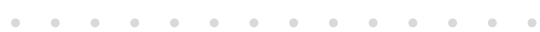




CICN Presents:

CACFP Culinary Training

Meat Alternates



Training Manual



CICN Presents:

CACFP Culinary Training Meat Alternates

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

Training Manual

PROJECT MANAGERS

Garrett Berdan

Molle Polzin

EXECUTIVE DIRECTOR

Aleshia Hall-Campbell, PhD, MPH

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

USDA Professional Standards Codes:

Menu Planning 1100, Food Production 2100, Serving Food 2200



Disclaimer

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

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

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

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

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

The USDA is an equal opportunity provider.

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

Except as provided below, you may freely use the text and information contained in this document for non-profit or educational use with no cost to the participant for the training providing the following credit is included. These materials may not be incorporated into other websites or textbooks and may not be sold.

Suggested Reference Citation:

Institute of Child Nutrition. (2024). *CICN Presents: CACFP Culinary Training - Meat Alternates*. University, MS: Author.

The photographs and images in this document may be owned by third parties and used by the University of Mississippi under a licensing agreement. The university cannot, therefore, grant permission to use these images. Please contact helpdesk@theicn.org for more information.

©2024, Institute of Child Nutrition, The University of Mississippi, School of Applied Sciences

10/10/2024





Table of Contents

Background Information for Trainers	9
Training-at-a-Glance	11
Introduction	15
Ground Rules.....	17
Overall Training Goals	18
Training Objectives	18
Introduction to Meat Alternates	19
Culinary Basics	27
Components of Standardized Recipes	27
Mise en Place	33
Unit of Measurement	37
Weight vs. Volume Demonstration	39
Chef Demo	41
Knife Safety	43
Basic Knife Cuts	49
How to Cut Tofu	55
How to Sauté Tofu	57
Hard-Boiled Eggs	59
Soaking and Cooking Dry Beans	61
Food Safety — Discussion	63
Team Cooking Lab	65
Recipe Evaluation	73
Action Planning	77
Wrap Up	79
Course Evaluation	79
References	81
Appendix	83
ICN Competencies	85

Professional Standards and Key Area Codes 85

Culinary Terms 87

Instructor’s Preparation Guide 93

 Chef Demonstration Guide 93

 Team Cooking Lab 95

Equipment Checklist 99

Shopping List 101

Recipes 105



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



Demonstrate/Discuss

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

.....



Key Messages

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

.....



Class Discussion Prompts

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

.....



Activity Information

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

Here are a few suggestions for developing teams:

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



Additional Information

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





Training-at-a-Glance

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

Introduction to Meat Alternates

OBJECTIVES:

- Identify a variety of meat alternate options.
- Explain the nutritional benefits of incorporating meat alternates into the diet.
- Discuss how to incorporate different types and forms of meat alternates into menus.

30 minutes	<ul style="list-style-type: none"> • Definition and examples of meat alternates • Nutritional benefits • Menu planning 	<ul style="list-style-type: none"> • Define meat alternate. • Identify a variety of meat alternates. • Discuss the nutritional benefits of meat alternates. • Provide ideas on how to incorporate meat alternates into menus. • Complete a Label Reading and Menu Swap Activity. 	Handouts: <ul style="list-style-type: none"> • Label Reading Activity • Menu Swap Activity
------------	---	---	--

Culinary Basics

OBJECTIVES:

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

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

Chef Demo

OBJECTIVES:

- Review culinary techniques used for the preparation of meat alternates.
- Discuss food safety practices when preparing meat alternates.

30 minutes	<ul style="list-style-type: none"> Preparation techniques Storage and safety considerations Meat alternate examples 	<ul style="list-style-type: none"> Demonstrate knife skills needed for meat alternate preparation. Demonstrate or discuss meat alternate preparation techniques (tofu, dry beans, and eggs). Review quality preparation benchmarks (advanced preparation, texture, and perfectly cooked hard-boiled eggs). Discuss storage and food safety considerations. 	<ul style="list-style-type: none"> See Instructor's Preparation Guide in the Appendix for necessary supplies and equipment. Handouts: <ul style="list-style-type: none"> Knife Safety Knife Grips Basic Knife Cuts How to Dice Onions How to Mince Garlic and Make Garlic Paste How to Cut Bell Peppers How to Use a Food Processor to Puree Items
------------	--	--	--

Team Cooking Lab

OBJECTIVE:

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

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

Time	Topic	Task	Materials
Recipe Evaluation			

OBJECTIVE:

- Evaluate the quality and usability of prepared meat alternate recipes.

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

Action Plan / Wrap Up			
------------------------------	--	--	--

OBJECTIVE:

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

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





Introduction

Time: 10 minutes

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

Introductions

- Welcome to the CACFP Culinary Training on Meat Alternates.
- 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	Bean Soup	Bean Tostada	Black Bean Hummus	Cuban-Inspired Black Beans and Rice	Crunchy Ranch Chickpeas	Lentils of the Southwest
Recipe 2	Breakfast Burrito with Salsa	Sweet Chili Tofu	Black Bean Patty	Spinach Egg Bake	Red Beans and Rice	Southwest Tofu Scramble



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 meat alternates in CACFP.
- Participants will identify a variety of meat alternates, including eggs, yogurt, cheese, tofu, beans, peas, lentils, soy products, peanuts/nuts/seeds, and peanut/nut/seed butters.
- Participants will apply preparation techniques for meat alternates.
- Participants will demonstrate how to incorporate meat alternates into CACFP menus.

Training Objectives

- Identify a variety of meat alternate options.
- Explain the nutritional benefits of incorporating meat alternates into the diet.
- Discuss how to incorporate different types and forms of meat alternates into menus.
- Recall the importance of utilizing standardized recipes.
- Demonstrate the correct use of mise en place.
- Explain the benefits of proper measuring using weight and volume.
- Demonstrate how to properly measure using weight and volume.
- Discuss food safety practices when preparing meat alternates.
- Apply preparation techniques with a variety of types and forms of meat alternates.
- Evaluate the quality and usability of prepared meat alternate 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 of the terms and definitions. Let's briefly review the definitions for the following terms: **Scratch-based food preparation** and **Speed-scratch food preparation**. 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 Alternates

Time: 30 minutes

Objectives:

- Identify a variety of meat alternate options.
- Explain the nutritional benefits of incorporating meat alternates into the diet.
- Discuss how to incorporate different types and forms of meat alternates into menus.

Discuss

A meat alternate is a protein food to serve in place of meat in a meal. A menu that includes meat alternates is an excellent opportunity to introduce children to meatless dishes. All children can enjoy meat alternates, and they can also be used in vegetarian diets, as well as for religious or cultural reasons. There are wide varieties of meat alternates to incorporate into CACFP menus. Refer to the list below for examples.

- **Cheese** – Natural cheese or pasteurized processed cheese such as American, cheddar, mozzarella, provolone, Swiss, feta, brie, parmesan, Romano, cottage cheese, ricotta cheese
- **Eggs** – Fresh, frozen, dried, or liquid
- **Beans, Peas, and Lentils** – Black beans, black-eyed beans or peas, garbanzo beans (chickpeas), Great Northern beans, kidney beans, lentils, lima beans, mung beans, navy or pea beans, pinto beans, soybeans (edamame), split peas
- **Nuts** – Almonds, Brazil nuts, cashews, filberts (hazelnuts), macadamia nuts, peanuts, pecans, pine nuts (pinyons), pistachio nuts, soy nuts, walnuts
- **Seeds** – Pumpkin seeds, squash seeds, sesame seeds, sunflower seeds
- **Peanut butter and other nut or seed butters** – Almond butter, cashew nut butter, peanut butter, sesame seed butter (tahini), soy nut butter, sunflower seed butter
- **Tempeh** – Fermented soybean cake made from whole soybeans, but can be made from a variety of beans/legumes and grains
- **Tofu** – A food prepared from soy milk curds pressed into solid white blocks of varying softness: silken, soft, firm, extra firm, or super firm. Tofu is also known as bean curd.
- **Yogurt or Soy Yogurt** – Plain or flavored, sweetened or unsweetened (including Greek yogurt)

Nutritional Benefits of Meat Alternates

According to the Dietary Guidelines for Americans (DGA), consumption of a variety of protein foods, including meat alternates, can contribute to improved nutrient intake and health benefits.

- Meat alternates provide protein, B vitamins, and minerals such as iron, zinc, and magnesium.
 - These nutrients support growing muscles, strengthen the immune system, and are necessary for growth and development in children.
 - Some meat alternates, such as nuts, also have healthy fats that support heart and brain health.

- The nutritional content of beans, peas, and lentils is similar to foods in both the vegetables component and the meat alternates component.
 - Like vegetables – beans, peas, and lentils are excellent sources of fiber, folate, and potassium.
 - Like protein foods – beans, peas, and lentils are excellent sources of plant protein, iron, and zinc.
- When compared to meat, most meat alternates are inexpensive and lower in fat and sodium. They are also packed with nutrients. Therefore, they can be healthy, tasty, and cost-effective alternatives on your menus.

Sodium in Meat Alternates

Too much dietary sodium can lead to chronic illnesses, such as stroke and heart disease. Small amounts of sodium are naturally found in foods, but most sodium comes from salt added during food processing and preparation. Some meat alternates may contain a high amount of sodium.

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

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



1 tsp of salt =
2,300 mg

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

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

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

To reduce the sodium content in meat alternate products:

- Choose canned beans, peas, and lentils labeled “Low Sodium” or “No Salt Added” or drain and rinse in a colander to reduce the salt content.
- Select lower-sodium varieties of cheese. Natural cheeses such as Swiss, Monterey Jack, cheddar, and fresh mozzarella are lower in sodium than processed cheeses like American, string cheese, or cottage cheese. When selecting processed cheeses opt for products that say, “No Salt Added,” “Reduced Sodium,” or “Low Sodium.”
- Purchase unsalted packages of nuts and seeds.
- Season foods (eggs, tofu, tempeh) with salt-free* seasonings.

*The Culinary Institute of Child Nutrition (CICN) provides a set of [Herb and Spice](#) posters that illustrate methods for using dried spices, dried and fresh herbs, and spice blends.

Label Reading Activity

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

Regular Sodium Black Beans

Nutrition Facts	
3 servings per container	
Serving size	1/2 Cup (130g)
Amount Per Serving	
Calories	100
% Daily Value*	
Total Fat 0g	0%
Saturated Fat 0g	0%
<i>Trans Fat</i> 0g	
Cholesterol 0mg	0%
Sodium 460mg	20%
Total Carbohydrate 20g	7%
Dietary Fiber 5g	18%
Total Sugars 0g	
Includes 0g Added Sugars	0%
Protein 7g	14%
Not a significant source of vitamin D, calcium, iron, and potassium	
*The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.	

