pans for processed food

Activity/Demo Name: Team Cooking Lab

Preparation Note(s): Thaw frozen fruits.

- Refrigerator Thawing:
  - Method: Place the frozen fruits in a bowl or on a plate to catch any drips. Then, leave them in the refrigerator to thaw slowly. This method keeps the fruit at a safe temperature, reducing the risk of bacterial growth.
  - Time: It usually takes several hours to overnight for the fruit to thaw completely, depending on the type and size of the fruit.

- Room Temperature Thawing:
  - Method: If you need to thaw the frozen fruits more quickly, you can place them on the counter at room temperature. Spread them out in a single layer on a plate or in a bowl to allow them to thaw evenly.
  - Time: This method can take anywhere from a few hours to half a day, depending on the room temperature and the type of fruit.

- Microwave Thawing:
  - Method: For the quickest thawing, use the microwave. Place the frozen fruits in a microwave-safe dish and use the 'defrost' setting or a low power setting to thaw. Stir the fruits occasionally to ensure even thawing.
  - Time: Thawing in the microwave typically takes just a few minutes. Check frequently to prevent the fruits from starting to cook.

- Cold Water Thawing:
  - Method: Place the frozen fruits in a sealed bag and submerge them in cold water. Change the water every 30 minutes to continue thawing.
  - Time: This method can thaw fruits in about an hour or two, depending on the volume and type of fruit.

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.
- Participants will 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: Honey Cinnamon Baked Pears, Any Berry Sauce

Equipment:

- Chef knife
- Cutting board
- Measuring cups, full set
- Measuring spoons, full set
- Digital thermometer, instant-read
- 6-wedge apple/pear cutter/corer
- Small mixing bowl
- Whisk
- 2 Rubber spatulas
- 2 half-size sheet pans
- 2-quart saucepan

TEAM 2: Peach Crumble, Minty Melon Salad

Equipment:

- Chef knife
- Cutting board
- Measuring cups, full set
- Measuring spoons, full set
- Digital thermometer, instant-read
- 2-inch half-size steamtable pan or 9”x13” pan
- 2 Rubber spatulas
- 2 Small mixing bowls
- Whisk
- Large mixing bowl
- 2-inch full-size steamtable pan, or shallow pan

TEAM 3: Baked Apples with Crumb Topping, Strawberry Spinach Salad

Equipment:

- Chef knife
- Cutting board
- Measuring cups, full set
- Measuring spoons, full set
- Digital thermometer, instant-read
- Vegetable peeler
- Medium mixing bowl
- Apple corer
- 2-inch half-size steamtable pan
- Large mixing bowl
- Small mixing bowl
- Whisk
- Tongs

TEAM 4: Blueberry Crumble, Watermelon Salsa

Equipment:

- Chef knife
- Cutting board
- Measuring cups, full set
- Measuring spoons, full set
- Digital thermometer, instant-read
- 2-inch half-size steamtable pan or 9” x 13” pan
- Small mixing bowl
- Rubber spatula
- Medium mixing bowl
- Mixing spoon

TEAM 5: Cranberry Applesauce, Red, White and Blue Fruit Salad

Equipment:

- Chef knife
- Cutting board
- Measuring cups, full set
- Measuring spoons, full set
- Digital thermometer, instant-read
- 4-quart saucepan with lid
- 2 Rubber spatulas
- Mixing spoon
- Rasp grater for zesting citrus
- Potato masher (optional)
- 2-inch perforated pan (full or half-size)
- 4-inch solid pan (full or half-size)
- Small mixing bowl
- Whisk
- Large mixing bowl

TEAM 6: Blueberry Compote, Peach, Tomato and Basil Salad

Equipment:

- Chef knife
- Cutting board
- Measuring cups, full set
- Measuring spoons, full set
- Digital thermometer, instant-read
- 2-quart saucepan
- 2 Whisks
- 2 Rubber spatulas
- 2 Small mixing bowls
- Large mixing bowl

