CICN Presents:

CACFP Culinary Training

Whole Grains

Training Manual

CICN | CULINARY INSTITUTE OF CHILD NUTRITION

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CACFP Culinary Training Whole Grains

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

Training Manual

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

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

2024

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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.

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Suggested Reference Citation:
Institute of Child Nutrition. (2024). *CICN presents: CACFP Culinary Training - Whole Grains*. University, MS: Author.

10/10/2024

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Background Information
for Trainers

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

Welcome to the *CICN Presents: CACFP Culinary Training on Whole Grains*. 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 Whole Grains			
OBJECTIVES: • Identify a variety of commonly available whole grains and whole grain foods. • Explain the nutritional benefits of incorporating whole grains into the diet. • Discuss how to incorporate whole grain foods into menus.			
30 minutes	• Whole grain definition • Whole grain nutritional benefits • Menu planning	• Define whole grain and the components of a whole grain. • Discuss the nutritional benefits of whole grains. • Explain how to read labels to determine whole grain foods. • Provide ideas on how to incorporate whole grains into menus.	Handouts: • All About Grains • Whole Grain Ingredients • Activity: Is the Product Whole Grain? • Menu Activity
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

Time	Topic	Task	Materials
Chef Demo			
OBJECTIVES: ● Review culinary techniques used for the preparation of whole grains. ● Discuss food safety practices when preparing whole grain foods.			
30 minutes	● Whole grain pasta ● Oats (rolled, instant, steel cut) ● Food safety practices when preparing whole grain foods ● Preparation techniques	● Discuss cooking whole grain pasta. ● Discuss forms of oats and how to prepare them. ● Discuss and demonstrate whole grain preparation techniques. ● Demonstrate: ▪ Pilaf method with brown rice ▪ Toasting and cooking quinoa ● Discuss food safety considerations.	See Instructor's Preparation Guide in the Appendix for necessary supplies and equipment.
Team Cooking Lab			
OBJECTIVE: ● Apply preparation techniques with whole grain recipes.			
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
80 minutes	Team food production	Teams prepare assigned recipes.	
Recipe Evaluation			
OBJECTIVE: ● Evaluate the quality and usability of prepared whole grain 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		

Time	Topic	Task	Materials
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 Whole Grains.
- 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	Brown Rice	Yellow Rice	Cilantro Lime Rice	Savory Rice Pilaf	Maple Baked French Toast Squares	Stir-Fried Green Rice with Eggs and Turkey Ham
Recipe 2	Oodles of Noodles	Apple Spice Baked Oatmeal	Aztec Grain Salad	Corn Pudding	Spanish Style Rice	Overnight Oats with Berries

Ground Rules

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

Show up on time and come prepared.
Be prompt in arriving and returning from breaks. Come with a positive attitude.

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

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

Listen with an open mind.
Stay open to new ways of doing things and listen for understanding. You can respect people's points of view without agreeing with them.

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

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

Focus on food safety.
Always adhere to proper food safety practices. Practice proper handwashing and glove use, avoid cross-contact and cross-contamination, follow cleaning and sanitation practices, and proper temperature controls.

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

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

Overall Training Goals

Participants will be able to:

- Explain the importance of serving whole grains in the CACFP.
- Identify a variety of whole grain foods.
- Apply preparation techniques for whole grain foods.
- Demonstrate how to incorporate whole grain foods into CACFP menus.

Training Objectives

- Identify a variety of commonly available whole grains and whole grain foods.
- Explain the nutritional benefits of incorporating whole grains into the diet.
- Discuss how to incorporate whole grain foods 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.
- Review culinary techniques used for the preparation of whole grains.
- Discuss food safety practices when preparing whole grain foods.
- Apply preparation techniques with whole grain recipes.
- Evaluate the quality and usability of prepared whole grain 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: **Al Dente** and **Pilaf**. 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 Whole Grains

Time: 30 minutes

Objectives:

- Identify a variety of commonly available whole grains and whole grain foods.
- Explain the nutritional benefits of incorporating whole grains into the diet.
- Discuss how to incorporate whole grain foods into menus.

Discuss

Review the **All About Grains** handout to learn the components of whole grains and the difference between whole grains and refined grains.

Nutritional Benefits of Whole Grains

Studies show that eating whole grains instead of refined grains increases overall health.

- Whole grains provide an abundance of essential nutrients, including B vitamins, vitamin E, magnesium, iron, and fiber, and disease-fighting phytochemicals and antioxidants.
- People who regularly eat whole grains have a lower risk of many chronic diseases including heart disease, stroke, cancer, diabetes, and obesity.
- Replacing refined grains with whole grains can significantly improve cholesterol and blood sugar, aid in digestion, help you feel fuller longer, and help to maintain a healthy weight.

How to Identify Whole Grains

Check the package label or carefully read the grain's ingredient list to determine if it is whole grain. Here are some key points to keep in mind.

Food Packages:

- A food is 100% whole grain if the only grains it contains are whole grains (e.g., oats/oatmeal, brown rice, wild rice, quinoa).
- If the package label says "100% whole wheat," it is whole grain.

Ingredients:

- If an ingredient has "whole" or "whole grain" in front of it, it is a whole grain (e.g., whole grain corn, whole wheat, whole durum flour).
- The whole grain should be the first ingredient—or the second ingredient after water. For foods with multiple whole grain ingredients, they should appear near the beginning of the ingredient list.

Refer to the **Whole Grain Ingredients** handout for an extensive list of whole grain ingredients.

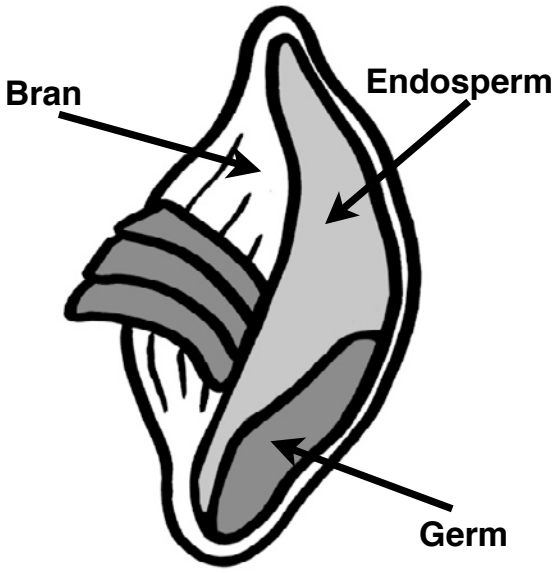
All About Grains

Grains, especially whole grains, are an essential part of a healthy diet. The healthiest kinds of grains are whole grains, as they are the best source of fiber and other nutrients. Naturally low in fat, whole grains are complex carbohydrates, which, because they take a long time to fully digest, provide the body with energy for hours. While the modern American diet includes a lot of grains, chances are that most people do not eat enough whole grains. The 2020 Dietary Guidelines for Americans recommends that at least half of all grains eaten be whole grains.

What are Grains?

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

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



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

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

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

CHOOSING GRAINS

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

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

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

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

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

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

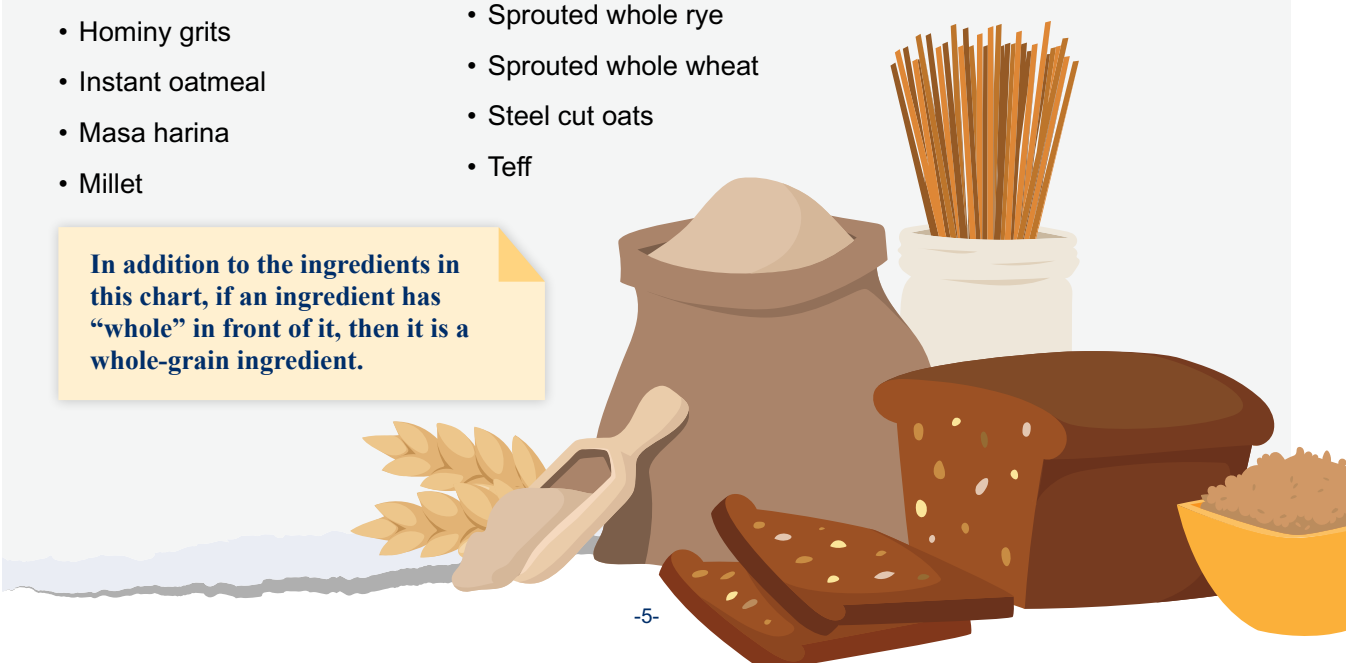
Studies show that eating whole grains instead of refined grains lowers the risk of many chronic diseases.

