



CICN Presents:

CACFP Culinary Training

Vegetables, Legumes, and Dips



Training Manual

CiCN Presents:

CACFP Culinary Training Vegetables, Legumes, and Dips

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

Training Manual

PROJECT MANAGERS

Garrett Berdan

Molle Polzin

EXECUTIVE DIRECTOR

Aleshia Hall-Campbell, PhD, MPH

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



Demonstrate/Discuss

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

.....



Key Messages

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

.....



Class Discussion Prompts

This prompt will suggest questions to ask the participants to start a discussion among the group. For some questions, answers may be provided to help guide the conversation if participants seem reluctant to answer or do not cover the whole topic.

.....



Activity Information

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

Here are a few suggestions for developing teams:

- Allow participants sitting next to each other to be in teams or have them number off by the desired number of teams.
- Place different colored dots on nametags, note cards, or on the outside of the workbooks. The participants with the same color are in a group or pair.



Additional Information

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

Training-at-a-Glance

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

Introduction to Vegetables, Legumes, and Dips

OBJECTIVES:

- Identify a variety of vegetables and legumes—fresh, frozen, canned, dried, and 100% vegetable juices.
- Explain the nutritional benefits of incorporating vegetables and legumes into menus.
- Discuss the nutritional benefits of scratch-prepared dips compared to purchasing prepared products.
- Discuss how to incorporate vegetables, legumes, and scratch-prepared dips into menus.

30 minutes	<ul style="list-style-type: none"> • Vegetable and legume definition • Nutritional benefits of vegetables, legumes, and scratch-prepared dips • Menu planning 	<ul style="list-style-type: none"> • Define vegetables and legumes. • Discuss the nutritional benefits of vegetables and legumes. • Review seasonal vegetables. • Compare the forms of vegetables and legumes—fresh, frozen, canned, dried, and 100% juice. • Complete a Label Reading Activity to compare sodium in products. • Discuss the nutritional benefits of scratch-prepared dips. • Provide ideas on how to incorporate vegetables, legumes, and dips into menus. • Complete a menu activity. 	Handouts: <ul style="list-style-type: none"> • Fruits and Vegetables in Color • Label Reading Activity • Menu Activity
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Time	Topic	Task	Materials
Culinary Basics			

OBJECTIVES:

- Recall the importance of utilizing standardized recipes.
- Demonstrate the correct use of mise en place.
- Explain the benefits of proper measuring using weight and volume.
- Demonstrate how to properly measure using weight and volume.

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

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

30 minutes	Preparation techniques	<ul style="list-style-type: none"> ● Discuss and demonstrate preparation techniques for vegetables, legumes, and dips. ● Demonstrate knife skills needed for vegetable preparation. ● Demonstrate vegetable preparation techniques (roast, sauté, steam, blanch). ● Discuss storage and food safety considerations. ● Incorporate scratch-prepared dips for variety and encourage children to eat vegetables. 	<ul style="list-style-type: none"> ● See Instructor's Preparation Guide in the Appendix for necessary supplies and equipment. <p>Handouts:</p> <ul style="list-style-type: none"> ● Knife Safety ● Knife Grips ● Basic Knife Cuts ● How to Dice Onions ● How to Use a Food Processor to Puree Items ● Handling Produce Safely
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Time	Topic	Task	Materials
Team Cooking Lab			

OBJECTIVE:

- Apply preparation techniques with a variety of vegetables, legumes, and dips.

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

Recipe Evaluation

OBJECTIVE:

- Evaluate the quality and usability of prepared vegetable, legume, and dip recipes.

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

Action Plan / Wrap Up

OBJECTIVE:

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

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





Introduction

Time: 10 minutes

Instructor's Note: Introduce yourself and other guests. State your name, title/credentials, and relevant experience. Select an ice breaker from the list below. Confirm that participants have signed the sign-in sheet and that they all have a copy of the workbook and a pen or pencil.

Introductions

- Welcome to the CACFP Culinary Training on Vegetables, Legumes, and Dips.
- 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	Broccoli Salad	Corn and Edamame Blend	Curry Vegetables	Gingered Carrots	Hummus	Roasted Potatoes
Recipe 2	Chickpeas and Tomatoes	Ranch Dip	Greek-Style Tzatziki	Cowboy Caviar	Mexican-Inspired Street Corn	Kale Dip



Ground Rules

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

Show up on time and come prepared.

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

Stay mentally and physically present.

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

Let everyone participate.

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

Listen with an open mind.

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

Think before speaking.

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

Attack the problem, not the person.

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

Focus on food safety.

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

Maintain physical safety.

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

Wear proper kitchen attire.

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

Overall Training Goals

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

Training Objectives

- Identify a variety of vegetables and legumes—fresh, frozen, canned, dried, and 100% vegetable juices.
- Explain the nutritional benefits of incorporating vegetables and legumes into menus.
- Discuss the nutritional benefits of scratch-prepared dips compared to purchasing prepared products.
- Discuss how to incorporate vegetables, legumes, and scratch-prepared dips into menus.
- Recall the importance of utilizing standardized recipes.
- Demonstrate the correct use of mise en place.
- Explain the benefits of proper measuring using weight and volume.
- Demonstrate how to properly measure using weight and volume.
- Discuss storage and food safety practices when preparing vegetables, legumes, and dips.
- Review culinary techniques used for the preparation of a variety of vegetables and legumes.
- Apply preparation techniques with a variety of vegetables, legumes, and dips.
- Evaluate the quality and usability of prepared vegetable, legume, and dip 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: **Batch Cook** and **Blanching**. Do other culinary terms need clarification?

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

Introduction

to Vegetables, Legumes, and Dips

Time: 30 minutes

Objectives:

- Identify a variety of vegetables and legumes—fresh, frozen, canned, dried, and 100% vegetable juices.
- Explain the nutritional benefits of incorporating vegetables and legumes into the menu.
- Discuss the nutritional benefits of scratch-prepared dips compared to purchasing prepared products.
- Discuss how to incorporate vegetables, legumes, and scratch-prepared dips into menus.

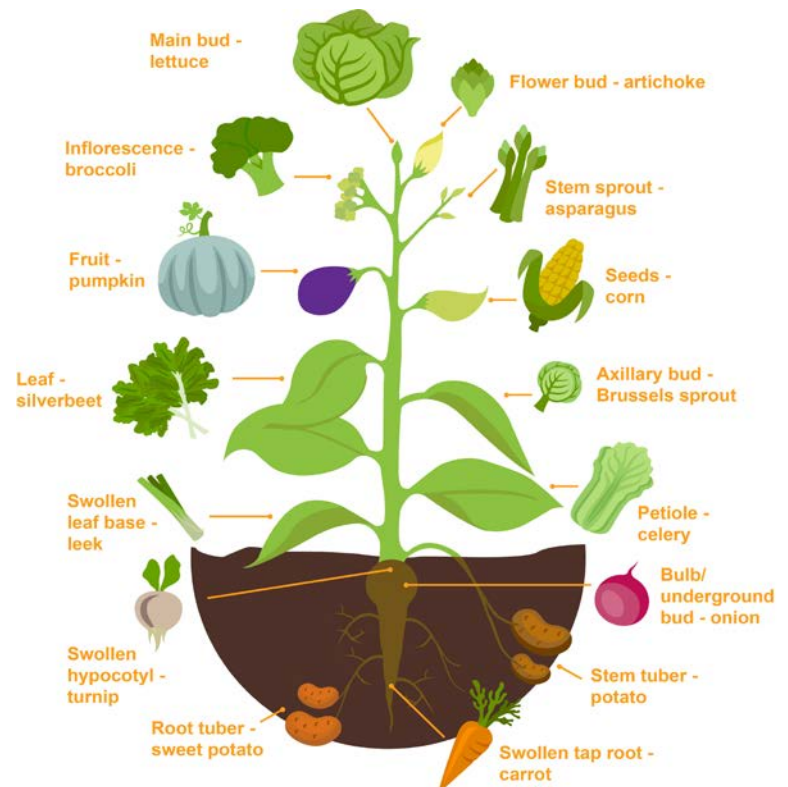
Discuss

Vegetables are an important part of a child's diet. They provide essential nutrients and fiber and offer a mixture of textures and flavors.

What are Vegetables?

Vegetables are the parts of the plants we eat. You eat some raw, while others must be prepared and cooked. Here are examples of the different parts of the plant and the vegetables associated with them. Refer to the graphic while we go over a few examples.

- Stems – celery, asparagus, fennel, kohlrabi
- Flowers – broccoli, cauliflower, artichoke
- Leaves – lettuce, Brussels sprouts, cabbage, kale, rhubarb, spinach
- Roots – carrots, beets, radishes, turnips
- Tubers – potatoes, cassava root, sweet potatoes
- Bulbs – onions, garlic
- Fruit – cucumber, eggplant, okra, sweet corn, squash, peppers, tomatoes
- Seeds – legumes, such as beans and peas
- Pods – okra, green bean, long bean, pea



Adapted from [Postharvest Management of Vegetables](#)

What are Legumes?

Although used interchangeably, the terms “legumes,” “pulses,” and “beans” have distinct meanings.

- A *legume* refers to any plant that includes its leaves, stems, and pods. This includes edamame (which is the soybean in the pod).
- A *pulse* is the dried edible seed of a legume. Pulses include beans, peas, and lentils.
 - Beans (e.g., adzuki, black, cannellini, fava, kidney, lima, navy, pinto)
 - Dried peas (e.g., black-eyed peas, garbanzo beans (chickpeas), pigeon peas, split peas)
 - Lentils (e.g., brown, green, red/yellow)

Many cultures cook some type of legume. For example, in Asia, red adzuki beans are crushed to create a paste used in sushi and desserts. Black beans are popular in Mexico and Brazil. In addition, you can find white cannellini beans in many Italian dishes.

Nutritional Benefits of Vegetables and Legumes

- Vegetables and legumes provide a range of essential nutrients that children need to grow and develop. They are an important part of our daily diet.
- Vegetables are low in fat, sodium, and calories and do not have cholesterol.
- Vegetables contain carbohydrates, fiber, protein, and many vitamins and minerals (vitamins A, B, and C, potassium, magnesium, folate, calcium, and iron).
- The nutrition found in legumes are similar to foods in both the vegetables component and the meat alternates component.
 - Like vegetables – legumes are excellent sources of fiber, folate, and potassium.
 - Like protein foods – legumes are excellent sources of plant protein, iron, and zinc.
- Eating vegetables in a rainbow of colors (red, green, orange, yellow, purple, etc.) helps ensure children are getting all the nutrients they need.
 - Refer to the **Fruits and Vegetables in Color** handout to help spark your creativity when picking an array of colorful vegetables to include throughout your menus.

