

# MENUS OF FLAVOR:

## EAST AND SOUTHEAST ASIAN FUSION





# **MENUS OF FLAVOR:** EAST AND SOUTHEAST ASIAN FUSION

Adapted from The John C. Stalker Institute's  
Back to Basics: Asian Fusion Workshops to Go Series

## **TRAINING MANUAL**

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**Key Area: 2 – Operations**  
**USDA Professional Standards Codes:**  
**Food Production – 2100**  
**Serving Food – 2200**  
**Food Safety and HACCP Training – 2600**

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# BACKGROUND INFORMATION FOR TRAINERS

**WELCOME** to *Menus of Flavor: East and Southeast Asian Fusion*. This training manual was developed to serve as an instructional aid for you, the course instructor. The manual provides you with the content and educational tools needed to introduce school nutrition professionals to concepts and basic skills related to preparing and serving safe, high-quality meals to students. To assist you further in successfully conducting this training, the Training Manual includes the following prompts:

## INSTRUCTOR'S NOTE:

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

### DEMONSTRATE/DISCUSS

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

### KEY MESSAGES

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

### CLASS DISCUSSION PROMPTS

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

### ADDITIONAL INFORMATION

- This training is intended for 24 participants, including hands-on food production activities for six teams of four participants each.
- This training includes a pre-assessment and a post-assessment to be administered at the beginning and end of the training.
- **Best Practices** are **bolded** to prompt the instructor to add emphasis to the topic area. A list of best practices can also be found in the training appendix.
- The equipment list, shopping list, setup guide, and lesson preparation information can be found in the Appendix starting on page 93 of the Training Manual.

## ACTIVITY INFORMATION

- Participants will work in small teams. At the beginning of the training, divide the participants into six teams of four participants. (The recommended team size for this training is four participants; however, if there are fewer than 24 participants, the total number of participants will be divided into six teams). Assign the recipes each team will be working with during the culinary lab. (For teams with fewer than four participants, consider adjusting the recipe assignments).
  
- Here are a few suggestions for developing teams:
  - Allow participants who are sitting next to each other to be in teams or pairs or have them number off by the desired number of teams.
  - Have child nutrition or culinary terms on one notecard and the corresponding definition on another notecard. Let participants circulate the room to find a match. The participants with matching cards are partners. For example, one card would have the word “food processor,” and the corresponding definition card would read, “This piece of equipment is used to shred, chop, and blend foods.”
  - Place different colored dots on nametags, note cards, or on the outside of the workbooks. The participants with the same color are in a group or pair.

# TRAINING-AT-A-GLANCE

TIME	TOPIC	TASK	MATERIALS
<b>INTRODUCTION</b>			
5 minutes	Overview	<ul style="list-style-type: none"> <li>○ Sign-in sheet</li> <li>○ Introduce topic</li> <li>○ Instructor introduction</li> <li>○ Ice breaker activity</li> <li>○ Review objectives</li> <li>○ Review USDA Professional Standards</li> <li>○ Review ICN Competencies</li> <li>○ Culinary terms</li> </ul>	<ul style="list-style-type: none"> <li>○ Sign-in sheet</li> <li>○ Participant’s Workbook</li> <li>○ Handouts:                             <ul style="list-style-type: none"> <li>• Ground Rules</li> <li>• Professional Standards and Key Area Code</li> <li>• Training Objectives</li> <li>• Culinary Terms</li> </ul> </li> </ul>
5 minutes	Pre-Assessment	<ul style="list-style-type: none"> <li>○ Distribute Pre-Assessment</li> <li>○ Facilitate Pre-Assessment</li> <li>○ Collect completed Pre-Assessments</li> </ul>	Handout: Pre-Assessment
<b>ORIGIN AND NUTRITIONAL BENEFITS OF EAST AND SOUTHEAST ASIAN CUISINE</b>			
<b>OBJECTIVES:</b>			
<ul style="list-style-type: none"> <li>○ Review the geographical origin of East and Southeast Asian cuisine.</li> <li>○ Identify the nutritional benefits of East and Southeast Asian cuisine.</li> </ul>			
10 minutes	<ul style="list-style-type: none"> <li>○ Origin</li> <li>○ Nutritional benefits</li> </ul>	Discuss: <ul style="list-style-type: none"> <li>○ Origin</li> <li>○ Nutritional benefits of East and Southeast Asian cuisines</li> </ul>	Handout: Map of East Asia and Southeast Asia
<b>CULINARY BASICS</b>			
<b>OBJECTIVE:</b>			
<ul style="list-style-type: none"> <li>○ Identify basic culinary techniques for producing a quality meal.</li> </ul>			
40 minutes	<ul style="list-style-type: none"> <li>○ Standardized recipes</li> <li>○ Mise en place</li> <li>○ Units of measurement</li> <li>○ Weight vs. volume demonstration</li> </ul>	Discuss: <ul style="list-style-type: none"> <li>○ Standardized recipes</li> <li>○ Mise en place</li> <li>○ Units of measurement</li> </ul>	<ul style="list-style-type: none"> <li>○ Supplies:                             <ul style="list-style-type: none"> <li>• Shredded Cheddar Cheese, 8 oz</li> <li>• Portion Cup, 2 oz</li> </ul> </li> <li>○ Equipment: Scale</li> <li>○ Handouts:                             <ul style="list-style-type: none"> <li>• USDA Stir-Fry Sauce</li> <li>• Production Schedule Template</li> </ul> </li> </ul>

TIME	TOPIC	TASK	MATERIALS
<b>GETTING TO KNOW THE STAPLES</b>			
<b>OBJECTIVE:</b>			
<ul style="list-style-type: none"> <li>○ Recognize foods commonly found in East and Southeast Asian cuisine.</li> </ul>			
5 minutes	East and Southeast Asian ingredients	<ul style="list-style-type: none"> <li>○ Discuss foods commonly found in East and Southeast Asian cuisines</li> <li>○ Allow participants to see, touch, and smell the ingredients</li> </ul>	<ul style="list-style-type: none"> <li>○ Supplies: See Instructor Preparation Guide</li> <li>○ Equipment: See Instructor Preparation Guide</li> </ul>
<b>CHEF DEMO</b>			
<b>OBJECTIVES:</b>			
<ul style="list-style-type: none"> <li>○ Demonstrate healthy preparation techniques for vegetables, fruits, meats/meat alternates, and whole grains using common ingredients found in East and Southeast Asian cuisine.</li> <li>○ Identify options for enhancing the flavor of East and Southeast Asian-inspired menu items through the use of seasonings.</li> </ul>			
<b>PART 1</b>			
30 minutes	<ul style="list-style-type: none"> <li>○ Culinary skills and techniques</li> <li>○ East and Southeast Asian ingredients and their uses</li> </ul>	<p>Discuss the uses of and demonstrate the culinary techniques for preparing the following items:</p> <ul style="list-style-type: none"> <li>○ Napa cabbage</li> <li>○ Carrot</li> <li>○ Scallion</li> <li>○ Garlic</li> <li>○ Ginger root</li> <li>○ Red bell pepper</li> <li>○ Reduced-sodium soy sauce</li> <li>○ Rice vinegar, unseasoned</li> <li>○ Sesame oil</li> <li>○ Sesame seeds</li> <li>○ Thai red curry paste</li> </ul>	<ul style="list-style-type: none"> <li>○ Supplies: See Instructor Preparation Guide</li> <li>○ Equipment: See Instructor Preparation Guide</li> <li>○ Handouts: <ul style="list-style-type: none"> <li>• Knife Grips and Safety</li> <li>• Mincing Garlic and Making Garlic Paste</li> <li>• Slicing Napa Cabbage</li> <li>• Slicing Scallions</li> <li>• Slicing Carrots</li> <li>• Dicing Bell Pepper</li> <li>• Grating and Mincing Fresh Ginger</li> <li>• Basic Principles of Cooking Vegetables to Maintain Nutrients</li> </ul> </li> </ul>
<b>PART 2</b>			
20 minutes	<ul style="list-style-type: none"> <li>○ Culinary skills and techniques</li> <li>○ East and Southeast Asian ingredients and their uses</li> </ul>	<p>Discuss the uses of and demonstrate the culinary techniques for preparing the following items:</p> <ul style="list-style-type: none"> <li>○ Brown Rice</li> <li>○ Whole Wheat Linguini</li> <li>○ Tofu</li> <li>○ Chicken</li> </ul>	<ul style="list-style-type: none"> <li>○ Supplies: See Instructor Preparation Guide</li> <li>○ Equipment: See Instructor Preparation Guide</li> <li>○ Handout: Keep Food Safe! Food Safety Basics</li> </ul>

TIME	TOPIC	TASK	MATERIALS
<b>CULINARY LAB</b>			
<b>OBJECTIVE:</b> ○ Apply healthy preparation techniques for vegetables, fruits, meats/meat alternates, and whole grains using common ingredients found in East and Southeast Asian cuisine.			
85 minutes	Quality food production	Apply basic culinary techniques to prepare East and Southeast Asian-inspired recipes: ○ Japanese-Inspired Chicken Teriyaki ○ Teriyaki Sauce ○ Chinese-Inspired Noodles ○ Crispy Tofu ○ Confetti Fried Rice ○ Sesame Roasted Green Beans ○ Sesame Rainbow Slaw ○ Stir-Fry Vegetables ○ Vietnamese-Inspired Banh Mi ○ Edamame Salad ○ Thai-Style Salad with Chicken ○ Thai Red Curry Roasted Sweet Potatoes ○ Vietnamese-Inspired Clay Pot Chicken with Brown Rice	○ Supplies: See Instructor Preparation Guide ○ Equipment: See Instructor Preparation Guide ○ Handouts: • Food Safety Fact Sheet, Handwashing • Food Safety Fact Sheet, Washing Fruits and Vegetables • Team recipes
<b>RECIPE EVALUATION</b>			
<b>OBJECTIVE:</b> ○ Evaluate the quality and usability of prepared East and Southeast Asian-inspired recipes.			
15 minutes	Recipe evaluation	Participants will evaluate each recipe using the Recipe Evaluation Form	○ Supplies: See Instructor Preparation Guide ○ Equipment: See Instructor Preparation Guide ○ Handout: Recipe Evaluation Form

TIME	TOPIC	TASK	MATERIALS
<b>MENU PLANNING USING EAST AND SOUTHEAST ASIAN FLAVORS</b>			
<b>OBJECTIVE:</b>			
○ Identify how the East and Southeast Asian-inspired recipes can be used in the participant's program.			
10 minutes	<ul style="list-style-type: none"> <li>○ Benefits</li> <li>○ Program usability</li> </ul>	<ul style="list-style-type: none"> <li>○ Review benefits of the cuisine</li> <li>○ Discuss how the prepared food items can be used in the participant's program menus</li> </ul>	Handouts: <ul style="list-style-type: none"> <li>○ Vegetable Subgroups Mini-Poster</li> <li>○ Fruits Mini-Poster</li> <li>○ Whole Grain-Rich Sources Mini-Poster</li> <li>○ Meats/Meat Alternates Mini-Poster</li> </ul>
<b>WRAP UP</b>			
10 minutes	Review	<ul style="list-style-type: none"> <li>○ Review the lesson</li> <li>○ Allow participants time to identify a goal to implement upon returning to their program</li> </ul>	Handout: Application Action Plan
<b>POST-ASSESSMENT</b>			
5 minutes	Post-Assessment	<ul style="list-style-type: none"> <li>○ Distribute Post-Assessment</li> <li>○ End session</li> </ul>	Handouts: <ul style="list-style-type: none"> <li>○ Post-Assessment</li> <li>○ Pre-/Post-Assessment Answer Key</li> </ul>

# MENUS OF FLAVOR: EAST AND SOUTHEAST ASIAN FUSION

## INTRODUCTION (5 MINUTES)

### INTRODUCTIONS

- Welcome to Menus of Flavor: East and Southeast Asian Fusion.
- This training is designed to be hands-on, inviting you, the participant, to be an active learner. Today, we will focus on developing culinary skills that will better enable you to prepare scratch and speed scratch recipes. We will cover a variety of culinary techniques while exploring the flavor profiles of East and Southeast Asian cuisine.
- Introduce yourself and other special guests. You should state your name, title/credentials, and relevant experience. Start the ice breaker if you choose.

### ICE BREAKER IDEAS

Facilitate an ice breaker to provide participants with an opportunity to introduce themselves and identify their titles/credentials and relevant experiences. Ideas may include asking participants to include a fun food fact about themselves in their introduction. Suggested examples include:

- What's the strangest thing you've ever eaten?
- If you could only eat one food for the rest of your life, what would it be, and why?
- What's something that you regularly ate growing up?
- What's your signature dish?
- If you could go to dinner anywhere tonight, where would you go?

Confirm that participants have signed the sign-in sheet and that they all have a copy of the Participant's Workbook and a pen or pencil.

After the ice breaker, instruct participants to form (or you may assign) six teams of four participants. Assign each team a number from 1 to 6 to correspond with the team's recipes listed below. (The recommended team size for this training is four participants; however, if there are less than 24 participants, the total number of participants will be divided into six teams). Assign the recipes each team will be working with during the culinary lab. (For teams with fewer than four participants, consider adjusting the recipe assignments). This allows the participants to review the recipes they will be preparing prior to the chef demo and allows them to better understand how the food items in their recipe add flavor to the dish.

**EAST AND SOUTHEAST ASIAN-INSPIRED RECIPES**

This collection of recipes includes flavors inspired by cuisines of East and Southeast Asia and may vary from what would be authentic to the specific culture.

TEAM	1	2	3	4	5	6
<b>RECIPE 1</b>	Japanese-Inspired Chicken Teriyaki/ Teriyaki Sauce	Crispy Tofu	Chinese-Inspired Noodles	Vietnamese-Inspired Clay Pot Chicken with Brown Rice	Vietnamese-Inspired Banh Mi	Thai-Style Salad with Chicken
<b>RECIPE 2</b>	Sesame Rainbow Slaw	Sesame Roasted Green Beans	Stir-Fry Vegetables	Confetti Fried Rice	Edamame Salad	Thai Red Curry Roasted Sweet Potatoes

# TRAINING OVERVIEW

Refer participants to the following documents and briefly review each one:

- Ground Rules
- USDA Professional Standards
- ICN Competencies
- Training Objectives
- Culinary Terms

## TRAINING PRE-ASSESSMENT

- Distribute the pre-assessment.
- Instruct participants to choose a 4-digit identifier to write on both the pre- and post-assessments. The identifier is an anonymous name alternative that allows us to compare pre- and post-assessment answers.
- Instruct participants to read each question carefully and select the best answer.
- Inform the participants that the pre-assessment is a tool used to determine what they already know about the topic. The assessments will be sent to the ICN where they will be scored to determine the amount of information learned, as well as the effectiveness of the course. Individual scores are not reported.
- Give participants a few minutes to complete the pre-assessment.
- When participants have finished, collect the assessments and place them in a secure location.

### INSTRUCTOR'S NOTE:

Time does not allow for a review of all the terms and definitions included in the Culinary Terms (p. 95). Ask volunteers to read the definitions for the following terms: **Aroma**, **Blanching**, **Mise en Place**, and **Marinate**. Ask if there are any other culinary terms that need clarification.

### INSTRUCTOR'S NOTE:

Do not provide the correct answers to the pre-assessment. The answers should only be given at the conclusion of the training after the post-assessment has been completed.

# GROUND RULES

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

## **SHOW UP ON TIME AND COME PREPARED**

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

## **STAY MENTALLY AND PHYSICALLY PRESENT**

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

## **LET EVERYONE PARTICIPATE**

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

## **LISTEN WITH AN OPEN MIND**

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

## **THINK BEFORE SPEAKING**

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

## **ATTACK THE PROBLEM, NOT THE PERSON**

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

## **FOCUS ON FOOD SAFETY**

Ensure proper food safety practices are adhered to at all times. Practice proper handwashing and glove use, avoid cross-contact and cross-contamination, follow cleaning and sanitation practices, and proper temperature controls.

## **MAINTAIN PHYSICAL SAFETY**

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

## **WEAR PROPER KITCHEN ATTIRE**

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

# PROFESSIONAL STANDARDS AND KEY AREA CODE

## KEY AREA CODE

### 2 – Operations

#### FOOD PRODUCTION – 2100

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

2110 – Understand and effectively prepare food using a standardized recipe.

2130 – Develop culinary skills necessary for school meal preparation.

2140 – Properly use and care for equipment.

#### SERVING FOOD – 2200

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

2230 – Serve food to maintain quality and appearance standards.

#### FOOD SAFETY AND HACCP TRAINING – 2600

Employee will be able to effectively utilize all food safety program guidelines and health department regulations to ensure optimal food safety.

2620 – Practice general food safety procedures.

2630 – Practice Federal, State, and local food safety regulations and guidance.

# ICN COMPETENCIES

## COMPETENCIES, KNOWLEDGE, AND SKILLS FOR SCHOOL NUTRITION MANAGERS

### FUNCTIONAL AREA 8: MEAL PREPARATION AND SERVICE

This functional area is defined as the organized procedures to ensure the provision and service of safe, appetizing, nutritious meals to students in a safe, clean and pleasant environment.

#### CORE COMPETENCIES

- Competency 8.1: Follows Federal, State, and local policies and procedures to meet compliance requirements for meal preparation and service in the school nutrition program.
- Competency 8.2: Follows standard recipes that meet the requirements of the school nutrition program.
- Competency 8.3: Organizes food preparation and production that allows for efficient and effective use of equipment.
- Competency 8.5: Creates and utilizes production planning and scheduling procedures in the school nutrition program to produce quality foods.
- Competency 8.6: Implements foodservice procedures that produce high-quality food that is appealing for the school nutrition program.

