



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

Back to Basics: Latin American Cuisine

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

Website: johnstalkerinstitute.org

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: Latin American Cuisine** 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 Latin American Cuisine Grocery List

Check to confirm availability

Food	Amount	Confirm	Comments: substitutions, etc.
Produce			
Tomatillos, medium	6 ea.	<input type="checkbox"/>	Click or tap here to enter text.
Garlic, cloves	6 ea.	<input type="checkbox"/>	Click or tap here to enter text.
Onion, yellow, large	1 lb.	<input type="checkbox"/>	Click or tap here to enter text.
Onion, red, large	1 ½ lbs.	<input type="checkbox"/>	Click or tap here to enter text.
Tomatoes, medium	4 ea.	<input type="checkbox"/>	Click or tap here to enter text.
Spinach, baby	12 oz.	<input type="checkbox"/>	Click or tap here to enter text.
Jalapenos	6 each	<input type="checkbox"/>	Click or tap here to enter text.
Red bell pepper, large	1.5 lbs.	<input type="checkbox"/>	Click or tap here to enter text.
Green bell pepper, large	1 lb.	<input type="checkbox"/>	Click or tap here to enter text.
Carrots, large	2 ea.	<input type="checkbox"/>	Click or tap here to enter text.
Cabbage, green	½ head	<input type="checkbox"/>	Click or tap here to enter text.
Kale, large bunch	1 ea.	<input type="checkbox"/>	Click or tap here to enter text.
Scallions, large bunch	2 ea.	<input type="checkbox"/>	Click or tap here to enter text.
Kiwis	2 lb.	<input type="checkbox"/>	Click or tap here to enter text.
Strawberries	1 ¾ lbs.	<input type="checkbox"/>	Click or tap here to enter text.
Pineapple	1 each	<input type="checkbox"/>	Click or tap here to enter text.
Limes	14 each	<input type="checkbox"/>	Click or tap here to enter text.
Cilantro, bunch	1 ea.	<input type="checkbox"/>	Click or tap here to enter text.
Parsley, bunch	¼ ea.	<input type="checkbox"/>	Click or tap here to enter text.
Meat/Dairy			
Fresh white fish (cod, haddock, pollock, etc.)	2 ⅓ lbs.	<input type="checkbox"/>	Click or tap here to enter text.
Queso fresco, or cotija cheese	5-8 oz.	<input type="checkbox"/>	Click or tap here to enter text.
Dry/Canned Goods			
Oil, olive	3 Tbsp.	<input type="checkbox"/>	Click or tap here to enter text.
Canola/vegetable oil	¼ cup	<input type="checkbox"/>	Click or tap here to enter text.
Red wine vinegar	1 Tbsp.	<input type="checkbox"/>	Click or tap here to enter text.
Cooking spray	1 bottle	<input type="checkbox"/>	Click or tap here to enter text.
Whole corn tortilla chips	12 oz. bag	<input type="checkbox"/>	Click or tap here to enter text.
Diced green chilies	9 oz.	<input type="checkbox"/>	Click or tap here to enter text.
Pimentos, canned	2 oz.	<input type="checkbox"/>	Click or tap here to enter text.
Peaches, diced, in 100% juice	22 oz.	<input type="checkbox"/>	Click or tap here to enter text.
Corn, unsalted	32 oz.	<input type="checkbox"/>	Click or tap here to enter text.

Pinto beans	72 oz.	<input type="checkbox"/>	Click or tap here to enter text.
Quinoa, white or red	15.5 oz.	<input type="checkbox"/>	Click or tap here to enter text.
Brown rice, medium grain	12 oz.	<input type="checkbox"/>	Click or tap here to enter text.
Whole wheat flour tortillas, 4"-6"	24 ea.	<input type="checkbox"/>	Click or tap here to enter text.
Tomato paste, unsalted	1/3 cup	<input type="checkbox"/>	Click or tap here to enter text.
Low-sodium chicken base	1 Tbsp.	<input type="checkbox"/>	Click or tap here to enter text.
Brown sugar, light or dark	1 Tbsp.	<input type="checkbox"/>	Click or tap here to enter text.

Spices, dried

Kosher salt	2 Tbsp.	<input type="checkbox"/>	Click or tap here to enter text.
Oregano, dried	5 tsp	<input type="checkbox"/>	Click or tap here to enter text.
Cumin, ground	3 ½ tsp	<input type="checkbox"/>	Click or tap here to enter text.
Chili, powder	6 tsp	<input type="checkbox"/>	Click or tap here to enter text.
Cinnamon, ground	1 tsp	<input type="checkbox"/>	Click or tap here to enter text.
Paprika	4 ½ tsp	<input type="checkbox"/>	Click or tap here to enter text.
Black pepper, ground	2 tsp	<input type="checkbox"/>	Click or tap here to enter text.
Onion powder	5 tsp	<input type="checkbox"/>	Click or tap here to enter text.
Garlic powder	2 Tbsp.	<input type="checkbox"/>	Click or tap here to enter text.

Frozen

Chicken, diced, cooked, frozen	1 ½ lbs.	<input type="checkbox"/>	Click or tap here to enter text.
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Back to Basics Latin American Cuisine 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.
Tilt Skillet	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	1	<input type="checkbox"/>	Click or tap here to enter text.
<i>(with slicing, dicing, grating attachments)</i>			
<u>Pots & Pans</u>			
Medium sauce pan	1	<input type="checkbox"/>	Click or tap here to enter text.
Large skillet (ex. 14")	2	<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.
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.
Can opener	1	<input type="checkbox"/>	Click or tap here to enter text.
Pastry brush	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.
<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	7	<input type="checkbox"/>	Click or tap here to enter text.
Large mixing bowl	2	<input type="checkbox"/>	Click or tap here to enter text.
Large baking sheet	2	<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 3 Click or tap here to enter text.
- Half-size steam table pan 9 Click or tap here to enter text.

