



The John C. Stalker Institute
of Food and Nutrition
AT FRAMINGHAM STATE UNIVERSITY

Back to Basics: Indian Fare

a JSI Workshop to Go

Instructor Guide

Introduction

This instructor guide is intended to provide the necessary resources to prepare for and present this workshop for The John C. Stalker Institute (JSI). It should not be used for any other purpose without written permission.

JSI Workshops to Go have been developed using adult learning theory. The active, hands-on approach used in this workshop ensures that participants feel confident using their new skills on a daily basis.

This guide includes:

- About Us • Vision • Mission
- Non-discrimination Statement
- Sent to school in advance by JSI:
 - Letter to school nutrition director
 - Grocery List
 - Equipment List
- Workshop Outline with approximate timeline
- Chef's Cheat Sheet
- Workshop Narrative
- Key for Check Your Knowledge! Post-Workshop Questions
- Participant Evaluation Form*
- Recipes
- Participant Handouts

*The participant evaluations are based on the instructional qualities of this workshop. Please review the Participant Evaluation Form in advance and get a feel for what participants will be expecting from this workshop.

Prior to each workshop you will receive the following in the mail:

- Completed Workshop Confirmation Form
- Sign in Sheets
- Participant Guides
- Check Your Knowledge/Evaluation Forms
- Certificates
- Instructor Feedback Form
- Return Envelopes

All participants should sign in for the workshop. The completed sign in sheets, instructor feedback form and check your knowledge/evaluation forms should be sent to JSI in the return envelopes provided.

Before your presentation, take some time to familiarize yourself with the materials needed as well as the handouts and recipes. Please feel free to contact us if you have any questions or need support at 508-626-4756 or johnstalker@framingham.edu. We hope you enjoy your experience!

About Us

The John C. Stalker Institute of Food and Nutrition (JSI) is the premier provider of child and school nutrition training in Massachusetts. JSI is a partnership of the Massachusetts Department of Elementary and Secondary Education, Office for Food and Nutrition Programs and Framingham State University. This institution is an equal opportunity provider and employer.

The school environment plays a vital role in shaping students' nutritional health throughout their growing years and into their adult lives. The programs offered by JSI support schools in their efforts to provide healthy, safe, and wholesome meals to school children. The primary audience for JSI includes school nutrition program directors, managers, and production/service staff along with other professionals working to improve the nutritional health of Massachusetts' school children.

JSI was established in May of 1988 and was named for John C. Stalker, who was the Director of the Massachusetts Bureau of Nutrition Education and School Food Services between 1945 and 1982. He devoted his life to the betterment of nutrition education and school food service and was responsible for expanding the Child Nutrition Programs in Massachusetts and instrumental in the passage of the National School Lunch Act of 1946.

Vision

The John C. Stalker Institute is the creative entity and force to lead Massachusetts school and child nutrition professionals in forward thinking, growth, education, and development to address the needs of the whole child.

Mission

The John C. Stalker Institute of Food and Nutrition uses current research and technology to educate and inform Massachusetts professionals concerned with child nutrition and healthy nutrition environments.

Contact Information

Email: johnstalker@framingham.edu

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Address: Framingham State University, PO Box 9101, 100 State Street, Framingham, MA 01702

Massachusetts Department of Elementary and Secondary Education: www.doe.mass.edu

Non-discrimination Statement

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/USDA-OASCR%20P-Complaint-Form-0508-0002-508-11-28-17Fax2Mail.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

This institution is an equal opportunity provider.

To: School Nutrition Director,

Thank you for your interest in the **Back to Basics: Indian Fare** workshop. Please review the specific preparation requirements for your staff and kitchen to make this workshop a success:

1. STAFF REQUIREMENTS—This workshop provides culinary instruction and demonstration along with hands-on culinary activities for your staff to improve and advance their culinary skills. Because this is a hands-on workshop it is limited to **no more than 14 people** at any one time. During this workshop your staff will practice culinary techniques individually, as well as work as part of a team to prepare a set of recipes.

**In the last 30-40 minutes of the workshop we will be ready to taste and evaluate the recipes. We ask that YOU (School Nutrition Director) participate in the workshop at this time.*

2. KITCHEN SPACE—This culinary workshop will take place in your school kitchen. It is essential that the chef instructor and your staff have sufficient counter space to work. We suggest you pick your best equipped kitchen. Additionally, the **chef's demo station** and **four work stations** will need to be set up with at least 5 feet of counter space for each station. *We highly recommend providing chairs for your staff during the chef demonstration portion of the workshop.*

3. FOOD (GROCERIES) – JSI will provide you with a grocery list of items needed for the demonstration and team cooking portion of the workshop. Feel free to contact the Manager of Culinary Programs, Jumana Whelan, at jwhelan@framingham.edu for appropriate substitutions or questions regarding food needed for the workshop.

3. EQUIPMENT—The correct kitchen equipment is essential for this workshop. Please review the equipment list and confirm availability in the school kitchen where the workshop will take place. It is essential that you provide this equipment (or a reasonable substitute).

As always, we look forward to your feedback and appreciate your support in advance. Should you have any questions, please contact The John C. Stalker Institute at johnstalker@framingham.edu or call 508-626-4756.

Back to Basics Indian Fare Grocery List

Check to confirm availability

Food	Amount	Confirm	Comments: substitutions, etc.
<u>Produce</u>			
Onion, medium	4 ea.	<input type="checkbox"/>	Click or tap here to enter text.
Garlic, clove	20 ea.	<input type="checkbox"/>	Click or tap here to enter text.
Ginger root, fresh	10 in.	<input type="checkbox"/>	Click or tap here to enter text.
English cucumber	2 ea.	<input type="checkbox"/>	Click or tap here to enter text.
Cilantro, bunch	1 ea.	<input type="checkbox"/>	Click or tap here to enter text.
Mango, medium	2 ea.	<input type="checkbox"/>	Click or tap here to enter text.
Bananas	3 ea.	<input type="checkbox"/>	Click or tap here to enter text.
Pineapple	1 ea.	<input type="checkbox"/>	Click or tap here to enter text.
Red grapes	0.5 lb.	<input type="checkbox"/>	Click or tap here to enter text.
Russet potatoes, medium	2.75 lbs.	<input type="checkbox"/>	Click or tap here to enter text.
Cauliflower, whole head	1 ea.	<input type="checkbox"/>	Click or tap here to enter text.
Limes	4 ea.	<input type="checkbox"/>	Click or tap here to enter text.
Lemons	10 ea.	<input type="checkbox"/>	Click or tap here to enter text.
Green beans, trimmed	1 lb.	<input type="checkbox"/>	Click or tap here to enter text.
Carrots, large	1 lb.	<input type="checkbox"/>	Click or tap here to enter text.
Sweet potatoes, medium	1.5 lbs.	<input type="checkbox"/>	Click or tap here to enter text.
<u>Meat/Dairy</u>			
Chicken thighs/drumsticks, skin-on, raw	4.5 lbs.	<input type="checkbox"/>	Click or tap here to enter text.
Plain, low-fat yogurt	9 cups	<input type="checkbox"/>	Click or tap here to enter text.
<u>Dry/Canned Goods</u>			
Brown rice, long grain	2 cups	<input type="checkbox"/>	Click or tap here to enter text.
Olive oil	2.25 cups	<input type="checkbox"/>	Click or tap here to enter text.
Vegetable oil	4 Tbsp.	<input type="checkbox"/>	Click or tap here to enter text.
Sweetened condensed milk	14-oz. can	<input type="checkbox"/>	Click or tap here to enter text.
Coconut flakes, unsweet.	1 cup	<input type="checkbox"/>	Click or tap here to enter text.
Diced tomatoes, no salt	28-oz. can	<input type="checkbox"/>	Click or tap here to enter text.
Crushed tomatoes	14-oz. can	<input type="checkbox"/>	Click or tap here to enter text.
Coconut milk, low-fat	14-oz. can	<input type="checkbox"/>	Click or tap here to enter text.
Chickpeas, canned	56 oz.	<input type="checkbox"/>	Click or tap here to enter text.
Naan bread (WW preferred)	10 loaves	<input type="checkbox"/>	Click or tap here to enter text.
<u>Spices, dried</u>			
Black pepper, ground	1 Tbsp.	<input type="checkbox"/>	Click or tap here to enter text.
Kosher salt	4 Tbsp.	<input type="checkbox"/>	Click or tap here to enter text.

