



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

Back to Basics: Mediterranean Flavors

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: Mediterranean Flavors** 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 Mediterranean Grocery List

Check to confirm availability

Food	Amount	Confirm	Comments: substitutions, etc.
Produce			
Garlic, cloves	20 ea.	<input type="checkbox"/>	Click or tap here to enter text.
Onion, yellow, medium	8 ea.	<input type="checkbox"/>	Click or tap here to enter text.
Tomatoes, medium	10 ea.	<input type="checkbox"/>	Click or tap here to enter text.
English cucumbers	4 ea.	<input type="checkbox"/>	Click or tap here to enter text.
Romaine lettuce	1 head	<input type="checkbox"/>	Click or tap here to enter text.
Italian eggplant, medium	2 ea.	<input type="checkbox"/>	Click or tap here to enter text.
Honeydew melon	1 ea.	<input type="checkbox"/>	Click or tap here to enter text.
Cantaloupe	1 ea.	<input type="checkbox"/>	Click or tap here to enter text.
Watermelon	1 ea.	<input type="checkbox"/>	Click or tap here to enter text.
Lemons	10 ea.	<input type="checkbox"/>	Click or tap here to enter text.
Mint, fresh, bunch	1 ea.	<input type="checkbox"/>	Click or tap here to enter text.
Parsley (flat-leaf), bunch	1 ea.	<input type="checkbox"/>	Click or tap here to enter text.
Dill, fresh, bunch	1 ea.	<input type="checkbox"/>	Click or tap here to enter text.
Dairy			
Greek yogurt, plain, non-fat	1 lb.	<input type="checkbox"/>	Click or tap here to enter text.
Dry Goods			
Bulgur (can sub quinoa if needed)	3 ½ cup	<input type="checkbox"/>	Click or tap here to enter text.
Chickpeas, canned	32 oz.	<input type="checkbox"/>	Click or tap here to enter text.
Lentils, dried (brown or green)	2 cups	<input type="checkbox"/>	Click or tap here to enter text.
Brown rice, long grain	2 cups	<input type="checkbox"/>	Click or tap here to enter text.
Whole wheat pita, 6-inch rounds	20 each	<input type="checkbox"/>	Click or tap here to enter text.
Honey	2 Tbsp.	<input type="checkbox"/>	Click or tap here to enter text.
Oil, olive	1 cup	<input type="checkbox"/>	Click or tap here to enter text.
Extra virgin olive oil	1 cup	<input type="checkbox"/>	Click or tap here to enter text.
Tahini	1 cup	<input type="checkbox"/>	Click or tap here to enter text.
Spices, dried			
Kosher salt	10 Tbsp.	<input type="checkbox"/>	Click or tap here to enter text.
Paprika, ground	1 Tbsp.	<input type="checkbox"/>	Click or tap here to enter text.
Cumin, ground	2 Tbsp.	<input type="checkbox"/>	Click or tap here to enter text.
Chili, ground	1 tsp	<input type="checkbox"/>	Click or tap here to enter text.
Cinnamon, ground	2 Tbsp.	<input type="checkbox"/>	Click or tap here to enter text.
Cayenne, ground	¼ tsp	<input type="checkbox"/>	Click or tap here to enter text.
Black pepper, ground	½ tsp	<input type="checkbox"/>	Click or tap here to enter text.
Allspice, ground	1 Tbsp.	<input type="checkbox"/>	Click or tap here to enter text.
Turmeric, ground	1 Tbsp.	<input type="checkbox"/>	Click or tap here to enter text.

Garlic Powder

2 Tbsp.

Click or tap here to enter text.

Frozen

Chicken breasts, frozen, thawed

2 lbs. 3oz.

Click or tap here to enter text.

Back to Basics Mediterranean Flavors 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.
Tilt Skillet	1	<input type="checkbox"/>	Click or tap here to enter text.
Steamer	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 grating, slicing, and dicing attachments)</i>			
<u>Pots & Pans</u>			
Medium sauce pan	2	<input type="checkbox"/>	Click or tap here to enter text.
Small sauce pan	1	<input type="checkbox"/>	Click or tap here to enter text.
Large skillet (ex. 14")	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.
Box Grater/Microplane	1	<input type="checkbox"/>	Click or tap here to enter text.
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.
Citrus juicer	1	<input type="checkbox"/>	Click or tap here to enter text.
Meat thermometer	1	<input type="checkbox"/>	Click or tap here to enter text.
Digital Scale	1	<input type="checkbox"/>	Click or tap here to enter text.
2-qt. plastic container	4	<input type="checkbox"/>	Click or tap here to enter text.
<u>Large kitchen tools</u>			
Cutting board	6-7	<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	5	<input type="checkbox"/>	Click or tap here to enter text.
<u>Knives & Utensils</u>			
Chef knife	6-7	<input type="checkbox"/>	Click or tap here to enter text.
Whisk	3	<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	1	<input type="checkbox"/>	Click or tap here to enter text.
Metal fork	2	<input type="checkbox"/>	Click or tap here to enter text.

Serving trays

Full-size steam table pan	3	<input type="checkbox"/>	Click or tap here to enter text.
Half-size steam table pan	4	<input type="checkbox"/>	Click or tap here to enter text.