Paper goods

- Aluminum foil 1 roll Click or tap here to enter text.
- Paper towel 1 roll Click or tap here to enter text.

Linens

- Dish towel 6-7 Click or tap here to enter text.

Back to Basics: Latin American Workshop Outline

Goal: To advance culinary skills to encourage scratch and speed scratch cooking in conjunction with school menu planning requirements using Latin American 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 Latin American cuisine.
2. Demonstrate healthy cooking techniques for vegetables, fruits, meats/meat alternates, and whole grains using common ingredients found in Latin American cuisine.
3. Prepare Latin American-inspired recipes tailored to current food trends.
4. State how to meet the meal pattern requirements for schools using Latin American cuisine.

Audience: School nutrition staff and managers

Workshop Time: 3 hours

Location: School kitchen for chef demonstration and group cooking

Supplies:

- Posters: Map of Central and South America; Build-Your-Own Street Tacos Menu Board
- 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: Latin American 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	Introduce yourself - provide your background in addition to being an instructor for The John Stalker Institute of Food and Nutrition. Describe the goal, objectives, flow and expectations. Required: <i>Build-Your-Own Street Tacos Menu Board</i>
Objective:	Identify the health benefits of scratch cooking using ingredients found in Latin American cuisine.
2 minutes	<u>Back to Basics</u> 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. Ask participants for examples of scratch cooking. Ask participants to name some barriers.
6 minutes	<u>History and Health Benefits</u> Discuss the following: <ul style="list-style-type: none"> • Map of Central/South America • Food culture & current trends of Latin American cuisine • Health benefits of foods commonly used in Latin American cuisine Ask participants if they have ever tried some of the typical dishes from this cuisine. Activity: Getting to Know the Staples Required: Poster Map of Central/South America; Chef's Cheat Sheet
Objective:	Demonstrate healthy cooking techniques for vegetables, fruits, meat/meat alternates, and whole grains using common ingredients found in Latin American cuisine.
50 minutes	<u>Culinary Techniques I</u> Activity: Chef Demo, Part 1: Staple Ingredients Discuss the following while showing how to prepare some of the ingredients: <ul style="list-style-type: none"> • Proper washing/storing for specific ingredients • Proper knife skills for specific ingredients Required: Chef's Cheat Sheet Handouts: <i>Culinary Principles for Preparing Vegetables</i> Activity: Chef Demo of Spice Mix & Pico de Gallo, sampling Required: Chef's Cheat Sheet
20 minutes	<u>Culinary Techniques II</u> Activity: Chef Demo, Part 2 Discuss the following while showing how to prepare some of the ingredients: <ul style="list-style-type: none"> • Latin American preparation methods for legumes, and whole grains, and poultry/fish • Note food safety principles where they apply Required: Chef's Cheat Sheet

Back to Basics: Latin American Workshop Outline

Objective:	Prepare Latin American – 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>Blackened White Fish; Fresh Salsa; Pulled Chicken Tacos; Crunchy Kale Slaw; Pinto Taco Beans; Peppy Quinoa; Peach Salsa; Spanish Brown Rice; Mexicali Corn; Tropical Fruit Salad</i></p> <p>Preparation</p> <ul style="list-style-type: none"> • Teams prepare Latin American 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 Latin American cuisine.
5 minutes	<p><u>Meeting the Meal Pattern Using Latin American 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 Latin American cuisine 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: Latin American Cuisine – 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 Latin American Cuisine:**

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

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

2. **Culinary Techniques I:** (page: 4-7)

- a. **Activity –Chef Demo, Part 1:**

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

1. Pineapple (1 each)
2. Green bell pepper (1 each)
3. Jalapeno (1 each)
4. Lime (1 each)
5. Tomatillo (2 each)
6. Green cabbage ($\frac{1}{2}$ head)
7. Red onion (1 each)
8. Cilantro ($\frac{1}{2}$ bunch)

- b. **Activity – Chef Demo of Spice Mix and Pico de Gallo:** (page: 7)

Need to prepare: two medium mixing bowls, one whisk, measuring spoons, measuring cups, one large mixing spoon, cutting board, wet towel, chef knife

- i. Taco Seasoning Spice Mix – demo only

Ingredients: garlic powder, onion powder, dried oregano, chili powder, ground cumin, ground paprika, ground black pepper, salt

- ii. Pico de Gallo – demo & sample

Ingredients: whole grain corn tortilla chips, chopped ingredients from Chef Demo Part 1 (tomatillos, red onion, cilantro, jalapeno, lime), chop 1 tomato to add, and salt

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

- a. **Activity – Chef Demo, Part 2:**

1. Grains - Need to prepare: aluminum foil, medium hotel pan, fine mesh strainer, large saucepan, measuring cups, measuring spoons, 30 oz. of water, low-sodium chicken base, and fork

B2B: Latin American Cuisine – Chef’s Cheat Sheet

- i. 24 Whole Wheat Tortillas (4-6”) – warm (page: 8)
- ii. 12 oz. Quinoa (dry) – cook (page: 9)

2. Legumes - Need to prepare: can opener, 2 cans of pinto beans, colander, and medium bowl for rinsed and drained beans

- i. Pinto Beans – drain and rinse (page: 9)

3. Poultry/Fish

- i. Chicken – Explain how to work with pre-cooked chicken and how to “pull” (page: 9)
- ii. White Fish – Explain how to work with fresh fish fillets and “blackened” technique (page: 10)

4. Team Cooking: (page: 10-12)

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

- **Team 1** – Blackened White Fish and Fresh Salsa (and prepare Queso Fresco as topping)

