



CICN Presents:

CACFP Culinary Training

Meat, Poultry, and Fish



Training Manual

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CACFP Culinary Training Meat, Poultry, and Fish

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

Training Manual

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Background Information

for Trainers

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

Welcome to the *CICN Presents: CACFP Culinary Training on Meat, Poultry, and Fish*. 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.

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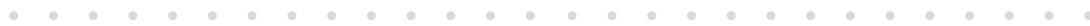


Activity Information

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 Meat, Poultry, and Fish			
OBJECTIVES: <ul style="list-style-type: none"> • Identify a variety of types and forms of lean meat, poultry, and fish. • Explain the nutritional benefits of serving lean meat, poultry, and fish. • Discuss how to incorporate a variety of lean meat, poultry, and fish into menus. 			
30 minutes	<ul style="list-style-type: none"> • Types and forms of meat, poultry, and fish • Nutritional benefits • Menu planning 	<ul style="list-style-type: none"> • Review types and forms of lean meat, poultry, and fish. • Discuss the nutritional benefits of lean meat, poultry, and fish. • Discuss the ability to control fat and sodium when preparing lean meat, poultry, and fish from scratch. 	Handouts: <ul style="list-style-type: none"> • All About Poultry and Meat • Menu Swap Activity
Culinary Basics			
OBJECTIVES: <ul style="list-style-type: none"> • 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

Time	Topic	Task	Materials
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Chef Demo

OBJECTIVES:

- Review culinary techniques used for the preparation of lean meat, poultry, and fish.
- Discuss food safety practices when preparing lean meat, poultry, and fish.

30 minutes	<ul style="list-style-type: none"> ● Preparation techniques ● Identify common meat, poultry, and fish ● Adding flavor to lean proteins ● Storage and safety considerations 	<ul style="list-style-type: none"> ● Demonstrate techniques for seasoning and developing flavor in lean meats, poultry, and fish (spice blends and marinades). ● Demonstrate roasting chicken legs. ● Browning ground beef ● Review quality preparation benchmarks. ● Discuss storage and food safety considerations. 	See Instructor's Preparation Guide in the Appendix for necessary supplies and equipment.
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Team Cooking Lab

OBJECTIVE:

- Apply preparation techniques with a variety of lean meat, poultry, and fish.

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

Recipe Evaluation

OBJECTIVE:

- Evaluate the quality and usability of prepared lean meat, poultry, or fish 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		

Time	Topic	Task	Materials
Action Plan / Wrap Up			

OBJECTIVE:

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

10 minutes	Key takeaways	<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 Meat, Poultry, and Fish.
- 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	Beef and Bean Burrito	Herb Roasted Chicken Drumsticks	Filipino-Inspired Pork Meatballs (Bola-Bola)	Spice Rubbed Boneless Chicken	Mighty Meatballs	Sloppy Joe with Ground Turkey
Recipe 2	Blackened White Fish	Asian Tuna Burgers	Beef Picadillo	Chicken with Veggie Couscous	Jerk Fish Wrap	Honey Lime Chicken



Ground Rules

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

Show up on time and come prepared.

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

Stay mentally and physically present.

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

Let everyone participate.

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

Listen with an open mind.

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

Think before speaking.

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

Attack the problem, not the person.

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

Focus on food safety.

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

Maintain physical safety.

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

Wear proper kitchen attire.

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



Overall Training Goals

- Participants will be able to explain the importance of serving lean meat, poultry, and fish in CACFP.
- Participants will identify types and forms of lean meat, poultry, and fish.
- Participants will apply culinary techniques for preparing lean meat, poultry, and fish.
- Participants will demonstrate how to incorporate lean meat, poultry, and fish into CACFP menus.



Training Objectives

- Identify a variety of types and forms of lean meat, poultry, and fish.
- Explain the nutritional benefits of serving lean meat, poultry, and fish.
- Discuss how to incorporate a variety of lean meat, poultry, and fish into menus.
- Recall the importance of utilizing standardized recipes.
- Demonstrate the correct use of mise en place.
- Explain the benefits of proper measuring using weight and volume.
- Demonstrate how to properly measure using weight and volume.
- Review culinary techniques used for the preparation of a variety of lean meat, poultry, and fish.
- Discuss food safety practices when preparing lean meat, poultry, and fish.
- Apply preparation techniques for a variety of lean meat, poultry, and fish.
- Evaluate the quality and usability of prepared lean meat, poultry, or fish 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: **Culinary Acid** and **Maillard Reaction**. Do other culinary terms need clarification?

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



Introduction

to Meat, Poultry, and Fish

Time: 30 minutes

Objectives:

- Identify a variety of types and forms of lean meat, poultry, and fish.
- Explain the nutritional benefits of serving lean meat, poultry, and fish.
- Discuss how to incorporate a variety of lean meat, poultry, and fish into menus.

Discuss

Incorporate fresh, or minimally processed, lean meat, poultry, and fish into main dishes. This controls unwanted ingredients such as trans fat and high levels of sodium that are generally present in processed meats such as chicken nuggets, fish sticks, hot dogs, luncheon meat, and other popular foods. You are encouraged to make and serve scratch and speed-scratch lean meat, poultry, and fish dishes.

Forms of Meat, Poultry, and Fish

Different forms of lean meat, poultry, and fish have their advantages and disadvantages. The form you choose depends on your preferences, budget, and convenience. Here are some main forms:

- *Fresh meat* has not been frozen or cooked. Cook it within a few days of purchase. Fresh meat has a shorter shelf life than other forms of meat but is generally considered to be of the highest quality and flavor.
- *Frozen meat* has been frozen to preserve its quality and freshness and can be stored in a freezer for several months. Frozen meat is often more affordable than fresh meat. However, frozen meat may not have the same texture or flavor as fresh meat and takes time to thaw before cooking.
- *Par-cooked meat* is partially cooked and then frozen for convenience. You can find this type of meat in pre-packaged meals or in the frozen food section of a grocery store. Par-cooked meat can be a quick and easy option, but it may not have the same quality or flavor as fresh or frozen meat and may be more expensive.
- *Canned or pouched fish (tuna or salmon)* is an economical and nutritious form of fish to purchase. Look for canned light tuna packed in water (not oil) to decrease the amount of fat and sodium.

Nutrition

- Lean meat, poultry, and fish are excellent sources of protein, which is essential for growing children to build strong muscles and bones.
- They contain nutrients (iron, zinc, vitamin B12, niacin, vitamin B6, and magnesium) that may prevent or fight disease and support immune function.
- Seafood, which includes fish and shellfish, contains beneficial fatty acids to support a child's brain development.
- Meat and poultry contain saturated fat, which tends to raise cholesterol and can increase the risk of heart disease. Lean meat, rather than fatty cuts of meat, contains less saturated fat.
- Fish contains unsaturated fat, which provides beneficial effects, such as preventing heart disease, stroke, heart failure, and congestive heart failure.

Reference the **All About Poultry and Meat** handout for definitions, nutrition, and common types of meat and poultry.

All About Poultry and Meat



Meat is the edible flesh of animals. Typically, the term meat refers to mammals that we eat, such as cows and pigs. Poultry refers to chickens, turkeys, and other domesticated birds that we eat.

These animal proteins offer several health benefits:

- Both poultry and meat are rich sources of protein. Young children need sufficient protein in their diet, since it helps to build strong muscles and bones, and is an important ingredient to keeping them healthy.
- Meat and poultry are rich in vitamins A, B, and D, and nutrients, such as iron and zinc. These meats help ensure healthy teeth, bones, blood, and skin while promoting good mental health and a vital central nervous system.



Poultry

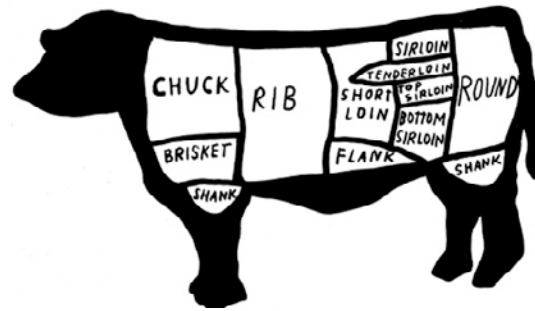
Poultry are domesticated birds raised for human consumption. The most common types of poultry on the childcare menu are chicken and turkey.

Light Meat

- Found in the parts of the bird that are least exercised (e.g., the breasts).
- Contains less fat.
- Because the muscle gets less exercise, it cooks faster than dark meat, and can dry out if overcooked.

Dark Meat

- Found in the parts of the bird that are most active (e.g., legs, which are also called drumsticks, and thighs).
- Because dark meat has more connective tissue, it can take a little longer to cook than light meat.



Meat

Meat is the edible flesh (muscle) of animals. The most common types of meat on the childcare menu are beef and pork.

More Active Muscles = Tougher Cuts

- The more active parts of the animal, such as the leg and shoulder, are tougher cuts.
- These cuts include the shank, the brisket, and chuck roasts.
- Moist cooking techniques are best, since the process slowly tenderizes the meat and makes it softer and easier to chew.

Less Active Muscles = Tender Cuts

- The less active parts of the animal (the belly and midsection) are more tender.
- Cuts include tenderloin, flank, and sirloin.
- Dry cooking techniques are most effective for tender cuts (e.g. grill, roast, broil, etc.).