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	3 burners		
Microwave	1		
Pots & Pans			
2-quart saucepan with lid	2		
4-quart saucepan with lid	1		
2-inch half-size steamtable pan	4		
2-inch full-size perforated pan (or 2 colanders)	1		
4-inch full-size steamtable pan	1		
Half-size sheet pan	2		
Small Kitchen Tools			
Chef knife	6		
Cutting board	6		
Measuring cups, full set	6		
Measuring spoons, full set	6		
Digital thermometer	6		
Vegetable peeler	1		
Apple corer	1		

Equipment	Total	Confirm Equipment Is Present	Use This Space To Add Comments If Equipment/Supplies Are Not Available. Please Include Any Equipment Substitutions Used.
6-wedge apple cutter/ corer	1		
Rasp grater for zesting citrus	1		
Potato masher (optional)	1		
1-quart liquid measure	6		
2-cup liquid measure	6		
Rubber spatula	7		
Metal mixing spoon	2		
Whisk	4		
Tongs	1		
Small mixing bowl	6		
Medium mixing bowl	2		
Large mixing bowl	4		
Colander	6		
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			
Apples, fresh (sweet varieties such as Gala, Fuji, or Golden Delicious)	9 lb		
Basil, fresh	1 small package		
Cantaloupe, fresh	2 ea		
Cilantro, fresh	1 bunch		
Cranberries, whole, fresh or frozen	12 oz		
Honeydew, fresh	2 lb		
Lemons, fresh, whole	6 ea		
Mint leaves, fresh	1 small package		
Onion, green, fresh	1 bunch		
Onion, red, fresh	1 small		
Onion, sweet, fresh	1 small		
Onion, yellow, fresh	1 small		
Oranges, fresh	7 ea		
Pears, fresh, Bosc or Anjou	3 lb		
Pineapple, fresh, whole	1 ea		
Spinach, baby, fresh	6 oz		
Strawberries, fresh	1 ½ cups		
Tomatoes, fresh, red	2 lb		
Watermelon, fresh, seedless	1 large		
Condiments/Oils			
Cider vinegar	4 oz		
Nonstick spray	2 cans		
Vegetable oil	8 oz		

Food	Total Needed	Inventory From Prior Workshop	Purchased
Refrigerator			
Butter, unsalted	1 lb		
Cheese, shredded	8 oz		
Orange juice	8 oz		
Dry/Canned Goods			
Brown sugar	8 oz		
Cornstarch	¼ cup 2 Tbsp		
Flour, all purpose	1 lb		
Honey, pasteurized	¼ cup 2 Tbsp		
Oats, rolled, old-fashioned, dry	1 lb		
Peaches, canned, diced, packed in juice	3 15-oz cans		
Peaches, canned, diced, or sliced, packed in juice	4 15-oz cans		
Pears, canned, diced, extra light syrup	2 15-oz cans		
Sugar, granulated	1 lb		
Dried Spices			
Salt, table	2 Tbsp		
Black pepper, ground	⅛ tsp		
Cinnamon, ground	1 Tbsp		
Cumin, ground	1 tsp		
Nutmeg, ground	2 tsp		
Paprika, ground	¼ tsp		
Freezer			
Blueberries, frozen	6 lb		
Mixed berries, frozen	1 lb 8 oz		
Strawberries, whole, unsweetened, IQF	1 lb		

Food	Total Needed	Inventory From Prior Workshop	Purchased
Paper Goods			
2-ounce portion cups	100 each		
Aluminum foil	1 box		
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		
Spoons	50 each		

Honey Cinnamon Baked Pears

Cooking Process: #2 Same-Day Service

CACFP Crediting Information	
Serving Size	**1 Serving Provides**
½ cup	½ cup fruit

	12 Servings	
Ingredients	**Weight**	**Measure**
Pears, fresh, Bosc or Anjou, cored and cut into 6 even wedges	2 lb 12 oz	
Vegetable oil		1 Tbsp
Honey, pasteurized		1 Tbsp
Lemon juice, fresh		1 Tbsp
Cinnamon, ground		½ tsp

Instructions

1. Place the wedged pears in a large mixing bowl.
2. In a small bowl, combine the vegetable oil, honey, lemon juice, and cinnamon. Pour over the pears and stir to coat the pears.
3. Place pears in a single layer on parchment-lined sheet pans.
4. Bake in a preheated 400 °F oven for 15-20 minutes, or until tender and caramelized but not falling apart. CCP: Cook to 140 °F or higher for at least 15 seconds.
5. Remove from oven and hold hot for immediate service. CCP: Hold for hot service at 140 °F or higher.
6. Serve ½ cup portions.