Equipment:

- aluminum foil
- spice mix from Chef Demo
- large sheet pan
- large mixing bowl
- medium mixing bowl
- tongs
- large mixing spoon
- cutting board
- chef knife
- small bowl or container for cheese

- **Team 2** – Pulled Chicken Tacos and Crunchy Kale Slaw (and warm tortillas)

Equipment:

- large sauté skillet
- large mixing spoon
- measuring cups & spoons
- large mixing bowl
- cutting board
- chef knife
- sheet pan & aluminum foil

- **Team 3** – Pinto Taco Beans; Peppy Quinoa; and Peach Salsa

Equipment:

- large colander
- fine mesh strainer

B2B: Latin American Cuisine – Chef’s Cheat Sheet

- food processor
 - medium saucepan
 - 3 large mixing spoons
 - measuring cups & spoons
 - large hotel pan
 - aluminum foil
 - large sauté skillet
 - large mixing bowl
 - cutting board
 - chef knife
- **Team 4** – Spanish Brown Rice; Mexicali Corn; and Tropical Fruit Salad
- Equipment:
- fine mesh strainer
 - large hotel pan
 - large sauté skillet
 - 3 large mixing spoons
 - measuring cups & spoons
 - 3 large mixing bowls
 - cutting board
 - chef knife
- b. Set up the *Customizable Street Taco Station*: Line up dishes from the group 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 Meat/Meat Alternate:**
 - Blackened Fish
 - Pulled Chicken
 - Pinto beans
 - **Choose 1 Salsa:**
 - Fresh Salsa
 - Peach Salsa
 - **Choose 1 Grain:**
 - Spanish Brown Rice
 - Peppy Quinoa
 - **Choose 1-2 Vegetable/Fruit Sides:**
 - Crunchy Kale Slaw
 - Mexicali Corn
 - Tropical Fruit Salad

B2B: Latin American Cuisine Workshop Narrative

I. Introduction

2 Minutes

SAY: Welcome to the culinary workshop, Back to Basics: Latin American Cuisine. 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 Latin American cuisine 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 Latin American cuisine.
- Demonstrate healthy cooking techniques for vegetables, fruits, meats/meat alternates, and whole grains using common ingredients found in Latin American cuisine.
- Prepare Latin American-inspired recipes tailored to current food trends.
- State how to meet the meal pattern requirements for schools using Latin American cuisine.

SAY: The structure of this workshop is as follows:

1. First, I will provide a demonstration going over the staple ingredients of Latin American Cuisine.
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: Latin American Cuisine 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?

SAY: Today we're going to practice some culinary skills that will help overcome some of these barriers.

III. History and Health Benefits

6 minutes

SAY: Today's workshop is all about enhancing the school menu by adding Latin American influences.

ASK: What countries are considered part of the Latin America?

Answers may vary but the countries included are: Mexico, Chile, Panama, Ecuador, Paraguay, Colombia, Brazil, Nicaragua, Venezuela, Peru, Uruguay, Guatemala, Honduras, El Salvador, Costa Rica, Cuba, Bolivia, Dominican Republic, Argentina, Puerto Rico, Haiti

DO: Show map of Central and South America.

B2B: Latin American Cuisine Workshop Narrative

SAY: Latin American countries include those that are in Central and South America – as well as Mexico (technically part of North America), such as Costa Rica, Peru, Brazil, Argentina, and Colombia – to name a few. While they each have their own cuisine, there are similarities in ingredients used and flavor profiles.

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

SAY: According to the National Restaurant Association, current food trends are pointing towards authentic ethnic cuisine, street food-inspired dishes, house-made condiments, fast-casual concepts, and healthful kids' menus (Source: Restaurant.org/FoodTrends 2017). 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 Latin American recipes?

DO: Name examples of some typical dishes: pico de gallo, guacamole, refried beans, ropa vieja, tamale, chipá, and fried plantains.

SAY: Latin American influences can bring a lot of flavor and excitement to meals that we may be more familiar with, such as tacos and burritos. Some of the similarities seen across these countries include meals that are both meaty and rich yet are balanced by the brightness and acidity of fresh salsas with citrus, and sweetness of whole corn flour, plantains, root vegetables, and tropical fruits. By combining a variety of Latin American influences, you can create a meal that is well-balanced and delicious!

Following a balanced Latin American diet provides:

- Fiber-rich meals from the strong presence of beans and whole grains
- Protective antioxidants from the tropical fruits and fresh salsas
- Heart-healthy fats from sources like avocados and fresh fish
- Vegetarian sources of protein
- Fresh flavors from the variety of spices, herbs, and citrus fruits

B2B: Latin American Cuisine Workshop Narrative

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 Latin American 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 herbs and spices 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 customizable street taco station*.

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 1”

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:

- Pineapple (1 each)
- Green bell pepper (1 each)
- Jalapeno (1 each)
- Lime (1 each)
- Tomatillo (2 each)
- Green cabbage ($\frac{1}{2}$ head)
- Red onion (1 each)
- Cilantro ($\frac{1}{2}$ bunch)

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

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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.

SAY: Tropical fruits grow abundantly in Latin American countries which is why fruits such as pineapple, mango, bananas, guava, and coconut are consumed daily. Tropical fruits are also eaten as dessert or in a blended smoothie drink. Today we're going to cut up some pineapple for a tropical fruit salad. Pineapple is wonderfully juicy and tangy. If you cannot find whole pineapple, look for frozen or canned pineapple in 100% fruit juice.

DO: Show how to remove the skin off the pineapple and cut into 1-2 inch pieces (for fruit salad).

SAY: Next, I'll show you how to work with green bell peppers. Green peppers are often used as the base ingredient in a sauce or stew.