Reduced Sodium Black Beans

Nutrition Facts	
3 servings per container	
Serving size	1/2 Cup (130g)
Amount Per Serving	
Calories	100
% Daily Value*	
Total Fat 0g	0%
Saturated Fat 0g	0%
<i>Trans Fat</i> 0g	
Cholesterol 0mg	0%
Sodium 210mg	9%
Total Carbohydrate 20g	7%
Dietary Fiber 5g	18%
Total Sugars 0g	
Includes 0g Added Sugars	0%
Protein 7g	14%
Not a significant source of vitamin D, calcium, iron, and potassium	
*The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.	

Low Sodium Black Beans

Nutrition Facts	
3 servings per container	
Serving size	1/2 Cup (130g)
Amount Per Serving	
Calories	100
% Daily Value*	
Total Fat 0g	0%
Saturated Fat 0g	0%
<i>Trans Fat</i> 0g	
Cholesterol 0mg	0%
Sodium 130mg	6%
Total Carbohydrate 20g	7%
Dietary Fiber 5g	18%
Total Sugars 0g	
Includes 0g Added Sugars	0%
Protein 7g	14%
Not a significant source of vitamin D, calcium, iron, and potassium	
*The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.	

Regular Sodium Black Beans

Serving Size = _____
Sodium = _____

Reduced Sodium Black Beans

Serving Size = _____
Sodium = _____

Low Sodium Black Beans

Serving Size = _____
Sodium = _____

Compare to the DGA daily intake recommendations.

1. DGA recommended daily intake of sodium for children ages 4 through 8: _____
2. Amount of sodium in 1/2 cup of **Regular Sodium Black Beans**: _____
3. Amount of sodium in 1/2 cup of **Reduced Sodium Black Beans**: _____
4. Amount of sodium in 1/2 cup of **Low Sodium Black Beans**: _____

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

- **Regular Sodium Black Beans**: _____% (Divide answer from line 2 by the answer in line 1)
- **Reduced Sodium Black Beans**: _____% (Divide answer from line 3 by the answer in line 1)
- **Low Sodium Black Beans**: _____% (Divide answer from line 4 by the answer in line 1)

Label Reading Activity Answers

Nutrition Facts	
3 servings per container	
Serving size	1/2 Cup (130g)
Amount Per Serving	
Calories	100
% Daily Value*	
Total Fat 0g	0%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 460mg	20%
Total Carbohydrate 20g	7%
Dietary Fiber 5g	18%
Total Sugars 0g	
Includes 0g Added Sugars	0%
Protein 7g	14%
Not a significant source of vitamin D, calcium, iron, and potassium	
*The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.	

Nutrition Facts	
3 servings per container	
Serving size	1/2 Cup (130g)
Amount Per Serving	
Calories	100
% Daily Value*	
Total Fat 0g	0%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 210mg	9%
Total Carbohydrate 20g	7%
Dietary Fiber 5g	18%
Total Sugars 0g	
Includes 0g Added Sugars	0%
Protein 7g	14%
Not a significant source of vitamin D, calcium, iron, and potassium	
*The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.	

Nutrition Facts	
3 servings per container	
Serving size	1/2 Cup (130g)
Amount Per Serving	
Calories	100
% Daily Value*	
Total Fat 0g	0%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 130mg	6%
Total Carbohydrate 20g	7%
Dietary Fiber 5g	18%
Total Sugars 0g	
Includes 0g Added Sugars	0%
Protein 7g	14%
Not a significant source of vitamin D, calcium, iron, and potassium	
*The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.	

Regular Sodium Black Beans

Serving Size = 1/2 cup
Sodium = 460 mg

Reduced Sodium Black Beans

Serving Size = 1/2 cup
Sodium = 210 mg

Low Sodium Black Beans

Serving Size = 1/2 cup
Sodium = 130 mg

Compare to the DGA daily intake recommendations.

1. DGA recommended daily intake of sodium for children ages 4 through 8: 1500 mg/day
2. Amount of sodium in 1/2 cup of **Regular Sodium Black Beans**: 460 mg
3. Amount of sodium in 1/2 cup of **Reduced Sodium Black Beans**: 210 mg
4. Amount of sodium in 1/2 cup of **Low Sodium Black Beans**: 130 mg

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

- **Regular Sodium Black Beans**: 460 / 1500 = 31% (Divide line 2 by line 1)
- **Reduced Sodium Black Beans**: 210 / 1500 = 14% (Divide line 3 by line 1)
- **Low Sodium Black Beans**: 130 / 1500 mg = 8% (Divide line 4 by line 1)

Discuss:

- As you can see from the answers above, a serving of the **Regular Sodium Black Beans** provides over a **third** of the recommended daily intake of sodium that children ages 4 through 8 should consume per day. This is from a 1/2 cup of beans!
- This is why it is so important to read Nutrition Facts labels so you can be informed and buy the healthiest options.

Class Discussion Prompts

Questions:

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

Allow participants to respond and thank them for sharing.

Discuss

Vegetarian Meals

Many cultures and religions around the world have dietary preferences when it comes to meat consumption. Additionally, some people may choose to follow a particular diet, such as vegetarian, for ethical or health reasons.

Switching out meat for meat alternates allows programs to diversify menus to meet the needs of participants with dietary preferences. Here are some tips to incorporate vegetarian meals into your menus.

- Work with families to determine what their child can and cannot eat. For the most part, you should be able to replace meat with meat alternates at meals.
- Plan menus that include vegetarian dishes that all children can enjoy. You do not have to prepare an entirely different set of meals and snacks for children who follow vegetarian diets. Many times, you can accommodate a child's meals by incorporating a variety of meat alternates throughout the menu.
- Start with adding one vegetarian meal per month. Then work your way to once per week (e.g., Meatless Mondays) and up to multiple times per week. This approach will increase the variety of healthy options while serving the same foods to all children. It also allows children time to adapt to the new items.

For more information about vegetarian diets, refer to the ICN's [*Grab and Go Lesson: Vegetarian Diets for Young Children*](#).

Class Discussion Prompts

Questions:

- Does anyone have children who follow a vegetarian diet in your program?
- Would you like to share how you accommodate them?

Allow participants to respond and thank them for sharing.

Incorporate Meat Alternates Into Menus

You can incorporate a variety of meat alternates into many everyday dishes. Below are some ideas for meals and snacks.

- **Beans, peas, and lentils:** Casserole, quesadilla, burrito, taco, chili, three bean salad, pasta salad, split pea soup, hummus, black bean salsa, pasta made with 100% legume flour
- **Cheese:** String cheese, cheese chunks, cottage cheese, lasagna, quesadilla, grilled cheese sandwich, cheese and vegetable pizza
- **Eggs:** Egg salad sandwich, scrambled eggs, quiche, egg bake, hard-boiled eggs
- **Nuts and seeds:** Nuts or seeds in trail mix, slivered almonds, sunflower seeds, chopped walnuts on a salad
- **Tempeh:** Chili, enchilada, stir-fry, meatballs, salad, sandwich, taco
- **Tofu:** Breakfast “scramble,” omelet, tofu pasta salad, casserole, miso soup, stir-fry, quesadilla, burrito, taco, chili, tofu vegetable pizza
- **Yogurt or Soy Yogurt:** Yogurt parfait, yogurt dip with vegetables, mix yogurt into pasta sauces to make a creamy marinara or Alfredo sauce

Class Discussion Prompts

Questions:

- What are some ways you have incorporated meat alternates into your menus?
- What are some ways you would like to incorporate meat alternates into your menus based on these ideas?

Allow participants to respond and thank them for sharing.

Menu Swap Activity

Break into small groups. You will have 5 minutes to complete this activity.

Breakfast:

- Meats/meat alternates can replace the entire grains component at breakfast a maximum of three times per week.
- If you choose to replace the grain with a meat alternate, cross off the grain and write in the replacement meat alternate below it.

Lunch:

- Replace the meats with a meat alternate dish.
- Cross off the meat and write in the replacement meat alternate below it.
- You may also want to switch the grain item to complement the meal.

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

Key Messages

- When compared to meat, meat alternates are generally inexpensive and lower in saturated fat and sodium. They are also packed with nutrients. Therefore, they can be healthy, tasty, and cost-effective alternatives on your menus.
- Purchase items that say, “Sodium Free,” “Very Low Sodium,” or “Low Sodium.”
- Select lower-sodium natural cheeses such as Swiss, Monterey Jack, cheddar, and fresh mozzarella over processed cheeses, like American or string cheese.
- Menus that feature meat alternates may provide children from culturally diverse backgrounds meals that are familiar to them.

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 **Spinach Egg Bake** 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 Spinach Egg Bake recipe's meal component(s) contribution?

Answer: One piece Spinach Egg Bake provides 2 oz equivalents meat alternate and $\frac{1}{4}$ cup vegetable.

What questions do you have?



Spinach Egg Bake

An egg bake, also known as a frittata, is an easy-to-prepare dish that provides a perfect opportunity to encourage children to eat vegetables. Eggs are used in frittata-like dishes in many parts of the world. In some parts of Europe, it is rarely served in restaurants but commonly prepared in the home.

CACFP CREDITING INFORMATION

1 piece provides 2 oz equivalent meat alternate and ¼ cup vegetable.

SOURCE

Team Nutrition CACFP Multicultural Recipe Project.

<https://teammnutrition.usda.gov>

INGREDIENTS	25 SERVINGS		50 SERVINGS		DIRECTIONS
	Weight	Measure	Weight	Measure	
Spinach, frozen, chopped, thawed, drained	4 lb 9 oz	2 qt 2½ cup	9 lb 2 oz	5 qt 1 cup	<ol style="list-style-type: none"> 1 Preheat oven to 350 °F. 2 Thaw spinach in the microwave using package directions or by placing under cool running water. 3 Drain excess water from spinach (see chef tips, next page). 4 Whisk eggs in a large mixing bowl. Add feta cheese, dehydrated onions, salt, and black pepper. Mix well (see chef tips, next page).
Egg, large, whole		25 large OR 1 qt 1¼ cup		50 large OR 2 qt 2½ cup	
Feta cheese, crumbled	2 oz	¼ cup	4 oz	½ cup	
Onions, dehydrated, chopped		1 Tbsp 1 tsp		2 Tbsp 2 tsp	





INGREDIENTS	25 SERVINGS		50 SERVINGS		DIRECTIONS
	Weight	Measure	Weight	Measure	
Black pepper, ground		½ tsp		1 tsp	
Salt, table		½ tsp		1 tsp	
Nonstick cooking spray		1 spray		2 sprays	<p>5 Lightly coat steam table pan (or pans) (12" x 20" x 2½") with nonstick cooking spray. For 25 servings, use 1 pan. Spread 4 lb 9 oz (2 qt 2½ cup) of spinach evenly on the bottom of the pan. For 50 servings, use 2 pans. Divide 9 lb 2 oz (5 qt 1 cup) of spinach into equal portions. Spread each portion evenly on the bottom of each pan.</p>
					<p>6 Top each pan of spinach with the egg mixture. If using two pans, each pan should have about 5½ cups of the egg mixture.</p>
					<p>7 Keep the vegetables spread evenly by slightly stirring the mixture with a spatula or spoon.</p>
					<p>8 Place steam table pan (or pans) in the oven.</p>
					<p>9 Bake for 30 minutes. Critical Control Point: Heat to 160 °F or higher for at least 15 seconds.</p>
					<p>10 Broil on high for 2 minutes or until the eggs are set and the top is a light golden brown. Remove immediately to prevent burning. Caution: Use hot pads. Pan (or pans) will be hot.</p>
					<p>11 Cut each pan 5 x 5 (25 pieces per pan).</p>
					<p>12 Serve 1 piece (2" x 3¾"). Critical Control Point: Heat to 160 °F or higher for at least 15 seconds.</p>



NUTRITION INFORMATION

For 1 piece (2" x 3¾").

