

MENUS OF FLAVOR:

MEDITERRANEAN



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

TRAINING MANUAL

EXECUTIVE DIRECTOR

Aleshia Hall-Campbell, PhD, MPH

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

TIME	TOPIC	TASK	MATERIALS
GETTING TO KNOW THE STAPLES			
OBJECTIVE:			
○ Recognize foods commonly found in Mediterranean cuisine.			
5 minutes	Mediterranean ingredients	<ul style="list-style-type: none"> ○ Discuss foods commonly found in Mediterranean cuisines ○ Allow participants to see, touch, and smell the ingredients 	<ul style="list-style-type: none"> ○ Supplies: See Instructor Preparation Guide ○ Equipment: See Instructor Preparation Guide
CHEF DEMO			
OBJECTIVES:			
<ul style="list-style-type: none"> ○ Demonstrate healthy preparation techniques for vegetables, fruits, meats/meat alternates, and whole grains using common ingredients found in Mediterranean-inspired cuisine. ○ Identify options for enhancing the flavor of Mediterranean-inspired menu items through the use of seasonings. 			
PART 1			
30 minutes	<ul style="list-style-type: none"> ○ Culinary skills and techniques ○ Mediterranean ingredients and their uses 	<p>Discuss the uses of and demonstrate the culinary techniques for preparing the following items:</p> <ul style="list-style-type: none"> ○ Tomatoes ○ Onions ○ Garlic ○ Lemons ○ Italian eggplant ○ Romaine lettuce ○ Melon ○ Herbs ○ Tahini Sauce ○ Lemon & Olive Oil Dressing ○ Tzatziki 	<ul style="list-style-type: none"> ○ Supplies: See Instructor Preparation Guide ○ Equipment: See Instructor Preparation Guide ○ Handouts: <ul style="list-style-type: none"> • Knife Grips and Safety • Dicing Tomatoes • Slicing and Dicing Onions • Mincing Garlic and Making Garlic Paste • Cutting Melons • Cutting Herbs • Basic Principles of Cooking Vegetables to Maintain Nutrients
PART 2			
20 minutes	<ul style="list-style-type: none"> ○ Culinary skills and techniques ○ Mediterranean ingredients and their uses 	<p>Discuss the uses of and demonstrate the culinary techniques for preparing the following items:</p> <ul style="list-style-type: none"> ○ Brown Rice ○ Bulgur ○ Whole Wheat Pita Bread ○ Legumes ○ Poultry 	<ul style="list-style-type: none"> ○ Supplies: See Instructor Preparation Guide ○ Equipment: See Instructor Preparation Guide ○ Handout: Keep Food Safe! Food Safety Basics

TIME	TOPIC	TASK	MATERIALS
CULINARY LAB			
OBJECTIVE:			
○ Apply healthy preparation techniques for vegetables, fruits, meats/meat alternates, and whole grains using common ingredients found in Mediterranean cuisine.			
85 minutes	Quality food production	Apply basic culinary techniques to prepare Mediterranean-inspired recipes: <ul style="list-style-type: none"> ○ Hummus ○ Tabbouleh ○ Baba Ganoush ○ Melon Mint Salad ○ Greek-Style Tzatziki ○ Lebanese-Inspired Mujaddara ○ Middle Eastern-Inspired Chicken Shawarma ○ Mediterranean-Style Cucumber Salad ○ Whole Grain Pita Croutons ○ Chicken Kofta Meatballs ○ Moroccan-Inspired Harissa Yogurt Sauce ○ Mediterranean-Inspired Chickpea Salad 	<ul style="list-style-type: none"> ○ Supplies: See Instructor Preparation Guide ○ Equipment: See Instructor Preparation Guide ○ Handouts: <ul style="list-style-type: none"> • Food Safety Fact Sheet, Handwashing • Food Safety Fact Sheet, Washing Fruits and Vegetables • Team recipes
RECIPE EVALUATION			
OBJECTIVE:			
○ Evaluate the quality and usability of prepared Mediterranean-inspired recipes.			
15 minutes	Recipe evaluation	Participants will evaluate each recipe using the Recipe Evaluation Form	<ul style="list-style-type: none"> ○ Supplies: See Instructor Preparation Guide ○ Equipment: See Instructor Preparation Guide ○ Handout: Recipe Evaluation Form

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

MENUS OF FLAVOR: MEDITERRANEAN

INTRODUCTION (5 MINUTES)

INTRODUCTIONS

- Welcome to Menus of Flavor: Mediterranean.
- 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 the Mediterranean.
- 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.

MEDITERRANEAN-INSPIRED RECIPES

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

TEAM	1	2	3	4	5	6
RECIPE 1	Hummus	Baba Ganoush	Greek-Style Tzatziki	Middle Eastern-Inspired Chicken Shawarma	Mediterranean-Style Cucumber Salad	Chicken Kofta Meatballs
RECIPE 2	Tabbouleh	Melon Mint Salad	Lebanese-Inspired Mujaddara	Mediterranean-Inspired Chickpea Salad	Whole Grain Pita Croutons	Moroccan-Inspired Harissa Yogurt Sauce

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 Mediterranean cuisine.
- Apply relevant culinary skills and techniques for preparing Mediterranean-inspired menu items.
- Prepare healthy, appealing Mediterranean-inspired meals in Child Nutrition Programs.

TRAINING OBJECTIVES

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

ORIGIN AND NUTRITIONAL BENEFITS OF MEDITERRANEAN CUISINE

[10 MINUTES]

OBJECTIVES

- Review the geographical origin of Mediterranean cuisine.
- Identify the nutritional benefits of Mediterranean cuisine.

DEMONSTRATE/DISCUSS

- Direct participants to the **Map of the Mediterranean Region** handout located in their workbooks (p. 23).
- The Mediterranean Region includes countries with coastlines on the Mediterranean Sea, such as Greece, Italy, Turkey, Lebanon, Egypt, and Morocco, to name a few. While they all have their own unique cuisine, there are similarities in the use of ingredients and flavor profiles.
- The Healthy Mediterranean-Style Dietary Pattern or “Mediterranean diet” is considered one of the more heart-healthy diets. The meals are centered on fresh vegetables and fruits, healthy fats, plenty of legumes and whole grains, unsweetened yogurt, fish, and small amounts of lean cut poultry and meat. These same eating patterns are highlighted in the *Dietary Guidelines for Americans*.
- Following a balanced Mediterranean diet often provides:
 - Vegetarian sources of protein
 - Fresh flavors and a variety of herbs, spices, and citrus fruits
 - Fiber-rich meals from a variety of vegetables, fruits, beans, 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.
 - Nutrient-dense dishes
 - Food that is high in nutrients but relatively low in calories
 - Heart-healthy fats from sources like nuts, seeds, olive oil, and 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.
 - Omega-3 fatty acids
 - Omega-3 fatty acids are a type of essential fatty acid that the body cannot make, so they must come from the food we eat.

- 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.
 - Omega-3 fatty acids are found in some seeds, nuts, and cold-water fatty fish like salmon, mackerel, and sardines.
- Protective antioxidants from fruits and berries; antioxidants are substances that may help protect you against heart disease, stroke, cancer, and other health conditions.

KEY MESSAGES

- Today's workshop is all about enhancing the school menu by adding Mediterranean flavors.
- Mediterranean-inspired cuisine is a healthy way of eating, and is packed with flavor that is easy to market to students.
- Serving Mediterranean cuisine also offers you an opportunity to educate your students on the key nutrition concepts and encourage them to try new foods or flavors.
- **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, Mediterranean-inspired cuisine helps meet those standards.

CLASS DISCUSSION PROMPTS

Question: What countries are considered part of the Mediterranean?

Possible Answers: Spain, France, Monaco, Italy, Malta, Slovenia, Croatia, Bosnia and Herzegovina, Montenegro, Albania, Greece, Turkey, Cyprus, Syria, Lebanon, Israel, Egypt, Libya, Tunisia, Algeria, and Morocco

Question: Why are we focusing on Mediterranean 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 for school year 2019–2020 (source: [schoolnutrition.org](https://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 Mediterranean cuisine?

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

Ask if there are any questions.

MAP OF MEDITERRANEAN REGION



Image is public domain. <https://ian.mackey.net/pat/map/medi/medi.html>

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



Black Bean Hummus USDA Recipe for Schools

Black Bean Hummus consists of chickpeas and black beans blended with cilantro, olive oil, cumin, and lemon juice.

NSLB/SBP CREDITING INFORMATION:
½ cup (No. 8 scoop) provides

Legume as Meat Alternate: 2 oz equivalent meat alternate.

INGREDIENTS	50 SERVINGS		100 SERVINGS		DIRECTIONS
	Weight	Measure	Weight	Measure	
Black beans, canned, low-sodium, rinsed, drained OR Black beans, dry	6 lb	2 qt 2 ⅔ cups (about 1 ½ No. 10 cans)	12 lb	1 gal 1 qt 1 ⅓ cups (about 3 No. 10 cans)	1 Combine black beans, garbanzo beans, lemon juice, garlic, oil, salt, cumin, and pepper in a food processor. Purée on medium speed for 1–2 minutes until beans have a smooth consistency. DO NOT OVERMIX.
	6 lb	2 qt 2 ⅔ cups	12 lb	1 gal 1 qt 1 ⅓ cups	
Garbanzo beans or chickpeas, canned, low-sodium, rinsed, drained OR	6 lb	3 qt 2 ⅔ cups 1 Tbsp 1 tsp (1 ½ No. 10 cans)	12 lb	1 gal 3 qt 1 ⅓ cups 2 Tbsp 2 tsp (3 No. 10 cans)	
Garbanzo beans or chickpeas, dry	6 lb	3 qt 2 ⅔ cups 1 Tbsp 1 tsp	12 lb	1 gal 3 qt 1 ⅓ cups 2 Tbsp 2 tsp	



Black Bean Hummus

INGREDIENTS	50 SERVINGS		100 SERVINGS		DIRECTIONS
	Weight	Measure	Weight	Measure	
Lemon juice		1 qt ½ cups		2 qt 1 cup 1 qt	
Garlic cloves, fresh, peeled	12 oz	2 ⅔ cups	1 lb 8 oz	1 ⅓ cups	
Olive oil		¼ cup 2 Tbsp		¾ cup	
Salt		1 ½ tsp		1 Tbsp	
Cumin, ground		2 Tbsp		¼ cup	
White pepper, ground		1 Tbsp		2 Tbsp	
					2 Using a rubber spatula, scrape black bean mixture into a large bowl.
Cilantro, fresh, diced	3 oz	1 qt 1 ¼ cups	6 oz	2 qt 2 ½ cups	3 Add cilantro. Stir well.
					4 Transfer 3 qt ½ cup (about 7 lb 5 oz) black bean hummus to a steam table pan (12" x 20" x 2 ½"). Cover pans tightly. Refrigerate.
					For 50 servings, use 2 pans. For 100 servings, use 4 pans.
					5 Critical Control Point: Cool to 41 °F or lower within 4 hours.
					6 Critical Control Point: Hold at 41 °F or lower.
(Optional) Whole-grain tortilla chips	3 lb 4 oz	500 chips	6 lb 8 oz	1,000 chips	7 (Optional) Serve with 10 chips.
					8 Portion with No. 8 scoop (½ cup).