Lean Meat

Choose lean cuts of meat to decrease the amount of saturated fat.

Beef

- “Round” or “loin” cuts of beef are leaner than “chuck” because they come from the less fatty part of the cow.
 - Examples: tenderloin, top loin, sirloin tip, ground round
- Select cuts with little or no visible fat. Trim all visible fat if necessary.
- Look on package labels for the leanest ground beef (90 to 95% lean).
 - Ground round is the leanest, followed by ground sirloin, ground chuck, then ground beef.
 - If you cannot buy ground meat as lean as you like, you can reduce the fat by draining the cooked ground meat in a colander and rinsing it with hot water.

Pork and Lamb

- Pork or lamb cut with “loin” in its name is low in fat.
 - Pork cut examples: center loin, tenderloin, top loin roast, top loin chop, center loin chop, sirloin roast, loin rib chop
 - Lamb cut examples: tenderloin, leg, loin chop, arm chop, foreshanks
- Look for cuts labeled “lean” or “extra lean.”
- Trim off all visible fat.

Poultry

- Skinless white meat of chicken and turkey is very lean.
 - If purchasing poultry with skin, remove the skin before eating to decrease fat and calories.
- Ground turkey may not be as lean as you may think because it may contain ground turkey skin. For a low-fat ground turkey, look for “ground turkey breast.”
 - Look on package labels for the leanest ground turkey (90 to 97% lean).

Fish

- The Dietary Guidelines for Americans (DGA) recommend replacing processed or high-fat meats (e.g., hot dogs, sausages) with seafood which could help lower the intake of saturated fat and sodium.
- Choose fish higher in fatty acids and lower in methylmercury such as canned light tuna, salmon, tilapia, cod, flounder, and haddock. The chart below can help you choose which fish to eat, and how often to eat them, based on their mercury levels.
- Individuals, especially infants and young children, should limit their intake of fish high in mercury because it can be harmful to the brain and nervous system if exposed to too much mercury over time.

What is a serving? As a guide, use the palm of your hand.



Pregnancy and breastfeeding:
1 serving is 4 ounces

Eat 2 to 3 servings a week from the “Best Choices” list
(OR 1 serving from the “Good Choices” list).



Childhood:

On average, a serving is about:

- 1 ounce at age 1 to 3
- 2 ounces at age 4 to 7
- 3 ounces at age 8 to 10
- 4 ounces at age 11

Eat 2 servings a week from the “Best Choices” list.

Best Choices			Good Choices		
Anchovy	Herring	Scallop	Bluefish	Monkfish	Tilefish (Atlantic Ocean)
Atlantic croaker	Lobster, American and spiny	Shad	Buffalofish	Rockfish	Tuna, albacore/white tuna, canned and fresh/frozen
Atlantic mackerel	Mullet	Shrimp	Carp	Sablefish	Tuna, yellowfin
Black sea bass	Oyster	Skate	Chilean sea bass/Patagonian toothfish	Sheepshead	Weakfish/seatrout
Butterfish	Pacific chub mackerel	Smelt	Grouper	Snapper	White croaker/Pacific croaker
Catfish	Perch, freshwater and ocean	Sole	Halibut	Spanish mackerel	
Clam	Pickrel	Squid	Mahi mahi/dolphinfish	Striped bass (ocean)	
Cod	Plaice	Tilapia	Choices to Avoid HIGHEST MERCURY LEVELS		
Crab	Pollock	Trout, freshwater			
Crawfish	Salmon	Tuna, canned light (includes skipjack)	King mackerel	Shark	Tilefish (Gulf of Mexico)
Flounder	Sardine	Whitefish	Marlin	Swordfish	Tuna, bigeye
Haddock		Whiting	Orange roughy		
Hake					

What about fish caught by family or friends? Check for [fish and shellfish advisories](#) to tell you how often you can safely eat those fish. If there is no advisory, eat only one serving and no other fish that week. Some fish caught by family and friends, such as larger carp, catfish, trout and perch, are more likely to have fish advisories due to mercury or other contaminants.

www.FDA.gov/fishadvice
www.EPA.gov/fishadvice



From U.S. FDA’s *Advice About Eating Fish*: <https://www.fda.gov/media/102331/download>

Preparing Meats, Poultry, and Fish to Keep Them Lean

- Avoid deep-fat frying lean meat, poultry, and fish by submerging them in hot oil or fat. This cooking method is not allowed in the CACFP. Eating too many deep-fat fried foods can contribute to chronic illnesses, such as heart disease, stroke, and even some forms of cancer because of the large amounts of calories and saturated fat.
- Bake, broil, grill, poach, pan fry, roast, sauté, steam, or stir-fry lean meat, poultry, and fish.
- Avoid battering lean meat, poultry, and fish or adding cream sauces.

Reducing Sodium Content of Meat, Poultry, and Fish

- Per the DGA, people should consume lean meats, poultry, and fish that are fresh or frozen, rather than processed meats.
- Fresh meat has the lowest sodium content. Avoid meat injected with or packaged in a saline or sodium solution.
- Season lean meats, poultry, and fish with herbs such as rosemary, sage, and thyme instead of salt.
- Processed meats may contain ingredients other than meat and are typically high in saturated fat and sodium.
 - Examples: frozen breaded meat products such as fish sticks, chicken nuggets, chicken patties, and other meats that are highly processed like hot dogs, ham, luncheon meats, and sausages
- Refer to the ICN [Shaking It Up!](#) webpage for more information on reducing sodium and sodium resources.

Incorporating Lean Meat, Poultry, and Fish Into Menus

- It is recommended to limit processed meats to once per week at the most. Replace processed meats with lean meat, poultry, and fish.
 - Start by replacing the processed meat in one meal a month. Then, replace another meal the next month until you are only serving processed meats once per week or less.
 - Replace one of the processed meats or another higher-fat meat with fresh or frozen fish one time per week.
- Add grilled chicken or fish to salads, sandwiches, or wraps.
- Include lean meats, poultry, or fish in soups, stews, stir-fries, or pasta dishes.
- Make taco or burrito bowls with lean ground meat, turkey, or grilled fish. Top with plenty of veggies, salsa, and a small amount of cheese or yogurt.
- For convenience, use minimally processed pre-cooked or par-cooked meats, such as chicken or ground meat.

Menu Swap Activity

Break into small groups.

1. Review the menu and replace the processed meats with a healthier meat option.
2. Cross off the processed meats at breakfast and lunch and write in a replacement below it.

You will have 5 minutes to complete this activity. Share ideas with the large group.

Keep in mind:

- A meat/meat alternate can replace the grain at breakfast up to three times per week.
- If you replace the meat at lunch, you may want to switch the grain to complement the meal.

	Monday	Tuesday	Wednesday	Thursday	Friday
Breakfast	Sausage ----- Bananas 1% Milk	English Muffin ----- Raspberries 1% Milk	Bagel ----- Orange Slices 1% Milk	Ham ----- Blueberries 1% Milk	Toast ----- Avocados 1% Milk
Lunch	Chicken Patty ----- Bun Tomato Slices Honeydew Melon 1% Milk	Hot Dog ----- Bun Green Beans Blackberries 1% Milk	Mini Corn Dogs ----- Carrot Sticks Strawberries 1% Milk	Chicken Nuggets ----- Asparagus Kiwi 1% Milk	Fish Sticks ----- Breadsticks Pea Pods Corn 1% Milk

Class Discussion Prompts

Questions:

- Has anyone replaced processed meat, poultry, and fish products on their menus? If so, would you like to provide examples of what they were replaced with?
- Would anyone like to share other ways they incorporated a variety of lean meat, poultry, or fish 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

Key Messages

- Choose fresh or frozen lean meat, poultry, and fish over processed meats (e.g., hot dogs, sausages, ham, luncheon meats) to help lower intake of saturated fat and sodium.
- As a CACFP best practice, offer processed meats (such as hot dogs and sausage) no more than once per week.
- Choose fish higher in fatty acids and lower in methylmercury (e.g., canned light tuna, salmon, tilapia, cod, flounder, and haddock).
- Serve non-fried fish at one to two meals per week for better cardiovascular health.
- Use cooking methods such as steaming, grilling, poaching, baking, or broiling to keep the fat content of meat, poultry, and fish low.

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 **Beef Picadillo** 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 Beef Picadillo recipe's meal component(s) contribution?

Answer: One-half ($\frac{1}{2}$) cup Beef Picadillo over $\frac{1}{4}$ cup rice provides 1.5 oz equivalent meat/meat alternate, $\frac{1}{4}$ cup vegetable, and $\frac{1}{2}$ oz equivalent grains.

What questions do you have?



Beef Picadillo

Picadillo is a delicious stew made with ground beef, tomatoes, and other ingredients. It is a popular dish in South American countries and the Caribbean. Serve it over rice or as a filling in tacos.

CACFP CREDITING INFORMATION

½ cup (No. 8 scoop) picadillo over ¼ cup (No. 16 scoop) rice provides 1½ oz equivalent meat, ¼ cup vegetable, and ½ oz equivalent grains.

SOURCE

Team Nutrition CACFP Multicultural Recipe Project.