# OVERALL TRAINING GOALS

- Recognize the nutritional benefits of scratch-based food preparation using ingredients found in East and Southeast Asian cuisine.
- Apply relevant culinary skills and techniques for preparing East and Southeast Asian-inspired menu items.
- Prepare healthy, appealing East and Southeast Asian-inspired meals in Child Nutrition Programs.

# TRAINING OBJECTIVES

- Review the geographical origin of East and Southeast Asian cuisine.
- Identify the nutritional benefits of East and Southeast Asian cuisine.
- Identify basic culinary techniques for producing a quality meal.
- Recognize foods commonly found in East and Southeast Asian cuisine.
- Demonstrate healthy preparation techniques for vegetables, fruits, meats/meat alternates, and whole grains using common ingredients found in East and Southeast Asian cuisine.
- Identify options for enhancing the flavor of East and Southeast Asian-inspired menu items through the use of seasonings.
- Apply healthy preparation techniques for vegetables, fruits, meats/meat alternates, and whole grains using common ingredients found in East and Southeast Asian cuisine.
- Evaluate the quality and usability of prepared East and Southeast Asian-inspired recipes.
- Identify how the East and Southeast Asian-inspired recipes can be used in the participant's program.



# ORIGIN AND NUTRITIONAL BENEFITS OF EAST AND SOUTHEAST ASIAN CUISINE

## [10 MINUTES]

### OBJECTIVES

- Review the geographical origin of East and Southeast Asian cuisine.
- Identify the nutritional benefits of East and Southeast Asian cuisine.

### DEMONSTRATE/DISCUSS

- Direct participants to the **Map of East Asia and Southeast Asia** handouts located in their workbooks (p. 23-24).
- Asia is a huge continent that includes countries with a wide diversity of cultures. In this workshop, we are going to focus on the food cultures of East and Southeast Asian countries, like China, Japan, Thailand, Vietnam, and Cambodia, to name a few. While they each have their cuisine, there are similarities in ingredients used and flavor profiles.
- East Asian food has some similarities across the countries, including flavors like ginger, soy sauce, garlic, scallions, and sesame. The cuisines also tend to focus on vegetables, soy, and rice as the main components of each meal, with meat added as a condiment. By combining a variety of East Asian-inspired dishes, you can create a meal that is well-balanced and delicious!
- Southeast Asian food also uses similar flavors across the countries, including fish sauce, garlic, chilies, lemongrass, lime juice, basil, and cilantro.
- Following a balanced East or Southeast Asian diet often provides:
  - Vegetarian sources of protein
  - Fiber-rich meals from a variety of vegetables and whole grains
    - Foods containing fiber can provide health benefits such as helping to maintain bowel health, healthy weight, and lowering your risk of diabetes, heart disease, and some types of cancer.
    - For Child Nutrition Programs, we use whole grain brown rice and noodles for nutritional benefit; however, different varieties of rice and noodles may be used in more traditional preparations.
  - Antioxidants from spices, herbs, and citrus fruits; antioxidants are substances that may help protect you against heart disease, stroke, cancer, and other health conditions.
  - Heart-healthy fats from sources like peanut and sesame seed oils and fresh fish
    - Eating foods containing unsaturated fats instead of saturated fats can help lower cholesterol levels. Most vegetable oils that are liquid at room temperature are higher in unsaturated fats. Saturated fats tend to be solid at room temperature, like coconut oil, butter, and animal fats.
    - Have been shown to help prevent heart disease and stroke, may help manage lupus symptoms, eczema, and rheumatoid arthritis, and may play protective roles in cancer and other conditions.

**KEY MESSAGES**

- Today's workshop is all about enhancing the school menu by incorporating the flavors of East and Southeast Asia.
- East and Southeast Asian-inspired cuisine is a healthy way of eating and is packed with flavor that is easy to market to students.
- **One of the goals in providing a quality meal is to ensure the foods you prepare are inviting and exhibit a quality of freshness.** When properly prepared, East and Southeast Asian-inspired cuisines help meet those quality standards.

**CLASS DISCUSSION PROMPTS**

**Question:** What countries are considered part of East Asia?

**Possible Answers:** China, Hong Kong, Japan, North Korea, South Korea, Taiwan, Macau, and Mongolia.

**Question:** What countries are considered part of Southeast Asia?

**Possible Answers:** Thailand, Cambodia, Laos, Vietnam, the Philippines, Malaysia, Indonesia, Singapore, Brunei, Burma (Myanmar), and Timor-Leste.

**Question:** Why are we focusing on East and Southeast Asian food preparation?

**Possible Answers:** According to the School Nutrition Association, current food trends show increasing interest in authentic ethnic cuisine. The report indicates that in 2019 about one-half (49.9%) of districts surveyed had planned to offer new menu items that feature international flavors (source: <http://www.schoolnutrition.org> 2019 School Nutrition Trends Report). Currently, students are developing more adventurous palates than ever before, and they desire meals that are customizable, fresh, and “trendy.”

**Question:** Have you ever tried or prepared some of the typical dishes found in East or Southeast Asian cuisine?

**Possible Answers:** Name examples of some typical dishes from East and Southeast Asian countries: stir-fried meat and vegetables, fried rice, tofu, dim sum, wonton soup, bibimbap (pronounced: “BEE-bim-bap”), pho (pronounced: “fuh”), banh mi, pad Thai, chicken adobo, etc.

Ask if there are any questions.

# MAP OF EAST ASIA

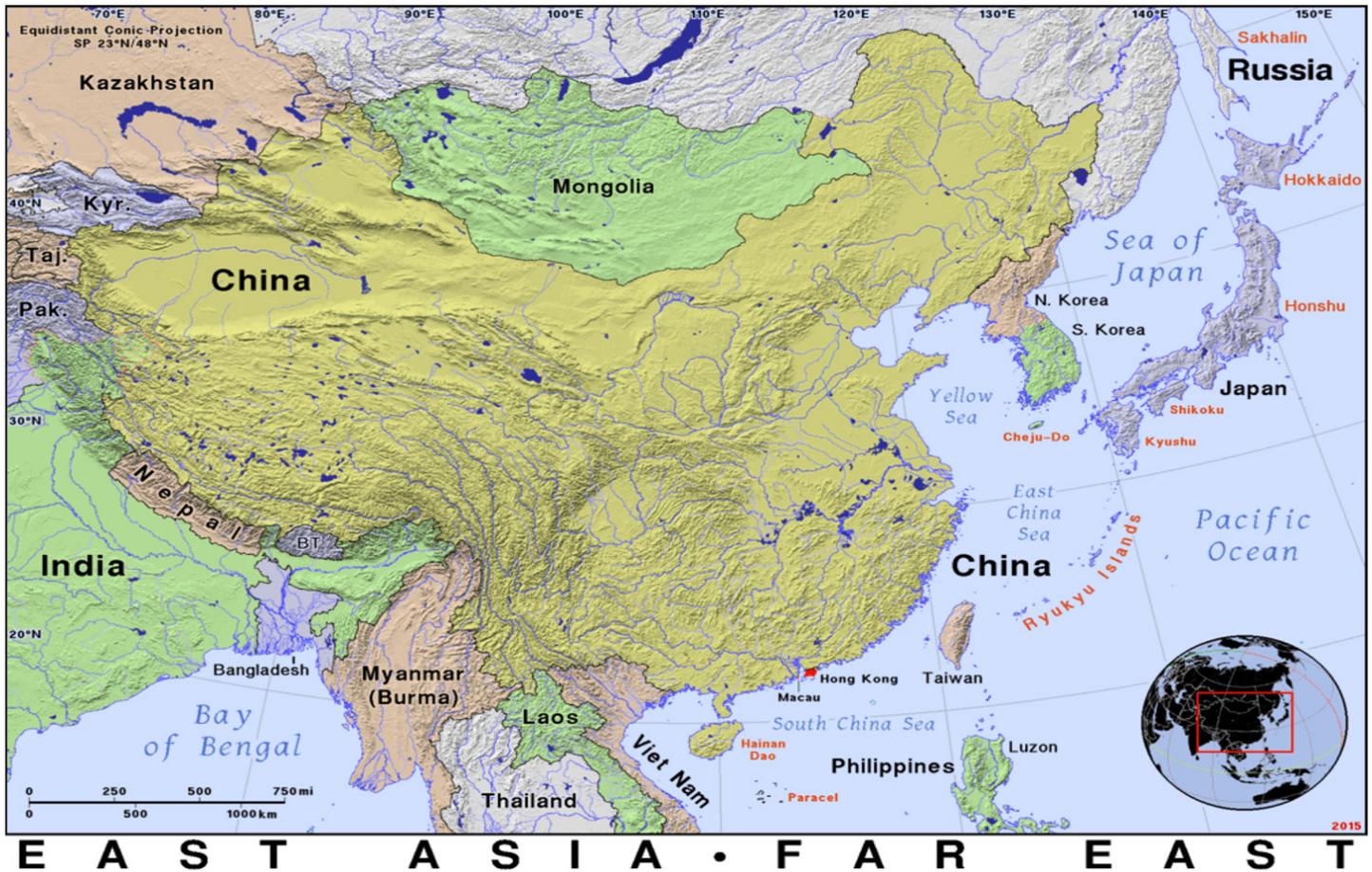


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# MAP OF SOUTHEAST ASIA

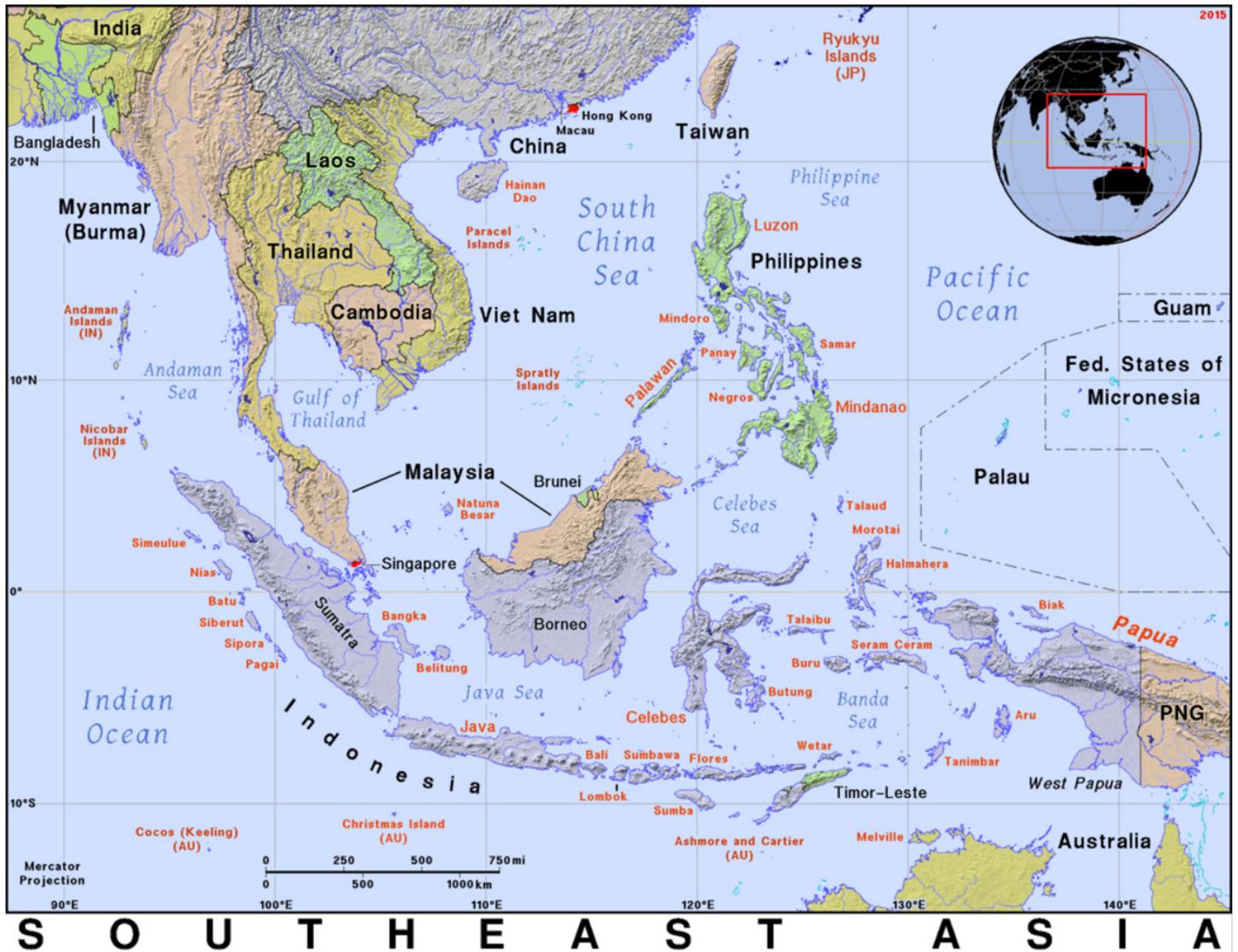


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# CULINARY BASICS I

## STANDARDIZED RECIPES

### [40 MINUTES]

#### OBJECTIVE

- Identify basic culinary techniques for producing a quality meal.

#### DEMONSTRATE/DISCUSS

- Many schools are striving to provide more scratch-made food that is low in sodium, as well as develop menus that are abundant in fruits, vegetables, and whole grains. There are several important factors to consider when increasing your school nutrition operation's use of scratch-based food preparation, including:
  - Students' food familiarity and preferences
  - Food and ingredient availability
  - Staff's culinary skill level and adequate staffing levels
  - Budgetary constraints
- Food production begins with the standardized recipe. This gives the kitchen staff all the steps and procedures necessary for consistent, quality food production.
- Standardized recipes are important because they:
  - Ensure consistency
  - Simplify the food preparation process for employees
  - Provide a time standard (the amount of time required to produce a recipe)
  - Yield the same amount each time
  - Provide safe cooking and holding temperatures
  - Help determine how much food to order and help control costs
  - Ensure customers will receive a high-quality and consistent product
  - Ensure Child Nutrition Program meal pattern requirements and dietary specifications are met
- Think of a standardized recipe as your blueprint or guide for preparing menu items.

#### KEY MESSAGES

- **All foods served in schools need a standardized recipe.** Even convenience foods, such as frozen pizza, need directions for staff to follow during preparation and cooking.
- **A best practice is to always review the recipe from beginning to end before preparation.**

### CLASS DISCUSSION PROMPTS

**Question:** Why is it important to read through the recipe before starting food production?

**Possible Answers:**

- An ingredient may be listed only once but used in two or more steps throughout the recipe
- To ensure you have the correct food items in stock
- To ensure you have the correct equipment and small wares available for use
- To ensure the recipe is scaled to the right number of servings for the day's forecast



## Stir-Fry Sauce USDA Recipe for Schools

Our Stir-Fry Sauce features low-sodium soy sauce combined with fresh ginger, vegetable stock, scallions, sesame oil, lime juice, and apple cider vinegar.

INGREDIENTS	50 SERVINGS		100 SERVINGS		DIRECTIONS
	Weight	Measure	Weight	Measure	
Sugar	8 oz	1 cup	1 lb	2 cup	<p><b>1</b> In a medium stock pot, add sugar, sesame oil, soy sauce, ginger, garlic, pepper, stock, apple cider vinegar, lime juice, and onions. Heat uncovered over medium-high heat for 2–3 minutes until sauce comes to a simmer. Stir constantly.</p>
Sesame oil		¼ cup		½ cup	
Low-sodium soy sauce		1 cup		2 cup	
Fresh ginger, grated		¼ cup		½ cup	
Fresh garlic, minced	2 ¼ oz	3 Tbsp	4 ½ oz	¼ cup 2 Tbsp	
Ground black pepper		2 tsp		1 Tbsp 1 tsp	



### Stir-Fry Sauce

INGREDIENTS	50 SERVINGS		100 SERVINGS		DIRECTIONS
	Weight	Measure	Weight	Measure	
Vegetable stock		1 qt 2 cups		3 qt	
Apple cider vinegar		1 cup		2 cups	
Lime juice		¼ cup		½ cup	
*Fresh green onions, diced	4 oz	2 cups	8 oz	1 qt	
Cornstarch	4 oz	<del>2</del> 3 cup 2 Tbsp 2¼ tsp	8 oz	1 ½ cup 2 Tbsp 2 ½ tsp	<b>2</b> Add cornstarch and water to thicken sauce. Simmer uncovered over medium–high heat for 1 minute, stirring constantly.
Water		2 cups			
					<b>3</b> Critical Control Point: Heat to 135 °F or higher for at least 15 seconds.
					<b>4</b> Pour 1 qt 1¾ cups (about 3 lb 1.5 oz) stir fry sauce into a steam table pan (12" x 20" x 2½"). For 50 servings, use 2 pan. For 100 servings, use 4 pans.
					<b>5</b> Critical Control Point: Hold for hot service at 135 °F or higher.
					<b>6</b> Portion with 2 fl oz ladle (¼ cup).





United States Department of Agriculture

## Stir-Fry Sauce

### NUTRITION INFORMATION

For ¼ cup (2 fl oz ladle).