United States Department of Agriculture

Black Bean Hummus

NUTRITION INFORMATION

For ½ cup (No. 8 scoop).

NUTRIENTS	AMOUNT
Calories	126
Total Fat	3 g
Saturated Fat	0 g
Cholesterol	0 mg
Sodium	199 mg
Total Carbohydrate	19g
Dietary Fiber	6 g
Total Sugars	2 g
Added Sugars included	N/A
Protein	6 g

Vitamin D	0 IU
Calcium	64 mg
Iron	1 mg
Potassium	210 mg

N/A=data not available.

SOURCE

USDA Standardized Recipes Project.

NOTES

Cooking Process #2: Same-Day Service.

How to Cook Dry Beans

Special tip for preparing dry beans:

SOAKING BEANS

OVERNIGHT METHOD: Add 1 ¾ qt cold water to every 1 lb of dry beans. Cover and refrigerate overnight. Discard the water. Proceed with recipe.

QUICK-SOAK METHOD: Boil 1 ¾ qt of water for each 1 lb of dry beans. Add beans and boil for 2 minutes. Remove from heat and allow to soak for 1 hour. Discard the water. Proceed with recipe.

COOKING BEANS

Once the beans have been soaked, add 1¾ qt water for every 1 lb of dry beans. Boil gently with lid tilted until tender, about 2 hours. Use hot beans immediately.

Critical Control Point: Hold for hot service at 140 °F or higher.

OR

Chill for later use.

Critical Control Point: Cool to 70 °F within 2 hours and to 40 °F or lower within 4 hours.

1 lb dry pinto beans = about 2⅜ cups dry or 5¼ cups cooked beans.

YIELD/VOLUME

50 Servings

100 Servings

About 14 lb 10 oz

About 29 lb 4 oz

About 1 gal 3 qt 1 ¼ cups/2 steam table pans (12" x 20" x 2 ½")

About 3 gal 2 qt 2 ½ cups/4 steam table pans (12" x 20" x 2 ½")



CULINARY BASICS I

COMPONENTS OF STANDARDIZED RECIPES

OBJECTIVE

- Review the basic components of a standardized recipe.

DEMONSTRATE/DISCUSS

- Direct participants to the **Black Bean Hummus** 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 | ○ Serving size |
| ○ Recipe category | ○ Recipe yield |
| ○ Ingredients | ○ Equipment and utensils needed |
| ○ Weight/volume of each ingredient | ○ Crediting information |
| ○ Units of measure for each ingredient | ○ Nutrient analysis |
| ○ Preparation directions | ○ Marketing guide |
| ○ Cooking temperature, cooking time, and preparation time | ○ 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: Can anyone identify the Black Bean Hummus recipe's meal component(s) contribution?

Possible Answers: Answers may include meat alternates or beans, peas, and lentils (legumes) vegetable subgroup.

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. 35)

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 Middle Eastern-Inspired Chicken Shawarma)
 - 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 Mediterranean 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 fresh mint, fresh parsley, and fresh dill. Have participants pass the portions cups around amongst themselves to smell each of these ingredients as it is being discussed.

INSTRUCTOR'S NOTE:

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

- Lay out the following ingredients on the center demonstration counter/prep table:
 - Tomatoes (1 each)
 - Onions (1 each)
 - Garlic (2 cloves)
 - Kosher salt
 - Lemons (1 each)
 - Italian eggplants (2 each)
 - Romaine lettuce (1 head)
 - Honeydew, cantaloupe, or watermelon (1 melon)
 - Mint (½ bunch)
 - Dill (½ bunch)
 - Parsley (½ bunch)
- Have participants become familiar with staple ingredients laid out on the center table by looking, smelling, and describing what they see.

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 Mediterranean cuisine.
- Identify options for enhancing the flavor of Mediterranean menu items through the use of seasonings.

INSTRUCTOR'S NOTE:

Ensure that ingredients are prepped for all demos and pre-cut Romaine lettuce 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.)
- To prepare for the baba ganoush, preheat an oven. Adjust an oven rack to the middle position and turn the oven to 450 °F or higher if the oven allows. Preheat the steamer for the cooking grains section.
- Chef's demo:
 - Tomatoes (1 each)
 - Onions (1 each)
 - Garlic (2 cloves)
 - Kosher salt
 - Lemons (1 each)
 - Italian eggplants (2 each)
 - Honeydew, cantaloupe, or watermelon (1 melon)
 - Mint (½ bunch)
 - Dill (½ bunch)
 - Parsley (½ bunch)
- Direct participants to the following handouts in the workbook.
 - **Knife Grips and Safety (p. 44)**
 - **Dicing Tomatoes (p. 49)**
 - **Slicing and Dicing Onions (p. 49)**
 - **Mincing Garlic and Making Garlic Paste (p. 52)**
 - **Eggplant (p. 54)**
 - **Cutting Melons (p. 55)**
 - **Cutting Herbs (p. 57)**

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

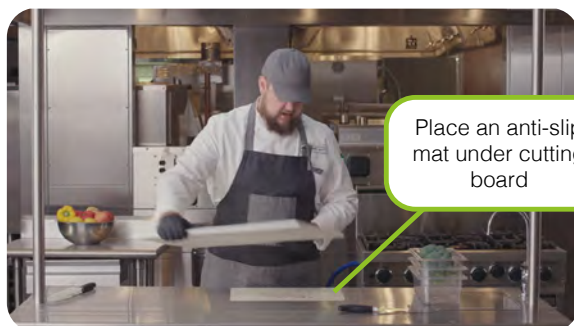
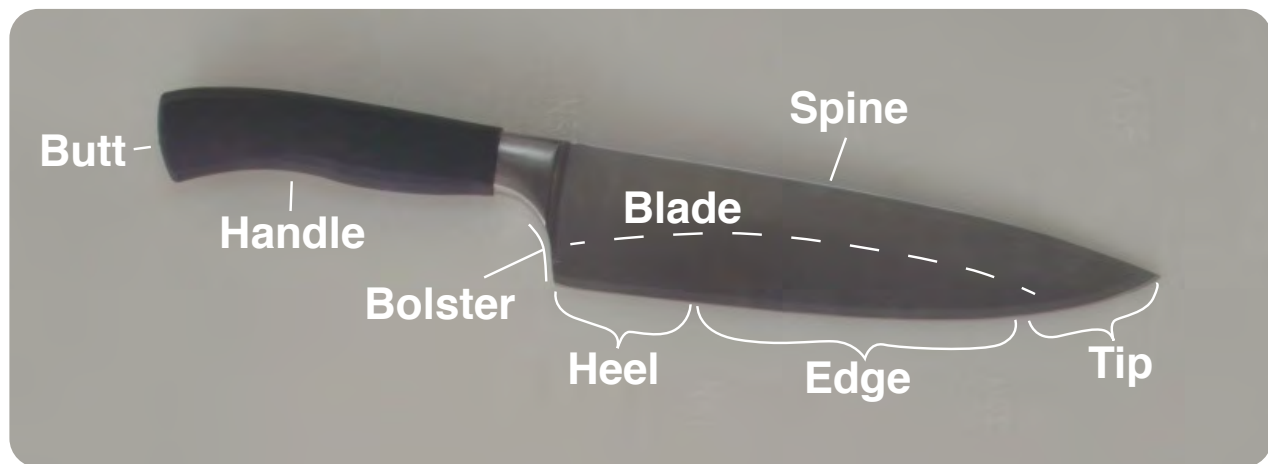
Eyes on the
knife

T

Take your time

Y

Yield to
falling knives



Culinary Quick Bites

KNIFE SKILLS

KNIFE GRIPS

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



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

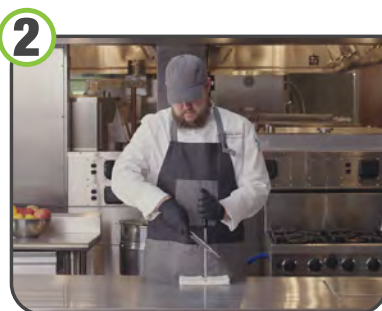
KNIFE CARE AND MAINTENANCE

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.



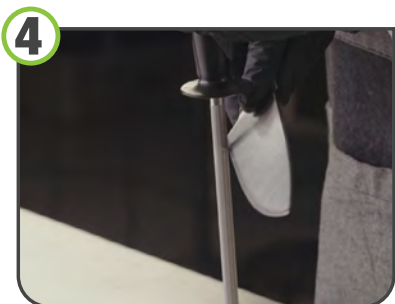
1
Begin at the heel of the blade, high on the steel.



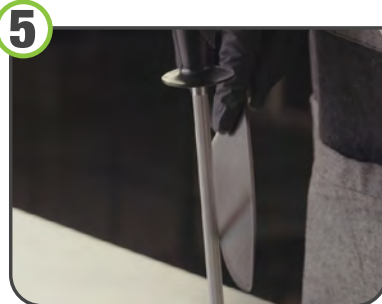
2
Pull towards you as you slide down.



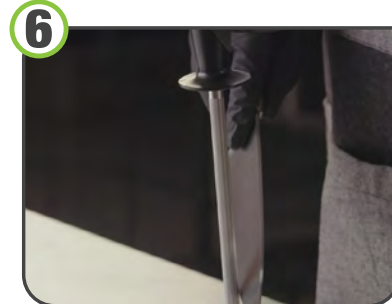
3
Finish at the tip.



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

DICING TOMATOES

DISCUSS

- Originally from South America, tomatoes took on a large role once they were introduced in Mediterranean cuisine.
- They are used in sauces, stews, salads, and condiments.
- The tomatoes we are using today should be small diced so we can use them as a filling for our pita pockets later on.
- Cut tomatoes can be stored in a tightly sealed container in the refrigerator for up to 3 days.
 - This means you can prep on Monday and use them for a few days that same week.

DEMONSTRATE

- Proper technique for dicing tomatoes
 - Place the tomato on its side and cut evenly spaced slices starting at the stem and ending at the bottom. Be sure the slices are the same width.
 - Arrange the tomato slices next to each other or stacked on top of each other. Cut the slices into evenly spaced strips.
 - Lastly, make evenly spaced cuts across the strips, and you'll see how the pieces come away as small cubes.

SLICING AND DICING ONIONS

DISCUSS

- In Mediterranean cuisine, onions are used in even more dishes than tomatoes.
- They add a significant amount of flavor to any dish, are quite inexpensive, and have a long shelf life.
- In today's recipes, we are going to caramelize the onions so they take on a slightly sweet flavor and reduced spiciness.