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

Whole-Grain Ingredients

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

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



From *Identifying Whole Grain-Rich Foods For CACFP*: https://www.fns.usda.gov/tn/identifying-whole-grain-rich-foods-cacfp

Unclear Food Packaging

Some manufacturers market grain products to look like whole grains, either by unclear language on the label or the way the product looks. Here are two things to pay close attention to ensure you are purchasing whole grains:

1) **Color**: Color is not necessarily an indicator that a product is whole grain.
- One common marketing trick is adding molasses or caramel coloring to grains to make the food appear darker and thus be perceived as a whole grain.
- On the other hand, "whole white wheat" is a whole grain. It includes the bran, germ, and endosperm but is made from WHITE wheat. It has all the nutritional advantages of traditional whole wheat but with a lighter color and milder taste.

2) **Terminology**: The terms or phrases below are used on labels to make products seem healthy or whole grain. These may be unclear when it comes to identifying whole grain foods. These products may sound like whole grains, but they may not be. Check the ingredient list to ensure that the first or first few ingredients, other than water, are whole grains. Let's go over some examples.

Grain Item	Definition
Multigrain	Means a product includes more than one type of grain. It does not mean all the grains are whole grains. It may be the case that none of the grains are whole grains.
100% Wheat	Refers to the fact that wheat is the only grain used in the product. It does not mean the wheat is a whole grain.
Organic	Means that pesticides and other chemicals are not used in the farming and processing of foods. This is unrelated to whether a product is whole grain.
"White Wheat" or *"White Made with Whole Grain"*	Means the product is made with enriched white wheat flour and may not contain any whole wheat. These terms are different than "whole grain white" or "whole white wheat."
"Made with Whole Wheat," "Made with Whole Grains," or *"Contains Whole Grains"*	These terms do not indicate the amount of whole grain in the product. They mean the product contains that specific grain; however, it could be a very small amount of the total product weight.

Do not use these terms to determine if a food is whole grain. You must look at the ingredients to ensure you are choosing whole grains.

Activity: Is The Product Whole Grain?

Instructions: Identify the items below that are whole grain using the product label or ingredients list pictured. Check the box next to "Whole Grain" if the item is whole grain. You will have 5 minutes to complete this activity.

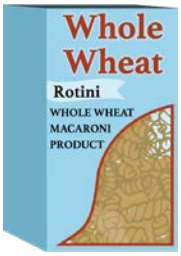
1 ☐ Whole Grain

2 ☐ Whole Grain

Crackers

INGREDIENTS:
Enriched wheat flour, water, sugar, salt, soybean oil

3 ☐ Whole Grain

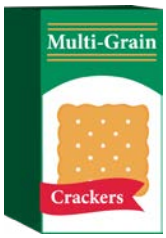


4 ☐ Whole Grain

Organic Pasta

INGREDIENTS:
Organic durum wheat semolina

5 ☐ Whole Grain



6 ☐ Whole Grain

Old Fashioned Oats

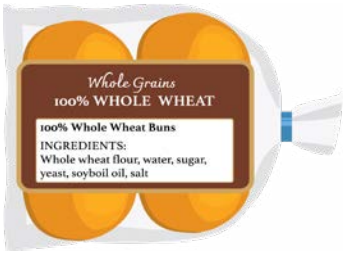
INGREDIENTS:
Whole grain rolled oats

7 ☐ Whole Grain

100% Wheat Bread

INGREDIENTS:
Enriched wheat flour, water, sugar, yeast, soybean oil, salt

8 ☐ Whole Grain



9 ☐ Whole Grain

Honey Wheat Bread

INGREDIENTS:
Unbleached enriched wheat flour, water, sugar, yeast, honey, whole wheat flour, soybean oil, salt

10 ☐ Whole Grain

11 ☐ Whole Grain

Brown Rice

INGREDIENTS:
Precooked parboiled brown rice

12 ☐ Whole Grain

Bagels

Contains Whole Grain

INGREDIENTS:
Enriched wheat flour, water, salt, sugar, yeast, honey, whole wheat flour

Activity Answers: Is The Product Whole Grain?

Now, let's go over the answers and explanations for each product.

1 ☑ Whole Grain

Whole Grain: Front of package says "100% Whole Wheat."

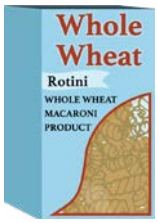
2 ☐ Whole Grain

Crackers

INGREDIENTS:
Enriched wheat flour, water, sugar, salt, soybean oil

NOT Whole Grain: First ingredient is "enriched wheat flour" which is not a whole grain.

3 ☑ Whole Grain



Whole Grain: Front of package says "Whole Wheat Macaroni Product."

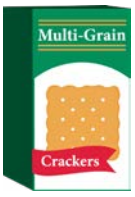
4 ☐ Whole Grain

Organic Pasta

INGREDIENTS:
Organic durum wheat semolina

NOT Whole Grain: Only ingredient is "organic durum wheat semolina" which is not a whole grain.

5 ☐ Whole Grain



NOT Whole Grain: Multi-grain does not mean the product is whole grain.

6 ☑ Whole Grain

Old Fashioned Oats

INGREDIENTS:
Whole grain rolled oats

Whole Grain: Only ingredient is "whole grain rolled oats" which is a whole grain.

7 ☐ Whole Grain

100% Wheat Bread

INGREDIENTS:
Enriched wheat flour, water, sugar, yeast, soybean oil, salt

NOT Whole Grain: "100% Wheat" does not mean the product is whole grain. First ingredient is enriched wheat flour which is not a whole grain.

8 ☑ Whole Grain

Whole Grain: Front of package says "100% Whole Wheat."

9 ☐ Whole Grain

Honey Wheat Bread

INGREDIENTS:
Unbleached enriched wheat flour, water, sugar, yeast, honey, whole wheat flour, soybean oil, salt

NOT Whole Grain: "Honey Wheat" does not mean the product is whole grain. First ingredient is unbleached enriched wheat flour which is not a whole grain.

10 ☐ Whole Grain

NOT Whole Grain: "Baked with Whole Wheat" does not mean the product is whole grain.

11 ☑ Whole Grain

Brown Rice

INGREDIENTS:
Precooked parboiled brown rice

Whole Grain: Only ingredient is "brown rice" which is a whole grain.

12 ☐ Whole Grain

Bagels

Contains Whole Grain

INGREDIENTS:
Enriched wheat flour, water, salt, sugar, yeast, honey, whole wheat flour

NOT Whole Grain: "Contains Whole Grain" does not mean the product is whole grain. First ingredient is "enriched wheat flour" which is not a whole grain.

Class Discussion Prompt

Question: Does it surprise you that the items above may not be whole grain?

Allow participants to respond and thank them for sharing.

Incorporating Whole Grains into Menus

You can easily add whole grains to menus, often using recipes you already make. Here are some ideas of how to make easy substitutions to add whole grains into menus:

- Switch half the refined white flour to whole wheat or oat flour in recipes for muffins, quick breads, and pancakes.
- Add cooked whole grains such as wheat or rye berries, wild rice, brown rice, sorghum, millet, quinoa, and bulgur to soups, stews, casseroles, or stir-fries.
- Use whole cornmeal for corn cakes, corn bread, and corn muffins.
- Add crumbs from whole grain crackers or uncooked oats to ground beef or turkey for meatballs, burgers, and meatloaf.
- Use rolled oats or crushed unsweetened whole grain cereal as breading.
- Replace white or “wheat” bread, bagels, tortillas, and English muffins with versions containing whole grain, whole wheat, whole white wheat, or whole corn.
- Replace cereal, crackers, and pasta that are not whole grain with whole grain alternatives.
- Replace white rice with brown rice, wild rice, and quinoa.
- Replace potato chips and pretzels with popcorn.