<b>NUTRIENTS</b>	<b>AMOUNT</b>
<b>Calories</b>	<b>44</b>

<b>Total Fat</b>	<b>1 g</b>
Saturated Fat	0 g
Cholesterol	0 mg
<b>Sodium</b>	<b>244 mg</b>
<b>Total Carbohydrate</b>	<b>7 g</b>
Dietary Fiber	0 g
Total Sugars	5 g
Added Sugars included	N/A
<b>Protein</b>	<b>1 g</b>
<hr/>	
Vitamin D	0 IU
Calcium	5 mg
Iron	0 mg
Potassium	34 mg

N/A=no data available.

### SOURCE

USDA Standardized Recipes Project.

MARKETING GUIDE		
Food as Purchased for	50 Servings	100 Servings
Green onions	6 oz	12 oz

### NOTES

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

Cooking Process #2: Same Day Service.

YIELD/VOLUME		
50 Servings	100 Servings	
About 6 lb 3 oz	About 12 lb 6 oz	
About 3 qt 1/3 cup/2 steam table pans (12" x 20" x 2½")	About 1 gal 2 qt ¾ cup/4 steam table pans (12" x 20" x 2½")	



# CULINARY BASICS I

## COMPONENTS OF STANDARDIZED RECIPES

### OBJECTIVE

- Review the basic components of a standardized recipe.

### DEMONSTRATE/DISCUSS

- Direct participants to the **Stir-Fry Sauce** recipe in the workbook (p. 27)
- You can find more Standardized Recipes developed by the USDA by visiting ICN's Child Nutrition Recipe Box located on the ICN website.

To use a recipe, it is important to understand the components of a recipe. The major components of a standardized recipe include:

- Recipe title and description
- Recipe category
- Ingredients
- Weight/volume of each ingredient
- Units of measure for each ingredient
- Preparation directions
- Cooking temperature, cooking time, and preparation time
- Serving size
- Recipe yield
- Equipment and utensils needed
- Crediting information
- Nutrient analysis
- Marketing guide
- Food safety guidelines

More about each of the major components of a recipe:

### Ingredients

- Pay close attention to the ingredients.
- The ingredient name is usually clear and includes the type of ingredient—fresh, frozen, or canned, for example.
- Preparation techniques, such as slicing and dicing, are sometimes included in the ingredient name as well (e.g., sliced carrots or diced onions).
- They are usually listed in order of use.

### Weights/Volume of Each Ingredient

- **Be sure to note the weights and measures when reviewing a standardized recipe.**
- Weights and measures are not interchangeable. It is important to decide when weights and/or measures will be used in food production.
- **A best practice is to weigh dry ingredients for better accuracy, but always use volume to measure liquid ingredients.**

### Preparation Directions

- Directions, or detailed instructions, are included with each standardized recipe.
- The directions tell how and when the ingredients should be combined.
- The directions are listed in sequential order when preparing the recipe.

### Equipment & Utensils Needed

- Standardized recipes also disclose the equipment and utensils needed for production.

### Food Safety Guidelines & HACCP

- Standardized recipes include food safety guidelines/HACCP critical control points (CCPs).
- CCPs, such as cooking and holding temperatures, ensure that the final product will be safe to eat.

### Serving Size & Recipe Yield

- Look for the serving size and recipe yield as you review a standardized recipe.
- Determine whether the serving size is appropriate for the age being served.

### KEY MESSAGES

- **The first step in any food preparation is to review the standardized recipe. You should always review the recipe from beginning to end before you begin the preparation.**
- Reviewing the recipe will help to prevent problems that could arise during food preparation and production.

### CLASS DISCUSSION PROMPTS

**Question:** Which meal components could be paired with this recipe?

**Possible Answers:** Answers may include meats/meat alternates, vegetables, or grains.

Does anyone have any questions?



# CULINARY BASICS I

## MISE EN PLACE

### OBJECTIVE

- Review the term mise en place and the Six Steps to mise en place success.

### DEMONSTRATE/DISCUSS

- Organizing yourself and your workspace is an essential skill. This will make kitchen tasks easier to complete and more efficient.
- Discuss mise en place, the French phrase that means “to put in place.” This phrase is used to describe the steps needed to prepare for the production process of a menu item.
- Mise en place is a collection of good work habits; it takes planning, effort, and practice to develop any habit. Once these good habits are established, you will be more organized and efficient.
- Mise en place requires a series of six steps.
- Direct participants to the Mise en Place handout in the workbook (p. 37)

## THE SIX STEPS FOR MISE EN PLACE ARE:

### STEP 1: REVIEW RECIPES & PRODUCTION RECORDS

- Plan your work by reviewing the recipes to be prepared as well as the production records for the forecasted number of servings needed.
- Consider reviewing recipes several days in advance to identify time-saving steps.

### STEP 2: PRIORITIZE YOUR WORK

- When reviewing the recipes, list the sequence of activities needed so that you have a basic idea of what you need to do to complete the recipe.
- Pay attention to things like how long foods need to cook or cool, food items that need to be prepared beforehand (prepped), and equipment needs.
- Making a detailed mise en place list serves as a reminder, so you do not have to make several trips to get what you need or retrieve something you forgot.

### STEP 3: COLLECT TOOLS & PREPARE EQUIPMENT

- Gather and prepare all of the equipment and tools you will need for production.
- In the event a piece of equipment is not operating as expected, it's better to know that in advance so you can adjust your menu or production schedule as needed.

### STEP 4: GATHER RECIPE INGREDIENTS

- Identify and gather all of the foods you will need for production and place the items in appropriate storage locations.
- Make sure your production plan includes retrieving the staged items throughout the production process.
- In the event that an ingredient is compromised (limited quantity, expired unexpectedly, etc.), it's better to know that in advance so you can make equitable substitutions and adjust your menu or production schedule as needed.

### STEP 5: PREPARE INGREDIENTS

- This step is often referred to as “prepping” for production.
- Double-check the recipe for the types of cuts and quantities associated with each item listed.
  - For example, a chili recipe may call for 3 pounds of onions to be large diced in step one and a half-pounds of minced onions to be used as a garnish in step twelve.
- Find opportunities to combine tasks. Reviewing the recipes for the current day and upcoming days will help streamline your prep.
  - Rather than cutting peppers three days in a row, cut them all on day one and use the time you saved on days two and three to work on other prep items.
- To ensure food safety when prepping, make sure you only have the foods you are actively working with at your workstation.
  - Keep cold foods in the refrigerator when they are not being prepped. Do not be afraid to prep in batches, especially with foods more susceptible to diminished quality due to time/temperature abuse.

### STEP 6: SET UP YOUR WORKSTATION

- Organize the workstation to work smarter, not harder.
- It is estimated the average cook takes 14,000 steps per day. Take time to plan your work and eliminate any unnecessary steps. Limit unnecessary movements by keeping items easily accessible.
- Ensure your workstation setup coincides with steps one through five in your mise en place plan.
- Having your station set up with the tools, equipment, and ingredients you need to execute your recipes simplifies your work, yielding a better result.

# MISE EN PLACE

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



## Step 1: Review Recipes & Production Records

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

## Step 2: Prioritize Your Work

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



## Step 3: Collect Tools & Prepare Equipment

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

## Step 4: Gather Recipe Ingredients

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



## Step 5: Prepare Ingredients

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

## Step 6: Set Up Your Workstation

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



## KEY MESSAGES

- **A best practice is to plan ahead by reviewing recipes and production records several days in advance so you can identify the foods and equipment that will be needed. This step is especially useful for:**
  - Combining similar tasks such as dicing onions for several recipes
  - Identifying foods that may require extra time or steps, such as time to defrost or rest in a marinade (such as chicken breast marinating for Japanese-Inspired Chicken Teriyaki)
  - Checking inventory levels to ensure you have enough product on-hand
- **As you create your mise en place list, develop a production schedule to prioritize your work so you are doing the correct steps at the right time.**
- **A best practice is to identify and gather all of the ingredients you will need for production and place the items in appropriate storage locations.**
- **A best practice is to find opportunities to combine tasks.**

## CLASS DISCUSSION PROMPTS

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

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

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

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

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

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

# CULINARY BASICS I

## UNIT OF MEASUREMENT

### OBJECTIVE

- Identify the difference in using weight and volume as units of measurement.

### DEMONSTRATE/DISCUSS

- A critical culinary skill is to use the correct ‘weight’ or ‘measure’ listed on a standardized recipe.
- Ingredients must be weighed or measured correctly to produce the desired recipe results.
- In the U.S. system, the word “ounce” can refer to both volume (capacity) and weight. There are “weight ounces” (oz), and there are “fluid ounces” (fl oz).

### Packed vs Sifted Flour Example

- Weight differs from volume.
- Use flour to help explain those differences.
- One cup of packed flour can weigh as much as 5.3 oz, whereas one cup of sifted flour weighs approximately 4.5 oz.
  - Both have 1-cup worth of volume, but the resulting weight is different based on how the flour takes up space.
  - The first cup is packed densely with flour, whereas in the second cup, the flour is aerated and then added to the container. Through the process of aeration, compact flour granules are separated by sifting, which leaves tiny air pockets that take up space and displace the flour.
- To get the most accurate result, you need to weigh the food item.

### Volume

- Volume refers to the **amount of space** an ingredient occupies in a measuring **container**.
- Volume is expressed in terms such as **teaspoons**, **cups**, and **gallons**.
- You may see volume referred to as “measure,” which can be confusing. It is important to identify if the recipe calls for weight or capacity. Capacity is volume and is nearly always referencing a liquid product.
- Dried herbs and spices should be measured using volume amounts for best accuracy. However, if the amount is greater than ½ cup, weighing the dried herb or spice will be more accurate.

## Weight

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

## KEY MESSAGE

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

## CLASS DISCUSSION PROMPTS

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

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

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

# CULINARY BASICS I

## WEIGHT VS. VOLUME DEMONSTRATION

### DEMONSTRATE/DISCUSS

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

### KEY MESSAGES

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

### CLASS DISCUSSION PROMPTS

**Question:** After filling this 2 oz portion cup with shredded cheddar cheese, how much do you think it will weigh?

**Possible Answers** will vary and are intended to stimulate discussion. The correct answer is about 1 oz.

Are there any questions regarding standardized recipes, mise en place, or unit of measure before we move on?

# GETTING TO KNOW THE STAPLES

## [5 MINUTES]

### OBJECTIVE

- Recognize foods commonly found in East and Southeast Asian cuisine.

### DEMONSTRATE

- Chef's demo station will need to be in a central area of the kitchen so participants can gather around to watch.
- Prepare six small portion cups each of sliced ginger root, unseasoned rice vinegar, sesame oil, and red curry paste. Have participants pass the portions cups around amongst themselves to smell each of these ingredients as it is being discussed.
- Lay out the following ingredients on the center demonstration counter/prep table:
  - Napa cabbage (1 head)
  - Scallion (2 each)
  - Garlic (2 cloves)
  - Ginger root (3–4 inches)
  - Red bell pepper (1 each)
  - Cilantro (3 sprigs)
  - Daikon radish (3 slices)
  - Reduced-sodium soy sauce
  - Rice vinegar, unseasoned
  - Sesame oil
  - Thai red curry paste
  - Sesame seeds
- Have participants become familiar with staple ingredients laid out on the center table by looking, smelling, and describing what they see.

### INSTRUCTOR'S NOTE:

*Review current public health guidance to determine if this aroma sensory experience is advisable.*

### KEY MESSAGES

- Techniques for preparing fresh ingredients give you the skill set to prepare ingredients quickly and efficiently. Once you feel comfortable preparing recipes from scratch, you can purchase more ingredients in bulk and in their raw form, which usually costs less.

### CLASS DISCUSSION PROMPTS

**Question:** Have you cooked with the ingredients we have discussed?

**Possible Answers** will generally be yes or no and will generate discussion and sharing.

**Question:** Are you familiar with how they taste?

**Possible Answers** will generally be yes or no and will generate discussion and sharing.

## CHEF DEMO (50 MINUTES)

### OBJECTIVES

- Demonstrate healthy preparation techniques for vegetables, fruits, meats/meat alternates, and whole grains using common ingredients found in East and Southeast Asian cuisine.
- Identify options for enhancing the flavor of East and Southeast Asian-inspired menu items through the use of seasonings.

### INSTRUCTOR'S NOTE:

Ensure that ingredients are prepped for all demos prior to the lesson.

## CHEF DEMO PART 1 (30 MINUTES)

- Secure the cutting board with a wet kitchen towel (or Safe-T Mat) under the board and place a chef knife on top of the board.
- Demonstrate how to properly hold a chef knife and how to hold the produce to avoid accidents/injuries (flat edges on board, rocking the knife, curling fingers, etc.).
- Chef's demo:
  - Napa cabbage (1 head)
  - Scallion (2 each)
  - Garlic (2 cloves)
  - Ginger root (3–4 inches)
  - Red bell pepper (1 each)
  - Reduced-sodium soy sauce
  - Rice vinegar, unseasoned
  - Sesame oil
  - Sesame seeds
  - Thai red curry paste
- Direct participants to the following handouts in the workbook.
  - **Knife Grips and Safety (p. 44)**
  - **Mincing Garlic and Making Garlic Paste (p. 49)**
  - **Slicing Napa Cabbage (p. 51)**
  - **Slicing Scallions (p. 52)**
  - **Slicing Carrots (p. 54)**
  - **Dicing Bell Pepper (p. 57)**
  - **Grating and Mincing Fresh Ginger (p. 59)**

## KNIFE GRIPS AND SAFETY

### DEMONSTRATE/DISCUSS

- How to properly hold a chef knife
- How to hold the produce to avoid accidents and injuries (flat edges on board, rocking the knife, curling fingers, etc.)
- How to properly care for and maintain a knife

# Culinary Quick Bites

## KNIFE SKILLS

# KNIFE SAFETY

**S**

Securely hold the knife

**A**

Anchor cutting boards

**F**

Fingertips curled back like a claw

**E**

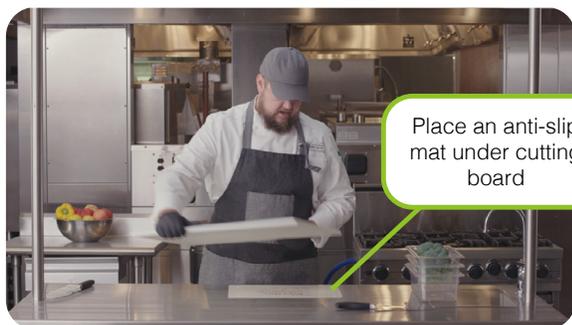
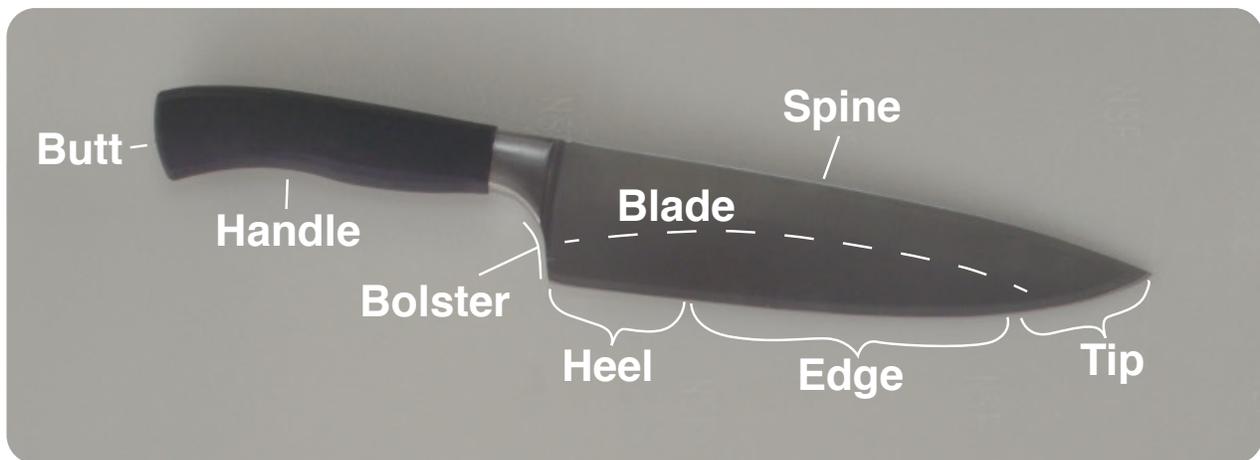
Eyes on the knife

**T**

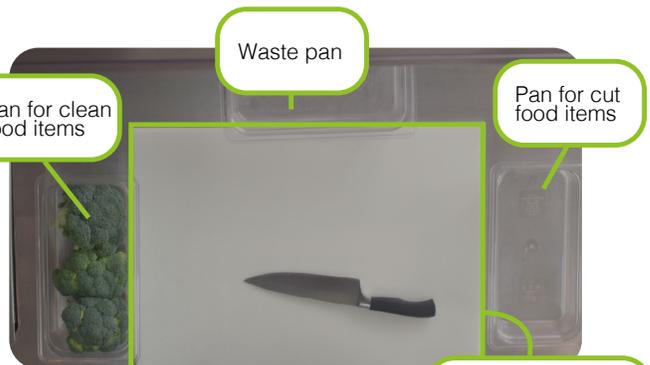
Take your time

**Y**

Yield to falling knives



Place an anti-slip mat under cutting board



Check the security of the cutting board with the mat under it



Athletic Stance

Stand at a waist-high work table

feet shoulder width apart and knees slightly bent

# Culinary Quick Bites

## KNIFE SKILLS

# KNIFE GRIPS



Securely hold  
the knife



Anchor  
cutting boards



Fingertips  
curled back  
like a claw



Eyes on the  
knife



Take your time



Yield to  
falling knives



### How to Hold the Knife

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



### Claw Grip

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



### How to Cut Using the "Tunnel Grip"

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

# Culinary Quick Bites

## KNIFE SKILLS

## KNIFE CARE AND MAINTENANCE

### Steps to Hone a Knife:

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



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



2  
Pull towards you as you slide down.



3  
Finish at the tip.



4  
Switch to the other side.



5  
Pull as you slide.



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

# Culinary Quick Bites

## KNIFE SKILLS

## KNIFE CARE AND MAINTENANCE

### Knife Sharpening Methods:



#### Whetstone

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



#### Electric Sharpener

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



#### Sharpening Service

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

# MINCING GARLIC AND MAKING GARLIC PASTE

## DISCUSS

- Garlic is a staple ingredient used in several recipes in East and Southeast Asian cuisines. Fresh garlic can be intimidating to use but adds a great deal of flavor—turning an ordinary vegetable into an exciting dish! The finer it is chopped, the more powerful it will be.
  - If you want just a mild garlic flavor, cut the cloves in half, and add them at the beginning of the cooking process.
  - For a bolder flavor, mince the garlic and add it toward the end of the cooking.