DEMONSTRATE

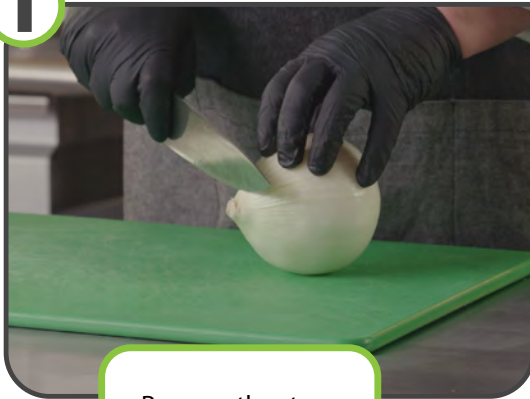
- Proper technique for slicing and dicing onions (half into thin strips; half into small dice)

Culinary Quick Bites

KNIFE SKILLS

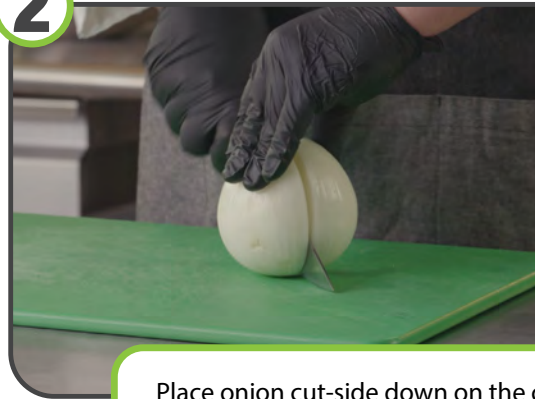
HOW TO SLICE ONIONS

1



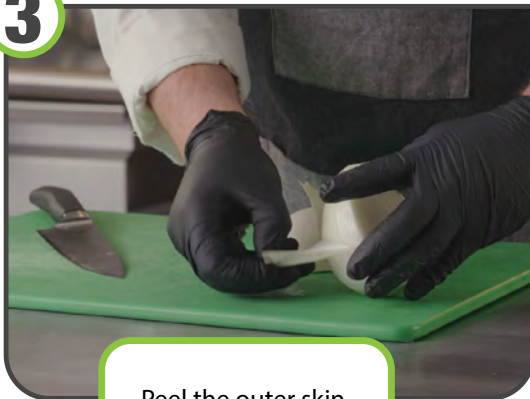
Remove the stem end of the onion.

2



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

3



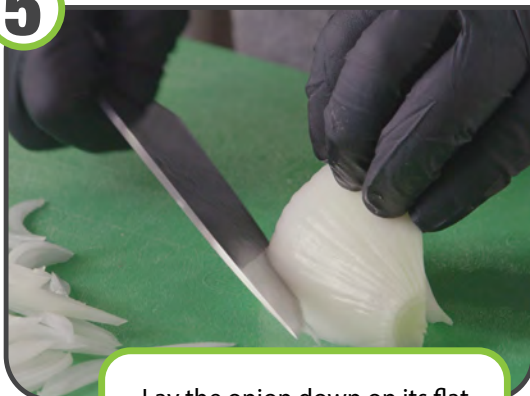
Peel the outer skin from each half.

4



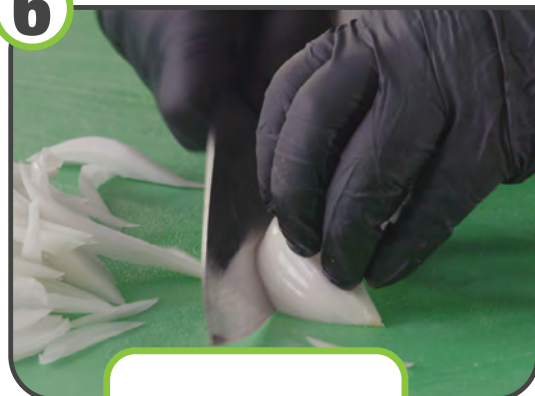
Place onion half cut-side down on the cutting board. Begin slicing at a 45 degree angle across the onion starting on one side. Gradually straighten the knife to 90 degrees as you work toward the center of the onion.

5



Lay the onion down on its flat side and begin working from 45 degrees to 90 degree again.

6

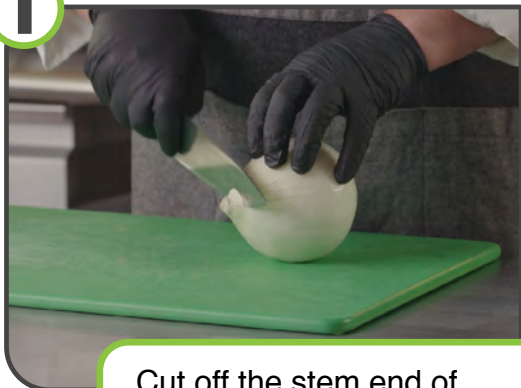


Remove the root end as desired.

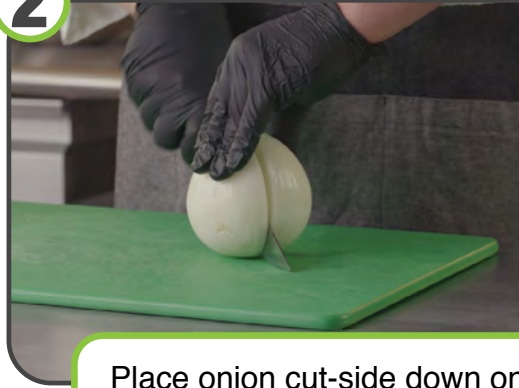
Culinary Quick Bites

KNIFE SKILLS

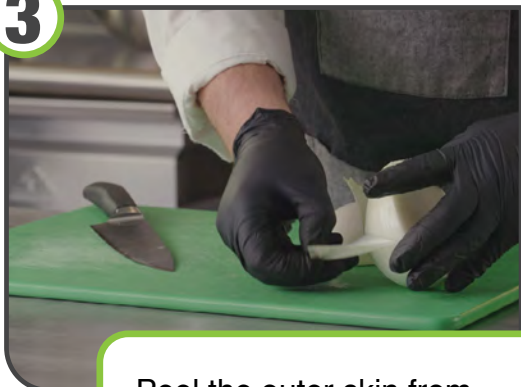
HOW TO DICE ONIONS

1

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

2

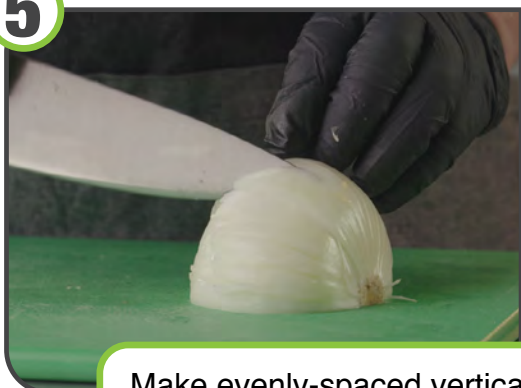
Place onion cut-side down on the cutting board. Cut onion in half from the root end to the stem end.

3

Peel the outer skin from each onion half.

4

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

5

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

6

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

MINCING GARLIC AND MAKING GARLIC PASTE

DISCUSS

- Garlic acts as the secret ingredient adding a punch of flavor to any savory dish. Garlic is used in almost every Mediterranean dish—from hummus to tomato sauce to marinades to salad dressings.
- Fresh garlic adds so much more flavor than the jarred version. Plus, it's easy to store, inexpensive, and simple to prepare.

DEMONSTRATE

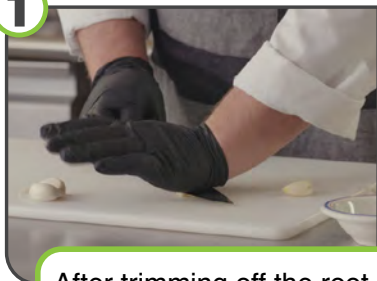
- Proper technique for mincing garlic and making “garlic paste”

Culinary Quick Bites

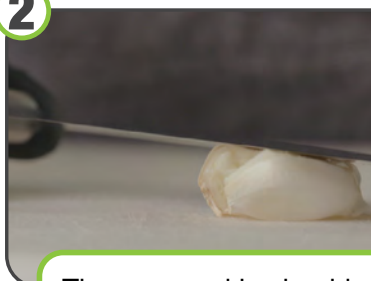
KNIFE SKILLS

HOW TO MINCE GARLIC AND MAKE GARLIC PASTE

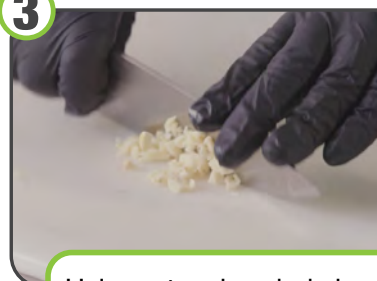
Mincing Garlic

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.

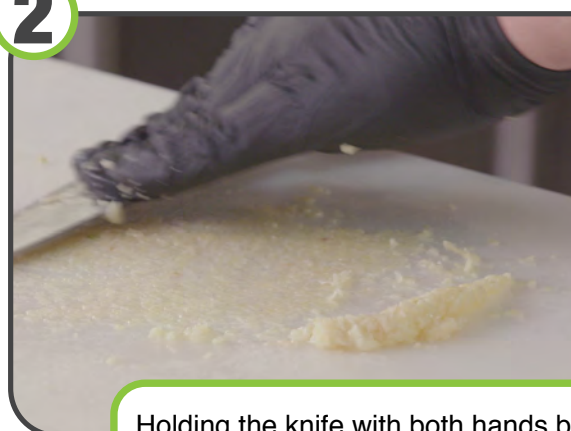
3

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.

EGGPLANT

DISCUSS

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

DEMONSTRATE

- Proper technique for roasting eggplant (Note: instructions are also listed on the recipe for baba ganoush.)
 - Adjust an oven rack to the middle position and turn the oven to 450 °F or higher if the oven allows.
 - Line a baking sheet with aluminum foil.
 - Wash and dry eggplant. Pierce it a few times with a fork to vent. Place whole eggplants onto the baking sheet.
 - Roast the eggplant in high heat for approximately five minutes to char the outside.
 - Turn the oven heat to 375 °F, and roast eggplants until very soft; 25–30 minutes. Cool 10–15 minutes until easily handled.
- Inform participants that they only need two eggplants for the featured eggplant recipe, so those making the baba ganoush can just watch during this demonstration.
- Set timer for roasting eggplant.
- Check on eggplant when the timer goes off.

CUTTING MELONS

DISCUSS

- Fruit is an important part of the Mediterranean diet. It is served for breakfast, snacks, and almost always after lunch and dinner as “dessert.”
- A variety of fruits native to the Mediterranean include grapes, citrus fruits, apricots, cherries, figs, pomegranates, and melons, to name a few.
- Today we will cut a variety of melons into 1-inch to 2-inch cubes for a fruit salad.

Demonstrate

- Melons need to be washed prior to cutting.
- Proper techniques for peeling skin and chopping melons into 1-inch to 2-inch cubes.

Culinary Quick Bites

KNIFE SKILLS

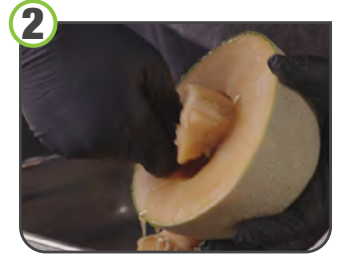
HOW TO CUT A SEEDED MELON

Remove Seeds

Cut the melon in half.



Place the melon halves so the cut sides are facing upward. Use a spoon to scrape out the seeds from the center of each half. Take care to remove as little fruit with the seeds as possible because that's where you'll find the juiciest and sweetest flesh.



Remove Rind

Remove each end of the melon.



Stand the fruit on one of the cut ends to prevent it from rolling. Remove the skin by running the blade from top to bottom in motion that follows the natural curvature of the melon.



Slice

Place melon halves cut-side down on cutting board.



Cut each half into even slices of the desired width.



Cube

Cut each half into 1-inch thick slices.



Stack two slices together and then cut across the slices to make 1-inch cubes.