Seasonal Vegetables

- Seasonal vegetables are those grown and harvested during their natural growing season. This means they may be fresher, more flavorful, and often more affordable.
- Seasonal vegetables vary by area, depending on the climate of the region. Check with your local farmers’ market or grocery store to see what vegetables are currently in season in your area. The [USDA Seasonal Produce Guide](#) can help you explore when certain produce is in season.

Class Discussion Prompt

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

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

FRUITS AND VEGETABLES IN COLOR

RED, PURPLE & BLUE



ORANGE & YELLOW



GREEN



WHITE & BEIGE



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Forms of Vegetables

- *Fresh vegetables* retain the full amount of nutritional value. Buy locally grown fresh vegetables in season when they may be less expensive and are at peak flavor.
- *Frozen vegetables* are a delicious and nutritious alternative to fresh. They are picked at the peak of freshness, and the rapid freezing process helps preserve their nutritional value and keeps the texture consistent and true to form.
 - To reduce sodium and fat content, avoid prepackaged vegetables with sauce.
 - Avoid thawing frozen vegetables before roasting to maintain their crisp texture and quality.
- *Canned vegetables* are a convenient and low-cost option; however, the canning process may use lower-quality vegetables and may reduce some of the health benefits.
 - Purchase minimally processed canned vegetables, containing nothing but vegetables and water. Avoid canned vegetables with high amounts of sodium or other flavoring ingredients.
 - To reduce the sodium in canned vegetables, do one of the following:
 1. Look for “Sodium Free,” “No Salt Added,” or “Low Sodium” options; or
 2. If you cannot purchase the lower-sodium options above, drain the liquid and rinse the vegetables with water in a colander.
- *Dried vegetables* have been dehydrated or dried to remove most of their water content, increasing their shelf life.
 - Dried vegetables, such as dried tomatoes, peppers, carrots, or peas are a convenient and healthy way to add flavor and nutrition to soups, salads, sauces, and casseroles.
- *One hundred percent (100%) vegetable juice* is a drink made by blending or juicing a variety of vegetables, such as carrots, celery, beets, spinach, kale, and cucumber.
 - One hundred percent (100%) vegetable juice should not replace whole vegetables, which provide fiber and nutrients.
 - Purchased 100% vegetable juice may contain added sugars, salt, and preservatives.
 - Check the label and choose low-sugar and/or low-salt options.
 - Limit to serving 100% juice one time per day.

Forms of Legumes

- You can purchase dried, canned, or frozen legumes.
- While it is recommended to use the least processed form (dried), using dried legumes requires soaking and a much longer cooking time. Therefore, canned legumes are efficient options to include on menus. Use canned, precooked versions to simplify recipes (no soaking needed) and reduce cooking times.
 - Refer to the [Preparation Resources](#) from USA Pulses on soaking and cooking legumes.
- Frozen legumes are also a fast and easy option to include in menu planning.

Below are the pros and cons of dried, canned, and frozen options that may help when deciding which form to purchase and use.

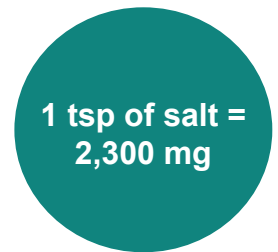
	Dried	Canned	Frozen
Pros	<ul style="list-style-type: none"> • Easy to store • Long shelf life • Least processed • Most cost-effective 	<ul style="list-style-type: none"> • Easy to store • Long shelf life • Ready for use • May be minimally processed 	<ul style="list-style-type: none"> • Ready for use • May be minimally processed • Maintains texture and nutrients
Cons	<ul style="list-style-type: none"> • May require prep time (soaking) • Longer cooking time 	<ul style="list-style-type: none"> • May contain added sodium, preservatives, or additives • More costly than dried 	<ul style="list-style-type: none"> • Most costly • May get freezer-burned

Sodium in Canned Vegetables and Legumes

Too much dietary sodium (salt) can lead to chronic illnesses, such as stroke and heart disease. Most sodium comes from salt added during food processing and preparation.

The Dietary Guidelines for Americans (DGA) recommends the following limits for daily sodium intake:

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



To put sodium intake limits into perspective, 2,300 mg of sodium is equal to only 1 teaspoon of table salt! Therefore, it may not be surprising that, on average, sodium intakes in the United States are much higher than recommended—at about 3,400 mg/day—more than double the recommended limit for children under the age of 9.

Understanding food labels can help you identify foods that are lower in sodium. There are different terms listed on the labels of food products that indicate the amount of sodium in a product. Try to purchase items that say, “Sodium Free,” “Very Low Sodium,” or “Low Sodium.”

Refer to the ICN’s [Sodium Swaps: Utilizing Product Substitution](#) resource for more information on reducing sodium. You can find this resource on the [Shaking It Up!](#) webpage along with additional sodium resources.

Label Reading Activity

Break into small groups. Compare the sodium levels of three different types of corn using the Nutrition Facts labels below. Fill in the blanks. You will have 5 minutes to complete this activity.

Nutrition Facts	
3.5 servings per container	
Serving size	1/2 cup (125g)
Amount Per Serving	
Calories	70
% Daily Value*	
Total Fat 0.5g	1%
Saturated Fat 0g	0%
<i>Trans Fat</i> 0g	
Sodium 320mg	14%
Total Carbohydrate 13g	5%
Dietary Fiber 2g	7%
Total Sugars 7g	
Includes 0g Added Sugars	0%
Protein 1g	2%
Not a significant source of cholesterol, vitamin D, calcium, iron, and potassium	
*The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.	

Nutrition Facts	
3.5 servings per container	
Serving size	1/2 cup (125g)
Amount Per Serving	
Calories	70
% Daily Value*	
Total Fat 0.5g	1%
Saturated Fat 0g	0%
<i>Trans Fat</i> 0g	
Sodium 10mg	0%
Total Carbohydrate 13g	5%
Dietary Fiber 2g	7%
Total Sugars 6g	
Includes 0g Added Sugars	0%
Protein 1g	2%
Not a significant source of cholesterol, vitamin D, calcium, iron, and potassium	
*The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.	

Nutrition Facts	
11 servings per container	
Serving size	1/2 cup (85g)
Amount Per Serving	
Calories	70
% Daily Value*	
Total Fat 0.5g	1%
Saturated Fat 0g	0%
<i>Trans Fat</i> 0g	
Sodium 0mg	0%
Total Carbohydrate 16g	6%
Dietary Fiber 2g	7%
Total Sugars 3g	
Includes 0g Added Sugars	0%
Protein 1g	2%
Not a significant source of cholesterol, vitamin D, calcium, iron, and potassium	
*The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.	

Canned Corn Regular Sodium

Serving Size = _____

Sodium = _____

Canned Corn No Added Salt

Serving Size = _____

Sodium = _____

Frozen Corn No Added Salt

Serving Size = _____

Sodium = _____

Compare to the DGA daily intake recommendations.

1. DGA recommended daily intake of sodium for children ages 4 through 8: _____
2. Amount of sodium in 1/2 cup of **Canned Corn - Regular Sodium**: _____
3. Amount of sodium in 1/2 cup of **Canned Corn - No Added Salt**: _____
4. Amount of sodium in 1/2 cup of **Frozen Corn - No Added Salt**: _____

Percent of DGA recommended daily sodium intake for children from 1/2 cup serving.

- **Canned Corn - Regular Sodium**: _____% (Divide answer from line 2 by the answer in line 1)
- **Canned Corn - No Added Salt**: _____% (Divide answer from line 3 by the answer in line 1)
- **Frozen Corn - No Added Salt**: _____% (Divide answer from line 4 by the answer in line 1)

Label Reading Activity Answers

Nutrition Facts	
3.5 servings per container	
Serving size	1/2 cup (125g)
Amount Per Serving	
Calories	70
% Daily Value*	
Total Fat 0.5g	1%
Saturated Fat 0g	0%
<i>Trans Fat</i> 0g	
Sodium 320mg	14%
Total Carbohydrate 18g	5%
Dietary Fiber 2g	7%
Total Sugars 7g	
Includes 0g Added Sugars	0%
Protein 1g	2%
Not a significant source of cholesterol, vitamin D, calcium, iron, and potassium	
*The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.	

Nutrition Facts	
3.5 servings per container	
Serving size	1/2 cup (125g)
Amount Per Serving	
Calories	70
% Daily Value*	
Total Fat 0.5g	1%
Saturated Fat 0g	0%
<i>Trans Fat</i> 0g	
Sodium 10mg	0%
Total Carbohydrate 18g	5%
Dietary Fiber 2g	7%
Total Sugars 6g	
Includes 0g Added Sugars	0%
Protein 1g	2%
Not a significant source of cholesterol, vitamin D, calcium, iron, and potassium	
*The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.	

Nutrition Facts	
11 servings per container	
Serving size	1/2 cup (85g)
Amount Per Serving	
Calories	70
% Daily Value*	
Total Fat 0.5g	1%
Saturated Fat 0g	0%
<i>Trans Fat</i> 0g	
Sodium 0mg	0%
Total Carbohydrate 18g	6%
Dietary Fiber 2g	7%
Total Sugars 3g	
Includes 0g Added Sugars	0%
Protein 1g	2%
Not a significant source of cholesterol, vitamin D, calcium, iron, and potassium	
*The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.	

Canned Corn Regular Sodium

Serving Size = 1/2 cup
Sodium = 320 mg

Canned Corn No Added Salt

Serving Size = 1/2 cup
Sodium = 10 mg

Frozen Corn No Added Salt

Serving Size = 1/2 cup
Sodium = 0 mg

Compare to the DGA daily intake recommendations.

1. DGA recommended daily intake of sodium for children ages 4 through 8: 1500 mg/day
2. Amount of sodium in 1/2 cup of **Canned Corn - Regular Sodium**: 320 mg
3. Amount of sodium in 1/2 cup of **Canned Corn - No Added Salt**: 10 mg
4. Amount of sodium in 1/2 cup of **Frozen Corn - No Added Salt**: 0 mg

Percent of DGA recommended daily sodium intake for children ages 4 through 8 from 1/2 cup serving.