## DEMONSTRATE

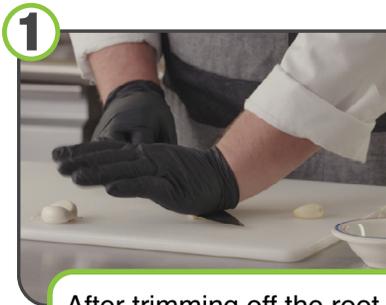
- Proper technique for mincing garlic and making “garlic paste”

# Culinary Quick Bites

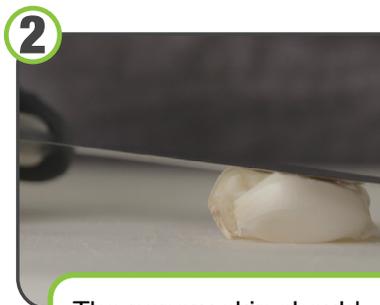
## KNIFE SKILLS

### HOW TO MINCE GARLIC AND MAKE GARLIC PASTE

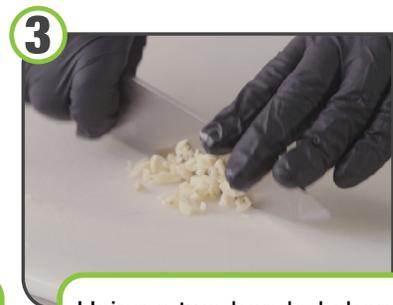
## Mincing Garlic



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

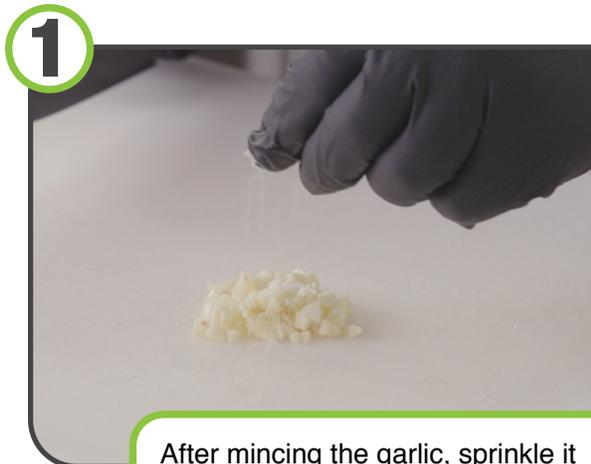


**2** The papery skin should loosen and fall away from the garlic.

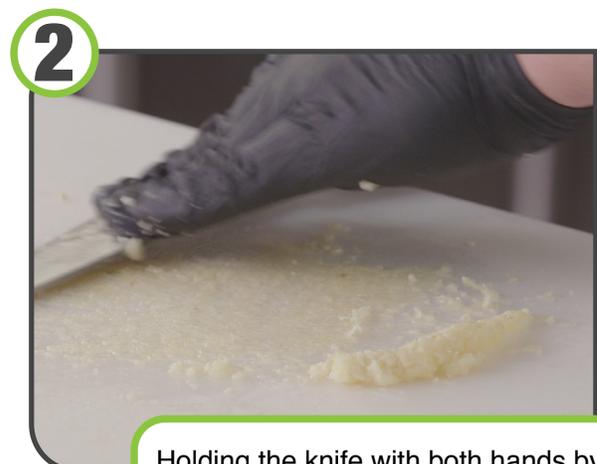


**3** Using a two-handed chopping motion, run the knife over garlic repeatedly to mince it.

## Making Garlic Paste



**1** After mincing the garlic, sprinkle it with kosher salt. The salt used in this step must be part of the recipe's amount.



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

# SLICING NAPA CABBAGE

## DISCUSS

- Napa cabbage, and other cabbages, are commonly used vegetables in East and Southeast Asian cuisines.
- Cabbage might be quickly stir-fried to develop flavor yet retain crunch.
- Cabbages (typically napa) are fermented with chili sauce to make kimchi in Korean cuisine. Fermenting napa cabbage to make kimchi is accomplished through salting the vegetable, packing it in a container with a lid, and allowing the natural lactic acid bacteria to produce acid, thus pickling the cabbage.
- Cabbage is also served raw in salads, or it is used to scoop or wrap a filling, like in the Thai dish called Laap (or Larb), which is similar to a lettuce wrap.
- Shredded cabbage can be stored in a tightly sealed container in the refrigerator for 3–5 days. This means you can prep on Monday and use it throughout that same week.

## DEMONSTRATE

- Properly slicing napa cabbage thinly
  - Remove damaged outer leaves of cabbage, if applicable. Cut the head of cabbage in half from top to base. Wash under cool, running water, allowing water to rinse through layers of cabbage.
  - Place cabbage cut-side down on the cutting board. Cut through each half, along the center line, from base to top, making sure to not cut through the base.
  - Make evenly spaced cuts across the cabbage, starting at the top, creating thin slices. Continue slicing across the cabbage, working toward the base.

# SLICING SCALLIONS

## DISCUSS

- Scallions, or green onions, are from the same group of vegetables as onions but have a much milder flavor.
- The white and green parts are both edible, but the white end usually tastes sharper and gets sweeter when cooked.
- The green ends are very mild and often used as a garnish on a dish.
- Scallions are commonly used to flavor stir-fries or to marinate meat, poultry, and fish.

## DEMONSTRATE

- Proper technique for slicing scallions
  - Place scallions horizontally on the cutting board and, with your non-knife-wielding hand, hold it down close to the end at which you'll be cutting.
  - Slice across the scallions, starting at the green tops. Slice either thin for garnish or make longer slices for bite-size pieces.
  - Slice on a bias across the scallions, starting at the green tops. Hold the knife blade against the vegetable at a 45-degree angle, and begin slicing slowly toward your holding hand, making sure to keep fingers tucked in, so the blade is being guided by the knuckle of your index finger. Slice either thin for garnish or make longer slices for bite-size pieces.
  - Continue slicing down to the white root end of the scallion.

# Culinary Quick Bites

## KNIFE SKILLS

## HOW TO CUT FOODS ON A BIAS



- 1 Cut off and discard any unusable ends of the vegetable.
- 2 Using your dominant hand, grasp the knife at the base of the spine between your thumb and forefinger, and wrap your remaining fingers around the knife handle.
- 3 Lay the vegetable horizontally on the cutting board and, with your non-knife-wielding hand, hold it down close to the end at which you'll begin cutting.
- 4 Hold the knife blade at a 45 degree angle to the vegetable with the tip of the knife angled toward your non-knife-wielding hand.
- 5 Begin slicing slowly toward your holding hand, making sure to keep your fingers tucked in so the blade is being guided by the knuckle of your index finger. Reposition your "claw grip" as needed to make sure your claw doesn't wind up a few fingers short!

# SLICING CARROTS

## DISCUSS

- Carrots are one of the most common vegetables used in all cuisines. Their mild but slightly sweet flavor adds a nice base to any recipe. They are versatile because they taste great raw or cooked, they last weeks in the refrigerator, and they are generally available year-round!
  - Carrots are used in a variety of ways in East and Southeast Asian cuisines. They are eaten raw, pickled, fermented, and stir-fried.
  - There is a variety of knife cuts to use with carrots.
  - Grating carrots is an easy way to create small pieces that work well for raw, pickled, and fermented applications.
  - Julienne will give a similar shape and texture to grated carrots, though it requires additional steps with the knife.
  - Sliced carrot coins are normally included in stir-fried dishes or curries. The sliced pieces hold their shape and retain some texture through a longer or hotter cooking process.

## DEMONSTRATE

- Proper technique for grating, julienne, and slicing carrots
- Grating
  - Grip a peeled carrot at the top and grate on an angle down the large-hole side of a box grater.
- Julienne
  - Place peeled carrot on the cutting board. Cut it crosswise into 2½- to 3-inch lengths. Cut a thin slice off one side to make a stable base.
  - Place cut-side down on the board and thinly slice lengthwise with a chef knife into uniform 1/16 -inch to 1/8-inch planks.
  - Stack a few planks at a time and cut lengthwise with the chef knife into 1/16- to 1/8-inch-thick strips (same width as planks).
- Slice
  - Place peeled carrot on the cutting board. Slice across carrot starting at the tip.
  - Place peeled carrot on the cutting board. Slice across carrot, on a bias, starting at the tip.

# Culinary Quick Bites

## KNIFE SKILLS

# BASIC KNIFE CUTS

**Fine Julienne**



**Julienne**



**Batonnet**



**Small Dice**



**Medium Dice**



**Large Dice**



**Brunoise**



**Rondelle (Round)**



**Chiffonade**



## Culinary Quick Bites

### KNIFE SKILLS

## HOW TO JULIENNE



**Peel the vegetable**, if necessary, and cut it crosswise into 2-1/2 to 3-inch lengths. If vegetable is round, cut a thin slice off one side and make a stable base.



**Thinly slice lengthwise** with a chef's knife or a handheld slicer into **uniform 1/16- to 1/8-inch-thick planks**.



**Stack a few planks** at a time and cut lengthwise with the chef's knife into **1/16- to 1/8-inch-thick strips (the same width as the planks)**.

# DICING BELL PEPPER

## DISCUSS

- In East and Southeast Asian dishes, red bell peppers are often added to incorporate a bright color and mildly sweet flavor. For example, they are often combined in stir-fries.
  - Sliced peppers can be prepared ahead of time and stored in a sealed container in the refrigerator for 1–2 days.
  - Bell peppers are often cut into large dice, about  $\frac{3}{4}$  inch square, resulting in bite-size pieces for stir-fry or curries.

## DEMONSTRATE

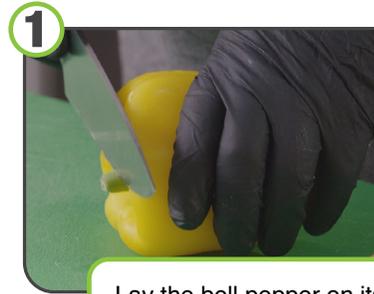
- Proper technique for dicing bell peppers

# Culinary Quick Bites

## KNIFE SKILLS

### HOW TO CUT BELL PEPPERS

#### Julienne (Thin-Sliced)



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



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



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



**4** Then thinly slice the bell pepper into long strips.

#### Diced



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

#### Rings (Rounds)



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



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

# GRATING OR MINCING FRESH GINGER

## DISCUSS

- Ginger adds a very distinct, aromatic, and spicy flavor to a dish, making it a great addition to fresh vegetables. In East Asian cuisines, ginger is commonly used in stir-fries.
- Ginger can be used by cutting it into thin slices or grating it for a stronger flavor. It is a key ingredient for adding the familiar East Asian food flavor that is greatly admired.
- Remove ginger skin before slicing or mincing by scraping it off with a spoon.

## DEMONSTRATE

- Proper technique for removing skin from fresh ginger, grating ginger, and mincing ginger.
- Removing skin
  - Use a spoon to remove ginger skin.
- Grating
  - Use a fine rasp grater to grate a peeled piece of fresh ginger.
- Mincing
  - Place a peeled piece of fresh ginger on a cutting board. Cut with the grain (lengthwise) into thin slices (planks).
  - Stack some of the planks together and slice lengthwise into thin matchsticks.
  - Cut across the thin matchsticks to finely mince.
  - If needed, pile up the finely minced ginger and use the rocking cut method with a chef knife to cut back and forth through the pile of ginger to break it down into smaller pieces.

# EAST ASIAN-INSPIRED MARINADE AND SALAD DRESSING

## DEMONSTRATE/DISCUSS

- While we talked about a handful of important produce used in East and Southeast Asian cuisine, several other varieties make up the cuisine, such as leafy greens, mushrooms, green beans, edamame, radishes, and fresh herbs.
- It is important to know how to best retain nutrients when storing and cooking produce. This handout is a great reference for some noteworthy tips and reminders.
  - Refer participants to the **Culinary Techniques for Retaining Nutrients and Colors of Produce** handout in the workbook (p. 62) and advise them to read it on their own as a resource.
- Some other commonly used ingredients are soy sauce, unseasoned rice vinegar, sesame oil, ginger, garlic, and red chili peppers.
- Soy sauce is a staple ingredient used in a variety of recipes from East Asian cuisine. It's made from fermented soybean paste, grains, and salt. It adds a deep, salty, and nutty flavor to dishes. Because of its naturally high sodium content, we are going to be using a reduced-sodium version.
- There are two types of rice vinegar—unseasoned and seasoned. Unseasoned rice vinegar adds a mild acidity to dishes—much less than white vinegar or red wine vinegar, which plays nicely with the deep flavor of soy sauce. Seasoned rice vinegar has added salt and sugar and is usually used as a condiment or in sushi rice. For today's lesson, we will use unseasoned rice vinegar.
- Sesame oil is another staple ingredient that gives any dish a distinctively Asian flavor. Toasted sesame oil is more flavorful and used as a finishing oil or in dressings. Regular sesame oil is neutral and can be used for stir-frying.
- Demonstrate the following marinade and allow participants to sample.

## INSTRUCTOR'S NOTE:

Preheat the steamer for the brown rice to allow it to reach the desired temperature for Chef Demo, Part 2.

**Asian-Inspired Marinade**

Show how to make your own marinade for meat and poultry without the added preservatives and/or monosodium glutamate (MSG) that may be found in jarred sauces. MSG is a flavor-enhancing food additive.

To be used for Japanese-Inspired Chicken Teriyaki recipe:

- 3 medium scallions, finely sliced
- 3 Tbsp reduced-sodium soy sauce
- 3 Tbsp sugar
- 2 Tbsp rice vinegar, unseasoned
- 3 cloves garlic
- 1 Tbsp sesame seeds
- ¼ tsp ground black pepper

**NOTE:**

This amount is enough for only 4 servings of the chicken recipe. Participants assigned to the chicken recipe will have to make this marinade again themselves.

**Asian-Inspired Salad Dressing**

Explain that this type of dressing can be used for coleslaw or salad or to marinate vegetables that are to be used as a topping for sandwiches. Note that this dressing can also be made as a large batch, stored in the refrigerator, or placed on the salad bar.

To be used for Sesame Rainbow Slaw:

- ¼ cup + 2 Tbsp rice vinegar, unseasoned
- 3 Tbsp sesame oil
- 3 Tbsp reduced-sodium soy sauce
- 3 Tbsp sugar
- baby carrots for sampling dressing, enough for each participant to sample

**NOTE:**

This amount is enough for the 12 servings of the Asian Rainbow Slaw recipe, but after sampling, more will need to be made for the team food preparation activity.



## 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.



# CHEF DEMO

## PART 2 (20 MINUTES)

### DEMONSTRATE/DISCUSS

- While each country in East and Southeast Asia has its own cuisine, they share some of the same staple ingredients and types of dishes that include rice, vegetables, soy, tofu, seafood, and small amounts of poultry and meat.
- In these cuisines, it is common to have a spread of several vegetable stir-fries, rice dishes, pickled condiments, and a saucy protein dish!

### Brown Rice

- The staple grain in East and Southeast Asian cuisine is rice. It is used in its whole grain form, made into rice noodles, or processed into rice flour. A common dish is fried rice, which uses leftover cooked rice that is turned into wonderful comfort food. In this training, we are going to prepare a batch of freshly cooked rice and then chill it while we are preparing some of the other dishes. Doing so will speed up the process of creating that “leftover rice” dry consistency we’re looking for to create a crispy, fried rice texture.
- Inform participants that brown rice takes about 45 minutes to prepare, so the Steamed Brown Rice for the Vietnamese-Inspired Clay Pot Chicken is already cooking, giving the team a head start. The brown rice demonstrated now will be used for the Confetti Fried Rice recipe.
- Describe that the steamer should be preheated about 15 minutes ahead of time.
- Then, show how to cook brown rice in a steamer:

**1** Rinse  $1\frac{1}{3}$  cups brown rice in a sieve under cold running water to remove some of the excess starch; drain excess water.

**2** Combine rice with  $2\frac{2}{3}$  cups water in a 2-inch steam table pan and cook until liquid is completely absorbed and rice is tender, about 30–35 minutes (set timer).

**3** Let the rice cool for 10 minutes, then fluff with a fork.

**4** After the rice has cooled, spread it on a baking sheet and chill (in the freezer) for 25–30 minutes before using it in the Confetti Fried Rice recipe.

### INSTRUCTOR'S NOTE:

Alternatively, you can cook the rice in a pot on the stove, but this may increase cooking time; a steamer is ideal for cooking rice.