CUTTING HERBS

DISCUSS

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

DEMONSTRATE

- Proper technique for chiffonading, chopping, and slicing the herbs
- Chop
 - Place the herbs on a cutting surface.
 - Using a rocking motion from the tip to the heel of the knife, chop the herbs to the desired size.
 - You may place your non-grip hand on the back of the spine, near the tip, to help control the rocking motion.

Culinary Quick Bites

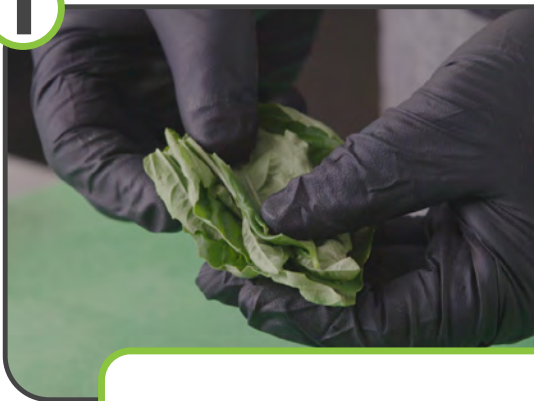
KNIFE SKILLS

HOW TO CHIFFONADE HERBS



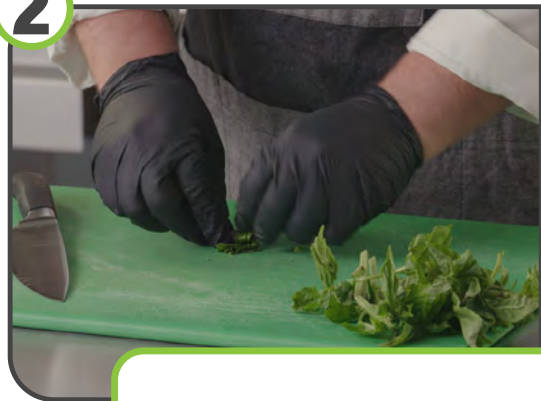
Rinse and dry the leaves.

1



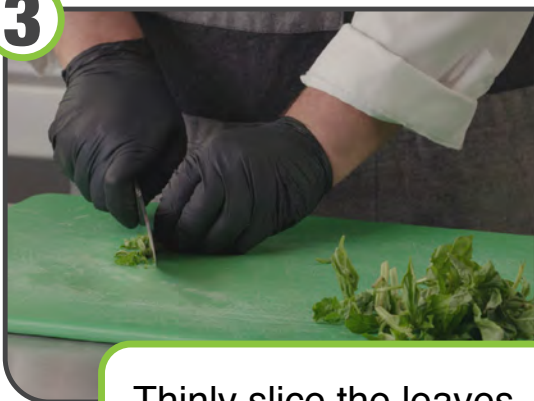
Stack the leaves.

2



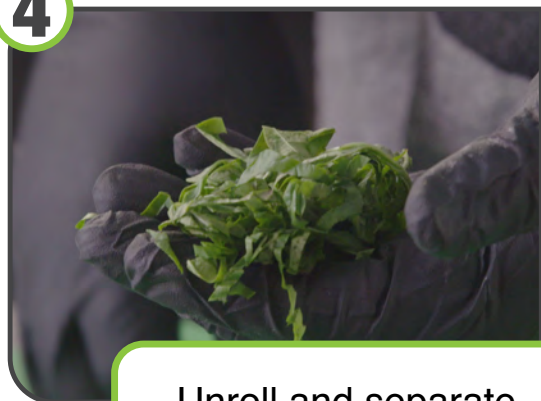
Roll the leaves tightly.

3



Thinly slice the leaves
perpendicular to the roll.

4



Unroll and separate
the ribbons.

SAUCES AND DRESSING

DISCUSS

- Mediterranean cuisines focus on serving a variety of fruits and vegetables, often served with sauces or dressings.
- Depending on the season, the dishes may primarily be served cold and raw (salads, fresh fruit) or cooked (stews, casseroles, etc.).
- It is important to understand how to retain these wonderful nutrients when storing and cooking produce.
- Refer participants to the **Culinary Techniques for Retaining Nutrients and Colors of Produce** handout (p. 61) and advise them to read on their own as a resource. This handout is a great reference for some noteworthy tips and reminders.

INSTRUCTOR'S NOTE:

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

DEMONSTRATE/DISCUSS

- Facilitator will demonstrate to the participants how to use lemon juice, garlic, fresh herbs, and olive oil to make flavorful dressings, marinades, and dips/spreads.
- Olive trees are plentiful in the Mediterranean, which is why the cuisine primarily uses olive oil as their cooking fat of choice. However, they also use nut and seed butters to add richness to dishes—particularly almonds, sesame seeds, pine nuts, and pistachios.
- Demonstrate and/or introduce the following dressings/marinades/spreads and allow participants to sample each with pita bread or chips:

Tahini Sauce (Demo)

Tahini is a condiment made from toasted, ground, and hulled sesame seeds. Uses of tahini can vary (traditionally used in hummus & baba ganoush recipes). Mention possible variations for hummus recipes that do not involve sesame (seed butter, etc.). Tahini sauce is often used for falafel (chickpea fritters) sandwiches but can also be used as a dressing/marinade or, in this case, incorporated into the hummus recipe:

- ⅓ cup tahini
- 1 Tbsp garlic paste
- 2 Tbsp fresh lemon juice (about ½ lemon)
- 2–6 Tbsp lukewarm water
- ¼ tsp salt
- 1 Tbsp chopped fresh parsley, optional

Lemon & Olive Oil Dressing (Demo)

To be used for Middle Eastern-Inspired Chicken Shawarma marinade:

- 1 tsp garlic paste
- 2 Tbsp fresh lemon juice (about ½ lemon)
- ⅓ cup of extra-virgin olive oil
- ⅛ tsp salt

Tzatziki (Introduce)

Tzatziki is a sauce or dip that is comprised of yogurt, cucumber, garlic, salt, fresh herbs, sometimes olive oil, and an acid, most typically lemon juice. It has a bright, fresh flavor that complements many Mediterranean foods. The yogurt in the sauce contains cultured dairy microorganisms that aid in digestion and promote gut health. State that cooking teams will prepare tzatziki sauce later.



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

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

INSTRUCTOR'S NOTE:

Begin boiling one cup of water for the bulgur demonstration.

Rice

- Rice is often used to complement a main dish, like stew. Today we're going to use brown rice to make mujaddara (pronounced: Moo-juh-dah-rah)—a rice and lentil pilaf dish topped with caramelized onions and often served with plain yogurt on the side. Typically, it is seasoned with spices like cumin and coriander, which really gives it a Middle Eastern flair.
- Inform participants that brown rice takes about 45 minutes to prepare (cook and cool time), which is why you are starting it ahead of time.
- Describe that the steamer should be preheated about 15 minutes ahead of time.
- Then, show how to cook brown rice in a steamer:

1

Rinse 1¼ pounds brown rice.

2

Combine rice with 40 fl oz water in a 2" steam table pan. Add 1 tsp each of salt, cumin, chili powder, and cinnamon and cook until liquid is completely absorbed and rice is just tender, about 30–35 minutes (set timer).

3

Let the rice cool for 10 minutes, then uncover and fluff with a fork.

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.

Bulgur

- Bulgur is a whole wheat grain that has been cracked and pre-cooked. You may recognize bulgur if you've ever had tabbouleh. Since bulgur has been pre-cooked, it is quick to prepare.
- Show and describe how to cook bulgur (first steps in tabbouleh recipe):

1

Stir together ½ cup bulgur and 1 Tbsp oil in a heatproof bowl.

2

Pour 1 cup boiling water over, then cover the bowl tightly with plastic wrap and let stand 15 minutes.

3

Drain in a sieve (or paper towels), pressing on bulgur to remove any excess liquid.

- Bulgur is used in a few different Mediterranean dishes, mostly for cold salads. Later on, we will use the cooked bulgur to make tabbouleh. Bulgur is a whole grain that credits toward the grains requirement in the meal pattern.

Whole Wheat Pita Bread

- Wheat is also used to make flatbreads. Depending on the country of origin, the bread might be extremely thin—like pita bread—or a little stiffer—like pizza dough.
- For our featured recipes today, we are going to use whole wheat pita bread to make wraps and pita croutons.
- If using a whole pita with an internal pocket, show how to open the pita for a roll-up sandwich wrap (using the whole pita) or how to hold and stuff for a pita pocket (using half a pita).
- If using the flatbread-style pita, show how to fold the pita, like a taco, to make a sandwich.

Lentils/Legumes

- Legumes (also referred to as pulses) are the star of several dishes in Mediterranean cuisine. They are a great source of protein, and when combined with whole grains, they make for a satisfying meal.
- Legumes are also very affordable and have a long shelf life. Some of the more common varieties used in Mediterranean cuisine are lentils, chickpeas, cannellini beans, and fava beans.
- Pass around containers/bags of uncooked green or brown lentils for participants to see and touch.
- Begin cooking the lentils to combine with the brown rice later on in the mujaddara dish.
- Describe how to cook lentils using the dried lentils. Begin cooking the lentils for the mujaddara:

1

Rinse 2 cups lentils and explain why rinsing is needed (to remove any debris, especially small stones).

2

Place lentils in a medium saucepan and fill with cold water an inch above them.

3

Bring to boil, then simmer for about 15 minutes (set timer) until tender but not mushy. Drain and set aside.

Hummus

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

Poultry

- Large serving sizes of meat are not common in Mediterranean cuisine. When meat is served, it's usually in combination with other foods or used as a condiment.
- Today we're going to use a lean cut of chicken as a filling for our pita wraps.
- The recipe for the chicken is called "shawarma" (pronounced: shah-wahr-mah).
- Shawarma is referred to as meat that is slow-cooked on a rotating spit and then thinly shaved to order and used as a filling for pita wraps commonly found at street food vendors.
- Each cut of meat and poultry should be cooked differently, depending on what part of the animal it's coming from.
- Parts of the animal closest to the limbs are the toughest and should be prepared using a moist heat cooking method, like braising or stewing. Whereas the "body" of the animal, which is more tender, can be prepared using a dry heat cooking method, like grilling or roasting.
- Today we're going to practice the dry heat cooking methods of roasting and grilling using chicken breasts.
- Explain how marinating chicken breasts before grilling/roasting results in a juicier, more tender product.
- Explain that the chicken shawarma recipe can use the lemon & olive oil dressing (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 (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 Mediterranean 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.

Mediterranean-Inspired Recipes

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

TEAM	1	2	3	4	5	6
RECIPE 1	Hummus	Baba Ganoush	Greek-Style Tzatziki	Middle Eastern-Inspired Chicken Shawarma	Mediterranean-Style Cucumber Salad	Chicken Kofta Meatballs
RECIPE 2	Tabbouleh	Melon Mint Salad	Lebanese-Inspired Mujaddara	Mediterranean-Inspired Chickpea Salad	Whole Grain Pita Croutons	Moroccan-Inspired Harissa Yogurt Sauce

- 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.





Cooking Foods cont.

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

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

Remember, follow state or local health department requirements.