Paper goods

Aluminum foil	1	<input type="checkbox"/>	Click or tap here to enter text.
Parchment paper	1	<input type="checkbox"/>	Click or tap here to enter text.
Plastic wrap	2	<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: Mediterranean Flavors Workshop Outline

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

Audience: School nutrition staff and managers

Workshop Time: 3 hours

Location: School kitchen for chef demonstration and group cooking

Supplies:

- Posters: Map of the Mediterranean; Build-Your-Own Pita Pocket 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: Mediterranean Flavors 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 goal, objectives, flow and expectations. Required: Build-Your-Own Pita Pocket Menu Board
Objective:	Identify the health benefits of scratch cooking using ingredients found in Mediterranean 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 Mediterranean • Food culture & current trends of Mediterranean cuisine. • Health benefits of foods commonly used in Mediterranean 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 Mediterranean America; Chef's Cheat Sheet
Objective:	Demonstrate healthy cooking techniques for vegetables, fruits, meat/meat alternates, and whole grains using common ingredients found in Mediterranean 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: Culinary Principles for Preparing Vegetables Activity: Chef Demo of Dressings/Marinades/Spreads Required: Chef's Cheat Sheet
20 minutes	<u>Culinary Techniques II - (Location: Kitchen)</u> Activity: Chef Demo, Part 2 (see narrative for full instructions) Discuss the following while showing how to prepare some of the ingredients: <ul style="list-style-type: none"> • Mediterranean preparation methods for legumes, whole grains, and meats. • Note food safety principles where they apply. Required: See Chef's Cheat Sheet for ingredients/equipment.

Back to Basics: Mediterranean Flavors Workshop Outline

Objective:	Prepare Mediterranean–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>Hummus, Tabbouleh, Baba Ghanoush, Melon Mint Salad, Tzatziki, Mujaddara, Chicken Shawarma, Lettuce/Tomato/Onion</i></p> <p>Preparation</p> <ul style="list-style-type: none"> • Teams prepare Mediterranean recipes practicing culinary techniques from demo • Chef supervises teams 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) * • Garnish accordingly. <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 Mediterranean cuisine.
5 minutes	<p><u>Meeting the Meal Pattern Using Mediterranean Flavors</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 Mediterranean Flavors 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 the 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: Mediterranean Flavors – 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 Mediterranean Cuisine:**

- a. *Activity – Getting to Know the Staples:* (see, touch, smell) (page: 2-4)

Need to prepare: All ingredients needed for the ‘Chef Demos’ should be laid out on center table so that participants can see the “staple ingredients.”

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

- 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. Melon: either honeydew, cantaloupe, or watermelon (1 each)
2. Tomato (1 each)
3. Onion (1 each)
4. Garlic (2 cloves) + Kosher salt
5. Lemon (1 each)
6. Eggplant (2 each)
7. Romaine lettuce (1 head)
8. ½ bunch each: Mint, dill, parsley – chop, slice, chiffonade

- b. *Activity – Chef Demo of Dressings, Marinades, and Spreads:* (page: 7-8)

Need to prepare: Gather ingredients: tahini, garlic paste, lemon juice, EVOO, chopped parsley, and whole wheat pita bread cut into wedges for sampling.

- Tahini sauce – demo & sample

Ingredients: 1/3 cup tahini, 1 T garlic paste, 2 T lemon juice, 6 T water, salt, 1 T chopped parsley

- Lemon & olive oil dressing – demo & sample

Ingredients: 1 tsp garlic paste, 2 T lemon juice, 1/3 cup EVOO, salt

- Tzatziki – introduce only

B2B: Mediterranean Flavors – Chef’s Cheat Sheet

3. Culinary Techniques II: (page: 8-11)

a. Activity – Chef Demo, Part 2:

- **Grains** – Need to prepare: colander, steamer, 2-in. hotel pan, 1 tsp salt, 1 tsp cumin, 1 tsp chili powder, and 1 tsp cinnamon
 1. 1 ¼ lb. (uncooked) brown rice* – cook (page: 9)
**Rice will need to be started during this step to allow enough time to cook.*
 2. ½ cup Bulgur – show how to “cook” (page: 9) - Need to prepare: soak ½ cup (dry) bulgur before workshop so that it is ready for participants to sample. For demo, gather: small sauce pan to boil 1 cup water, ½ cup dry bulgur, 1 tablespoon olive oil, medium mixing bowl, plastic wrap, tasting spoons.
 3. 1-2 Whole Wheat Pitas – demo opening and wrapping/stuffing for wraps vs. pockets (page: 10)
- **Legumes** – Need to prepare: Bowl of uncooked dry lentils (2 cups), colander to rinse lentils, and large saucepan
 1. 2 cups (dry) Lentils – explain how to cook (page: 10)
 2. 2 (16-oz.) cans chickpeas – rinse and drain (page: 10) - Need to prepare: Can opener, 2 cans of chickpeas, colander, and medium bowl for rinsed and drained chickpeas.
- **Meat/Poultry/Fish**
 1. Chicken breasts – Explain marinating and roasting/grilling (page: 10-11)

4. Team Cooking: (page: 11-13)

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

▪ **Team 1** – Hummus & Tabbouleh

Equipment:

- Stove range
- food processor
- small sauce pan
- measuring cups & spoons
- fine mesh strainer
- cutting board
- chef knife
- medium mixing bowl
- 2 rubber spatulas

B2B: Mediterranean Flavors – Chef’s Cheat Sheet

▪ **Team 2** – Baba Ganoush & Melon Mint Salad

Equipment:

- Oven
- food processor
- measuring cups & spoons
- large mixing bowl
- medium mixing bowl
- large baking sheet
- metal fork, whisk
- rubber spatula
- aluminum foil

▪ **Group 3** – Tzatziki & Mujaddara

Equipment:

- medium saucepan
- large skillet
- measuring cups & spoons
- box grater
- colander
- rubber spatula
- large mixing spoon

▪ **Group 4** – Chicken Shawarma (lemon & olive oil dressing from Chef Demo should be combined with recipe’s list of spices as the marinade) & Prepare Lettuce/Tomato/Onion for toppings