Part of your role and responsibility is to build excitement and confidence around serving whole grains. There are a wide variety of grains and recipes that children will love to eat. However, be sure that your staff understands that it may take many attempts before a child accepts a new food item. To help with acceptance, pairing a new food with a familiar food increases the chances that children will try something new.

Class Discussion Prompt

Question: Would anyone like to share how you incorporated whole grains into your menus?

Allow participants to respond and thank them for sharing.

Menu Activity

Break into small groups. Review the menu and replace at least half of the refined grains with whole grains. Cross off the refined grains and write in the replacement below it.
You will have 5 minutes to complete this activity. Share ideas with the large group.

	Monday	Tuesday	Wednesday	Thursday	Friday
Breakfast	Corn Flakes Cereal _____ Strawberries 1% Milk	Bagel _____ Raspberries 1% Milk	Pancakes _____ Applesauce 1% Milk	English Muffin _____ Mandarin Oranges 1% Milk	White Toast _____ Banana 1% Milk
Lunch	Ground Turkey Wrap with Flour Tortilla _____ Cherry Tomatoes Cantaloupe 1% Milk	Meatball Sub on White Roll _____ Sugar Snap Peas Watermelon 1% Milk	Chicken Stir-fry White Rice _____ Stir-fry Veggies Blueberries 1% Milk	Spaghetti with Meat Sauce Bread Sticks _____ Carrots Green Grapes 1% Milk	Turkey Sandwich on White Bread _____ Cucumbers Apples 1% Milk
Snack	Edamame Crackers _____	Yogurt Blackberries	Hummus Pretzels _____	Celery Nut Butter	Cottage Cheese Pineapple

Key Messages

- Replace refined grains with whole grains because they:
  - Lower the risk of many chronic diseases.
  - Help you feel satisfied and full.
  - Aid in digestion.
  - Help to maintain a healthy weight.
- You can incorporate a variety of whole grains into menus to help increase children's acceptance of whole grain products.

What questions do you have?

Culinary Basics

Components of Standardized Recipes

Time: 30 minutes

Objective:

- Recall the importance of utilizing standardized recipes.

Demonstrate/Discuss

- Food production begins with the standardized recipe, which provides the kitchen staff with all the steps and procedures necessary for consistent, quality food production.
- **Standardized recipe** – A recipe that has been tried, adapted, and retried several times for use by a given foodservice operation, and it has been found to produce the same quality results and yield every time the exact procedures are used.
- Standardized recipes are important because they:
    - Ensure consistency.
    - Simplify the food preparation process for employees.
    - Provide a time standard (the amount of time required to produce a recipe).
    - Yield the same amount each time.
    - Provide safe cooking and holding temperatures.
    - Help determine how much food to order and help control costs.
    - Ensure participants receive a high-quality and consistent product.
    - Ensure CACFP meal pattern requirements and dietary specifications are met.
- Think of a standardized recipe as your blueprint or guide for preparing menu items.

Key Message

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

Class Discussion Prompt

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

Possible Answers:

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

What questions do you have?

Demonstrate/Discuss

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

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

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

More about each of the components of a recipe:

Ingredients

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

Weights/Volume of Each Ingredient

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

Preparation Directions

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

Equipment & Utensils Needed

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

Food Safety Guidelines & HACCP

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

Serving Size & Recipe Yield

- Serving size refers to the standardized amount each serving should be, which may be reflected in terms of volume (such as 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 Savory Rice Pilaf recipe's meal component(s) contribution?

Answer: One-fourth (¼) cup Savory Rice Pilaf provides ½ ounce equivalent grains.

What questions do you have?

Savory Rice Pilaf

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

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

SOURCE
Team Nutrition CACFP Multicultural Recipe Project.

https://teamnutrition.usda.gov

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

INGREDIENTS	25 SERVINGS		50 SERVINGS		DIRECTIONS
	Weight	Measure	Weight	Measure	
Almonds, chopped	2 oz	½ cup	4 oz	1 cup	**5** Stir constantly until rice is yellow and almonds and seasoning are lightly toasted, 1–2 minutes. Do not burn.
Salt, table		½ tsp		1 tsp	
Allspice, dry, ground		½ tsp		1 tsp	
Turmeric, dry, ground		1 tsp		2 tsp	
Curry powder, dry, ground		1 tsp		2 tsp	
Black pepper, ground		2 tsp		1 Tbsp 1 tsp	
Chicken broth, low-sodium	32 fl oz (2 lb)	1 qt	64 fl oz (4 lb)	2 qt	**6** Stir in chicken broth. Increase heat to medium–high and bring to a boil. Remove from heat.
Nonstick cooking spray		1 spray		1 spray	**7** Lightly coat a half steam table pan (10⅜" x 12¾" x 2") with nonstick cooking spray. For 25 servings, use 1 steam table pan. For 50 servings, use 2 steam table pans.
					8 Transfer rice mixture to steam table pan. Cover with foil, and bake 45 minutes to 1 hour or until liquid is fully absorbed. Fluff the rice gently with a fork. Critical Control Point: Heat to 140 °F or higher for at least 15 seconds.
					9 Serve ¼ cup packed (No. 16 scoop). Critical Control Point: Hold at 140 °F or higher.

NUTRITION INFORMATION
For ¼ cup packed.

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

N/A=data not available.

MARKETING GUIDE

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

NOTES

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

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

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

YIELD/VOLUME

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

Culinary Basics

Mise en Place

Objective

- Demonstrate the correct use of mise en place.

Demonstrate/Discuss

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

MISE EN PLACE

"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

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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:

- Review culinary techniques used for the preparation of whole grains.
- Discuss food safety practices when preparing whole grain foods.

Demonstrate/Discuss

- Whole grain pasta
- Oats (rolled, instant, steel cut)
- Pilaf cooking method with brown rice
- Toasting and cooking quinoa

Whole Grain Pasta

Whole grain pasta is widely available and is easy to prepare when keeping a few key points in mind.

- Avoid overcooking whole grain pasta. If pasta is overcooked, it has a soft and mushy texture that is undesirable to students.
- Start testing the pasta texture about 3 minutes before the manufacturer's cooking time is up. The texture should be al dente, or "to the tooth," meaning there is a bite to the piece of pasta, and it hasn't become too soft.
- Some whole grain pasta can break apart more easily than white pasta.
    - Make sure you're using a large enough pot with plenty of boiling water. This gives the pasta enough space to move freely, reducing the risk of sticking and breaking.
    - Shortly after you add the pasta to boiling water, give it a gentle stir with a wooden spoon or fork. This initial stir helps prevent the pasta strands from clumping together.
    - Continue to check on the pasta throughout its cooking process, stirring occasionally and gently. This careful attention prevents sticking while minimizing the risk of breaking the pasta.
    - Be mindful not to overmix the final dish.
- Shaped whole grain pasta like shells, spirals, or penne, may be less likely to break than spaghetti or linguini.
- Whole grain pastas have a nutty flavor and pair well with bold, chunky sauces.

Activity/Demo Name: Whole Grain Pasta Discussion

Preparation Note(s): For this discussion activity pass around the following dry whole wheat pasta types.

- Whole wheat shells, ½ cup
- Whole wheat penne, ½ cup

Chef Demo

Oats

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

Activity/Demo Name: Oats Discussion

Preparation Note(s): For this discussion activity pass around the following dry oat types.