Recipe from the Culinary Institute of Child Nutrition.

Nutrients Per Serving			
Calories	64	Total Carbohydrates	15 g
Total Fat	1 g	Dietary Fiber	3 g
Saturated Fat	0 g	Total Sugars	10 g
Cholesterol	0 mg	Protein	0 g
Sodium	1 mg		

Any Berry Sauce

Cooking Process: #2 Same-Day Service

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

	12 Servings	
Ingredients	**Weight**	**Measure**
Sugar, granulated		⅓ cup
Water		¼ cup
Cornstarch		1 Tbsp
Mixed berries, frozen, thawed	1 lb 8 oz	

Instructions

1. In a medium saucepan, mix sugar, water, and cornstarch.
2. Add the berries and bring to a low boil over medium heat, stirring frequently, until the sauce starts to thicken. Mash berries if desired. CCP: Cook to 140 °F or higher for at least 15 seconds.
3. Serve warm over pancakes, waffles, or oatmeal. CCP: Hold for hot service at 140 °F or higher.
4. Alternately, chill berry sauce and serve with yogurt. CCP: Cool to 40 °F or lower within 4 hours. CCP: Hold for cold service at 40 °F or lower.
5. Serve ¼ cup portions.

Recipe adapted from Oregon State University Extension Service FoodHero.org

Nutrients Per Serving			
Calories	60	Total Carbohydrates	16 g
Total Fat	0 g	Dietary Fiber	2 g
Saturated Fat	0 g	Total Sugars	12 g
Cholesterol	0 mg	Protein	0 g
Sodium	0 mg		

Peach Crumble

Cooking Process: #2 Same-Day Service

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

	25 Servings	
Ingredients	**Weight**	**Measure**
Peaches, canned, diced, or sliced, packed in juice	3 lb 8 oz	
Cornstarch		2 Tbsp
Flour, all purpose	2.5 oz	
Oats, rolled, old-fashioned, dry	5 oz	
Brown sugar	2 oz	
Sugar, granulated	2 oz	
Nutmeg, ground		½ tsp
Salt, table		½ tsp
Butter, unsalted, melted	3 oz	
Nonstick spray		

Instructions

1. Spray a 2-inch half-size steamtable pan with nonstick spray.
2. Place peaches with their juice into the pan and sprinkle with cornstarch. Stir to combine cornstarch with peaches.
3. In a small bowl, combine the oats, flour, brown sugar, granulated sugar, nutmeg, and salt.
4. Stir in the melted butter and mix until crumbly.
5. Distribute crumble topping evenly over the peaches.
6. Bake at 350 °F for 30-40 minutes, or until the crumble is browned and the fruit is bubbling in the center of the pan. CCP: Cook to 140 °F or higher for at least 15 seconds.
7. Use a No. 16 scoop to serve ¼ cup portions. CCP: Hold for hot service at 140 °F or higher.

Recipe from the Culinary Institute of Child Nutrition

Nutrients Per Serving			
Calories	112	Total Carbohydrates	21 g
Total Fat	3 g	Dietary Fiber	2 g
Saturated Fat	2 g	Total Sugars	13 g
Cholesterol	7 mg	Protein	2 g
Sodium	51 mg		

Minty Melon Salad

Cooking Process: #1 No Cook

CACFP Crediting Information	
Serving Size	**1 Serving Provides**
½ cup	½ cup fruit

	12 Servings	
Ingredients	**Weight**	**Measure**
Honey		1 Tbsp
Lemon juice, fresh		1 Tbsp
Watermelon, fresh, seedless	2 lb	
Honeydew, fresh	2 lb	
Cantaloupe, fresh	2 lb	
Mint leaves, fresh, julienne		¼ cup

Instructions

1. In a small bowl, combine honey and lemon juice. Stir well and set aside.
2. Wash the outside of each melon.
3. Remove melon rinds and cut each melon into 1” cubes.
4. In a large bowl, combine watermelon, honeydew, and cantaloupe cubes.
5. Pour honey and lemon mixture over melon and mix lightly to combine.
6. Sprinkle mint over melon mixture and mix lightly to combine.
7. Spread mixture into a shallow pan. Cover and refrigerate until ready to use. CCP: Refrigerate until ready to use. CCP: Hold for cold service at 40 °F or lower.
8. Serve ½ cup portions.