<https://teamnutrition.usda.gov>

INGREDIENTS	25 SERVINGS		50 SERVINGS		DIRECTIONS
	Weight	Measure	Weight	Measure	
Brown rice, long-grain, uncooked	12½ oz	2 cup	1 lb 9 oz	1 qt	<ol style="list-style-type: none"> 1 Combine brown rice and water in a small stockpot. Stir once. 2 Heat on medium-high heat to a rolling boil. Cover and reduce heat to medium. Cook until water is absorbed, about 15–20 minutes. Fluff the rice gently with a fork. 3 Heat a medium skillet on medium-high heat on top of the stove. If using skillets: For 25 servings, use 2 extra-large skillets. For 50 servings, use 4 extra-large skillets. 4 Brown ground beef. Drain. Critical Control Point: Heat to 165 F or higher for at least 15 seconds.
Water		1 qt		2 qt	
Beef, ground, 90% lean, fresh or frozen, raw	3 lb 2 oz		6 lb 4 oz		



INGREDIENTS	25 SERVINGS		50 SERVINGS		DIRECTIONS
	Weight	Measure	Weight	Measure	
*Onions, fresh, peeled, ¼" diced	1 lb 4½ oz	1 qt 1⅞ cup	2 lb 9 oz	2 qt 2¼ cup	5 Add onions, bell peppers, and garlic to ground beef. Sauté on medium-high heat until onions and bell peppers are soft. Stir frequently.
*Green bell peppers, fresh, ¼" diced	1 lb 4½ oz	1 qt ¼ cup	2 lb 9 oz	2 qt ½ cup	
*Garlic, fresh, minced		4 cloves OR 2 tsp		8 cloves OR 1 Tbsp 1 tsp	
Tomatoes with juice: diced, canned	12½ oz	1 ½ cup (⅓ No. 10 can)	1 lb 9 oz	3 cup (⅓ No. 10 can)	6 Add diced tomatoes with juice, tomato sauce, raisins, oregano, and cumin. Bring to a boil and remove from heat.
Tomato sauce, canned	14½ oz	1¾ cup (⅓ No. 10 can)	1 lb 13 oz	3½ cup (⅓ No. 10 can)	
Raisins, seedless, unpacked	8 oz	2 cup	1 lb	1 qt	
Oregano, dried		1 tsp		2 tsp	
Cumin, dried, ground		2 tsp		1 Tbsp 1 tsp	
Cilantro, fresh, chopped (optional)	2 oz	½ cup 1 tsp	4 oz	1 cup 2 tsp	7 Serve ½ cup (No. 8 scoop) picadillo over ¼ cup (No. 16 scoop) rice. Garnish with 1 teaspoon cilantro (optional). Critical Control Point: Hold at 140 °F or higher.



NUTRITION INFORMATION

For ½ cup (No. 8 scoop) picadillo over ¼ cup (No. 16 scoop) rice.

NUTRIENTS	AMOUNT
Calories	202
<hr/>	
Total Fat	6 g
Saturated Fat	2 g
Cholesterol	38 mg
Sodium	147 mg
Total Carbohydrate	23 g
Dietary Fiber	2 g
Total Sugars	2 g
Added Sugars included	N/A
Protein	15 g
<hr/>	
Vitamin D	N/A
Calcium	34 mg
Iron	2 mg
Potassium	N/A

N/A=data not available.

MARKETING GUIDE

Food as Purchased for	25 Servings	50 Servings
Mature Onions	1 lb 8 oz	2 lb 15 oz
Green Bell Peppers	1 lb 10 oz	3 lb 4 oz
Garlic	4 cloves	8 cloves

NOTES

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

Variations

If beef is frozen, defrost in the refrigerator for 1 day per 1–5 pounds. Store raw beef at 40 °F or lower. Frozen bell peppers may be substituted for fresh bell peppers.

YIELD/VOLUME

25 Servings	50 Servings
7 lb 9 oz	15 lb 2 oz
13½ cup picadillo and 1 qt 2½ cup rice	27 cup picadillo and 3 qt ½ cup rice



Culinary Basics

Mise en Place

Objective

- Demonstrate the correct use of mise en place.

Demonstrate/Discuss

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

MISE EN PLACE

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



Step 1: Review Recipes & Production Records

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

Step 2: Prioritize Your Work

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



Step 3: Collect Tools & Prepare Equipment

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

Step 4: Gather Recipe Ingredients

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



Step 5: Prepare Ingredients

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

Step 6: Set Up Your Workstation

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



Key Messages

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

Class Discussion Prompts

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

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

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

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

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

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

What questions do you have?





Culinary Basics

Unit of Measurement

Objectives

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

Demonstrate/Discuss

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

Volume

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

Weight

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

Packed vs Aerated Flour Example

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

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

Key Messages

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

Class Discussion Prompt

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

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

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

What questions do you have?



Culinary Basics

Weight vs. Volume Demonstration

Demonstrate/Discuss

The instructor will complete the following demonstration.

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

Key Message

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

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





Chef Demo

Time: 30 minutes

Objectives:

- Review culinary techniques used for the preparation of lean meat, poultry, and fish.
- Discuss food safety practices when preparing lean meat, poultry, and fish.

Demonstrate/Discuss

- Cooking methods
- Techniques for seasoning and developing flavor in lean meats, poultry, and fish (spice blends and marinades)
- Roasting chicken legs
- Browning ground beef
- Quality preparation benchmarks
- Food safety

Cooking Methods

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.

Techniques for Seasoning and Developing Flavor

- Spice blends offer a myriad of ways to season meat, poultry, and fish. You can apply spice blends before cooking or mix them into ground meats during cooking.
 - Refer to the *CICN Spice Blends* poster in the Appendix.
- Marinades are a combination of oil, seasonings, and culinary acids that impart flavor into the uncooked protein. Many sauces can also act as a marinade, such as teriyaki sauce used to impart flavor into chicken.
- Browning meat, poultry, and fish results from dry heat cooking methods that caramelize the surface of the protein, imparting flavor. Many recipes call for “browning” ground meat or “searing” beef to develop deeper flavor from the protein.



Chef Demo

Roasting Chicken Legs

Instructor's Note: This demonstration will focus on how to prepare chicken legs for roasting. If the training space allows, cook off the chicken legs once the class has started the Team Cooking Lab. Once the legs are cooked and allowed to rest, invite the participants to taste the final product. Tasting can also happen during the sampling and evaluation portion of the training following the cooking portion of the Team Cooking Lab.

Discuss

Roasted chicken legs can be a crowd-pleaser and they are easy for children to hold while eating.

Chicken legs can be an affordable product, usually costing less than other cuts such as breast and thigh meat.

For the best results, roast chicken legs at 400 °F and cook to an internal temperature of 185 °F. While 185 °F may seem too high of a final temperature, there are a few good reasons to cook to the higher temperature.

- Cooking to 185 °F eliminates the bloodline that can still be present at the safe internal temperature of 165 °F, making the appearance more appealing to children.
- The higher temperature allows more fat to be rendered (cooked out of the meat) making the final product leaner.
- The higher final cooking temperature allows the skin to crisp more and develop a more appealing color, ultimately providing children with a more appealing final product.

Demonstrate

One way to pack a lot of flavor into chicken is by seasoning the product with an herb and spice rub.

To make the spice rub, combine:

- 2 Tbsp paprika
- 2 Tbsp dried thyme
- 2 Tbsp dried oregano
- 2 Tbsp garlic powder
- 2 Tbsp onion powder
- 2 Tbsp dried parsley
- ¾ tsp salt
- 1 Tbsp black pepper

To prepare the chicken for roasting, complete the following steps:

- Pat the chicken legs dry with single-use paper towels, to remove surface moisture (allowing more browning).
- Toss the chicken legs with the spice rub (discard the remaining rub after seasoning).
- Arrange the legs on a sheet tray lined with parchment paper.
- Roast the chicken legs at 400 °F for 35-45 minutes or until the product reaches an internal temperature of 185 °F.
- Transfer to a serving vessel/pan.
- Allow to rest for 5-10 minutes before service.



Chef Demo

Browning Ground Beef

Instructor's Note: Conduct this demonstration from start to finish to highlight the process of browning ground meats.

Discuss

Browning ground meats is an excellent method to develop deep rich flavors in the product.

The chemical reaction that happens when proteins are cooked over direct heat is called the Maillard reaction.

The Maillard reaction is like magic in cooking: it happens when you cook ground meats at high heat, such as in a sauté pan or tilt skillet. The heat causes the proteins and sugars in the meat to interact, creating new complex flavors, colors, and aromas—this is what we call “browning.” It is why a seared steak tastes so much better than a boiled one; the browning is not just about color, it is also about the delicious, savory flavor we love in cooked meats.