- Rolled oats, ¼ cup
- Quick-cooking oats, ¼ cup
- Steel-cut oats, ¼ cup

Chef Demo

Cooking Method for Brown Rice

- There are four main ways to cook rice (steaming, boiling, risotto method, and pilaf method) and techniques can vary among cultures.
- How to Steam Brown Rice: First, rinse brown rice under cold water until clear to ensure it is clean and free from excess starch. Fill the base of a steamer with water and heat until it boils. Place the rinsed rice in the steamer's basket, spreading it out to ensure even cooking. Cover and steam until the rice feels tender and has absorbed the steam. Once done, remove from the heat, and let the rice sit, covered, for a short period to complete the steaming process. Fluff with a fork and serve.
- How to Boil Brown Rice: Begin by thoroughly rinsing brown rice under cold water until the water becomes clear, removing excess starch. In a pot, bring water to a boil. Carefully add the rinsed brown rice, give it a quick stir, then lower the heat to a simmer. Cover the pot with a lid, allowing the rice to cook gently until the water is absorbed. After cooking, turn off the heat and let the rice sit, covered, for a few moments to finish steaming. Fluff the rice with a fork before serving to separate the grains.
- How to Cook Brown Rice Using the Risotto Method: Rinse short-grain rice such as Arborio under cold water until clear to remove excess starch. In a large pan, heat a bit of oil over medium heat. Add the rice, stirring to ensure each grain is coated with the fat. Cook until the rice is slightly toasted. Then, begin adding hot stock gradually, stirring constantly. Continue to add stock, allowing the rice to absorb the liquid slowly, which will help create a creamy texture.
- How to Cook Brown Rice Using the Pilaf Method: Start by rinsing the rice under cold water until it is clear, ensuring it is free from any excess starch. In a saucepan, heat some oil over medium heat. Once hot, add the rice, stirring to coat it with the oil or butter. Allow the rice to toast slightly until it becomes aromatic. Then, carefully pour in the appropriate amount of water or broth. Bring the mixture to a boil, then reduce the heat to a simmer and cover the saucepan. Let the rice cook until it is tender and has absorbed all the liquid. After cooking, remove the saucepan from the heat and let the rice sit, covered, for a short period to finish the absorption process. Before serving, fluff the rice with a fork to separate the grains.

Pilaf Method Discussion

- A common technique called the pilaf method uses aromatic ingredients (e.g., garlic, onion) to develop flavor in the final dish. With this basic method and varying the aromatics and seasonings, the final rice dish can go in countless flavor directions.
- The pilaf method begins by heating oil or cooking fat in a pan over medium heat. Aromatic ingredients are added and sautéed until softened, and flavor is released into the cooking oil. The now-seasoned oil will help distribute the flavors throughout the final dish.
- The dry rice grains, and any other spices or salt, are added to the pan and sautéed along with aromatics. Stirring the rice grains into the hot flavored oil allows the rice to absorb some of the flavor. This technique ensures that the rice does not clump together, maintaining a desirable texture where each grain stands apart.
- Once the rice grains have heated through in the pan, add the cooking liquid (water or stock). Bring the liquid to a boil, then reduce to a low simmer, cover, and cook for the indicated cooking time. Remove from heat and let stand, covered, for 10 minutes.

- When the rice is cooked, use a fork to fluff the grains.
- Today, we are using long-grain brown rice, but the pilaf method can be applied to a variety of different types of rice such as wild rice, basmati rice, jasmine rice, or long-grain white rice.

Demonstrate

Basic Brown Rice Pilaf Recipe
2 tsp vegetable oil
½ cup onion, small dice
1 tsp garlic, minced
¼ tsp salt
1 cup long-grain brown rice
2 ½ cups hot water

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

Chef Demo

Toasting and Cooking Dry Grains

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

Basic Toasted Quinoa Recipe

1 cup dry quinoa
1 ¾ cup water
¼ tsp salt

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

Food Safety

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

Key Messages

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

Class Discussion Prompts

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

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

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

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

What questions do you have?

Team Cooking Lab

Time: 95 minutes

Objective:

- Apply preparation techniques with whole grain recipes.

Discuss

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

Team Instructions

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

- Break into previously assigned teams.
- Each team is assigned a number, 1 through 6, that corresponds with the recipe assignments.
- Review assigned recipes as a team and divide the workload among team members.
- Create a mise en place list and bring it to the instructor for review before preparing the recipes. Your mise en place list should include:
    - Recipe titles
    - Ingredients needed
    - Ingredient amounts
    - Equipment needed
    - Preparation steps and assignments (who will complete each task)
- You will find shared pantry ingredients at a centralized weighing/measuring station. Please do not take shared bulk ingredients to your workstation.
- Teams may begin preparing the recipes after the instructor reviews their mise en place list.
- Note for Team 5: recommend prepping the Maple Baked French Toast Squares before your other recipe because Maple Baked French Toast Squares require the bread to sit in the egg mixture for 30-60 minutes.
- Note for Team 6: since the Overnight Oats with Berries recipe requires refrigeration for 8-12 hours, you will make it during the training, and then take home to refrigerate/try later.

Team Cooking Lab Recipes

Team	1	2	3	4	5	6
Recipe 1	Brown Rice	Yellow Rice	Cilantro Lime Rice	Savory Rice Pilaf	Maple Baked French Toast Squares	Stir-Fried Green Rice with Eggs and Turkey Ham
Recipe 2	Oodles of Noodles	Apple Spice Baked Oatmeal	Aztec Grain Salad	Corn Pudding	Spanish Style Rice	Overnight Oats with Berries

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

Food Safety Fact Sheet

Handwashing

Introduction

Handwashing is the single most important practice in any school nutrition program. School nutrition employees can improve the safety of the food they serve by washing their hands frequently, correctly, and at the appropriate times.

Here Are the Facts

Foodborne illnesses are transmitted by food handlers that contaminate food and food contact surfaces. Individuals who handle food when they have a foodborne illness, gastrointestinal illness, infected lesion, or are around someone who is ill can pass along those illnesses. Individuals can simply touch a surface that is contaminated with a bacteria or virus and pass that along to others. Handwashing minimizes the risk of passing along bacteria or viruses that can cause foodborne illnesses. Follow state or local health department requirements.

Application

It is important to know how and when to wash hands and exposed areas of the arms.

How?

- Wet hands and forearms with warm running water at least 100 °F and apply soap.
- Scrub lathered hands and forearms, under fingernails, and between fingers for at least 10–15 seconds. Rinse thoroughly under warm running water for 5–10 seconds.
- Dry hands and forearms thoroughly with single-use paper towels.
- Dry hands using a warm air hand dryer.
- Turn off water using paper towels.
- Use paper towel to open door when exiting the restroom.

When?

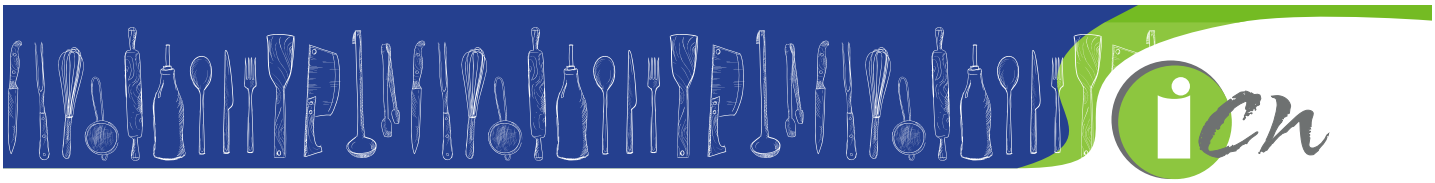
- Beginning to work, either at the beginning of shift or after breaks.

Before

- ◊ Moving from one food preparation area to another
- ◊ Putting on or changing disposable gloves

After

- ◊ Using the toilet
- ◊ Sneezing, coughing, or using a handkerchief or tissue
- ◊ Touching hair, face, or body
- ◊ Handling raw meats, poultry, or fish



Handwashing cont.

- ◊ Eating, drinking, or chewing gum
- ◊ Clean up activity such as sweeping, mopping, or wiping counters
- ◊ Touching dirty dishes, equipment, or utensils
- ◊ Handling trash
- ◊ Handling money
- ◊ Any time that hands may have become contaminated

Remember, follow state or local health department requirements.

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Food Safety Fact Sheet

Washing Fruits and Vegetables

Introduction

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

Here Are the Facts

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

Application

Follow safe practices when handling fresh fruits and vegetables.

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

Monitor handling procedures for fresh fruits and vegetables.

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

Washing Fruits and Vegetables cont.

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

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

Remember, follow state or local health department requirements.

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Food Safety Fact Sheet

Cooking Foods

Introduction

Cooking is a critical control point, or a point at which reaching proper internal temperatures can help ensure that a food is safe to eat. Cooks must know the proper temperatures for cooking food, monitor internal cooking temperatures, and record cooking temperatures.

Here Are the Facts

The appropriate temperature for cooking foods is based on temperatures that will kill bacteria associated with that specific food. That is why, for example, poultry products have a higher cooking temperature than beef. It is important to know the temperature requirements for menu items used in your school nutrition program.

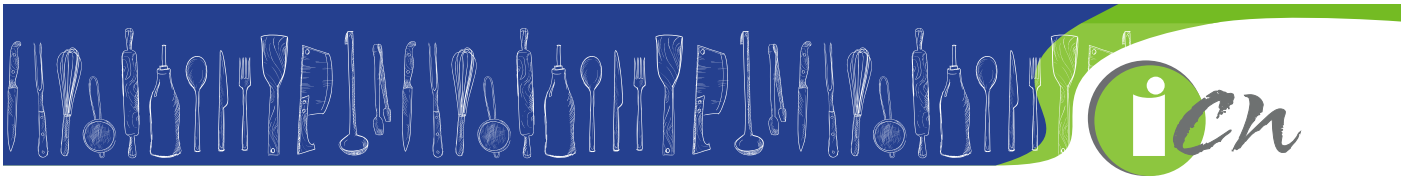
Application

Cook foods to the appropriate internal temperature.