Recipe adapted from the John C. Stalker Institute.

Nutrients Per Serving			
Calories	81	Total Carbohydrates	20 g
Total Fat	0 g	Dietary Fiber	2 g
Saturated Fat	0 g	Total Sugars	18 g
Cholesterol	0 mg	Protein	2 g
Sodium	26 mg		

Baked Apples with Crumb Topping

Cooking Process: #2 Same-Day Service

CACFP Crediting Information	
Serving Size	**1 Serving Provides**
½ apple	½ cup fruit

	12 Servings	
Ingredients	**Weight**	**Measure**
Brown sugar, packed	3.75 oz	
Flour, all purpose	3.5 oz	
Oats, rolled, old-fashioned, dry	2.25 oz	
Cinnamon, ground		1 tsp
Nutmeg, ground		1 tsp
Salt, table		⅛ tsp
Butter, unsalted	4 oz	
Apples, fresh (sweet varieties such as Gala, Fuji, or Golden Delicious)	4 lb 4 oz	6 each

Instructions

1. Crumb topping: combine brown sugar, flour, rolled oats, cinnamon, nutmeg, salt, and butter. Mix until crumbly.
2. Peel, core, and cut apples in half. Place cut-side up into a steam table pan.
3. Top apples with crumb topping.
4. Bake at 375 °F for 35-40 minutes. CCP: Cook to 140 °F or higher for at least 15 seconds.
5. Serve one half apple.

Recipe adapted from USDA Standardized Recipes and Chef Sharon Schaefer.

Nutrients Per Serving			
Calories	200	Total Carbohydrates	32 g
Total Fat	8 g	Dietary Fiber	2 g
Saturated Fat	1.5 g	Total Sugars	N/A
Cholesterol	13 mg	Protein	2 g
Sodium	113 mg		

Strawberry Spinach Salad

Cooking Process: #2 Same-Day Service

CACFP Crediting Information	
Serving Size	**1 Serving Provides**
1 cup	½ cup fruit, ⅛ cup vegetable

	10 Servings	
Ingredients	**Weight**	**Measure**
Oranges, fresh		3 each
Spinach, baby, fresh	6 oz	7 cups
Strawberries, fresh, halved		1 ½ cups
Vegetable oil		2 Tbsp
Orange juice		2 Tbsp
Lemon juice, fresh		1 Tbsp
Onion, yellow, fresh, finely minced		1 Tbsp
Cider vinegar		1 ½ tsp
Sugar, granulated		1 tsp
Salt, table		¼ tsp
Paprika, ground		¼ tsp

Instructions

1. To prepare oranges: cut off the peel and membrane of the outer part of the orange. Using a paring knife, gently cut out each orange section from the membrane edges. This will make orange sections with no outer membrane.
2. Place baby spinach, strawberry halves, and orange sections in a large mixing bowl. Set aside.
3. In a small bowl, combine the vegetable oil, orange juice, lemon juice, minced onion, cider vinegar, sugar, salt, and paprika. Whisk to combine.
4. Just before serving, pour the dressing over the spinach, strawberries, and oranges. Toss to coat the salad. Serve immediately. CCP: Hold for cold service at 40 °F or lower.
5. Serve 1 cup portions.