Demonstrate

- **Prepare the meat:** Remove the ground meat from its packaging and break it up into smaller pieces. This will help it cook more evenly.
- **Preheat the pan:** Use a large tilting skillet or frying pan and set the temperature to medium-high heat. Allow it to preheat for a couple of minutes until it is hot.
- **Add oil or fat:** To prevent the meat from sticking to the pan and to promote browning, add a small amount of oil or fat. Common options include vegetable oil, olive oil, or butter. Use the amount listed on the recipe.
- **Heat the oil or fat:** Allow the oil or fat to heat up for a moment until it shimmers or melts completely, indicating it is hot enough.
- **Add the ground meat:** Carefully add the ground meat to the hot pan, spreading it out evenly to maximize contact with the cooking surface.
- **Let it brown:** Allow the meat to cook without stirring for a few minutes, letting it brown on one side. The browning process adds flavor and develops a desirable texture.
- **Break up and stir:** After a few minutes, use a spatula or spoon to break up the meat into smaller crumbles. Stir the meat occasionally to ensure even browning on all sides.
- **Cook thoroughly:** Continue cooking the ground meat, stirring occasionally, until it is fully cooked through. The cooking time may vary depending on the type of meat and the recipe you are following. It is important to cook ground meat until it reaches a safe internal temperature to eliminate any potential bacteria or pathogens.
- **Drain excess fat (optional):** If there's a significant amount of fat rendered during the cooking process, you can drain it off using a spoon or by pouring the meat into a colander. This step should be indicated in the recipe you are using. This step will produce leaner results.
- **Use in your recipe:** Once the ground meat is fully browned and cooked, it is ready to be used in your chosen recipe. You can incorporate it into dishes like tacos, chili, pasta sauces, casseroles, or any other recipe that calls for browned ground meat.

Quality Preparation Benchmarks

Discuss

When it comes to the preparation of meat, poultry, and fish in the Child and Adult Care Food Program, consider several quality benchmarks to ensure safe and nutritious meals. These benchmarks typically focus on factors such as sourcing, handling, cooking methods, and food safety. Here are some key aspects of quality preparation benchmarks for meat, poultry, and fish:

- **Sourcing:**
 - Select reputable suppliers who provide high-quality meat, poultry, and fish.
 - Ensure that the products meet recognized standards for food safety and quality.
 - Consider sourcing local and sustainable options when available.
 - Refer to the USDA website on [Procuring Local Foods](#) in Child Nutrition Programs for more information.

- **Storage and Handling:**
 - Store meat, poultry, and fish at appropriate temperatures to prevent bacterial growth and spoilage.
 - Follow strict protocols for receiving, storing, and rotating inventory to maintain freshness and minimize waste.
 - Use separate storage areas or containers to prevent cross-contamination between different types of meat, poultry, and fish.
 - Prepare cold or uncooked meat, fish, and poultry in small batches to reduce the amount of time these items sit at room temperature.
 - 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.

- **Food Safety:**
 - Adhere to food safety guidelines and regulations, including proper handwashing, sanitation, and use of gloves when handling raw meat, poultry, and fish.
 - Implement Hazard Analysis Critical Control Points (HACCP) principles to identify and manage potential hazards at various stages of food preparation.
 - Cook meat, poultry, and fish to safe internal temperatures to eliminate harmful bacteria.

- **Cooking Methods:**
 - Utilize appropriate cooking methods that preserve the nutritional value and sensory qualities of meat, poultry, and fish.
 - Consider methods such as grilling, baking, roasting, or steaming to minimize the use of added fats.
 - Avoid overcooking to prevent dryness and loss of flavor.

Food Safety

- Never wash raw proteins (meat, poultry, or fish) as this could cause cross-contamination.
- To prevent foodborne illness, follow these internal temperature cooking guidelines:

Product	Minimum Internal Temperature & Rest Time
Beef, Pork, Veal & Lamb Steaks, Chops, Roasts	145 °F and allow to rest for at least 3 minutes
Ground Meats	160 °F
Ground Poultry	165 °F
Ham, fresh or smoked (uncooked)	145 °F and allow to rest for at least 3 minutes
Fully Cooked Ham (to reheat)	Reheat cooked hams packaged in USDA-inspected plants to 140 °F and all others to 165 °F
All Poultry (breasts, whole bird, legs, thighs, wings, ground poultry, giblets, and stuffing)	165 °F
Fish and Seafood	145 °F

- Follow the CCPs.
- Keep hot foods above 140 °F and cold foods below 40 °F.
- Use a two-stage cooling method for chilled meat, poultry, and fish.
 - Stage 1: Cool food from 140 °F to 70 °F in two hours.
 - Stage 2: Then cool food from 70 °F to 40 °F in four hours.
- Use foodservice gloves when handling raw product and ready-to-eat food.
- For more information, refer to the **Food Safety Fact Sheet: Cooking Foods**.
- Remember to follow state and local health department requirements.

What questions do you have?



Team Cooking Lab

Time: 95 minutes

Objective:

- Apply preparation techniques for a variety of lean meat, poultry, and fish.

Discuss

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

Team Instructions

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

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

Team Cooking Lab Recipes

Team	1	2	3	4	5	6
Recipe 1	Beef and Bean Burrito	Herb Roasted Chicken Drumsticks	Filipino-Inspired Pork Meatballs (Bola-Bola)	Spice Rubbed Boneless Chicken	Mighty Meatballs	Sloppy Joe with Ground Turkey
Recipe 2	Blackened White Fish	Asian Tuna Burgers	Beef Picadillo	Chicken with Veggie Couscous	Jerk Fish Wrap	Honey Lime Chicken

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

Food Safety Fact Sheet

Handwashing

INTRODUCTION

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

HERE ARE THE FACTS

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

APPLICATION

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

How?

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

When?

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

Before

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

After

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





Handwashing cont.

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

Remember, follow state or local health department requirements.

References

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02/2016

Food Safety Fact Sheet

Washing Fruits and Vegetables

INTRODUCTION

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

HERE ARE THE FACTS

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

APPLICATION

Follow safe practices when handling fresh fruits and vegetables.

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

Monitor handling procedures for fresh fruits and vegetables.

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





Washing Fruits and Vegetables cont.

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

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

Remember, follow state or local health department requirements.

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Food Safety Fact Sheet

Cooking Foods

INTRODUCTION

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

HERE ARE THE FACTS

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

APPLICATION

Cook foods to the appropriate internal temperature.

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

Monitor cooking temperatures.

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





Cooking Foods cont.

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

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

Remember, follow state or local health department requirements.

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Recipe Evaluation

Time: 25 minutes

Objective:

- Evaluate the quality and usability of prepared lean meat, poultry, or fish 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
Beef and Bean Burrito	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		
Blackened White Fish	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		
Herb Roasted Chicken Drumsticks	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		
Asian Tuna Burgers	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		
Filipino-Inspired Pork Meatballs (Bola-Bola)	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		
Beef Picadillo	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		
Spice Rubbed Boneless Chicken	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5		
Chicken with Veggie Couscous	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		
Mighty Meatballs	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		
Jerk Fish Wrap	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		
Sloppy Joe with Ground Turkey	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		
Honey Lime Chicken	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5		

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 lean meat, poultry, and fish.
- 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 lean meat, poultry, and fish.





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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

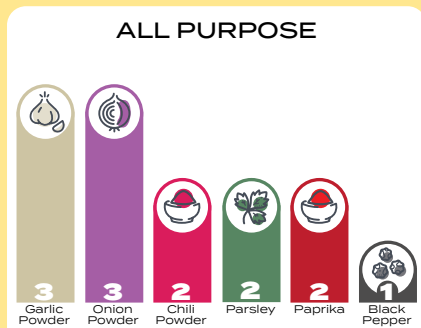
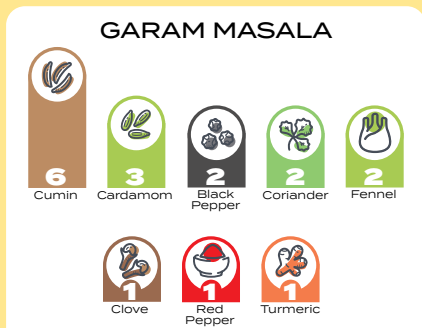
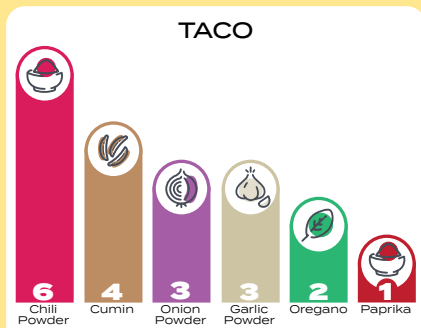
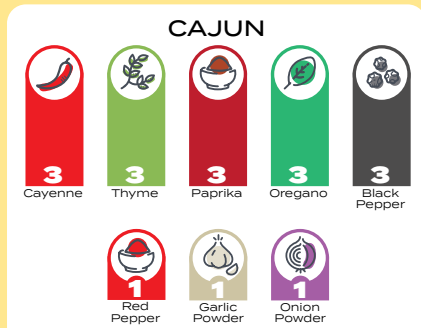
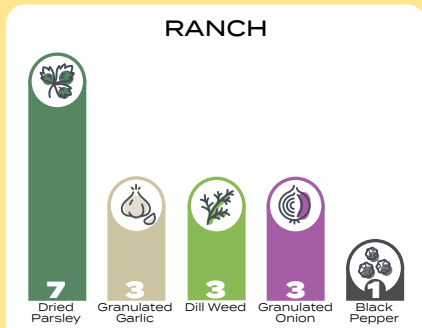
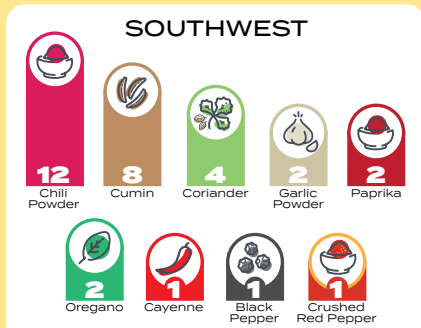
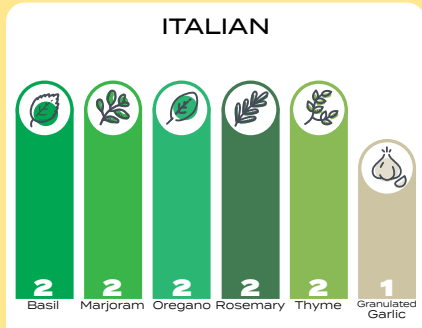
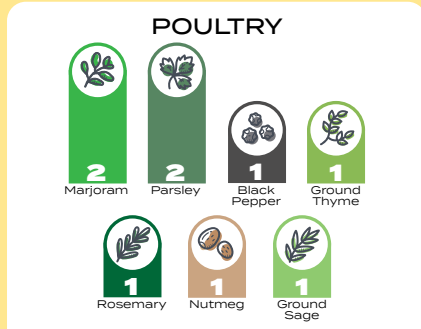
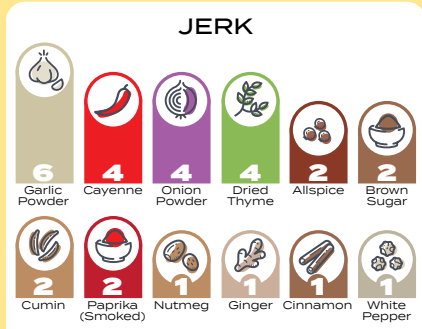
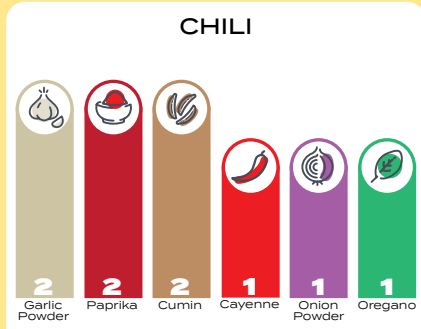
Employee will be able to correctly and efficiently serve food portions to meet all USDA CACFP meal pattern requirements and encourage healthy food selections including those for special diets.