Cinnamon, ground	2 Tbsp.	<input type="checkbox"/>	Click or tap here to enter text.
Cardamom, ground	2 Tbsp.	<input type="checkbox"/>	Click or tap here to enter text.
Nutmeg, ground	1 Tbsp.	<input type="checkbox"/>	Click or tap here to enter text.
Cloves, ground	1 Tbsp.	<input type="checkbox"/>	Click or tap here to enter text.
Cayenne pepper, ground	1 Tbsp.	<input type="checkbox"/>	Click or tap here to enter text.
Coriander, ground	3 Tbsp.	<input type="checkbox"/>	Click or tap here to enter text.
Cumin, ground	3 Tbsp.	<input type="checkbox"/>	Click or tap here to enter text.
Chili, powder	2 Tbsp.	<input type="checkbox"/>	Click or tap here to enter text.
Turmeric, ground	2 Tbsp.	<input type="checkbox"/>	Click or tap here to enter text.
Paprika, ground	3 Tbsp.	<input type="checkbox"/>	Click or tap here to enter text.
Curry powder, ground	1 Tbsp.	<input type="checkbox"/>	Click or tap here to enter text.

Frozen

Peas, sweet	2 cups	<input type="checkbox"/>	Click or tap here to enter text.
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Back to Basics Indian Fare Equipment List

Check to confirm availability

Equipment	Amount	Confirm	Comments: substitutions, etc.
<u>Appliances</u>			
Oven/Combi Oven	1	<input type="checkbox"/>	Click or tap here to enter text.
Stove/Range	1	<input type="checkbox"/>	Click or tap here to enter text.
Flattop Grill/Plancha	1	<input type="checkbox"/>	Click or tap here to enter text.
Steamer	1	<input type="checkbox"/>	Click or tap here to enter text.
Digital kitchen scale	1	<input type="checkbox"/>	Click or tap here to enter text.
Food processor (with grating, slicing, dicing attachments)	1	<input type="checkbox"/>	Click or tap here to enter text.
<u>Pots & Pans</u>			
Large sauté skillet (ex. 14")	2	<input type="checkbox"/>	Click or tap here to enter text.
Large stock pot	1	<input type="checkbox"/>	Click or tap here to enter text.
Small sauce pan	1	<input type="checkbox"/>	Click or tap here to enter text.
<u>Small kitchen tools</u>			
Set of measuring spoons	2	<input type="checkbox"/>	Click or tap here to enter text.
Set of measuring cups	2	<input type="checkbox"/>	Click or tap here to enter text.
Fine mesh strainer	1	<input type="checkbox"/>	Click or tap here to enter text.
Can opener	1	<input type="checkbox"/>	Click or tap here to enter text.
Meat thermometer	1	<input type="checkbox"/>	Click or tap here to enter text.
2-qt. plastic container	5	<input type="checkbox"/>	Click or tap here to enter text.
Box Grater/Microplane	1	<input type="checkbox"/>	Click or tap here to enter text.
Citrus juicer	1	<input type="checkbox"/>	Click or tap here to enter text.
<u>Large kitchen tools</u>			
Cutting board	6	<input type="checkbox"/>	Click or tap here to enter text.
Colander	2	<input type="checkbox"/>	Click or tap here to enter text.
Medium mixing bowl	4	<input type="checkbox"/>	Click or tap here to enter text.
Large mixing bowl	4	<input type="checkbox"/>	Click or tap here to enter text.
Large baking sheet	3	<input type="checkbox"/>	Click or tap here to enter text.
4-qt. plastic container	6	<input type="checkbox"/>	Click or tap here to enter text.
<u>Knives & Utensils</u>			
Chef knife	6	<input type="checkbox"/>	Click or tap here to enter text.
Whisk	2	<input type="checkbox"/>	Click or tap here to enter text.
Rubber spatula	5	<input type="checkbox"/>	Click or tap here to enter text.
Large mixing spoon	8	<input type="checkbox"/>	Click or tap here to enter text.
Large tongs	1	<input type="checkbox"/>	Click or tap here to enter text.
Metal fork	1	<input type="checkbox"/>	Click or tap here to enter text.

Serving trays

Full-size steam table pan	5	<input type="checkbox"/>	Click or tap here to enter text.
Half-size steam table pan	1	<input type="checkbox"/>	Click or tap here to enter text.
Full-size cold salad pan	1	<input type="checkbox"/>	Click or tap here to enter text.

Paper goods

Parchment paper	6 sheets	<input type="checkbox"/>	Click or tap here to enter text.
Paper towel	1 roll	<input type="checkbox"/>	Click or tap here to enter text.

Linens

Dish towel	6-7	<input type="checkbox"/>	Click or tap here to enter text.
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Back to Basics: Indian Fare Workshop Outline

Goal: To advance culinary skills to encourage scratch and speed scratch cooking in conjunction with school menu planning requirements using Indian influences tailored to current food trends for K-12 students.

Objectives: The participants will be able to:

1. Identify the health benefits of scratch cooking using ingredients found in Indian cuisine.
2. Demonstrate healthy cooking techniques for vegetables, fruits, meats/meat alternates, and whole grains using common ingredients found in Indian cuisine.
3. Prepare Indian-inspired recipes tailored to current food trends.
4. State how to meet the meal pattern requirements for schools using Indian cuisine.

Audience: School nutrition staff and managers

Workshop Time: 3 hours

Location: School kitchen for chef demonstration and group cooking

Supplies:

- Posters: Map of Asia & India; Build-Your-Own Indian Dish
- Recipes in sheet protectors
- Food (provided by the school - see School Grocery list)
- Equipment (provided by the school - see School Equipment List)

Back to Basics: Indian Fare Workshop Outline

Prior to start of workshop - Review the narrative, recipes and Chef's Cheat Sheet.

Note: Before the start of the workshop invite the School Nutrition Director to join the group for the tasting of the recipes and the final discussion about integrating the recipes into the school menu.

Time	Instructor Notes
Objective:	Welcome
2 minutes	<p>Introduce yourself - provide your background in addition to being an instructor for The John Stalker Institute of Food and Nutrition. Describe the goal, objectives and flow and expectations.</p> <p>Required: Build-Your-Own Indian Dish Menu Board</p>
Objective:	Identify the health benefits of scratch cooking using ingredients found in Indian cuisine.
2 minutes	<p><u>Back to Basics</u></p> <p>Discuss the definition and importance of scratch and speed scratch cooking. *Note: If the group has already completed a B2B, this section can be shortened.</p> <p>Ask participants for examples of scratch cooking.</p> <p>Ask participants to name some barriers.</p>
6 minutes	<p><u>History and Health Benefits</u></p> <p>Discuss the following:</p> <ul style="list-style-type: none"> • Map of Asia; Map of India • Facts about India's population, culture & current trends of Indian cuisine • Health benefits of foods commonly used in Indian cuisine <p>Ask participants if they have ever tried some of the typical dishes from this cuisine.</p> <p>Activity: Getting to Know the Staples</p> <p>Required: Poster Map of Asia & India; Chef's Cheat Sheet</p>
Objective:	Demonstrate healthy cooking techniques for vegetables, fruits, meat/meat alternates, and whole grains using common ingredients found in Indian cuisine.
50 minutes	<p><u>Culinary Techniques I</u></p> <p>Activity: Chef Demo, Part 1a: Spices</p> <p>Demo Garam Masala spice mixture and allow participants to sample on roasted potatoes.</p> <p>Required: Chef's Cheat Sheet</p> <p>Activity: Chef Demo, Part 1b: Staple Ingredients</p> <p>Discuss the following while showing how to prepare some of the ingredients:</p> <ul style="list-style-type: none"> • Proper washing/storing for specific ingredients • Proper knife skills for specific ingredients • Demo & sample: quick cucumber and yogurt sauce <p>Required: See Chef's Cheat Sheet</p> <p>Handouts: <i>Culinary Principles for Preparing Vegetables</i></p>
20 minutes	<p><u>Culinary Techniques II</u></p> <p>Activity: Chef Demo, Part 2</p> <p>Discuss the following while showing how to prepare some of the ingredients:</p> <ul style="list-style-type: none"> • Indian preparation methods for chicken, legumes, and whole grains

Back to Basics: Indian Fare Workshop Outline

	<ul style="list-style-type: none"> Note food safety principles where they apply <p>Required: Chef's Cheat Sheet</p>
Objective:	Prepare Indian – inspired recipes tailored to current food trends.
1 hour and 25 minutes	<p><u>Team Cooking</u></p> <p>Mise en Place – Organization</p> <ul style="list-style-type: none"> Discuss term <i>mise en place</i>, steps of reading a recipe, reminder of food safety principles Make a simple “shopping list” to decrease trips to the pantry/refrigerator <p>Assign Teams</p> <ul style="list-style-type: none"> Assign teams and review instructions for <i>Team Cooking Recipe Report</i> Set up workstations <p>Recipes: <i>Tandoori Chicken; Chana Masala; Aloo Gobi; Vegetable Korma; Mumbai Rice; Cucumber Raita; Tamil Fruit Salad</i></p> <p>Preparation</p> <ul style="list-style-type: none"> Teams prepare Indian Fare recipes practicing culinary techniques from demo Chef supervises groups to ensure utilization of proper knife skills, technique, food safety, and time management <p>Presentation</p> <ul style="list-style-type: none"> Teams complete their <i>Team Cooking Recipe Report</i> Completed recipes are set up on the serving line Teams present their recipes (Director should be invited to join) * <p>Tasting</p> <ul style="list-style-type: none"> Participants and director taste recipes <p>Handout: <i>Team Cooking Recipe Report</i></p>
Objective:	State how to meet the meal pattern requirements for schools using Indian cuisine.
5 minutes	<p><u>Meeting the Meal Pattern Using Indian Cuisine</u></p> <p>Ask participants how to meet the school meal requirements using the BYO menu.</p> <p>Handout: <i>Food Components for Schools Resources</i></p>
5 minutes	<p><u>Planning Menus</u></p> <p>Discuss ways to successfully offer the Indian Fare recipes in menus.</p> <p>Ask participants and director which items from the BYO options they will plan to incorporate in their menus.</p> <p>Review JSI resources available: Taste Test and Live-Setting Culinary Trainings.</p>
Objective:	Conclusion
5 minutes	<p><u>Wrap Up</u></p> <p>Ask audience if they have any questions.</p> <p>**Instruct completion of <i>Check Your Knowledge/Evaluation Forms</i>. Be sure to check for completion of online survey, or collect paper copies before distributing the certificates.</p> <p>Clean up – Instruct participants to clean up stations and wash dishes.</p> <p>Thank audience for their attention and participation.</p>