References

U.S. Department of Agriculture, Food and Nutrition Service, & Institute of Child Nutrition. (2015). *Food safety in schools*. University, MS. Author.
U.S. Department of Agriculture, Food and Nutrition Service, & Institute of Child Nutrition. (2016). *HACCP-based standard operating procedures: Cooking time/temperature control for safety foods*. Retrieved from <http://www.nfsmi.org/ResourceOverview.aspx?ID=75>
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Food Safety Fact Sheet

Handwashing

INTRODUCTION

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

HERE ARE THE FACTS

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

APPLICATION

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

How?

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

When?

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

Before

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

After

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





Handwashing cont.

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

Remember, follow state or local health department requirements.

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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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FOOD PREPARATION

[85 MINUTES]

DEMONSTRATE/DISCUSS

- The recipes we are preparing today are inspired by flavors and dishes from Mediterranean cuisine and may vary from what would be authentic to specific cultures.
- The recipes we will prepare are all components of our featured menu of the day: Build-Your-Own Pita Wraps.
- The idea is to serve your students a meal that they can **customize** with an array of fresh offerings. They will be able to choose to fill their whole-wheat pita wrap with:
 - Fillings: lettuce, tomatoes, onions
 - Spreads/Condiments: Hummus, Baba Ganoush, Harissa Yogurt, and Tzatziki
 - Meats/Meat Alternates: Chicken Shawarma, Chicken Kofta, or for a vegetarian option, Hummus or Mujaddara
 - Sides: Tabbouleh, Mujaddara, Cucumber and Tomato, Chickpeas, or Melon Mint Salad
- 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 Mediterranean-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 fillings/toppings/sides for their pitas (including the fresh vegetables that were previously chopped up: tomatoes, onions, lettuce).
- Discuss garnishes (e.g., chopped parsley, fresh lemon slices).

DEMONSTRATE

- Instruct participants to create their own pita wrap to sample the different Mediterranean flavors.
- Ask for two volunteers to be your first customers. Walk them through choosing each filling and side option, and then demonstrate wrapping the pita pocket.
- Instruct the rest of the participants to build their own pita wraps 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.

MEDITERRANEAN 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
Hummus	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5		
Baba Ganoush	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5		
Greek-Style Tzatziki	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5		
Middle Eastern-Inspired Chicken Shawarma	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5		
Mediterranean-Style Cucumber Salad	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5		
Chicken Kofta Meatballs	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5		
Tabouleh	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5		
Melon Mint Salad	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5		
Lebanese-Inspired Mujaddara	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5		
Mediterranean-Inspired Chickpea Salad	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5		
Whole Grain Pita Croutons	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5		
Moroccan-Inspired Harissa Yogurt Sauce	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 MEDITERRANEAN FLAVORS (10 MINUTES)

OBJECTIVE

- Identify how Mediterranean-inspired recipes can be used in the participant's program.

DEMONSTRATE/DISCUSS

- Mediterranean cuisine is full of a variety of fresh fruits and vegetables; whole grains; low-fat, plain yogurt; healthy fats, with an emphasis on legumes; and lean sources of protein, mainly from fish and poultry with only small amounts of red meat.
- Many of the foods found in Mediterranean cuisine are **cost-effective** and extremely tasty, as you experienced in the culinary lab. Items such as chickpeas, brown rice, and lentils are inexpensive, healthy foods that can be used in a variety of ways.
- 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.
- If following the Mediterranean eating pattern, the focus is on fresh fruits and vegetables, whole grains, legumes, and healthy fats—there are very limited sources of saturated fats (as olive oil, fish, nuts, and seeds are the source of the healthy fats), processed (high sodium) foods, and rich desserts (since fruits often function as the dessert).
- Reinforce the flavorful aspects of Mediterranean cuisine as a way 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 Mediterranean recipes:
 - Vegetables: dark leafy green salads, fresh tomatoes, eggplant dishes, cucumbers, legumes
 - Fruits: a variety of fruits served focus on what's in season
 - Grains: bulgur mixed with fresh vegetables and herbs (tabbouleh), brown rice pilaf, whole wheat pita bread for wraps
 - Meats: lean cuts of chicken, marinated for extra flavor, meat as a condiment (in combination with a meat alternate)
 - Meat alternates: legumes (lentils, chickpeas) used as a pilaf or as a dip, plain yogurt used as a savory item, or nuts and seeds

CLASS DISCUSSION PROMPTS

Question: How well do you think the Mediterranean cuisine fits into the *Dietary Guidelines for Americans*, MyPlate, and school meal requirements?

Possible Answers: Answer should reflect that Mediterranean cuisine fits into the *Dietary Guidelines for Americans* very well. Whole (unprocessed), wholesome 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 Mediterranean flavors into 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 Mediterranean vegetable and grain salads, such as salad plates or at the salad bars.
- Offer different variations of hummus as a meat alternate (roasted red pepper, spinach, feta, spicy, etc.).
- Use fruit salads (using seasonal fruits) as the fruit component of the meal.
- Use fresh lemons, herbs, and garlic to add flavor without adding extra sodium or calories from saturated fats.
- Use plain yogurt as a base for savory dips and sauces.
- Try offering Mediterranean-inspired menu items that use beans, chickpeas, and lentils.
- Switch it up by serving whole wheat pita pockets in place of tortilla wraps.
- International food theme days are a great way to introduce and incorporate Mediterranean flavors into the school menu.



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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06/30/18



Fruits

Food Sources,
Health Benefits,
and Nutrients

Health Benefits

Cancer Reducing Antioxidants

Heart Health

Kidney Health

Bone Health

Weight Management

Nutrients

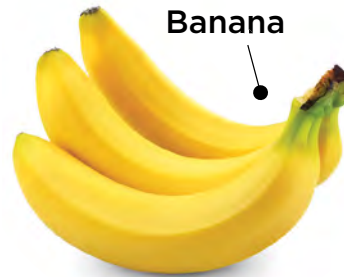
Fiber

Vitamin C

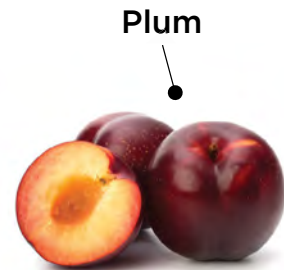
Potassium

Folate

Zinc



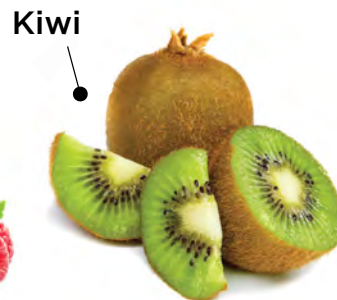
Banana



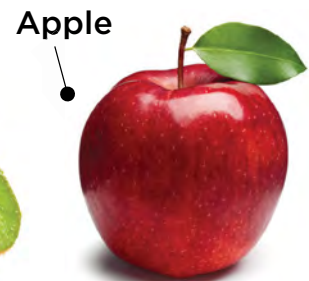
Plum



Berries



Kiwi



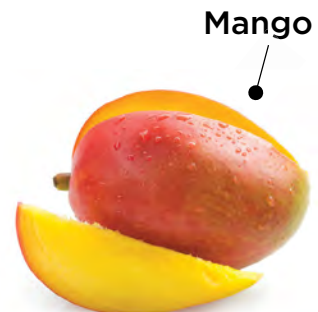
Apple



Pineapple



Watermelon



Mango

Food Source

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06/30/18



Identifying

Whole Grain-Rich Sources

WHOLE GRAIN-RICH SOURCES



Amaranth
Cracked wheat
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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06/30/18



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

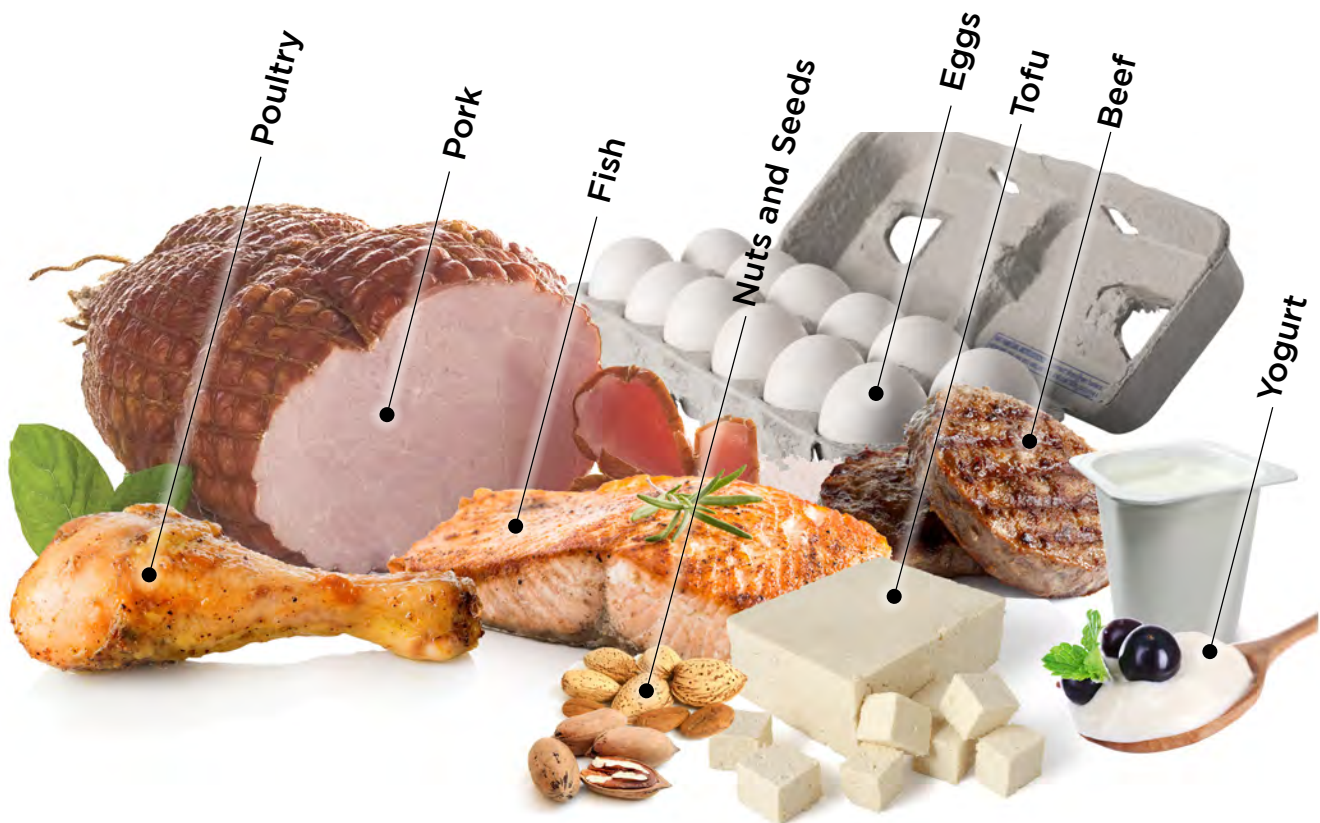
Zinc

Copper

Iron

Selenium

Cholin



Food Source

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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 Mediterranean cuisine.
- We've discussed service options and ways to incorporate some of the Mediterranean 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, 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 they may want to “borrow” from each other as they share their 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. True or False. When measuring ingredients, always weigh dry ingredients for better accuracy, and always use volume to measure liquid ingredients.
2. A balanced Mediterranean diet provides a rich source of fiber from the following ingredient(s):
 - a. Fresh vegetables
 - b. Legumes
 - c. Fish
 - d. All of the above
 - e. A and B only
3. Mediterranean countries include:
 - a. Italy
 - b. Greece
 - c. Spain
 - d. All of the above
 - e. A and B only
4. Tahini sauce is made from _____ and is commonly used in Mediterranean cuisine.
 - a. Spices
 - b. Sesame Seeds
 - c. Garlic
 - d. Olives
5. True or False: Tzatziki is a Mediterranean condiment with olive oil as the main ingredient.
6. According to the National School Lunch Program, lentils are considered a _____.
 - a. Meat Alternative
 - b. Vegetable
 - c. Grain
 - d. All of the above
 - e. A and B only
7. True or False: Mint, dill, and parsley are staple ingredients in Mediterranean recipes.
8. According to the National School Lunch Program, bulgur is considered a _____.
 - a. Meat alternate
 - b. Vegetable
 - c. Fruit
 - d. Grain