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



CULINARY INSTITUTE OF CHILD NUTRITION SPICE BLENDS

The numbers referenced in each ingredient represent a ratio part.



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Culinary Terms

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

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

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

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

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

Aroma – The sensations of smell as interpreted by the brain

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

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

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

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

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

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

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

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

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

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

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

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

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

Brunoise – The finest dice and is derived from the julienne

Calorie – A measure of energy

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

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

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

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

Chop – To cut into pieces of roughly the same size

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Parcooking – Partially cooking food by any cooking method

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Toast – Browning food by exposure to dry heat

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

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

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

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

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

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

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

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

Instructor's Preparation Guide

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

Chef Demonstration Guide

Activity/Demo Name: Weight vs. Volume Demonstration

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

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

Activity/Demo Name: Roasting Chicken Legs

Preparation Note(s): Prepare mise en place to demonstrate the following recipe for Roasting Chicken Legs.

- 12 chicken legs
- 2 Tbsp paprika
- 2 Tbsp dried thyme
- 2 Tbsp dried oregano
- 2 Tbsp garlic powder
- 2 Tbsp onion powder
- 2 Tbsp dried parsley
- $\frac{3}{4}$ tsp salt
- 1 Tbsp black pepper
- Single-use paper towels
- Half-sheet pan
- Parchment paper
- Nonstick spray
- Foodservice gloves
- Tongs

Pat the chicken legs dry with single-use paper towels, to remove surface moisture (allowing more browning). Toss the chicken legs with the spice rub (discard the remaining rub after seasoning). Arrange the legs on a sheet tray lined with parchment paper. Once prepped, roast the chicken legs at 400 °F for 35-45 minutes or until the product reaches an internal temperature of 185 °F. Transfer to a serving vessel/pan. Allow to rest for 5-10 minutes before service.

Activity/Demo Name: Browning Ground Beef

Preparation Note(s): Prepare mise en place to demonstrate the following recipe for Browning Ground Beef

- 1 lb ground beef (90% lean)
 - 2 tsp vegetable oil
 - 10- or 12-inch sauté pan
 - Rubber spatula
 - Spoon
 - ¼ tsp salt
 - ¼ tsp black pepper, ground
-
- **Prepare the meat:** Remove the ground meat from its packaging and break it up into smaller pieces. This will help it cook more evenly.
 - **Preheat the pan:** Use a large tilting skillet or frying pan and set the temperature to medium-high heat. Allow it to preheat for a couple of minutes until it is hot.
 - **Add oil or fat:** To prevent the meat from sticking to the pan and to promote browning, add a small amount of oil or fat. Common options include vegetable oil, olive oil, or butter. Use the amount listed on the recipe.
 - **Heat the oil or fat:** Allow the oil or fat to heat up for a moment until it shimmers or melts completely, indicating it is hot enough.
 - **Add the ground meat:** Carefully add the ground meat to the hot pan, spreading it out evenly to maximize contact with the cooking surface.
 - **Let it brown:** Allow the meat to cook without stirring for a few minutes, letting it brown on one side. The browning process adds flavor and develops a desirable texture.
 - **Break up and stir:** After a few minutes, use a spatula or spoon to break up the meat into smaller crumbles. Stir the meat occasionally to ensure even browning on all sides.
 - **Cook thoroughly:** Continue cooking the ground meat, stirring occasionally, until it is fully cooked through. The cooking time may vary depending on the type of meat and the recipe you are following. It is important to cook ground meat until it reaches a safe internal temperature to eliminate any potential bacteria or pathogens.
 - **Drain excess fat (optional):** If there's a significant amount of fat rendered during the cooking process, you can drain it off using a spoon or by pouring the meat into a colander. This step should be indicated in the recipe you are using. This step will produce leaner results.
 - **Use in your recipe:** Once the ground meat is fully browned and cooked, it is ready to be used in your chosen recipe. You can incorporate it into dishes like tacos, chili, pasta sauces, casseroles, or any other recipe that calls for browned ground meat.

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: Beef and Bean Burrito, Blackened White Fish

Equipment:

- Chef knife
- Cutting board
- Measuring cups, full set
- Measuring spoons, full set
- Digital thermometer, instant-read
- 12-inch skillet
- Metal mixing spoon
- Rubber spatula
- Small mixing bowl
- Half-sheet pan x 2
- Can opener

TEAM 2: Herb Roasted Chicken Drumsticks, Asian Tuna Burgers

Equipment:

- Chef knife
- Cutting board
- Measuring cups, full set
- Measuring spoons, full set
- Digital thermometer, instant-read
- Large mixing bowl x 2
- Sheet pan x 2
- Parchment paper x 2
- Tongs
- Rubber spatula
- Whisk
- No. 12 scoop

TEAM 3: Filipino-Inspired Pork Meatballs (Bola-Bola), Beef Picadillo

Equipment:

- Chef knife
- Cutting board
- Measuring cups, full set
- Measuring spoons, full set
- Digital thermometer, instant-read
- Medium mixing bowl
- Rubber spatula x 2
- 1 tablespoon measure
- Vegetable peeler
- Half-sheet pan
- Parchment paper
- Tongs
- 2-quart saucepan with lid
- Fork
- 12-inch skillet
- Metal mixing spoon
- Can opener

TEAM 4: Spice Rubbed Boneless Chicken, Chicken with Veggie Couscous

Equipment:

- Chef knife
- Cutting board
- Measuring cups, full set
- Measuring spoons, full set
- Digital thermometer, instant-read
- Large mixing bowl
- Sheet pan
- Parchment paper
- Tongs x 2
- 12-inch skillet with lid
- Half-sheet pan
- Rubber spatula
- Vegetable peeler
- Small saucepan with lid
- Fork
- Can opener
- Foil

TEAM 5: Mighty Meatballs, Jerk Fish Wrap

Equipment:

- Chef knife
- Cutting board
- Measuring cups, full set
- Measuring spoons, full set
- Digital thermometer, instant-read
- Rubber spatula
- No. 20 scoop
- 2-inch half hotel pan
- Tongs
- Small mixing bowl
- Sheet pan
- Parchment paper
- Medium mixing bowl
- Vegetable peeler
- No. 8 scoop
- Can opener

TEAM 6: Sloppy Joe with Ground Turkey, Honey Lime Chicken

Equipment:

- Chef knife
- Cutting board
- Measuring cups, full set
- Measuring spoons, full set
- Digital thermometer, instant-read
- 12-inch skillet
- Rubber spatula
- Metal mixing spoon
- No. 8 scoop
- Large mixing bowl
- Tongs x 2
- Sheet pan
- Parchment paper
- Rasp grater (zester)





Equipment Checklist

Instructor's Note: At least 4 weeks before the training, contact the site coordinator to ensure the equipment is available. If any equipment is not available on-site, ask the site coordinator if it is possible to borrow equipment from another kitchen. Then, if any equipment is still unavailable, coordinate with the ICN to ship the missing equipment as needed. Clean and return the ICN's equipment after the training using the shipping label provided with the equipment.