B2B: Indian Fare – Chef’s Cheat Sheet

This cheat sheet is meant to help you prepare for each food/cooking activity. The narrative provides more detail and is referenced here in terms of page numbers.

1. History & Health Benefits of Indian Fare:

a. *Activity – Getting to Know the Staples:* (see, touch, smell) (page: 4)

Need to prepare: All ingredients needed for the ‘Chef Demos, Part 1a and 1b’ (listed below) should be laid out on center table; these are the “staple ingredients” for this first activity.

2. Culinary Techniques I: (page: 4-8)

a. *Activity – Chef Demo, Part 1a: Spices*

Need to prepare: Prior to workshop, dice 2 russet potatoes and roast on a sheet pan with vegetable oil and 1 Tbsp of garam masala mixture. During the demo, you will need a medium mixing bowl, a whisk, and the spices measured out ahead of time in small glass bowls. Participants will sample roasted potatoes after the spice mixture has been demonstrated.

→ **Garam Masala** for several Team Cooking recipes – demo, discuss, and sample on roasted potatoes:

- 1 Tbsp ground cinnamon
- 1 Tbsp + 1 tsp ground cardamom
- 1 tsp ground nutmeg
- 1 tsp ground cloves
- 2 tsp ground black pepper
- 1 tsp cayenne
- 4 tsp coriander
- 2 Tbsp cumin

b. *Activity – Chef Demo, Part 1b: Staple Ingredients*

Need to prepare: Wash all produce ahead of time; a cutting board/rubber mat/chef knife; mixing bowls for chopped produce.

1. Russet potato (1 each)
2. Sweet potato (1 each)
3. Cauliflower (1 head)
4. Mango (1 each)
5. Ginger root (3-4 inches)
6. Garlic (2 cloves)
7. English cucumber (1 each)
8. Yogurt (1 cup)

B2B: Indian Fare – Chef’s Cheat Sheet

3. Culinary Techniques II: (page: 8-10)

a. Activity – Chef Demo, Part 2:

1. **Grains** – Need to prepare: medium hotel pan, fine mesh strainer, large saucepan, measuring cups, measuring spoons, water, fork
 - i. 2 cups long grain brown rice (dry) – cook (page: 9)
2. **Meat Alternate** – Need to prepare: colander, large mixing bowl
 - ii. Chickpeas – drain and rinse (page: 9)
3. **Chicken** – Need to prepare: chef or fillet knife, large mixing bowl
 - iii. Chicken thighs/drumsticks – Explain how to cut slit in skin for proper marinating (page: 9)

4. Team Cooking: (page: 10-11)

a. Assign teams: (see recipes for lists of ingredients)

▪ **Team 1** – Tandoori Chicken and Tamil Fruit Salad

Equipment:

- two large mixing bowls
- 2 large hotel pans
- parchment paper
- measuring cups & spoons
- large mixing bowl
- tongs
- large mixing spoons
- cutting board
- chef knife
- can opener
- whisk

▪ **Team 2** – Aloo Gobi and Cucumber Raita

Equipment:

- large mixing spoon
- measuring cups & spoons
- large mixing bowl
- large sheet pan
- spatula
- tongs
- parchment paper
- cutting board
- chef knife

B2B: Indian Fare – Chef’s Cheat Sheet

- box grater
 - **Team 3** – Chana Masala and Mumbai Rice
Equipment:
 - large sauté skillet
 - large mixing spoon
 - measuring cups & spoons
 - large mixing bowl
 - cutting board
 - chef knife
 - fork
 - **Team 4** – Vegetable Korma and warm up Naan bread
Equipment:
 - large/deep sauté skillet
 - large mixing spoon
 - measuring cups & spoons
 - large mixing bowl
 - cutting board
 - chef knife
 - large sheet pan
 - parchment paper
- b. Set up the *Build-Your-Own Indian Dish*: Line up dishes from the team recipes in either half- or full-size steam table pans in the order mirroring the BYO menu poster.
- c. Group presentations of recipe reports.
- d. Participants taste the recipes, while discussing the flow of the menu for students:
- **Choose 1 Grain:**
 - Mumbai Rice
 - Whole Wheat Naan Bread
 - **Choose 1 Meat/Meat Alternate:**
 - Chana Masala
 - Tandoori Chicken
 - **Choose Vegetables:**
 - Aloo Gobi
 - Vegetable Korma
 - **Choose Sides:**
 - Cucumber Raita
 - Tamil Fruit Salad

B2B: Indian Fare Workshop Narrative

I. Introduction

2 Minutes

SAY: Welcome to the culinary workshop, Back to Basics: Indian Fare. My name is _____ and I am a culinary instructor for The John C. Stalker Institute. (Provide your background in addition to being a presenter.)

SAY: The goal of this workshop is to advance culinary skills to encourage scratch and speed scratch cooking in conjunction with school menu planning requirements using Indian influences tailored to current food trends for K-12 students.

SAY: By the end of this workshop you will be able to:

- Recognize the health benefits of scratch cooking using ingredients found in Indian cooking.
- Demonstrate healthy cooking techniques for vegetables, fruits, meats/meat alternates, and whole grains using common ingredients found in Indian cuisine.
- Prepare Indian-inspired recipes tailored to current food trends.
- State how to meet the meal pattern requirements for schools using Indian cuisine.

SAY: The structure of this workshop is as follows:

1. First, I will provide a demonstration going over the staple ingredients of Indian Fare.
2. Next, you will be assigned to teams to prepare the recipes for this menu (**DO:** show BYO menu board).
3. Then, we will have each team present their recipes to the whole group and taste them while discussing how we can offer this menu to students in your program.
4. Finally, we ask that you complete a survey prior to receiving your certificate of completion.

B2B: Indian Fare Workshop Narrative

II. Why Back to Basics?

2 Minutes

ASK: What is scratch cooking? Can you give me an example?

Answers may vary: using fresh ingredients, nothing is pre-made, less processed; making soup instead of opening a can of soup to serve

SAY: Scratch cooking is using all ingredients in their most basic form and involves all cooking and assembly to take place on site. Speed scratch cooking uses value added or minimally prepared ingredients, most assembly takes place on site, and uses resources of food companies to improve ingredients.

ASK: Why is scratch cooking important?

Answers may vary: It's healthier, the food tastes better, saves money

SAY: More and more schools are making the change to cut back on highly processed, high salt foods and returning to basic, school-made foods thereby giving more control over the ingredients that go into school meals. By making recipes from scratch or speed scratch and utilizing USDA foods as well as local fresh produce schools can also reduce the food cost of a school nutrition program and inspire our young people to develop lifelong healthy habits.

ASK: What are some barriers to scratch cooking?

Answers may vary: requires more employee training, increased prep time, cooking equipment limitations, etc.

SAY: Today we're going to practice some culinary skills that will allow for these small changes to take place and enhance your school menus.

III. History and Health Benefits

6 minutes

SAY: Today's workshop is all about enhancing the school menu by adding Indian fare.

ASK: What are the different regions of India?

Northern India, West India, South India, East India, Central India, Northeast India

DO: Show map of Asia to point out where India lies, and then show map of India.

SAY: Here are some facts about India:

B2B: Indian Fare Workshop Narrative

- The country is slightly larger than one-third the size of the U.S.
- As of 2018, the population was about 1.3 billion people, which is about 18% of the world's population!
- Within the different regions of India, there are several religions and cultural practices that influence the cuisine – the major religions are Hinduism and Muslim.
- Hinduism promotes non-violence against all forms of life, including animals, and shows great respect for the cow. In some households the cow is considered part of the family. For this reason, Hindus follow a vegetarian diet.
- About 38% of the country's population is vegetarian.