DO: Demonstrate proper technique for dicing green peppers

SAY: Cut peppers can be stored in a tightly sealed container in the refrigerator for up to 3 days. This means you can prep on Monday and use them for several days that same week. Now, let's move on to jalapenos. Jalapenos are one of the most versatile chili peppers, as they can be used fresh, roasted, pickled or dried. They have a medium heat but if they are de-seeded they are closer to be reduced to a very mild heat. Jalapenos are often used in fresh salsas.

DO: Demonstrate proper technique for chopping jalapenos (half into thin slices; half de-seeded and chopped fine).

SAY: Now, let's talk about limes. Limes add a sweet acidity to dishes which helps balance the rich flavors of stewed meats and/or beans. Their juice acts an excellent base to a marinade or salsa dressing; it also helps prevent enzymatic browning of fruits such as avocados. Fresh limes are best because they have more flavor and are much sweeter than store-bought lime juice. One you've practiced juicing a lime, you'll see how simple it is too!

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DO: Demonstrate proper technique for juicing limes.

SAY: Tomatoes are used in almost every recipe of Latin American cuisine. This variety here is known as the tomatillo (toe-MAH-tee-yo). Tomatillos are a tangy, sweeter version of red tomatoes and make a great addition to fresh salsas. Before using a tomatillos, you'll have to remove its protective husk and wash well as it has a sticky skin.

DO: Explain how to chop a tomatillo into a small dice.

SAY: Another important vegetable is cabbage, which is very versatile since it can be used raw or cooked. Most often it's used as a cold salad side dish, stuffed with rice and meat, or pickled and served as a condiment.

DO: Show how to slice cabbage finely for a coleslaw.

SAY: In Latin American dishes, onions are used as the base ingredient in almost every recipe. They are an inexpensive way to add a lot of flavor and have a long shelf life. Today we're going to dice up red onions for a fresh salsa. Red onions add a mild spiciness to the salsa which goes nicely with the sweetness of tomatoes and tanginess of the lime juice.

DO: Show how to finely dice onions. Explain that onions can be chopped ahead of time and stored in a sealed container in the refrigerator for 3-4 days.

SAY: Herbs and spices make up the strong flavor profile that we may be familiar with when thinking of Latin American cuisine. Fresh cilantro is one of the most important herbs in Latin American cuisine and is used most often. It has a bright, citrus scent and adds a great fresh flavor to any dish. You'll most likely find it in fresh salsa, guacamole, or atop tacos.

DO: Show how to roughly chop cilantro (explain that it has been washed thoroughly to remove any sand residue).

SAY: While we talked about a handful of important produce used in Latin American cuisine, there are several more varieties that make up the meals, such as plantains, potatoes, zucchini, and legumes. 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.

ACTIVITY – Chef Demo of Spice Mix and Pico de Gallo

SAY: Next I’m going to show you how you can create Latin American flavors in a variety of dishes using a mixture of spices and herbs that you probably already have in house! Some common flavors are chili powder, cumin, paprika, oregano, cilantro, garlic, and onion. You will also get to practice creating these items in your team cooking portion of the workshop.

DO: Demonstrate the following spice mix and fresh salsa recipes and allow participants to sample:

1. *(Demo Only)* Taco Seasoning Spice Mix – show how to make your own taco spice mix to flavor meats and beans, without the added preservatives and/or MSG. Explain that this mix can be made as a large batch and stored in the refrigerator or freezer for the next use.
 - 2 tsp garlic powder
 - 2 tsp onion powder
 - 1 tsp dried oregano
 - 1 tsp chili powder
 - 1 tsp ground cumin
 - 1 tsp ground paprika
 - ½ tsp ground black pepper
 - ½ tsp salt
2. *(Demo & Sample)* Pico de Gallo (pee-koh deh guy-YO) – explain that this is a type of fresh salsa is commonly used in Mexican cuisine; and a variation of this type of salsa is commonly used to top street tacos. Allow for sampling with whole grain corn tortilla chips after demonstration.
 - 2 medium tomatillos, finely chopped
 - 1 tomato, finely chopped
 - ½ medium red onion, finely chopped
 - ½ cup fresh cilantro, roughly chopped
 - 1 jalapeno, de-seeded and finely chopped

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- 1 lime, juiced
- salt, to taste

*(Note: This salsa is nearly identical to the “Fresh Salsa” recipe that will be made during the team cooking, but a smaller yield.)

V. Culinary Techniques II

20 minutes

SAY: While each Latin American country has its own cuisine, they all have similar meals consisting of rice, beans, meat or fish, and corn products.

SAY: 100% corn tortillas are very commonly consumed in this cuisine, and make for a great gluten-free grain option! They are made from nixtamalized corn – treated with lime (calcium hydroxide), then cooked, dried, and milled into a flour – called masa. This process changes the chemical composition of corn increasing its nutritional value with higher levels of nutrients like calcium and B3. Tortillas made from flour are also used, and are often more pliable, but they will contain gluten.

SAY: Today, we will be using whole wheat flour tortillas since they are most likely what you will use in your programs. When purchased as 100% whole wheat, they are considered a whole grain. Their soft, pliable shape makes for great “fast food” as it will easily wrap around the filling. They taste best when warmed (either in the oven or on a flattop grill).

ACTIVITY – Chef Demo, Part 2:

DO: Explain how to warm large batches of tortillas:

1. Preheat oven to 300°F.
2. Assemble stacks of six tortillas and wrap each stack in aluminum foil.
3. Place wrapped stacks on a sheet pan on the center rack of the oven.
4. Heat for 8-10 minutes.

SAY: Once the tortillas come out of the oven, leave them wrapped up in the foil to keep warm.