- **Canned Corn - Regular Sodium**: 320 / 1500 = 21% (Divide line 2 by line 1)
- **Canned Corn - No Added Salt**: 10 / 1500 = 0.6% (Divide line 3 by line 1)
- **Frozen Corn - No Added Salt**: 0 / 1500 mg = 0% (Divide line 4 by line 1)

Discuss:

- As you can see from the answers above, a serving of Canned Corn - Regular Sodium has **over 20%** of the recommended daily intake of sodium that children ages 4 through 8 should get per day. This is from a 1/2 cup of vegetables!
- However, Canned Corn - No Added Salt and Frozen Corn - No Added Salt have little to no sodium.
- This is why it is so important to read Nutrition Facts labels so you can be informed and buy the healthiest options.

Class Discussion Prompts

Questions:

- Are you surprised by any of the labels or sodium claims?
- Will knowing the difference in the sodium amounts in different products change your purchasing decisions?

Allow participants to respond and thank them for sharing.

Discuss

Dips

Does anyone know any children who refuse to eat vegetables? One way to encourage them to try or eat vegetables is to serve them with a dip.

- Dips are a type of sauce to dip food into that adds flavor, texture, and nutrients.
- Purchased dips may contain added sugars, sodium, fat, preservatives, and other unhealthy ingredients.
- Making scratch-prepared dips using fresh ingredients controls for unwanted ingredients found in purchased dips.
- Dips are eaten all over the world and are an important part of many cultures such as those of Mexico, Thailand, Indonesia, Africa, India, and Greece - just to name a few.

Class Discussion Prompts

Question: Does anyone serve a dip that children enjoy eating with vegetables?

Possible Answers: Ranch dressing, cottage cheese, hummus

Question: What types of scratch-prepared dips do you serve in your program?

Allow participants to respond and thank them for sharing.

Discuss

Incorporating Vegetables, Legumes, and Dips into Menus

Serving an array of vegetables and legumes is a great way to add variety, flavor, and nutrition to your menus. Here are some ideas to power up meals with vegetables, legumes, and scratch-prepared dips.

- Add vegetables and legumes into casseroles, salads, sauces, stews, or stir-fries.
 - Add mushrooms and bell peppers to a tomato sauce for spaghetti.
 - Toss roasted sweet potatoes into a quinoa salad.
- Make chili more interesting by combining two different colors of beans such as kidney and white beans.
- Mix in pureed beans (e.g., garbanzo) or vegetables (e.g., carrots, pumpkin, sweet potatoes, or squash) to thicken soups, chili, and sauces. The kids will not even notice they are eating vegetables.

- Soups are an easy way to incorporate vegetables into your menu. Serve satisfying vegetable-based soups.
 - Serve low-sodium split pea, lentil, minestrone, or white bean soups.
 - Create a hearty vegetable soup with carrots, celery, onions, potatoes, and kale.
 - Serve tomato soup with grilled cheese.
 - Make cream soups with low-fat milk instead of cream.
- Spice up your menus with Southwest flavor. Offer black bean enchiladas, low-fat refried beans, or tacos with whole pinto beans.
- A great way to incorporate vegetables and legumes into snack menus is to make them into dips:
 - Hummus (chickpeas, tahini)
 - Guacamole (avocado, tomatoes)
 - Salsa (tomatoes, onions)
 - Tzatziki (yogurt, cucumbers)

Class Discussion Prompts

Question: Would anyone like to share other ways they incorporate a variety of vegetables, legumes, and dips into their menus?

Allow participants to respond and thank them for sharing.

Question: Would anyone be willing to share strategies to help children accept the new foods?

Possible Answers:

- Present new foods along with well-liked foods
- Taste tests
- Allow children to choose from a variety of nutritious foods
- Adults eat the same foods as the children
- Talk about the new food

Menu Activity

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

Break into small groups. Fill in the menu with a different vegetable or legume for each meal and snack. Include a variety of different vegetables or legumes (rainbow of colors). You can use any form of vegetables or legumes (fresh, frozen, canned, or dried). Share ideas with the large group. You will have 5 minutes to complete this activity.

- Breakfast: Even though it is more common to serve fruit at breakfast, try to come up with a vegetable to serve at some breakfasts.
- Lunch: Include either a fruit and vegetable or two different vegetables.
- Snack: Come up with two components. Include a vegetable and/or a scratch-prepared dip.

	Monday	Tuesday	Wednesday	Thursday	Friday
Breakfast	Eggs F/V: _____ 1% Milk	English Muffin F/V: _____ 1% Milk	Cottage Cheese F/V: _____ 1% Milk	Oatmeal F/V: _____ 1% Milk	Toast F/V: _____ 1% Milk
Lunch	Ground Turkey Wrap with WG Tortilla Veg: _____ F/V: _____ 1% Milk	Spaghetti and Meat Sauce Veg: _____ F/V: _____ 1% Milk	Baked Cod WG Crackers Veg: _____ F/V: _____ 1% Milk	Roasted Chicken WG Roll Veg: _____ F/V: _____ 1% Milk	Tuna Noodle Casserole Veg: _____ F/V: _____ 1% Milk
Snack	_____ _____	_____ _____	_____ _____	_____ _____	_____ _____

Key Messages

- Vegetables and legumes are an important part of the daily diet. They provide a range of essential nutrients that children need to grow and develop.
- Serving an array of vegetables in a rainbow of colors is a great way to add variety, flavor, and nutrition to your menus.
- Reading and understanding Nutrition Facts labels can help you identify foods that are lower in sodium and help you make healthier choices.
- Making scratch-prepared dips using fresh ingredients controls for unwanted ingredients (e.g., preservatives, added salt, fat, or sugar) found in purchased dips.

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

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

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

More about each of the components of a recipe:

Ingredients

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

Weights/Volume of Each Ingredient

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

Preparation Directions

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

Equipment & Utensils Needed

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

Food Safety Guidelines & HACCP

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

Serving Size & Recipe Yield

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

Crediting Information

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

Key Messages

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

Class Discussion Prompt

Question: Can anyone identify the Gingered Carrots recipe's meal component(s) contribution?

Answer: One-fourth ($\frac{1}{4}$) cup Gingered Carrots provides $\frac{1}{4}$ cup vegetable.

What questions do you have?



Gingered Carrots

Ginger, also known as ginger root, is a popular spice used in traditional Chinese cooking. It can be found in soups, stews, marinades, and stir-fried dishes. If you want to experience the full, bold flavor of ginger, mince or grate it. For a lighter flavor, cut the ginger into long slivers.

CACFP CREDITING INFORMATION

¼ cup (2 oz spoon) provides ¼ cup vegetable.

SOURCE

Team Nutrition CACFP Multicultural Recipe Project.

INGREDIENTS	25 SERVINGS		50 SERVINGS		DIRECTIONS
	Weight	Measure	Weight	Measure	
Water	32 fl oz	4 cup	32 fl oz	4 cup	<ol style="list-style-type: none"> 1 Add about 1–2 inches of water to a small stockpot with a steamer basket or a double boiler. Bring water to a rolling boil. 2 Add carrots to the steamer basket or double boiler and steam until carrots are tender, but not mushy, about 9–10 minutes. Critical Control Point: Heat to 140 °F or higher for at least 15 seconds. 3 Prepare ginger glaze while carrots are cooking by combining the remaining ingredients in a medium mixing bowl. Pour hot steamed carrots into the ginger glaze and stir until honey and margarine melt.
*Carrots, fresh, peeled, sliced diagonally	2 lb 9½ oz	2 qt 1 cup	5 lb 3 oz	1 gal 2 cup	
Honey		¼ cup		½ cup	





INGREDIENTS	25 SERVINGS		50 SERVINGS		DIRECTIONS
	Weight	Measure	Weight	Measure	
Lemon juice, fresh squeezed, seeds removed or lemon juice bottled		1 Tbsp 1 tsp		2 Tbsp 2 tsp	
Parsley, dried (optional)		1 Tbsp 1 tsp		2 Tbsp 2 tsp	
Margarine, unsalted, trans-fat free		1 Tbsp 1 tsp		2 Tbsp 2 tsp	
Ginger, grated, fresh		2 tsp		1 Tbsp 1 tsp	
Salt, table		½ tsp		1 tsp	
					<p>4 Serve immediately. Serve ¼ cup (2 oz spoodle).</p> <p>Critical Control Point: Hold at 140 °F or higher.</p>



**NUTRITION INFORMATION**

For ¼ cup (2 oz spoodle).

NUTRIENTS	AMOUNT
Calories	31
Total Fat	1 g
Saturated Fat	0 g
Cholesterol	N/A
Sodium	72 mg
Total Carbohydrate	6 g
Dietary Fiber	1 g
Total Sugars	2 g
Added Sugars included	N/A
Protein	0 g
Vitamin D	N/A
Calcium	14 mg
Iron	0 mg
Potassium	N/A

N/A=data not available.

MARKETING GUIDE

Food as Purchased for	25 Servings	50 Servings
Carrots	3 lb 2 oz	6 lb 4 oz

NOTES

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

Chef Tips

Various methods of steaming include a double boiler, microwave, or steamer. Time will vary according to the method used.

Food Safety Tips

Honey should not be given to or used in foods for children under 1 year of age, as it may contain botulism spores which can cause infant botulism. This is a serious type of food-related illness that can make a baby very sick.

Variations

Frozen carrot coins may be substituted for the fresh carrots.

YIELD/VOLUME

25 Servings	50 Servings
2 lb 10 oz	5 lb 4 oz
1 qt 2¼ cup	3 qt ½ cup





Culinary Basics

Mise en Place

Objective

- Demonstrate the correct use of mise en place.

Demonstrate/Discuss

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

MISE EN PLACE

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



Step 1: Review Recipes & Production Records

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

Step 2: Prioritize Your Work

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



Step 3: Collect Tools & Prepare Equipment

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

Step 4: Gather Recipe Ingredients

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



Step 5: Prepare Ingredients

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

Step 6: Set Up Your Workstation

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



Key Messages

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

Class Discussion Prompts

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

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

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

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

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

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

What questions do you have?



Culinary Basics

Unit of Measurement

Objectives

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

Demonstrate/Discuss

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

Volume

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

Weight

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

Packed vs Aerated Flour Example

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

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

Key Messages

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

Class Discussion Prompt

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

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

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

What questions do you have?

Culinary Basics

Weight vs. Volume Demonstration

Demonstrate/Discuss

The instructor will complete the following demonstration.

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

Key Message

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

What questions do you have?