NUTRIENTS	AMOUNT
Calories	115
Total Fat	8 g
Saturated Fat	2 g
Cholesterol	171 mg
Sodium	203 mg
Total Carbohydrate	4 g
Dietary Fiber	2 g
Total Sugars	4 g
Added Sugars included	N/A
Protein	8 g
Vitamin D	N/A
Calcium	127 mg
Iron	2 mg
Potassium	N/A

N/A=data not available.

NOTES

Variations

Swiss, cheddar, or ricotta cheese are great substitutes for the feta.

Liquid whole eggs may be substituted for fresh eggs.

Chef Tips

Before whisking eggs, puncture each egg yolk with a fork to make whisking faster and easier.

It is very important to squeeze moisture from the spinach to obtain optimal firmness, texture, and color in your egg bake. Wet spinach may turn the egg bake green.

YIELD/VOLUME

25 Servings	50 Servings
4 lb ¼ oz 1 steam table pan	8 lb ½ oz 2 steam table pans





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 meat alternates.
- Discuss food safety practices when preparing meat alternates.

Demonstrate/Discuss

- Discuss knife safety.
- Discuss basic knife cuts.
- Demonstrate how to dice onions.
- Demonstrate how to mince and make garlic paste.
- Demonstrate how to cut bell peppers.
- Discuss how to use a food processor to puree.
- Demonstrate how to cut tofu.
- Demonstrate how to sauté tofu.
- Discuss how to hard-boil eggs.
- Discuss cooking with dried beans.
- Discuss food safety.





Chef Demo

Knife Safety

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

Demonstrate/Discuss

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

Discuss

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

Key Messages

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

Handout: Knife Safety

Culinary Quick Bites KNIFE SKILLS

KNIFE SAFETY

S

Securely hold
the knife

A

Anchor
cutting boards

F

Fingertips
curled back
like a claw

E

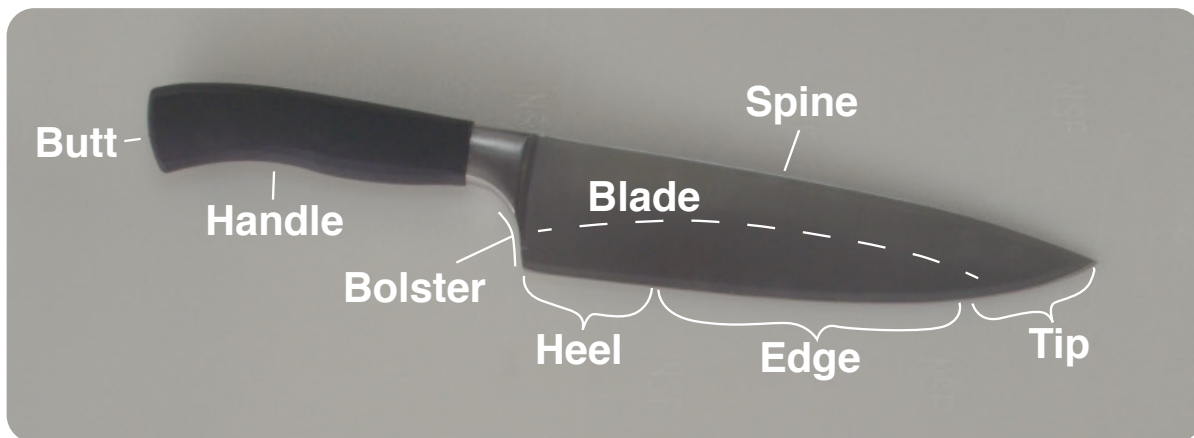
Eyes on the
knife

T

Take your time

Y

Yield to
falling knives



Handout: Knife Grips

Culinary Quick Bites

KNIFE SKILLS

KNIFE GRIPS



Securely hold
the knife



Anchor
cutting boards



Fingertips
curled back
like a claw



Eyes on the
knife



Take your time



Yield to
falling knives



How to Hold the Knife

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



Claw Grip

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



How to Cut Using the "Tunnel Grip"

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

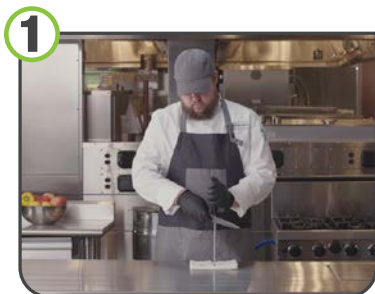
Culinary Quick Bites

KNIFE SKILLS

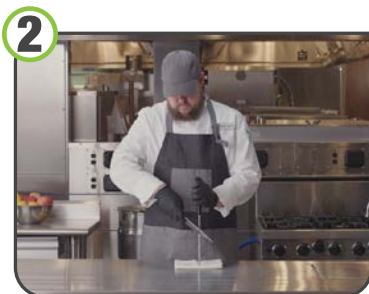
KNIFE CARE AND MAINTENANCE

Steps to Hone a Knife:

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



1
Begin at the heel of the blade, high on the steel.



2
Pull towards you as you slide down.



3
Finish at the tip.



4
Switch to the other side.



5
Pull as you slide.



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

Knife Sharpening Methods:



Whetstone

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



Electric Sharpener

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



Sharpening Service

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



Chef Demo

Basic Knife Cuts

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

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

Demonstrate

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

- Refer to the **Basic Knife Cuts** handout.
- Refer to the **How to Dice Onions** handout. We will demonstrate and explain the process of dicing an onion.
- Refer to the **How to Mince and Make Garlic Paste** handout. We will demonstrate how to mince garlic.
- Refer to the **How to Cut Bell Peppers** handout. We will demonstrate and explain cutting whole bell peppers.
- Refer to the **How to Use a Food Processor to Puree Items** handout. We will discuss how to use a food processor.

Key Messages

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

Class Discussion Prompt

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

Possible Answers:

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

Culinary Quick Bites

KNIFE SKILLS

BASIC KNIFE CUTS

Fine Julienne



Julienne



Batonnet



Small Dice



Medium Dice



Large Dice



Brunoise



Rondelle (Round)



Chiffonade



Handout: How To Dice Onions

Culinary Quick Bites KNIFE SKILLS

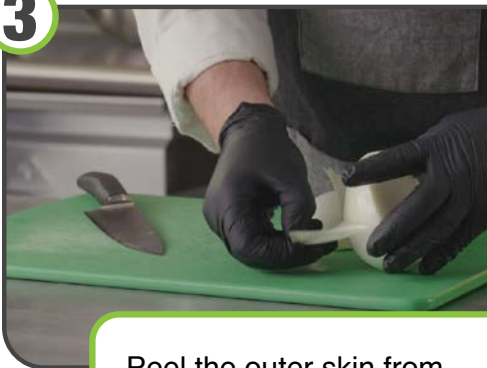
HOW TO DICE ONIONS



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



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



3 Peel the outer skin from each onion half.



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



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



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

Culinary Quick Bites KNIFE SKILLS

HOW TO MINCE GARLIC AND MAKE GARLIC PASTE

Mincing Garlic

1



After trimming off the root end of the clove, crush the clove gently between the side of a chef's knife and cutting board.

2



The papery skin should loosen and fall away from the garlic.

3



Using a two-handed chopping motion, run the knife over garlic repeatedly to mince it.

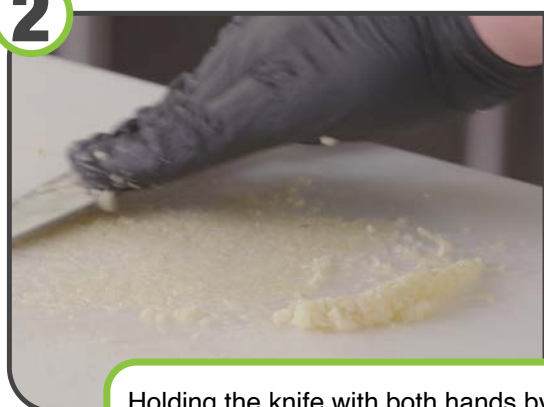
Making Garlic Paste

1



After mincing the garlic, sprinkle it with kosher salt. The salt used in this step must come from the total amount listed in the recipe.

2



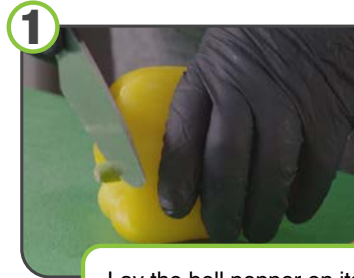
Holding the knife with both hands by the spine and the handle, press and scrape the knife's sharp edge against the pile of garlic at an angle to flatten the garlic into paste. Repeat until the desired consistency has been achieved.

Handout: How to Cut Bell Peppers

Culinary Quick Bites KNIFE SKILLS

HOW TO CUT BELL PEPPERS

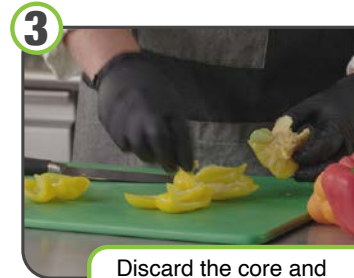
Julienne (Thin-Sliced)



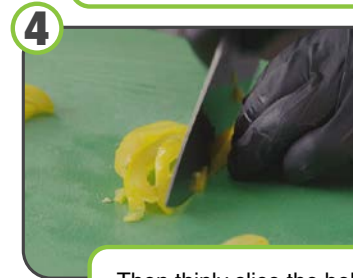
1 Lay the bell pepper on its side on a cutting board. Use a knife to slice off the top (stem-end) of the bell pepper.