Equipment:

- Oven
- measuring cups & spoons
- meat thermometer
- large mixing bowl
- large baking sheet
- cutting board
- chef’s knife
- 3 medium mixing bowls

B2B: Mediterranean Flavors – Chef’s Cheat Sheet

- b. *Set up the Build-Your-Own-Pita 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:**
 - Chicken Shawarma
 - Hummus
 - **Pick 2 Toppings:**
 - Baba Ganoush
 - Tzatziki
 - Lettuce, Tomato, Onion
 - **Choose 2 Sides:**
 - Mujaddara
 - Tabbouleh
 - Melon Mint Salad

Back to Basics: Mediterranean Flavors Workshop Narrative

I. Introduction

2 Minutes

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

SAY: The structure of this workshop is as follows:

1. First, I will provide a demonstration going over the staple ingredients of Mediterranean Flavors.
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.

Back to Basics: Mediterranean Flavors 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 Mediterranean flavors.

ASK: What countries are considered part of the Mediterranean?

Answers may vary but the countries included are: Spain, France, Monaco, Italy, Malta, Slovenia, Croatia, Bosnia and Herzegovina, Montenegro, Albania, Greece, Turkey, Cyprus, Syria, Lebanon, Israel, Egypt, Libya, Tunisia, Algeria and Morocco

Back to Basics: Mediterranean Flavors Workshop Narrative

DO: Show map of Mediterranean.

SAY: The Mediterranean includes countries with coastlines on the Mediterranean Sea, such as Greece, Italy, Turkey, Lebanon, Egypt, and Morocco – to name a few. While they all have their own cuisine, there are similarities in ingredients used and flavor profiles.

ASK: Do you know why are we focusing on Mediterranean cooking?

SAY: According to the National Restaurant Association, current food trends are pointing towards authentic ethnic cuisine, Middle Eastern and African flavors, 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 some of the typical dishes found in Mediterranean cuisine?

DO: Name examples of some typical dishes: hummus, baba ganoush, couscous, falafel, kebabs, stewed lentils, savory yogurt dips, spinach pie, etc.

SAY: You may have heard that the ‘Mediterranean diet’ is considered to be one of the healthiest diets. The reason being that the meals are centered on fresh vegetables and fruits, healthy fats, plenty of legumes and whole grains, unsweetened yogurt, fish, and small amounts of lean cuts of poultry and meat.

Following a balanced Mediterranean diet provides:

- Fiber-rich meals
- Nutrient-dense dishes
- Heart-healthy fats
- Omega-3's
- Vegetarian sources of protein
- Fresh flavors and a variety of colors to plates

ACTIVITY – Getting to Know the Staples

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

DO: Have participants become familiar with staple ingredients laid out on the center table

Back to Basics: Mediterranean Flavors Workshop Narrative

by looking, smelling, and describing what they see. Have them pass around the fresh herbs to smell (mint, parsley, dill).

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 dishes you'll soon learn to make.

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 wet kitchen towel under board, 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:

- Honeydew, cantaloupe, or watermelon (1 melon)
- Tomatoes (1 each)
- Onions (1 each)
- Garlic (2 cloves)
- Lemons (1 each)
- Italian eggplant (2 each)
- Romaine lettuce (1 head)
- Mint ($\frac{1}{2}$ bunch)
- Dill ($\frac{1}{2}$ bunch)
- Parsley ($\frac{1}{2}$ 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 accidents/injuries (flat edges on board, rocking the knife, curling fingers, etc.).

Back to Basics: Mediterranean Flavors Workshop Narrative

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 melon.

SAY: Fruit is an important part of the Mediterranean diet. It is served for breakfast, snacks, and almost always after lunch and dinner as "dessert." A variety of fruits native to the Mediterranean, such as grapes, citrus fruits, apricots, cherries, figs, pomegranates, and melons, are commonly used. Today we will cut a variety of melon into 1-2 inch cubes for a fruit salad.

DO: Explain melons need to be washed prior to cutting. Demonstrate proper technique for peeling skin and chopping melons into 1-2 inch cubes.

SAY: Next, let's review tomatoes. While originally from South America, tomatoes took on a large role once they were introduced in Mediterranean cuisine. They are used in sauces, stews, salads, and in condiments. The tomatoes we're using today should be small diced so that we can use them as a filling for our pita pockets later on.

DO: Demonstrate proper technique for dicing tomatoes.

SAY: Cut tomatoes 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 onions. In Mediterranean cuisine, onions are used in even more dishes than tomatoes. They add a ton of flavor to any dish and they are quite inexpensive. In today's recipes we are going to caramelize the onions so that they take on a slightly sweet flavor and reduced spiciness.

DO: Demonstrate proper technique for slicing onions (half into small dice; half into thin strips).

SAY: Now, let's talk about garlic. Garlic acts as the secret ingredients to adding a punch of flavor to any savory dish. Garlic is used in almost every Mediterranean dish – from hummus to tomato sauce to marinades to salad dressings. Fresh garlic adds so much more flavor than the jarred version. Plus, it's easy to store, inexpensive, and simple to prepare. Let's go over some simple techniques.

Back to Basics: Mediterranean Flavors Workshop Narrative

DO: Demonstrate proper technique for mincing garlic and making “garlic paste”:

1. Trim off the ends of the garlic cloves and slice the cloves in half lengthwise.
2. Turn the cloves flat side down on the cutting board.
3. Lay the side of the blade of a chef’s knife on each clove and smash down with the heel of your palm.
4. Sprinkle the garlic with a pinch of kosher salt and mince.