SAY: In this workshop we are going to introduce you to some popular dishes that come from all over India. Each region has its own style of cooking – the North tends to use “heavier” ingredients like milk, cheese, and dough, while the South tends towards “lighter” fare that is based around rice, lentils, and stews. However, there are many similarities in ingredients used and flavor profiles from all over the country. India is one of the largest exporters of spices in the world, and for good reason! The country's climate is ideal for growing spices due to the heavy humidity, high rainfall, and then long periods of dry and hot weather.

ASK: Do you know why we are focusing on Indian cuisine?

SAY: According to the School Nutrition Association, current school food trends are pointing towards adding new international dishes, customizable menu options, and serving meals with fewer ingredients and additives (Source: *2019 School Nutrition Trends Report*). These days, students have a more adventurous palate than ever before and they want meals that are customizable, fresh, and “trendy.”

ASK: Have you ever tried or prepared Indian-inspired recipes?

DO: Name examples of some typical dishes from India: chicken tikka masala (TEE-kah MAH-sah-LA), biryani (bee-ree-AH-nee), paneer (PAH-near), samosas (SAH-mo-sahs), naan (NAH-ahn), tandoori (tan-door-REE).

SAY: Indian food has similarities across its regions including flavors like garlic, ginger, cinnamon, coriander, cardamom, cloves, chilies, coconut, and turmeric. The cuisine also tends to focus on legumes, whole grains, vegetables, and yogurt as the main components

B2B: Indian Fare Workshop Narrative

of each meal with meat added as a condiment or only on special occasions. By combining a variety of Indian-inspired dishes, you can create a meal that is well-balanced and delicious!

Following a balanced Indian diet provides:

- Fiber-rich meals from a variety of vegetables, legumes, and whole grains
- Protective antioxidants from the abundance of spices used in each dish
- Satisfying vegetarian-based meals with good sources of protein from lentils, beans, and yogurt

ACTIVITY – Getting to Know the Staples

DO: Refer to Chef’s Cheat Sheet for a list of the staple ingredients.

SAY: Let’s take a look at some of the staple ingredients found in Indian cuisine.

DO: Have participants become familiar with staple ingredients laid out on the center table by looking, smelling, and describing what they see. Have them pass around the spices and aromatics to smell.

ASK: Are you familiar with working with these ingredients? Are you familiar with how they taste?

SAY: These are just the starting ingredients that make up the flavor profiles of the meal components we are going to put together to create: *a Build-Your-Own Indian Dish*.

IV. Culinary Techniques I

50 minutes

SAY: Knowing the proper techniques for preparing fresh ingredients can save you time and money. Techniques give you the skill set to prepare ingredients quickly and efficiently. Then, once you feel comfortable preparing recipes from scratch, you can purchase more ingredients in bulk, and in their raw form which usually costs less.

ACTIVITY – “Chef Demo, Part 1a: Spices”

SAY: To introduce you to the exciting flavors of Indian cuisine, I’ve roasted diced potatoes in a popular Indian spice mixture known as, Garam Masala, which I will have you sample in a just a few minutes.

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SAY: Garam Masala (GAH-rahm MAH-sah-lah) translates to Garam meaning “hot” and Masala meaning “spices”. It is an essential Indian spice blend that is used all over India. You can purchase the spice mixture at a grocery store, or make your own blend. What makes Garam Masala so special is that each region, household, or individual has their own variation. The most common spices that go into Garam Masala are: coriander, cardamom, cumin, cinnamon, nutmeg, cloves, bay leaves, peppercorns, fennel, and dried chilies.

SAY: The most authentic version of making Garam Masala would be to toast the spices in their whole form and then grind them into a fine powder. Toasting whole spices allows the full depth of flavor to come through. For a simpler version, we are going to combine already-ground spices into a mixture. Garam Masala is meant to give a dish the combination of sweet, hot, and savory spices.

DO: a. Point out the spices that offer sweet flavors: cinnamon, cloves, nutmeg, and cardamom.

b. Point out the spices that offer hot flavors: chili powder, black peppercorns, cayenne.

c. Point out the spices that offer savory flavors: coriander, cumin, and bay leaves.

DO: Prepare Garam Masala (to be used for several recipes) – show how to combine sweet, hot, and savory spices to create JSI’s version of Garam Masala. **Note: This amount is enough for the amounts called for in all of the recipes combined. Participants will use this mixture for the “Garam Masala” that’s called for in the recipes they are assigned to.*

- 1 Tbsp ground cinnamon
- 1 Tbsp + 1 tsp ground cardamom
- 1 tsp ground nutmeg
- 1 tsp ground cloves
- 2 tsp ground black pepper
- 1 tsp cayenne
- 4 tsp coriander
- 2 Tbsp cumin

SAY: Garam Masala can be prepared ahead of time and stored in a sealed container for later use. To retain the best flavor, store the container in the freezer and then lightly toast the amount called for in the recipe just before using by heating in a dry skillet over

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medium heat, until fragrant.

DO: Offer participants a sample of the potatoes that have been roasted in the Garam Masala spice mixture.

ACTIVITY – “Chef Demo Part 1b: Staple Ingredients”

DO: Set up cutting board with rubber mat to secure, and chef knife. Chef’s demo station will need to be in a central area of the kitchen so that participants can gather around to watch. Lay out the following ingredients on the center counter/prep table:

- Russet potato (1 each)
- Sweet potato (1 each)
- Cauliflower (1 head)
- Mango (1 each)
- Ginger root (3-4 inches)
- Garlic (2 cloves)
- English cucumber (1 each)
- Yogurt (1 cup)

DO: Demonstrate how to setup a prep station with cutting board that won’t slip, a food scrap bowl, how to safely hold a chef knife and how to hold the produce to avoid accidents/injuries (flat edges on board, rocking the knife, curling fingers, etc.).

SAY: I’m going to demonstrate how to prepare some of the ingredients in front of us and then you’ll have a chance to practice for yourself once you begin preparing the recipes. Let’s start with potatoes. In India, potatoes are used in several dishes due to their culinary versatility. They pair well with all types of sauces and spices, and are great stewed, baked, grilled, mashed, and of course fried. They are common in Northern Indian cuisine because they are affordable, shelf stable, and can satisfy a large crowd.

DO: Demonstrate proper technique for peeling a potato and dicing into half-inch cubes.

SAY: Peeled, chopped potatoes can be stored soaked in salted water in a tightly sealed container in the refrigerator for 24 hours. This means you can prep potatoes up to one day in advance. Now, let’s move on to sweet potatoes. Sweet potatoes are more commonly used in Southern India. Their naturally sweet flavor works well with the strong spices used in curry dishes. Like regular potatoes, they are also shelf stable, but sweet

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potatoes rank higher nutritionally as they are loaded with fiber and vitamin A.

DO: Demonstrate proper technique for peeling sweet potatoes and dicing into half-inch cubes.

SAY: Now, let's talk about cauliflower. Cauliflower, a vegetable coming from the cabbage family, is widely grown in India. Its white florets resemble broccoli but it has a more delicate flavor and has a meatier texture, which is why it pairs well with almost any sauce or flavor profile. Cauliflower can be boiled, roasted, grilled, mashed, or stewed. It can also be eaten raw!

DO: Demonstrate proper technique for cutting cauliflower and separating its florets.

SAY: Common fruits in India include, bananas, grapes, papaya, guava, apricots, and mangoes. For this workshop, we are going to make a fruit salad using typical fruits consumed in India, and then toss it in a yogurt sauce that resembles flavors of traditional desserts.

ASK: Have you ever cut a fresh mango?

SAY: Mangoes are a little tricky to cut, but I'll show you the easiest method.

DO: Show how to cut mango around the large seed and then create grids in the cut halves and push out flesh from the skin.

SAY: Fresh mangoes have the best flavor, however, when you're serving hundreds of students, it may not be practical to purchase and prepare hundreds of fresh mangoes. For this workshop, we wanted to provide you with the skill to prepare and the opportunity to taste the unique fresh fruit. For serving students, you can use frozen mango pieces, or canned, drained fruit cocktail.

SAY: Next is ginger. Ginger adds a very distinct, aromatic, and spicy flavor to a dish and is also a very common addition to any Indian dish.

DO: Demonstrate proper technique for taking skin off of ginger using the spoon method (use the edge of the spoon to scrape the root so that the skin flakes away) and show how to finely mince ginger. Explain how to make large batches of ginger puree and

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freeze in chunks for later use (1-inch piece of ginger = 1 tsp ginger paste).

***Note:** For schools that only have access to dried ginger, use the following:

- 1 Tbsp fresh ginger = ¼ tsp ground ginger

SAY: Garlic is used in just about every recipe found in Indian cuisine, and in large quantity! When short on time, you can use already peeled or chopped garlic in place of whole cloves in a recipe.

DO: Point out the difference between a head of garlic and a clove. Show how to easily remove skin off garlic by gently hitting cloves with chef knife on cutting board. Demonstrate how to turn a clove into a paste with chef knife, and set aside for the yogurt sauce sample.