Chef Demo

Time: 30 minutes

Objectives:

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

Overview

In this lesson, you will learn how to make tasty and healthy meals using various techniques. We will review the following skills:

- Basic knife skills
- Blanching vegetables
- Pureeing legumes to make dips
- Roasting and sautéing vegetables

The chef instructor will teach you step-by-step so you can use these skills during the cooking lab.

Throughout the demonstration, you will be introduced to various cooking methods. The methods can be broken down into three main categories: moist heat, dry heat, and combination.

Moist-heat cooking is a method of cooking that involves the use of water or a liquid to transfer heat. This method is best for cooking delicate foods such as fish, vegetables, and eggs. Examples of moist-heat cooking methods include boiling, steaming, simmering, poaching, and braising.

Dry-heat cooking is a method of cooking that uses air or fat to transfer heat. This method is best for cooking tougher cuts of meat, poultry, and seafood. Examples of dry-heat cooking methods include roasting, baking, grilling, broiling, sautéing, and frying.

Combination cooking is a method of cooking that combines both moist and dry heat to achieve the desired result. Moist heat cooking methods, such as braising, poaching, and steaming, are used in combination with dry heat methods such as baking, roasting, and grilling. This type of cooking is often used to tenderize tougher cuts of meat, as well as to add flavor and moisture to vegetables and grains.

As we progress through the demonstrations, we will identify the methods used.





Chef Demo

Food Safety Overview

Discuss

Here are some storage and food safety practices to follow when preparing vegetables, legumes, and dips for CACFP programs:

1. Storage:

- Store fresh vegetables and legumes in a cool and dry place to maintain their quality and freshness.
- Store dips in airtight containers in the refrigerator to prevent spoilage. Label the container with the date it was prepared.

2. Cleaning:

- Wash vegetables and legumes thoroughly before use to remove dirt, debris, or harmful bacteria. Wash all vegetables, even if peeling before use.
- Use a vegetable brush to scrub the surface of vegetables that have a tough skin.
- Rinse vegetables under running water, making sure to cover all parts of the vegetable.

3. Cutting and preparing:

- Use clean and sanitized utensils and cutting boards.
- Avoid cross-contamination by using separate utensils and cutting boards for different types of vegetables, legumes, and dips.
- Cut vegetables into bite-sized pieces to make it easier for children to eat.
- Prepare cold food in small batches to reduce the amount of time cold items sit at room temperature.
- Pre-chill shelf-stable foods to 40 °F or below before preparation, following standardized recipes, and preparing in small batches to maintain quality and keep foods outside the temperature danger zone (40 °F – 140 °F).
- Monitor the amount of time cold foods are at room temperature; it cannot exceed a total of 2 hours.
- If cold food rises into the temperature danger zone, bacteria will begin to grow and food quality will be compromised.
- Discard cold foods if they remain in the temperature danger zone over a total of 2 hours.

4. Serving:

- Keep vegetables, legumes, and dips at a safe temperature (below 40 °F or above 140 °F) to prevent the growth of harmful bacteria.
- Discard any leftover vegetables, legumes, and dips that have been left out at room temperature for more than two hours.
- Follow state and local health and safety standards.

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





Chef Demo

Knife Safety

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

Demonstrate/Discuss

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

Discuss

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

Key Messages

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

Handout: Knife Safety

Culinary Quick Bites KNIFE SKILLS

KNIFE SAFETY

S

Securely hold
the knife

A

Anchor
cutting boards

F

Fingertips
curled back
like a claw

E

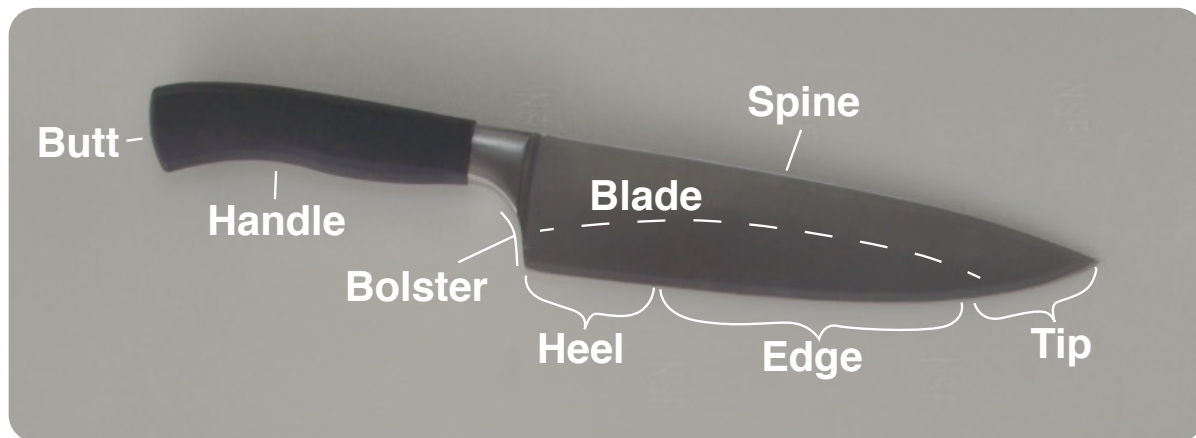
Eyes on the
knife

T

Take your time

Y

Yield to
falling knives



Handout: Knife Grips

Culinary Quick Bites

KNIFE SKILLS

KNIFE GRIPS

S

Securely hold the knife

A

Anchor cutting boards

F

Fingertips curled back like a claw

E

Eyes on the knife

T

Take your time

Y

Yield to falling knives



How to Hold the Knife

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



Claw Grip

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



How to Cut Using the "Tunnel Grip"

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

Culinary Quick Bites

KNIFE SKILLS

KNIFE CARE AND MAINTENANCE

Steps to Hone a Knife:

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

1



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

2



Pull towards you as you slide down.

3



Finish at the tip.

4



Switch to the other side.

5



Pull as you slide.

6



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

Knife Sharpening Methods:



Whetstone

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



Electric Sharpener

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



Sharpening Service

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



Chef Demo

Basic Knife Cuts

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

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

Demonstrate

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

- Refer to the **Basic Knife Cuts** handout.
- Using a potato, we will demonstrate and explain the process of making the following cuts:
 - Batonnet
 - Julienne
 - Dice
- Using a carrot, we will demonstrate and explain the process of making the rondelle cut—straight and on a bias (positioning the knife diagonally across the food when cutting).
- Demonstrate and explain the process for dicing an onion. Refer the participants to the **How to Dice Onions** handout.
- Demonstrate and explain the process for cutting bell peppers. Refer the participants to the **How to Cut Bell Peppers** handout.

Key Messages

- Taking the time to develop knife skills will increase the eye appeal and mouthfeel of foods, conveying a message of professionalism and care for your craft.
- To prevent choking hazards, always cut foods into appropriate sizes when preparing food for young children.
- Safety should always be at the forefront of your mind when cutting food items. “Square-off” foods when you begin working with them. The term “squaring-off” refers to making a cut that creates a flat surface on the food, limiting the food’s chances of rolling while cutting.

Class Discussion Prompt

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

Possible Answers:

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

Culinary Quick Bites
KNIFE SKILLS

BASIC KNIFE CUTS

Fine Julienne



Julienne



Batonnet



Small Dice



Medium Dice



Large Dice



Brunoise



Rondelle (Round)



Chiffonade



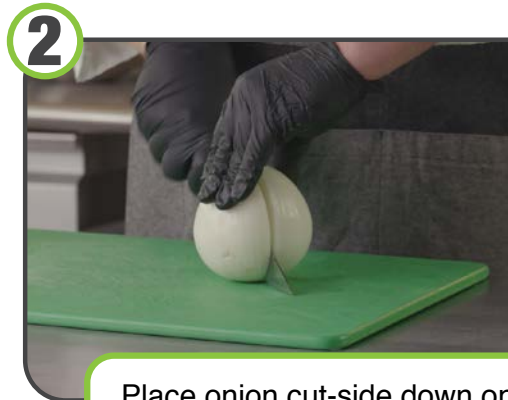
Handout: How To Dice Onions

Culinary Quick Bites KNIFE SKILLS

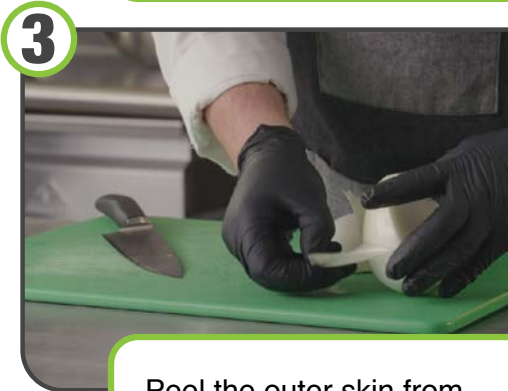
HOW TO DICE ONIONS



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



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



3 Peel the outer skin from each onion half.



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



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



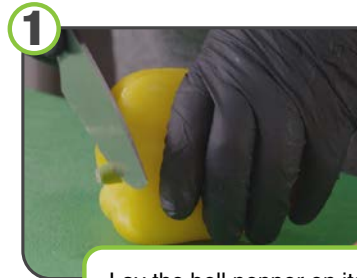
6 Turn and make evenly-spaced slices from the stem end to the root end, resulting in diced onion with each slice. Discard the root end.

Handout: How To Cut Bell Peppers

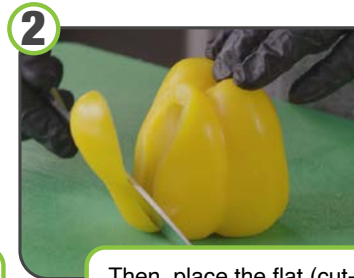
Culinary Quick Bites KNIFE SKILLS

HOW TO CUT BELL PEPPERS

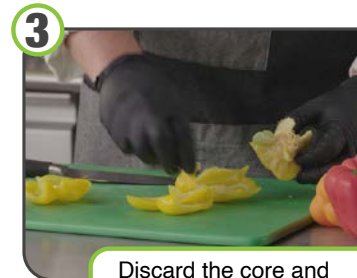
Julienne (Thin-Sliced)



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



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



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



4 Then thinly slice the bell pepper into long strips.

Diced



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

Rings (Rounds)



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



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



Chef Demo

Pureed Dips

Instructor's Note: Refer participants to the **How to Use a Food Processor to Puree Items** handout to use as an additional visual aid.

Discuss

We will discuss how to prepare nutritious and tasty pureed dips that meet the CACFP requirements and why it is important to offer these healthy options to the children in your care.