Recipe adapted from Oregon State University Extension Service FoodHero.org

Nutrients Per Serving			
Calories	65	Total Carbohydrates	10 g
Total Fat	3 g	Dietary Fiber	2 g
Saturated Fat	0 g	Total Sugars	7 g
Cholesterol	0 mg	Protein	1 g
Sodium	72 mg		

Blueberry Crumble

Cooking Process: #2 Same-Day Service

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

	25 Servings	
Ingredients	**Weight**	**Measure**
Blueberries, frozen, thawed	3 lb	
Cornstarch		2 Tbsp
Oats, rolled, old-fashioned, dry	5 oz	
Flour, all purpose	2.5 oz	
Brown sugar	2 oz	
Sugar, granulated	2 oz	
Cinnamon, ground		½ tsp
Salt, table		½ tsp
Butter, unsalted, melted	3 oz	
Nonstick spray		

Instructions

1. Spray a 2-inch half-size steamtable pan with nonstick spray.
2. Place blueberries into the pan and sprinkle with cornstarch. Stir to combine cornstarch with blueberries.
3. In a small bowl, combine the oats, flour, brown sugar, granulated sugar, cinnamon, and salt.
4. Stir in the melted butter and mix until crumbly.
5. Distribute the crumble topping evenly over the blueberries.
6. Bake at 350 °F for 30-40 minutes, or until the crumble is browned and the fruit is bubbling in the center of the pan. CCP: Cook to 140 °F or higher for at least 15 seconds.
7. Use a No. 16 scoop to serve ¼ cup portions. CCP: Hold for hot service at 140 °F or higher.

Recipe from the Culinary Institute of Child Nutrition

Nutrients Per Serving			
Calories	104	Total Carbohydrates	17 g
Total Fat	4 g	Dietary Fiber	2 g
Saturated Fat	1 g	Total Sugars	9 g
Cholesterol	0 mg	Protein	1 g
Sodium	34 mg		

Watermelon Salsa

Cooking Process: #1 No Cook

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

	12 Servings	
Ingredients	**Weight**	**Measure**
Watermelon, fresh, seedless, small dice	2 lb	
Onion, green, fresh, finely sliced		¼ cup
Onion, sweet, fresh, finely minced		¼ cup
Cider vinegar		1 Tbsp
Cilantro, fresh, chopped		1 Tbsp
Cumin, ground		¼ tsp
Salt, table		⅛ tsp

Instructions

1. In a medium mixing bowl, combine all ingredients and stir gently. CCP: Hold for cold service at 40 °F or lower.
2. Serve ¼ cup portions.

Recipe adapted from Oregon State University Extension Service FoodHero.org

Nutrients Per Serving			
Calories	13	Total Carbohydrates	3 g
Total Fat	0 g	Dietary Fiber	0 g
Saturated Fat	0 g	Total Sugars	2 g
Cholesterol	0 mg	Protein	0 g
Sodium	25 mg		

Cranberry Applesauce

Cooking Process: #2 Same-Day Service

CACFP Crediting Information	
Serving Size	**1 Serving Provides**
½ cup	½ cup fruit

	12 Servings	
Ingredients	**Weight**	**Measure**
Apples, fresh (sweet varieties such as Gala, Fuji, or Golden Delicious), medium, peeled, cored, and chopped		8 each
Cranberries, whole, fresh or frozen	12 oz	
Water		1 cup
Orange, fresh, zested and juiced		1 each
Cinnamon, ground		½ tsp

Instructions

1. In a large saucepan, combine all ingredients.
2. Place over medium-high heat, and cook until the water is at a low boil.
3. Reduce heat to medium-low, cover, and continue to simmer for 20 minutes. CCP: Cook to 140 °F or higher for at least 15 seconds.
4. Remove from heat and use a potato masher or large spoon to mash apples and cranberries into a coarse puree. CCP: Hold for hot service at 140 °F or higher.
5. Serve ½ cup portions.

Recipe adapted from Oregon State University Extension Service FoodHero.org

Nutrients Per Serving			
Calories	90	Total Carbohydrates	23 g
Total Fat	0 g	Dietary Fiber	4 g
Saturated Fat	0 g	Total Sugars	16 g
Cholesterol	0 mg	Protein	0 g
Sodium	3 mg		

Red, White, and Blue Fruit Salad

Cooking Process: #1 No Cook

CACFP Crediting Information	
Serving Size	**1 Serving Provides**
½ cup	½ cup fruit

	12 Servings	
Ingredients	**Weight**	**Measure**
Strawberries, whole, unsweetened, IQF, thawed	1 lb	2 cups
Blueberries, frozen, thawed	12 oz	2 ¼ cups
Orange juice		¾ cup
Honey, pasteurized		3 Tbsp
Vegetable oil		2 Tbsp
Nutmeg, ground		⅛ tsp
Pears, canned, diced, extra light syrup, drained	8 oz	2 cups