SAY: However, if working with fresh garlic is not realistic for your program, there are substitutions you can make – 1 clove of garlic is equal to:

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

SAY: Lemons grow abundantly in the Mediterranean lending to their use in the cuisine. They are used to make salad dressings, add acidity to soups, add brightness to sautéed dark leafy greens, incorporate into dips, and squeeze over fish and shellfish. Fresh lemons have a much stronger, sweeter, and more enjoyable flavor than commercial lemon juice. I’m going to show you how to juice some fresh lemons to use in a few of our recipes coming up.

DO: Explain how to juice a lemon. Demonstrate proper technique for cutting lemons to be juiced (using a spoon or fork and juicing by hand into a bowl, then use mesh strainer to strain juice from seeds).

SAY: Next is the eggplant. Eggplants are used differently depending on the area of the Mediterranean: sautéed, grilled, stewed, baked in casseroles, or used to make dips. They serve as a great vegetarian substitute because of their meatiness and smoky flavor. Today we’re going to roast Italian eggplants – they are a larger variety, the kind used to make eggplant parmesan.

DO: Demonstrate proper technique for roasting eggplant (*Note: instructions are also listed on recipe for baba ganoush*):

1. Adjust an oven rack to the middle position and turn broiler on (high heat). Line a baking sheet with aluminum foil.
2. Wash and dry eggplant. Pierce it a few times with a fork to vent. Place whole eggplants onto the baking sheet.
3. Broil eggplants 2 minutes on all sides.

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4. Turn broiler off, but do not remove eggplants from the oven. Heat oven to 375 degrees F, and then roast eggplants until very soft; 25 to 30 minutes. Cool 10 to 15 minutes until easily handled.

DO: Inform participants that only two eggplants are needed for the eggplant featured recipe so those making the Baba Ganoush can just watch during this demonstration. Set timer for roasting eggplant. Check on eggplant when timer goes off.

SAY: In the Mediterranean, dark leafy greens are served daily. Varieties like spinach, kale, dandelion greens, and cabbage are often sautéed with garlic and olive oil as a side dish or combined into a main dish. Fresh salads using arugula or romaine are offered just as frequently. Today we're going to prep some romaine lettuce to use for pita toppings later on.

DO: Explain that you have thoroughly washed and dried the lettuce. Demonstrate proper technique for thinly shredding lettuce for pita filling.

SAY: Another staple to Mediterranean cuisine are herbs such as mint, basil, thyme, parsley, and dill. Fresh herbs are often used in the warmer months and then are dried to be used year-round. They add an abundance of flavor without adding extra calories or sodium. You can keep fresh herbs wrapped in a paper towel and stored in plastic bags in the refrigerator for up to three weeks. The fresh herbs we are preparing today (mint, parsley, and dill) are going to be used for marinades, dressings, and dips.

DO: Demonstrate proper technique for chiffonade, chopping, and slicing the herbs.

SAY: As mentioned earlier, Mediterranean cuisines are focused around serving a variety of vegetables and fruits. Depending on the season, the dishes may be primarily served cold/raw (salads, fresh fruit), or primarily cooked (stews, casseroles, etc.). An important piece to note is how to retain these wonderful nutrients when storing and cooking produce. This handout is a great reference for some 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 Dressings, Marinades, and Spreads

DO: Pre-heat the steamer for the brown rice (to allow to reach desired temperature by 'Chef Demo, Part 2')

Back to Basics: Mediterranean Flavors Workshop Narrative

SAY: Next I'm going to show you how to use the lemon juice, garlic, fresh herbs, and olive oil to make flavorful dressings, marinades, and dips/spreads. Olive trees are plentiful in the Mediterranean which is why the cuisine primarily uses olive oil as their cooking fat of choice. However, they also use nuts and seed butters to add richness to dishes – particularly almonds, sesame seeds, pine nuts, and pistachios.

DO: Demonstrate and/or introduce the following dressings/marinades/spreads and allow participants to sample each with pita bread/pita chips:

1. (*Demo*) Tahini Sauce – define tahini (condiment made from toasted ground hulled sesame seeds); uses of tahini (traditionally used in hummus & baba ganoush recipes); mention possible variations for hummus recipes that do not involve sesame (Sunbutter, etc.); tahini *sauce* is often used for falafel (chickpea fritters) sandwiches but can also be used as a dressing/marinade, or in this case, incorporated into the hummus recipe:
 - 1/3 cup tahini
 - 1 tablespoon garlic paste
 - 2 tablespoons fresh lemon juice (about ½ lemon)
 - 2 to 6 tablespoons lukewarm water
 - 1 tablespoon chopped fresh parsley, optional
2. (*Demo*) Lemon & Olive Oil Dressing – to be used for Chicken Shawarma marinade:
 - 1 teaspoon garlic paste
 - 2 tablespoons fresh lemon juice (about ½ lemon)
 - 1/3 cup of extra-virgin olive oil
 - salt, to taste
3. (*Introduce*) Tzatziki – mention the importance of plain yogurt as a condiment/side dish; state that cooking teams will prepare tzatziki later on.

V. Culinary Techniques II

20 minutes

SAY: Along the coast of the Mediterranean, red meat is limited, whereas fish and poultry are abundant. Therefore, meat is considered a luxury item and used sparingly. Whole grains and legumes are readily available and served more often than meat or poultry dishes in Mediterranean cuisine. Some of the more common varieties of grains used are bulgur, faro, polenta, rice, couscous, and flat breads, including pita. Today we are going to explore the uses of brown rice, bulgur, and whole wheat pita bread.

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ACTIVITY – Chef Demo, Part 2:

SAY: Rice is often used to complement a main dish, like stew, in Mediterranean cuisine. Today we're going to use brown rice to make mujaddara (pronounced: Moo-juh-dah-rah) – a rice and lentil pilaf dish topped with caramelized onions and often served with plain yogurt on the side. Typically, it is seasoned with spices like cumin and coriander which really gives it a Middle Eastern flair.