Why offer pureed dips like hummus in your CACFP program?

Pureed dips, such as hummus, are a great way to add variety and nutrition to your menu. Hummus is made from chickpeas, which are a good source of protein, fiber, and vitamins. Additionally, hummus is versatile and can be served as a dip for fresh vegetables, pita bread, or crackers. It is also an excellent option for children who have difficulty chewing or swallowing. Find more information in the USDA Policy Memorandum: [Modifications to Accommodate Disabilities in CACFP and SFSP](#).

By offering pureed dips like hummus, you can introduce children to new flavors and textures and encourage them to try new foods. This can help promote healthy eating habits and support the development of a diverse and balanced diet.

During today's Team Cooking Lab, one group will prepare a simple hummus recipe.

Class Discussion Prompt

Question: What are some other pureed dips that children enjoy?

Possible Answers: Bean dip, blended salsa, or cheese dip

Handout: How to Use a Food Processor to Puree Items

Culinary Quick Bites

BASIC FOOD PREPARATION SKILLS

HOW TO USE A FOOD PROCESSOR TO PUREE FOOD ITEMS

1



Choose the appropriate blade for pureeing, and secure it into the food processor bowl.

2



Prepare items before placing into the food processor. For example, hard or dense food items may need to be cooked in advance to soften the foods.

3



Place the items to be pureed into the food processor bowl, but be careful not to overfill it. Secure the lid and place a towel over the top.

4



Use the “pulse” feature initially, then use continuous run until all the food pieces have been pureed to a smooth or desired consistency.

5



Add water or other liquid, listed in the recipe, if needed, to allow the blades to process and puree the food.

6



Remove the blade and then transfer the pureed ingredient into another container. Continue to puree the items in batches until you obtain the necessary amount.



Chef Demo

Steaming and Blanching Vegetables

Instructor's Note: Review Prep Notes for details. Before the lesson, prepare a sample of blanched broccoli (1 lb) and a pan of raw broccoli (1 lb) to demonstrate the contrast of color between the products.

Demonstrate

Serve up a visual comparison of blanched and raw broccoli by presenting two pans side-by-side, each with the same vegetable in different stages of preparation. The blanched broccoli will appear brighter in color, while the raw will maintain its dull green hue.

Discuss

Steaming and blanching are moist heat cooking methods.

Moist-heat cooking is a method of cooking that involves the use of water or a liquid to transfer heat. This method is best for cooking delicate foods such as fish, vegetables, and eggs. Examples of moist-heat cooking methods include boiling, steaming, simmering, poaching, and braising.

Steaming Overview

Steaming is 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).

Using a Commercial Steamer

- Preheat the steam cooking equipment according to the manufacturer's instructions.
- Prepare the vegetables by cleaning and cutting them into uniform pieces as instructed by the recipe.
- Place the vegetables in a perforated pan.
- Place the pan in the steamer, close the door, and set the timer.
- Steam the vegetables for the time specified in the recipe.
- Check the vegetables for doneness and adjust the cooking time if necessary (record changes to the recipe, as needed).
- Vegetables are done steaming when their texture is tender-crisp (e.g., broccoli, cauliflower, carrots) or tender (e.g., green beans, potatoes, beets, squash) and their color has brightened.
- When the vegetables are done, remove the pan from the steam cooking equipment, hold hot for service, or serve immediately.

Steaming on the Stovetop

- Place a steamer basket in a saucepan.
- Add water until it almost reaches the bottom of the steamer basket.
- Place saucepan with steamer basket and water on the stove. Place a lid on the saucepan.
- Heat over medium-high heat until the water boils and produces steam.
- Prepare the vegetables by cleaning and cutting them into uniform pieces.
- Place the vegetables into a steamer basket inside the saucepan.
- Place the lid on the saucepan and set the timer.
- Steam the vegetables for the time specified in the recipe.
- Check the vegetables for doneness and adjust the cooking time if necessary (record changes to the recipe, as needed).
- Vegetables are done steaming when their texture is tender-crisp (e.g., broccoli, cauliflower, carrots) or tender (e.g., green beans, potatoes, beets, squash) and their color has brightened.
- When the vegetables are done, remove from the pan, hold hot for service, or serve immediately.

Blanching Overview

Blanching is a common cooking method used in commercial kitchens to prepare food for immediate use, preservation, or further cooking.

To blanch, properly wash and cut food into uniform sizes (if necessary).

Briefly submerge food in rapidly boiling water or steam. Then “shock” the food by placing it in a cold environment, such as an ice bath or freezer, to halt the cooking process.

Once cooled, drain the food, store, or use as needed.

Frozen Vegetables

Frozen vegetables are a great choice for steaming. They are blanched by the manufacturer before freezing, which helps retain their color and nutrients. To ensure the vegetables are evenly cooked, defrost them overnight in the refrigerator.

Key Messages

- Steaming is a popular moist heat cooking method, as it can yield delicious, appealing, and vibrant vegetables. The process involves using steam to heat and cook the item, which can result in appealing flavors and textures when done properly.
- Vegetables can be partially cooked (also known as par-cooking) using the steaming or blanching methods, followed by shocking in a cold environment to stop the cooking process.
- Blanching helps maintain the product’s texture and color. When blanching and shocking, the color has been set and is maintained better in the next cooking process.
- Steaming vegetables can help eliminate choking risks.

Class Discussion Prompt

Question: What are some other vegetables you can blanch or partially cook and cool for later preparation?

Possible Answers:

- Potatoes for roasting
- Carrots for a salad
- Green beans for roasting

What questions do you have?





Chef Demo

Roasting Vegetables

Discuss

- Roasting is a dry-heat cooking method.
- Dry-heat cooking is a method of cooking that uses air or fat to transfer heat. Examples of dry-heat cooking methods include roasting, baking, grilling, broiling, sautéing, and frying.
- Heating food by surrounding it with hot air is referred to as roasting. To optimize the cooking process, convection ovens are beneficial to use. These ovens contain a fan designed to distribute air evenly, ultimately creating a structural change in the food. As a result, the natural sugars are exposed, and they begin to caramelize.
- Vegetables transform when roasted, becoming caramelized to a golden brown color, resulting in complex flavors that are not matched using other cooking methods.
- The key to successful roasting is to cut the vegetables into uniform sizes and spread them evenly on the pan (do not overcrowd) to obtain maximum air circulation, optimal browning, and thorough cooking. Too many ingredients can inhibit the flow of air and lead to difficulties with moisture dissipation. Make sure there is enough room, so the food is properly exposed to heat and airflow.
- Roasting vegetables is an easy way to make them more enjoyable for children. You can also roast legumes (beans, peas, and lentils). Roasted chickpeas and black beans can make a great crunchy topping for salads or a tasty snack.

During today's Team Cooking Lab, one group will prepare roasted potatoes.

Key Messages

- Roasting vegetables is a great way to enhance their flavor. To achieve good results, it is important to cut the vegetables to the same size and spread them out in the oven to promote good airflow. This will help the vegetables roast rather than steam.
- It is essential to standardize recipes to ensure consistency and accuracy. This includes calibrating ovens and adjusting cooking times to the equipment and volume used.

Class Discussion Prompt

Question: What are some other roasted vegetables children may enjoy?

Possible Answers:

- Asparagus
- Brussels Sprouts
- Cauliflower
- Squash (summer and winter)

What questions do you have?





Chef Demo

Sautéing Vegetables

Instructor's Note: Review Prep Notes for details. Prepare zucchini by washing, trimming ends, and cutting into ¼" rounds or another shape if desired. NOTE: If the training space allows, demonstrate sautéing the zucchini using an oven.

Discuss

This training will cover how to sauté as a dry-heat cooking method, and practice by cooking zucchini.

Demonstrate: Sauté Zucchini

Sautéing is considered a dry-heat cooking method because it does not involve adding liquid to the cooking process. The food is cooked in a skillet or pan or other flattop surface over direct heat, usually with a small amount of fat or oil. This rapid cooking method seals in the flavors and juices of the food while ensuring a crisp, golden-brown exterior. Dense vegetables, such as butternut squash or potatoes, may be par-cooked (blanched and shocked) before sautéing to ensure the produce has a tender interior and a crisp exterior.

By cutting food into rounds, sticks, or on a bias, you can create more surface area that will facilitate even browning when sautéing. This will produce a better result than dicing, as it increases the amount of surface area in contact with the pan/skillet.

1. Begin by heating the cooking vessel over medium-high heat.
2. Once the pan/skillet is hot, add the listed amount of cooking fat.
3. Add in the zucchini and season with the listed quantity of seasoning.
4. Cook the zucchini, stirring as needed, for about 5 minutes or until it starts to become tender.
5. Add one clove of minced garlic and stir for approximately 30 seconds.
6. Remove the product from the heat and enjoy!

Discuss: Sautéing vs Stir-frying

Sautéing and stir-frying are both high-heat cooking techniques that involve moving food around in a hot pan. The major differences between the two are the amount of fat used and the temperature. Sautéing uses less fat than stir-frying, and the temperature of the pan is typically around 350 °F. Stir-frying uses more fat than sautéing, and the temperature of the traditional stir-frying pan (called a wok) is usually at least 650 °F. Having all the necessary ingredients, tools, pans, and supplies prepared at your cooking station is essential for successful sautéing. Being able to quickly add and remove food is crucial for the process.

Key Messages

- The key to using the sautéing and stir-frying methods is to cook food quickly through the direct application of high heat.
- Par-cooking (blanching and shocking) dense vegetables such as butternut squash before sautéing or stir-frying is a great way to produce a tender interior and a crispy exterior.

Class Discussion Prompts

Question: What are some vegetables that are good for sautéing?

Possible Answers:

- Bell peppers
- Green beans
- Mushrooms
- Spinach
- Summer squash

Question: What are some other factors that can play a role in food items overcooking?

Possible Answers:

- Overcrowding a pan
- Not having mise en place ready so the cook is not ready to complete the next step
- Cooking heat too high

What questions do you have?



Team Cooking Lab

Time: 95 minutes

Objective:

- Apply preparation techniques for a variety of vegetables, legumes, and dips.

Discuss

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

Team Instructions

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

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

Team Cooking Lab Recipes

Team	1	2	3	4	5	6
Recipe 1	Broccoli Salad	Corn and Edamame Blend	Curry Vegetables	Gingered Carrots	Hummus	Roasted Potatoes
Recipe 2	Chickpeas and Tomatoes	Ranch Dip	Greek-Style Tzatziki	Cowboy Caviar	Mexican-Inspired Street Corn	Kale Dip

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

Food Safety Fact Sheet

Handwashing

INTRODUCTION

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

HERE ARE THE FACTS

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

APPLICATION

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

How?