***Note:** For schools that will be used jarred or dried garlic instead, use the following substitutes for 1 clove of garlic:

- 1 tsp fresh, minced
- ½ tsp jarred, minced
- ¼ tsp granulated garlic
- 1/8 tsp garlic powder

SAY: Now we're going to grate this English cucumber, this variety is great it has a softer skin than other varieties so there is no need to peel it. Cucumbers are often paired with yogurt in Indian cuisine to create a condiment or side dish, known as Raita (RAI-tuh). The combination of refreshing cucumbers with cool and creamy yogurt makes a perfect pair with spicy Indian food. For this reason, Raita is always served on the Indian table.

DO: Show how to grate cucumber (unpeeled) and then squeeze out the excess juice. Combine grated cucumber with 1 cup of the plain yogurt, ½ teaspoon of the garlic paste and ½ teaspoon of salt.

DO: Invite participants to sample this simple yogurt sauce with the roasted seasoned potatoes and point out how the strong spices in the potato are mellowed by the cool yogurt sauce.

SAY: While we talked about a handful of important produce used in Indian cuisine, there are several more varieties that make up the meals, such as eggplants, peas, onions, tomatoes, spinach, and fresh herbs. An important piece to note is how to best retain nutrients when storing and cooking produce. This handout is a great reference for some

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noteworthy tips and reminders.

DO: Refer participants to handout “Culinary Principles for Preparing Vegetables” and advise them to read on their own as a resource.

V. Culinary Techniques II

20 minutes

SAY: While each region in India has its own specialties and cooking style, they share a lot of the same staple ingredients and types of dishes that include curries (stewed dishes), rice, legumes, small portions of meat, and yogurt. In these cuisines, it is common to have a spread of several dishes that are intended to be shared family style.

ACTIVITY – Chef Demo, Part 2:

SAY: Rice is a staple grain across India, and is most prominent in the South where it is paired with each meal. In addition to rice, Northern Indian cuisine includes unleavened bread, usually made from whole wheat. Both rice and whole wheat are important components of Indian cuisine because they pair with the stews and vegetarian dishes to make a satisfying meal.

DO: Inform participants that brown rice takes about 35 minutes to prepare (cook and cool time) which is why you are starting it ahead of time in preparation for the Mumbai Rice recipe. Describe that the steamer should be pre-heated about 15 minutes ahead of time. Then, show how to cook brown rice in steamer (Note: schools may have their own preparation for rice):

1. Rinse 2 cups brown rice.
2. Combine rice with 4 cups water in a 2-inch hotel pan and cook until liquid is completely absorbed and rice is just tender, about 30-35 minutes (set timer).
3. Let rice cool for 10 minutes then fluff with a fork.

SAY: While the rice is cooking, let’s talk about legumes! Legumes include dried beans, peas, and lentils. “Dal” refers to a lentil or bean-based stew, which is a staple in Indian cuisine. Not only are they a great source of protein and fiber, but they make a satisfying vegetarian meal, have a long shelf life and they are very inexpensive.

SAY: The legume featured in today’s workshop is chickpeas, or garbanzo beans. Canned chickpeas are an excellent choice because they are ready to be consumed without having to be soaked and boiled. However, whenever using canned beans, be sure to drain and rinse them before using to eliminate the excess sodium.

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DO: Show drained and rinsed canned chickpeas that are ready to be used.

SAY: A popular vegetarian protein dish served in Indian cuisine is Chana Masala: chana meaning chickpeas, and masala meaning a mixture of spices ground into a paste used for cooking. The spices in this recipe provide the chickpeas a savory and meaty flavor. Since the chickpeas are already cooked, they just need to be warmed up in the masala sauce, which makes this recipe very simple!

SAY: Now let's discuss the marinade for our chicken recipe, Tandoori Chicken. The base of the marinade is plain yogurt, which is then seasoned with lots of exciting spices that also give the marinade a beautiful color. It's common for Indian recipes to include yogurt in a marinade, especially for chicken. Yogurt helps to gently tenderize the meat and enhances the flavor by adding a creamy tang. Ideally, we would want to marinate the chicken for 4-6 hours, but 0.5-1 hour is also acceptable. Make sure to store marinating raw meat in the refrigerator to avoid the temperature danger zone!

DO: Explain how to work with chicken thighs/drumsticks and show how to cut a slit into the skin to allow the marinade to infuse through the meat.

SAY: Traditionally, tandoori chicken is a dish that is prepared by roasting chicken (which has been marinated in yogurt and spices) in a cylinder clay oven, known as a tandoor. While we are baking our version in the oven, we are retaining similar flavors as the original with our marinade and then cooking at a high temperature.

DO: Set chicken aside in refrigerator for group that is assigned to Tandoori Chicken recipe.

SAY: Now that we've gone over some of the culinary history and techniques of Indian cuisine, let's dive into some of the recipes for you to practice!

VI. Team Cooking

1 hour 25 minutes

SAY: The recipes we are going to prepare are all components of our featured menu of the day: *Build-Your-Own Indian Dish*. The idea is to serve your students a meal that they can customize with an array of mouth-watering offerings. They will be able to choose to fill their dish with:

A base of:

- Grain: Mumbai Rice or Whole Wheat Naan Bread

Topped with:

- Meat/Meat Alternate: Chana Masala or Tandoori Chicken

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- Vegetables: Aloo Gobi or Vegetable Korma

Then they will be able to choose sides of:

- Meat Alternate/Vegetable or Fruit: Cucumber Raita and/or Tamil Fruit Salad

SAY: In a few minutes, I will assign you to teams for the ‘Team Cooking’ to prepare these recipes. Success in the kitchen depends heavily on organization and *mise en place*, which is the French term that means to have all of your ingredients and cooking station in place *before* you begin cooking. It is also helpful to create a “shopping list” when grabbing items from the refrigerator or pantry to decrease the number of trips back and forth.

DO: Briefly describe the recipes to be made and go over how to read the recipes from start to finish, noting preparation time and efficient time management, as well as any substitutions if needed.

SAY: After preparing the recipes, please complete the “Team Cooking Recipe Report” (located in Participant Guide after recipes) with your team members. At least one person from your team should be assigned to present the report to the whole group once all of the recipes are complete.

DO: Assign participants into teams 1 through 4. The corresponding recipes to teams are listed below.

Indian Fare Recipes:

1. Team 1:

- Tandoori Chicken
- Tamil Fruit Salad

2. Team 2:

- Aloo Gobi
- Cucumber Raita

3. Team 3:

- Chana Masala
- Mumbai Rice

4. Team 4:

- Vegetable Korma
- Warm up naan bread (does not need a report) *

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DO: Next, instruct participants to do the following:

2. Wash hands, put on aprons and gloves.
3. Wash and dry all produce.

DO: Instruct participants to get into their groups, gather ingredients, review recipes, and begin cooking. Remind participants of food safety principles (i.e., prepare ready-to-eat foods before handling raw poultry; use separate cutting boards for potentially hazardous foods; holding temperatures for hot vs. cold foods).

DO: Walk around the kitchen to each team to ensure proper knife skills, culinary technique, food safety, and time management are being utilized.

SAY: Remember to complete your 'Team Cooking Recipe Report' with team members and assign the spokesperson to present to the entire group.

DO: Instruct participants to place finished products in appropriate size pans to be set up as a station for students to choose base/toppings/sides. Discuss garnishes for presentation (i.e., chopped cilantro, fresh lemon wedges).

SAY: Now that we've set up our station, let's have Team 1 come up to present on their recipes. *(Note: At this time, the director should be invited to view the teams present and then taste the recipes and participate in discussion of incorporating these ideas into their menus.)*

DO: Continue having the following teams present until all recipes are presented.

SAY: Now, it's time to build your own Indian Fare dish to sample all of the exciting flavors!

DO: Instruct the participants to create their own plates and encourage trying all of the recipes.

SAY: Now that you have had a chance to try the recipes for yourself, let's talk about how to incorporate them in your program.

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I. Meeting the Meal Pattern Using Indian Fare 5 minutes

SAY: As we mentioned before, and as you can now see, the Indian cuisine is full of a variety of fresh vegetables, fruits, legumes, whole grains, spices, plain yogurt, and some meat (depending on the region).

ASK: How do you think we can meet the school meal pattern requirements using this menu for *Build-Your-Own-Indian-Dish*?

DO: Refer participants to the Food Component Requirements Resources in their participant guides.

SAY: We need to offer students a variety of food components each day, including vegetables, fruit, grains, meat or meat alternates, and of course, milk. The meals should have adequate calories but need to be low in added sugars, saturated fats, and sodium. With this BYO menu for Indian Fare, students have several options to help meet these needs:

- Choice of grain through the rice, or naan bread
- Choice of meat/meat alternate through the chicken, chickpeas dish, and savory yogurt side
- Choice of vegetables and fruits through the mixed vegetable dishes, and fruit salad

II. Planning Menus 5 minutes

SAY: While we have featured several recipes for this *Build-Your-Own Indian Dish* in this training, you don't have to offer every recipe we prepared today on your menu. In fact, you will likely have more success if you scale down the number of offerings.