Equipment	Total	Confirm Equipment Is Present	Use This Space To Add Comments If Equipment/Supplies Are Not Available. Please Include Any Equipment Substitutions Used.
Appliances			
Oven	2		
Range or cooktop burner	4		
Pots & Pans			
2-quart saucepan with lid	1		
12-inch skillet	3		
12-inch skillet with lid	1		
2-inch half-size hotel pan	1		
Half-size sheet pan	4		
Full-size sheet pan	5		
Parchment paper	12		
Small Kitchen Tools			
Chef knife	6		
Cutting board	6		
Measuring cups, full set	6		
Measuring spoons, full set	6		
Digital thermometer	6		
1-quart liquid measure	6		
2-cup liquid measure	6		
Rubber spatula	7		
Metal mixing spoon	3		
Whisk	1		
Tongs	7		

Equipment	Total	Confirm Equipment Is Present	Use This Space To Add Comments If Equipment/Supplies Are Not Available. Please Include Any Equipment Substitutions Used.
Small mixing bowl	2		
Medium mixing bowl	2		
Large mixing bowl	4		
Colander	3		
No. 8 scoop	2		
No. 12 scoop	1		
No. 20 scoop	1		
Vegetable peeler	3		
Fork	2		
Electronic scale	2		
Spring scale	1		
Potholders	12		
Can opener	3		
Rasp grater (zester)	1		



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, green, fresh	2 each		
Bell peppers, red, fresh	1 each		
Carrots, fresh, whole	5 each		
Celery, fresh	2 stalks		
Cilantro, fresh	1 bunch		
Garlic	2 heads		
Ginger	1-inch piece		
Jalapenos, fresh	4 each		
Lemons	4 each		
Lettuce, romaine	1 head		
Limes	8 each		
Mango, fresh, ripe (frozen if fresh is unavailable)	1 lb 8 oz		
Mint leaves, fresh	1 Tbsp		
Onions, green	2 bunches		
Onions, red, fresh	1 each		
Onions, yellow, fresh	5 each		
Spinach, baby, fresh, washed	12 oz		
Tomatoes, red, fresh	2 lb		
Condiments/Oils			
Apple cider vinegar	3 Tbsp		
Ketchup	1 ½ cups		
Mayonnaise, low-fat	½ cup		
Nonstick spray	2 each		
Sesame oil	2 tsp		
Soy sauce, low sodium	4 tsp		
Vegetable oil	16 oz		

Food	Total Needed	Inventory From Prior Workshop	Purchased
Refrigerator			
Beef, ground, 90% lean, raw	3 lb 4 oz		
Cheese, cheddar, shredded	8 oz		
Chicken thighs, boneless, skinless, raw	4 lb 12 oz		
Chicken, drumsticks, raw	24 each		
Chicken, drumsticks, skinless, raw	12 each		
Egg, whole	4 each		
Pork, ground, 80% lean or leaner, raw	1 lb		
Turkey, ground, raw	4 lb		
Dry/Canned Goods			
Beans, pinto, canned, no salt added	1 lb 4 oz		
Beef stock, low sodium	½ cup		
Chicken broth, low-sodium	1 quart		
Corn starch	2 Tbsp		
Couscous, dry	1 cup		
Hamburger buns, whole grain, 2 oz each	24 each		
Honey	7 oz		
Oats, rolled, old fashioned	1 ½ cups		
Olives, ripe, black, canned, sliced	½ cup		
Panko breadcrumbs	1 cup		
Pineapple tidbits, canned, 100% juice	3 cups		
Raisins, seedless	1 cup		
Rice, brown, long grain, dry	1 cup		
Sugar, granulated	¼ cup		
Tomato paste, canned	3 Tbsp		
Tomato sauce, canned	2 cups		
Tomatoes, canned, diced	⅔ cup		
Tortillas, whole wheat, 8-inch	24 each		
Tuna, canned, chunk style, water-packed	1 lb 8 oz		

Food	Total Needed	Inventory From Prior Workshop	Purchased
Dried Spices			
Salt, table	1 container		
Black pepper, ground	2 Tbsp		
Basil, dried	2 Tbsp		
Chili powder	3 Tbsp		
Cinnamon, ground	2 Tbsp		
Coriander, ground	2 Tbsp		
Cumin, ground	4 Tbsp		
Garlic powder	4 Tbsp		
Ginger, ground	2 Tbsp		
Italian seasoning	2 Tbsp		
Jerk spice seasoning, no salt added	1 tsp		
Mustard, dry	1 Tbsp		
Onion powder	4 Tbsp		
Oregano, dried	3 Tbsp		
Paprika, ground	5 Tbsp		
Parsley, dried	4 Tbsp		
Red pepper flakes	¼ tsp		
Thyme leaves, dried	3 Tbsp		
Freezer			
Fish, white (e.g., Cod, rockfish, Dover sole), raw	2 lb 8 oz		
Fish, tilapia fillets	1 lb 8 oz		
Paper Goods			
Foodservice gloves, all sizes	1 box each size		
Paper towels	1 roll		
Aluminum foil	1 box		
Paper plates	50 each		
Napkins	50 each		
Forks	50 each		
Butter knives	50 each		
2-ounce portion cups	100 each		





Beef and Bean Burrito

Cooking Process: #2 Same-Day Service

CACFP Crediting Information	
Serving Size	1 Serving Provides
1 burrito	1.5 oz equivalent meat/meat alternate, 1.5 oz equivalents grains

Ingredients	12 Servings	
	Weight	Measure
Tortillas, whole wheat, 8-inch		12 each
Beef, ground, 90% lean, raw	1 lb 4 oz	
Cumin, ground		1 tsp
Onion powder		½ tsp
Garlic powder		½ tsp
Salt, table		¼ tsp
Beans, pinto, canned, no salt added, drained, rinsed	1 lb 4 oz	

Instructions

1. Lay out tortillas on a cutting board or baking sheet.
2. Heat a large skillet over medium-high heat and add the ground beef. Brown the beef, breaking up the meat with a spoon. CCP: Heat to an internal temperature of 165 °F for 15 seconds.
3. Drain the fat from the browned beef.
4. Add the cumin, onion powder, garlic powder, and salt. Stir into the browned beef.
5. Add the beans to the pan with the seasoned browned beef. Heat over medium and stir to combine. CCP: Heat to an internal temperature of 165 °F for 15 seconds.
6. Spoon 2 ounces of the mixture onto each tortilla.
7. Fold the bottom of the tortilla over the filling, pull back slightly, fold in the sides of the tortilla, and finish rolling the burrito to the top edge of the tortilla.
8. CCP: Hold for hot service at 140 °F or higher.

Recipe adapted from Colorado's Healthier Meals Initiative.

Nutrients Per Serving			
Calories	248	Total Carbohydrates	32 g
Total Fat	7 g	Dietary Fiber	5 g
Saturated Fat	2 g	Total Sugars	1 g
Cholesterol	23 mg	Protein	15 g
Sodium	420 mg		

Blackened White Fish

Cooking Process: #2 Same-Day Service

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

Ingredients	12 Servings	
	Weight	Measure
Fish, white (e.g., cod, rockfish, Dover sole), raw	2 lb 8 oz	
Garlic powder		2 tsp
Chili powder		2 tsp
Onion powder		2 tsp
Paprika, ground		2 tsp
Black pepper, ground		1 tsp
Thyme leaves, dried		1 tsp
Salt, table		½ tsp
Vegetable oil		1 Tbsp
Lime juice		⅓ cup

Instructions

1. Preheat oven to 350 °F.
2. Trim and divide fish fillets if purchased as whole fish. CCP: Refrigerate until served.
3. Mix all of the dry spices in a shallow dish.
4. Coat both sides of the fillets in the dry spices mixture.
5. Spray sheet pans with cooking spray and place the seasoned fillets on sheet pan.
6. Drizzle oil on fillets and bake for about 12-15 minutes. CCP: Heat to an internal temperature of 145 °F for 15 seconds. CCP: Hold for hot service at 140 °F or higher.
7. Sprinkle fillets with freshly squeezed lime juice before serving.

Recipe adapted from the John C. Stalker Institute.

Nutrients Per Serving			
Calories	103	Total Carbohydrates	2 g
Total Fat	3 g	Dietary Fiber	0 g
Saturated Fat	1 g	Total Sugars	0 g
Cholesterol	44 mg	Protein	18 g
Sodium	253 mg		

Herb Roasted Chicken Drumsticks

Cooking Process: #2 Same-Day Service

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

12 Servings		
Ingredients	Weight	Measure
Chicken, drumsticks, raw	3 lb	12 each
Garlic powder		½ Tbsp
Onion powder		½ Tbsp
Italian seasoning		½ Tbsp
Salt, table		½ tsp
Pepper, black		¼ tsp

Instructions

1. Thaw chicken under refrigeration overnight. For best results, place in a perforated pan to drain overnight.
2. Preheat oven to 400 °F for conventional, or 350 °F for convection.
3. Toss chicken with seasoning blend.
4. Lay thawed chicken in a single layer on sheet pans lined with parchment paper.
5. For best results, and to cook out the bloodline in the drumstick, cook to an internal temperature of at least 185 °F. CCP: Heat to 165 °F for 15 seconds. CCP: Hold for hot service at 140 °F or higher.