DO: Inform participants that brown rice takes about 45 minutes to prepare (cook and cool time) which is why you are starting it ahead of time. Describe that the steamer should be pre-heated about 15 minutes ahead of time. Then, show how to cook brown rice in steamer:

1. Rinse 1 1/4 pounds brown rice.
2. Combine rice with 40 fl. oz. water in a 2-inch hotel pan. Add 1 tsp. each of salt, cumin, chili powder, and cinnamon 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 uncover and fluff with a fork.

(Note: Ask participants how they normally prepare rice, and allow for flexibility here if they prefer to do it a certain way.)

DO: While rice is cooking, pass around cooked bulgur sample for participants to taste.

SAY: Bulgur is a whole wheat grain that has been cracked and pre-cooked. You may recognize bulgur if you've ever had tabbouleh. Since bulgur has been pre-cooked, it is quick to prepare.

DO: Show and describe how to cook bulgur (first steps on tabbouleh recipe):

1. Stir together ½ c bulgur and 1 T oil in a heatproof bowl.
2. Pour 1 c. boiling water over, then cover bowl tightly with plastic wrap and let stand 15 minutes.
3. Drain in a sieve (or paper towels), pressing on bulgur to remove any excess liquid.

SAY: Bulgur is used in a few different Mediterranean dishes, mostly for cold salads. Later on, we will use the cooked bulgur to make tabbouleh. Wheat is also used to make flat breads. Depending on the country of origin, the bread might be extremely thin – like pita bread, or little stiffer like pizza dough. For our featured recipes today, we are

Back to Basics: Mediterranean Flavors Workshop Narrative

going to use whole wheat pita bread to make wraps.

DO: Show how to open a round of pita bread and how to roll up for a sandwich wrap (using whole pita) or how to hold and stuff for a pita pocket (using half a pita).

SAY: Legumes are the star of several dishes in Mediterranean 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. Some of the more common varieties used are: lentils, chickpeas, cannellini beans, and fava beans.

DO: Pass around uncooked lentils for participants to see and touch.

SAY: I'm going to begin cooking the lentils to combine with the brown rice later on in the mujaddara dish.

DO: Describe how to cook lentils using dried lentils. Begin cooking the lentils for the mujaddara:

1. Rinse 2 cups lentils, and explain why rinsing is needed.
2. Place lentils in a medium saucepan and fill with cold water an inch above them.
3. Bring to boil, then simmer for about 15 minutes (set timer) until tender but not mushy. Drain and set aside.

SAY: We're also going to make hummus. You may be more familiar with hummus as it has become a mainstream food product. It is a versatile dip that can be used as a side with veggies, used as a spread on sandwiches and wraps, or combined with other ingredients like roasted red peppers, or spinach and artichoke. In Arabic, the word for chickpeas (or Garbanzo beans) is "hummus." So really any variation using chickpeas is still considered a "hummus"! Both dried and canned beans are inexpensive, however canned beans are so much more convenient. Be sure to rinse canned beans in a colander before serving – this will reduce the sodium content.

SAY: Large serving sizes of meat are not common in Mediterranean cuisine. When it is served, it's usually in combination with other foods or used as a condiment. Today we're going to use a lean cut of chicken as a filling for our pita wraps. The recipe for the chicken is called "shawarma" (pronounced: *shah-wahr-mah*). Shawarma is referred to meat that is slow-cooked on a rotating spit and then thinly shaved to order and used as a filling for pita

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wraps commonly found at street food vendors.

ASK: Can anyone tell me what cuts of chicken are considered *lean*?

(Answers may vary: chicken breasts/tenders)

SAY: Each cut of meat and poultry should be cooked differently, depending on what part of the animal it's coming from. Generally speaking, the parts of the animal closest to the limbs are toughest and should be prepared using a moist heat cooking method, like braising or stewing. Whereas, the "body" of the animal which is more tender can be prepared using a dry heat cooking method, like grilling or roasting. Today we're going to practice dry heat cooking methods, roasting and grilling, using chicken breasts.

DO: Describe food safety procedures for safely handling raw chicken. Explain to participants how marinating chicken breasts before grilling/roasting results in a juicier/tender product. Explain that the chicken shawarma recipe can use the lemon & olive oil dressing (from Culinary Techniques I) to marinate the chicken breasts in combination with the rest of the spices listed in the recipe.

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

VI. Team Cooking

1 hour 25 minutes

SAY: The recipes we are going to prepare are all components our featured menu of the day: *Build-Your-Own Pita Wraps*. 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 their whole wheat pita pocket and sides with:

- Meat/Meat Alternate: Chicken Shawarma, or Hummus
- Fillings: lettuce, tomatoes, onions
- Spreads/Condiments: Hummus, Baba Ganoush, and Tzatziki
- Sides: Tabbouleh, Mujaddara, or Melon Mint 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

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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 groups 1 through 4. The corresponding recipes to team are listed below.

Mediterranean Recipes:

1. Team 1:

- Hummus
- Tabbouleh

2. Team 2:

- Baba Ganoush
- Melon Mint Salad

3. Team 3:

- Tzatziki
- Mujaddara

4. Team 4:

- Chicken Shawarma
- Prepare vegetables for pita fillings: lettuce/tomato/onion (does not need report)*

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 meat; 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 fresh vegetables that were previously chopped up: tomatoes, onions, lettuce; and the pita bread). Discuss garnishes for presentation (i.e., chopped parsley, 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 create your own pita pockets to sample the different Mediterranean 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 Mediterranean Flavors 5 minutes

SAY: As we mentioned before, the Mediterranean cuisine is full of a variety of fresh vegetables and fruits, whole grains, low-fat plain yogurt, healthy fats, an emphasis on legumes, and lean sources of protein mainly from fish and poultry with only small amounts of red meat.