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



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



4 Then thinly slice the bell pepper into long strips.

Diced



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

Rings (Rounds)



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



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

Handout: How to Use a Food Processor to Puree Items

Culinary Quick Bites

BASIC FOOD PREPARATION SKILLS

HOW TO USE A FOOD PROCESSOR TO PUREE FOOD ITEMS

1



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

2



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

3



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

4



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

5



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

6



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



Chef Demo

How to Cut Tofu

Instructor's Note: Review the Instructor's Preparation Guide for details on preparation and mise en place.

Discuss

- Tofu is available in five different textures: silken, regular, firm, extra-firm, and super-firm.
- Each type of tofu is used differently.
 - Silken tofu is creamy and delicate with a high-water content and can be blended into sauces and soups.
 - Medium tofu is firmer but loses its shape easily and can be stir-fried or baked.
 - Firm tofu holds its shape well and can be sautéed or stir-fried.
 - Extra-firm tofu has less moisture than firm tofu and is also well suited for sautéing or stir-frying.
- Tofu can be sliced, cubed, or crumbled, depending on the intended use. Diced tofu is ideal for sautéed dishes. Crumbled tofu is used in tofu scrambles.

Demonstrate

- Demonstrate slicing, dicing, and crumbling tofu.
 - Slice half of a tofu block widthwise into $\frac{1}{2}$ inch slices.
 - Cut tofu slices into $\frac{1}{2}$ -inch wide sticks.
 - Cut across tofu sticks to create $\frac{1}{2}$ inch dice.
 - Crumble the remaining half tofu block into bite-size pieces.





Chef Demo

How to Sauté Tofu

Discuss

- Firm and extra-firm tofu can be sautéed (or pan-fried) to caramelize the exterior.

Demonstrate

Sautéed Tofu with Sweet Soy Glaze

- 1 Tbsp toasted sesame oil
- 3 Tbsp reduced-sodium soy sauce
- 1 Tbsp unseasoned rice vinegar
- 1 Tbsp sugar
- 1 tsp cornstarch
- ½ tsp ground ginger
- 1 14-16 oz firm tofu block, cut into ½-inch dice
- 1 Tbsp vegetable oil

In a medium bowl, combine the sesame oil, reduced-sodium soy sauce, unseasoned rice vinegar, sugar, cornstarch, and ground ginger. Stir to combine and set aside.

Heat a 10-inch nonstick sauté pan over medium-high heat. Add the vegetable oil. When the oil is hot, carefully add the diced tofu pieces in a single layer. Cook on one side for two minutes, or until lightly browned. Turn tofu pieces over and cook for another two minutes.

Stir the soy sauce mixture again and add to the pan with the tofu. Cook until the liquid boils and thickens, about 2 minutes. Stir the tofu pieces so they become coated in the flavorful glaze. Remove from heat and serve.





Chef Demo

Hard-Boiled Eggs

Discuss

- An ideal hard-boiled egg will have a firm white, a yolk that is set but not dry, and no visible green ring around the yolk.
- The green ring on the surface of the yolk is from sulfur compounds in the yolk and is a result of cooking the eggs for too long at too high a temperature. The green ring also increases the unappealing sulfur aroma. Immediately cooling the cooked eggs in cold water or an ice water bath helps to prevent the green ring from forming.
- For eggs that peel easily, it is best to use eggs that are closer to their expiration date. Oddly enough, the fresher the egg, the harder it is to peel when it is hard-boiled. This is because as an egg ages, the air pocket next to the shell gets larger. When an older egg cooks, the larger air pocket causes the egg to shrink away from the shell, making it easier to peel.
- Hard-boiled eggs can be prepared on the stove or in a steamer according to the directions below.
- Cook hard-boiled eggs up to 1 week in advance and hold in the refrigerator.

Stovetop Hard-Boiled Eggs

Place eggs into a saucepan and cover with cold water. Bring to a boil and immediately reduce heat to a low simmer. Cover and cook for 12 minutes. Drain eggs immediately and cool for 15 minutes in an ice water bath. If ice is unavailable, cool for 15 minutes in a cold-water bath with an ice wand, or continuously run cold water into the water bath.

Steamed Hard-Boiled Eggs

Place eggs into a perforated steamtable pan. Steam for 13 minutes. Immediately cool for 15 minutes in an ice water bath. If ice is unavailable, cool for 15 minutes in a cold-water bath with an ice wand, or continuously run cold water into the water bath.





Chef Demo

Soaking and Cooking Dry Beans

Purchasing canned beans provides a convenient, ready-to-use pantry staple. However, the cost per portion is higher for canned beans compared to dry beans. Cooking with dry beans requires planning and additional cooking time, but it is an inexpensive way to add beans to the menu.

Discuss

- Using dry beans/lentils may be economical for CACFP programs.
- Dry beans require soaking and/or long cooking times that may not work for every program.
- If cooking with dry beans, soak in the refrigerator for 12 hours or overnight in cold water three times the volume of the dry beans. While soaking dry beans is optional, it will result in a faster overall cooking time.
- Chill cooked beans in cooking liquid. Transfer cooked beans to a shallow pan and chill submerged in the cooking liquid to prevent the skins from splitting.
- The ideal texture of cooked beans and lentils is tender through the bean/lentil while remaining intact within the skin.
- Refer to the [3 Easy Steps to Cook Beans \(Chickpeas, Lentils, and Split Peas\)](#) resources from [USA Pulses](#).



Chef Demo

Food Safety – Discussion

Discuss

- Never wash commercial eggs! Washing eggs may increase the risk of contamination.
- To prevent foodborne illness, follow these internal temperature cooking guidelines:

Product	Minimum Internal Temperature
Eggs	160 °F for 15 seconds
Soy products (tofu or tempeh)	165 °F for 15 seconds
Beans	165 °F for 15 seconds
Leftover foods of any kind	165 °F for 15 seconds

- Follow the critical control points.
- Keep hot foods above 140 °F and cold foods below 40 °F.
- Use a two-stage cooling method.
 - Stage 1: Cool food from 140 °F to 70 °F in two hours.
 - Stage 2: Then cool food from 70 °F to 40 °F in four hours.
- Use food service gloves when handling ready-to-eat food.
- For more information, refer to the **Food Safety Fact Sheet: Cooking Foods** handout.
- Remember to follow state or local health department requirements.

Key Messages

- Taking the time to develop knife skills will increase the eye appeal and mouthfeel of foods, conveying a message of professionalism and care for your craft.
- Cook hard-boiled eggs up to 1 week in advance and hold in the refrigerator.
- The ideal texture of cooked beans and lentils is tender through the bean/lentil while remaining intact within the skin.

What questions do you have?





Team Cooking Lab

Time: 95 minutes

Objective:

- Apply preparation techniques for a variety of types and forms of meat alternates.

Discuss

- During the Team Cooking Lab, you will apply the skills and knowledge presented in this training for preparing meat alternates.
- 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	Bean Soup	Bean Tostada	Black Bean Hummus	Cuban-Inspired Black Beans and Rice	Crunchy Ranch Chickpeas	Lentils of the Southwest
Recipe 2	Breakfast Burrito with Salsa	Sweet Chili Tofu	Black Bean Patty	Spinach Egg Bake	Red Beans and Rice	Southwest Tofu Scramble

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

Food Safety Fact Sheet

Handwashing

INTRODUCTION

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

HERE ARE THE FACTS

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

APPLICATION

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

How?

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

When?

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

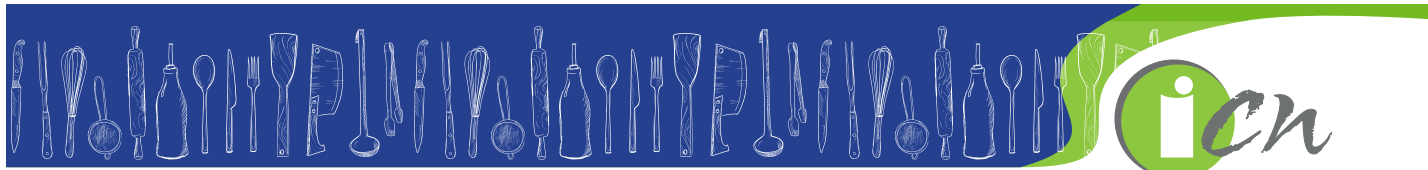
Before

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

After

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





Handwashing cont.

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

Remember, follow state or local health department requirements.

References

- U.S. Department of Agriculture, Food and Nutrition Service, & Institute of Child Nutrition. (2015). *Food safety in schools*. University, MS. Author.
- U.S. Department of Agriculture, Food and Nutrition Service, & Institute of Child Nutrition. (2016). *HACCP-based standard operating procedures: Washing hands*. Retrieved from <http://www.nfsmi.org/ResourceOverview.aspx?ID=75>
- U.S. Department of Agriculture, Food and Nutrition Service, & Institute of Child Nutrition. (2004). *Wash your hands: Educating the school community*. University, MS. Author.
- U.S. Department of Health and Human Services Public Health Services, Food and Drug Administration. (2013). *FDA food code*. Retrieved from <http://www.fda.gov/food/guidanceregulation/retailfoodprotection/foodcode/ucm374275.htm>

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

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

In accordance with Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability.

To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, Room 326-W, Whitten Building, 1400 Independence Avenue, SW, Washington, DC 20250-9410 or call (202) 720-5964 (voice and TDD). USDA is an equal opportunity provider and employer.

© 2016, Institute of Child Nutrition, The University of Mississippi, School of Applied Sciences

Except as provided below, you may freely use the text and information contained in this document for non-profit or educational use with no cost to the participant for the training providing the following credit is included. These materials may not be incorporated into other websites or textbooks and may not be sold.

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

The photographs and images in this document may be owned by third parties and used by The University of Mississippi under a licensing agreement. The University cannot, therefore, grant permission to use these images.

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

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.

References

- U.S. Department of Agriculture, Food and Nutrition Service, & Institute of Child Nutrition. (2006). *Developing a school food safety program*. University, MS. Author.
- U.S. Department of Agriculture, Food and Nutrition Service, & Institute of Child Nutrition. (2015). *Food safety in schools*. University, MS. Author.
- U.S. Department of Agriculture, Food and Nutrition Service, & Institute of Child Nutrition. (2016). *HACCP-based standard operating procedures: Washing fruits and vegetables*. Retrieved from <http://www.nfsmi.org/ResourceOverview.aspx?ID=75>
- U.S. Department of Health and Human Services Public Health Services, Food and Drug Administration. (2013). *FDA food code*. Retrieved from <http://www.fda.gov/food/guidanceregulation/retailfoodprotection/foodcode/ucm374275.htm>

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

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

In accordance with Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability.

To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, Room 326-W, Whitten Building, 1400 Independence Avenue, SW, Washington, DC 20250-9410 or call (202) 720-5964 (voice and TDD). USDA is an equal opportunity provider and employer.

© 2016, Institute of Child Nutrition, The University of Mississippi, School of Applied Sciences

Except as provided below, you may freely use the text and information contained in this document for non-profit or educational use with no cost to the participant for the training providing the following credit is included. These materials may not be incorporated into other websites or textbooks and may not be sold.