- 135 °F for 15 seconds
  - ◊ Fresh, frozen, or canned fruits and vegetables cooked for hot holding
  - ◊ Ready-to-eat food that has been commercially processed
- 145 °F for 15 seconds
  - ◊ Beef, pork, and seafood
- 155 °F for 15 seconds
  - ◊ Ground products containing beef, pork, or fish
  - ◊ Fish nuggets or sticks
  - ◊ Cubed or Salisbury steaks
  - ◊ Eggs cooked for hot holding
- 165 °F for 15 seconds
  - ◊ Poultry
  - ◊ Stuffed beef, pork, or seafood
  - ◊ Pasta stuffed with beef, eggs, pork, or seafood such as lasagna or manicotti

Monitor cooking temperatures.

- Check food temperatures with clean, sanitized, and calibrated thermometer.
- Avoid inserting the thermometer into pockets of fat or near bones when taking internal temperatures.
- Take at least two internal temperatures from each batch of food.



Cooking Foods cont.

- Insert thermometer into the thickest part of the food, which usually is in the center.
- Record the temperature and the time the temperature was checked.

Take corrective action if appropriate temperatures are not met, which usually means that cooking is continued until the temperature at the thickest part of the food is appropriate.

Remember, follow state or local health department requirements.

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

Recipe Evaluation

Time: 25 minutes

Objective:

- Evaluate the quality and usability of prepared whole grain 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
Brown Rice	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5		
Yellow Rice	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5		
Cilantro Lime Rice	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5		
Savory Rice Pilaf	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5		
Spanish Style Rice	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5		
Stir-Fried Green Rice with Eggs and Turkey Ham	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5		
Oodles of Noodles	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5		
Apple Spice Baked Oatmeal	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5		
Aztec Grain Salad	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5		
Corn Pudding	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5		
Maple Baked French Toast Squares	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5		
Overnight Oats with Berries	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 whole grains.
- 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 whole grains.

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Appendix

ICN Competencies

Competencies, Knowledge, and Skills for Child Care Providers in CACFP Operations
Functional Area 1: Administration

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

Core Competencies

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

Professional Standards and Key Area Codes

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

Key Area Codes
1 – Nutrition
2 – Operations

Professional Standards Codes

Menu Planning – 1100
Employee will be able to effectively and efficiently plan and prepare standardized recipes, cycle menus, and meals, to meet all Federal child nutrition program requirements, including the proper meal components.

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

Food Production – 2100
Employee will be able to effectively utilize food preparation principles, production records, kitchen equipment, and food crediting to prepare foods from standardized recipes, including those for special diets.

2110 – Understand and effectively prepare food using a standardized recipe.
2130 – Develop culinary skills necessary for meal preparation.

Serving Food – 2200
Employee will be able to correctly and efficiently serve food portions to meet all USDA CACFP meal pattern requirements and encourage healthy food selections including those for special diets.

2230 – Serve food to maintain quality and appearance standards.

Culinary Terms

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

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

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

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

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

Aroma – The sensations of smell as interpreted by the brain

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

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

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

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

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

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

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

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

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

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

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

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

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

Brunoise – The finest dice and is derived from the julienne

Calorie – A measure of energy

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

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

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

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

Chop – To cut into pieces of roughly the same size

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Parcooking – Partially cooking food by any cooking method

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

Pasteurization – The process of heating foods, such as milk, cheese, yogurt, beer, fruit ciders, wine, and other foods to a temperature high enough and for a sufficient period to destroy harmful 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: Whole Grain Pasta Discussion

Preparation Note(s): For this discussion activity pass around the following dry whole wheat pasta types. Follow the discussion notes in the Chef Demo section.

- Whole wheat shells, ½ cup
- Whole wheat penne, ½ cup

Activity/Demo Name: Oats Discussion

Preparation Note(s): For this discussion activity pass around the following dry oat types. Follow the discussion notes in the Chef Demo section.

- Rolled oats, ¼ cup
- Quick-cooking oats, ¼ cup
- Steel-cut oats, ¼ cup

Activity/Demo Name: Pilaf Cooking Method for Brown Rice

Preparation Note(s): Prepare mise en place to demonstrate the following recipe for Basic Brown Rice Pilaf. Have 2-oz portion cups and spoons on hand to sample out the finished product.

- Portable burner
- 2-quart saucepan with lid
- Rubber spatula
- Metal mixing spoon
- Fork

Basic Brown Rice Pilaf Recipe

- 2 tsp vegetable oil
- ½ cup onion, small dice
- 1 tsp garlic, minced
- ¼ tsp salt
- 1 cup long-grain brown rice
- 2 ½ cups hot water

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

Activity/Demo Name: Toasting and Cooking Quinoa

Preparation Note(s): Prepare mise en place to demonstrate the following recipe for Basic Toasted Quinoa. Have 2-oz portion cups and spoons on hand to sample out the finished product.

- Portable burner
- 2-quart saucepan with lid
- Rubber spatula
- Metal mixing spoon
- Fork

Basic Toasted Quinoa Recipe

- 1 cup dry quinoa
- 1 ¾ cup water
- ¼ tsp salt

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

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: Brown Rice, Oodles of Noodles

Equipment:

- Chef knife
- Cutting board
- Measuring cups, full set
- Measuring spoons, full set
- Digital thermometer, instant-read
- 2-quart saucepan with lid
- 1-quart liquid measure
- Fork
- Stockpot
- Colander
- Metal mixing spoon
- Rubber spatula
- 12-inch nonstick skillet
- Steamtable pan (or container(s) to hold the finished product for sampling)

TEAM 2: Yellow Rice, Apple Spice Baked Oatmeal

Equipment:

- Chef knife
- Cutting board
- Measuring cups, full set
- Measuring spoons, full set
- Digital thermometer, instant-read
- 4-inch half-size steamtable pan
- Fork
- 2-inch half-size steamtable pan (or 9-inch x 13-inch pan)
- Large mixing bowl
- Medium mixing bowl
- Whisk
- Metal mixing spoon
- Rubber spatula

TEAM 3: Cilantro Lime Rice, Aztec Grain Salad

Equipment:

- Chef knife
- Cutting board
- Measuring cups, full set
- Measuring spoons, full set
- Digital thermometer, instant-read
- 4-inch half-size steamtable pan
- Fork
- 2-quart saucepan with lid
- 2 rubber spatulas
- 1-quart liquid measure
- 2 large mixing bowls
- 2 half-size sheet pans
- Medium mixing bowl
- Whisk

TEAM 4: Savory Rice Pilaf, Corn Pudding

Equipment:

- Chef knife
- Cutting board
- Measuring cups, full set
- Measuring spoons, full set
- Digital thermometer, instant-read
- 10-inch skillet
- 2 rubber spatulas
- 1-quart liquid measure
- 2 2-inch half-size steamtable pans (or 9-inch x 13-inch pan)
- Fork
- 2 large mixing bowls
- Whisk

TEAM 5: Spanish Style Rice, Maple Baked French Toast Squares

Equipment:

- Chef knife
- Cutting board
- Measuring cups, full set
- Measuring spoons, full set
- Digital thermometer, instant-read
- Blender or immersion blender
- 2-quart saucepan with lid
- 1-quart liquid measure
- 2 rubber spatulas
- Fork
- Large mixing bowl
- Whisk
- Metal mixing spoon
- 2-inch half-size steamtable pan

TEAM 6: Stir-Fried Green Rice with Eggs and Turkey Ham, Overnight Oats with Berries

Equipment:

- Chef knife
- Cutting board
- Measuring cups, full set
- Measuring spoons, full set
- Digital thermometer, instant-read
- 4-quart saucepan with lid
- Medium mixing bowl
- 2 whisks
- 2 rubber spatulas
- 12-inch nonstick skillet
- 4-inch half-size steamtable pan
- Metal mixing spoon

Equipment Checklist

Instructor's Note: 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	1-2		
Range or cooktop burner	6-8		
Pots & Pans			
2-quart saucepan with lid	3		
4-quart saucepan with lid	1		
Stockpot	1		
10-inch skillet	1		
12-inch nonstick skillet	2		
4-inch half-size steamtable pan	3		
2-inch half-size steamtable pan	4		
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		
1-quart liquid measure	3		
Rubber spatula	12		
Metal mixing spoon	6		