ASK: What items from this menu featured today would you offer your students?

SAY: Some ways to successfully offer this menu (or modified version) to your students:

- Consider ingredient substitutions appropriate for your program, using USDA foods, canned, frozen, or dried when needed (ex: frozen or canned fruit in place of fresh, dried ginger and garlic instead of fresh, USDA chicken products, etc.)
- Consider portioning out the sides (i.e, yogurt dip, fruit salad) in 2-4oz. cups for students to grab on the line

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- Consider pre-plating some options for students to grab their choice more quickly
- Choose just one vegetable recipe, instead of two, to serve with the meal
- Serve plain brown rice instead of the spiced version, to allow for greater flexibility of leftover use
- Conduct a taste test to expose students to new menu items – JSI offers a Taste Test Training where the chef returns to help your staff plan for and prepare recipes on a sampling day
- Request a Live-Setting Culinary training for this menu to have chef support on the day of service

SAY: If you're interested in offering the *Build Your Own Indian Dish* we've created today, your director can request the Taste Test and Live-Setting Culinary Trainings where I will spend the day with you to prepare and serve some of these recipes to your students.

III. Conclusion

5 minutes

SAY: The foods we prepared today are likely to excite and satisfy your students because they are trendy, satisfying, and healthy. For many students, school lunch is the most balanced meal of the day in their diet. By incorporating Indian-inspired recipes in school meals, students may be more willing to try the new foods because many of them are familiar with these popular flavors. And by offering a greater variety of foods to your students they can create healthy eating habits that could last a lifetime.

ASK: Are there any questions?

DO: Instruct participants to complete the **Check Your Knowledge** post-workshop questions as well as the Workshop Evaluation; collect completed items prior to distributing certificates.

DO: Instruct participants to put leftover food away and clean up their stations.

BACK TO BASICS: INDIAN FARE

CHECK YOUR KNOWLEDGE! ANSWER KEY

1. Which of the following is a benefit of scratch cooking in schools?
 - a. It reduced the amount of highly processed foods served
 - b. It can lower the cost of school meals
 - c. It can inspire students to develop lifelong healthy habits
 - d. All of the above
2. The French term *mise en place* (pronounced meez ahn plahs) means:
 - a. To add a slightly salty, savory sauce to a meat to help it retain moisture
 - b. To have several people standing in place next to each other with each person in charge of one step in the cooking process
 - c. To have all your ingredients and cooking station in place BEFORE you begin cooking
3. Which of the following can a balanced Indian diet provide?
 - a. Protective antioxidants from spices
 - b. Fiber from a variety of legumes
 - c. Vegetarian sources of protein like beans
 - d. All of the above
4. Which of the following is a spice commonly used in Indian cooking?
 - a. Cumin
 - b. Coriander
 - c. Cinnamon
 - d. All of the above
5. What method can be used to prep and store potatoes in advance?
 - a. Place in an airtight container with some lemon juice
 - b. Soak in salted water in a sealed container
 - c. Soak in vinegar in a sealed container
 - d. All of the above
6. Which of the following is a common source of protein in Indian food:
 - a. Lentils
 - b. Beef
 - c. Fish
 - d. All of the above
7. Garam Masala is an essential Indian _____ that is used all over India.
 - a. Side dish
 - b. Spice blend
 - c. Sauce
 - d. Bread
8. "Dal" refers to a _____ stew
 - a. Tomato
 - b. Lentil or bean
 - c. Potato
 - d. Chicken

Your Opinion Counts!

1. Please check the box that best describes your position:

- Cook/Staff Cashier School Nutrition Manager School Nutrition Assistant Director
 School Nutrition Director Other (specify your title) _____

2. Please check the box that best describes your opinion about today's workshop.

Table 1

	strongly agree	agree	neither agree or disagree	disagree	strongly disagree
The instructor was knowledgeable and professional.					
The workshop was an interactive learning experience.					
The activities were helpful to reinforce my learning.					
The handouts were useful.					

3. Please share your comments about today's workshop:

4. Please share any additional content or activities for this workshop topic that would improve your learning:

Thank you!

“Aloo Gobi”

Recipe HACCP Process: #2 Same Day Service

Serving Size: ½ cup

Yield: 12

Source: JSI Back to Basics: Indian Fare Recipe

Ingredients:

Ingredient Name	Measurements
Potatoes, russet, raw	1 lb + 13 oz
Cauliflower, raw	1 lb + 6 oz
Salt	1 ¾ tsp
Lime juice	3 Tbsp + ½ tsp
Oil, olive	¼ cup + 2 ½ tsp
Garlic, powder	½ tsp
Ginger, dried, ground	¼ tsp
Cumin, ground	1 ¾ tsp
Paprika	1 Tbsp + 1 tsp
Chili powder	1 ¾ tsp
Garam masala	1 ¾ tsp
Turmeric, dried, ground	1 ¾ tsp
Cilantro, minced	1 Tbsp + 2 ½ tsp

**Note: Choose USDA foods whenever available to save on cost.*

Instructions:

1. Preheat the oven (conventional) to 400°F. (375°F for convection oven).
2. Break up cauliflower into florets. Peel and chop potatoes into ½ inch chunks.
3. In a medium bowl, combine salt, lime juice, olive oil, and the rest of the ingredients (except cilantro) and mix until well combined.

4. In two separate large bowls, pour half the spice mixture in a bowl with the cauliflower, and the other half in the other bowl with the diced potatoes and mix each bowl well to coat the vegetables.
5. Place the marinated vegetables on 2 lightly oiled hotel pans (potatoes on one pan and cauliflower on the other - do not overcrowd) and roast in oven. After 20 minutes, rotate the vegetables with a spatula. Continue roasting for another 15-20 minutes or until tender with a little bite.
6. Sprinkle minced cilantro on top of vegetables just before service.
7. Hold for hot service at 135°F or higher.

Nutritional Analysis:

Nutrients	Amount based on one serving
Calories	122.31 kcal
Total Fat	5.85 g
Saturated Fat	0.87 g
Trans Fat	0.00 g
Cholesterol	0.00 mg
Sodium	381.37 mg
Total Carbohydrate	16.46 g
Dietary Fiber	2.47 g
Total Sugars	1.59 g
Protein	2.76 g

Meal Component Information:

Meal Components	Amount
Vegetable	0.5 cup

**Note: For schools with access to Mosaic, these recipes are also available to import from the Community recipe section by searching the recipe name or using the search term of “John C. Stalker” as the district.*

“Chana Masala”

Recipe HACCP Process: #2 Same Day Service

Serving Size: ½ cup

Yield: 12

Source: JSI Back to Basics: Indian Fare Recipe

Ingredients:

Ingredient Name	Measurements
Oil, olive	1 Tbsp + 1 ¾ tsp
Onions, raw, small dice	9 2/3 oz
Garlic powder	¾ tsp
Garbanzo beans, low-sodium, canned, drained and rinsed	2 lbs
Garam masala	1 ½ tsp
Turmeric, ground	¾ tsp
Ginger, dried, ground	½ tsp
Salt	1 ½ tsp
Tomatoes, canned, diced, no salt added	1 lb + 7 oz
Lemon juice	1 Tbsp + 1 ¾ tsp
Water	¼ cup
Cilantro, minced	3 Tbsp
Baking soda**	1 tsp

**Note: Choose USDA foods whenever available to save on cost.*

***Note: Before starting recipe, if canned chickpeas are not soft already, boil in water, starting from cold water with baking soda. Cook until tender.*

Instructions:

1. Heat oil in a wide skillet. Add the onion and sauté until golden.
2. Add the drained and rinsed chickpeas, spices, salt, tomatoes, lemon juice, and water. Bring to a simmer and then cook over medium-low heat for 15 minutes, stirring frequently.

3. Stir in the cilantro and adjust salt seasoning if necessary.
4. Hold for hot service at 135°F or higher.

Nutritional Analysis:

Nutrients	Amount based on one serving
Calories	104.41 kcal
Total Fat	3.21 g
Saturated Fat	0.28 g
Trans Fat	0.00 g
Cholesterol	0.00 mg
Sodium	403.07 mg
Total Carbohydrate	15.74 g
Dietary Fiber	4.29 g
Total Sugars	2.92 g
Protein	4.01 g

Meal Component Information:

Meal Components	Amount
Meat/Meat Alternate	0.75 oz equivalent
Vegetable	0.25 cup

**Note: For schools with access to Mosaic, these recipes are also available to import from the Community recipe section by searching the recipe name or using the search term of "John C. Stalker" as the district.*

“Cucumber Raita”

Recipe HACCP Process: #1 No Cook

Serving Size: ¼ cup

Yield: 12

Source: JSI Back to Basics: Indian Fare Recipe

Ingredients:

Ingredient Name	Measurements
Cucumber, raw, with peel	10 2/3 oz
Cilantro, minced	2 Tbsp + 2 tsp
Cumin, ground	1 ½ tsp
Coriander, ground	1 ½ tsp
Salt	1 ½ tsp
Yogurt, plain, low-fat	2 ¾ cups

**Note: Choose USDA foods whenever available to save on cost.*

Instructions:

1. Grate cucumber, place in cheesecloth, and squeeze out excess water. Alternatively, place the grated cucumber in a mesh strainer over a mixing bowl, cover with parchment paper and place a weighted object, like a mixing bowl, on top to drain the excess water.
2. In a large bowl, combine grated cucumber with yogurt, cilantro, spices, and salt.
3. Refrigerate until served.
4. Hold for cold service at 41°F or lower.