SAY: Another commonly used grain that is native to Latin American countries is quinoa (*pronounced: “KEEN-wah”*). Quinoa, which is technically a seed, is used in the same way as a whole grain would be. The great benefits of quinoa are that it’s a complete protein, it’s quick and easy to cook, and it’s also gluten-free! Quinoa is available in three different

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varieties: red, black, or white. All varieties are nutritionally equivalent.

DO: Explain how to cook quinoa:

1. Rinse the quinoa in a fine mesh strainer.
2. In a covered saucepan over medium-high heat, combine 12 oz. quinoa with 30 oz. of water, and 1 Tbsp. low-sodium chicken base. Bring contents to a boil, then reduce heat and let simmer until water is completely absorbed (~10-15 minutes).
3. When done, quinoa will be soft and a white ring will pop out of the kernel. Gently fluff cooked quinoa with a fork.

SAY: Quinoa can be eaten hot or cold. The side dish we're making today tastes best when eaten hot.

SAY: Beans are commonly used in Latin American cuisine. They are a great source of protein, and when combined with whole grains, they make for a satisfying meal. Legumes are also very affordable and have a long shelf life. Pinto beans are of the most common varieties used in Central and South American countries. They are often cooked down with liquid into a pureed consistency. Today we are going to use canned pinto beans to make a vegetarian taco filling.

DO: Explain that canned beans should always be drained and rinsed to reduce their sodium content.

SAY: Since the beans are already cooked, this dish is very easy to make!

SAY: Next, we're going to use pre-cooked chicken to make "pulled" taco meat. In Latin American cuisine, chicken is more commonly used in stews than roasted or grilled. Using a wet heat cooking method, like stewing or braising, helps the meat become more tender and fall apart. This helps create an easy bite for a soft street taco! Note: this method works better on a tougher cut of meat, like dark meat chicken (thighs), whereas a leaner cut of meat, like white meat, does not lend itself to braising very well.

DO: Explain how to reheat cooked chicken in liquid so that it falls apart while staying moist.

SAY: In the countries bordering the ocean, fish is commonly the center of the plate in their cuisine.

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ASK: Does anyone know what the health benefits of fish are?

(Answers may vary: good source of protein; low in saturated fat; high in heart-healthy Omega-3 fatty acids)

SAY: Luckily in Massachusetts we have access to locally-caught, daily fresh fish from distributors that understand all about the school lunch program. With this access and the health benefits of fish, it's a no-brainer to feature a "fresh catch of the day" menu at least once a week! Today we're going to use fresh white fish to make a blackened fish taco.

DO: Describe food safety procedures for safely handling raw fish. Explain what the culinary term "blackened" means, and how to prepare the fish using the dried spices.

SAY: Now that we've gone over some of the culinary history and techniques of Latin American cuisine, let's dive into some of the recipes so you can practice!

VI. Team Cooking

1 hour 25 minutes

SAY: The recipes we are going to prepare are part of our featured menu of the day: *A Customizable Street Taco Station*. The idea is to serve your students a meal that they can customize with an array of fresh offerings. They will be able to choose to fill two tortillas with:

- Meat/Meat Alternate: Blackened Fish; Pulled Chicken; or Pinto Beans
- Salsa: Fresh Salsa; or Peach Salsa

Then they will be able to choose sides of:

- Grain: Spanish Brown Rice; or Peppy Quinoa
- Vegetable/Fruit: Crunchy Kale Slaw; Mexicali Corn; or Tropical 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

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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.

Latin American Recipes:

1. Team 1:

- Blackened White Fish
- Fresh Salsa
- Prepare Queso Fresco for topping (does not need report)*

2. Team 2:

- Pulled Chicken Tacos
- Crunchy Kale Slaw
- Warm tortillas (does not need report)*

3. Team 3:

- Pinto Taco Beans
- Peppy Quinoa
- Peach Salsa

4. Team 4:

- Spanish Brown Rice
- Mexicali Corn
- Tropical Fruit Salad

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

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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 fillings/toppings/sides (including the warm tortillas). Discuss garnishes for presentation (i.e., chopped cilantro, fresh lime 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 street tacos to sample the different Latin American 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.

I. Meeting the Meal Pattern Using Latin American Cuisine 5 minutes

SAY: As mentioned before, and as you can now see, the Latin American cuisine is full of a variety of fresh vegetables and fruits, whole grains, daily use of beans, fresh herbs, spices, and lean protein like fish and chicken.

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

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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 Street Tacos, students have several options to help meet these needs:

- Choice of meat/meat alternates through the fish, chicken, or pinto beans
- Choice of vegetables and fruits with a variety of salsas, and side salads
- Choice of grains through the tortillas, rice, and quinoa dishes

II. Planning Menus

5 minutes

SAY: While we have featured several recipes for this *Build-Your-Own Street Tacos Menu* 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. 1 clove garlic = 1 tsp fresh, minced; 1/2 tsp jarred, minced; 1/4 tsp granulated garlic; 1/8 tsp garlic powder)
- Consider portioning out the taco "toppings" (i.e, salsas, cheese) in 2-4oz. cups for students to grab on the line
- Consider pre-plating taco options for students to grab their choice more quickly
- Consider offering side salads/fruit in pre-portioned cups on the line or salad bar
- Choose just one grain option to serve with the tacos
- Offer two, instead of three, meat/meat alternate options
- 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

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SAY: If you're interested in offering the customizable street taco station 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, fresh, and healthy. For many students, school lunch is the most balanced meal of the day in their diet. By incorporating Latin American 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: LATIN AMERICAN CUISINE