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

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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 Pita Pockets, students have several options to help meet these needs:

- Choice of meat/meat alternates through the marinated chicken, hummus, lentils, and yogurt sauce
- Choice of vegetables and fruits with a variety of options for pita fillings, tabbouleh, and melon fruit salad
- Choice of grains through the pita bread, lentil and rice pilaf, and bulgur in the tabbouleh

II. Planning Menus

5 minutes

SAY: While we have featured several recipes for this *Build-Your-Own Pita Pocket 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. USDA chicken, quinoa in place of bulgur, etc.)
- Include Mediterranean vegetable and grain salads at the salad bar, or in pre-portioned cups
- Offer already prepared hummus in place of making your own
- Consider offering fruit salad in pre-portioned cups on the line
- Consider portioning out the pita "toppings" (i.e, Tzatziki, baba ganoush) in 2-4oz. cups for students to grab on the line
- Choose just one, instead of two, grain side option to serve
- 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 Mediterranean Pita Pocket menu 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, meals at school provide the healthiest foods in their diet. By incorporating Mediterranean 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: MEDITERRANEAN FLAVORS

CHECK YOUR KNOWLEDGE! ANSWER KEY

1. True or **False**: Tzatziki is a Mediterranean condiment with olive oil as the main ingredient.
2. **True** or False: Mint, dill, and parsley are staple ingredients in Mediterranean recipes.
3. **True** or False: The rind of melons (e.g., cantaloupe) should be washed before you slice a melon.
4. **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**
5. **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**
6. **Which of the following can a balanced Mediterranean American diet provide?**
 - a. Omega 3
 - b. Vegetarian sources of protein
 - c. Nutrient-dense dishes
 - d. **All of the above**
7. **According to the National School Lunch Program, lentils are considered a _____.**
 - a. Meat Alternate
 - b. Vegetable
 - c. Grain
 - d. **Meat Alternate or Vegetable**
8. **According to the National School Lunch Program, bulgur is considered a _____.**
 - a. Meat Alternate
 - b. Vegetable
 - c. Fruit
 - d. **Grain**
9. **How many days in advance can tomatoes be diced and stored in the refrigerator?**
 - a. None - it should be used the same day it is diced
 - b. 1 day
 - c. **3 days**
 - d. 1 week

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!

Baba Ganoush

Recipe HACCP Process: #2 Same Day Service

Serving Size: ½ cup

Yield: 12

Source: JSI Back to Basics: Mediterranean Flavors Recipe

Ingredients:

Ingredient Name	Measurements
Eggplant, raw	3 lb
Tahini, sesame paste, unsalted	1/3 cup
Garlic powder	1/8 tsp
Lemon juice, raw	4 fl. oz
Cumin, ground	½ tsp
Pepper, red or cayenne	1/8 tsp
Salt, table	½ tsp
Oil, olive, salad or cooking	2 Tbsp

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

Instructions:

1. Adjust oven rack to the middle position. Turn on broiler. If no broiler preheat oven to 475-500F.
2. Line a sheet pan with aluminum foil.
3. Wash eggplant. With a fork, pierce the skin of the eggplant. Place eggplant onto the sheet pan.
4. Broil eggplant for 2 minutes on both sides. If no broiler, roast in oven at 475-500F until skin is slightly charred, but not burned, about 5-7 minutes each side
5. Turn broiler off and heat oven to 375°F.
6. Bake eggplant until very soft, 25 to 30 minutes. Remove from oven and allow to cool, 10 to 15 minutes, until easy to handle. Do not discard liquid.
7. Cut open the eggplant and scoop out the roasted eggplant pulp into a bowl. Discard skins.

8. In a food processor, combine eggplant, reserved liquid, tahini, garlic, lemon juice, cumin, salt, cayenne pepper, and olive oil. Pulse until well combined.
9. Spread mixture in a shallow pan and place in the refrigerator to cool any residual heat.
10. Hold for cold service at 41°F or lower.
11. Portion with a No. 8 scoop (1/2 cup).

Nutritional Analysis:

Nutrients	Amount based on one serving
Calories	89.31 kcal
Total Fat	5.71 g
Saturated Fat	0.81 g
Trans Fat	0.00 g
Cholesterol	0.00 mg
Sodium	104.49 mg
Total Carbohydrate	9.25 g
Dietary Fiber	4.10 g
Total Sugars	4.26 g
Protein	2.38 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.*

Chicken Shawarma

Recipe HACCP Process: #2 Same Day Service

Serving Size: 2 oz

Yield: 12

Source: JSI Back to Basics: Mediterranean Flavors Recipe

Ingredients:

Ingredient Name	Measurements
Chicken breast, boneless, skinless	2 lb + 3 oz (raw, yield included)*
Oil, olive, salad or cooking	6 Tbsp
Lemon, juice, raw	2 Tbsp
Paprika	2 tsp
Allspice, ground	1 tsp
Garlic powder	1 tsp
Cumin, ground	1 tsp
Turmeric, ground	1 tsp
Cinnamon, ground	1 tsp
Salt, table	1 tsp

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

**1 lb. raw chicken = 0.73 lb cooked*

Instructions:

1. To make marinade add olive oil, lemon juice, and all other dry ingredients to a bowl. Whisk to combine.
2. Place chicken in a shallow pan. Pour marinade over chicken and coat evenly. Cover the pan with plastic wrap and refrigerate for at least 30 minutes.
3. Preheat oven to 375°F.
4. Line a sheet pan with parchment paper. Place chicken on parchment and bake until chicken reaches 165°F for at least 15 seconds. Cut chicken into thin strips.
5. Hold for hot service at 135°F or higher.