Recipe from the Culinary Institute of Child Nutrition.

Nutrients Per Serving			
Calories	214	Total Carbohydrates	1 g
Total Fat	12 g	Dietary Fiber	0 g
Saturated Fat	3 g	Total Sugars	0 g
Cholesterol	122 mg	Protein	24 g
Sodium	238 mg		



Asian Tuna Burgers

Cooking Process: #2 Same-Day Service

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

Ingredients	12 Servings	
	Weight	Measure
Tuna, canned, chunk style, water packed, drained	1 lb 8 oz	
Mayonnaise, low-fat		½ cup
Garlic, fresh, minced		2 tsp
Ginger, fresh, minced		2 tsp
Soy sauce, low sodium		1 ½ tsp
Green onions, fresh, thinly sliced	2 oz	1 cup
Bell peppers, red, small dice	4 oz	1 cup
Sesame oil		2 tsp
Vegetable oil		2 tsp
Egg white		1 each
Panko breadcrumbs	3 oz	1 cup
Hamburger buns, whole grain, 2 oz each		12 each
Romaine lettuce, fresh, 3-inch pieces		6 leaves
Tomatoes, red, fresh, sliced		2 medium

Instructions

1. Preheat oven to 400 °F for conventional, 350 °F for convection.
2. Drain and flake tuna.
3. In a large bowl, combine the tuna, mayonnaise, garlic, ginger, soy sauce, green onions, red bell peppers, sesame oil, vegetable oil, and egg white.
4. Add breadcrumbs and stir well.
5. Use a No. 12 scoop to portion 12 servings onto a parchment-lined sheet pan sprayed with nonstick spray. Press tuna lightly to form into tuna burgers (3 ½ ounce patties).
6. Bake for 10 minutes in a conventional oven, or 8 minutes in a convection oven. CCP: Heat to 165 °F for 15 seconds. CCP: Hold for hot service at 140 °F or higher.
7. To serve, open the rolls and place a piece of lettuce on the bottom bun, topped with a slice of tomato. Place a tuna burger on top of the tomato slice. Cover with top bun.
8. Serve 1 burger.

Recipe adapted from USDA Recipes for Family Child Care Homes.

Nutrients Per Serving			
Calories	298	Total Carbohydrates	39 g
Total Fat	7 g	Dietary Fiber	5 g
Saturated Fat	1 g	Total Sugars	7 g
Cholesterol	19 mg	Protein	21 g
Sodium	445 mg		

Filipino-Inspired Pork Meatballs (Bola-Bola)

Cooking Process: #2 Same-Day Service

CACFP Crediting Information	
Serving Size	1 Serving Provides
2 meatballs	½ oz equivalent meat/meat alternate

Ingredients	14 Servings	
	Weight	Measure
Pork, ground, 80% lean or leaner, raw	1 lb	
Carrots, fresh, finely chopped		½ cup
Onions, red, fresh, finely chopped		½ cup
Onions, green, fresh, finely sliced		½ cup
Egg, whole		1 each
Corn starch		2 Tbsp
Garlic, fresh, minced		2 tsp
Soy sauce, low sodium		2 tsp
Salt, table		1 tsp
Black pepper, ground		⅛ tsp

Instructions

1. Preheat oven to 350 °F.
2. In a medium bowl, add all ingredients and mix well.
3. Scoop 1 tablespoon of mixture and place on a baking sheet lined with parchment paper. Repeat until you have 28 meatballs.
4. Bake for 20 minutes or until the internal temperature is 165 °F. CCP: Heat to 165 °F for 15 seconds. CCP: Hold for hot service at 140 °F or higher.
5. Serve 2 warm bola-bolas per serving.

Recipe adapted from the National CACFP Sponsors Association.

Nutrients Per Serving			
Calories	65	Total Carbohydrates	2 g
Total Fat	4 g	Dietary Fiber	0 g
Saturated Fat	1 g	Total Sugars	1 g
Cholesterol	300 mg	Protein	5 g
Sodium	222 mg		

Beef Picadillo

Cooking Process: #2 Same-Day Service

CACFP Crediting Information	
Serving Size	1 Serving Provides
½ cup picadillo with ¼ cup rice	1.5 oz equivalent meat/meat alternate, ¼ cup vegetable, and ½ oz equivalent grains

12 Servings		
Ingredients	Weight	Measure
Rice, brown, long-grain, dry		1 cup
Water		2 cups
Beef, ground, 90% lean, raw	1 lb 8 oz	
Onions, yellow, fresh, ¼ inch dice		2 ½ cups
Bell peppers, green, fresh, ¼ inch diced		2 cups
Garlic, fresh, minced		1 tsp
Tomatoes, canned, diced, with juice		⅔ cup
Tomato sauce, canned		2 cups
Raisins, seedless, unpacked		1 cup
Oregano, dried		½ tsp
Cumin, ground		1 tsp
Cilantro, fresh, chopped		¼ cup

Instructions

1. Combine brown rice and water in a saucepan. Heat over medium-high heat to a rolling boil. Cover and reduce heat to a simmer. Cook until water is absorbed, about 40 minutes. Fluff the rice with a fork.
2. Heat a medium skillet over medium-high heat and add the ground beef. Brown the beef, breaking up the meat with a spoon.
3. Add onions, bell peppers, and garlic to ground beef. Cook over medium-high heat until onions and bell peppers are soft. Stir frequently.
4. Add diced tomatoes with juice, tomato sauce, raisins, oregano, and cumin. Bring to a boil and remove from heat. CCP: Heat to an internal temperature of 165 °F for 15 seconds. CCP: Hold for hot service at 140 °F or higher.
5. Serve ½ cup picadillo over ¼ cup rice. Garnish with 1 teaspoon cilantro (optional)

Recipe adapted from USDA Recipes for Family Child Care Homes.

Nutrients Per Serving			
Calories	202	Total Carbohydrates	23 g
Total Fat	6 g	Dietary Fiber	2 g
Saturated Fat	2 g	Total Sugars	2 g
Cholesterol	38 mg	Protein	15 g
Sodium	147 mg		

Spice Rubbed Boneless Chicken

Cooking Process: #2 Same-Day Service

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

12 Servings		
Ingredients	Weight	Measure
Chicken, thighs, boneless, skinless, raw	1 lb 12 oz	
Chili powder		1 Tbsp
Cumin, ground		1 Tbsp
Paprika, ground		1 Tbsp
Salt, table		½ tsp
Black pepper, ground		½ tsp

Instructions

1. Thaw chicken thighs, if frozen, for 2 days before cooking.
2. Combine the chili powder, cumin, paprika, salt, and pepper.
3. Preheat oven to 375 °F for conventional oven, or 350 °F for convection oven.
4. Place chicken thighs in a large mixing bowl. Add the spice blend and mix until each piece of chicken is evenly coated.
5. Place chicken on a parchment-lined sheet pan.
6. Roast for 30-40 minutes, until chicken reaches an internal temperature of at least 165 °F for 15 seconds. CCP: Heat to 165 °F for 15 seconds.
7. Transfer chicken thighs to a serving container. CCP: Hold for hot service at 140 °F or higher.
8. Serve one thigh per serving.

Recipe adapted from Colorado's Healthier Meals Initiative.

Nutrients Per Serving			
Calories	85	Total Carbohydrates	0 g
Total Fat	4 g	Dietary Fiber	0 g
Saturated Fat	4 g	Total Sugars	1 g
Cholesterol	65 mg	Protein	14 g
Sodium	162 mg		

Mighty Meatballs

Cooking Process: #2 Same-Day Service

CACFP Crediting Information	
Serving Size	1 Serving Provides
2 meatballs (1 ounce each)	2 oz equivalent meat/meat alternate

Ingredients	12 Servings	
	Weight	Measure
Tomato paste, canned		3 Tbsp
Beef stock, low sodium		½ cup
Eggs, whole		2 each
Oats, rolled, old fashioned		1 cup
Turkey, ground, raw	2 lb	
Onions, yellow, fresh, finely chopped		⅓ cup
Celery, fresh, finely chopped		⅔ cup
Parsley, dried		1 ½ tsp
Black pepper, ground		½ tsp
Salt, table		½ tsp
Garlic powder		½ tsp
Basil, dried		½ tsp
Oregano, dried		½ tsp

Instructions

1. Preheat oven to 350 °F.
2. In a large mixing bowl, combine tomato paste, beef stock, eggs, and oats. Whisk to combine.
3. Add ground turkey, onions, celery, parsley, pepper, garlic powder, basil, and oregano. With gloved hands, mix by hand until blended. Be careful not to over-mix.
4. Portion 1 ounce of meat mixture using a No. 20 scoop, leveled, and place in a 2-inch half hotel pan or 9-inch x 13-inch pan.
5. Bake for 25-30 minutes or until the internal temperature reaches 165 °F or higher. CCP: Heat to 165 °F for 15 seconds.
6. Serve 2 meatballs (1 ounce each). CCP: Hold for hot service at 140 °F or higher.

Recipe adapted from Colorado's Healthier Meals Initiative.