### Whole Wheat Linguini

- While rice is the staple grain in East and Southeast Asian cuisine, noodles—made from wheat and eggs or rice flour—are also essential! For this training, we are going to use whole wheat linguini, which is similar in texture to Chinese noodles.
- Explain how to cook noodles “al dente” and rinse under cold running water so they do not get sticky or gummy.

#### NOTE:

The linguini prepared during this part will be used for the Build-Your-Own Stir-Fry station later.

### Tofu

- Tofu, also known as bean curd, is a very popular food in East and Southeast Asian cuisine. It is made from the curds of coagulated soy milk that have been pressed back together to form a soft block.
- It is a great ingredient to have on hand because it is relatively inexpensive, lasts for weeks unopened in the refrigerator, and can be used raw or cooked. It does not have much flavor on its own but takes on the flavor of any spice or sauce that it is prepared with.
- Tofu is low in saturated fat and a good source of protein, making it a great alternative to meat.
- For this training, we’re going to be using extra firm tofu, which holds its shape well when cooked. Firm tofu can also be used but may need a longer time to drain the excess liquid. There is also a silken tofu variety; however, it’s more of a liquid texture and is used in smoothies, baking, etc.
- Explain and show how to drain tofu:

**1**

Wrap the block of tofu in a paper towel.

**2**

Place on a tray and put a heavy object on top, like a pot with a can of beans.

**3**

Let the tofu drain for at least 15 minutes (the longer, the better).

- The longer the tofu drains, the crispier it will get once it is baked in the oven. Some like their tofu soft, but since the recipe is called “Crispy Tofu,” our customers are expecting a crispy texture!

**Chicken**

- In East and Southeast Asian cuisine, the most common type of meat used is pork because it is easily accessible and adds a great deal of flavor to any dish. However, chicken is also very popular, a great source of lean protein, and works well in a stir-fry! Today we're going to use chicken breasts to create Japanese-Inspired Teriyaki Chicken strips.
- The chicken is going to sit in a marinade for at least 30 minutes. The marinade will help the chicken retain its moisture during the cooking process. Make sure to store marinating raw meat in the refrigerator to avoid the temperature danger zone!
- Explain how marinating chicken breasts before grilling/roasting results in a juicier, more tender product.
- Explain that the Chicken Teriyaki recipe can use the marinade (from Chef Demo, Part 1) to marinate the chicken breasts in combination with the rest of the spices listed in the recipe.

**Food Safety**

- Direct participants to the **Food Safety Fact Sheet, Cooking Foods** handout in the workbook (p. 69).
- Describe food safety procedures for safely handling raw chicken.



# CULINARY LAB

## [85 MINUTES]

### OBJECTIVE

Apply healthy preparation techniques for vegetables, fruits, meats/meat alternates, and whole grains using common ingredients found in East and Southeast Asian cuisine.

### DISCUSS

- The purpose of this lab is to provide you with the opportunity to apply the skills and knowledge we have discussed.
- Today we have discussed: how to read a standardized recipe, the steps of mise en place, units of measurement, knife skills, and some basic food preparation techniques.
- Once you are in your team, review your recipes as a team and develop your mise en place list. Work together to divide the workload among team members.
- The lab is an opportunity for you to learn new skills. It is not a competition and is not site-level production. Take your time and be intentional with your choices and movements. Most of all, practice food safety, ask questions, build your skillset, and have fun.
- Once your mise en place list is developed, bring it up to review before preparing the recipes. Your mise en place list should include:
  - Ingredients needed
  - Ingredient amounts
  - Equipment needed
  - Preparation steps and assignments (who will complete each task)
  - Production schedule
- Briefly describe the recipes. Instruct participants to get into previously assigned teams. Assign participants to teams 1–6. The corresponding recipes are listed below.
- Shared pantry ingredients will be found at a centralized weighing/measuring station. Please do not take shared bulk ingredients to your workstation.

### East and Southeast Asian-Inspired Recipes

This collection of recipes includes flavors inspired by cuisines of East and Southeast Asia and may vary from what would be authentic to the specific culture.

TEAM	1	2	3	4	5	6
RECIPE 1	Japanese-Inspired Chicken Teriyaki/ Teriyaki Sauce	Crispy Tofu	Chinese-Inspired Noodles	Vietnamese-Inspired Clay Pot Chicken with Brown Rice	Vietnamese-Inspired Banh Mi	Thai-Style Salad with Chicken
RECIPE 2	Sesame Rainbow Slaw	Sesame Roasted Green Beans	Stir-Fry Vegetables	Confetti Fried Rice	Edamame Salad	Thai Red Curry Roasted Sweet Potatoes

- Direct participants to the **Food Safety Fact Sheet, Cooking Foods** (p. 69); **Food Safety Fact Sheet, Handwashing** (p. 71); and **Food Safety Fact Sheet, Washing Fruits and Vegetables** (p. 73) handouts in the workbook.
- Next, instruct participants to do the following:

**1** Wash hands; put on aprons and gloves.

**2** Using the **Food Safety Fact Sheet, Washing Fruits Vegetables**, describe how to wash produce properly.

#### INSTRUCTOR'S NOTE:

Instructor will circulate the training space to observe and mentor the participants as they prepare and execute their assigned recipes.

# Food Safety Fact Sheet

## Cooking Foods

### INTRODUCTION

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

### HERE ARE THE FACTS

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

### APPLICATION

Cook foods to the appropriate internal temperature.

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

Monitor cooking temperatures.

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









# Food Safety Fact Sheet

## Washing Fruits and Vegetables

### INTRODUCTION

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

### HERE ARE THE FACTS

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

### APPLICATION

Follow safe practices when handling fresh fruits and vegetables.

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

Monitor handling procedures for fresh fruits and vegetables.

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





# Washing Fruits and Vegetables cont.

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

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

Remember, follow state or local health department requirements.

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Supported Reference Material:  
Institute of Child Health. (2010). Washing fruits and vegetables. University, MI. Author.

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# FOOD PREPARATION

## (85 MINUTES)

### DEMONSTRATE/DISCUSS

- The recipes we are preparing today are inspired by flavors and dishes from East and Southeast Asian cuisine and may vary from what would be authentic to specific cultures.
- Some of the recipes we are going to prepare can be used for a Build-Your-Own Stir-Fry Bowl.
- 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 bowl with:
  - Grain: Confetti Fried Rice, Steamed Brown Rice, or Chinese-Inspired Noodles topped with:
    - Meat/Meat Alternate: Japanese-Inspired Chicken Teriyaki, Vietnamese-Inspired Clay Pot Chicken, or Crispy Tofu
    - Vegetables: Sesame Roasted Green Beans or Stir-Fry Vegetables
    - Sauces: Homemade Teriyaki Sauce, Sriracha Sauce
- Additional menu items today include Sesame Rainbow Slaw, Edamame Salad, Thai Red Curry Roasted Sweet Potatoes, Thai-Style Salad with Chicken, and Vietnamese-Inspired Banh Mi.
- Serve all finished recipes in bulk quantities (not individual portions) for participants to select items they wish to try.
- **Instruct participants to get in their teams, develop a mise en place list and production schedule, gather ingredients, and begin cooking.**
- Remind participants of food safety principles (e.g., prepare ready-to-eat foods before handling raw meat; use separate cutting boards for potentially hazardous foods; holding temperatures for hot vs. cold foods).
- Follow local safety guidelines for restraining hair, including facial hair.

### KEY MESSAGES

- Success in the kitchen depends heavily on organization and mise en place.
- Have all your ingredients and food preparation 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.

# RECIPE EVALUATION

## (15 MINUTES)

### OBJECTIVE

- Evaluate the quality and usability of prepared East and Southeast Asian-inspired recipes.

### DISCUSS

- Instruct participants to place finished products in the appropriate size pans to be set up as a station for participants to choose base/toppings/sides/condiments for their stir-fry bowls.
- Discuss garnishes (e.g., chopped scallions, fresh lime wedges).

### DEMONSTRATE

- Instruct them to create their own stir-fry bowls to sample the different East and Southeast Asian flavors.
- Ask for two volunteers to be your first customers. Walk them through choosing each base and side option, and then demonstrate building an attractive stir-fry bowl.
- Instruct the rest of the participants to build their own stir-fry bowls in the same manner.
- Direct the participants to the **Recipe Evaluation Form** handout in the workbook (p. 77) and ask them to complete the form as they try the food items.

### EVALUATION

- Using the recipe evaluation form in your Workbook, rate each recipe based on appearance, taste, texture, and overall quality.
- Instruct them to note whether they would incorporate this recipe in their school menu, considering if the item would appeal to their student population. If not, ask them to please indicate why.
- Gather evaluation forms once complete.
- Instruct participants to clean up their stations.

# EAST AND SOUTHEAST ASIAN FUSION RECIPE EVALUATION FORM

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

RECIPE	APPEARANCE	TASTE	TEXTURE	OVERALL QUALITY	WOULD YOU INCORPORATE THIS RECIPE INTO YOUR SCHOOL MENU? WHY OR WHY NOT?	
					YES/NO	EXPLAIN
Japanese-Inspired Chicken Teriyaki	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5		
Crispy Tofu	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5		
Confetti Fried Rice	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5		
Chinese-Inspired Noodles	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5		
Sesame Roasted Green Beans	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5		
Stir-Fry Vegetables	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5		
Sesame Rainbow Slaw	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5		
Thai-Style Salad w/ Chicken	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5		
Vietnamese-Inspired Banh Mi	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5		
Edamame Salad	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5		
Thai Red Curry Roasted Sweet Potatoes	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5		
Vietnamese-Inspired Clay Pot Chicken	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5		

Comments/Recommendation:



# MENU PLANNING USING EAST AND SOUTHEAST ASIAN FUSION FLAVORS

## (10 MINUTES)

### OBJECTIVE

- Identify how the East and Southeast Asian-inspired recipes can be used in the participant's program.

### DEMONSTRATE/DISCUSS

- East and Southeast Asian-inspired cuisines include a variety of fresh fruits and vegetables, daily use of beans (soy, red bean, mung bean, etc.) and tofu, fresh aromatics, herbs, spices, and lean protein.
- Many of the foods found in Asian cuisine are **cost-effective** and extremely tasty, as you experienced in the culinary lab.
- We are required to offer students a variety of vegetables throughout the week, as well as fruits, whole grains, meats and meat alternates, and milk. The meals are carefully planned to provide adequate calories while controlling the amount of saturated fats and sodium served throughout the week.
- The East and Southeast Asian plates focus on a variety of vegetables, fruits, tofu, lean cuts of meat, and whole grains.
- Reinforce the flavorful aspects of East and Southeast Asian-inspired cuisine to meet the meal pattern with optimal student acceptance
- Refer participants to the following handouts in the workbook:
  - Vegetable Subgroups Mini-Poster (p. 81)
  - Fruits Mini-Poster (p. 82)
  - Whole Grain-Rich Sources Mini-Poster (p. 83)
  - Meats/Meat Alternates Mini-Poster (p. 84)
- Explain how participants can incorporate the meal components with East and Southeast Asian-inspired recipes:
  - Vegetables: mixed vegetable stir-fries, cabbage slaw, sautéed greens, edamame
  - Fruits: citrus, tropical fruits, bananas, coconut
  - Grains: stir-fried rice, whole grain noodles
  - Meat/Poultry/Fish: chicken, pork, fresh fish, shellfish, lean cuts of beef
  - Alternates: tofu and legumes

## Menu Planning Using East and Southeast Asian Fusion Flavors

**CLASS DISCUSSION PROMPTS**

**Question:** How well do you think the East and Southeast Asian-inspired cuisine fits into the Dietary Guidelines for Americans, MyPlate, and school meal requirements?

**Possible Answers:** Answer should reflect that East and Southeast Asian-inspired cuisine fits into the *Dietary Guidelines for Americans* very well. Whole (unprocessed) foods are a mainstay in the cuisine, including lean meats, legumes, whole grains, and an abundance of fruits and vegetables.

**Question:** How can you incorporate more East and Southeast Asian-inspired flavors in your menus to give the students something fresh and new while still meeting meal pattern requirements?

**Possible Answers:** Answers may vary. Some ways to incorporate new flavors and recipes into your menus include:

- Conduct taste testing
  
- Include East and Southeast Asian-inspired slaws and toppings at the salad bars
  
- Offer tofu occasionally as a meat alternate
  
- Use citrus and tropical fruits (using seasonal fruits) as the fruit component of the meal.
  
- Use aromatics, herbs, and spices to add flavor without adding extra sodium or calories from saturated fats
  
- Switch it up by serving stir-fried brown rice instead of white rice



# Vegetable Subgroups

Dark Green	Red/Orange	Legumes	Starchy	Other
 Swiss Chard	 Cherry Pepper	 Chickpeas	 Potato	 Avocado
 Dark Leafy Greens	 Sweet Potato	 Lentils	 Plantain	 Onion
 Spinach	 Butternut Squash	 Pinto Beans	 Water Chestnut	 Cucumber
 Broccoli	 Carrot	 Split Peas	 Corn	 Belgian Endive
 Turnip Greens	 Pumpkin	 Kidney Beans	 Jicama	 Mushroom
 Romaine Lettuce	 Red/Orange Peppers	 Edamame	 Taro (Malanga)	 Zucchini
 Kale	 Acorn Squash	 Pink Beans	 Poi	 Cauliflower
 Mustard Greens	 Tomato	 Navy Beans	 Green Peas	 Okra

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# Fruits

Food Sources,  
Health Benefits,  
and Nutrients

## Health Benefits

Cancer Reducing Antioxidants

Heart Health

Kidney Health

Bone Health

Weight Management

## Nutrients

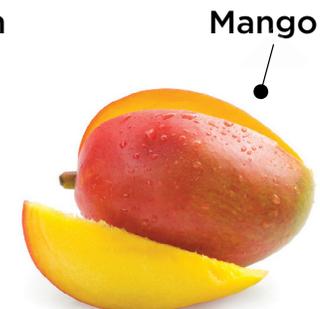
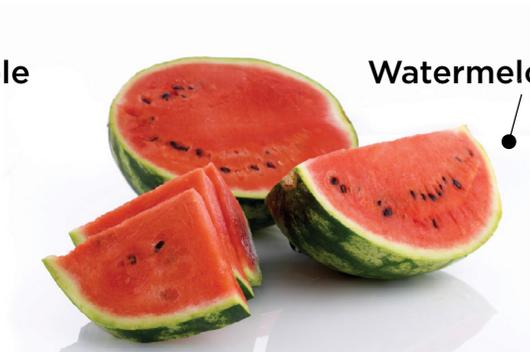
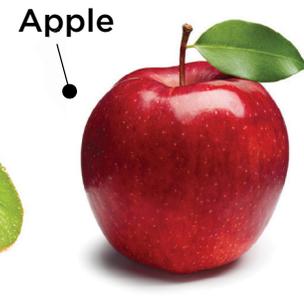
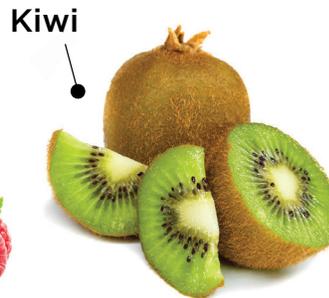
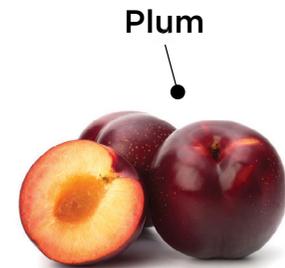
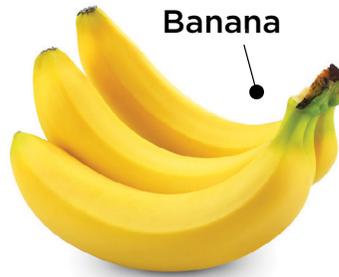
Fiber

Vitamin C

Potassium

Folate

Zinc



# Food Source

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Identifying

# Whole Grain-Rich Sources

## WHOLE GRAIN-RICH SOURCES



Amaranth
Cracked what
Crushed wheat
Whole-wheat flour
Graham flour
Entire-wheat flour
Bromated whole-wheat flour
Millet flakes
Whole durum wheat flour
Quinoa
Brown rice
Brown rice flour
Triticale
Teff
Reconstituted whole wheat
Buckwheat
Sorghum
Wild rice
Bulgur
Whole-grain barley
Specialty grains
Whole-wheat pasta
Whole grain noodles
Soba noodles (with whole buckwheat as primary ingredient)
Ingredients with whole listed before a grain
Ingredients described as berries or groats

## NOT WHOLE GRAIN-RICH SOURCES



Flour
White flour
Wheat flour
Enriched wheat flour
All-purpose flour
Unbleached flour
Bromated flour
Enriched bromated flour
Enriched flour
Instantized flour
Phosphate flour
Self-rising flour
Self-rising wheat flour
Enriched self-rising wheat flour
Durum flour
Bread flour
Cake flour
Rice flour
Corn grits
Hominy grits
Hominy
Farina
Degerminated corn meal
Semolina
Pearled barley
Enriched rice
Long-grain white rice
Couscous