9. True or False: The French term *mise en place* means to have all your ingredients and cooking station in place BEFORE you begin cooking.
10. Which Mediterranean ingredient adds a sweet acidity to recipes and can be used as a marinade or salad dressing?
- a. Oil
 - b. Avocado
 - c. Lemon
 - d. Garlic

POST-ASSESSMENT

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

1. True or False. When measuring ingredients, always weigh dry ingredients for better accuracy, and always use volume to measure liquid ingredients.
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 - c. Lemon
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PRE-/POST-ASSESSMENT ANSWER KEY

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 - c. Lemon**
 - d. Garlic

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 MEDITERRANEAN 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:

- 1 Tomato – small dice
- 1 Onion – ½ diced and ½ thinly sliced
- 2 (cloves) Garlic – minced, then into a paste
- Kosher salt – for garlic paste
- 1 Lemon – cut and juice
- 2 Eggplants – whole, roasted

- 1 (head) Romaine lettuce – shredded
- 1 Melon – honeydew melon, cantaloupe, or watermelon (1”– 2” cubes)
- ½ bunch each: mint, dill, parsley – chop, slice, chiffonade
- 2 oz of shredded cheddar cheese

ACTIVITY: CHEF DEMO OF DRESSINGS, MARINADES, AND SPREADS

Preparation Notes

Gather ingredients:

- Garlic paste
- Lemon juice
- Olive oil
- Parsley, chopped
- Tahini
- Whole wheat pita bread – cut into wedges for sampling

Tahini Sauce: Demo & Sample

Ingredients:

- Garlic paste 1 Tbsp
- Lemon juice – 2 Tbsp
- Parsley, chopped – 1 Tbsp
- Salt – $\frac{1}{4}$ tsp
- Tahini – $\frac{1}{3}$ cup
- Water – 6 Tbsp

Lemon & Olive Oil Dressing: Demo & Sample

Ingredients:

- Garlic paste – 1 tsp
- Lemon juice – 2 Tbsp
- Olive oil – $\frac{1}{3}$ cup
- Salt – $\frac{1}{8}$ tsp

Tzatziki: Introduce concept—recipe to be completed in culinary lab by **Team 3**.

CHEF DEMO | PART 2

GRAINS

Preparation Notes

Chef will prepare rice for the Lebanese-Inspired Mujaddara recipe.

Brown Rice

Equipment:

- Colander
- Steamer
- 2" steam table pan

Ingredients:

- Chili powder – 1 tsp
- Cinnamon – 1 tsp
- Cumin – 1 tsp
- Rice, brown (uncooked) – 1 $\frac{1}{4}$ lb (cooked)
- Salt – 1 tsp
- Water – 40 fl oz

INSTRUCTOR'S NOTE:

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

Bulgur

- Demo cooking of bulgur during Culinary Techniques II.

For Demo

Equipment:

- Pan, sauce – small
- Mixing bowl – medium
- Plastic wrap
- Tasting spoons

Ingredients:

- Water – 1 cup
- Bulgur, dry – ½ cup
- Olive Oil – 1 Tbsp

INSTRUCTOR'S NOTE:

Prepare a sample serving before training—cook ½ cup (dry) bulgur so that it is ready for participants to sample.

Whole Wheat Pitas

- Demo opening and wrapping/stuffing for wraps vs. pockets.

LEGUMES**Preparation Notes**Lentils

- Prepare a demo bowl of uncooked green or brown lentils to circulate for participants to see and touch as a sensory demo.
- Cook the lentils for the mujaddara. Cooking directions are on the recipe.

Equipment:

- Bowl, medium – 2 each
- Colander
- Pan, sauce – medium

Ingredient:

- Lentils, dry – 2 cups for sensory demo
- Lentils, dry – 2 cups for cooking demo
- Water

Hummus

- Demo opening and rinsing chickpeas

Equipment:

- Bowl – medium
- Can opener
- Colander

Ingredients:

- Chickpeas – (2) 15 oz cans

MEATS/MEAT ALTERNATES

Explain marinating and roasting/grilling.

Preparation Note

Ingredient:

- Chicken breasts

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 (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

Hummus & Tabbouleh

Equipment:

- Bowl – mixing, medium
- Chef knife
- Cutting board
- Food processor
- Measuring cups – set
- Measuring spoons – set
- Pan – steam table, half-size (2 each)
- Plastic foodservice film
- Range
- Small saucepan
- Spatulas – rubber (2 each)
- Strainer – mesh
- Thermometer, digital – instant-read

TEAM 2

Baba Ganoush & Melon Mint Salad

Equipment:

- Aluminum foil
- Bowl – mixing, large
- Bowl – mixing, medium
- Chef knife
- Cutting board
- Food processor
- Fork – metal
- Measuring cups – set
- Measuring spoons – set
- Oven
- Pan – sheet, 18" x 26"
- Pan – steam table, full-size 2"
- Pan – steam table, half-size 2"
- Spatula – rubber
- Thermometer, digital – instant-read
- Whisk

TEAM 3

Greek-Style Tzatziki & Lebanese-Inspired Mujaddara

Equipment:

- Chef knife
- Colander
- Cutting board
- Grater
- Measuring cups – set
- Measuring spoons – set
- Medium saucepan
- Pan – steam table, full-size 2"
- Pan – steam table, half-size 2"
- Range
- Skillet – large
- Spatula – rubber
- Spoon mixing – large
- Thermometer, digital – instant-read

Note: Tzatziki will need cucumber grated; mujaddara will need to combine brown rice and lentils that were started during Chef Demo, Part 2.

TEAM 4

Middle Eastern-Inspired Chicken Shawarma & Mediterranean-Inspired Chickpea Salad

Equipment:

- Chef knife
- Cutting board
- Measuring cups – set
- Measuring spoons – set
- Oven
- Pan – steam table, full-size 2"
- Parchment paper
- Plastic foodservice film
- Sheet pan, 18" x 26"

Note: Lemon & olive oil dressing from Chef Demo should be combined with the recipe's list of spices as the marinade.

- Thermometer, digital – instant-read
- Bowl – mixing, large (2)
- Bowl – mixing, small (2)
- Whisk
- Colander

TEAM 5

Mediterranean-Style Cucumber Salad & Whole Grain Pita Croutons

Equipment:

- Blender or Food Processor
- Bowl – mixing, large (2)
- Bowl – mixing, small (2)
- Chef knife
- Colander
- Cutting board
- Measuring cups – set
- Measuring spoons – set

- Oven
- Pan – steam table, half-long-size 2"
- Parchment paper
- Plastic foodservice film
- Sheet pan – 18 x 26
- Spoon mixing – large (2)
- Turner
- Whisk

TEAM 6

Chicken Kofta Meatballs & Moroccan-Inspired Harissa Yogurt Sauce

Equipment:

- Bowl – mixing, large (2)
- Bowl – mixing, small (2)
- Chef knife
- Cutting board
- Food Processor
- Measuring cups – set
- Measuring spoons – set
- Oven
- Pan, steam table – half-long-size 2"

- Parchment paper
- Plastic foodservice film
- Sheet pan, 18" x 26"
- Skillet, small
- Spatula, rubber (2)
- Squeeze bottle and lid
- Thermometer, digital – instant-read
- Turner
- Whisk

BUILD-YOUR-OWN PITA STATION

For sampling purposes, set up a build-your-own pita 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 teams recipes in either half-or full-size steam table pans
- Tomato, lettuce, onion – use prepared ingredients from Chef Demo Part 1 activity
- Pita pockets (1 per person)

Demo flow of station with two volunteers:

- Fillings: lettuce, tomatoes, onions
- Spreads/Condiments: hummus, baba ganoush, and tzatziki
- Meats/Meat Alternates: chicken; for a vegetarian option, offer hummus or mujaddara
- Fruits: melon mint salad
- Additional Items: tabbouleh and mujaddara

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.
APPLIANCES			
Oven	3		
Range or cooktop burner	2		
Steamer	1		
Food processor	1		
POTS & PANS			
Medium saucepan	1		
Small saucepan	1		
Large skillet	1		
Small skillet	1		
SMALL KITCHEN TOOLS			
Set of measuring spoons	6		
Set of measuring cups	6		
Grater	1		
Mesh strainer	1		
Can opener	1		
Thermometer	6		
Squeeze bottle and lid	1		
2-qt plastic container with lid	1		
Digital kitchen scale	2		
LARGE KITCHEN TOOLS			
Cutting board	13		
Colander	3		
Large mixing bowl	7		
Medium mixing bowl	2		
Small mixing bowl	6		
Large baking sheet	4		

EQUIPMENT	TOTAL	CONFIRM EQUIPMENT IS PRESENT	USE THIS SPACE TO ADD COMMENTS IF EQUIPMENT/SUPPLIES ARE NOT AVAILABLE. PLEASE INCLUDE ANY EQUIPMENT SUBSTITUTIONS USED.
KNIVES & UTENSILS			
Chef knife	13		
Honing Steel	2		
Large mixing spoon	5		
Metal fork	1		
Paring Knife	2		
Rubber spatula	6		
Turner	2		
Whisk	4		
SERVING TRAYS			
Full-size steam table pan	6		
Half-size steam table pan	6		
PAPER GOODS			
2 ounce portion cups	100		
Aluminum foil	1		
Disposable napkins	50		
Forks	50		
Paper plates	50		
Paper towel	3		
Parchment paper	1		
Plastic wrap	2		
LINENS			
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
PRODUCE			
Cabbage, red	½ lb		
Cantaloupe	1 each		
Celery	1 head		
Cucumbers, large	6 lb		
Eggplant, medium	2 each		
Garlic	4 bulbs		
Honeydew melon	1 each		
Lemons	15 each		
Onion, green	3 bunch		
Onion, red	1 each		
Onion, yellow	12 each		
Pepper, green bell	1 lb		
Romaine lettuce	1 head		
Tomatoes, medium	11 lb		
Watermelon	1 each		
FRESH HERBS			
Chives	2 bunch		
Dill	2 bunch		
Mint	5 bunch		
Parsley (flat leaf)	5 bunch		
CONDIMENTS/OILS			
Extra virgin olive oil	1 quart		
Harissa Paste	1 tsp		
Mustard, Dijon	1 cup		
Oil, olive	1 qt		
Tahini	1 cup		
Vinegar, red wine	3 tsp		