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

The photographs and images in this document may be owned by third parties and used by The University of Mississippi under a licensing agreement. The University cannot, therefore, grant permission to use these images.

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

Food Safety Fact Sheet

Cooking Foods

INTRODUCTION

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

HERE ARE THE FACTS

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

APPLICATION

Cook foods to the appropriate internal temperature.

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

Monitor cooking temperatures.

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





Cooking Foods cont.

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

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

Remember, follow state or local health department requirements.

References

- U.S. Department of Agriculture, Food and Nutrition Service, & Institute of Child Nutrition. (2015). *Food safety in schools*. University, MS. Author.
- U.S. Department of Agriculture, Food and Nutrition Service, & Institute of Child Nutrition. (2016). *HACCP-based standard operating procedures: Cooking time/temperature control for safety foods*. Retrieved from <http://www.nfsmi.org/ResourceOverview.aspx?ID=75>
- U.S. Department of Agriculture, Food and Nutrition Service, & Institute of Child Nutrition. (2005). *Thermometer information resource*. University, MS. Author.
- U.S. Department of Health and Human Services Public Health Services, Food and Drug Administration. (2013). *FDA food code*. Retrieved from <http://www.fda.gov/food/guidanceregulation/retailfoodprotection/foodcode/ucm374275.htm>

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

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

In accordance with Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability.

To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, Room 326-W, Whitten Building, 1400 Independence Avenue, SW, Washington, DC 20250-9410 or call (202) 720-5964 (voice and TDD). USDA is an equal opportunity provider and employer.

© 2016, Institute of Child Nutrition, The University of Mississippi, School of Applied Sciences

Except as provided below, you may freely use the text and information contained in this document for non-profit or educational use with no cost to the participant for the training providing the following credit is included. These materials may not be incorporated into other websites or textbooks and may not be sold.

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

The photographs and images in this document may be owned by third parties and used by The University of Mississippi under a licensing agreement. The University cannot, therefore, grant permission to use these images.

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



Recipe Evaluation

Time: 25 minutes

Objective:

- Evaluate the quality and usability of prepared recipes.

Discuss/Evaluation

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



Recipe Evaluation Form

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

Recipe	Appearance					Taste					Texture					Overall Quality					Would you incorporate this recipe into your menu? Why or why not?						
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	YES/NO	EXPLAIN
Bean Soup	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		
Breakfast Burrito with Salsa	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		
Bean Tostada	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		
Sweet Chili Tofu	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		
Black Bean Hummus	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5		
Black Bean Patty	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		
Cuban-Inspired Black Beans and Rice	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5		
Spinach Egg Bake	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5		
Crunchy Ranch Chickpeas	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		
Red Beans and Rice	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5		
Lentils of the Southwest	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		
Southwest Tofu Scramble	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 meat alternates.
- 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 meat alternates.





References

- Colorado Department of Public Health and Environment Child and Adult Care Food Program (2022, July 27). *Healthier Meals Initiative Culinary Training Program*. <https://cdphe.colorado.gov/child-and-adult-care-food-program-cacfp/colorados-healthier-meals-initiative>
- Culinary Institute of America. (2011). *The professional chef* (9th ed.). New Jersey: John Wiley & Sons, Inc.
- Gisslen, W. (2018). *Professional cooking* (9th ed.). New Jersey: John Wiley & Sons, Inc.
- Harvard T.H. Chan. School of Public Health. (n.d.). *Legumes and pulses*. The Nutrition Source. <https://www.hsph.harvard.edu/nutritionsource/legumes-pulses/>
- Institute of Child Nutrition. (n.d.). *Child nutrition recipe box*. <https://theicn.org/cnrb/>
- Institute of Child Nutrition. (n.d.). *Culinary quick bites: Knife skills*. <https://theicn.org/cicn/culinary-quick-bites-knife-skills/>
- Institute of Child Nutrition. (2023, January 25). *Strategies, tips, and tricks to reduce sodium and enhance flavor*. <https://theicn.org/resources/2343/worksheets/125067/strategies-tips-and-tricks-to-reduce-sodium-and-enhance-flavor.pdf>
- Institute of Child Nutrition. (2021, December 13). *Sodium swaps: Utilizing product substitution*. <https://theicn.org/icn-resources-a-z/shaking-it-up/>
- Institute of Child Nutrition. (2022, April 28). *Grab and go lesson: Vegetarian diets for young children*. <https://theicn.org/resources/1538/nutrition-and-meal-management/118596/vegetarian-diets-for-young-children.pdf>
- Institute of Child Nutrition. (2023). *Herb and spice posters*. <https://theicn.org/cicn/flavor-enhancement/>
- Institute of Child Nutrition. (2016). *Cooking foods*. <https://theicn.org/icn-resources-a-z/food-safety-fact-sheets>
- Institute of Child Nutrition. (2016). *Handwashing*. <https://theicn.org/icn-resources-a-z/food-safety-fact-sheets/>
- Institute of Child Nutrition. (2016). *Washing fruits and vegetables*. <https://theicn.org/icn-resources-a-z/food-safety-fact-sheets/>
- Institute of Child Nutrition. (2015). *Competencies, knowledge, and skills for child care providers in CACFP operations*. University, MS: Author. <https://theicn.org/icn-resources-a-z/competencies-knowledge-and-skills-for-child-care-providers-in-cacfp-operations/>
- Jaworski, S. (2019). *Weight vs. volume measurement video*. Joy of Baking. <https://www.joyofbaking.com/WeightvsVolumeMeasurement.html>
- USA Pulses. (n.d.). *Preparation Resources*. <https://www.usapulses.org/consumers/resources/preparation>

- U.S. Department of Agriculture, Food and Nutrition Service. (2023). *Crediting tip sheets in child nutrition programs*. <https://www.fns.usda.gov/tn/crediting-tip-sheets-child-nutrition-programs>
- U.S. Department of Agriculture, Food and Nutrition Service. (2019). *Professional standards*. <https://www.fns.usda.gov/school-meals/professional-standards>
- U.S. Department of Agriculture, Food and Nutrition Service. (2022, April 18). *Crediting handbook for CACFP*. <https://www.fns.usda.gov/tn/crediting-handbook-child-and-adult-care-food-program>
- U.S. Department of Agriculture, Food and Nutrition Service. (2019, April 17). *Crediting tempeh in the child nutrition programs*. <https://www.fns.usda.gov/cn/crediting-tempeh-child-nutrition-programs>
- U.S. Department of Agriculture, Food and Nutrition Service. (2016, August 8). *Crediting tofu and soy yogurt products in the school meal programs and the CACFP*. <https://www.fns.usda.gov/cn/crediting-tofu-and-soy-yogurt-products-school-meal-programs-and-cacfp>
- U.S. Department of Agriculture, Food Safety and Inspection Service. (2006). *Keep food safe! Food safety basics*. <https://www.fsis.usda.gov/food-safety/safe-food-handling-and-preparation/food-safety-basics/steps-keep-food-safe>
- U.S. Department of Agriculture and U.S. Department of Health and Human Services. (2020, December). *Dietary Guidelines for Americans, 2020-2025*. 9th Edition. <https://www.dietaryguidelines.gov/>
- USDA MyPlate. (n.d.). *Beans, peas, and lentils*. <https://www.myplate.gov/eat-healthy/protein-foods/beans-peas-lentils>
- Utah State University Cooperative Extension. (2015). *Tips for teaching knife skills*. https://digitalcommons.usu.edu/extension_curall/177/
- Wisconsin Department of Public Instruction. (n.d.). *CACFP tofu recipe guide*. https://dpi.wi.gov/sites/default/files/imce/community-nutrition/pdf/cacfp_tofu_recipes.pdf



Appendix





ICN Competencies

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

Functional Area 1: Administration

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

Core Competencies

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



Professional Standards and Key Area Codes

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

Key Area Codes

- 1 – Nutrition
- 2 – Operations

Professional Standards Codes

Menu Planning – 1100

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

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

Food Production – 2100

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

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

Serving Food – 2200

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

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





Culinary Terms

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

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

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

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

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

Aroma – The sensations of smell as interpreted by the brain

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

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

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

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

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

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

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

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

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

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

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

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

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

Brunoise – The finest dice and is derived from the julienne

Calorie – A measure of energy

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

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

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

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

Chop – To cut into pieces of roughly the same size

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

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

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

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

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

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

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

Dice – To cut ingredients into small cubes ($\frac{1}{8}$ ” for small or fine, $\frac{1}{4}$ ” for medium, $\frac{3}{4}$ ” for large is standard)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Parcooking – Partially cooking food by any cooking method

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Toast – Browning food by exposure to dry heat

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

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

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

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

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

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

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

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

Instructor's Preparation Guide

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

Chef Demonstration Guide

Activity/Demo Name: Weight vs. Volume Demonstration

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

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

Activity/Demo Name: Basic Knife Cuts

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

- 1 yellow onion (demonstrate how to dice)
- 1 head garlic (demonstrate how to mince and make garlic paste)
- 1 red bell pepper (demonstrate how to cut and dice)
- Chef knife
- Cutting board
- Anti-slip mat or damp towel
- Container for trim
- Container for finished product

Activity/Demo Name: Sautéed Tofu with Sweet Soy Glaze

Preparation Note(s): Prepare mise en place to demonstrate the following recipe for Sautéed Tofu with Sweet Soy Glaze. Have 2-oz portion cups and spoons on hand to sample out the finished product.

Sautéed Tofu with Sweet Soy Glaze

- 1 Tbsp toasted sesame oil
- 3 Tbsp reduced-sodium soy sauce
- 1 Tbsp unseasoned rice vinegar
- 1 Tbsp sugar
- 1 tsp cornstarch
- ½ tsp ground ginger
- 1 14-16 oz firm tofu block, cut into ½ inch dice
- 1 Tbsp vegetable oil

In a medium bowl, combine the sesame oil, reduced-sodium soy sauce, unseasoned rice vinegar, sugar, cornstarch, and ground ginger. Stir to combine and set aside.

Heat a 10-inch nonstick sauté pan over medium-high heat. Add the vegetable oil. When the oil is hot, carefully add the diced tofu pieces in a single layer. Cook on one side for two minutes, or until lightly browned. Turn tofu pieces over and cook for another two minutes.

Stir the soy sauce mixture again and add to the pan with the tofu. Cook until the liquid boils and thickens, about 2 minutes. Stir the tofu pieces so they become coated in the flavorful glaze. Remove from heat and serve.