Equipment	Total	Confirm Equipment Is Present	Use This Space To Add Comments If Equipment/Supplies Are Not Available. Please Include Any Equipment Substitutions Used.
Whisk	6		
Fork	7		
Medium mixing bowl	3		
Large mixing bowl	6		
Colander	1		
Large Kitchen Tools			
Blender or immersion blender	1		
Electronic scale	1		
Spring scale	1		
Portable burner	2		
Can opener	2		
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	4 each		
Apples, Granny Smith, fresh	5 each		
Butternut squash, fresh	1 small		
Cilantro, fresh	1 bunch		
Garlic, fresh	1 head		
Green onions, fresh	1 bunch		
Onions, yellow, fresh	1 lb 8 oz		
Swiss chard, fresh	1 bunch		
Tomato, Roma, fresh	1 each		
Tomatoes, grape, fresh	3 cups		
Condiments/Oils			
Dijon mustard	2 oz		
Olive oil	4 oz		
Sesame oil	2 oz		
Soy sauce, low-sodium	2 oz		
Vegetable oil	16 oz		
Vinegar, apple cider	4 oz		
Refrigerator			
Cheese, cheddar, shredded	8 oz		
Eggs, whole, large	24 each		
Milk, low-fat 1%	½ gallon		
Sour cream low-fat	8 oz		
Turkey ham, extra lean, diced	4 oz		
Yogurt, Greek style, vanilla, non-fat	1 quart		

Food	Total Needed	Inventory From Prior Workshop	Purchased
Dry/Canned Goods			
Almonds, chopped	4 oz		
Applesauce	8 oz		
Baking powder	4 tsp		
Brown rice, long-grain, parboiled	3 lb		
Brown rice, long-grain, regular, dry	5 lb		
Brown sugar	2 Tbsp		
Cornmeal, white, whole grain	1 cup		
Cranberries, dried	⅔ cup		
Cream style corn, canned, unsalted	12 oz		
Flour, whole wheat	1 lb		
Honey, pasteurized	8 oz		
Lime juice	6 oz		
Maple syrup	½ cup		
Nonstick spray	2 each		
Oats, old-fashioned rolled, dry	2 lb 10 oz		
Oats, quick, dry	8 oz		
Oats, steel cut, dry	¼ cup		
Pasta, whole wheat, shells	8 oz		
Penne pasta, whole wheat, dry	1 lb		
Quinoa, dry	4 cups		
Raisins, golden	⅔ cup		
Sugar, granulated	1 cup		
Vanilla extract	2 oz		
Vegetable base	1 ½ tsp		
Vegetable broth, low sodium	4 quarts		
Whole grain bread, sliced	1 lb loaf		
Dried Spices			
Allspice, ground	½ tsp		
Basil, dried	1 Tbsp		
Black pepper, ground	2 Tbsp		
Cilantro, dried	1 Tbsp		
Cinnamon, ground	2 Tbsp		
Curry powder, ground	1 tsp		
Garlic powder	1 Tbsp		

Food	Total Needed	Inventory From Prior Workshop	Purchased
Ginger, ground	1 tsp		
Onion powder	1 Tbsp		
Salt, table	1 container		
Turmeric, ground	1 Tbsp 1 tsp		
White pepper, ground	⅛ tsp		
Freezer			
Blueberries, blackberries, and raspberries (blend), frozen, unsweetened	2 lb		
Orange juice concentrate	½ cup		
Spinach, frozen, chopped	2 cups		
Yellow corn kernels, frozen	12 oz		
Paper Goods			
Foodservice gloves, all sizes	1 box each size		
Paper towels	1 roll		
Aluminum foil	1 box		
Plastic wrap	1 box		
Parchment paper	12 sheets		
Paper plates	50 each		
Napkins	50 each		
Forks	50 each		
Spoons	50 each		
2-oz portion cups	100 each		

Brown Rice

Cooking Process: #2 Same-Day Service

CACFP Crediting Information	
Serving Size	**1 Serving Provides**
½ cup	1 oz equivalent grains

	12 Servings	
Ingredients	**Weight**	**Measure**
Vegetable broth, low sodium		3 cups
Brown rice, long-grain, regular, dry	14 oz	2 cups
Salt, table		½ tsp

Instructions

1. Place the vegetable broth, rice, and salt in a 2-quart saucepan, stir, and bring to a boil over medium-high heat.
2. Reduce heat to a simmer, cover, and cook for 35-40 minutes, or until the rice is tender and the liquid has been absorbed. CCP: Cook to 140 °F or higher for at least 15 seconds.
3. Fluff rice with a fork before serving. CCP: Hold for hot service at 140 °F or higher.
4. Serve ½ cup portions.

Recipe adapted from USDA Recipes for Child Care Centers.

Nutrients Per Serving			
Calories	125	Total Carbohydrates	30 g
Total Fat	1 g	Dietary Fiber	3 g
Saturated Fat	0 g	Total Sugars	0 g
Cholesterol	0 mg	Protein	4 g
Sodium	133 mg		

Oodles of Noodles

Cooking Process: #2 Same-Day Service

CACFP Crediting Information	
Serving Size	**1 Serving Provides**
1 cup	¼ cup vegetable and 2 oz equivalent grains

	6 Servings	
Ingredients	**Weight**	**Measure**
Penne pasta, whole wheat, dry		2 ¾ cups
Olive oil		1 ½ Tbsp
Tomatoes, grape, fresh, halved		2 ¼ cups
Basil, dried		1 ½ tsp
Salt, table		¾ tsp
Black pepper, ground		¼ tsp
Garlic, fresh, minced		1 Tbsp
Flour, whole wheat		3 Tbsp
Vegetable broth, low sodium		2 ⅓ cups
Swiss chard, fresh, stems removed, chopped		4 cups

Instructions

1. In a large pot, bring 2 quarts of water to a boil. Stir in pasta and return to a boil. Cook, uncovered, for about 8-10 minutes until tender. Do not overcook. Drain well.
2. Heat olive oil in a large skillet over medium heat. Add half of the tomatoes and cook for 2-3 minutes until skins soften. Do not overcook. Reserve remaining tomatoes for step 4. Add basil, salt, pepper, and garlic, and stir.
3. Sprinkle flour over tomatoes and seasonings. Cook for 30 seconds over medium heat until mixture becomes thick. Add vegetable broth. Bring to a boil and then immediately reduce to low heat.
4. Add Swiss chard and remaining tomatoes. Simmer, uncovered, over low heat for 1-2 minutes, or until Swiss chard is wilted. CCP: Cook to 140 °F or higher for at least 15 seconds.
5. Pour sauce over pasta. Serve hot. CCP: Hold for hot service at 140 °F or higher.
6. Serve 1 cup portions.

Recipe adapted from USDA Recipes for Family Child Care Homes.

Nutrients Per Serving			
Calories	235	Total Carbohydrates	43 g
Total Fat	4 g	Dietary Fiber	5 g
Saturated Fat	1 g	Total Sugars	N/A
Cholesterol	0 mg	Protein	9 g
Sodium	323 mg		

Yellow Rice

Cooking Process: #2 Same-Day Service

CACFP Crediting Information	
Serving Size	**1 Serving Provides**
½ cup	1 oz equivalent grains

	12 Servings	
Ingredients	**Weight**	**Measure**
Brown rice, long-grain, parboiled, dry	1 lb 10 oz	
Vegetable oil		2 Tbsp
Vegetable broth, low sodium		1 qt 2 ½ cups
Turmeric, ground		1 Tbsp
Garlic powder		1 Tbsp
Onion powder		1 Tbsp
Salt, table		⅛ tsp

Instructions

1. Combine rice, oil, seasonings, and broth in a half-size 4-inch steamtable pan. Stir to combine. Cover tightly with foil.
2. Bake at 350 °F for 35 to 40 minutes. CCP: Cook to 140 °F or higher for at least 15 seconds.
3. Remove from oven and let sit for 10 to 15 minutes.
4. Remove cover; fluff rice before serving. CCP: Hold for hot service at 140 °F or higher.
5. Serve ½ cup portions.

Recipe adapted from USDA Recipes for Family Child Care Homes.