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

When?

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

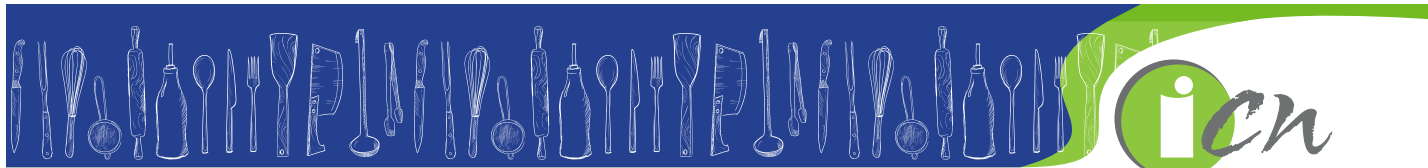
Before

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

After

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





Handwashing cont.

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

Remember, follow state or local health department requirements.

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02/2016

Food Safety Fact Sheet

Washing Fruits and Vegetables

INTRODUCTION

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

HERE ARE THE FACTS

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

APPLICATION

Follow safe practices when handling fresh fruits and vegetables.

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

Monitor handling procedures for fresh fruits and vegetables.

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





Washing Fruits and Vegetables cont.

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

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

Remember, follow state or local health department requirements.

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Food Safety Fact Sheet

Cooking Foods

INTRODUCTION

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

HERE ARE THE FACTS

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

APPLICATION

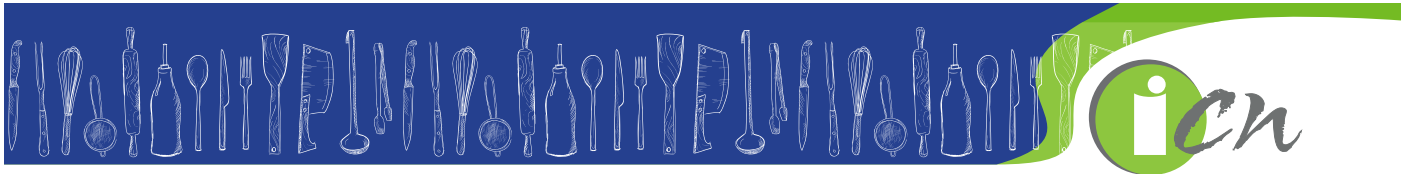
Cook foods to the appropriate internal temperature.

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

Monitor cooking temperatures.

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





Cooking Foods cont.

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

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

Remember, follow state or local health department requirements.

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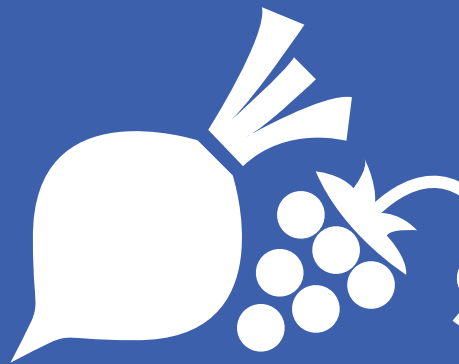
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HANDLING PRODUCE SAFELY



WASH HANDS BEFORE HANDLING



WEAR DISPOSABLE GLOVES



USE SEPARATE EQUIPMENT AND UTENSILS FOR RAW MEAT AND FRESH PRODUCE



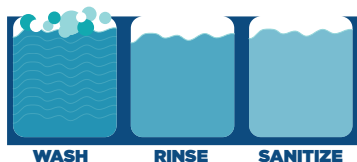
STORE CUT, FRESH PRODUCE AT 41°F OR BELOW



LABEL, DATE AND REFRIGERATE FRESH-CUT ITEMS

SQUASH : 10/31/19 :

KEEP AT 41°



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

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12/2017





Recipe Evaluation

Time: 25 minutes

Objective:

- Evaluate the quality and usability of prepared vegetable, legume, and dip recipes.

Discuss/Evaluation

- Set up a serving line with plates, forks/spoons, napkins, and all of the finished products and serving utensils.
- Participants may sample the final dishes.
- Complete the **Recipe Evaluation Form** as you try the food items.
- Rate each recipe based on appearance, taste, texture, and overall quality.
- Note whether you would incorporate this recipe on the menu, considering if the item would appeal to program participants. If not, indicate why not.
- Volunteers will be asked to share their feedback with the group.
- Turn in evaluation forms once complete.
- Clean up workstations.



Recipe Evaluation Form

Instructions: Rate the following recipes on a scale of 1 to 5 (1 = did not like at all; 5 = enjoyed very much).

Recipe	Appearance					Taste					Texture					Overall Quality					Would you incorporate this recipe into your menu? Why or why not?						
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	YES/NO	EXPLAIN
Broccoli Salad	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5		
Chickpeas and Tomatoes	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5		
Corn and Edamame Blend	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5		
Ranch Dip	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5		
Curry Vegetables	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5		
Greek-Style Tzatziki	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5		
Gingered Carrots	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5		
Cowboy Caviar	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5		
Hummus	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5		
Mexican-Inspired Street Corn	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5		
Roasted Potatoes	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5		
Kale Dip	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5		

Comments/Recommendations:





Action Planning

Time: 10 minutes

Objective:

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

Application Action Plan

Complete this worksheet. When complete:

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

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

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

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





Wrap Up

Time: 10 minutes

Discuss

- Today, we have discussed important concepts related to culinary skills and the many benefits associated with choosing, preparing, and serving vegetables, legumes, and dips.
- 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 vegetables, legumes, and dips.





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Appendix





ICN Competencies

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

Functional Area 1: Administration

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

Core Competencies

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



Professional Standards and Key Area Codes

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

Key Area Codes

- 1 – Nutrition
- 2 – Operations

Professional Standards Codes

Menu Planning – 1100

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

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

Food Production – 2100

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

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

Serving Food – 2200

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

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





Culinary Terms

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

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

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

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

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

Aroma – The sensations of smell as interpreted by the brain

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

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

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

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

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

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

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

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

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

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

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

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

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

Brunoise – The finest dice and is derived from the julienne

Calorie – A measure of energy

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

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

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

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

Chop – To cut into pieces of roughly the same size

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Parcooking – Partially cooking food by any cooking method

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Toast – Browning food by exposure to dry heat

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

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

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

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

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

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

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

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



Instructor's Preparation Guide

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

Chef Demonstration Guide

Activity/Demo Name: Weight vs. Volume Demonstration

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

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

Activity/Demo Name: Knife Skills

Preparation Note(s): Gather the following equipment and ingredients.

- 2 large russet potatoes
- 3 carrots
- 1 large yellow onion
- 1 bell pepper
- Chef knife
- Cutting board
- Anti-slip mat or damp towel
- Waste pan container for trim
- Processed food pan

Activity/Demo Name: Blanched Broccoli Compared with Raw Broccoli

Preparation Note(s): Gather the following equipment and ingredients.

- In advance, blanch and shock 1 pound raw broccoli florets, transfer to a 2-inch half-size steamtable pan, hold chilled
- Place 1 pound raw broccoli florets in a 2-inch half-size steamtable pan
- Show the product side by side and discuss the visual differences

Activity/Demo Name: Sautéing Zucchini

Preparation Note(s): Gather the following equipment and ingredients.

- 2 fresh zucchini, cut into ¼-inch wide rounds or another shape as desired
- 1 tablespoon vegetable oil
- ¼ teaspoon salt
- ¼ teaspoon black pepper
- 1 clove garlic, minced
- 12-inch non-stick sauté pan
- Rubber spatula
- Tongs

Instructions

1. Begin by heating the cooking vessel over medium-high heat.
2. Once the pan/skillet is hot, add the listed amount of cooking fat.
3. Add in the zucchini and season with the listed quantity of seasoning.
4. Cook the zucchini, stirring as needed, for about 5 minutes or until it starts to become tender.
5. Add one clove of minced garlic and stir for approximately 30 seconds.
6. Remove the product from the heat and enjoy!

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: Broccoli Salad, Chickpeas and Tomatoes

Equipment:

- Chef knife
- Cutting board
- Measuring cups, full set
- Measuring spoons, full set
- Digital thermometer, instant-read
- Medium mixing bowl
- Large mixing bowl
- Rubber spatula x 2
- 4-quart stockpot or saucepan
- Colander
- Can opener
- Rasp grater

TEAM 2: Corn and Edamame Blend, Ranch Dip

Equipment:

- Chef knife
- Cutting board
- Measuring cups, full set
- Measuring spoons, full set
- Digital thermometer, instant-read
- Medium mixing bowl
- 4-quart saucepan with lid
- Rubber spatula x 2
- Metal mixing spoon
- 2-inch half-size steamtable pan

TEAM 3: Curry Vegetables, Greek-Style Tzatziki

Equipment:

- Chef knife
- Cutting board
- Measuring cups, full set
- Measuring spoons, full set
- Digital thermometer, instant-read
- 10-inch nonstick skillet with lid
- Rubber spatula x 2
- Cheese grater or box grater
- Medium mixing bowl
- 2-inch half-size steamtable pan

TEAM 4: Gingered Carrots, Cowboy Caviar

Equipment:

- Chef knife
- Cutting board
- Measuring cups, full set
- Measuring spoons, full set
- Digital thermometer, instant-read
- 4-quart stock pot or saucepan with lid
- Steamer basket (or commercial steamer)
- Medium mixing bowl
- Large mixing bowl
- Rubber spatula x 2
- Blender or immersion blender
- Rasp grater
- Colander
- Vegetable peeler
- 2-inch half-size steamtable pan

TEAM 5: Hummus, Mexican-Inspired Street Corn

Equipment:

- Chef knife
- Cutting board
- Measuring cups, full set
- Measuring spoons, full set
- Digital thermometer, instant-read
- Food processor
- Rubber spatula x 2
- 4-quart saucepan
- 2-inch half-size steamtable pan (or shallow pan)

TEAM 6: Roasted Potatoes, Kale Dip

Equipment:

- Chef knife
- Cutting board
- Measuring cups, full set
- Measuring spoons, full set
- Digital thermometer, instant-read
- Full-size sheet pan
- Half-sheet pan
- Parchment paper
- Spoon or metal spatula
- Rubber spatula
- 10-inch skillet
- Food processor
- 2-inch half-size steamtable pan
- Large mixing bowl