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: Bean Soup, Breakfast Burrito with Salsa

Equipment:

- Chef knife
- Cutting board
- Measuring cups, full set
- Measuring spoons, full set
- Digital thermometer, instant-read
- 4-quart stock pot
- Metal mixing spoon
- Immersion blender
- Large mixing bowl
- 2 cup liquid measure
- Whisk
- 2-inch half-size steamtable pan
- Kitchen turner

TEAM 2: Bean Tostada, Sweet Chili Tofu

Equipment:

- Chef knife
- Cutting board
- Measuring cups, full set
- Measuring spoons, full set
- Digital thermometer, instant-read
- Food processor
- 2 cup liquid measure
- Rubber spatula x 2
- 4-quart stock pot with lid
- No. 10 and 16 scoop
- 12-inch nonstick skillet
- Tongs
- Paper towels

TEAM 3: Black Bean Hummus, Black Bean Patty

Equipment:

- Chef knife
- Cutting board
- Measuring cups, full set
- Measuring spoons, full set
- Digital thermometer, instant-read
- Food processor
- Rubber spatula x 2
- Large mixing bowl x 2
- 2 cup liquid measure
- Half sheet pan
- 4-quart saucepan
- No. 8 and 12 scoop

TEAM 4: Cuban-Inspired Black Beans and Rice, Spinach Egg Bake

Equipment:

- Chef knife
- Cutting board
- Measuring cups, full set
- Measuring spoons, full set
- Digital thermometer, instant-read
- Half-size 2-inch steamtable pan x 2
- 4-quart stock pot
- Metal mixing spoon
- Large mixing bowl
- 2 cup liquid measure
- Rubber spatula
- No. 6 and 8 scoop
- Colander

TEAM 5: Crunchy Ranch Chickpeas, Red Beans and Rice

Equipment:

- Chef knife
- Cutting board
- Measuring cups, full set
- Measuring spoons, full set
- Digital thermometer, instant-read
- Colander
- Medium mixing bowl
- Small mixing bowl
- 2 cup liquid measure
- Metal mixing spoon
- Half sheet pan
- 4-quart saucepan
- Rubber spatula

TEAM 6: Lentils of the Southwest, Southwest Tofu Scramble

Equipment:

- Chef knife
- Cutting board
- Measuring cups, full set
- Measuring spoons, full set
- Digital thermometer, instant-read
- Fine mesh sieve x 2
- 2-quart saucepan with lid x 2
- 2 cup liquid measure
- Rubber spatula x 2
- Metal mixing spoon
- 12-inch nonstick sauté pan x 2
- Large mixing bowl



Equipment Checklist

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

Equipment	Total	Confirm Equipment Is Present	Use This Space To Add Comments If Equipment/Supplies Are Not Available. Please Include Any Equipment Substitutions Used.
Appliances			
Oven	1-2		
Range or cooktop burner	8		
Pots & Pans			
2-quart saucepan with lid	2		
4-quart saucepan with lid	3		
4-quart stock pot	2		
12-inch nonstick sauté pan	3		
2-inch half-size steamtable pan	3		
Half-size sheet pan	2		
Small Kitchen Tools			
Chef knife	6		
Cutting board	6		
Measuring cups, full set	6		
Measuring spoons, full set	6		
Digital thermometer	6		
1-quart liquid measure	6		
2 cup liquid measure	6		
Rubber spatula	8		
Metal mixing spoon	3		
Whisk	1		
Tongs	1		
Kitchen turner	1		
Large mixing bowl	5		

Equipment	Total	Confirm Equipment Is Present	Use This Space To Add Comments If Equipment/Supplies Are Not Available. Please Include Any Equipment Substitutions Used.
Medium mixing bowl	1		
Small mixing bowl	1		
Colander	1		
Fine mesh sieve	2		
No. 16 scoop	1		
No. 12 scoop	1		
No. 8 scoop	1		
No. 6 scoop	1		
Electronic scale	2		
Spring scale	1		
Potholders	12		
Can opener	3		
Large Kitchen Tools			
Food processor	1 - 2		
Immersion blender	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	5 each		
Bell peppers, red, fresh	5 each		
Cilantro, fresh	3 bunches		
Garlic, fresh	3 heads		
Lettuce, iceberg, fresh	1 head		
Onions, green, fresh	2 bunches		
Onions, yellow, fresh	7 each		
Spinach, fresh	8 oz		
Tomatoes, red, fresh	3 each		
Condiments/Oils			
Hot pepper sauce (Mexican style)	1 small container		
Mustard, yellow, prepared	1 small container		
Rice vinegar, unseasoned	1 small bottle		
Soy sauce, reduced sodium	1 small bottle		
Thai-style sweet chili sauce	4 oz		
Toasted sesame oil	2 Tbsp		
Nonstick spray	1 can		
Vegetable oil	16 oz		
Refrigerator			
Cheese, cheddar, reduced-fat, shredded	12 oz		
Cheese, feta, crumbled	1 oz		
Eggs, liquid, whole	2 lb 6 oz		
Eggs, whole, large	1 dozen		
Milk, low-fat	3 Tbsp		
Tofu, firm or extra firm	5 lb		

Food	Total Needed	Inventory From Prior Workshop	Purchased
Dry/Canned Goods			
Beans, black, canned, low sodium	7 lb 8 oz		
Beans, garbanzo, canned, low sodium	3 lb 8 oz		
Beans, Great Northern, canned, low-sodium	2 lb		
Beans, kidney, canned, low sodium	2 lb 8 oz		
Beans, pinto, canned, low sodium	2 lb 8 oz		
Breadcrumbs	4 oz		
Green chilies, diced, canned	5 oz		
Lemon juice	½ cup		
Lentils, dry, brown or green	8 oz		
Quinoa, dry	2 cups		
Rice, brown, instant	6 oz		
Rice, brown, long grain, parboiled	12 oz		
Salsa, low sodium	13 oz		
Sugar, granulated	2 Tbsp		
Tomato paste, canned, no salt added	½ cup		
Tomatoes, diced, canned, no salt added	2 lb		
Tortilla chips, whole grain	13 oz		
Tortillas, whole wheat, 8-inch	12 each		
Tostada shells, whole grain	24 each		
Vegetable broth, low sodium	1 qt 1 ½ cups		
Dried Spices			
Salt, table	1 container		
Black pepper, ground	2 Tbsp		
Bay leaf	1 each		
Cayenne pepper, ground	⅛ tsp		
Chili powder	2 Tbsp		
Cumin, ground	5 Tbsp		

Food	Total Needed	Inventory From Prior Workshop	Purchased
Curry powder	1 tsp		
Dill weed, dried	2 Tbsp		
Garlic powder	2 Tbsp		
Ginger, ground	½ tsp		
Old Bay seasoning	1 small container		
Onion powder	2 Tbsp		
Oregano, dried	5 Tbsp		
Paprika, ground	2 Tbsp		
Parsley, dried	2 Tbsp		
Red pepper flakes	2 Tbsp		
Turmeric	1 tsp		
Freezer			
Corn, frozen, IQF	12 oz		
Spinach, frozen, chopped	2 lb 5 oz		
Paper Goods			
Foodservice gloves, all sizes	1 box each size		
Paper towels	1 roll		
Aluminum foil	1 box		
Plastic wrap	1 box		
Parchment paper	12 sheets		
Paper plates	50 each		
Paper bowls (for soup)	25 each		
Napkins	50 each		
Forks	50 each		
Butter knives	50 each		
2-ounce portion cups	100 each		





Bean Soup

Cooking Process: #2 Same-Day Service

CACFP Crediting Information	
Serving Size	1 Serving Provides
1 cup (8 fl oz ladle)	1 oz equivalent meat/meat alternate, $\frac{3}{8}$ cup vegetable

Ingredients	12 Servings	
	Weight	Measure
Vegetable oil		1 Tbsp
Onions, fresh, diced	5 oz	1 cup
Bell peppers, red, fresh, diced	5 oz	1 cup
Green chilies, diced, canned	5 oz	$\frac{3}{4}$ cup
Garlic, fresh, minced		2 Tbsp
Old Bay seasoning		2 tsp
Oregano, dried		1 $\frac{1}{4}$ tsp
Sugar, granulated		1 $\frac{1}{4}$ tsp
Black pepper, ground		$\frac{1}{4}$ tsp
Water		3 $\frac{1}{2}$ cups
Vegetable broth, low sodium		1 $\frac{1}{2}$ cups
Tomatoes, diced, canned, no salt added	14 oz	1 $\frac{3}{4}$ cups
Beans, Great Northern, canned, low sodium, drained, rinsed, divided	2 lb 1 oz	4 cups

Instructions

1. Heat oil in a large stock pot over medium heat.
2. Add onions, bell pepper, green chilies, garlic, Old Bay seasoning, oregano, sugar, and black pepper. Cook, stirring occasionally, until onions have softened, about 2 minutes.
3. Add water, vegetable broth, tomatoes, and half of the beans. Bring to a boil. Reduce heat to a simmer, and simmer uncovered for 10 -12 minutes.
4. Puree the remaining beans with an immersion blender. Add bean puree to the soup and heat through. CCP: Heat to 140 °F or higher for 15 seconds.
5. Serve 1 cup portions using an 8 fl oz ladle. CCP: Hold for hot service at 140 °F or higher.

Recipe adapted from USDA Recipes for Child Care Centers.

Nutrients Per Serving			
Calories	132	Total Carbohydrates	21 g
Total Fat	2 g	Dietary Fiber	5 g
Saturated Fat	0 g	Total Sugars	3 g
Cholesterol	0 mg	Protein	6 g
Sodium	389 mg		

Sweet Chili Tofu

Cooking Process: #2 Same-Day Service

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

Ingredients	12 Servings	
	Weight	Measure
Tofu, firm or extra firm, drained	1 lb 11 oz	
Vegetable oil		1 Tbsp
Toasted sesame oil		1 Tbsp
Salt, table		¼ tsp
Thai-style sweet chili sauce		4 oz

Instructions

1. Remove tofu from the packaging and blot dry with single-use paper towels. Cut tofu blocks into ½ inch dice.
2. Combine vegetable oil and sesame oil.
3. Heat a 12-inch non-stick sauté pan over medium-high heat. Add the mixed oils and heat until the oil shimmers in the pan.
4. Carefully add the diced tofu. Cook without stirring until the first side becomes lightly brown.
5. Stir tofu and brown one additional side.
6. Add the salt and stir to incorporate.
7. Add the Thai-style chili sauce and stir to coat the tofu. CCP: Cook to 165 °F or higher for at least 15 seconds.
8. Serve 3 ounces of tofu per portion. CCP: Hold for hot service at 140 °F or higher.

Recipe adapted from The Lunchbox (thelunchbox.org).