Nutritional Analysis:

Nutrients	Amount based on one serving
Calories	113.70 kcal
Total Fat	8.28 g
Saturated Fat	1.48 g
Trans Fat	0.00 g
Cholesterol	22.82 mg
Sodium	208.13 mg
Total Carbohydrate	1.10 g
Dietary Fiber	0.39 g
Total Sugars	0.12 g
Protein	8.96 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.*

Hummus

Recipe HACCP Process: #1 No Cook

Serving Size: ½ cup

Yield: 12

Source: JSI Back to Basics: Mediterranean Flavors Recipe (adapted from: USDA Recipe E-24)

Ingredients:

Ingredient Name	Measurements
Chickpeas (garbanzo beans), canned, drained	35 oz
Lemon juice	6.25 fl. oz or ¾ cup
Tahini, sesame paste, unsalted	5 ¾ oz
Garlic, garlic powder	1 ½ tsp
Water	¾ cup + ½ Tbsp
Pepper, black, ground	¾ tsp
Baking soda (optional)	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 very soft, almost mushy.*

Instructions:

1. Combine all ingredients in a food processor and puree to a smooth, and creamy consistency, about 3-5 minutes.
2. Transfer hummus to hotel pan. Cover and refrigerate.
3. Hold at 41°F or lower until service.

Nutritional Analysis:

Nutrients	Amount based on one serving
Calories	193.86 kcal
Total Fat	9.71 g
Saturated Fat	1.28 g
Trans Fat	0.00 g
Cholesterol	0.00 mg
Sodium	347.80 mg
Total Carbohydrate	21.01 g
Dietary Fiber	6.66 g
Total Sugars	0.48 g
Protein	8.44 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.*

Lettuce/Tomato/Onion

Recipe HACCP Process: #1 No Cook

Serving Size: ¾ cup

Yield: 12

Source: JSI Back to Basics: Mediterranean Flavors Recipe

Ingredients:

Ingredient Name	Measurements
Lettuce, raw, shredded	6 cups
Tomatoes, red, raw, chopped or sliced	1 ½ cup
Onions, raw, chopped	1 ½ cup

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

Instructions:

1. Top the shredded lettuce with the chopped tomatoes and onions.
2. Serve ¾ cup in pita pocket or as a side (credits toward ½ cup “other” vegetable subgroup).
3. Hold for cold service at 41° F or lower.

Nutritional Analysis:

Nutrients	Amount based on one serving
Calories	16.05 kcal
Total Fat	0.14 g
Saturated Fat	0.02 g
Trans Fat	0.00 g
Cholesterol	0.00 mg
Sodium	3.81 mg
Total Carbohydrate	3.52 g
Dietary Fiber	1.10 g
Total Sugars	1.72 g
Protein	0.71 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.*

Melon Mint Salad

Recipe HACCP Process: #2 Same Day Service

Serving Size: ½ cup

Yield: 12

Source: JSI Back to Basics: Mediterranean Flavors Recipe

Ingredients:

Ingredient Name	Measurements
Honey	2 ¼ tsp
Lemon juice, raw	2 ¼ tsp
Watermelon, raw	1 lb + 8 oz
Melons, honeydew, raw	1 lb + 8 oz
Melons, cantaloupe, raw	1 lb + 8 oz
Mint leaves, fresh, finely chopped	3 Tbsp

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

**Yield: Cantaloupe, whole 1 lb = .47 lb peeled and cut*

Honeydew melon, whole 1 lb = .46 lb peeled and cut

Watermelon, whole 1lb = .61 lb peeled and cut

Instructions:

1. In a small bowl, combine honey and lemon juice. Stir well and set aside.
2. Wash each melon.
3. Cut cantaloupe and honeydew in half and remove seeds. Cut away melon rinds and dice into 1” cubes.
4. Cut away watermelon rind and cut into 1” cubes.
5. In a large bowl, combine the fruit. Pour honey and lemon mixture over melon and mix to combine.
6. Sprinkle mint over melon mixture and mix to combine.
7. Hold at 41° or lower until service.

Nutritional Analysis:

Nutrients	Amount based on one serving
Calories	61.03 kcal
Total Fat	0.28 g
Saturated Fat	0.06 g
Trans Fat	0.00 g
Cholesterol	0.00 mg
Sodium	19.97 mg
Total Carbohydrate	15.24 g
Dietary Fiber	1.21 g
Total Sugars	13.69 g
Protein	1.14 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.*

Mujaddara

Recipe HACCP Process: #2 Same Day Service

Serving Size: 1 cup

Yield: 12

Source: JSI Back to Basics: Mediterranean Flavors Recipe

Ingredients:

Ingredient Name	Measurements
Lentils, raw	8 oz
Water	3 cups
Oil, olive, salad or cooking	½ cup
Onions, large, raw, diced	2 each
Rice, brown, long-grain, parboiled, dry	12 ½ oz
Water	5 cups
Salt, table	¾ tsp
Cumin, ground	¾ tsp
Chili powder	¾ tsp
Cinnamon, ground	¾ tsp

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

Instructions:

1. Rinse lentils in a strainer under running water.
2. In a saucepan, combine rinsed lentils and water. Bring to a boil, then simmer for about 15 minutes until tender but not mushy.
3. Drain and set aside.
4. As lentils cook, heat oil in a large skillet, and sauté onions until golden brown.
5. In a medium saucepan, combine rice, water, salt, cumin, chili powder, and cinnamon. Cook for about 30-35 minutes until tender.
6. Once rice is cooked, remove from heat and stir in lentils and sautéed onions.