Equipment Checklist

Instructor's Note: At least 4 weeks before the training, contact the site coordinator to ensure the equipment is available. If any equipment is not available on-site, ask the site coordinator if it is possible to borrow equipment from another kitchen. Then, if any equipment is still unavailable, coordinate with the ICN to ship the missing equipment as needed. Clean and return 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		
Range or cooktop burner	6		
Blender or immersion blender	1		
Food processor	1		
Pots & Pans			
4-quart saucepan with lid	4		
10-inch nonstick skillet	2		
2-inch half-size steamtable pan	5		
Full-size sheet pan	1		
Half-size sheet pan	1		
Small Kitchen Tools			
Chef knife	12		
Cutting board	12		
Vegetable peeler	2		
Cheese grater or box grater	1		
Rasp grater	1		
Measuring cups, full set	6		
Measuring spoons, full set	6		
Digital thermometer	6		
1-quart liquid measure	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.
2 cup liquid measure	6		
Rubber spatula	12		
Metal mixing spoon	6		
Whisk	2		
Tongs	2		
Medium mixing bowl	4		
Large mixing bowl	2		
Colander	2		
Steamer basket	1		
Can opener	2		
Electronic scale	2		
Spring scale	1		
Potholders	12		



Shopping List

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

Food	Total Needed	Inventory From Prior Workshop	Purchased
Produce			
Bell peppers, fresh, red	3 each		
Broccoli, fresh, florets	3 lb		
Carrots, fresh, shredded	12 oz		
Carrots, fresh, whole	7 each		
Cilantro, fresh	2 bunches		
Cucumber, fresh	8 oz		
Dill weed, fresh	1 bunch		
Garlic, fresh	3 each		
Ginger, fresh	4-inch piece		
Kale, Lacinato or green, fresh	1 bunch		
Lemons	10 each		
Limes	4 each		
Onion, red, fresh	$\frac{1}{3}$ cup		
Onion, yellow, fresh	4 each		
Onions, green, fresh	1 bunch		
Potatoes, russet	5 large		
Potatoes, Yukon gold	2 lb		
Tomatoes, fresh, red	12 oz		
Zucchini, fresh	2 each		
Condiments/Oils			
Mayonnaise, low-fat	8 oz		
Sesame oil	2 tsp		
Vegetable oil	16 oz		
Vinegar, white	2 Tbsp		

Food	Total Needed	Inventory From Prior Workshop	Purchased
Refrigerator			
Butter, unsalted	2 tsp		
Cheese, cheddar, reduced-fat, shredded	8 oz		
Cheese, cotija or queso fresco	6 oz		
Cottage cheese, low-fat	2 cups		
Milk, 1% low-fat	1 pint		
Yogurt, Greek style, plain, low-fat	4 cups		
Dry/Canned Goods			
Black-eyed peas, canned, low-sodium	2 cups		
Black beans, canned, low-sodium	1 ½ cups		
Corn, whole kernel, canned, low-sodium	1 ½ cups		
Cranberries, dried	4 oz		
Garbanzo beans (chickpeas), canned, low-sodium	4 lb 8 oz		
Honey	2 Tbsp		
Sesame tahini (sesame paste)	6 oz		
Sugar, granulated	1 cup		
Sunflower seeds, shelled, no salt	½ cup		
Tomatoes, canned, diced, low sodium	6 cups		
Dried Spices			
Salt, table	1 container		
Black pepper, ground	2 Tbsp		
Cayenne pepper, ground	2 Tbsp		
Chili powder	2 Tbsp		
Coriander, ground	2 Tbsp		
Cumin, ground	2 Tbsp		
Curry powder	2 Tbsp		
Dill weed, dried	2 Tbsp		
Garlic powder	2 Tbsp		
Onion powder	2 Tbsp		
Parsley, dried	2 Tbsp		
Sesame seeds, toasted	2 Tbsp		

Food	Total Needed	Inventory From Prior Workshop	Purchased
Freezer			
Corn, frozen	2 lb 10 oz		
Edamame, shelled, frozen	10 oz		
Green beans, frozen, cut	1 ½ cups		
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		
Paper bowls (for soup)	25 each		
Napkins	50 each		
Forks	50 each		
Butter knives	50 each		
2-ounce portion cups	100 each		



Broccoli Salad

Cooking Process: #1 No Cook

CACFP Crediting Information	
Serving Size	1 Serving Provides
½ cup (No. 8 scoop)	½ cup vegetable

Ingredients	12 Servings	
	Weight	Measure
Mayonnaise, low-fat	8 oz	¾ oz
Sugar, granulated	3.5 oz	½ cup
Milk, 1% low-fat		3 Tbsp
White vinegar		2 Tbsp
Broccoli, fresh, florets	1 lb	7 cups
Cranberries, dried	3 oz	¾ cups
Sunflower seeds, shelled, no salt (optional)	2 oz	½ cup
Onions, red, fresh, diced	1.5 oz	⅓ cup

Instructions

1. Dressing: Combine mayonnaise, sugar, milk, and vinegar in a medium bowl. Stir well. Set aside for step 3.
2. Combine broccoli, dried cranberries, sunflower seeds, and red onions in a large bowl.
3. Pour dressing over the vegetable mixture. Stir well. CCP: Cool to 40 °F or lower within 4 hours.
CCP: Hold for cold service at 40 °F or lower.
4. Portion with No. 8 scoop (1/2 cup).

Recipe adapted from USDA Recipes for Child Care Centers.

Nutrients Per Serving			
Calories	107	Total Carbohydrates	22 g
Total Fat	2 g	Dietary Fiber	2 g
Saturated Fat	0 g	Total Sugars	18 g
Cholesterol	6 mg	Protein	1 g
Sodium	170 mg		

Chickpeas and Tomatoes

Cooking Process: #2 Same-Day Service

CACFP Crediting Information	
Serving Size	1 Serving Provides
½ cup (No. 8 scoop)	⅝ cup vegetable (legume as a vegetable), or 1 ½ oz eq meat/ meat alternate (legume as meat alternate)

Ingredients	12 Servings	
	Weight	Measure
Vegetable oil		2 tsp
Onions, yellow, fresh, ¼ inch dice		2 ½ cups
Garlic, fresh, minced		1 tsp
Ginger, fresh, grated		1 tsp
Garbanzo beans (chickpeas), canned, drained, and rinsed		5 cups
Tomatoes with juice, canned, low sodium, diced		6 cups
Water		½ cup
Cumin, ground		1 Tbsp
Chili powder		1 tsp

Instructions

1. Heat oil in a small stockpot on medium-high heat. Add onions, and sauté until soft. Do not brown. Add the garlic and ginger; stir until fragrant.
2. Add the garbanzo beans, tomatoes with juice, water, cumin, and chili powder. Continue cooking on medium-high heat and bring to a boil.
3. Reduce heat to medium, and simmer uncovered for 10 minutes or until there is only enough liquid to cover the bottom of the pan. CCP: Heat to 140 °F or higher for at least 15 seconds. CCP: Hold for hot service at 140 °F or higher.
4. Portion with No. 8 scoop (½ cup).

Recipe adapted from USDA Recipes for Family Child Care Homes.

Nutrients Per Serving			
Calories	120	Total Carbohydrates	20 g
Total Fat	3 g	Dietary Fiber	5 g
Saturated Fat	0 g	Total Sugars	4 g
Cholesterol	N/A	Protein	5 g
Sodium	183 mg		

Corn and Edamame Blend

Cooking Process: #2 Same-Day Service

CACFP Crediting Information	
Serving Size	1 Serving Provides
½ cup (4 oz. spoodle or no. 8 scoop)	½ cup vegetable

Ingredients	12 Servings	
	Weight	Measure
Sesame oil		2 tsp
Onions, yellow, fresh, chopped	6 oz	1 ⅓ cups
Garlic, minced		1 Tbsp 1 tsp
Corn, frozen, thawed, drained	10 oz	1 ⅓ cups
Edamame, shelled, frozen, thawed, drained	12 oz	2 cups
Carrots, fresh, shredded	12 oz	3 cups
Sesame seeds, toasted		2 tsp
Coriander, ground		½ tsp
Salt, table		½ tsp
Cilantro, fresh, chopped	1 oz	½ cup

Instructions

1. Heat oil in a medium saucepan over medium-high heat.
2. Add onions and garlic. Sauté uncovered for 2 minutes.
3. Add corn. Sauté uncovered for 2 minutes, stirring frequently.
4. Add edamame. Sauté uncovered for 2 minutes, stirring frequently.
5. Add carrots, sesame seeds, coriander, salt, and cilantro. Cook uncovered for 3 minutes, stirring frequently. CCP: Heat to 140 °F or higher for at least 15 seconds.
6. Transfer mixture to a serving dish. CCP: Hold for hot service at 140 °F or higher.
7. Serve ½ cup portions using a 4-ounce spoodle or a No. 8 scoop (½ cup).

Recipe adapted from USDA Recipes for Family Child Care Homes.

Nutrients Per Serving			
Calories	84	Total Carbohydrates	10 g
Total Fat	3 g	Dietary Fiber	2 g
Saturated Fat	1 g	Total Sugars	3 g
Cholesterol	0 mg	Protein	5 g
Sodium	119 mg		

Ranch Dip

Cooking Process: #1 No Cook

CACFP Crediting Information	
Serving Size	1 Serving Provides
1 ounce (No. 32 scoop)	1 oz equivalent meat/meat alternate

Ingredients	16 Servings	
	Weight	Measure
Cottage cheese, low-fat		1 cup
Yogurt, Greek-style, plain, low-fat		1 cup
Dill weed, dried		1 tsp
Garlic powder		½ tsp
Onion powder		½ tsp
Salt, table		½ tsp
Black pepper, ground		¼ tsp

Instructions

1. Place cottage cheese in a medium mixing bowl and mash lightly with the back of a spoon.
2. Stir in the yogurt, dried dill, garlic powder, onion powder, salt, and black pepper.
3. Alternatively, combine all ingredients in a food processor and pulse to a smooth consistency.
4. Transfer to a serving dish. CCP: Refrigerate until served. CCP: Hold for cold service at 40 °F or lower.
5. Serve 1-ounce portions using a No. 32 scoop.

Recipe adapted from Oregon State University Extension Service Food Hero.