Nutrients Per Serving			
Calories	99	Total Carbohydrates	7 g
Total Fat	6 g	Dietary Fiber	1 g
Saturated Fat	1 g	Total Sugars	7 g
Cholesterol	0 mg	Protein	6 g
Sodium	151 mg		



Breakfast Burrito with Salsa

Cooking Process: #2 Same-Day Service

CACFP Crediting Information	
Serving Size	1 Serving Provides
1 burrito	2 oz equivalent meat/meat alternate, ⅛ cup vegetable, and 1.5 oz equivalent grains

Ingredients	12 Servings	
	Weight	Measure
Eggs, whole, liquid	1 lb 4 oz	2 ¼ cups
Salsa, low sodium	13 oz	1 ½ cups
Corn, frozen, thawed	4 oz	½ cup 3 Tbsp
Onions, yellow, fresh, diced	3.5 oz	¼ cup
Bell peppers, green, fresh, diced	2 oz	¼ cup 2 Tbsp
Tomatoes, red, fresh, diced	1 oz	2 Tbsp 1 ½ tsp
Milk, low-fat		3 Tbsp
Mustard, yellow, prepared		1 Tbsp 1 ½ tsp
Hot pepper sauce		¾ tsp
Garlic powder		½ tsp
Salt, table		½ tsp
Cheese, cheddar, low-fat, shredded	2.5 oz	½ cup 2 Tbsp
Tortillas, whole wheat, 8-inch		12 each

Instructions

1. Preheat oven to 350 °F for conventional, or 325 °F for convection.
2. In a large mixing bowl combine the eggs, salsa, corn, onions, bell peppers, tomatoes, milk, mustard, hot pepper sauce, garlic powder, and salt. Whisk to combine.
3. Pour into a 2-inch half-size steamtable pan that has been sprayed with nonstick spray.
4. Bake for 30 minutes in a 350 °F conventional oven, or 50 minutes in a 325 °F convection oven.
CCP: Cook to 165 °F or higher for at least 15 seconds.
5. Remove from oven and sprinkle cheese over the top.
6. Cut each pan 3 x 4 into 12 pieces.
7. To prevent tortillas from tearing when folding, steam for 3 minutes until warm, or hold tortillas in original packaging and place in a warmer at 140 °F for 10 minutes.
8. Place 1 piece of cooked eggs onto the center of each tortilla. Roll in the form of a burrito and seal.
CCP: Hold for hot service at 140 °F or higher.
9. Serve 1 burrito.

Recipe adapted from USDA Recipes for Child Care Centers.

Nutrients Per Serving			
Calories	218	Total Carbohydrates	28 g
Total Fat	7 g	Dietary Fiber	4 g
Saturated Fat	2 g	Total Sugars	2 g
Cholesterol	172 mg	Protein	12 g
Sodium	432 mg		

Bean Tostada

Cooking Process: #2 Same-Day Service

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

Ingredients	12 Servings	
	Weight	Measure
Beans, pinto, canned, low sodium, drained, rinsed	2 lb 2 oz	4 ½ cups
Onions, yellow, fresh, chopped	9 oz	1 ¾ cup
Bell peppers, green, fresh, diced	4 oz	¾ cup
Chili powder		1 ½ tsp
Cumin, ground		1 tsp
Garlic powder		1 tsp
Onion powder		½ tsp
Paprika, ground		½ tsp
Black pepper, ground		½ tsp
Salt, table		¼ tsp
Water	8 oz	1 cup
Tomato paste, canned, no salt added		¼ cup 2 Tbsp
Cilantro, fresh, chopped	0.5 oz	¾ cup 2 Tbsp
Lettuce, fresh, shredded	10 oz	3 ½ cups
Tomatoes, fresh, diced	5.5 oz	¾ cup
Cheese, cheddar, reduced-fat, shredded	6.5 oz	1 ½ cup 2 Tbsp
Tostada shells, whole grain		24 each

Instructions

1. Place beans, onions, bell peppers, chili powder, cumin, garlic powder, onion powder, paprika, black pepper, salt, water, and tomato paste into the bowl of a food processor. Puree until smooth.
2. Transfer the bean mixture to a large stock pot. Cook over medium heat, covered, for 15 minutes. Stir occasionally. CCP: Cook to 165 °F or higher for at least 15 seconds.
3. Remove from heat and fold in cilantro. CCP: Hold for hot service at 140 °F or higher.
4. Combine the lettuce and tomatoes.
5. Assemble 2 tostadas per serving: Use a No. 16 scoop to portion ¼ cup bean mixture onto each tostada shell. Top with 2 Tbsp shredded cheese.
6. Just before service, use a No. 10 scoop to portion the lettuce and tomato mixture on top of each tostada.

7. Alternatively, allow participants to build their tostadas. Serve each participant 2 bean-topped tostadas and provide the cheese and vegetable toppings for self-service.

Recipe adapted from USDA Recipes for Child Care Centers.

Nutrients Per Serving			
Calories	246	Total Carbohydrates	35 g
Total Fat	9 g	Dietary Fiber	7 g
Saturated Fat	3 g	Total Sugars	3 g
Cholesterol	8 mg	Protein	11 g
Sodium	437 mg		

Black Bean Hummus

Cooking Process: #1 No Cook

CACFP Crediting Information	
Serving Size	1 Serving Provides
¼ cup (No. 16 scoop)	1 oz equivalent meat/meat alternate

Ingredients	12 Servings	
	Weight	Measure
Beans, black, canned, low sodium, rinsed, drained	12 oz	1 ⅓ cups
Beans, garbanzo, canned, low sodium, rinsed, drained	12 oz	1 ¾ cups
Lemon juice		¼ cup
Garlic, fresh, cloves, peeled		2 Tbsp
Vegetable oil		2 tsp
Salt, table		¼ tsp
Cumin, ground		1 tsp
Cayenne pepper, ground		⅛ tsp
Cilantro, fresh, chopped	0.5 oz	¾ cup
Tortilla chips, whole grain	13 oz	120 chips

Instructions

1. Combine black beans, garbanzo beans, lemon juice, garlic cloves, vegetable oil, cumin, salt, and cayenne pepper in the bowl of a food processor.
2. Puree for 1 – 2 minutes, or until the mixture is smooth.
3. Use a rubber spatula to transfer the bean mixture into a large mixing bowl.
4. Add cilantro and stir well.
5. Use a No. 16 scoop to serve ¼ cup with 10 tortilla chips. CCP: Hold for cold service at 40 °F or lower.

Recipe adapted from USDA Recipes for Child Care Centers.

Nutrients Per Serving			
Calories	65	Total Carbohydrates	10 g
Total Fat	2 g	Dietary Fiber	3 g
Saturated Fat	0 g	Total Sugars	1 g
Cholesterol	0 mg	Protein	3 g
Sodium	180 mg		

Spinach Egg Bake

Cooking Process: #2 Same-Day Service

CACFP Crediting Information	
Serving Size	1 Serving Provides
1 piece	2 oz equivalent meat/meat alternate and ¼ cup vegetables

Ingredients	12 Servings	
	Weight	Measure
Spinach, frozen, chopped, thawed, drained	2 lb 5 oz	1 qt 1 ¼ cups
Eggs, whole, liquid		2 ½ cups 2 Tbsp
Cheese, feta, crumbled	1 oz	2 Tbsp
Onion powder		½ tsp
Garlic powder		½ tsp
Black pepper, ground		¼ tsp
Salt, table		¼ tsp

Instructions

1. Preheat oven to 350 °F.
2. Spray a 2-inch half-size steamtable pan with nonstick spray.
3. Thaw spinach and drain thoroughly, squeezing as much liquid out as possible.
4. In a large mixing bowl combine the spinach, eggs, feta cheese, onion powder, black pepper, and salt. Stir until well combined.
5. Transfer the egg and spinach mixture into the prepared 2-inch half-size steamtable pan.
6. Bake for 30 minutes, or until the eggs have set and the top is somewhat browned. CCP: Heat to 165 °F or higher for at least 15 seconds.
7. Remove from oven, cool for 5-10 minutes, and cut 3x4 into 12 pieces.
8. Serve one piece per portion. CCP: Hold for hot service at 140 °F or higher.

Recipe adapted from USDA Recipes for Child Care Centers.

Nutrients Per Serving			
Calories	115	Total Carbohydrates	4 g
Total Fat	8 g	Dietary Fiber	2 g
Saturated Fat	2 g	Total Sugars	4 g
Cholesterol	171 mg	Protein	8 g
Sodium	203 mg		

Black Bean Patty

Cooking Process: #2 Same-Day Service

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

Ingredients	12 Servings	
	Weight	Measure
Vegetable oil		2 Tbsp
Bell pepper, red, fresh, ¼ inch dice	8 oz	1 ½ cups
Onions, greens, fresh, thinly sliced	1.5 oz	½ cup
Corn, frozen, thawed, drained	2.5 oz	½ cup
Garlic, fresh, minced		1 Tbsp
Beans, black, canned, low sodium, drained, rinsed	2 lb	3 ½ cups
Eggs, whole, liquid	2 oz	¼ cup
Cumin, ground		2 tsp
Red pepper flakes		½ tsp
Breadcrumbs	4 oz	1 cup
Salt, table		¾ tsp

Instructions

1. Preheat oven to 350 °F for conventional, or 325 °F for convection.
2. Line a half-sheet pan with parchment paper and spray with nonstick spray.
3. Place a large saucepan over medium-high heat. Add the vegetable oil, bell peppers, green onions, corn, and garlic. Cook, stirring, until the vegetables are tender, about 2 – 3 minutes. Remove from heat and cool.
4. Place beans in the bowl of a food processor. Puree just until smooth.
5. Transfer beans to a large mixing bowl. Add the cooled vegetables, eggs, cumin, red pepper flakes, half of the breadcrumbs, and salt. Use a rubber spatula to gently mix ingredients.
6. Use a No. 12 scoop to portion black beans onto the prepared sheet pan and flatten slightly to form patties.
7. Cover and refrigerate for at least 1 hour.
8. Distribute the remaining breadcrumbs evenly over the tops of the black bean patties. Spray breadcrumbs lightly with nonstick spray.
9. Bake for 8 – 10 minutes in a 350 °F conventional oven, or 5 – 6 minutes in a 325 °F convection oven. CCP: Heat to 165 °F or higher for at least 15 seconds.
10. Remove from oven and serve one warm patty per portion. CCP: Hold for hot service at 140 °F or higher.

Recipe adapted from USDA Recipes for Child Care Centers.