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# Meats/Meat Alternates

Food Sources,  
Health Benefits,  
and Nutrients

## Health Benefits

Heart Health

Bone Health

Metabolic Health

Neurological Health

## Nutrients

Vitamin E

Vitamin D

B12 Vitamins

Niacin

Vitamin B6

Thiamine

Riboflavin

Phosphorus

Magnesium

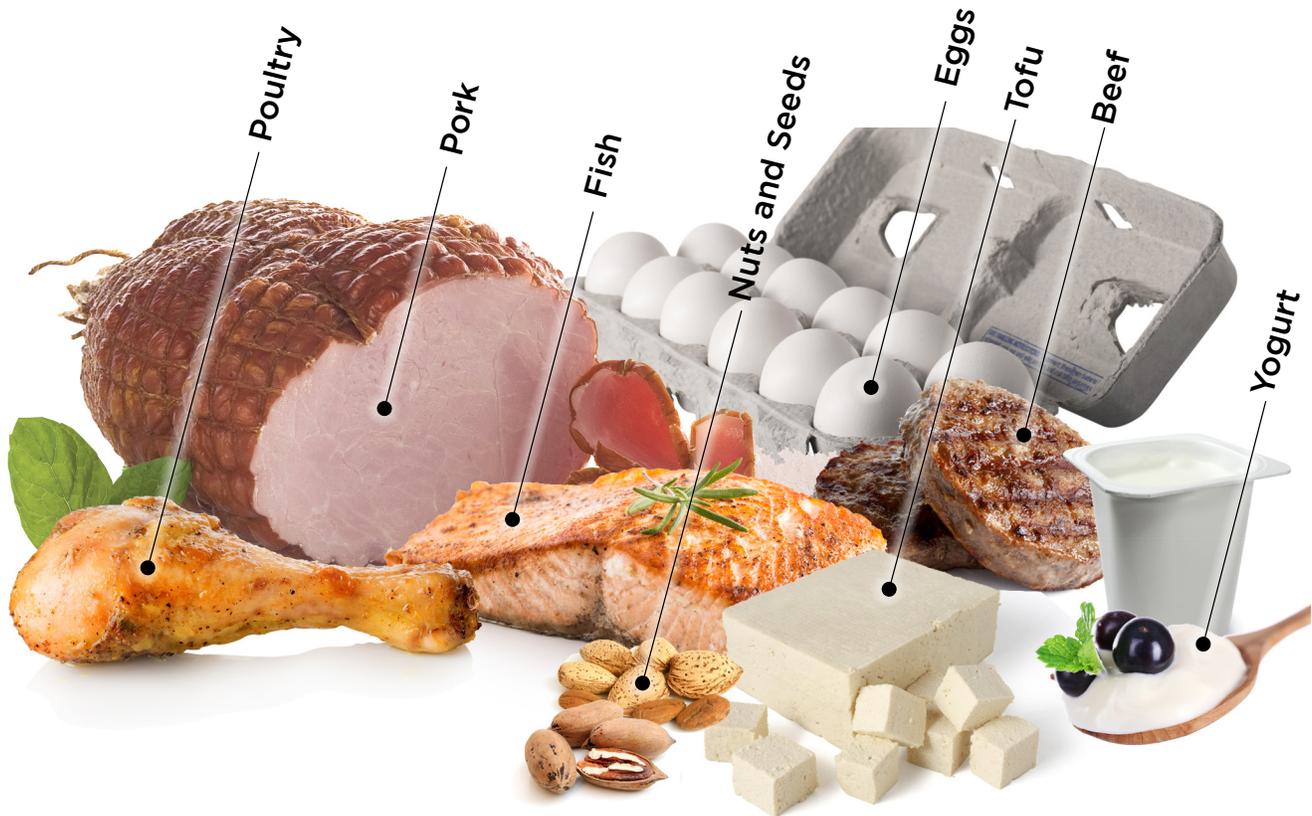
Zinc

Copper

Iron

Selenium

Cholin



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## WRAP UP

### (10 MINUTES)

#### DEMONSTRATE/DISCUSS

- Today, we have discussed important concepts related to culinary skills and the many benefits associated with East and Southeast Asian cuisine.
- We've discussed service options and ways to incorporate some of the East and Southeast Asian-inspired recipes into your menus.
- Thank you all for your participation during the training today. I hope you found it beneficial and gained knowledge and skills that will assist you in preparing and serving meals for the students in your program.
- We know that learning is always enhanced if we are given a chance to personally relate to the material and how we might apply it.
- Direct participants to the **Application Action Plan** worksheet (p. 87). Give participants about 5 minutes to fill in the answers for the three sections on the worksheet:
  - List the most useful knowledge and/or skills you gained during this training.
  - What are some steps you can take to apply what you have learned?
  - What barriers do you think you might face at your job when trying to apply what you have learned at this training?
- The ICN has numerous other training resources available online at [www.theicn.org](http://www.theicn.org), including access to the Child Nutrition Recipe Box, Child Nutrition Sharing Site, Culinary Institute of Child Nutrition resources, and the ICN Help Desk for further technical assistance.
- Encourage participants to network and stay connected to share success stories and offer support.

#### CLASS DISCUSSION PROMPTS

- Now that we have concluded our final lesson, are there any questions?
- Afterward, spend 5 minutes (more if time allows), allowing participants to share what they wrote in their **Application Action Plan**, and as a group, offer suggestions for eliminating any perceived barriers they mention. Encourage participants to jot down ideas you may want to “borrow” from each other as you share your thoughts.



# APPLICATION ACTION PLAN

**List the most useful knowledge and/or skills you gained during this training.**

**What are some steps you can take to apply what you have learned?**

**What barriers do you think you might face at your job when trying to apply what you have learned at this training?**



# POST-ASSESSMENT

## (5 MINUTES)

### DEMONSTRATE/DISCUSS

- It is now time to complete the post-assessment.
- Earlier, you were asked to write a unique identifier at the top of your pre-assessment; you should write that same identifier at the top of your post-assessment.
- Distribute the post-assessment and give participants a few minutes to complete it.
- Once participants have completed the assessment, collect them, and review the answers aloud using the **Pre-/Post-Assessment Answer Key**.
- Then, have participants complete the course evaluation.
- Close the class by ensuring all participants have signed the sign-in sheets and distributing the training certificates.
- Thank them for their attendance and participation.

### CLASS DISCUSSION PROMPT

- Ask participants if there are any questions regarding the assessments or the content of the training.
- Answer any questions the participants may have.





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# APPENDIX

## BEST PRACTICES

### QUALITY MEAL SERVICE

- One of the goals in providing a quality meal is to ensure the foods you prepare are inviting and exhibit a quality of freshness.

### RECIPES

- Always review the recipe and relevant production records from beginning to end before preparation.
- All foods served in schools need a standardized recipe.
- Be sure to follow the correct weights or measures on a standardized recipe.

### MISE EN PLACE

- You should always review the recipe from beginning to end before you begin the preparation.
- Review recipes several days in advance so you can identify the foods and equipment that will be needed. Plan your work a few days ahead of time.
- As you write your mise en place list, develop a production schedule to prioritize your work so that you are doing the correct things at the right time.
- Gathering all of your equipment beforehand not only ensures a more efficient workflow but also ensures that all of the equipment is present and in working condition before production begins.
- Organize and stage items for use in temperature-appropriate storage areas.
- Identify and gather all of the foods you will need for production, and place the items in appropriate storage locations.
- Find opportunities to combine tasks.
- Organize the workstation with the tools, equipment, and ingredients needed to execute your recipes.

### UNITS OF MEASURE

- Weigh dry ingredients for better accuracy, but always use volume to measure liquid ingredients.
- Weighing ingredients is the most accurate measurement of the ingredient.
- When weighing a product, be sure to tare, or zero, the scale before using it.



# CULINARY TERMS

**ACIDULATION:**

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

**AERATE:**

To incorporate air into a mixture by sifting or mixing

**AL DENTE:**

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

**AROMA:**

The sensations of smell as interpreted by the brain

**BAKING:**

Dry-heat cooking method in which foods are surrounded by hot, dry air in a closed environment, similar to roasting

**BLANCHING:**

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

**BRAISING:**

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

**CHIFFONADE:**

A preparation of finely sliced or shredded leafy vegetables or herbs

**CORING:**

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

**EMULSION:**

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

**FIFO:**

First-In, First-Out; inventory management system

**JULIENNE:**

To slice food into uniform thin strips the size of matchsticks

**MARINATE:**

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

**MINCE:**

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

**MISE EN PLACE:**

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

**MONOSODIUM GLUTAMATE (MSG):**

Flavor-enhancing food additive

**PARBOILING:**

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

**PAR COOKING:**

Partially cooking food by any cooking method

**SCRATCH-BASED FOOD PREPARATION:**

Utilizes multiple culinary techniques within a recipe while prioritizing the incorporation of ingredients as close to their original state as possible to produce student-approved menu items

**TARE:**

To zero out the weight of a container when using a scale to weigh ingredients

**ZEST:**

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

# PRE-ASSESSMENT

Answer these questions at the end of the workshop. Your answers will remain anonymous.

1. A balanced East Asian diet provides heart-healthy fats from the following ingredient(s):
  - a. Fresh fish
  - b. Sesame oil
  - c. Tofu
  - d. All of the above
  - e. A and B only
  
2. East and Southeast Asian countries include:
  - a. Japan
  - b. Vietnam
  - c. Pakistan
  - d. All of the above
  - e. A and B only
  
3. Soy sauce is a staple ingredient used in East Asian cuisine and is made from fermented \_\_\_\_\_.
  - a. Rice
  - b. Soybean paste
  - c. Wheat
  - d. Cheese
  
4. True or False: Ginger can be used by cutting into thin slices or grated for a stronger flavor.
  
5. According to the National School Lunch Program, extra firm tofu is considered a \_\_\_\_\_.
  - a. Vegetable
  - b. Grain
  - c. Meat Alternate
  - d. All of the above
  
6. True or False: Unseasoned rice vinegar is more acidic than white or red wine vinegar.
  
7. A marinade helps chicken retain its \_\_\_\_\_ during the cooking process.
  - a. Shape
  - b. Aroma
  - c. Moisture
  - d. Color

8. True or False: The French term *mise en place* means to have all your ingredients and cooking station in place BEFORE you begin cooking.

9. The staple grain in East and Southeast Asian cuisine is \_\_\_\_\_.

- a. Wheat
- b. Quinoa
- c. Rice
- d. Pasta

# POST-ASSESSMENT

Answer these questions at the end of the workshop. Your answers will remain anonymous.

1. A balanced East Asian diet provides heart-healthy fats from the following ingredient(s):
  - a. Fresh fish
  - b. Sesame oil
  - c. Tofu
  - d. All of the above
  - e. A and B only
  
2. East and Southeast Asian countries include:
  - a. Japan
  - b. Vietnam
  - c. Pakistan
  - d. All of the above
  - e. A and B only
  
3. Soy sauce is a staple ingredient used in East Asian cuisine and is made from fermented \_\_\_\_\_.
  - a. Rice
  - b. Soybean paste
  - c. Wheat
  - d. Cheese
  
4. True or False: Ginger can be used by cutting into thin slices or grated for a stronger flavor.
  
5. According to the National School Lunch Program, extra firm tofu is considered a \_\_\_\_\_.
  - a. Vegetable
  - b. Grain
  - c. Meat Alternate
  - d. All of the above
  
6. True or False: Unseasoned rice vinegar is more acidic than white or red wine vinegar.
  
7. A marinade helps chicken retain its \_\_\_\_\_ during the cooking process.
  - a. Shape
  - b. Aroma
  - c. Moisture
  - d. Color

8. True or False: The French term *mise en place* means to have all your ingredients and cooking station in place BEFORE you begin cooking.

9. The staple grain in East and Southeast Asian cuisine is \_\_\_\_\_.

- a. Wheat
- b. Quinoa
- c. Rice
- d. Pasta

# PRE-/POST-ASSESSMENT ANSWER KEY

Answer these questions at the end of the workshop. Your answers will remain anonymous.

1. A balanced East Asian diet provides heart-healthy fats from the following ingredient(s):

- a. Fresh fish
- b. Sesame oil
- c. Tofu
- d. All of the above
- e. A and B only**

2. East and Southeast Asian countries include:

- a. Japan
- b. Vietnam
- c. Pakistan
- d. All of the above
- e. A and B only**

3. Soy sauce is a staple ingredient used in East Asian cuisine and is made from fermented \_\_\_\_\_.

- a. Rice
- b. Soybean paste**
- c. Wheat
- d. Cheese

4. **True** or False: Ginger can be used by cutting into thin slices or grated for a stronger flavor.

5. According to the National School Lunch Program, extra firm tofu is considered a \_\_\_\_\_.

- a. Vegetable
- b. Grain
- c. Meat Alternate**
- d. All of the above

6. True or **False**: Unseasoned rice vinegar is more acidic than white or red wine vinegar.

7. A marinade helps chicken retain its \_\_\_\_\_ during the cooking process.

- a. Shape
- b. Aroma
- c. Moisture**
- d. Color

8. **True** or False: The French term mise en place means to have all your ingredients and cooking station in place BEFORE you begin cooking.
9. The staple grain in East and Southeast Asian cuisine is \_\_\_\_\_.
- a. Wheat
  - b. Quinoa
  - c. Rice**
  - d. Pasta

# INSTRUCTOR'S PREPARATION GUIDE

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

## HISTORY & NUTRITIONAL BENEFITS OF EAST AND SOUTHEAST ASIAN CUISINE

**Activity: Getting to Know the Staples (see, touch, smell)**

### Preparation Note

All ingredients needed for the chef demos should be laid out in the center of the table so participants can see the “staple ingredients.”

## CHEF DEMO | PART 1

### Preparation Notes

Equipment:

- Chef knife
- Cutting board
- Honing steel
- Towel (damp) or Anti-Slip Mat
- Scale – electric and spring if both are available
- 2 oz portion cups

Sanitation: Wash all produce ahead of time:

- Napa cabbage (1 head)
- Carrot (1 each)
- Scallion (2 each)
- Garlic (2 cloves)
- Ginger root (3–4 inches)
- Red bell pepper (1 each)
- Cilantro (3 sprigs)
- Daikon radish (3 slices)
- Reduced-sodium soy sauce
- Rice vinegar, unseasoned
- Sesame oil
- Thai red curry paste
- Sesame seeds

## ACTIVITY: CHEF DEMO OF EAST ASIAN-INSPIRED MARINADE AND SALAD DRESSING

### Preparation Notes

Gather ingredients:

- Scallions
- Reduced-sodium soy sauce
- Sugar
- Garlic clove
- Sesame seeds
- Ground black pepper
- Sesame oil
- Rice vinegar, unseasoned
- Carrots for sampling, enough for each participant to taste dressing

### East Asian-Inspired Marinade: Demo & Sample

Ingredients:

- 1 medium scallion, finely sliced
- 1 Tbsp reduced-sodium soy sauce
- 1 Tbsp sugar
- 2 tsp rice vinegar, unseasoned
- 1 clove garlic
- 1 tsp sesame seeds
- 1/8 tsp ground black pepper

### East Asian-Inspired Salad Dressing: Demo & Sample

Ingredients:

- 2 Tbsp rice vinegar, unseasoned
- 1 Tbsp sesame oil
- 1 Tbsp reduced-sodium soy sauce
- 1 Tbsp sugar
- Carrots for sampling, enough for each participant to taste dressing

## CHEF DEMO | PART 2

### GRAINS

#### Preparation Notes

Chef will prepare rice for the Confetti Fried Rice recipe.

#### Brown Rice

Equipment:

- Steamer
- Medium steam table pan
- Fine mesh strainer
- Large saucepan
- Colander
- Measuring cups
- Measuring spoons
- Fork
- Large sheet pan
- Parchment paper

Ingredients:

- 1 1/3 cups long-grain brown rice (dry)
- 2 2/3 cups water

#### INSTRUCTOR'S NOTE:

The cooking process for the rice will need to be started during this step to allow enough time to cook.

**Whole Wheat Linguini**

Ingredient:

- 1 pound whole wheat linguini

**MEAT ALTERNATES****Preparation Notes****Tofu**

Equipment:

- Paper towels
- Large sheet pan
- Half sheet pan
- Large saucepan
- Heavy object (like a large can of beans)

Ingredient:

- 1 block extra firm tofu (drained)

**MEATS****Preparation Notes**

Explain marinating and stir-frying. Also, explain how to fillet thick chicken breast and the best shape for stir-frying (strips)

Equipment:

- |                     |                      |
|---------------------|----------------------|
| • Large plastic bag | • Medium mixing bowl |
| • Large sheet pan   | • Large mixing spoon |
| • Parchment paper   | • Cutting board      |
| • Measuring spoons  | • Chef knife         |
| • Measuring cups    | • Medium saucepan    |
| • Large mixing bowl | • Sheet pan          |
| • Tongs             |                      |

Ingredient:

- Chicken breast, 1 each

## TEAM FOOD PREPARATION

Set up team stations with the listed equipment.

Alternately, if the training space allows, you may set up a centralized tool and equipment staging area and require teams to gather their equipment after completing their mise en place list.

Set up a centralized shared pantry ingredients (soy sauce, oils, spices, etc.) station along with scales and measures. Instruct participants to weigh/measure what they need from those ingredients and take only what they need back to their station.