7. Hold for hot service at 135°F or higher.
8. Portion with No. 4 scoop (1 cup).

Nutritional Analysis:

Nutrients	Amount based on one serving
Calories	264.96 kcal
Total Fat	10.20 g
Saturated Fat	1.46 g
Trans Fat	0.00 g
Cholesterol	0.00 mg
Sodium	162.18 mg
Total Carbohydrate	36.91 g
Dietary Fiber	3.61 g
Total Sugars	1.65 g
Protein	7.18 g

Meal Component Information:

Meal Components	Amount
Meat/Meat Alternate	1 oz equivalent
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.*

Pita

Recipe HACCP Process: #1 No Cook

Serving Size: 6 ½"

Yield: 12

Source: Mosaic

Ingredients:

Ingredient Name	Measurements
Pita Bread, Whole Wheat, 6 ½" diameter	12 each

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

Instructions: No instructions assigned.

Nutritional Analysis:

Nutrients	Amount based on one serving
Calories	167.68 kcal
Total Fat	1.09 g
Saturated Fat	0.09 g
Trans Fat	0.00 g
Cholesterol	0.00 mg
Sodium	337.28 mg
Total Carbohydrate	35.77 g
Dietary Fiber	3.90 g
Total Sugars	1.84 g
Protein	6.27 g

Meal Component Information:

Meal Components	Amount
Grain	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.*

Tabbouleh

Recipe HACCP Process: #2 Same Day Service

Serving Size: ¾ cup

Yield: 12

Source: JSI Back to Basics: Mediterranean Flavors Recipe (adapted from: USDA Recipe E-23)

Ingredients:

Ingredient Name	Measurements
Water	2 ½ cup + 1 tsp
Salt, table	1 ½ tsp
Bulgur, dry	13 oz
Tomatoes, red, ripe, raw	1 lb + 2 ¾ oz (or 3 cups)
Cucumber, raw, peeled	9 ½ oz (or 2 ¼ cups)
Parsley, fresh, finely chopped	¾ oz (or 1/3 cup)
Onions, raw	3 oz (or ½ cup)
Mint leaves, fresh, finely chopped	3 tsp
Lemon juice	¼ cup + 3 ½ tsp
Oil, vegetable	1 Tbsp + 2 ¾ tsp

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

**Note: You can substitute quinoa if bulgur is not available. The dish will be gluten-free with quinoa.*

Instructions:

1. Add salt to water and bring to a boil.
2. In a large bowl, combine bulgur and boiling water. Let stand for 30 minutes or until water is absorbed. Do not drain.
3. Wash and dice tomatoes, cucumbers, parsley, onions, and mint. Add to bulgur.
4. Add lemon juice and vegetable oil to bulgur mixture and toss to combine all ingredients. Spread mixture into each shallow pan (to a product depth of 2" or less).
5. Cool to 41°F or lower within 4 hours.

6. Hold for cold service at 41° F or lower.
7. Portion with 6 fl oz ladle (3/4 cup).

Nutritional Analysis:

Nutrients	Amount based on one serving
Calories	138.94 kcal
Total Fat	2.75 g
Saturated Fat	0.43 g
Trans Fat	0.00 g
Cholesterol	0.00 mg
Sodium	289.73 mg
Total Carbohydrate	26.61 g
Dietary Fiber	4.72 g
Total Sugars	2.06 g
Protein	4.44 g

Meal Component Information:

Meal Components	Amount
Grain	1 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.*

Tzatziki

Recipe HACCP Process: #1 No Cook

Serving Size: 2 oz

Yield: 12

Source: JSI Back to Basics: Mediterranean Flavors Recipe

Ingredients:

Ingredient Name	Measurements
Cucumber, raw, with peel	½ lb
Salt, table	1 tsp
Garlic, jarred, minced or dried, ground	1 ½ tsp (or 3/8 tsp dried, ground)
Dill weed, fresh, sprigs or dried	1 Tbsp (or 1 tsp dried)
Lemon juice, raw	2 Tbsp
Pepper, black	¼ tsp
Yogurt, Greek, plain, low-fat	1 lb

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

Instructions:

1. Wash cucumber.
2. Over a bowl, grate cucumber. Sprinkle salt over grated cucumber and let sit for 5 minutes.
3. Place grated cucumber on a clean, thin cloth. Gather the ends of the cloth and twist. Squeeze cucumber to remove excess liquid. Discard liquid.
4. Place cucumber in a clean bowl and set aside.
5. Into the cucumber bowl, mix lemon juice, garlic, dill, black pepper, and yogurt. Mix until combined.
6. Place in refrigerator and cool to 41° or lower within 4 hours.
7. Hold for cold service at 41°F or lower.
8. Portion with a No. 16 scoop (2 fl. oz).

Nutritional Analysis:

Nutrients	Amount based on one serving
Calories	34.47 kcal
Total Fat	0.77 g
Saturated Fat	0.48 g
Trans Fat	0.02 g
Cholesterol	3.78 mg
Sodium	207.47 mg
Total Carbohydrate	3.13 g
Dietary Fiber	0.16 g
Total Sugars	1.75 g
Protein	4.04 g

Meal Component Information:

Meal Components	Amount
Meat/Meat Alternate	0.25 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.*



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: Mediterranean Flavors

Team Assignments

Team 1

Hummus
Tabbouleh

Team 2

Baba Ganoush
Melon Mint Salad

Team 3

Tzatziki
Mujaddara

Team 4

Chicken Shawarma
Lettuce/Tomato/Onion

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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