Nutrients Per Serving			
Calories	146	Total Carbohydrates	22 g
Total Fat	4 g	Dietary Fiber	6 g
Saturated Fat	1 g	Total Sugars	2 g
Cholesterol	17 mg	Protein	7 g
Sodium	335 mg		

Cuban-Inspired Black Beans with Brown Rice

Cooking Process: #2 Same-Day Service

CACFP Crediting Information	
Serving Size	1 Serving Provides
$\frac{2}{3}$ cup black beans (No. 6 scoop) with $\frac{1}{2}$ cup brown rice (No. 8 scoop)	1 oz equivalent meat/meat alternate, 1 oz equivalent grains

Ingredients	12 Servings	
	Weight	Measure
Water, hot		3 cups
Salt, table		$\frac{1}{2}$ tsp
Rice, brown, long grain, parboiled, dry	12 oz	1 $\frac{3}{4}$ cup
Onions, yellow, raw	5 oz	$\frac{3}{4}$ cup
Peppers, sweet, green, raw	5 oz	$\frac{3}{4}$ cup
Cilantro leaves, raw	$\frac{1}{2}$ oz	$\frac{1}{2}$ cup
Vegetable oil		3 Tbsp
Salt, table		$\frac{3}{4}$ tsp
Garlic, raw, minced	1 $\frac{1}{2}$ oz	
Cumin, ground		1 Tbsp
Black beans, low sodium, canned, with liquid		3 cans (15.5 oz per can)
Bay leaf, dry		1 each

Instructions

1. Preheat oven: Conventional 350 °F, Convection 325 °F.
2. Heat water in the microwave until steaming or use an instant-hot water dispenser. Add salt to hot water and stir to dissolve. Place brown rice in a half-size 2-inch steam table pan. Pour salted hot water over brown rice. Stir. Cover pans tightly with foil.
3. Bake for 40 minutes, or steam with 5 lb pressure for 25 minutes. Remove cooked rice from the oven and let stand, covered, for 5 minutes. CCP: Heat to 140 °F or higher. CCP: Hold for hot service at 140 °F or higher.
4. Wash onions, bell pepper and cilantro. Dice onions and bell pepper into $\frac{1}{4}$ -inch small dice. Rough chop cilantro leaves and tender stems, and set aside for garnishing.
5. Heat a stockpot over medium-high heat. Add the oil, onions, green bell pepper, and salt. Cook, stirring occasionally, for 2-3 minutes or until onions become translucent. Add the garlic and cumin, stir, and cook until fragrant, about 1 minute. Add the beans with liquid and bay leaf. Bring to a boil. Reduce heat to medium. Simmer for 5-10 minutes. CCP: Heat to 140 °F or higher. CCP: Hold for hot service at 140 °F or higher.
6. Transfer beans to a half-size 2-inch steam table pan. Portion black beans with a No. 6 scoop ($\frac{2}{3}$ cup). Portion rice with a No. 8 scoop ($\frac{1}{2}$ cup). Just before service, garnish each serving of black beans with chopped cilantro.

Recipe adapted from USDA Recipes for Child Care Centers.

Nutrients Per Serving			
Calories	262	Total Carbohydrates	46 g
Total Fat	4 g	Dietary Fiber	10 g
Saturated Fat	0 g	Total Sugars	1 g
Cholesterol	0 mg	Protein	11 g
Sodium	527 mg		

Crunchy Ranch Chickpeas

Cooking Process: #2 Same-Day Service

CACFP Crediting Information	
Serving Size	1 Serving Provides
¼ cup (2 fl oz spoodle)	1 oz equivalent meat/meat alternate

Ingredients	12 Servings	
	Weight	Measure
Beans, garbanzo, low sodium, drained, rinsed		2 cans (15 ounces each)
Vegetable oil		1 tsp
Salt, table		½ tsp
Black pepper, ground		½ tsp
Garlic powder		1 tsp
Onion powder		1 tsp
Parsley, dried		1 tsp
Dill weed, dried		2 tsp

Instructions

1. Preheat oven to 400 °F.
2. Place garbanzo beans in a medium mixing bowl. Add the vegetable oil and stir to coat the garbanzo beans.
3. In a small mixing bowl combine the salt, pepper, garlic powder, onion powder, parsley, and dill weed.
4. Add seasonings to the garbanzo beans. Stir until garbanzos are well coated in seasoning.
5. Transfer the seasoned garbanzo beans to a half-sheet pan lined with parchment paper.
6. Bake for 20 – 30 minutes, or until the garbanzos are browned and crisp. Gently shake the pan halfway through to re-distribute the garbanzos.
7. Remove from oven and cool for 5-10 minutes. CCP: Heat to 140 °F for 15 seconds.
8. Serve ¼ cup portions using a 2 fl oz spoodle.

Recipe adapted from Oregon State University Extension Service Food Hero (foodhero.org).

Nutrients Per Serving			
Calories	150	Total Carbohydrates	25 g
Total Fat	3 g	Dietary Fiber	7 g
Saturated Fat	0 g	Total Sugars	4 g
Cholesterol	0 mg	Protein	8 g
Sodium	370 mg		

Red Beans and Rice

Cooking Process: #2 Same-Day Service

CACFP Crediting Information	
Serving Size	1 Serving Provides
¾ cup (6 fl oz spoodle)	1.5 oz equivalent meat/meat alternate, ¼ cup vegetable, 1 oz equivalent grains

Ingredients	12 Servings	
	Weight	Measure
Vegetable oil		2 Tbsp
Onions, yellow, fresh, ¼ inch dice	12.5 oz	3 cups
Bell pepper, green, fresh, ¼ inch dice	12.5 oz	3 cups
Garlic, fresh, minced		1 ½ tsp
Brown rice, instant, uncooked	6 oz	1 ½ cups 1 Tbsp
Cumin, ground		1 Tbsp 1 tsp
Oregano, dried		1 Tbsp 1 tsp
Salt, table		1 tsp
Black pepper, ground		1 tsp
Vegetable broth, low sodium		1 qt
Beans, kidney, canned, low sodium, drained, rinsed	2 lb 3 oz	1 qt 2 ¼ cups

Instructions

1. Heat oil in a 4-quart saucepan over medium-high heat.
2. Add onions and peppers. Sauté for about 4 minutes, or until onions are soft.
3. Reduce heat to medium. Stir in garlic, brown rice, cumin, oregano, salt, and pepper.
4. Cook for 1-2 minutes or until rice and spices become aromatic.
5. Add the vegetable broth, stir, and increase heat to medium-high and bring to a boil.
6. Stir in kidney beans. Reduce heat to medium, and simmer for 10 minutes or until rice is tender.
CCP: Heat to 140 °F or higher for at least 15 seconds.
7. Serve ¾ cup portions using a 6 fl oz spoodle. CCP: Hold for hot service at 140 °F or higher.

Recipe adapted from USDA Recipes for Child Care Centers.

Nutrients Per Serving			
Calories	173	Total Carbohydrates	30 g
Total Fat	3 g	Dietary Fiber	7 g
Saturated Fat	0 g	Total Sugars	2 g
Cholesterol	1 mg	Protein	7 g
Sodium	313 mg		

Southwest Tofu Scramble

Cooking Process: #2 Same-Day Service

CACFP Crediting Information	
Serving Size	1 Serving Provides
¾ cup (6 fl oz spoodle)	1 oz equivalent meat/meat alternate, ⅛ cup vegetable, and 0.75 oz equivalent grains

Ingredients	12 Servings	
	Weight	Measure
Quinoa, uncooked		2 cups
Water		3 cups
Vegetable oil		2 tsp
Tofu, firm, crumbled	2 lb	
Garlic, fresh, minced		1 Tbsp
Cumin, ground		2 tsp
Red pepper flakes		½ tsp
Salt, table		1 tsp
Black pepper, ground		½ tsp
Curry powder		1 tsp
Turmeric		1 tsp
Bell pepper, red, fresh, ¼ inch dice	12 oz	2 cups
Onions, green, fresh, thinly sliced	8 oz	1 qt
Spinach, fresh, coarsely chopped	8 oz	2 qt

Instructions

1. Rinse quinoa in a fine mesh strainer.
2. Combine quinoa and water in a large saucepan. Place on medium-high heat.
3. Bring to a boil. Reduce heat to low. Simmer uncovered for 10 – 15 minutes until water is absorbed. Remove from heat. Note: when done, quinoa will be soft, and a white ring will pop out of the kernel.
4. Drain quinoa and measure three cups of cooked quinoa into a large mixing bowl.
5. Heat a 12-inch non-stick sauté pan over medium heat. Add the crumbled tofu and cook for 3 minutes.
6. Add garlic, cumin, red pepper flakes, salt, pepper, curry powder, turmeric, bell peppers, onions, and spinach. Heat tofu vegetable mixture uncovered over medium-high heat for 3 minutes, stirring constantly. CCP: Heat to 140 °F or higher for at least 15 seconds.
7. Pour tofu vegetable mixture over cooked quinoa. Stir to combine.
8. Serve ¾ cup portions using a 6 fl oz spoodle. CCP: Hold for hot service at 140 °F or higher.

Recipe adapted from USDA Recipes for Child Care Centers.

Nutrients Per Serving			
Calories	150	Total Carbohydrates	12 g
Total Fat	6 g	Dietary Fiber	2 g
Saturated Fat	1 g	Total Sugars	2 g
Cholesterol	0 mg	Protein	11 g
Sodium	217 mg		

Lentils of the Southwest

Cooking Process: #2 Same-Day Service

CACFP Crediting Information	
Serving Size	1 Serving Provides
¼ cup (2 fl oz ladle)	1 oz equivalent meat/meat alternate

Ingredients	12 Servings	
	Weight	Measure
Lentils, brown or green, dry	7.5 oz	1 cup 2 Tbsp
Water		2 cups 2 Tbsp
Onions, yellow, fresh, ¼ inch dice	2 oz	¼ cup 3 Tbsp
Garlic, fresh, minced		1 ½ tsp
Vegetable oil		1 ½ tsp
Cumin, ground		2 tsp
Chili powder		¾ tsp
Tomatoes, canned, diced, low sodium		¾ cup
Salt, table		¾ tsp
Cilantro, fresh, chopped		¾ cup

Instructions

- Sort lentils to remove any unwanted materials, then rinse in a fine mesh sieve. Drain well.
- Combine lentils and water in a stock pot or saucepan with a lid. Bring to a boil. Reduce heat and simmer, uncovered, until lentils are tender, about 30 – 40 minutes. Cover and set aside.
- Sauté onions and garlic in oil for 5 minutes, or until tender. Stir in cumin and chili powder. Cook for 2 – 3 minutes over low heat.
- Add the onions and garlic to the cooked lentils. Stir in the tomatoes and salt. Bring to a boil. Reduce heat and simmer, uncovered, for 20 minutes. CCP: Heat to 140 °F or higher for at least 15 seconds.
- Remove from heat and stir in cilantro.
- Serve ¼ cup per portion using a 2 fl oz ladle. CCP: Hold for hot service at 140 °F or higher.

Recipe adapted from USDA Recipes for Child Care Centers.

Nutrients Per Serving			
Calories	70	Total Carbohydrates	11 g
Total Fat	1 g	Dietary Fiber	4 g
Saturated Fat	0 g	Total Sugars	N/A
Cholesterol	11 mg	Protein	5 g
Sodium	142 mg		



The University of Mississippi
School of Applied Sciences

800-321-3054
www.theicn.org