FOOD	TOTAL NEEDED	INVENTORY FROM PRIOR WORKSHOP	PURCHASED
DAIRY			
Cheddar cheese, shredded	8 oz		
Greek yogurt, plain, non-fat	2 lb		
DRY GOODS			
Brown rice, long grain	2 cups		
Bulgur	1 cup		
Chickpeas, canned	70 oz		
Honey	1–2 Tbsp		
Lentils, dried (brown or green)	2 cups		
Whole wheat pita, 6-inch rounds	32 each		
DRIED SPICES			
Allspice, ground	1 Tbsp		
Black pepper, ground	2 Tbsp		
Cayenne, ground	1 tsp		
Chili, ground	1 tsp		
Cinnamon, ground	2 Tbsp		
Coriander, seed	2 tsp		
Cumin, ground	3 Tbsp		
Garlic, granulated	1 tsp		
Kosher salt	1 box		
Oregano, dried	2 tsp		
Paprika, ground	3 Tbsp		
Turmeric, ground	1 Tbsp		
FREEZER			
Chicken breasts, frozen, thawed	2 lb		
COOLER			
Chicken, ground	2 lb		

RECIPES

HUMMUS

COOKING PROCESS: #1 NO COOK

NSLP/SBP CREDITING INFORMATION	
SERVING SIZE	1 SERVING PROVIDES
½ cup	2 oz equivalent meat/meat alternate or ¾ cup vegetable (legumes)

INGREDIENTS	12 SERVINGS	
	WEIGHT	MEASURE
Chickpeas (garbanzo beans), canned, drained	2 lb 4 oz	5 ⅔ cups
Lemon juice		¾ cup
Tahini (ground sesame seed paste)	5.75 oz	⅔ cup
Garlic, whole cloves, raw	1 oz	¼ cup
Water		¾ cup

INSTRUCTIONS

1. Combine all ingredients in a food processor and puree to a smooth consistency.
2. Spread mixture into each shallow pan to a product depth of 2" or less. CCP: Refrigerate until served.
CCP: Hold for cold service at 41 °F or lower.
3. Portion with No. 8 scoop (½ cup).

Recipe adapted from the John C. Stalker Institute.

NUTRIENTS PER SERVING			
Calories	194	Total Carbohydrates	21 g
Total Fat	10 g	Dietary Fiber	7 g
Saturated Fat	1 g	Total Sugars	0 g
Cholesterol	0 mg	Protein	8 g
Sodium	348 mg		

TABOULEH

COOKING PROCESS: #3 COMPLEX FOOD PREPARATION

NSLP/SBP CREDITING INFORMATION	
SERVING SIZE	1 SERVING PROVIDES
¾ cup	0.75 oz equivalent grains, ¼ cup red/orange vegetable

12 SERVINGS		
INGREDIENTS	WEIGHT	MEASURE
Water		2 ½ cups
Salt, table		1 ½ tsp
Bulgur, dry	13 oz	2 cups
Tomatoes, red, raw, ¼ inch dice	1 lb 4 oz	2 ½ cups
Cucumber, raw, peeled, ¼ inch dice	10 oz	1 ½ cups
Parsley, fresh	¾ oz	¾ cup
Onions, raw, ¼ inch dice	3 oz	½ cup
Spearmint leaves, fresh		1 Tbsp
Lemon juice		¼ cup 1 Tbsp
Vegetable oil		2 Tbsp

INSTRUCTIONS

1. Add salt to water and bring to a boil.
2. In a large bowl, combine bulgur and boiling water. Let stand for 30 minutes or until water is absorbed. Do not drain.
3. Add tomatoes, cucumbers, parsley, onions, and mint to the bulgur.
4. Add lemon juice and vegetable oil to salad mixture and toss to combine all ingredients. Spread mixture into each shallow pan (to a product depth of 2" or less. CCP: Cool to 41 °F or lower within 4 hours.
5. Refrigerate until ready to serve. CCP: Refrigerate until served. CCP: Hold for cold service at 41 °F or lower.
6. Serve ¾ cup portions.

Recipe adapted from the John C. Stalker Institute and USDA Recipes for Schools.

NUTRIENTS PER SERVING			
Calories	139	Total Carbohydrates	27 g
Total Fat	3 g	Dietary Fiber	5 g
Saturated Fat	0 g	Total Sugars	2 g
Cholesterol	0 mg	Protein	4 g
Sodium	290 mg		

BABA GANOUSH

COOKING PROCESS: #3 COMPLEX FOOD PREPARATION

NSLP/SBP CREDITING INFORMATION	
SERVING SIZE	1 SERVING PROVIDES
½ cup	⅔ cup other vegetable

12 SERVINGS		
INGREDIENTS	WEIGHT	MEASURE
Eggplant, raw, whole	3 lb	
Tahini (ground sesame seed paste)		⅓ cup
Lemon juice		½ cup
Olive oil		2 Tbsp
Garlic, raw, minced		1 ½ tsp
Cumin, ground		½ tsp
Salt, table		½ tsp
Cayenne pepper, ground		⅛ tsp
Paprika, ground		½ tsp

INSTRUCTIONS

1. Adjust an oven rack to the middle position. Turn on broiler.
2. Line a sheet pan with aluminum foil.
3. Wash eggplant. With a fork, pierce the skin of the eggplant in 6-8 places. Place eggplant onto the sheet pan.
4. Broil eggplant for 2 minutes on all sides.
5. Turn broiler off and heat oven to 375 °F.
6. Bake eggplant until very soft; 25–30 minutes. Remove from oven and allow to cool 10–15 minutes, until easy to handle. Do not discard liquid.
7. Cut open the eggplant and scoop out the roasted eggplant pulp into a bowl. Discard skins.
8. Add tahini, lemon juice, olive oil, garlic, cumin, salt, and cayenne pepper to the eggplant pulp. Place eggplant mixture in a food processor. Process until well combined.
9. Spread mixture in a shallow pan and place in the refrigerator. CCP: Cool to 41 °F or lower within 4 hours. CCP: Refrigerate until served.
10. Before serving, sprinkle top with paprika. CCP: Hold for cold service at 41 °F or lower.
11. Portion with a No. 8 scoop (½ cup).

Recipe adapted from the John C. Stalker Institute.

NUTRIENTS PER SERVING			
Calories	90	Total Carbohydrates	9 g
Total Fat	6 g	Dietary Fiber	4 g
Saturated Fat	1 g	Total Sugars	4 g
Cholesterol	0 mg	Protein	2 g
Sodium	104 mg		

MELON MINT SALAD

COOKING PROCESS: #1 NO COOK

NSLP/SBP CREDITING INFORMATION	
SERVING SIZE	1 SERVING PROVIDES
$\frac{5}{8}$ cup	$\frac{5}{8}$ cup fruit

	12 SERVINGS	
INGREDIENTS	WEIGHT	MEASURE
Honey		1 Tbsp
Lemon juice		1 Tbsp
Watermelon, raw	2 lb	
Honeydew, raw	2 lb	
Cantaloupe, raw	2 lb	
Mint leaves, fresh, julienne		$\frac{1}{4}$ cup

INSTRUCTIONS

1. In a small bowl, combine honey and lemon juice. Stir well and set aside.
2. Wash outside of each melon.
3. Remove melon rinds and cut each melon into 1" cubes.
4. In a large bowl, combine watermelon, honeydew, and cantaloupe cubes.
5. Pour honey and lemon mixture over melon and mix lightly to combine.
6. Sprinkle mint over melon mixture and mix lightly to combine.
7. Spread mixture into a shallow pan. Cover and refrigerate until ready to use. CCP: Refrigerate until ready to use. CCP: Hold for cold service at 41 °F or lower.
8. Portion with No. 6 scoop ($\frac{5}{8}$ cup).

Recipe adapted from the John C. Stalker Institute.

NUTRIENTS PER SERVING			
Calories	81	Total Carbohydrates	20 g
Total Fat	0 g	Dietary Fiber	2 g
Saturated Fat	0 g	Total Sugars	18 g
Cholesterol	0 mg	Protein	2 g
Sodium	26 mg		

GREEK-STYLE TZATZIKI

COOKING PROCESS: #1 NO COOK

NSLP/SBP CREDITING INFORMATION	
SERVING SIZE	1 SERVING PROVIDES
2 oz	0.25 oz equivalent meat/meat alternate

	12 SERVINGS	
INGREDIENTS	WEIGHT	MEASURE
Cucumber, raw, with peel	8 oz	
Salt, table		1 tsp
Garlic, raw, minced		3 clove
Dill weed, fresh, minced		1 Tbsp
Lemon juice		2 Tbsp
Black pepper, ground		¼ tsp
Yogurt, Greek-style, plain, low-fat	1 lb	1 ½ cups 2 Tbsp

INSTRUCTIONS

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

Recipe adapted from the John C. Stalker Institute.

NUTRIENTS PER SERVING			
Calories	43	Total Carbohydrates	3 g
Total Fat	1 g	Dietary Fiber	0 g
Saturated Fat	0 g	Total Sugars	2 g
Cholesterol	4 mg	Protein	4 g
Sodium	207 mg		

LEBANESE-INSPIRED MUJADDARA

COOKING PROCESS: #2 SAME DAY SERVICE

NSLP/SBP CREDITING INFORMATION	
SERVING SIZE	1 SERVING PROVIDES
1 cup	1 oz equivalent meat/meat alternate, 0.75 oz equivalent grains, ¼ cup other vegetable

12 SERVINGS		
INGREDIENTS	WEIGHT	MEASURE
Rice, brown, long grain, dry	1 lb 4 oz	3 cups
Water		1 quart 1 cup
Salt, table		1 tsp
Cumin, ground		1 tsp
Chili powder		1 tsp
Cinnamon, ground		1 tsp
Lentils, dry, green or brown	8 oz	1 cup 2 Tbsp
Water		3 cups
Olive oil		½ cup
Onions, yellow, raw, sliced	1 lb 4 oz	2 large

INSTRUCTIONS

1. Preheat steamer. In a 2-in. steam table pan, combine rice, 1 quart 1 cup water, salt, cumin, chili powder, and cinnamon. Cook for 30-35 minutes, until tender.
2. Rinse lentils in a strainer under running water.
3. In a saucepan, combine rinsed lentils and 3 cups water. Bring to a boil, then simmer for about 15 minutes until tender but not mushy. Drain and set aside.
4. As lentils cook, in a large skillet, sauté onions until golden brown and slightly crispy.
5. Once rice is cooked, remove from heat and let cool for 10 minutes, then fluff with fork. Stir in lentils and sautéed onions. CCP: Hold for hot service at 135 °F or higher.
6. Portion with No. 4 scoop (1 cup).

Recipe adapted from the John C. Stalker Institute.