### Assign teams: (See recipes for lists of ingredients.)

#### TEAM 1 Japanese-Inspired Chicken Teriyaki, Teriyaki Sauce, & Sesame Rainbow Slaw

Equipment:

- Chef knife
- Cutting board
- Measuring cups – set
- Measuring spoons – set
- Thermometer, digital – instant-read
- Bowl – mixing, large (2)
- Bowl – mixing, small
- Grater
- Spoon, mixing, large
- Sheet pan – 18" x 26"
- Medium saucepan
- Whisk
- Rubber spatula
- Tongs
- 2-inch half-size steam table pan (2)

#### TEAM 2 Crispy Tofu & Sesame Roasted Green Beans

Equipment:

- Chef knife
- Cutting board
- Measuring cups – set
- Measuring spoons – set
- Thermometer, digital – instant-read
- Sheet pan, half-size (3)
- Parchment Paper
- Kitchen towel
- Bowl, mixing – large
- 2-inch half-size steam table pan (2)

#### TEAM 3 Chinese-Inspired Noodles & Stir-Fry Vegetables

Equipment:

- Chef knife
- Cutting board
- Measuring cups – set
- Measuring spoons – set
- Thermometer, digital – instant-read
- Colander
- Bowl, mixing – large (2)
- Sheet pan, full-size
- Tongs
- Whisk
- Rubber spatula
- Deep skillet or wok
- Spoon, mixing, large
- 2-inch half-size steam table pan (2)

## TEAM 4

Vietnamese-Inspired Clay Pot Chicken  
Brown Rice & Confetti Fried Rice

## Equipment:

- Chef knife
- Cutting board
- Measuring cups – set
- Measuring spoons – set
- Thermometer, digital – instant-read
- Bowl, mixing – small
- Whisk
- 2-inch half-size steam table pan (3)
- Large nonstick skillet
- Rubber spatula

## TEAM 5

Vietnamese-Inspired Banh Mi  
& Edamame Salad

## Equipment:

- Chef knife
- Cutting board
- Measuring cups – set
- Measuring spoons – set
- Thermometer, digital – instant-read
- Bowl, mixing – medium (3)
- Whisk
- Rubber spatula
- 2-inch half-size perforated pan
- 2-inch half-size steam table pan

## TEAM 6

Thai-Style Salad with Chicken & Thai  
Red Curry Roasted Sweet Potatoes

## Equipment:

- Chef knife
- Cutting board
- Measuring cups – set
- Measuring spoons – set
- Thermometer, digital – instant-read
- 2 ounce portion cup with lid (at least 1 for grab-and-go example)
- Clear plastic clamshell container, or the one used at the District (at least 1 for grab-and-go example)
- Vegetable peeler
- Grater
- 6-inch full-size steam table pan
- Bowl, mixing – large
- Whisk
- Rubber spatula
- Sheet pan, half-size
- Parchment paper (1 sheet)
- 2-inch half-size steam table pan

## **BUILD-YOUR-OWN STIR-FRY BOWL STATION**

For sampling purposes, set up a build-your-own stir-fry bowl station for participants to create their own combinations. For service in schools, this will serve as a visual representation of how the items may be offered to students. Remind participants to practice good food safety protocols for set up, service, and break-down.

### **Setup**

- Line up dishes from the team recipes in either half-size or full-size steam table pans
- Bowl (1 per person)

### **Demo flow of station with two volunteers:**

A base of:

- Grain: Confetti Fried Rice, Chinese-Inspired Noodles, Steamed Brown Rice

Topped with:

- Meat/Meat Alternate: Japanese-Inspired Chicken Teriyaki, Vietnamese-Inspired Clay Pot Chicken, or Crispy Tofu
- Vegetables: Sesame Roasted Green Beans or Stir-Fry Vegetables

Sauces for topping:

- Homemade Teriyaki Sauce
- Sriracha Sauce

### **Additional menu items will include:**

- Sesame Rainbow Slaw
- Edamame Salad
- Thai Red Curry Roasted Sweet Potatoes
- Thai-Style Salad with Chicken
- Vietnamese-Inspired Banh Mi

## EQUIPMENT CHECK LIST

## INSTRUCTOR'S NOTE:

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

EQUIPMENT	TOTAL	CONFIRM EQUIPMENT IS PRESENT	USE THIS SPACE TO ADD COMMENTS IF EQUIPMENT/SUPPLIES ARE NOT AVAILABLE. PLEASE INCLUDE ANY EQUIPMENT SUBSTITUTIONS USED.
<b>APPLIANCES</b>			
Oven	1		
Range or cooktop burner			
Steamer	1		
<b>POTS &amp; PANS</b>			
Medium saucepan	1		
Large skillet	2		
Wok ( <b>optional</b> )	1-2		
<b>SMALL KITCHEN TOOLS</b>			
Set of measuring spoons	6		
Set of measuring cups	6		
Fine mesh strainer	1		
Can opener	1		
Digital thermometer	6		
Digital kitchen scale	2		
2-qt plastic container	5		
Grater	2		
Meat mallet ( <b>optional</b> )	1		
<b>LARGE KITCHEN TOOLS</b>			
Cutting board	6		
Colander	2		
Medium mixing bowl	10		
Large mixing bowl	3		
Large baking sheet	3		
4-qt plastic container	6		

EQUIPMENT	TOTAL	CONFIRM EQUIPMENT IS PRESENT	USE THIS SPACE TO ADD COMMENTS IF EQUIPMENT/SUPPLIES ARE NOT AVAILABLE. PLEASE INCLUDE ANY EQUIPMENT SUBSTITUTIONS USED.
<b>KNIVES &amp; UTENSILS</b>			
Chef knife	6		
Large mixing spoon	8		
Large tongs	1		
Metal fork	1		
Rubber spatula	7		
Whisk	4		
<b>SERVING TRAYS</b>			
Full-size steam table pan, 2-inch	6		
Full-size steam table pan, 6-inch	1		
Half-size steam table pan, 2-inch	12		
Half-size steam table pan, perforated, 2-inch	1		
Sheet pan, full-size	1		
Sheet pan, half-size	2		
<b>PAPER GOODS</b>			
2 ounce portion cups	100		
Disposable napkins	50		
Forks	50		
Paper plates	50		
Paper towel	1		
Parchment paper	1		
Plastic clamshell (or the one used by the district) or 1 pound paper boat	1		
<b>LINENS</b>			
Dishtowel	24		

## CHEF SHOPPING LIST

## INSTRUCTOR'S NOTE:

If certain ingredients are not available where you are training, use your best culinary judgment to find an alternative.

FOOD	TOTAL NEEDED	INVENTORY FROM PRIOR WORKSHOP	PURCHASED
<b>PRODUCE</b>			
Broccoli	4 heads		
Carrots, baby	2 cups		
Carrots, large	10 each		
Cilantro, fresh	2 bunches		
Cucumber	3 each		
Garlic	2 heads		
Ginger root	5 inches		
Green beans	2½ lb		
Green cabbage	1 head		
Jalapeno peppers, fresh	1 each		
Napa cabbage	1 head		
Onions, medium	6 each		
Onions, red, medium	1 each		
Radish, Daikon	1 medium		
Red bell peppers	4 each		
Red cabbage	1 head		
Romaine lettuce	1 lb		
Scallions	4 bunches		
Sweet potatoes	3 lb		
<b>CONDIMENTS/OILS</b>			
Mayonnaise	1 cup		
Olive oil	2 Tbsp		
Rice vinegar, unseasoned	6 Tbsp		
Sesame oil	2 Tbsp		
Soy sauce, reduced-sodium	1½ cups		
Sriracha Sauce	¾ cup		
Teriyaki sauce, reduced-sodium	8 oz		
Thai red curry paste	8 oz		
Thai sesame vinaigrette dressing, purchased	3 cups		
Vegetable oil	1½ cup		
Vinegar, distilled	½ cup		

FOOD	TOTAL NEEDED	INVENTORY FROM PRIOR WORKSHOP	PURCHASED
<b>REFRIGERATOR</b>			
Cheese, cheddar, shredded	8 oz		
Chicken, breast, boneless, skinless	2½ lb		
Eggs, large	3 each		
Extra firm tofu	28 oz		
Ham, deli, sliced	1 lb		
Turkey, deli, sliced	1 lb 4 oz		
<b>DRY/CANNED GOODS</b>			
100% whole wheat linguini	12 oz		
Cornstarch	4 Tbsp		
Hoagie buns, whole grain, 5-inch	12 each		
Light brown sugar	½ cup		
Long-grain brown rice	1⅓ cups		
Long-grain brown rice, parboiled	1 ¾ cups		
Sesame seeds, toasted, unsalted	1 cup + 2 Tbsp		
Sugar, granulated	1 cup		
Sugars, brown	1 Tbsp		
Wonton strips, crispy, whole grain	8 oz		
<b>DRIED SPICES</b>			
Black pepper, ground	1¼ tsp		
Kosher salt	1 Tbsp		
Garlic powder	1 Tbsp		
Ginger, ground	1 Tbsp		
Red pepper flakes	2 tsp		
<b>FREEZER</b>			
Chicken, fajita-style strips, unseasoned	5 lb		
Edamame, IQF	3¼ lb		
Peas and diced carrots	2 cups		

## RECIPES

## JAPANESE-INSPIRED CHICKEN TERIYAKI

COOKING PROCESS: #2 SAME DAY SERVICE

NSLP/SBP CREDITING INFORMATION	
SERVING SIZE	1 SERVING PROVIDES
2 ounces	2 oz equivalent meat/meat alternate

INGREDIENTS	12 SERVINGS	
	WEIGHT	MEASURE
Chicken breasts, boneless, skinless	2 lb 8 oz	
Onions, green, raw		2 each
Soy sauce, reduced sodium		¼ cup
Sugar, granulated		3 Tbsp
Vinegar, rice, unseasoned		2 Tbsp
Garlic, raw, minced		4 cloves
Sesame seeds, toasted		1 Tbsp
Black pepper, ground		¼ tsp
Teriyaki sauce		¼ cup

## INSTRUCTIONS

1. Fillet chicken breast to ½-inch thickness, then cut into ½-inch strips.
2. In a large resealable plastic bag, combine the onions, soy sauce, sugar, vinegar, garlic, sesame seeds, oil, and pepper. Add the chicken and seal the bag to turn and coat. Refrigerate for at least 30 minutes. CCP: Hold cold at or below 41 °F. NOTE: Omit sesame seeds if the allergen is a concern.
3. Drain and discard marinade. Place chicken on a sheet pan and bake at 425 °F for 15–20 minutes or until chicken reaches internal temperature of 165 °F. Top cooked chicken with teriyaki sauce. CCP: Heat to an internal temperature of 165 °F for 15 seconds. CCP: Hold hot at 135 °F or higher.

Recipe adapted from the John C. Stalker Institute and Taste of Home.

NUTRIENTS PER SERVING			
Calories	90	Total Carbohydrates	6 g
Total Fat	2 g	Dietary Fiber	0 g
Saturated Fat	1 g	Total Sugars	3 g
Cholesterol	28 mg	Protein	12 g
Sodium	419 mg		

# TERIYAKI SAUCE

COOKING PROCESS: #2 SAME DAY SERVICE

NSLP/SBP CREDITING INFORMATION	
SERVING SIZE	1 SERVING PROVIDES
2 tablespoons	

12 SERVINGS		
INGREDIENTS	WEIGHT	MEASURE
Water		1 cup
Brown sugar, light	3 oz	$\frac{1}{3}$ cup 2 tsp
Soy sauce, reduced sodium		$\frac{1}{4}$ cup
Garlic, raw, minced		2 tsp
Ginger, ground		$\frac{1}{2}$ tsp
Cornstarch		2 Tbsp
Water		$\frac{1}{4}$ cup

## INSTRUCTIONS

1. Combine 1 cup water, brown sugar, soy sauce, garlic, and ginger in a medium saucepan and set over medium heat.
2. In a small bowl, combine the cornstarch with the  $\frac{1}{4}$  cup water and whisk until dissolved. Add the cornstarch mixture to the saucepan.
3. Heat the sauce until it thickens to your desired thickness. If the sauce becomes too thick, add more water to thin it out. CCP: Heat to a minimum internal temperature of 135 °F for 15 seconds. Hold hot at 135 °F or higher.

Recipe adapted from the John C. Stalker Institute and [tasteandtellblog.com](http://tasteandtellblog.com).

NUTRIENTS PER SERVING			
Calories	35	Total Carbohydrates	9 g
Total Fat	0 g	Dietary Fiber	0 g
Saturated Fat	0 g	Total Sugars	7 g
Cholesterol	0 g	Protein	0 g
Sodium	345 mg		

# SESAME RAINBOW SLAW

COOKING PROCESS: #1 NO COOK

NSLP/SBP CREDITING INFORMATION	
SERVING SIZE	1 SERVING PROVIDES
½ cup	1/8 cup red/orange vegetable, ¼ cup other vegetable

12 SERVINGS		
INGREDIENTS	WEIGHT	MEASURE
Vinegar, rice, unseasoned		2 Tbsp
Sugar, granulated		1 Tbsp
Soy sauce, reduced sodium		1 Tbsp
Sesame oil		1 Tbsp
Carrots, raw, grated	8 oz	2 cups
Cabbage, Napa, raw, shredded	6 oz	2 cups
Cabbage, red, raw, shredded	6 oz	2 cups

## INSTRUCTIONS

1. Whisk together the vinegar, sugar, soy sauce, and sesame oil in a small bowl until the sugar is dissolved. NOTE: Sesame oil can be substituted with olive oil if there is concern of an allergy.
2. Toss the vegetables with the dressing in a large mixing bowl and, if possible, allow to marinate for at least 1 hour before serving. CCP: Hold cold at or below 41 °F.

Recipe adapted from Vermont Farm to School Network.

NUTRIENTS PER SERVING			
Calories	30	Total Carbohydrates	5 g
Total Fat	1 g	Dietary Fiber	1 g
Saturated Fat	0 g	Total Sugars	3 g
Cholesterol	0 mg	Protein	1 g
Sodium	104 mg		

# CRISPY TOFU

COOKING PROCESS: #2 SAME DAY SERVICE

NSLP/SBP CREDITING INFORMATION	
SERVING SIZE	1 SERVING PROVIDES
2.2 ounces	1 oz equivalent meat/meat alternate

INGREDIENTS	12 SERVINGS	
	WEIGHT	MEASURE
Tofu, extra firm	1 lb 12 oz	
Olive oil		2 Tbsp
Soy sauce, reduced sodium		2 Tbsp
Cornstarch		2 Tbsp

## INSTRUCTIONS

1. Preheat the oven to 400 °F. Line a baking sheet with parchment paper and set aside.
2. Wrap the tofu in a kitchen towel or paper towels and place a heavy object on top, like a pan with a can of beans. Let the tofu drain for at least 15 minutes.
3. Unwrap the tofu and cut into ¾ inch cubes, then place in a large bowl. Toss with the oil, soy sauce, and cornstarch until the tofu is evenly coated.
4. Place on the baking sheet and bake for 25–30 minutes, flipping halfway through, until golden brown and crispy. CCP: Heat to a minimum internal temperature of 135 °F for 15 seconds. CCP: Hold hot at 135 °F or higher.

Recipe adapted from the John C. Stalker Institute and [delishknowledge.com](http://delishknowledge.com).

NUTRIENTS PER SERVING			
Calories	122	Total Carbohydrates	3 g
Total Fat	8 g	Dietary Fiber	2 g
Saturated Fat	1 g	Total Sugars	0 g
Cholesterol	0 mg	Protein	12 g
Sodium	181 mg		

# SESAME-ROASTED GREEN BEANS

COOKING PROCESS: #2 SAME DAY SERVICE

NSLP/SBP CREDITING INFORMATION	
SERVING SIZE	1 SERVING PROVIDES
½ cup	½ cup other vegetable

12 SERVINGS		
INGREDIENTS	WEIGHT	MEASURE
Green beans, fresh	2 lb 8 oz	
Vegetable oil		1 Tbsp
Salt		½ tsp
Black pepper, ground		¼ tsp
Sesame seeds, toasted		2 Tbsp

## INSTRUCTIONS

1. Preheat the oven to 375 °F.
2. Trim green beans. Spread in a single layer on a sheet pan and drizzle with oil, salt, and black pepper. Toss to coat. Bake for 10 minutes. CCP: Heat to a minimum internal temperature of 135 °F for 15 seconds.
3. Stir sesame seeds into the pan and bake another 1–2 minutes. CCP: Hold hot at 135 °F or higher.  
NOTE: Omit sesame seeds if the allergen is a concern.

Recipe adapted from Vermont Farm to School Network.

NUTRIENTS PER SERVING			
Calories	35	Total Carbohydrates	4g
Total Fat	2 g	Dietary Fiber	2g
Saturated Fat	0 g	Total Sugars	0 g
Cholesterol	0 mg	Protein	0 g
Sodium	150 mg		

# CHINESE-INSPIRED NOODLES

**COOKING PROCESS: #2 SAME DAY SERVICE**

NSLP/SBP CREDITING INFORMATION	
SERVING SIZE	1 SERVING PROVIDES
½ cup	1 oz equivalent grains

INGREDIENTS	12 SERVINGS	
	WEIGHT	MEASURE
Linguini, whole grain, dry	12 oz	
Water		12 cups
Sesame oil		1 Tbsp
Ginger, ground		1 tsp
Garlic powder		1 tsp
Salt		½ tsp
Sesame seeds, toasted		2 Tbsp

## INSTRUCTIONS

1. Cook pasta according to package instructions.
2. Drain pasta and toss in sesame oil, ginger, garlic, and salt.
3. Sprinkle seasoned pasta with sesame seeds. Hold hot at 135 °F or higher.

NOTE: Sesame oil can be substituted with olive oil and sesame seeds can be omitted if there is concern of an allergy.

Recipe from the John C. Stalker Institute.