Instructions

1. Thaw strawberries and blueberries in perforated pans nested in solid pans so the juice can drain. Once thawed, discard the juice and combine the berries.
2. Dressing: in a mixing bowl, whisk together the orange juice, honey, oil, and nutmeg until well incorporated.
3. In a large mixing bowl, combine the diced pears and thawed berries. Add the dressing to the fruit and gently fold to coat the fruit.
4. Refrigerate until service. CCP: Hold for cold service at 40 °F or lower.
5. Serve ½ cup portions.

Recipe from the Culinary Institute of Child Nutrition.

Nutrients Per Serving			
Calories	80	Total Carbohydrates	15 g
Total Fat	3 g	Dietary Fiber	2 g
Saturated Fat	0 g	Total Sugars	12 g
Cholesterol	0 mg	Protein	0 g
Sodium	3 mg		

Blueberry Compote

Cooking Process: #2 Same-Day Service

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

	12 Servings	
Ingredients	**Weight**	**Measure**
Blueberries, frozen, thawed	2 lb	
Water		¼ cup
Sugar, granulated		2 Tbsp
Lemon juice, fresh		1 Tbsp
Cornstarch		1 Tbsp

Instructions

1. In a medium saucepan, combine the blueberries, water, sugar, and lemon juice.
2. Place the saucepan over medium-high heat and bring the mixture to a boil, stirring occasionally.
3. In a small bowl, mix the cornstarch with 2 tablespoons of water until smooth. Add the cornstarch mixture to the blueberry mixture and stir well.
4. Reduce the heat to low and let the compote simmer for about 5-7 minutes, or until the mixture has thickened and the blueberries have burst. CCP: Cook to 140 °F or higher for at least 15 seconds.
5. Remove the saucepan from the heat. Serve warm or transfer it to a container with a lid and refrigerate until ready to use. CCP: If serving warm: Hold for hot service at 140 °F or higher. If cooling: Cool to 70 °F within 2 hours and to 40 °F or below within 4 hours.
6. Serve ¼ cup portions.

Recipe from the Culinary Institute of Child Nutrition.

Nutrients Per Serving			
Calories	40	Total Carbohydrates	10 g
Total Fat	0 g	Dietary Fiber	2 g
Saturated Fat	0 g	Total Sugars	7 g
Cholesterol	0 mg	Protein	0 g
Sodium	1 mg		

Peach, Tomato, and Basil Salad

Cooking Process: #1 No Cook

CACFP Crediting Information	
Serving Size	**1 Serving Provides**
½ cup	⅜ cup fruit, ¼ cup vegetable

	12 Servings	
Ingredients	**Weight**	**Measure**
Peaches, canned, diced, drained	2 lb 6 oz	
Tomatoes, fresh, red, ½-inch dice	1 lb 10 oz	
Basil, fresh, thinly sliced		1 Tbsp
Onion, red, fresh, ¼-inch dice		2 Tbsp
Cider vinegar		1 Tbsp
Honey, pasteurized		1 ½ tsp
Salt, table		¼ tsp
Black pepper, ground		⅛ tsp
Vegetable oil		1 Tbsp

Instructions

1. In a large mixing bowl, combine the drained diced peaches, diced tomatoes, and thinly sliced basil.
2. In a small mixing bowl, combine the red onion, cider vinegar, honey, salt, and black pepper. Stir to combine. Let sit for 10 minutes to mellow the onion flavor.
3. Whisk the oil into the onion and vinegar mixture. Pour the dressing over the peaches and tomatoes and gently stir. CCP: Hold for cold service at 40 °F or lower.
4. Serve ½ cup portions.

Recipe adapted from North Carolina Farm to School.

Nutrients Per Serving			
Calories	34	Total Carbohydrates	5 g
Total Fat	1 g	Dietary Fiber	1 g
Saturated Fat	0 g	Total Sugars	4 g
Cholesterol	0 mg	Protein	1 g
Sodium	52 mg		

The University of Mississippi
School of Applied Sciences

800-321-3054
www.theicn.org