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 Latin American diet provide?**
 - a. Protective antioxidants from tropical fruits
 - b. Heart-healthy fats from sources like avocado
 - c. Vegetarian sources of protein like beans
 - d. **All of the above**
- 4. How many days in advance can onions be diced and stored in the refrigerator?**
 - a. None- it should be used the same day it is diced
 - b. 1-2 days
 - c. **3-4 days**
 - d. 2 weeks
- 5. Latin American countries include:**
 - a. Central America
 - b. South America
 - c. Mexico
 - d. **All of the above**
- 6. According to the National School Lunch Program, pinto or black beans are considered a _____.**
 - a. Meat Alternate
 - b. Vegetable
 - c. Grain
 - d. **Meat Alternate or Vegetable**
- 7. According to the National School Lunch Program, quinoa (pronounced keenwaa) is considered a _____.**
 - a. Meat Alternate
 - b. Vegetable
 - c. Fruit
 - d. **Grain**
- 8. Which Latin American ingredient adds a sweet acidity to recipes and can be used as a marinade or salad dressing?**
 - a. Oil
 - b. Avocado
 - c. **Lime**
 - d. Jalapeno pepper

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!

Blackened White Fish

Recipe HACCP Process: #2 Same Day Service

Serving Size: 2 oz

Yield: 12

Source: JSI Back to Basics: Latin American Cuisine Recipe

Ingredients:

Ingredient Name	Measurements
Fish, white, raw	2 1/3 lbs
Garlic powder	2 tsp
Pepper, black, ground	1 tsp
Oregano leaves, dried, ground	2 tsp
Chili powder	2 tsp
Onion powder	2 tsp
Paprika	2 tsp
Salt, table	1 tsp
Vegetable oil, canola	1 Tbsp
Lime juice, raw	1/3 cup
Cooking spray	As needed

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

Instructions:

1. Preheat oven to 350°.
2. Trim and portion fish fillets into 2oz fillets, if purchased as a whole fish. Refrigerate until served.
3. Mix all of the dry spices in a shallow dish.
4. Coat both sides of the fillets with the dry spice mixture.
5. Spray sheet pans with cooking spray and place the seasoned fillets on sheet pan. *Do not use parchment paper or the fish will stick to the paper.*
6. Drizzle oil on the fillets and cook for about 8 minutes or until internal temperature reads 145°F for 15 seconds.

7. Sprinkle fillets with freshly squeezed lime juice just before serving. A food safe spray bottle is recommended otherwise a pastry brush can be used.
8. Hold for hot service at 135°F or higher.

Nutritional Analysis:

Nutrients	Amount based on one serving
Calories	103.35 kcal
Total Fat	2.83 g
Saturated Fat	0.63 g
Trans Fat	0.00 g
Cholesterol	44.04 mg
Sodium	253.57 mg
Total Carbohydrate	2.00 g
Dietary Fiber	0.60 g
Total Sugars	0.23 g
Protein	18.01 g

Meal Component Information:

Meal Components	Amount
Meat/Meat Alternate	2 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.*

Crunchy Kale Slaw

Recipe HACCP Process: #1 No Cook

Serving Size: ¾ cup

Yield: 12

Source: JSI Back to Basics: Latin American Cuisine Recipe (*adapted from: What's Cooking? USDA Mixing Bowl*)

Ingredients:

Ingredient Name	Measurements
Kale, raw, chopped	3 ½ cups
Cabbage, raw, shredded	1 ½ cups
Carrots, raw, grated	1 cup
Cilantro, minced	½ cup
Onions, red, raw, chopped	½ cup
Oil, olive, salad or cooking	1 ½ Tbsp
Lime juice, raw	6 Tbsp
Salt, table	1 tsp

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

Instructions:

1. To make the dressing, in a large bowl whisk together the olive oil, lime juice, and salt. Set aside.
2. Add kale, cabbage, carrots, cilantro, and onions to a large bowl. Toss all ingredients with the dressing. Squeeze ingredients while mixing to break the cellular walls of the kale to allow the flavors to marinate.
3. Refrigerate until served.
4. Hold for cold service at 41°F or lower

Nutritional Analysis:

Nutrients	Amount based on one serving
Calories	32.26 kcal
Total Fat	2.02 g
Saturated Fat	0.28 g
Trans Fat	0.00 g
Cholesterol	0.00 mg
Sodium	212.50 mg
Total Carbohydrate	3.51 g
Dietary Fiber	1.42 g
Total Sugars	1.04 g
Protein	0.87 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.*

Fresh Salsa

Recipe HACCP Process: #1 No Cook

Serving Size: ¼ cup

Yield: 12

Source: JSI Back to Basics: Latin American Cuisine Recipe (*adapted from: What's Cooking? USDA Mixing Bowl*)

Ingredients:

Ingredient Name	Measurements
Tomatoes, whole, red, ripe, raw	3 medium
Tomatillos, raw	4 medium
Onions, red, raw	½ medium
Peppers, jalapeno, raw	3 pepper
Cilantro, minced	½ cup
Salt, table	1 tsp
Lime juice, raw	1/3 cup

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

Instructions:

1. Wash then finely dice tomatoes, tomatillos, and jalapeno peppers.
2. Add diced vegetables, cilantro, salt, and lime juice to a bowl and mix well.
3. Hold for cold service at 41° F or lower.
4. Salsa can be stored in airtight container for up to three days.