NUTRIENTS PER SERVING			
Calories	64	Total Carbohydrates	10 g
Total Fat	2 g	Dietary Fiber	2 g
Saturated Fat	0 g	Total Sugars	0 g
Cholesterol	0 mg	Protein	2 g
Sodium	109 mg		

# STIR-FRY VEGETABLES

COOKING PROCESS: #2 SAME DAY SERVICE

NSLP/SBP CREDITING INFORMATION	
SERVING SIZE	1 SERVING PROVIDES
½ cup	⅛ cup dark green vegetable, ¼ cup red/orange vegetable, ⅛ cup other vegetable

INGREDIENTS	12 SERVINGS	
	WEIGHT	MEASURE
Onions, yellow, raw, sliced	8 ounces	2 ⅔ cups
Carrots, raw, sliced	6 ounces	1 ⅓ cups
Vegetable oil		1 Tbsp 1 tsp
Broccoli, raw, florets	13 oz	5 ½ cups
Bell peppers, red, raw, sliced	8 oz	2 ⅔ cups
Soy sauce, reduced sodium		1 Tbsp 1 tsp
Garlic powder		1 ½ tsp
Ginger, ground		½ tsp
Sesame seeds, toasted		2 ½ tsp

## INSTRUCTIONS

- Heat the oil in a large deep skillet on medium-high heat. Add onions and carrots and stir fry for 2 minutes.
- Add remaining vegetables and stir fry for 5 minutes, or until vegetables are tender-crisp. CCP: Heat to a minimum internal temperature of 135 °F for 15 seconds.
- Add soy sauce, garlic powder, and ginger and stir to blend. Sprinkle with sesame seeds. NOTE: Sesame seeds can be eliminated if there is concern of an allergy. Hold hot at 135 °F or higher.
- Oven Cooking Method: Preheat oven to 375 °F. Combine the onions, carrots, broccoli, and bell peppers in a bowl. Combine the vegetable oil, soy sauce, garlic powder, and ground ginger. Pour oil and seasoning mixture over the vegetables. Stir until vegetables are coated. Transfer to a parchment-lined sheet pan and spread into a single layer. Bake for 10 – 15 minutes. Vegetables should be tender-crisp. Sprinkle with toasted sesame seeds. CCP: Heat to a minimum internal temperature of 135 °F for 15 seconds. Hold hot at 135 °F or higher. NOTE: Omit sesame seeds if the allergen is a concern.

Recipe adapted from the John C. Stalker Institute and McCormick.

NUTRIENTS PER SERVING			
Calories	55	Total Carbohydrates	8 g
Total Fat	2 g	Dietary Fiber	2 g
Saturated Fat	0 g	Total Sugars	3 g
Cholesterol	0 mg	Protein	2 g
Sodium	138 mg		

# VIETNAMESE-INSPIRED “CLAY POT” CHICKEN

**COOKING PROCESS: #2 SAME DAY SERVICE**

NSLP/SBP CREDITING INFORMATION	
SERVING SIZE	1 SERVING PROVIDES
½ cup of chicken/vegetables over 1 cup brown rice	2 oz equivalent meat/meat alternate, 2 oz equivalent grains, ⅛ cup other vegetable

INGREDIENTS	12 SERVINGS	
	WEIGHT	MEASURE
Chicken, cooked, frozen, USDA unseasoned strips	2 lb 4 oz	
Onions, yellow, sliced ¼ inch	10 oz	2 cups
Green onions, raw, sliced 1 ½ inches long	1.5 oz	½ cup
Teriyaki sauce, reduced sodium	9 oz	1 cup
Ginger, fresh, minced		2 ¾ tsp
Garlic, fresh, minced		2 tsp
Red pepper flakes		½ tsp
Rice, brown, cooked		3 quarts
Cilantro, fresh, rough chop		¾ cup

## INSTRUCTIONS

1. Thaw chicken in refrigerator at or below 41 °F 24 to 48 hours in advance.
2. Spray a half-size 2-inch steamtable pan with pan release spray.
3. Preheat oven to 350 °F. Place sliced onions and green onions into the prepared pan. Place the pan into the preheated oven and bake for 10 minutes until the onions have caramelized slightly and are softened.
4. Remove the pan from the oven and add the unseasoned chicken strips.
5. Measure the reduced sodium teriyaki sauce into a liquid measuring cup and stir in the minced ginger, minced garlic, and red pepper flakes. Pour the sauce over the chicken and onions and stir to evenly distribute.
6. Cover tightly with foil and bake in a preheated 350 °F oven for about 20 minutes. Remove foil and cook for an additional 5-10 minutes to thicken the sauce. CCP: Cook to a minimum internal temperature of 135 °F. CCP: Hold hot at 135 °F or higher.
7. Using a #8 scoop serve ½ cup portions over 1 cup steamed brown rice and top with 1 tablespoon chopped fresh cilantro.

Recipe adapted from Kikkoman USA

NUTRIENTS PER SERVING			
Calories	357	Total Carbohydrates	57 g
Total Fat	6 g	Dietary Fiber	4 g
Saturated Fat	2 g	Total Sugars	6 g
Cholesterol	47 mg	Protein	23 g
Sodium	334 mg		

# STEAMED LONG GRAIN BROWN RICE

COOKING PROCESS: #2 SAME DAY SERVICE

NSLP/SBP CREDITING INFORMATION	
SERVING SIZE	1 SERVING PROVIDES
½ cup	1 oz equivalent grains

12 SERVINGS		
INGREDIENTS	WEIGHT	MEASURE
Rice, brown, long grain, dry	1 lb 8 oz	
Water		1 qt 2 cups

## INSTRUCTIONS

1. Spray a 4-inch half-size steamtable pan with pan release.
2. Add rice and water. Stir to distribute rice evenly in pan.
3. Steam uncovered for 40-50 minutes, or until rice has fully absorbed the water. Use a spoon to view the amount of liquid in the bottom of the pan.
4. Pull from steamer, cover, and let stand at least 15 minutes in hot holding cabinet. CCP: Heat to a minimum internal temperature of 135 °F for 15 seconds. CCP: Hold hot at 135 °F or higher.
5. Fluff rice before serving. Serve ½ cup using a #8 scoop. CCP: Hold hot at 135 °F or higher.

Recipe adapted from North Carolina K-12 Culinary Institute.

NUTRIENTS PER SERVING			
Calories	31	Total Carbohydrates	7 g
Total Fat	0 g	Dietary Fiber	1 g
Saturated Fat	0 g	Total Sugars	0 g
Cholesterol	0 mg	Protein	1 g
Sodium	3 mg		

# CONFETTI FRIED RICE

COOKING PROCESS: #2 SAME DAY SERVICE

NSLP/SBP CREDITING INFORMATION	
SERVING SIZE	1 SERVING PROVIDES
½ cup	1 oz equivalent meat/meat alternate, 0.25 oz equivalent grains, ⅛ cup additional vegetable

INGREDIENTS	12 SERVINGS	
	WEIGHT	MEASURE
Rice, brown, long grain, dry	9 oz	1 1/3 cups
Water		2 2/3 cups
Vegetable oil		2 Tbsp 2 tsp
Garlic, raw, minced		2 tsp
Ginger root, raw, grated		½ tsp
Onions, yellow, raw, diced		1/3 cup
Peas and carrots, frozen		2 cups
Eggs, whole, raw, large		3 each
Soy sauce, reduced sodium		2 Tbsp 2 tsp

## INSTRUCTIONS

1. Cook brown rice with water in a steamer for 60 minutes or until fully cooked through.
2. In a large non-stick skillet, heat oil, then add minced garlic, ginger, and onions. Cook for 1–2 minutes or until fragrant.
3. Add frozen peas and carrots to the skillet and cook for 2 minutes. Move the vegetables to one side of the skillet and scramble the eggs on the other side of the skillet.
4. Add the cooked rice and stir to combine all ingredients. Add the soy sauce and stir. CCP: Heat to 140 °F or higher for 15 seconds. CCP: Hold hot at 135 °F or higher.
5. Oven Cooking Method: Preheat oven to 350 °F. Cook the rice as directed above. Place cooked rice, green onions, and peas and carrots in a large mixing bowl. Combine the vegetable oil, soy sauce, garlic, and ginger. Pour over the rice mixture and stir to coat the rice and vegetables. Transfer seasoned rice to a parchment-lined sheet pan. Combine the three eggs in a container and whisk to combine the yolk and white. Pour the eggs in a thin stream over the rice mixture on the pan. Do not stir. Bake for 20 – 25 minutes, stirring after 15 minutes. CCP: Heat to 140 °F or higher for 15 seconds. CCP: Hold hot at 135 °F or higher.

Recipe adapted from the John C. Stalker Institute and Nutritious Eats.

NUTRIENTS PER SERVING			
Calories	137	Total Carbohydrates	20 g
Total Fat	5 g	Dietary Fiber	2 g
Saturated Fat	1 g	Total Sugars	0 g
Cholesterol	41 mg	Protein	4 g
Sodium	266 mg		

# VIETNAMESE-INSPIRED BANH MI

COOKING PROCESS: #1 NO COOK

NSLP/SBP CREDITING INFORMATION	
SERVING SIZE	1 SERVING PROVIDES
1 each	2 oz equivalent meat/meat alternate, 2 oz equivalent grains, 1/8 cup other vegetable, 1/8 cup red/orange vegetable

INGREDIENTS	12 SERVINGS	
	WEIGHT	MEASURE
Water		2 Tbsp
Vinegar, distilled		1/4 cup
Sugar, granulated		1/4 cup
Carrots, fresh	8 oz	1 1/2 cups
Daikon radish, fresh	6 oz	1 cup
Mayonnaise		3/4 cup
Sriracha chili sauce		1 Tbsp
Red onion, fresh	4 oz	1/2 cup
Cucumber, fresh	8 oz	1 1/2 cups
Cilantro, fresh, top leaves and stems		1 bunch
Jalapeno peppers, fresh, thinly sliced (optional)		1 each
Hoagie rolls, whole grain rich, 5-inch		12 each
Deli ham, sliced	1 lb	
Deli turkey breast, sliced	1 lb 4 oz	

## INSTRUCTIONS

1. In a large bowl stir together the water, white vinegar and sugar until the sugar dissolves. Cut the carrots and daikon radish into julienne matchsticks. Add the carrots and daikon radish to the vinegar mixture; mix well. To marinate hold in the refrigerator for at least 1 hour. This may be prepared a day in advance. CCP: Hold at 41 °F or lower.
2. Mix together the mayonnaise and Sriracha. CCP: Hold at 41 °F or lower.
3. Slice red onion and cucumber into 1/8 inch thick slices.
4. Wash cilantro and trim into sprigs by cutting off the tough stems below the lowest two leaves. Discard tough stems and keep the resulting sprigs (leaves with tender stem).
5. Slice fresh jalapeno into 1/8 inch thick slices (optional ingredient).
6. Place whole grain hoagie on the prep surface and spread 1 tablespoon of the Sriracha mayonnaise on one half of each hoagie.
7. In each sandwich, place 1.28 ounces of ham and 1.6 ounces turkey over the mayonnaise. Add a few strips or rings of sliced red onion and 4-5 slices cucumbers over the top of the meat. Top with 1/4 cup of the drained carrot and radish slaw and 3 fresh cilantro sprigs. Place the sliced jalapeno chiles on the service line available upon request. Serve immediately. CCP: Hold at 41 °F or lower.

Recipe from the Culinary Institute of Child Nutrition

NUTRIENTS PER SERVING			
Calories	349	Total Carbohydrates	36 g
Total Fat	16 g	Dietary Fiber	3 g
Saturated Fat	3 g	Total Sugars	8 g
Cholesterol	41 mg	Protein	17 g
Sodium	932 mg		

# EDAMAME SALAD

**COOKING PROCESS: # 3 COMPLEX FOOD PREPARATION**

NSLP/SBP CREDITING INFORMATION	
SERVING SIZE	1 SERVING PROVIDES
½ cup	½ cup vegetable (legumes) or 2 oz equivalent meat/meat alternate

12 SERVINGS		
INGREDIENTS	WEIGHT	MEASURE
Edamame, frozen	2 lb 4 oz	6 cups
Soy sauce, reduced sodium		¼ cup
Vinegar, rice, unseasoned		2 Tbsp
Sugar, brown		1 ½ tsp
Vegetable oil		2 Tbsp
Ginger root, raw, grated		1 tsp
Red chili flakes, dried		1 tsp

## INSTRUCTIONS

1. Place frozen edamame in a 2-inch perforated pan. Steam until tender. NOTE: Some frozen edamame have already been blanched before freezing, and therefore can be thawed and served. Check the product on hand and skip the steaming and chilling step if the product can be thawed and served. CCP: Heat to a minimum internal temperature of 135 °F for 15 seconds.
2. Chill edamame in the refrigerator. CCP: Chill to 41 °F or lower within 4 hours.
3. Combine the soy sauce, rice vinegar, and brown sugar, and whisk to dissolve the sugar. Add the oil, grated fresh ginger, and red chili flakes. Whisk to combine.
4. Transfer the chilled edamame to a solid 2-inch pan. Pour the dressing over the edamame and stir to coat with dressing. CCP: Hold cold at or below 41 °F.
5. Serve ½ cup portions.

Recipe adapted from the Culinary Institute of America's Healthy Kids Collaborative Plant-Forward Recipes.

NUTRIENTS PER SERVING			
Calories	124	Total Carbohydrates	8 g
Total Fat	7 g	Dietary Fiber	4 g
Saturated Fat	1 g	Total Sugars	2 g
Cholesterol	0 mg	Protein	10 g
Sodium	188 mg		

## THAI-STYLE SALAD WITH CHICKEN

COOKING PROCESS: #1 NO COOK

NSLP/SBP CREDITING INFORMATION	
SERVING SIZE	1 SERVING PROVIDES
1 each	2 oz equivalent meat/meat alternate, 1/8 cup vegetable (legumes), 3/8 cup dark green vegetable, 1/8 cup red/orange vegetable, 3/8 cup other vegetable

INGREDIENTS	12 SERVINGS	
	WEIGHT	MEASURE
Chicken strips, unseasoned, frozen	2 lb 6 oz	1/2 gal
Edamame, frozen, prepared	9 oz	1 3/4 cups
Dressing, Thai Sesame Vinaigrette (purchased)		3 cups
Cucumber, fresh, with peel, thinly sliced	9 oz	2 1/4 cups
Lettuce, fresh, Romaine, cut into 3/8 strips	12.5 oz	7 1/2 cups
Carrots, fresh, peeled, grated	6.25 oz	1 1/2 cups
Cabbage, fresh, green, shredded	6.25 oz	2 1/2 cups
Cabbage, fresh, red, shredded	3.25 oz	2 cups
Onions, fresh, green, including tops & bulbs, sliced on a bias 1/8 inch	6.25 oz	1 3/4 cups
Cilantro, fresh, minced	1.25 oz	2 cups
Peppers, bell, fresh, red, julienne	6.25 oz	1 1/2 cups
Wonton crisp, whole grain	6.25 oz	

## INSTRUCTIONS

- Defrost chicken under refrigeration, at least 24-hours before use. CCP: Hold for cold service at 41 °F or lower.
- Defrost edamame under refrigeration, at least 24-hours before use.
- Portion the dressing into 2 oz portion cups.
- Score cucumbers lengthwise with a channel knife or fork before slicing.
- Salad: Combine the lettuce, carrots, cabbages, green onions, and cilantro. Toss together with gloved hands. Place 2.75 oz of the salad in individual serving container such as a 9-inch square clamshell or an entrée salad carton.
- Top each salad mixture with:
  - Chicken – 2.5 oz
  - Edamame – 3/4 oz
  - Cucumber – 3/4 oz
  - Peppers – 1/2 oz
  - Wonton strips – 1/2 oz
- Serve with 2 oz dressing. CCP: Refrigerate until served. CCP: Hold for cold service at 41 °F or lower.

Recipe from the Culinary Institute of Child Nutrition.

NUTRIENTS PER SERVING			
Calories	453	Total Carbohydrates	34 g
Total Fat	26g	Dietary Fiber	3 g
Saturated Fat	6 g	Total Sugars	12 g
Cholesterol	92 mg	Protein	23 g
Sodium	960 mg		

# THAI RED CURRY ROASTED SWEET POTATOES

COOKING PROCESS: #2 SAME DAY SERVICE

NSLP/SBP CREDITING INFORMATION	
SERVING SIZE	1 SERVING PROVIDES
½ cup	½ cup red/orange vegetable

	12 SERVINGS	
INGREDIENTS	WEIGHT	MEASURE
Sweet potatoes, raw	3 lb 11 oz	
Vegetable oil		2 Tbsp
Thai red curry paste		1 Tbsp
Kosher salt		¼ tsp

## INSTRUCTIONS

1. Preheat oven to 375 °F.
2. Cut sweet potatoes into sticks, about ¾ inch thick.
3. Mix vegetable oil with Thai red curry paste. Pour over sweet potatoes and add the salt. Using gloved hands, mix the sweet potatoes until they are evenly coated with the red curry oil mixture.
4. Transfer to a parchment-lined sheet pan, arranging pieces in a single layer. Use additional sheet pans as needed.
5. Bake at 375 °F for 15 minutes, or until slightly browned. CCP: Heat to a minimum internal temperature of 135 °F for 15 seconds. CCP: Hold hot at 135 °F or higher.
6. Serve ½ cup portions.

Recipe adapted from the Culinary Institute of America's Healthy Kids Collaborative Plant-Forward Recipes.

NUTRIENTS PER SERVING			
Calories	105	Total Carbohydrates	20 g
Total Fat	2 g	Dietary Fiber	3 g
Saturated Fat	0 g	Total Sugars	4 g
Cholesterol	0 mg	Protein	2g
Sodium	97 mg		



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