Nutritional Analysis:

Nutrients	Amount based on one serving
Calories	40.56 kcal
Total Fat	0.96 g
Saturated Fat	0.58 g
Trans Fat	0.00 g
Cholesterol	3.40 mg
Sodium	299.11 mg
Total Carbohydrate	5.04 g
Dietary Fiber	0.16 g
Total Sugars	4.42 g
Protein	3.20 g

Meal Component Information:

Meal Components	Amount
Meat/Meat Alternate	0.25 oz equivalent
Vegetable	0.125 cup

**Note: For schools with access to Mosaic, these recipes are also available to import from the Community recipe section by searching the recipe name or using the search term of "John C. Stalker" as the district.*

“Mumbai Rice”

Recipe HACCP Process: #2 Same Day Service

Serving Size: ½ cup

Yield: 12

Source: JSI Back to Basics: Indian Fare Recipe

Ingredients:

Ingredient Name	Measurements
Rice, brown, long-grain, dry	13 oz
Water	4 cups
Salt	2 tsp
Cinnamon, ground	½ tsp
Cumin, ground	2 tsp
Oil, olive	1/3 cup
Onions, raw, small dice	4 oz
Garlic, powder	½ tsp
Ginger, dried, ground	¼ tsp

**Note: Choose USDA foods whenever available to save on cost.*

Instructions:

1. Cook rice according to your kitchen's procedures, if different from instructions below:
2. Pre-heat steamer. In a 2-in. hotel pan, combine rice, water, salt, cinnamon, and cumin. Cook for 30-35 minutes, until tender.
3. Once rice is cooked, remove from heat and let cool for 10 minutes then fluff with fork.
4. Heat oil in large sauté pan, add onions and cook until soft. Add garlic powder and ground ginger and cook for another 2 minutes, being careful not to burn spices.
5. Add cooked rice to a large bowl and mix in the onion, garlic, and ginger mixture.
6. If not serving immediately, refrigerate until served.
7. Hold for hot service at 135°F or higher.

Nutritional Analysis:

Nutrients	Amount based on one serving
Calories	168.91 kcal
Total Fat	7.05 g
Saturated Fat	1.02 g
Trans Fat	0.00 g
Cholesterol	0.00 mg
Sodium	393.49 mg
Total Carbohydrate	24.11 g
Dietary Fiber	1.37 g
Total Sugars	0.61 g
Protein	2.46 g

Meal Component Information:

Meal Components	Amount
Grain	1 oz equivalent

**Note: For schools with access to Mosaic, these recipes are also available to import from the Community recipe section by searching the recipe name or using the search term of "John C. Stalker" as the district.*

“Tamil Fruit Salad”

Recipe HACCP Process: #2 Same Day Service

Serving Size: ½ cup

Yield: 12

Source: JSI Back to Basics: Indian Fare Recipe

Ingredients:

Ingredient Name	Measurements
Milk, canned, condensed, sweetened	¼ cup
Grapes, red or green, seedless	8 oz.
Pineapple, fresh, chunks	3 cups
Mangoes, fresh, pieces	1 ¼ cup
Bananas, fresh	1 lb
Yogurt, plain, low-fat	1 cup
Cinnamon, ground	½ tsp
Coconut meat, dried, flaked	¼ cup

**Note: Choose USDA foods whenever available to save on cost.*

**Note: frozen or canned fruit can be used in this recipe in place of fresh grapes, pineapple, and mangoes.*

Instructions:

1. Place unopened can of condensed milk in a perforated pan and place in steamer for 30 minutes. Cool down in cold water and when it is cool enough to touch, place in fridge. (Alternatively, place the can of condensed milk on its side in a sauce pot and fill with enough water to completely cover the can by at least two inches. Bring to a simmer and continue to simmer uncovered for 2 hours. Add more boiling water if water falls below two inches from the can. Remove the can carefully with tongs and rest on a resting rack and cool until room temperature. Do not open while hot.)
2. Wash all the fruit and cut up into 1-inch chunks.
3. In a large mixing bowl, add yogurt, cinnamon, and cold sweetened condensed milk and mix to combine.
4. Toast coconut on a sheet pan lined with parchment paper in 300° F convection oven (low fan) for 6-7 minutes.
5. Add cut fruit to the large bowl of yogurt mixture and garnish with toasted coconut flakes.

6. Hold for cold service at 41° F or lower.

Nutritional Analysis:

Nutrients	Amount based on one serving
Calories	119.29 kcal
Total Fat	1.64 g
Saturated Fat	1.09 g
Trans Fat	0.00 g
Cholesterol	3.39 mg
Sodium	28.79 mg
Total Carbohydrate	25.95 g
Dietary Fiber	2.24 g
Total Sugars	19.52 g
Protein	2.55 g

Meal Component Information:

Meal Components	Amount
Fruit	0.5 cup

**Note: For schools with access to Mosaic, these recipes are also available to import from the Community recipe section by searching the recipe name or using the search term of "John C. Stalker" as the district.*

“Tandoori Chicken”

Recipe HACCP Process: #2 Same Day Service

Serving Size: 3.5 oz

Yield: 12

Source: JSI Back to Basics: Indian Fare Recipe

Ingredients:

Ingredient Name	Measurements
Chicken, drumstick, meat and skin	3 lb + 10 oz
Salt	2 ½ tsp
Lemon juice	½ cup + 1 ½ tsp
Yogurt, plain, low-fat	3 cups + 3 Tbsp
Garlic, powder	½ tsp
Ginger, dried, ground	4 tsp
Garam masala	2 Tbsp + 1 1/8 tsp
Paprika	1 Tbsp + 1 ¼ tsp
Chili powder	2 ½ tsp
Turmeric, ground	2 ½ tsp
Cooking spray	As needed

**Note: Choose USDA foods whenever available to save on cost.*

Instructions:

1. Cut a slit into each drumstick so the marinade can infuse through the meat.
2. In a large bowl, combine all other ingredients and mix until smooth.
3. Mix yogurt mixture with the raw chicken in a mixing bowl, cover, and refrigerate for 4-6 hours (or, a minimum of 30 minutes for small batches).
4. Preheat oven to 425°F (400°F for convection oven). Place parchment paper on large hotel pans and spray generously with cooking spray. Arrange chicken on the pans, so that they are not touching (do not overcrowd the pan). Discard excess marinade.

5. Cook for 15 minutes then reduce the oven temperature to 375° F (300° F for convection oven) and cook for another 15-20 minutes or until you reach an internal temperature of 165° F.
6. Heat to 165° F or higher for at least 15 seconds.
7. Hold for hot service at 135° F or higher.

Nutritional Analysis:

Nutrients	Amount based on one serving
Calories	270.09 kcal
Total Fat	13.74 g
Saturated Fat	4.04 g
Trans Fat	0.06 g
Cholesterol	128.67 mg
Sodium	674.43 mg
Total Carbohydrate	7.11 g
Dietary Fiber	0.79 g
Total Sugars	4.97 g
Protein	28.40 g

Meal Component Information:

Meal Components	Amount
Meat/Meat Alternate	2.25 oz equivalent

**Note: For schools with access to Mosaic, these recipes are also available to import from the Community recipe section by searching the recipe name or using the search term of “John C. Stalker” as the district.*

“Vegetable Korma”

Recipe HACCP Process: #2 Same Day Service

Serving Size: ½ cup

Yield: 12

Source: JSI Back to Basics: Indian Fare Recipe

Ingredients:

Ingredient Name	Measurements
Carrots, raw, ½ inch cubes	9 1/8 oz
Sweet potatoes, fresh, whole, ½ inch cubes	13 ¾ oz
Tomatoes, canned, puree, without salt	8 oz
Onions, raw, small dice	4 oz
Ginger, dried, ground	1 tsp
Garlic powder	1/4 tsp
Coconut milk, canned, shaken vigorously	8 oz
Garam Masala	1 ¾ tsp
Curry powder	1 1/8 tsp
Coriander, ground	½ tsp
Salt	1 1/8 tsp
Peas, green, frozen	6 oz
Green beans, fresh, halved	7 oz

**Note: Choose USDA foods whenever available to save on cost.*

Instructions:

1. Add the peeled carrots and sweet potatoes to a large pot and cover with water. Bring to a boil and cook for 10 minutes, or until the potatoes and carrots are fork tender. Drain and set aside.
2. Add the canned tomatoes, onion, ground ginger, and garlic powder to a blender or food processor (or add all ingredients to large bowl use immersion blender). Blend until a smooth puree forms.