Nutritional Analysis:

Nutrients	Amount based on one serving
Calories	13.67 kcal
Total Fat	0.20 g
Saturated Fat	0.03 g
Trans Fat	0.00 g
Cholesterol	0.00 mg
Sodium	195.86 mg
Total Carbohydrate	3.07 g
Dietary Fiber	0.79 g
Total Sugars	1.51 g
Protein	0.49 g

Meal Component Information:

Meal Components	Amount
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.*

Mexicali Corn

Recipe HACCP Process: #2 Same Day Service

Serving Size: ½ cup

Yield: 12

Source: JSI Back to Basics: Latin American Cuisine Recipe (*adapted from: What's Cooking? USDA Mixing Bowl*)

Ingredients:

Ingredient Name	Measurements
Corn, whole kernel, unsalted, canned, drained	32 oz
Peppers, sweet, green, raw, diced	½ lb
Onions, red, raw, diced	½ lb
Pimento, canned	2 oz
Vegetable Oil	1 ½ Tbsp
Chili powder	2 tsp
Cumin, ground	½ tsp
Paprika	½ tsp
Salt, table	1 tsp

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

Instructions:

1. Steam vegetables for 8-10 minutes.
2. In a large mixing bowl, combine steamed vegetables, pimentos, oil, and seasonings. Gently mix together until well combined.
3. Recipe can be served warm or cold.
4. Hold for cold service at 41°F or lower.
5. Hold for hot service at 135°F or higher.

Nutritional Analysis:

Nutrients	Amount based on one serving
Calories	86.94 kcal
Total Fat	2.52 g
Saturated Fat	0.92 g
Trans Fat	0.00 g
Cholesterol	3.82 mg
Sodium	222.91 mg
Total Carbohydrate	17.03 g
Dietary Fiber	2.77 g
Total Sugars	3.38 g
Protein	2.36 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.*

Peach Salsa

Recipe HACCP Process: #1 No Cook

Serving Size: ¼ cup

Yield: 12

Source: JSI Back to Basics: Latin American Cuisine Recipe (adapted from: *What's Cooking? USDA Mixing Bowl*)

Ingredients:

Ingredient Name	Measurements
Peppers, jalapeno, raw	2 peppers
Peppers, sweet, red, raw	2 large
Peaches, diced, packaged in 100% juice, canned	22 oz
Vinegar, red wine	1 Tbsp

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

Instructions:

1. Wash and finely dice jalapeno and red bell peppers.
2. Drain canned peaches.
3. In a large bowl, combine all ingredients and mix well.
4. Refrigerate until served.
5. Hold for cold service at 41°F or lower.

Nutritional Analysis:

Nutrients	Amount based on one serving
Calories	32.76 kcal
Total Fat	0.09 g
Saturated Fat	0.02 g
Trans Fat	0.00 g
Cholesterol	0.00 mg
Sodium	3.32 mg
Total Carbohydrate	7.58 g
Dietary Fiber	1.05 g
Total Sugars	6.60 g
Protein	0.29 g

Meal Component Information:

Meal Components	Amount
Fruit	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.*

Peppy Quinoa

Recipe HACCP Process: #3 Complex Food Preparation

Serving Size: ½ cup

Yield: 12

Source: JSI Back to Basics: Latin American Cuisine Recipe (adapted from: *USDA Team Nutrition's Recipes for Healthy Kids Cookbook for Schools*)

Ingredients:

Ingredient Name	Measurements
Quinoa, uncooked	15 ½ oz
Water	5 cups
Chicken base, low sodium	1 Tbsp
Onions, red, raw, minced	½ lb
Diced green chilies	9 oz
Garlic, jarred, minced	1 tsp
Salt, table	1 tsp
Cilantro, minced	¼ cup
Onions, spring or scallions, sliced	2 oz
Lime juice, raw	¼ cup

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

Instructions:

1. Pre-heat oven to 350°F.
2. Rinse quinoa in a fine mesh strainer until water runs clear, not cloudy.
3. Combine quinoa, water, and broth in a covered stockpot and bring to a boil. Reduce heat and simmer until water is completely absorbed, about 10-15 minutes. When done, quinoa will be soft and a white ring will pop out of the kernel. The white ring will appear when it is fully cooked.
4. Lightly coat a 9x13 casserole dish with non-stick spray. Transfer quinoa to dish and add red onion, chilies, garlic, and salt. Mix well.

5. Cover the dish with aluminum foil and bake for 40 minutes.
6. Before serving, toss in cilantro, green onions, and lime juice to the quinoa.
7. Refrigerate until served.
8. Hold for hot service at 135°F or higher.

Nutritional Analysis:

Nutrients	Amount based on one serving
Calories	153.89 kcal
Total Fat	2.40 g
Saturated Fat	0.31 g
Trans Fat	0.00 g
Cholesterol	0.58 mg
Sodium	309.56 mg
Total Carbohydrate	27.61 g
Dietary Fiber	3.72 g
Total Sugars	0.91 g
Protein	5.77 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.*

Pinto Taco Beans

Recipe HACCP Process: #2 Same Day Service

Serving Size: ½ cup

Yield: 12

Source: JSI Back to Basics: Latin American Cuisine Recipe (*adapted from: What's Cooking? USDA Mixing Bowl*)

Ingredients:

Ingredient Name	Measurements
Beans, pinto, canned, drained	4 ½ lbs
Onions, raw, chopped	½ cup
Garlic powder	3 tsp
Oregano leaves, dried, ground	1 ½ tsp
Pepper, black, ground	1 tsp
Tomato paste, canned, without salt added	½ cup
Water	10 fl oz
Chili powder	1 ½ tsp
Cumin, ground	1 ½ tsp
Paprika	1 ½ tsp
Onion powder	1 ½ tsp

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

Instructions:

1. Drain and rinse canned beans.
2. Add the onions, garlic, tomato paste, water, and seasonings to food processor and blend well (or add ingredients to large bowl and use immersion blender to puree).
3. In a large pot, bring tomato paste mixture to a boil.
4. Add beans to the pot and reduce heat. Simmer for 25-30 minutes, stirring periodically. Serve warm.
5. Hold for hot service at 135°F or higher.