NUTRIENTS PER SERVING			
Calories	331	Total Carbohydrates	50 g
Total Fat	11 g	Dietary Fiber	4 g
Saturated Fat	2 g	Total Sugars	2 g
Cholesterol	0 mg	Protein	9 g
Sodium	213 mg		

MIDDLE EASTERN-INSPIRED CHICKEN SHAWARMA

COOKING PROCESS: #2 SAME DAY SERVICE

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

12 SERVINGS		
INGREDIENTS	WEIGHT	MEASURE
Olive oil		⅓ cup
Lemon juice		2 Tbsp
Paprika, ground		2 tsp
Allspice, ground		1 tsp
Garlic powder		1 tsp
Cumin powder		1 tsp
Turmeric, ground		1 tsp
Cinnamon, ground		1 tsp
Salt, table		1 tsp
Chicken breast, boneless, skinless, raw	2 lb	

INSTRUCTIONS

1. In a bowl, whisk together olive oil, lemon juice, and all other dry ingredients.
2. Set marinade aside.
3. Place chicken in shallow pan. Pour marinade over chicken and coat evenly. Cover the pan with plastic wrap and place in the refrigerator for at least 30 minutes.
4. Preheat oven to 375 °F.
5. Line a sheet pan with parchment paper. Remove chicken from marinade, place on parchment, and bake until chicken reaches 165 °F. CCP: Heat to 165 °F or higher for at least 15 seconds.
6. Cut chicken into thin strips to fill pita pockets. CCP: Hold for hot service at 135 °F or higher.

Recipe adapted from the John C. Stalker Institute.

NUTRIENTS PER SERVING			
Calories	113	Total Carbohydrates	1 g
Total Fat	8 g	Dietary Fiber	0 g
Saturated Fat	2 g	Total Sugars	0 g
Cholesterol	23 mg	Protein	9 g
Sodium	208 mg		

MEDITERRANEAN-INSPIRED CHICKPEA SALAD

COOKING PROCESS: #1 NO COOK

NSLP/SBP CREDITING INFORMATION	
SERVING SIZE	1 SERVING PROVIDES
¾ cup	⅔ cup vegetable (legumes), ⅔ cup other vegetable

12 SERVINGS		
INGREDIENTS	WEIGHT	MEASURE
Olive oil		¼ cup 2 Tbsp
Lemon juice		¼ cup
Mustard, Dijon		2 Tbsp
Garlic, raw, minced		2 cloves
Coriander, ground		1 tsp
Cayenne pepper, ground		1 tsp
Kosher salt		1 tsp
Black pepper, ground		1 tsp
Garbanzo beans, canned, low-sodium, drained	1 lb 14 oz	5 cups
Cumber, with peel, diced	10 oz	1 ¾ cups
Celery, diced	7 oz	1 ½ cups
Onions, green, sliced	4 oz	2 cups
Cabbage, red, diced	4 oz	1 ¼ cups
Parsley, fresh, chopped	1 oz	1 cup
Spearmint leaves, fresh, chopped	1 oz	1 cup

INSTRUCTIONS

1. For dressing, use a mixing bowl and whisk or a blender. Mix olive oil, lemon juice, Dijon mustard, garlic, coriander, cayenne pepper, Kosher salt, and black pepper to create an emulsion.
2. In a large bowl, combine the garbanzo beans, cucumber, celery, green onion, red cabbage, parsley, and mint. Add the dressing and gently mix to distribute the dressing.
3. Place in service pan, cover, and refrigerate until service. CCP: Refrigerate until served. CCP: Hold for cold service at 41 °F or lower.
4. Serving size is ¾ cup.

Recipe from the Culinary Institute of Child Nutrition.

NUTRIENTS PER SERVING			
Calories	172	Total Carbohydrates	20 g
Total Fat	9 g	Dietary Fiber	5 g
Saturated Fat	1 g	Total Sugars	1 g
Cholesterol	0 mg	Protein	5 g
Sodium	380 mg		

MEDITERRANEAN-STYLE CUCUMBER SALAD

COOKING PROCESS: #1 NO COOK

NSLP/SBP CREDITING INFORMATION	
SERVING SIZE	1 SERVING PROVIDES
$\frac{2}{3}$ cup	$\frac{1}{2}$ cup additional vegetable

INGREDIENTS	12 SERVINGS	
	WEIGHT	MEASURE
Olive Oil		2 Tbsp $\frac{3}{4}$ tsp
Vinegar, red wine		2 Tbsp $\frac{3}{4}$ tsp
Mustard, Dijon		$\frac{1}{2}$ tsp
Salt, Kosher		$\frac{1}{2}$ tsp
Black pepper, ground		$\frac{1}{2}$ tsp
Oregano leaves, dried		$\frac{3}{4}$ tsp
Cucumber, raw, with peel	1 lb 13 oz	4 $\frac{1}{4}$ cups
Tomatoes, red, raw	1 lb 4 oz	2 $\frac{1}{2}$ cups
Peppers, sweet, green	7.25 oz	1 $\frac{1}{4}$ cups
Onions, red, raw		3 Tbsp
Parsley, fresh, chopped		1 Tbsp
Dill weed, fresh, chopped		1 Tbsp
Chives, fresh, chopped		1 Tbsp

INSTRUCTIONS

1. For dressing, use a mixing bowl and whisk or a blender. Mix olive oil, red wine vinegar, Dijon mustard, salt, pepper, and oregano to create an emulsion.
2. Dice cucumber, tomatoes, and green bell pepper into $\frac{1}{2}$ inch dice.
3. Thinly slice red onion.
4. Rough chop all herbs.
5. Place vegetables and herbs into a large mixing bowl.
6. Add dressing to vegetable mixture and gently fold until all vegetables are coated with dressing.
7. Place in service pan, cover, and refrigerate until service. CCP: Refrigerate until served. CCP: Hold for cold service at 41 °F or lower.
8. Once dressed, the salad can be served for up to 24 hours before losing quality.
9. Vegetable mix and dressing can be made one day ahead of time and held separately until combined prior to service.
10. Serving size is $\frac{2}{3}$ cup – use a 6 oz Spoodle for serving.

Recipe from the Culinary Institute of Child Nutrition.

NUTRIENTS PER SERVING			
Calories	47	Total Carbohydrates	5 g
Total Fat	3 g	Dietary Fiber	1 g
Saturated Fat	0 g	Total Sugars	2 g
Cholesterol	0 mg	Protein	1 g
Sodium	69 mg		

PITA CROUTONS

COOKING PROCESS: #2 SAME DAY SERVICE

NSLP/SBP CREDITING INFORMATION	
SERVING SIZE	1 SERVING PROVIDES
0.52 ounces	0.5 oz equivalent grains

	12 SERVINGS	
INGREDIENTS	WEIGHT	MEASURE
Bread, pita, whole wheat (6 ½ inch diameter)	12 oz	2 ⅔ pita
Olive oil		1 Tbsp 1 tsp
Oregano leaves, dried		¾ tsp
Garlic, granulated		¾ tsp
Salt, Kosher		1 tsp

INSTRUCTIONS

1. Preheat oven to 400 °F. Line a sheet ray with parchment paper.
2. Cut pita bread into bite-size portions – approx. ½" x ½"
3. Place cut pita in a large mixing bowl.
4. Mix salt, garlic, and oregano in a small mixing bowl.
5. Add half of the olive oil and toss to coat. Add the remaining olive oil and toss to ensure full coverage of the pita.
6. Add spice mixture and continue tossing to evenly distribute seasoning.
7. Place seasoned pita on parchment-lined sheet tray. Evenly distribute the items on the tray.
8. Bake at 400 °F for 5–8 minutes or until golden brown. CCP: Heat to 135 °F or higher.
9. Cool at room temperature.
10. Store in an NSF-approved storage container for use.
11. One portion is 0.52 ounce by weight = 0.5 oz equivalent grains.

Recipe adapted from the John C. Stalker Institute.

NUTRIENTS PER SERVING			
Calories	51	Total Carbohydrates	8 g
Total Fat	2 g	Dietary Fiber	1 g
Saturated Fat	0 g	Total Sugars	0 g
Cholesterol	0 mg	Protein	1 g
Sodium	205 mg		

CHICKEN KOFTA MEATBALLS

COOKING PROCESS: #2 SAME DAY SERVICE

NSLP/SBP CREDITING INFORMATION	
SERVING SIZE	1 SERVING PROVIDES
1 each	1.25 oz equivalent meat/meat alternate

12 SERVINGS		
INGREDIENTS	WEIGHT	MEASURE
Onions, yellow, raw, chopped	1 lb	2 ¼ cups
Garlic, raw	0.3 oz	1 ½ cloves
Olive oil		¼ cup 1 ½ tsp
Cumin, ground		1 ½ tsp
Coriander, ground		1 tsp
Parsley, fresh, leaves		1 ½ cups
Spearmint, fresh, leaves		¾ cup
Chicken, ground, raw	1 lb 8 oz	
Salt, Kosher		1 ½ tsp

INSTRUCTIONS

1. Pulse yellow onions and garlic in a food processor until very finely chopped.
2. Heat oil in a large skillet, tilt skillet, or steam jacket kettle over medium heat.
3. Add chopped onion and garlic, and cook, stirring, until softened and lightly browned, about 10–15 minutes.
4. Add ground cumin and coriander, and cook, stirring, until fragrant, about 30–60 seconds. Scrape into a large bowl and let cool slightly.
5. Wipe out food processor and add parsley and mint leaves. Pulse until finely chopped, and then transfer to bowl with onion mixture.
6. Add ground chicken and Kosher salt to bowl with the onion mixture. Mix with your hands to combine, but do not overwork.
7. Divide into 12 equal portions, about ⅓ cup per kofta. (8 portions per pound of ground chicken)
8. Shape each portion into 3 ½" x 2" "footballs" with tapered ends.
9. Arrange patties on a rimmed baking sheet lined with parchment paper.
10. Bake at 425 °F for about 16 minutes flipping the patties half way through to allow browning on both sides. CCP: Heat to 165 °F or higher for at least 15 seconds.
11. CCP: Hold at 135 °F or higher. CCP: Hold for hot service at 135 °F or higher.

Recipe adapted from the John C. Stalker Institute.

NUTRIENTS PER SERVING			
Calories	143	Total Carbohydrates	4 g
Total Fat	10 g	Dietary Fiber	1 g
Saturated Fat	2 g	Total Sugars	1 g
Cholesterol	49 mg	Protein	10 g
Sodium	235 mg		

MOROCCAN-INSPIRED HARISSA YOGURT SAUCE

COOKING PROCESS: #2 SAME DAY SERVICE

NSLP/SBP CREDITING INFORMATION	
SERVING SIZE	1 SERVING PROVIDES
1 ounce	

	12 SERVINGS	
INGREDIENTS	WEIGHT	MEASURE
Garlic, raw, minced	0.2 oz	1 clove
Olive oil		1 tsp
Yogurt, Greek-style, plain, nonfat	12 oz	1 cup 3 Tbsp
Lemon juice, fresh		1 ¼ tsp
Harissa paste, purchased		1 tsp
Salt, Kosher		½ tsp
Garlic, granulated		½ tsp

INSTRUCTIONS

1. In a small skillet, over medium heat, add olive oil and garlic. Quickly sauté for approximately 1–2 minutes or until fragrant. Remove from heat.
2. In a large bowl, add yogurt, sautéed garlic (in oil), lemon juice, harissa paste, Kosher salt, and granulated garlic. Mix until well combined.
3. Place in a squeeze bottle or 2 oz portion cups. A serving is 1 oz by weight. CCP: Hold for cold service at 41 °F or lower. CCP: Refrigerate until served.

Recipe adapted from the John C. Stalker Institute.

NUTRIENTS PER SERVING			
Calories	20	Total Carbohydrates	1 g
Total Fat	1 g	Dietary Fiber	0 g
Saturated Fat	0 g	Total Sugars	0 g
Cholesterol	1 mg	Protein	2 g
Sodium	82 mg		



The University of Mississippi
School of Applied Sciences
800-321-3054
www.theicn.org