3. Transfer the puree to a large shallow skillet and bring to a boil. Simmer over low-medium heat for 10 minutes, stirring frequently.
4. While the puree is simmering, scoop out 2-4 oz of it into a separate bowl and add the garam masala, curry powder, coriander, and salt. Then, while whisking, slowly add the coconut milk into the bowl. Combine this mixture back into the large skillet with the rest of the tomato puree.
5. Add the string beans and frozen peas and bring to a simmer. Simmer for a minute on medium-high heat then add the cooked carrots and sweet potatoes. Stir until combined.
6. Refrigerate until served.
7. Hold for hot service at 135°F or higher.

Nutritional Analysis:

Nutrients	Amount based on one serving
Calories	101.95 kcal
Total Fat	4.30 g
Saturated Fat	3.63 g
Trans Fat	0.00 g
Cholesterol	0.00 mg
Sodium	291.07 mg
Total Carbohydrate	14.79 g
Dietary Fiber	3.29 g
Total Sugars	3.01 g
Protein	2.47 g

Meal Component Information:

Meal Components	Amount
Vegetable	0.5 cup

**Note: For schools with access to Mosaic, these recipes are also available to import from the Community recipe section by searching the recipe name or using the search term of “John C. Stalker” as the district.*



Culinary Principles

There are several culinary techniques used to prepare vegetables, including steaming, stir-frying, roasting, boiling, sautéing, and others. A recipe will describe the right culinary technique as part of the directions. By using the right culinary technique, a foodservice professional can be sure to

- maintain the nutrients in the vegetable and
- meet the quality standards for the vegetable.

The culinary technique explains the step-by-step method to prepare the vegetable. However, foodservice professionals need to know why the steps should be completed a certain way. Basic principles of vegetable preparation explain why.

Basic Principles of Cooking Vegetables to Maintain Nutrients

Cook vegetables in the smallest amount of liquid possible.

Vegetables have some vitamins that dissolve in water and are lost when the cooking liquid is discarded. Water soluble vitamins are vitamins that dissolve in water. The common water soluble vitamins are C and the B vitamins riboflavin, thiamin, and niacin.

Cook vegetables the shortest amount of time for the desired tenderness.

Vegetables have some vitamins that are destroyed by heat so long cooking means they provide less vitamins.

For vegetables that have a skin, scrub well and cook with the skin on whenever possible. If the vegetable must be peeled, peel as thinly as possible.

Vegetables usually have a valuable layer of nutrients which is right under the skin. Peeling can remove many nutrients. (Examples: potatoes, carrots, parsnips, turnips.)

When vegetables are cut, use a sharp blade and cut in the largest pieces that are desirable for the recipe. Pieces should be uniform to allow for even cooking. Large pieces help preserve the nutrient content of the vegetable.

A sharp blade in a piece of equipment or a knife will make a clean cut instead of bruising the vegetable. Bruising causes a rapid loss of vitamin C from some green, leafy vegetables such as cabbage and other greens.

Follow the recipe or directions for cooking a vegetable.

Recipes and general directions for cooking a vegetable are based on using the right culinary technique. Adding some ingredients actually destroys certain nutrients. For example, adding baking soda to green vegetables during cooking destroys some B vitamins as well as vitamin C.

Cook vegetables just-in-time for service on the line.

Holding vegetables after cooking causes loss of nutritive value and quality. Plan food production so that vegetables can be cooked and immediately placed on the serving line. Remember that cooking will continue when the vegetable is placed on the steam table. Vegetables are best when they are held for less than 20 minutes.



Back to Basics: Indian Fare Assignments

Team 1

Tandoori Chicken
Tamil Fruit Salad

Team 2

Aloo Gobi
Cucumber Raita

Team 3

Chana Masala
Mumbai Rice

Team 4

Vegetable Korma
Warm-up naan bread

Team Cooking Recipe Report

(Complete for each recipe produced)

Original Name of Recipe:	New Suggested Name (optional):
Execution of Recipe: a. Describe overall steps of recipe preparation. b. How difficult was the recipe to produce?	
Batch Cooking: a. How can the recipe be batch cooked? b. Are there steps that could be done in advance to save time?	
Substitutions or Changes: a. Could you make any substitutions for the listed ingredients? b. Would you make any changes to the recipe to meet your site(s) needs better?	
Display Method: a. How would you display this item on the service line (consider pan size, garnishes, etc.)	
Use in Program: a. Would you use this recipe in your school program? If so, how?	
Service Method: a. What would you serve this item with? b. What serve ware would you use?	








Vegetables Component

Minimum Requirements for Schools

LUNCH

Grades	Daily	Weekly
K-5	$\frac{3}{4}$ cup	3 $\frac{3}{4}$ cups
6-8	$\frac{3}{4}$ cup	3 $\frac{3}{4}$ cups
9-12	1 cup	5 cups

						Additional vegetables to meet weekly requirements
Grades	Dark Green	Red/Orange	Legumes	Starchy	Other	
K-5	$\frac{1}{2}$ cup	$\frac{3}{4}$ cup	$\frac{1}{2}$ cup	$\frac{1}{2}$ cup	$\frac{1}{2}$ cup	1 cup
6-8	$\frac{1}{2}$ cup	$\frac{3}{4}$ cup	$\frac{1}{2}$ cup	$\frac{1}{2}$ cup	$\frac{1}{2}$ cup	1 cup
9-12	$\frac{1}{2}$ cup	1 $\frac{1}{4}$ cups	$\frac{1}{2}$ cup	$\frac{1}{2}$ cup	$\frac{3}{4}$ cup	1 $\frac{1}{2}$ cups

- Minimum creditable serving is $\frac{1}{8}$ cup.
- 1 cup of leafy greens counts as $\frac{1}{2}$ cup of vegetables.
- Credit beans/peas (legumes) as EITHER vegetables or meats/meat alternates, not both.
- The other vegetables requirement may be met with any additional amounts from the dark green, red/orange, and beans/peas (legumes) vegetable subgroups.
- Any vegetable subgroup may be offered to meet the total weekly vegetable requirement.
- Larger amounts of these vegetables may be served.
- No more than half of the fruit or vegetable offerings may be in the form of juice.
- All juice must be 100% full-strength.

Note: At breakfast, vegetables may be substituted for fruits, but the first 2 cups per week of any such substitution must be from the dark green, red/orange, beans/peas (legumes), or other vegetables subgroups.

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07/12/2023



Fruits Component

Minimum Requirements for Schools

BREAKFAST

Grades	Daily	Weekly
K-5	1 cup	5 cups
6-8	1 cup	5 cups
9-12	1 cup	5 cups

LUNCH

Grades	Daily	Weekly
K-5	½ cup	2 ½ cups
6-8	½ cup	2 ½ cups
9-12	1 cup	5 cups

- Types of fruit include fresh, frozen, canned (in 100% fruit juice), dried, and juice.
- Minimum creditable serving is ⅓ cup.
- ¼ cup of dried fruit counts as ½ cup of fruit.
- No more than half of the fruit or vegetable offerings may be in the form of juice.
- All juice must be 100% full strength.

Note: At breakfast, vegetables may be substituted for fruits, but the first 2 cups per week of any such substitution must be from the dark green, red/orange, beans/peas (legumes), or other vegetables subgroups.



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02/28/2023



Grains Component

Minimum Requirements for Schools

BREAKFAST

Grades	Daily	Weekly
K-5	1 oz eq	7-10 oz eq
6-8	1 oz eq	8-10 oz eq
9-12	1 oz eq	9-10 oz eq

LUNCH

Grades	Daily	Weekly
K-5	1 oz eq	8-9 oz eq
6-8	1 oz eq	8-10 oz eq
9-12	2 oz eq	10-12 oz eq

- At least 80% of grains offered weekly at lunch and breakfast must be whole grain-rich; the remaining grain items offered must be enriched.
- Up to 2 oz eq grains per week may be credited in the form of a grain-based dessert.

Note: At breakfast, schools may substitute 1 oz eq of grains after the minimum daily requirement is met.



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Meats/Meat Alternates Component

Minimum Requirements for Schools

LUNCH

Grades	Daily	Weekly
K-5	1 oz eq	8-10 oz eq
6-8	1 oz eq	9-10 oz eq
9-12	2 oz eq	10-12 oz eq

- There is no meats/meat alternates requirement for breakfast. Schools may substitute 1 oz eq of meats/meat alternates for 1 oz eq of grains after the minimum daily grains requirement is met. A school may also offer meats/meat alternates as an extra food and not credit the item toward any component.
- Credit beans/peas (legumes) as EITHER vegetables or meats/meat alternates, not both.



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