Nutrients Per Serving			
Calories	135	Total Carbohydrates	25 g
Total Fat	2 g	Dietary Fiber	2 g
Saturated Fat	0 g	Total Sugars	0 g
Cholesterol	0 mg	Protein	3 g
Sodium	45 mg		

Apple Spice Baked Oatmeal

Cooking Process: #2 Same-Day Service

CACFP Crediting Information	
Serving Size	**1 Serving Provides**
1 piece	¼ cup fruit and 0.75 oz equivalent grains

	18 Servings	
Ingredients	**Weight**	**Measure**
Eggs, whole, large		2 each
Applesauce		1 cup
Milk, low-fat 1%		3 cups
Vanilla extract		2 tsp
Vegetable oil		¼ cup
Apples, fresh, diced		3 cups
Oats, old-fashioned rolled, dry		4 cups
Baking powder		2 tsp
Salt, table		½ tsp
Cinnamon, ground		2 tsp
Brown sugar		2 Tbsp

Instructions

1. Preheat oven to 375 °F. Lightly oil a 13 x 9-inch baking pan (or a half-size 2-inch steamtable pan).
2. Combine the eggs, applesauce, milk, vanilla, and oil in a bowl. Mix in the diced apples.
3. In a separate bowl, mix the rolled oats, baking powder, salt, and cinnamon. Add to the liquid ingredients and mix well.
4. Pour mixture into baking dish and bake for 25 minutes. CCP: Cook to 165 °F or higher for at least 15 seconds.
5. Remove from oven and sprinkle with brown sugar.
6. Optional step: return to the oven and broil for 3-4 minutes until top is browned and the sugar bubbles.
7. Remove from oven. CCP: Hold for hot service at 140 °F or higher.
8. Cut 3 x 6 into 18 pieces. Serve one piece.

Recipe adapted from Oregon State University Extension Service FoodHero.org.

Nutrients Per Serving			
Calories	160	Total Carbohydrates	25 g
Total Fat	5 g	Dietary Fiber	3 g
Saturated Fat	1 g	Total Sugars	9 g
Cholesterol	20 mg	Protein	5 g
Sodium	150 mg		

Cilantro Lime Rice

Cooking Process: #2 Same-Day Service

CACFP Crediting Information	
Serving Size	**1 Serving Provides**
½ cup	1 oz equivalent grains

	24 Servings	
Ingredients	**Weight**	**Measure**
Brown rice, long-grain, regular, dry	1 lb 9 oz	
Water		1 qt 1 ½ cups
Vegetable oil		2 Tbsp
Salt, table		1 tsp
Lime juice		¾ cup
Cilantro, dried		1 Tbsp

Instructions

1. Combine the rice, water, oil, salt, lime juice, and dried cilantro in a 4-inch half-size steamtable pan. Stir to combine. Cover tightly with foil.
2. Bake at 350 °F for 45 to 50 minutes. CCP: Cook to 140 °F or higher for at least 15 seconds.
3. Remove from oven and let sit for 10 to 15 minutes.
4. Remove cover; fluff rice before serving. CCP: Hold for hot service at 140 °F or higher.
5. Serve ½ cup portions.

Recipe adapted from USA Rice Federation.

Nutrients Per Serving			
Calories	130	Total Carbohydrates	25 g
Total Fat	2 g	Dietary Fiber	2 g
Saturated Fat	0 g	Total Sugars	0 g
Cholesterol	0 mg	Protein	3 g
Sodium	80 mg		

Aztec Grain Salad

Cooking Process: #2 Same-Day Service

CACFP Crediting Information	
Serving Size	**1 Serving Provides**
1 cup	⅛ cup vegetable, ⅜ cup fruit, and 1 oz equivalent grains

	12 Servings	
Ingredients	**Weight**	**Measure**
Quinoa, pre-rinsed, dry		3 cups
Water		4 ½ cups
Apples, Granny Smith, fresh, peeled, cored, diced ¾ inch		3 ½ cups
Butternut squash, fresh, peeled, seeded, diced ½ inch		3 ½ cups
Vegetable oil		2 Tbsp
Ginger, ground		½ tsp
Cinnamon, ground		1 ½ tsp
Orange juice concentrate, thawed		½ cup
Olive oil		3 Tbsp
Honey, pasteurized		2 tsp
Dijon mustard		1 tsp
Vinegar, apple cider		¼ cup
Salt, table		¼ tsp
Black pepper, ground		⅛ tsp
White pepper, ground		⅛ tsp
Cilantro, fresh, chopped		½ cup
Cranberries, dried, chopped		⅔ cup
Raisins, golden, seedless, chopped		⅔ cup

Instructions

1. Preheat oven to 400 °F.
2. Place dry quinoa in a 2-quart saucepan over medium heat. Toast the dry quinoa in the hot pan, stirring constantly, until it becomes fragrant, about 3-5 minutes. Carefully add water to the saucepan with the toasted quinoa. Bring to a boil, then reduce to a simmer, cover, and cook until water is completely absorbed, about 10-15 minutes. When done, quinoa will be soft, and a white ring will pop out of the kernel. Fluff with a fork, transfer to a shallow pan, and refrigerate. CCP: Cool to 40 °F or lower within 4 hours.
3. Combine apples and squash in a large mixing bowl. Add vegetable oil, ginger, and cinnamon. Toss well to coat.
4. Transfer apples and squash to a parchment-lined sheet pan and bake at 400 °F for 15 minutes, or until squash is soft and slightly brown on the edges. Do not overcook. Remove from oven and set aside to cool.
5. In a medium mixing bowl, combine orange juice concentrate, olive oil, honey, Dijon mustard, apple cider vinegar, salt, black pepper, white pepper, and cilantro. Whisk together to make the dressing.
6. In a large mixing bowl, combine quinoa, roasted apples and squash, cranberries, raisins, and dressing. Toss well to combine. If desired, garnish with additional cilantro. Cover and refrigerate for about 2 hours. CCP: Cool to 40 °F or lower within 4 hours. CCP: Hold for cold service at 40 °F or lower.
7. Serve 1 cup portions.

Recipe adapted from USDA Recipes for Family Child Care Homes.

Nutrients Per Serving			
Calories	298	Total Carbohydrates	54 g
Total Fat	8 g	Dietary Fiber	6 g
Saturated Fat	1 g	Total Sugars	N/A
Cholesterol	0 mg	Protein	6 g
Sodium	58 mg		

Savory Rice Pilaf

Cooking Process: #2 Same-Day Service

CACFP Crediting Information	
Serving Size	**1 Serving Provides**
½ cup	1 oz equivalent grains

	12 Servings	
Ingredients	**Weight**	**Measure**
Vegetable oil		1 Tbsp 1 tsp
Onions, yellow, fresh, ½ inch dice		1 cup
Brown rice, long-grain, parboiled, dry		3 cups
Almonds, chopped		½ cup
Salt, table		½ tsp
Allspice, ground		½ tsp
Turmeric, ground		1 tsp
Curry powder, ground		1 tsp
Black pepper, ground		1 tsp
Vegetable broth, low-sodium		1 qt
Nonstick spray		

Instructions

1. Preheat oven to 350 °F.
2. Heat oil on medium-high heat in a medium skillet.
3. Add onions, and sauté until tender, about 3 minutes. Reduce heat to medium.
4. Add uncooked rice, almonds, salt, allspice, turmeric, curry powder, and black pepper. Stir constantly until rice is yellow and almonds and seasonings are lightly toasted, about 1-2 minutes. Do not burn.
5. Stir in vegetable broth. Increase heat to medium-high, and bring to a boil. Remove from heat.
6. Lightly coat a 2-inch half-size steamtable pan with nonstick spray. Spread rice mixture evenly into baking dish.
7. Cover with foil, and bake for 30 minutes or until liquid is fully absorbed. CCP: Cook to 140 °F or higher for at least 15 seconds.
8. Remove from the oven and let rest for 10 minutes. Remove foil and fluff the rice gently with a fork. CCP: Hold for hot service at 140 °F or higher.
9. Serve ½ cup portions.

Recipe adapted from USDA Recipes for Family Child Care Homes.

Nutrients Per Serving			
Calories	154	Total Carbohydrates	28 g
Total Fat	4 g	Dietary Fiber	2 g
Saturated Fat	0 g	Total Sugars	N/A
Cholesterol	2 mg	Protein	4 g
Sodium	132 mg		

Corn Pudding

Cooking Process: #2 Same-Day Service

CACFP Crediting Information	
Serving Size	**1 Serving Provides**
One piece (2 ½ " x 4")	¼ cup vegetable and 1.25 oz equivalent grains

	12 Servings	
Ingredients	**Weight**	**Measure**
Flour, whole wheat	6 oz	1 ¼ cup
Cornmeal, white, whole grain	4 oz	¾ cup
Sugar, granulated		¼ cup
Baking powder		2 tsp
Salt, table		¼ tsp
Black pepper, ground		¼ tsp
Egg, whole, large		2 each
Sour cream, low-fat		½ cup
Vegetable oil		2 Tbsp
Yellow corn, frozen, thawed, drained	11 oz	2 cups
Cream style corn, canned, unsalted	11 oz	1 cup
Onions, fresh, yellow, chopped	2 oz	½ cup
Nonstick stray		

Instructions

1. Preheat oven to 375 °F for conventional or 325 °F for convection.
2. Combine flour, cornmeal, sugar, baking powder, salt, and pepper in a large bowl. Stir well. Set aside for step 4.
3. Combine eggs, sour cream, oil, corn, cream style corn, and onions in a large bowl. Stir well.
4. Pour egg mixture over flour mixture. Stir well.
5. Transfer corn pudding mixture to a 2-inch half-size steamtable pan lightly sprayed with nonstick spray.
6. Bake until golden brown. 45-50 minutes in a conventional oven, or 30-40 minutes in a convection oven. CCP: Cook to 140 °F or higher for at least 15 seconds.
7. Remove from oven and let rest for 10 minutes. Cut 3x4 into 12 pieces. CCP: Hold for hot service at 140 °F or higher.
8. Serve one piece per portion.