Nutrients Per Serving			
Calories	169	Total Carbohydrates	8 g
Total Fat	8 g	Dietary Fiber	1 g
Saturated Fat	10 g	Total Sugars	1 g
Cholesterol	87 mg	Protein	17 g
Sodium	203 mg		

Chicken with Veggie Couscous

Cooking Process: #2 Same-Day Service

CACFP Crediting Information	
Serving Size	1 Serving Provides
1 drumstick, 1/3 cup vegetables, and 1/4 cup couscous	1.5 oz equivalent meat/meat alternate, 1/4 cup vegetable, 1/2 oz equivalent grains

Ingredients	12 Servings	
	Weight	Measure
Vegetable oil		2 Tbsp
Chicken, drumsticks, skinless, raw		12 each (about 3.7 oz each)
Coriander, ground		2 tsp
Cumin, ground		2 tsp
Ginger, ground		2 tsp
Cinnamon, ground		1 tsp
Carrots, fresh, 1/4 inch dice		2 1/4 cups
Onions, yellow, fresh, 1/4 inch dice		2 cups
Salt, table		1 tsp
Lemon juice, fresh		1/4 cup
Chicken broth, low sodium, divided		1 quart
Olives, ripe, black, canned, drained, sliced		1/2 cup
Couscous, dry		1 cup
Mint leaves, fresh, chopped		1 Tbsp

Instructions

1. Heat a skillet over medium-high heat. Add vegetable oil and heat until it shimmers.
2. Add the chicken drumsticks, browning on all sides, about 2 – 3 minutes per side.
3. Remove chicken from skillet to a half-sheet pan, cover with foil, and set aside.
4. In the same skillet used to brown the chicken, add the coriander, cumin, ginger, and cinnamon. Bloom the spices in the hot oil for about 1 minute.
5. Add the carrots and onions to the skillet and continue cooking the vegetables and spices over medium heat for 3 – 4 minutes, or until the onions are tender, but not brown.
6. Add the salt, lemon juice, 2 cups chicken broth, and olives to the skillet (reserve remaining chicken broth for the couscous). Increase the heat to medium-high and bring to a boil.
7. Return the chicken drumsticks to the skillet and return to a boil.
8. Reduce heat to medium-low. Cover and simmer for 20 – 25 minutes, until the internal temperature of the chicken reaches at least 165 °F. CCP: Heat to 165 °F for 15 seconds.

9. Prepare the couscous: in a small saucepan, add 2 cups chicken broth and bring to a boil. Stir in couscous. Heat to 140 °F or higher for at least 15 seconds. Remove from heat, cover, and let stand for 10 minutes. When done, couscous will be soft. Fluff couscous with a fork and stir in the mint.
10. Serve one drumstick, 1/3 cup of the vegetables, and 1/4 cup couscous. CCP: Hold for hot service at 140 °F or higher.

Recipe adapted from USDA Recipes for Family Child Care Homes.

Nutrients Per Serving			
Calories	166	Total Carbohydrates	14 g
Total Fat	6 g	Dietary Fiber	2 g
Saturated Fat	1 g	Total Sugars	2 g
Cholesterol	39 mg	Protein	15 g
Sodium	314 mg		

Jerk Fish Wrap

Cooking Process: #2 Same-Day Service

CACFP Crediting Information	
Serving Size	1 Serving Provides
1 wrap	½ cup vegetable, ¼ cup fruit, 1.5 oz eq meat/meat alternate, and 1.5 oz equivalent grains

Ingredients	12 Servings	
	Weight	Measure
Jerk seasoning spice, no salt added		1 tsp
Garlic powder		1 tsp
Coriander, ground		1 tsp
Paprika, ground		1 tsp
Salt, table		½ tsp
Red pepper flakes		¼ tsp
Tilapia fillets, frozen, thawed, cut into 12 2-ounce pieces, raw	1 lb 8 oz	
Tomatoes, red, fresh, ¼ inch dice	1 lb 4 oz	4 cups
Mango, fresh, ripe, diced	1 lb 2 oz	2 ½ cups
Pineapple tidbits, canned, 100% juice, drained	1 lb	3 cups
Jalapenos, fresh, finely diced	1 oz	½ cup
Cilantro, fresh, chopped	1 oz	¼ cup
Lime juice		¼ cup
Sugar, granulated		¼ cup
Tortillas, whole wheat, 8-inch		12 each
Spinach, baby, fresh, chopped	12 oz	2 quarts 2 cups

Instructions

1. Preheat oven to 350 °F.
2. Combine jerk seasoning spice, garlic powder, coriander, paprika, salt, and red pepper flakes. Set aside.
3. Line a sheet pan with parchment paper and lightly spray with nonstick spray.
4. Place 12 portions of fish on sheet pan. Sprinkle evenly with the spice blend until all spices are used.
5. Bake for 8-10 minutes in a conventional oven, or 5-8 minutes in a convection oven. CCP: Heat to 155 °F for 15 seconds. CCP: Hold for hot service at 140 °F or higher.
6. Combine tomatoes, mango, pineapple, jalapenos, cilantro, lime juice, and sugar in a medium mixing bowl. Stir well. Refrigerate until ready to use. CCP: Hold for cold service at 40 °F or lower.

7. Place tortillas onto food preparation surface. Place 1 cup spinach leaves below the center of each tortilla.
8. Place 1 tilapia portion on top of spinach.
9. Use a No. 8 scoop to portion ½ cup fruit salsa over the fish.
10. Fold the bottom of the tortilla up and over the filling. Fold in the outside edges so they nearly touch each other. As you roll the burrito forward, use the tips of your fingers to tuck and press the sides into a tight wrap.
11. Place wraps seam-side-down on a sheet pan. CCP: Hold for hot service at 140 °F or higher.
12. Cut wrap on a bias and serve both halves.

Recipe adapted from USDA Recipes for Family Child Care Homes.

Nutrients Per Serving			
Calories	260	Total Carbohydrates	38 g
Total Fat	4 g	Dietary Fiber	3 g
Saturated Fat	1 g	Total Sugars	N/A
Cholesterol	32 mg	Protein	19 g
Sodium	286 mg		

Sloppy Joe with Ground Turkey

Cooking Process: #2 Same-Day Service

CACFP Crediting Information	
Serving Size	1 Serving Provides
1 sandwich	1.5 oz equivalent meat/meat alternate, 2 oz equivalent grains

Ingredients	12 Servings	
	Weight	Measure
Vegetable oil		1 Tbsp
Turkey, ground, raw	1 lb 12 oz	
Onions, yellow, fresh, finely chopped	2 oz	
Garlic, fresh, minced		1 Tbsp
Ketchup		1 ½ cups
Water		½ cup
Apple cider vinegar		3 Tbsp
Mustard, dry		1 Tbsp
Chili powder		1 Tbsp
Salt, table		½ tsp
Black pepper, ground		¼ tsp
Hamburger buns, whole grain, 2 oz		12 each

Instructions

1. Thaw ground turkey, if frozen, under refrigeration for 2 to 3 days before cooking.
2. Heat vegetable oil over medium heat in a large stockpot.
3. Add the ground turkey and brown the meat.
4. Add the onions and garlic, and continue cooking for 5 minutes.
5. Add the ketchup, water, apple cider vinegar, dry mustard powder, chili powder, salt, pepper, and brown sugar. Mix well and simmer for 25 – 30 minutes. CCP: Heat to 165 °F for 15 seconds. CCP: Hold for hot service at 140 °F or higher.
6. Portion with a No. 8 scoop (½ cup) on the bottom half of each hamburger bun. Cover with the top half of the bun and serve immediately.

Recipe adapted from Colorado's Healthier Meals Initiative.

Nutrients Per Serving			
Calories	242	Total Carbohydrates	27 g
Total Fat	2 g	Dietary Fiber	1 g
Saturated Fat	0 g	Total Sugars	9 g
Cholesterol	48 mg	Protein	15 g
Sodium	663 mg		

Honey Lime Chicken

Cooking Process: #2 Same-Day Service

CACFP Crediting Information	
Serving Size	1 Serving Provides
1/3 cup (1/3 cup measuring cup or 3 oz spoodle)	1.25 oz equivalent meat/meat alternate

Ingredients	12 Servings	
	Weight	Measure
Chicken thighs, boneless, skinless, raw	3 lb	
Honey	7 oz	2/3 cup
Lime zest		1/4 cup
Lime juice	4 oz	1/2 cup
Salt, table		1 tsp
Black pepper, ground		1/2 cup

Instructions

1. Preheat oven to 400 °F for conventional, 375 °F for convection.
2. Combine chicken thighs, honey, lime zest, lime juice, salt, and pepper in a large mixing bowl. Mix well. Cover and marinate for 15-20 minutes.
3. Place seasoned chicken thighs on a sheet pan lined with parchment paper sprayed with nonstick spray.
4. Bake for 30-35 minutes. CCP: Heat to 165 °F for 15 seconds.
5. Remove chicken thighs from oven and cut into 1/4 inch cubes.
6. Transfer chicken to a serving dish. CCP: Hold for hot service at 140 °F or higher.
7. Serve 1/3 cup portions (portion with 1/3 cup measuring cup or 3 oz spoodle).

Recipe adapted from USDA Recipes for Family Child Care Homes.

Nutrients Per Serving			
Calories	211	Total Carbohydrates	15 g
Total Fat	8 g	Dietary Fiber	0 g
Saturated Fat	2 g	Total Sugars	13 g
Cholesterol	72 mg	Protein	20 g
Sodium	255 mg		



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