Nutrients Per Serving			
Calories	20	Total Carbohydrates	2 g
Total Fat	0 g	Dietary Fiber	0g
Saturated Fat	0 g	Total Sugars	1 g
Cholesterol	0 mg	Protein	3 g
Sodium	140 mg		

Curry Vegetables

Cooking Process: #2 Same-Day Service

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

Ingredients	12 Servings	
	Weight	Measure
Vegetable oil		1 tsp
Onions, yellow, fresh, ½ inch dice		⅔ cup
Potatoes, white, fresh, peeled, ¼ inch dice		1 cup
Tomatoes, canned, diced, low sodium, drained		⅔ cup
Water		½ cup
Green beans, frozen, cut		1 ½ cups
Garlic powder		½ tsp
Curry powder		½ tsp
Salt, table		½ tsp

Instructions

1. Heat a 10-inch nonstick skillet over medium heat.
2. Add vegetable oil, onions, and potatoes. Cook, stirring frequently, for 5 minutes until onions become tender.
3. Add garlic powder, curry powder, and salt. Stir into the onions and potatoes and cook for 1 minute.
4. Stir in the tomatoes and water. Increase heat to medium-high. Cover, and cook for 5 more minutes.
5. Remove cover, add green beans, and continue cooking until liquid is no longer pooling on the bottom of the pan and potatoes are fork tender, 5–7 minutes. CCP: Heat to 140 °F or higher for at least 15 seconds.
6. Serve ¼ cup. CCP: Hold for hot service at 140 °F or higher.

Recipe adapted from USDA Recipes for Family Child Care Homes.

Nutrients Per Serving			
Calories	27	Total Carbohydrates	6 g
Total Fat	4 g	Dietary Fiber	1 g
Saturated Fat	2 g	Total Sugars	N/A
Cholesterol	N/A	Protein	1 g
Sodium	123 mg		

Greek-Style Tzatziki

Cooking Process: #1 No Cook

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

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

Instructions

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

Recipe adapted from John C. Stalker Institute.

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

Gingered Carrots

Cooking Process: #2 Same-Day Service

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

Ingredients	12 Servings	
	Weight	Measure
Water		2 cups
Carrots, fresh, peeled, sliced ¼ inch diagonally		4 cups
Honey		2 Tbsp
Lemon juice, fresh		2 tsp
Parsley, dried		2 tsp
Butter, unsalted		2 tsp
Ginger, fresh, grated		1 tsp
Salt, table		¼ tsp

Instructions

1. Add 1–2 inches of water to a small stockpot with a steamer basket. Bring water to a rolling boil.
2. Add carrots to the steamer basket, and cook until carrots are tender, but not mushy, 9–10 minutes.
CCP: Heat to 140 °F or higher for at least 15 seconds.
3. Prepare the ginger glaze while carrots are cooking. Combine the honey, lemon juice, dried parsley, butter, ginger, and salt in a medium mixing bowl.
4. Pour hot steamed carrots into the bowl with the ginger glaze and stir until honey and butter melt.
5. Serve ¼ cup. CCP: Hold for hot service at 140 °F or higher.

Recipe adapted from USDA Recipes for Family Child Care Homes.

Nutrients Per Serving			
Calories	31	Total Carbohydrates	6 g
Total Fat	1 g	Dietary Fiber	1 g
Saturated Fat	1 g	Total Sugars	2 g
Cholesterol	N/A	Protein	0 g
Sodium	72 mg		

Cowboy Caviar

Cooking Process: #1 No Cook

CACFP Crediting Information	
Serving Size	1 Serving Provides
½ cup	1 oz equivalent meat/meat alternate, ¼ cup vegetable

Ingredients	12 Servings	
	Weight	Measure
Vegetable oil		¼ cup
Lime juice, fresh		2 Tbsp
Honey		1 ½ tsp
Garlic, fresh, minced		1 tsp
Salt, table		¼ tsp
Black pepper, ground		½ tsp
Black-eyed peas, canned, low sodium, drained, rinsed	14 oz	2 cups
Black beans, canned, low sodium, drained, rinsed	14 oz	1.5 cups
Corn, whole kernel, canned, low sodium, drained, rinsed	14 oz	1.5 cups
Tomatoes, fresh, red, ½ inch dice	12 oz	1 ¾ cups
Bell peppers, fresh, red, ½ inch dice	5 oz	1 cup
Onions, green, fresh, sliced on a bias ⅛ inch	3 oz	¾ cup
Cilantro, fresh, minced	0.75 oz	1 ¼ cups
Cheese, cheddar, reduced-fat, shredded	3.2 oz	⅓ cup

Instructions

1. Combine oil, lime juice, honey, garlic, salt, and pepper in a blender (or use an immersion blender) and blend until the ingredients come together into a smooth dressing.
2. In a large container, combine black-eyed peas, black beans, corn, tomatoes, bell peppers, green onions, cilantro, and cheddar cheese. Add dressing and gently fold to incorporate.
3. Transfer to a serving container. CCP: Hold for cold service at 40 °F or lower.
4. Serve ½ cup.

Recipe adapted from CIGN Grab-and-Go recipes.

Nutrients Per Serving			
Calories	157	Total Carbohydrates	19 g
Total Fat	7 g	Dietary Fiber	5 g
Saturated Fat	1 g	Total Sugars	3 g
Cholesterol	5 mg	Protein	7 g
Sodium	189 mg		

Hummus

Cooking Process: #1 No Cook

CACFP Crediting Information	
Serving Size	1 Serving Provides
½ cup (No. 8 scoop)	2 oz equivalent meat/meat alternate or ⅔ cup vegetable (legumes)

12 Servings		
Ingredients	Weight	Measure
Garbanzo beans (chickpeas), canned, low sodium, drained	2 lb 4 oz	5 ⅔ cups
Lemon juice, fresh		¾ cup
Tahini (sesame paste)	5.75 oz	⅔ cup
Garlic, whole cloves, raw, peeled	1 oz	¼ cup
Water		¾ cup

Instructions

1. Combine all ingredients in a food processor and puree to a smooth consistency.
2. Spread mixture into each shallow pan to a product depth of 2" or less. CCP: Refrigerate until served. CCP: Hold for cold service at 40 °F or lower.
3. Portion with No. 8 scoop (½ cup).

Recipe adapted from the John C. Stalker Institute.

Nutrients Per Serving			
Calories	194	Total Carbohydrates	21 g
Total Fat	10 g	Dietary Fiber	7 g
Saturated Fat	1 g	Total Sugars	0 g
Cholesterol	0 mg	Protein	8 g
Sodium	348 mg		

Mexican-Inspired Street Corn

Cooking Process: #1 No Cook

CACFP Crediting Information	
Serving Size	1 Serving Provides
½ cup	½ cup vegetable

Ingredients	10 Servings	
	Weight	Measure
Corn, frozen	2 lb	
Mayonnaise, low-fat		½ cup
Yogurt, Greek style, plain, low-fat		½ cup
Cilantro, fresh chopped		½ cup
Lime juice, fresh		2 Tbsp
Chili powder		1 tsp
Cheese, cotija or queso fresco, crumbled	3 oz	½ cup

Instructions

1. In a medium saucepan, boil corn kernels for 2-3 minutes. Or in a microwave-safe bowl, heat corn on high heat for 4 minutes, rotating every minute. Drain water and keep corn in pan or bowl. CCP: Heat to 140 °F for at least 15 seconds.
2. Add mayonnaise, yogurt, cilantro, lime juice, chili powder, and cheese. Mix to combine.
3. CCP: Hold for hot service at 140 °F or higher.
4. Serve ½ cup

Recipe adapted from the National CACFP Sponsors Association.

Nutrients Per Serving			
Calories	107	Total Carbohydrates	12 g
Total Fat	5 g	Dietary Fiber	0 g
Saturated Fat	2 g	Total Sugars	3 g
Cholesterol	11 mg	Protein	4 g
Sodium	205 mg		

Roasted Potatoes

Cooking Process: #2 Same-Day Service

CACFP Crediting Information	
Serving Size	1 Serving Provides
½ cup	½ cup vegetable

Ingredients	12 Servings	
	Weight	Measure
Potatoes, fresh, Yukon Gold	2 lb	
Salt, table		¼ tsp
Oil, vegetable		2 Tbsp

Instructions

1. Wash potatoes.
2. Preheat oven to 375 °F.
3. Cut potatoes into wedges and place into a large mixing bowl.
4. Add salt and oil to the potatoes. Mix until potatoes are well coated with oil.
5. Place on a parchment-lined sheet pan and roast for 30 – 40 minutes, or until the potatoes are browned and tender. CCP: Heat to 140 °F or higher for at least 15 seconds.
6. Serve ½ cup portions. CCP: Hold for hot service at 140 °F or higher.

Recipe adapted from The Lunchbox.

Nutrients Per Serving			
Calories	78	Total Carbohydrates	13 g
Total Fat	4 g	Dietary Fiber	2 g
Saturated Fat	0 g	Total Sugars	1 g
Cholesterol	0 mg	Protein	2 g
Sodium	53 mg		

Kale Dip

Cooking Process: #2 Same-Day Service

CACFP Crediting Information	
Serving Size	1 Serving Provides
¼ cup	⅛ cup vegetable, ½ oz eq meat/meat alternate

Ingredients	12 Servings	
	Weight	Measure
Vegetable oil		1 Tbsp
Kale, fresh, chopped	8 oz	8 cups
Salt, table		¼ tsp
Garlic powder		½ tsp
Cayenne pepper, ground		¼ tsp
Cottage cheese, low-fat	1 lb	2 cups
Lemon juice, fresh		2 Tbsp

Instructions

1. Heat oil in a large skillet over medium heat.
2. Add kale and salt. Stir and cook until kale is tender, about 3 to 4 minutes.
3. Transfer cooked kale to shallow container and chill in the refrigerator. CCP: Cool to 70 °F within 2 hours and to 40 °F within 4 additional hours.
4. Place chilled kale into a food processor. Add garlic powder, cayenne pepper, cottage cheese, and lemon juice. Puree until well mixed but some kale texture remains.
5. Transfer to a serving container. CCP: Hold for cold service at 40 °F or lower.
6. Serve ¼ cup portions.

Recipe adapted from Oregon State University Extension Service Food Hero.

Nutrients Per Serving			
Calories	48	Total Carbohydrates	3 g
Total Fat	2 g	Dietary Fiber	1 g
Saturated Fat	0 g	Total Sugars	1 g
Cholesterol	2 mg	Protein	6 g
Sodium	209 mg		



The University of Mississippi
School of Applied Sciences

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