Recipe adapted from USDA Recipes for Family Child Care Homes.

Nutrients Per Serving			
Calories	189	Total Carbohydrates	33 g
Total Fat	5 g	Dietary Fiber	3 g
Saturated Fat	1 g	Total Sugars	8 g
Cholesterol	32 mg	Protein	5 g
Sodium	162 mg		

Spanish Style Rice

Cooking Process: #2 Same-Day Service

CACFP Crediting Information	
Serving Size	**1 Serving Provides**
½ cup	1 oz equivalent grains

	20 Servings	
Ingredients	**Weight**	**Measure**
Brown rice, long-grain, dry	14 oz	2 cups
Vegetable base		1 ½ tsp
Tomato, Roma, fresh, whole		1 each
Onion, fresh, yellow, diced ¼ inch		1 Tbsp
Vegetable oil		1 Tbsp
Water, divided		2 ¾ cups
Salt, table		1 tsp

Instructions

1. In a blender, combine tomato, onions, vegetable base, and ¼ cup water. Blend until smooth.
2. Heat a 2-quart saucepan over medium heat. Add the vegetable oil and brown rice. Toast the rice grains in the oil until they become fragrant and translucent.
3. Carefully stir in the sauce from the blender and bring to a simmer.
4. Add the remaining water, bring to a boil, then reduce heat to a simmer. Cover and cook until the rice is tender and the liquid is absorbed, about 25-30 minutes. CCP: Cook to 140 °F or higher for at least 15 seconds.
5. Remove rice from heat and let rest for 5-10 minutes. Fluff with a fork. CCP: Hold for hot service at 140 °F or higher.
6. Serve ½ cup portions.

Recipe adapted from Healthy School Recipes.

Nutrients Per Serving			
Calories	77	Total Carbohydrates	15 g
Total Fat	1 g	Dietary Fiber	1 g
Saturated Fat	0 g	Total Sugars	0 g
Cholesterol	0 mg	Protein	1 g
Sodium	130 mg		

Maple Baked French Toast Squares

Cooking Process: #2 Same-Day Service

CACFP Crediting Information	
Serving Size	**1 Serving Provides**
1 piece (about 2 ⅜" x 4")	1 oz equivalent meat/meat alternate and 1 oz equivalent grains

	12 Servings	
Ingredients	**Weight**	**Measure**
Eggs, whole, large		7 each
Milk, low-fat 1%		1 ½ cups
Sugar, granulated	2.5 oz	¼ cup 1 Tbsp
Salt, table		⅛ tsp
Vanilla extract		1 tsp
Cinnamon, ground		½ tsp
Whole grain bread, sliced	13 oz	9 slices
Maple syrup	3 oz	¼ cup 2 Tbsp
Nonstick spray		

Instructions

1. Combine eggs, milk, sugar, salt, vanilla, and cinnamon in a large bowl. Stir well.
2. Break bread slices into small pieces and add to egg mixture. Stir well.
3. Allow to set for 30 minutes to 1 hour. Bread should be soft and broken up completely.
4. Pour into a 2-inch half-size steamtable pan that has been lightly coated with nonstick spray. Spread evenly.
5. Pour maple syrup over the bread mixture in a swirling motion.
6. Bake in a conventional oven at 400 °F for 25-35 minutes or in a convection oven at 350 °F for 20-25 minutes. CCP: Cook to 165 °F or higher for at least 15 seconds.
7. Remove from oven and allow to rest for 20 minutes before cutting. CCP: Hold for hot service at 140 °F or higher.
8. Portion: cut each pan 3x4 into 12 pieces per pan. Serve 1 piece (about 2 ⅜" x 4").

Recipe adapted from USDA Recipes for Child Care Centers.

Nutrients Per Serving			
Calories	173	Total Carbohydrates	25 g
Total Fat	4 g	Dietary Fiber	2 g
Saturated Fat	2 g	Total Sugars	13 g
Cholesterol	110 mg	Protein	8 g
Sodium	222 mg		

Stir-Fried Green Rice with Eggs and Turkey Ham

Cooking Process: #2 Same-Day Service

CACFP Crediting Information	
Serving Size	**1 Serving Provides**
1 cup	1 oz equivalent meat/meat alternate and 1.5 oz equivalent grains

	12 Servings	
Ingredients	**Weight**	**Measure**
Brown rice, long-grain, dry	1 lb 8 oz	3 ½ cups
Water		1 quart 2 cups
Salt, table		½ tsp
Eggs, whole, large		12 each
Vegetable oil		2 Tbsp
Turkey ham, extra lean, diced ¼ inch	4 oz	1 cup
Spinach, frozen, chopped, thawed, drained		1 ½ cups
Green onions, fresh, sliced		½ cup
Sesame oil		2 tsp
Soy sauce, low-sodium		2 tsp
Nonstick spray		

Instructions

1. Combine brown rice, water, and salt in a 4-quart saucepan. Bring to a boil, reduce heat to a simmer, cover, and cook until the rice has absorbed all the water, about 30-40 minutes. CCP: Cook to 140 °F or higher for at least 15 seconds.
2. Remove rice from heat and let rest. CCP: Hold for hot service at 140 °F or higher.
3. Whisk together eggs and 1 Tbsp water.
4. Cook half the eggs in a large nonstick skillet coated with nonstick spray. Remove eggs from skillet. Chop eggs and set aside. Reserve remaining eggs for step 6.
5. Heat vegetable oil in a large nonstick skillet over high heat. Add turkey ham and cook for 2 minutes or until ham begins to brown.
6. Reduce heat to medium. Add brown rice and toss to mix. Add remaining eggs. Stir for 5 minutes or until egg is fully cooked.
7. Add spinach, green onions, chopped egg, sesame oil, and soy sauce. Stir well. Cook until thoroughly heated. CCP: Cook to 165 °F or higher for at least 15 seconds.
8. Remove from heat and transfer to a pan for hot-holding. CCP: Hold for hot service at 140 °F or higher.
9. Serve 1 cup portions.

Recipe adapted from The Lunchbox.

Nutrients Per Serving			
Calories	238	Total Carbohydrates	35 g
Total Fat	7 g	Dietary Fiber	3 g
Saturated Fat	1 g	Total Sugars	N/A
Cholesterol	74 mg	Protein	9 g
Sodium	313 mg		

Overnight Oats with Berries

Cooking Process: #2 Same-Day Service

CACFP Crediting Information	
Serving Size	**1 Serving Provides**
½ cup	¼ cup fruit, 0.25 oz equivalent meat/meat alternate, and 0.5 oz equivalent grains

	12 Servings	
Ingredients	**Weight**	**Measure**
Milk, low-fat 1%	4 oz	½ cup
Yogurt, Greek style, vanilla, non-fat	12 oz	1 ½ cups
Honey, pasteurized		1 Tbsp 1 ½ tsp
Honey, pasteurized		½ tsp
Oats, quick, dry	7 oz	2 cups
Blueberries, blackberries, and raspberries, whole, frozen, unsweetened	1 lb 12 oz	6 cups

Instructions

1. In a 4-inch half-size steamtable pan, combine the milk, Greek style yogurt, honey, and vanilla extract. Whisk to combine.
2. Add the oats. Mix well.
3. Add berries. Stir.
4. Cover and refrigerate for 8-12 hours. CCP: Cool to 40 °F or lower within 4 hours. CCP: Hold for cold service at 40 °F or lower.
5. Remove from the refrigerator and stir.
6. Serve ½ cup portions (No. 8 scoop).

Recipe adapted from Team Nutrition CACFP Easy Recipe Project

Nutrients Per Serving			
Calories	127	Total Carbohydrates	24 g
Total Fat	1 g	Dietary Fiber	5 g
Saturated Fat	0 g	Total Sugars	10 g
Cholesterol	N/A	Protein	6 g
Sodium	15 mg		

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