Nutritional Analysis:

Nutrients	Amount based on one serving
Calories	212.79 kcal
Total Fat	1.77 g
Saturated Fat	0.31 g
Trans Fat	0.00 g
Cholesterol	0.00 mg
Sodium	429.28 mg
Total Carbohydrate	38.54 g
Dietary Fiber	10.41 g
Total Sugars	1.30 g
Protein	12.76 g

Meal Component Information:

Meal Components	Amount
Meat/Meat Alternate	2 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.*

Spanish Brown Rice

Recipe HACCP Process: #2 Same Day Service

Serving Size: ¾ cup

Yield: 12

Source: JSI Back to Basics: Latin American Cuisine Recipe (adapted from: Goya)

Ingredients:

Ingredient Name	Measurements
Rice, brown, long grain, parboiled, dry	12.5 oz
Water	5 cups
Oil, olive, salad or cooking	1 Tbsp
Onions, raw, finely chopped	13.5 oz
Peppers, sweet, red, raw, finely chopped	13 oz
Spinach, raw	12 oz
Garlic, powder	½ tsp
Salt, table	1 tsp
Oregano leaves, dried, ground	1 tsp
Cumin, ground	1 tsp
Parsley, raw, chopped	1/8 cup

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

Instructions:

1. To cook rice, boil water.
2. Put dry rice in a hotel pan. Pour boiling water over rice. Stir. Cover pan tightly and cook rice according to your kitchen's procedures, if different from instructions below:

**For conventional oven bake 350°F for 40 minutes. For convection oven bake at 325°F for 40 minutes. For steamer, steam for 35-40 minutes at full steam.*

3. Heat oil in medium skillet over medium-high heat. Add onion and pepper; cook until vegetables are soft, about 7 minutes.
4. Add spinach and garlic powder; cook until spinach wilts, about a minute more.

5. Add vegetables, salt, and the rest of the spices to the rice.
6. Just before serving, garnish with chopped parsley.
7. Hold for hot service at 135°F or higher.

Nutritional Analysis:

Nutrients	Amount based on one serving
Calories	141.05 kcal
Total Fat	2.19 g
Saturated Fat	0.34 g
Trans Fat	0.00 g
Cholesterol	0.00 mg
Sodium	224.14 mg
Total Carbohydrate	27.72 g
Dietary Fiber	2.51 g
Total Sugars	1.89 g
Protein	3.58 g

Meal Component Information:

Meal Components	Amount
Grain	1 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.*

Taco Pulled Chicken

Recipe HACCP Process: #3 Complex Food Preparation

Serving Size: 2 oz

Yield: 12

Source: JSI Back to Basics: Latin American Cuisine Recipe (*adapted from: What's Cooking? USDA Mixing Bowl*)

Ingredients:

Ingredient Name	Measurements
Chicken, diced, frozen, cooked	1 ½ lbs
Onion powder	2 tsp
Garlic powder	2 tsp
Spices, oregano leaves, dried	1 tsp
Pepper, black, ground	½ tsp
Chili powder	1 tsp
Cumin, ground	1 tsp
Paprika	1 tsp
Salt, table	1 tsp
Water	4 ½ cups

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

Instructions:

1. In a large skillet over medium heat, combine chicken, seasonings, and half of the water.
2. Bring mixture to a boil, reduce heat, and simmer for 15 minutes or until liquid reduces by about 75%, stirring occasionally.
3. Heat to 165°F or higher for at least 15 seconds.
4. Hold for hot service at 135°F or higher.

Nutritional Analysis:

Nutrients	Amount based on one serving
Calories	78.27 kcal
Total Fat	2.14 g
Saturated Fat	0.02 g
Trans Fat	0.00 g
Cholesterol	42.52 mg
Sodium	261.56 mg
Total Carbohydrate	1.10 g
Dietary Fiber	0.33 g
Total Sugars	0.08 g
Protein	12.38 g

Meal Component Information:

Meal Components	Amount
Meat/Meat Alternate	2 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.*

Tropical Fruit Salad

Recipe HACCP Process: #1 No Cook

Serving Size: ½ cup

Yield: 12

Source: JSI Back to Basics: Latin American Cuisine Recipe (*adapted from: Goya*)

Ingredients:

Ingredient Name	Measurements
Water	1 cup
Sugar, brown, packed	2 Tbsp
Cinnamon, ground	2 tsp
Pineapple chunks, canned, juice packed, drained or fresh, cubed	40 oz
Strawberries, raw	1 ¼ lb
Kiwi, fresh	¾ lb

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

Instructions:

1. In a small saucepan over medium-high heat, bring water, sugar, and cinnamon to a boil. Stir occasionally until sugar dissolves and liquid reduces to ¼ cup, about 3 minutes.
2. Remove from heat, let cool to room temperature.
3. Wash and cut strawberries and kiwi into 2-inch chunks.
4. In a large bowl, combine all fruit with cinnamon sauce and stir well.
5. Hold for cold service at 41°F or lower.

Nutritional Analysis:

Nutrients	Amount based on one serving
Calories	98.29 kcal
Total Fat	0.39 g
Saturated Fat	0.02 g
Trans Fat	0.00 g
Cholesterol	0.00 mg
Sodium	3.72 mg
Total Carbohydrate	24.94 g
Dietary Fiber	3.22 g
Total Sugars	20.48 g
Protein	1.129 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.*



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: Latin American Cuisine Team Assignments

Team 1

Blackened White Fish
Fresh Salsa
Break up Queso Fresco for topping

Team 2

Taco Pulled Chicken Tacos
Crunchy Kale Slaw
Warm Whole Wheat Flour Tortillas

Team 3

Pinto Taco Beans
Peppy Quinoa
Peach Salsa

Team 4

Spanish Brown Rice
Mexicali Corn
Tropical Fruit Salad

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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